



THE EFFECTIVENESS OF USING TEACHING AIDS ON STUDENT LEARNING OUTCOMES IN INCREASING INTERACTION IN LEARNING

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ABSTRACT

Learning English is generally hindered by the limited use of visual aids. As a result, students' understanding of the English language is not fully achieved, and the learning process becomes less active due to a lack of interaction between teachers and students. Therefore, it is necessary to incorporate teaching aids to enhance student learning outcomes after using unit teaching aids. This research employed an experimental method with a Pretest-Posttest Control Design. The study was conducted in Class V at SDN 69 Palembang, where the VA class served as the control group and the VB class as the experimental group. Data on understanding the concept of measurement were collected from the results of pre and post-tests administered to both groups. The data analysis revealed that the average score of understanding in the control group during the initial test was 54.38%, which increased to 71.04% by the end of the test. On the other hand, the average score in the experimental class during the initial test was 52.95%, which improved to 80.23% by the end of the test. Therefore, the effective use of unit teaching aids benefited the Class V students at SDN 69 Palembang.

Keywords: *Effectiveness, Teaching Aids, Learning Outcomes.*

1. INTRODUCTION

Indonesia encompasses both developed and developing aspects within its country. The attainment of a developed and advancing status relies significantly on the presence of education. The Law on the Education System No. 20 of 2003 defines education as a purposeful and organized endeavor aimed at fostering an environment conducive to learning and facilitating the active development of students' capacities. These capacities encompass religious and spiritual fortitude, self-discipline, personal growth, intellectual prowess, noble character, and the acquisition

of skills essential for both individual and societal needs. Active participation of students in the learning process is crucial within education as it leads to the attainment of learning outcomes that serve as indicators of students' abilities. By actively engaging in learning, students can acquire knowledge and skills that act as benchmarks for their capabilities during their educational journey.

Learning is a purposeful process that involves deliberate actions aimed at transforming attitudes and behaviors. It occurs within a learning environment, where individuals encounter new circumstances and

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engage in specific learning activities. The ultimate goal of this process is to bring about changes in an individual's mindset and conduct, distinguishing their state before and after undergoing the learning experience (Setiawati, 2018, p. 32). In the field of education, it is essential to assess the extent of students' comprehension and progress throughout the learning process. To determine their level of understanding, students must actively participate in the learning activities. Learning is an internal process that occurs within an individual, leading to behavioral changes. It takes place when individuals respond to and receive stimuli from the external environment (Gasong, 2018, p. 8). As a result of engaging in the learning process, students attain outcomes or achievements. These learning outcomes represent the results accomplished by students after undertaking specific learning activities, which are evaluated using designated measurement tools (Rohim, 2022, p. 187).

Enhancing human intelligence is a crucial function of English education. When individuals receive good-quality education, particularly in English, it contributes to the cultivation of a skilled and capable generation for the nation. To nurture such generations, an effective and efficient learning process is indispensable. However, the elementary level of English education often presents various challenges during the learning journey. English holds a prominent position in education as a language that facilitates communication, expression of ideas, and participation in

intellectual and cultural exchanges. Proficiency in English is vital in today's interconnected global landscape (Gonzalez, 2018, p. 15).

Visual aids are instrumental in the process of learning English as they play a vital role in facilitating comprehension. These aids bring clarity to the teaching process by assisting educators in effectively conveying information to students. By utilizing visual aids, teachers can enhance the presentation of materials, enabling students to quickly grasp and comprehend the concepts being taught. The incorporation of visual aids contributes to a higher level of understanding among students in the study of English. Teaching aids encompass a wide range of tools and objects used to demonstrate the subject matter and stimulate students' thoughts, emotions, attention, and motivation, thereby fostering the learning process (Hutauruk, 2018, p. 124). In the learning process, students often express dissatisfaction with the repetitive nature of the learning experience. Consequently, the inclusion of props becomes crucial as they have the potential to capture students' attention, instill a sense of enthusiasm for learning, and prevent boredom.

Based on observations made during the Teaching Practice Program (PPL) at SDN 69 Palembang, it was evident that the learning process was not as effective as desired. The classroom dynamics predominantly revolved around a teacher-centered approach, with limited use of visual aids, especially in English education. The prevalent lecture-style teaching

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rendered students passive, assuming the role of passive listeners and note-takers. Consequently, there was a lack of interaction between teachers and students during the learning process. To address this issue, the integration of visual aids becomes essential to foster greater student engagement and encourage increased interaction between teachers and students throughout the learning journey.

