

POPANKA as an innovative english learning media in 4th grade Elementary School

Levina Mai Nanda*, Erwin Rahayu Saputra, Dian Indihadi

Universitas Pendidikan Indonesia

Corresponding author: levinamai@upi.edu

Submitted/Received 10 July 2023; First Revised 20 July 2023; Accepted 15 August 2023

First Available Online 1 December 2023; Publication Date 1 December 2023

Abstrak

Implementasi media pembelajaran inovatif POPANKA (Power Point, Papan Kata dan Kartu Gambar) pada pembelajaran bahasa Inggris di kelas IV SDIT Cahaya Permata. Dalam hal ini, dilatar belakangi oleh adanya permasalahan pada kegiatan pembelajaran bahasa Inggris, khususnya terhadap media pembelajaran yang kurang diperhatikan untuk mendukung pemahaman konsep materi bahasa Inggris. Pada proses pembelajaran peneliti mengintegrasikan tiga media tersebut dengan permainan "Marina Menari" yang menjadikan kegiatan pembelajaran lebih menyenangkan dan dapat bermakna bagi peserta didik. Metode penelitian yang digunakan adalah metode kualitatif studi pustaka dan studi lapangan. Sedangkan, pengumpulan data melalui beberapa tahap meliputi, wawancara, studi pustaka dan pengutipan referensi yang diperoleh melalui Google Scholar. Dengan teknis analisis data kualitatif berdasarkan hasil wawancara, pengamatan dan studi lapangan kepada responden yang berjumlah 28 dari 31 peserta didik yang hadir di kelas IV Cahaya Permata. Berdasarkan hasil analisis yang telah dilakukan dapat disimpulkan bahwa, pengimplementasian media pembelajaran yang inovatif dapat meningkatkan motivasi belajar peserta didik pada pembelajaran bahasa Inggris.

Kata kunci: Bahasa Inggris; Media Pembelajaran; Papan Kata dan Kartu Gambar; Power Point

INTRODUCTION

English language lessons, especially at the elementary school level, are experiencing dynamics regarding the 2013 curriculum which is currently being implemented. As a result, most elementary schools do not require English language learning. However, private elementary schools still carry out English language learning as a local content subject held by learning development teachers, as in the case at Cahaya Permata Integrated Islamic Elementary School (Henceforth, SDIT). Even though this SDIT English curriculum has been developed by one English language teacher, there are still problems that hinder the development of competencies and skills for students. Therefore, teachers need to find solutions to problems that occur in the English learning process, especially in class IV. Based on the results of the preliminary study by using interviews, a solution was found to overcome problems in the English learning process, namely through the

application of the innovative POPANKA learning media (PowerPoint, Word Board, and Picture Cards). This innovative learning media is a tool that can support the achievement of the expected learning process and goals. So, in this case, the researchers tested POPANKA media (PowerPoint, Word Board, and Picture Cards) as a solution that can provide changes to teaching and learning activities in English language learning which of course can increase learning motivation in students.

Apart from increasing learning motivation, English learning media aims to support students' basic skills in mastering basic technology. In this case, it is in line with the development of science and technology which brings renewal, including the media used in the learning process. So, without intentionally requiring an educator to upgrade themselves in learning and mastering it and being able to transfer this to students.

As for this case, the results of research on implementing POPANKA media will be

presented(PowerPoint, Word Board, and Picture Cards) as innovative media for learning English in class IV SDIT Cahaya Permata.

RESEARCH METHODS

The research method used is a qualitative method of literature study and field study. Meanwhile, data collection went through several stages including interviews, literature study, and citing references obtained via Google Scholar. Technical qualitative data analysis based on the results of interviews, observations, and field studies with respondents totaling 28 out of 31 students who attended class IV SDIT Cahaya Permata. Then, in the process, the researcher analyzes the data collected in the form of words, images, and numbers. This data may come from interview scripts, field notes, personal documents, notes or memos, and other official documents (Moloeng, 2010). Therefore, the data from the analysis can then be interpreted and conclusions drawn.

RESULTS AND DISCUSSION

a. POPANKA Innovative Media (PowerPoint, Word Board, and Picture Cards) in English Language Learning in Class IV SDIT Cahaya Permata.

1. PowerPoint

PowerPoint is the preferred learning media as part of the stimulus for teaching English to students. There are cartoon images of the cultural diversity of the Indonesian nation consisting of 1) Dance, 2) Traditional musical instruments, and 3) Traditional houses. Apart from pictures, researchers also linked the introduction of cultural diversity to Indonesian language material, namely words, phrases, and sentences. So, in this case, the researcher created practice questions in the form of a series of words, phrases or sentences based on images of cultural diversity presented on PowerPoint slides. Also supported by PowerPoint designs and cartoon images that have been adapted to the age development of students. Thus, this media can attract attention which can encourage students' curiosity about the material

presented by the researcher. Apart from that, the existence of PowerPoint media can also be a renewal for an educator to modify and upgrade himself to take advantage of technological developments that are developing rapidly in Indonesia. The following is digital-based learning media in the form of PowerPoint which can be applied by teachers in the English learning process in class IV SDIT Cahaya Permata.



Advantages and Disadvantages of Power Point Media in Learning English in Elementary Schools.

a. Excess:

- Learning media that utilizes technological developments.
- The design can be as creative as possible while still adjusting to the age development of students.
- It has a new impression on the learning process of students in elementary schools.
- Encourage the application of varied learning methods.

b. Lack:

- Among senior teachers, PowerPoint media is still considered difficult to learn and master.
- Teachers tend to apply conventional learning styles rather than trying changes.

- Incomplete school facilities can hinder the application of PowerPoint media in learning activities.

1) Word Board and Picture Cards

Word boards and picture cards are learning media that are integrated together with a game method which is often called the ice breaker "Marina Menari". At first, this media was only an alternative learning method, but after it was implemented directly in the classroom, students enjoyed it and were interested. The media was made by the researcher himself, so it is handmade and the process can be seen via YouTube sources: https://youtu.be/_gD0ydnf8FMas a reference. Meanwhile, the size of the image cards that are made is around 7cm x 5cm, but still, adjust the shape or pattern of the image that will be attached to the cardboard that has been cut. The materials and tools used are quite simple, including:

1. Paperboard
2. HVS Paper
3. The whiteboard measures 40 x 60 cm.
4. *Print out* alphabet letters and images of the nation's cultural diversity.
5. *Double tape*
6. Cardboard box
7. Scissors
8. Fountain pen
9. Ruler



2) Advantages of word board and Picture Card Media

1. Advantages of Word Board Media

- Small in size and easy to carry.
- Tools and materials can be easily obtained.

- Improve children's memory in remembering the learning material that has been explained.
- Supports group learning methods.
- Students become more active
- Learning becomes fun.

2. Disadvantages of Word Board Media

- The manufacturing process is quite complicated.
- Can only be used in one meeting and one learning material.
- Increase the printing of alphabet letters.
- Requires quite a bit of manufacturing costs.

3. Advantages of Image Card Media

- Simple and practical shape
- Including media updates
- Small in size and easy to carry.
- Improving children's memory through visual media.
- Can be used for various materials related to recognition, such as pictures of cultural diversity, letters of the alphabet, animals, and so on.
- Suitable for use in low and high classes.

4. Disadvantages of Image Card Media

- Susceptible to water and fading
- Requires tenacity in its manufacture.
- It costs a lot of money to print out colored images.
- It is small in size, so it must attract more attention from students and have an impact on the effectiveness of managing classroom conditions.