Based on the background described above, the researcher tried to conduct research with the title "The Effectiveness Of Using Teaching Aids On Student Learning Outcomes In Increasing Interaction In Learning".

2. LITERATURE REVIEW**Effectiveness**

Effectiveness refers to the degree of accomplishment of goals, which includes the acquisition of knowledge, skills, and the development of attitudes through systematic learning processes and efforts. It involves utilizing educational facilities supported by information technology to attain predetermined objectives (Rahmawati, 2019, p. 50). Effectiveness can be measured by assessing the extent to which targets, including quantity, quality, and time, have been met (Suci, 2020, p. 61). It serves as an indicator of the degree to which learning objectives have been achieved (Aisah, Narinda, & Pratiwi, 2021, p. 68).

Furthermore, effectiveness can be understood as the relationship between results and goals. It reflects how well the outcomes, policies, and procedures of an organization

align with the set objectives. An activity is considered effective when its intended goals are ultimately achieved in accordance with the established targets (Harahap, 2018, p. 45).

Terms of Use of Teaching Aids

There are several requirements that teaching aids must meet in order to fulfill their functions and provide the expected benefits in English learning. These requirements are as follows:

- 1) Alignment with English concepts: Teaching aids should be aligned with the concepts of English language learning.
- 2) Conceptual clarity: Teaching aids should effectively clarify English language concepts, whether through real-life examples, pictures, diagrams, or other visual representations. They should not complicate the understanding of English concepts.
- 3) Durability: Teaching aids should be long-lasting and able to withstand regular use in the classroom.
- 4) Engaging design: Teaching aids should have interesting shapes and colors to capture students' attention and make the learning experience more enjoyable.
- 5) Safety: Teaching aids should be made from materials that are safe for students' health.
- 6) Simplicity and ease of use: Teaching aids should be simple and easy to manage for both teachers and students.

- 7) Appropriate size: The size of teaching aids should be suitable or proportionate to the physical size of the students.
- 8) Promoting active learning: Teaching aids should serve as a demonstration to foster the growth of abstract thinking in students. These visual aids can be manipulated, such as being held, touched, moved, or attached, allowing students to actively engage in learning, both individually and in groups.

a. Definition of Learning

Learning is a deliberate endeavor undertaken by individuals or groups with the aim of acquiring knowledge, instigating changes in behavior, attitudes, and fostering positive values based on what has been learned (Mulyadi, 2019, p. 96). Furthermore, learning is characterized by a noticeable transformation in behavior, distinguishing the state before and after the learning process. It involves mental or psychological activities that actively interact with the surrounding environment (Setiawati, 2018, p. 32). Learning can be seen as a process initiated by individuals to bring about changes in their behavior (Hutauruk, 2018, p. 123). Moreover, learning entails a relatively permanent change in behavior resulting from past experiences or purposeful and planned learning (Nurrita, 2018, p. 174). It is a transformation in disposition or ability that individuals achieve through activities that stem from their natural growth process (Sulfemi, 2018, p. 4).

In summary, learning can be understood as a conscious and purposeful activity undertaken by individuals to acquire knowledge, skills, and bring about changes in behavior. It is a fundamental process within education and represents a conscious effort to positively alter behavior and gain understanding (Suzzana & Jayanto, 2021, p. 1).

b. Definition of learning outcomes

Learning outcomes refer to the abilities and changes in behavior that students acquire after undergoing a series of learning activities and experiences (Sugiyono, 2021, p. 858). They are the results obtained by individuals through their efforts in the learning process, leading to behavioral changes and the acquisition of new knowledge and skills. These outcomes are typically assessed through tests to gauge the extent of student development (Adriningtyas, 2018, p. 24). Furthermore, learning outcomes are the products of individuals actively and positively interacting with their environment, indicating the impact of their engagement and learning experiences (Nurrita, 2018, p. 175).

Learning outcomes serve as benchmarks that educators use to evaluate and enhance their performance in implementing the learning process (Yudha, 2018, p. 1). Based on the aforementioned opinions, it can be inferred that learning outcomes are the result of efforts made to achieve specific changes and obtain a measurable value through the

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use of assessment tools or measuring instruments. These outcomes provide a reference point to assess the effectiveness of the learning process and gauge the level of student achievement.

3. RESEARCH METHODOLOGY

The experimental research method is employed to investigate specific treatments or interventions under controlled conditions. In this study, the True Experimental Design quantitative method was utilized. The research design adopted was the Pretest-Posttest Control Group Design, which involves conducting an experiment with two groups randomly selected. Prior to the treatment, both the experimental group and the control group are given a pretest to determine if there are any initial differences between them (Sugiyono, 2021, p. 134).

Pretest Research Design-Posttest Control			
<i>Group Design</i>			
Class	Pretest	treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	-	O_4

a. Population

The population refers to a group of objects or subjects that possess specific characteristics and quantities determined by the researcher for study purposes, from which conclusions can be drawn (Sugiyono, 2019, p. 145). In the context of this study, the

population consisted of 46 students from Grade V at SDN 69 Palembang, comprising two classes: V.A with 24 students and V.B with 22 students.

b. Sample

The sample is a subset of the population that represents its characteristics and quantity (Sugiyono, 2019, p. 146). In this study, the Simple Random Sampling technique was employed to select the sample. Simple Random Sampling involves randomly selecting individuals from the population, without considering the specific classes within the population (Sugiyono, 2021, p. 149). The Simple Random Sampling technique can be conducted using a lottery-like process. The researcher creates a list of objects, in this case, the classes VA and VB, and assigns a code to each object. The codes are written on separate pieces of paper, which are then rolled up and placed into a container. The researcher shakes the container to randomize the papers, and one piece of paper is selected without any bias. This process ensures that each object (class) has an equal chance of being selected. In this study, the sample was obtained by selecting class VA as the control group and class VB as the experimental group from the students in grade V at SDN 69 Palembang.

Data collection technique

This study uses two data collection techniques which include observation and tests.

1. Observation

Observation is the act of directly observing and gathering information about a specific subject or phenomenon (Fandini, 2018, p. 16). It involves the systematic collection of data through firsthand observation by the researchers themselves. In the context of studying student activities, observation serves as a method to obtain valuable research results by closely monitoring and documenting their behaviors, actions, and interactions. This observational data can then be analyzed and utilized for research purposes.

2. Test

A test is a tool or instrument that consists of questions or tasks to be answered or performed by individuals being assessed, with the purpose of measuring a specific aspect or skill (Sugiyono, 2019, p. 234). It serves as a measuring instrument in data collection, where the questions and instructions provided in the test prompt students to demonstrate their abilities, knowledge, or mastery in a particular area. Tests are designed according to specific guidelines and rules to ensure consistency and fairness in measurement. In summary, tests are tools used to measure various aspects, including skills, knowledge, and attitudes, through questions or tasks presented to individuals.

The stages that will be carried out in this research are:

a. Pretest (Initial Test)

In the initial test, the researcher will

administer a set of test items to both the experimental class and the control class. It is mentioned that the researcher will not use unit props, which suggests that the test will be conducted without the use of any additional instructional materials or aids. The purpose of this initial test is to assess and compare the initial conditions or starting points of the two samples, providing a baseline measurement of their abilities or performance before any intervention or treatment is implemented. By conducting this test, the researcher can gather information about the initial state of the experimental and control groups and establish a basis for comparison in the subsequent stages of the study.

b. Giving Treatment (Treatment)

After assessing the initial conditions of the two samples, the researcher will proceed to provide different treatments to each group. In the control class, the researcher will administer a fixed treatment using unit props specifically designed for teaching geometric material. On the other hand, in the experimental class, the researcher will provide a treatment using unit props focused on teaching geometric material. The objective of these treatments is to investigate and determine the impact on student learning outcomes. By comparing the achievements of the two groups after receiving the respective treatments, the researcher can evaluate the effectiveness and potential benefits of using unit props in teaching geometric concepts.

c. Posttest (Final Test)

In the final test, the researcher will administer a test to both the experimental class and the control class without the use of unit props. The purpose of this test is to evaluate and compare the outcomes or achievements of the two groups after they have received different treatments. By conducting this final test without the use of unit props, the researcher can assess the extent to which the treatment, specifically the use of unit props in teaching geometric material, has influenced the learning outcomes of the experimental class compared to the control class. The results of this final test will provide insights into the effectiveness of the treatment and help determine whether the use of unit props has made a significant difference in the achievement of student learning outcomes between the two groups.