3) Benefits of Word Board and Picture Card Media in the English Language Learning Process in Elementary Schools.

a. For Teachers:

- Teachers find solutions to innovate the English learning process so that it does not seem monotonous.
- The learning methods used can be more varied.
- Improving a teacher's skills.
- Teachers can find out students who have a visual learning style.

b. For Students:

- Students are actively involved in learning activities. So, it has the potential to increase student activity.
- Encouraging the improvement of students' memory.
- Stimulate students' curiosity.

b. Implementation of POPANKA as an Innovative Media for English Language Learning in Class IV SDIT Cahaya Permata.

The research was carried out on Saturday, November 27 2021 in class IV SDIT Cahaya Permata in the second hour after mathematics. In the process, the researcher implemented an English learning plan based on the Learning Implementation Plan (RPP) that had been designed. Before implementing the learning, the researcher also conducted an interview stage via the WhatsApp application with the English language learning development teacher about the obstacles and problems that occurred in class IV. From the results of the interview, information was obtained that teachers had difficulty encouraging students' interest in imitating sounds that were difficult to pronounce and the media used were conventional, namely in the form of pictures in books, markers, and whiteboards. Therefore, researchers try to provide a solution by implementing the innovative media POPANKA (PowerPoint, Word Board, and Picture Cards) in English language learning to increase learning motivation and

develop students' basic skills towards technology.

In the first implementation stage, the researcher explained the English language learning materials for theme 1 "Diversity of My Nation Culture", teaching materials for words, phrases, and sentences with material content consisting of English, Indonesian, and PPKn. In the learning process, researchers carried out two learning activities, including: 1) Introduce National Culture (Introduction to the diversity of national culture) which consists of dance, traditional musical instruments, and traditional houses. Meanwhile, the second learning activity is Reading (reading) the text of the story "A Cultural Parade". Meanwhile, in each material presented, the researcher also inserted practice questions in the form of tests for composing words, phrases, and sentences in empty columns which were presented on PowerPoint slides. This aims to determine the level of students' understanding of the introductory material "Cultural Diversity of My Nation" which has been presented by the researcher.

In the second implementation stage, the researcher implemented word board and picture card media which were integrated through the "Marina Menari" game method in the learning process. This game also acts as an icebreaker so that students are motivated again to carry out the next learning activity. So, in the implementation process, the researcher took the following steps: 1) Divided the groups based on seating rows and gender, 2) Distributed one picture card to each group, 3) The researcher instructed the conditions for the game "Marina Dancing" along with the movements in front. class, 4) If there are group members who are not united, they are required to compose words based on the pictures that have been distributed to the front of the class on the word board provided with the group, 5) Give \pm 1 minute or 20 counts to complete it and 6) Finally, The researcher gave appreciation to the group who had succeeded in completing the arrangement of the words correctly and precisely.

After the second stage is completed, the next activity is closing. In this activity, the

researchers carried out reflections in the form of questions about the understanding gained from the material being taught, the interest in the media used, and the level of satisfaction with the activities during the learning process. Next, the researcher gave thanks, impressions, messages, and motivation to class IV students at SDIT Cahaya Permata who were enthusiastic about participating in English learning.



Figure 1
Presentation of Introduction to National Culture

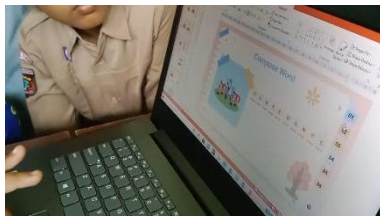


Figure 2
Practice Questions on PPT Slides and Basic Technology Skills.



Figure 3
Ice-Breaking "Dancing Marina"



Figure 4
Application of Word Board and Picture Card Media



Figure 5
Researchers Reflection

c. Student Responses to the Implementation of POPANKA Media in English Language Learning in Class IV SDIT Cahaya Permata.

Based on the results of the field study, student responses were obtained regarding the media implementation of POPANKA (PowerPoint, Word Board, and Picture Cards) in English language learning in class IV SDIT Cahaya Permata, totaling 28 out of 31 students who attended class IV SDIT Cahaya Permata. The responses given varied from positive (+), and negative (-) to no response (0). Below is a table of student responses to clarify the respondent indicators.

Table 1
Student Response

| No. | Respondent Indicator | + | - | 0 |
|-----|--|---|---|---|
| 1. | Students show a high response of curiosity towards the use of POPANKA media (PowerPoint, Word Board, and Picture Cards). | ✓ | | |
| 2. | Students showed an enthusiastic response in answering questions given by researchers, either directly or on practice questions in PowerPoint media slides. | ✓ | | |
| 3. | Students show a response of joy and enthusiasm when learning is integrated with the game "Marina Menari". | ✓ | | |
| 4. | Students complete the practice questions by completing the letters in the empty boxes to find out which picture shows | ✓ | | |

| | | |
|----|---|---|
| | whether the material is a phrase or sentence. | |
| 5. | Students show cooperation and responsible attitudes as a group through the process of filling in word boards based on the picture cards that have been distributed. | ✓ |
| 6. | Students more often show a bored response by playing around and not paying attention to the researcher's explanation of the material. | ✓ |
| 7. | Students expressed displeasure with the use of POPANKA media (PowerPoint, Word Board, and Picture Cards) in learning English. | ✓ |

CONCLUSION

Based on the results of observations, interviews, and field studies through the practice of teaching English language learning in class IV SDIT Cahaya Permata, it can be concluded that the application of learning media is important to pay attention to because it can be a cause and effect of increasing students' interest in learning. The media applied must be innovative and relevant to the material being taught. Therefore, the researcher tried to create a solution by implementing POPANKA media (PowerPoint, Word Board, and Picture Cards) which in its application could be integrated with the "Marina Menari" game method. In this case, of course, POPANKA media has advantages and disadvantages in its application in learning activities. In general, the following are the advantages of POPANKA's innovative learning media, including: 1) Learning media that utilizes technology, 2) Design can be as creative as possible while still adapting to the developmental age of students, 3) Encourages the application of more varied learning methods, 4) Encourages children's activity in the learning process, 5) Stimulate students' curiosity, 6) Help improve students' memory and 7) Know the visual style of students' learning. Meanwhile, the disadvantages of implementing POPANKA media in the

learning process in elementary schools are as follows: 1) Teachers tend to apply conventional learning styles rather than trying to change, 2) Requires quite a lot of manufacturing costs, 3) Requires tenacity in the process of creating media that is handmade and 4) Incomplete facilities can hinder the application of this media in the classroom learning process, especially PowerPoint. Then, there are benefits of POPANKA media (PowerPoint, Word Board, and Picture Cards) for teachers and students in the English language learning process in elementary schools, including: 1) Teachers get solutions to innovate the English language learning process so that it doesn't seem monotonous, 2) The learning methods used can be more varied, 3) Improve a teacher's skills and 4) Teachers can identify students who have a visual learning style. Meanwhile, the benefits for students are: 1) Students are actively involved in learning activities. So, it has the potential to increase student activity, 2) Encourage the improvement of students' memory and 3) Stimulate students' curiosity. Meanwhile, the response results shown by students varied, starting from positive (5), negative (1), and no response (1).

So, there are recommendations from researchers to apply innovative learning media, whether sourced from YouTube or handmade (handmade) to encourage students' motivation and interest in learning, especially in English language material.

ACKNOWLEDGEMENT

The researcher would like to thank the head of SDIT Cahaya Permata who has given permission and kindly accepted the opportunity to carry out research. To the fourth-grade classroom teacher and English language learning developer teacher who has provided access to teaching practices and information as well as various data needed by researchers. Finally, thank you to all related parties who have helped, so that the researchers were able to complete this task to the end.