4. RESULTS AND DISCUSSION

The research was conducted at SD Negeri 69 Palembang, located at Jl. KH. Faqih Usman Lrg Perigi Kel. 2 Ulu Kec. SU 1 Palembang 30256, from June 15 to June 20, 2023. The subjects of the study were the students of class V, which constituted the population. From this population, samples were selected using the simple random sampling technique. Simple random sampling is a method of selecting samples from a population in a random manner, without any consideration of the specific class within the population. Using this sampling technique, 24

students from class VA were selected as the control group, and 22 students from class VB were selected as the experimental group. Thus, the total sample size used in the study was 46 students.

Frequency Distribution of Learning Outcomes (Posttest) Control Class

Based on the table above, we can see that the learning outcomes (postets) of control class students are 0% of students who are in the very low category, there are 12.5% of students who are in the low category, there are 12.5% of students who are in the medium category. , there are 54.17% of students who are in the high category, and there are 20.83% of students who are in the very high category.

Distribution of Mastery Learning Outcomes Control Class)

The posttest results of the control class students showed that 6 students were in the incomplete category, representing 25% of the total, while 18 students were in the complete category, accounting for 75% of the total. It can be concluded that the results obtained from the control class, which did not receive treatment using unit teaching aids in this English learning material, were lower than those of the experimental class, which received the treatment.

Frequency Distribution of Experiment Class Learning Outcomes (Pretest).

Based on the table above, we can see that the learning outcomes (pretest) of experimental class students are 9.09% of students who are in the very low category,

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there are 45.45% of students who are in the low category, there are 18.18% of students who are in medium category, there are 22.73% of students who are in the high category, and there are 4.55% of students who are in the very high category.

Frequency Distribution of Experimental Class Learning Outcomes (Posttest).

Based on the table above, we can see that the learning outcomes (postests) of experimental class students are 0% of students who are in the very low category, there are 4.55% of students who are in the low category, there are 4.55% of students who are in the medium category. , there are 50% of students who are in the high category, and there are 40.91% of students who are in the very high category.

Distribution of Completeness of Experimental Class Learning Outcomes

The posttest results of the experimental class students, based on the table above, show that there are 2 students in the incomplete category, accounting for 9.09% of the total. Meanwhile, there are 20 students in the complete category, representing 91% of the total. It can be concluded that the results obtained from the experimental class, which received the treatment of using unit teaching aids in this English learning material, were higher than those of the control class.

Based on the results of data analysis, the average value of the two control class groups was 54.38 for the pretest and 71.04 for the posttest, while in the experimental class, after the pretest, the score was 52.95 and the

posttest score was 80.23. The results of the statistical analysis using the t-test obtained a value of 2.364, which is greater than 1.680. Therefore, it can be concluded that the use of visual aids is effective in improving the english learning outcomes of students at SDN 69 Palembang.

Based on the results of this study, it can be concluded that according to the formulated hypothesis testing criteria, the tcount is 2.364, while the ttable with degrees of freedom (df) of 44 at a significance level of 0.05 is 1.680. It can be stated that tcount > ttable, which means $2.364 > 1.680$. Therefore, the tcount is considered significant, and the null hypothesis (H₀) is rejected while the alternative hypothesis (H_a) is accepted. Thus, the hypothesis states that the use of unit teaching aids has an effective impact on student learning outcomes in English material for class V at SDN 69 Palembang.

5. CONCLUSIONS**a. Conclusion**

So, this research was conducted to determine the effectiveness of using unit teaching aids on student learning outcomes in English at SDN 69 Palembang. Based on the analysis and discussion of the research data, it can be concluded that there was an improvement in students' learning outcomes in class VB at SDN 69 Palembang after participating in learning activities that incorporated unit teaching aids in English, as seen from the results of the learning tests. The homogeneity test confirmed that the

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sample came from a homogeneous population. Moreover, the hypothesis test revealed that the research results meet the criteria, with $t_{count} > t_{table}$, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a).

b. Suggestion

Based on the research results obtained regarding the effectiveness of using unit teaching aids on student learning outcomes in English at SDN 69 Palembang, several suggestions can be made as follows:

- It is hoped that fifth-grade students at SDN 69 Palembang can improve their learning outcomes in English and grasp the concepts of the materials more easily.
- For teachers, it is recommended to incorporate unit teaching aids in English lessons, particularly in the study of English materials, to achieve optimal learning results.
- For schools, it is encouraged to utilize these findings to enhance the learning process and improve the overall quality of education.
- For researchers, further exploration can be conducted to investigate the application of unit teaching aids in English lessons, specifically in English materials, thus providing a solid foundation for teaching practices and improving learning outcomes.

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