REFERENCES

- Alida, J. (2021). *Pemanfaatan Media Power Point Untuk Meningkatkan Minat Belajar Bahasa Inggris Siswa Kelas VIII SMP N 21 Kerinci. Jurnal Pendidikan Islam*, 7(1), 61-80.
- Aribowo, E. K. (2017). *Media Pembelajaran DIY: Membuat Flash Card dan Teka-Teki Silang Mandiri*.
- Ashlihah, A., Wulandari, S., & Fadilah, Y. W. (2021). *Penggunaan Media ICT (Power Point) dalam Pembelajaran Bahasa Asing untuk Anak-Anak Desa Tinggar. Jumat Informatika: Jurnal Pengabdian Masyarakat*, 2(1), 1-6.
- Darmalaksana, W. (2020). *Metode Penelitian Kualitatif Studi Pustaka dan Studi Lapangan. Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Fajar, A., & Kurniawati, D. (2021). *Upaya Meningkatkan Hasil Belajar Siswa dengan Media Flashcard pada Materi An-Nazah di DTA Manaarul Huda Kelas IV. Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(1), 24-36.
- Febrianto, K., Yustitia, V., & Irianto, A. (2020). *Aktivitas Siswa Dalam Pembelajaran Dengan Menggunakan Media Flashcard Di Sekolah Dasar. Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 16(29), 92-98.
- Fitriyani, E., & Nulanda, P. Z. (2017). *Efektivitas Media Flash Cards dalam Meningkatkan Kosakata Bahasa Inggris. Psymphatic: Jurnal Ilmiah Psikologi*, 4 (2), 167–182.
- Iswari, F. (2017). *Pengembangan Media Pembelajaran Bahasa Inggris Berupa Flashcard Bergambar pada Tingkat Sekolah Dasar. DEIKSIS*, 9(02), 119-128.
- Kaltsun, H. U. (2017). *Pemanfaatan Alat Peraga Edukatif Sebagai Media Pembelajaran Bahasa Inggris Sekolah Dasar. URECOL*, 19-24.
- Misbahudin, D., Rochman, C., Nasrudin, D., & Solihati, I. (2018). *Penggunaan Power Point Sebagai Media Pembelajaran: Efektifkah?. WaPFI (Wahana Pendidikan Fisika)*, 3(1), 43-48.
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Muthoharoh, M. (2019). *Media PowerPoint Dalam Pembelajaran. Tasyri: Jurnal Tarbiyah-Syariah-Islamiyah*, 26(1), 21-32.
- Nurseto, T. (2011). *Membuat media pembelajaran yang menarik. Jurnal Ekonomi dan pendidikan*, 8(1).
- Nuryanti, N., Endang, S. M., & Fajar, I. (2019). *Perencanaan Pembuatan PPT Inovatif Sebagai Media Pembelajaran. Universitas Muhammadiyah Sidoarjo*.
- Pradana, P. H., & Gerhni, F. (2019). *Penerapan Media Pembelajaran Flash Card untuk Meningkatkan Perkembangan Bahasa Anak. JOEAI: Journal of Education and Instruction*, 2(1), 25-31.
- Prehanto, A., Aprily, N. M., Merliana, A., & Nurhazah, M. (2021). *Video Pembelajaran Interaktif-Animatif sebagai Media Pembelajaran IPS SD Kelas Tinggi di Masa Pandemi Covid 19. Indonesian Journal of Primary Education*, 5(1), 32-38.
- Rizka, O. S. (2022). *Pengembangan Media Flashcards Berbasis QR-Code pada Mata Pelajaran Bahasa Inggris Materi Parts of Body Kelas V (Doctoral*

Dissertation, Uin Raden Intan
Lampung).

Yasa, Dena. (2018, 23 Juni. *Media Pembelajaran Papan Huruf Labukonan (Lambang Bunyi Vokal dan Konsonan)*. (Online). Diakses di https://youtu.be/_gD0ydnf8FM