



THE INFLUENCE OF USE OF TEACHING MEDIA ON STUDENTS LEARNING OUTCOMES TO PROMOTE THEIR POSITIVE LEARNING BEHAVIOUR

Eka Ristianingsih¹, Djunaidi²

¹Elementary School No 1 Rawadadi, ²Sriwijaya University

E-mail: ekablgt123@gmail.com, djunaidi@unsri.ac.id,

Accepted :

10 April 2023

Published :

10 July 2023

Corresponding Author:

Djunaidi

Email Corresponding :

djunaidi@unsri.ac.id

ABSTRACT

The aim of this study was to examine the impact of utilizing cliff board media on student learning outcomes in a first-grade class at SDN Rawadadi. The research method employed was experimental research, specifically utilizing a Pre-Experimental Design known as the One Group Pretest-Posttest Design. The population for this study consisted of 20 first-grade students at SDN Rawadadi, and the entire population was selected as the sample. The results of the calculations indicated a T-count value of 5.748, which is greater than the T-table value of 1.734 in the T-test sample. Furthermore, the sig. (2-tailed) value was 0.000, which is less than 0.05, meeting the prerequisites for hypothesis testing. Therefore, the hypothesis was accepted. Based on the hypothesis testing data, it can be concluded that the utilization of cliff board media has a significant impact on student learning outcomes.

Keywords:*The Use of Cliffs Board Media, Student Learning Outcomes*

1. INTRODUCTION

Education is characterized as a shift that impacts pupils in order to help them better adapt to their surroundings; as a result, it will result in changes in people that help them function normally in daily life. Education is a process that involves altering behavior, gaining knowledge, and gaining life experience to help pupils develop more mature attitudes and ways of thinking. Additionally to the process of modifying pupils' behavior, information and life experience are added. There are different degrees of education, including elementary school, junior high school, secondary school, and higher education. The purpose of

elementary school education is to develop children's attitudes, abilities, and knowledge in order to provide them the fundamentals they need to survive in society. Elementary school is a structured educational setting whose purpose it is to give pupils knowledge, fundamental skills, and responsible attitudes. Learning English is one of the numerous learning styles that might influence students' potential growth and development in the educational setting.

Elementary schools need to offer fundamental subjects. Every level of education includes English instruction, which is crucial for teaching students to think critically,

Vol 6, No 2 (2023): ESTEEM

logically, methodically, and creatively (Gultom, Sipayung, & Tanjung, 2020, p. 35).

Because there is no human activity or behavior that is distinct from English s, English s is a discipline that is absolutely important in life and develops in accordance with the needs of humans.²² (Kamarullah, 2017). A person who studies English will become accustomed to logical, analytical, methodical, critical, creative thinking and will be able to solve difficulties in both English and in daily life.

The cognitive domain (knowledge) is the end result of learning English in current contemporary day, which is the core of learning. In elementary schools, many pupils struggle and deteriorate in their ability to learn English (Indriani & Imanuel, 2018, p. 8). The material for addition and subtraction is one aspect of learning English that is quite useful in daily life. For elementary school pupils working on addition and subtraction topics, a media/visual aid is required to help students understand the material. A relationship will function smoothly if a tool, also known as a communication medium, is used. When used properly, learning media can aid students in better comprehending the subject matter and promote more active, imaginative, and enjoyable English learning.2019: Zahara & Budiyo, p. 2941

Researchers discovered issues with English learning in grade I, where learning outcomes were still subpar, based on information they collected from grade I teachers at SD Negeri Rawadadi. The cause is

that pupils find English challenging and sometimes frightening. This is due to the fact that a lot of children still struggle with math. The teacher also observed that while the English lessons that have been taught thus far have used media, those uses have been limited and less varied than those of blackboards and textbooks, and teachers also have not used cliff board media, which lowers student interest in participating in the learning process.

On the basis of these issues, media/props that are motivating and appropriate for use are required; one approach in this regard is media/props. The purpose of cliff board materials is to aid children in learning, particularly when learning addition and subtraction concepts as a counting medium, to their satisfaction. As counting media, this cliff board has cups, aqua glasses, and ice cream sticks. Zahara & Budiyo (2019, p. 2950) state that this is done in order to encourage students to actively engage in learning through the usage of learning media. Learning outcomes are understood as a measurement of the evaluation of learning activities or learning processes expressed in symbols, letters, or words that describe the outcomes attained by pupils. Students should therefore be able to achieve learning outcomes that are in line with set standards or KKM, although in practice not all students can do so. Unsuitable learning medium is one of several things that can contribute to this. As a result, the media employed by the researcher was the ravine board. Making it simpler for kids to

Vol 6, No 2 (2023): ESTEEM

understand English language instruction is intended to help them do better academically.

The researcher attempts to employ media or instructional aids (addition and subtraction) to make it simpler for students to compute addition and subtraction based on the background information described above. In light of the information provided in the problem's background, researchers are encouraged to conduct experimental research under the heading "The Effect of Using Ravine Board Media on Student Learning Outcomes in English Class I at SDN Rawadadi." A number of issues can be seen, including the following: (1) Student learning outcomes are still poor, and students find math lessons to be intimidating and challenging; (2) students are less engaged in their education; (3) teachers employ learning media, but have not changed their use or introduced the cliff board medium. (1) Researchers restrict the scope of the research topics that will be addressed on the cliff board medium to student learning outcomes in the English subject matter of addition and subtraction. First-graders at SDN Rawadadi served as the research sample, and the study's subject matter was addition and subtraction.

The researcher in this case formulates the problem to be studied, namely "Is there any influence from the use of cliff board media on student learning outcomes in English class I at SDN Rawadadi?. The purpose of this study, based on the formulation of the problem that has been stated above, is to determine whether there is an effect of using the cliff board media

on student learning outcomes in English class I at SDN Rawadadi.

2. LITERATURE REVIEWS**Definition of Learning**

Learning is a process that occasionally results in a somewhat permanent change in a person's behavior or attitude; learning always goes hand in hand with these changes, whether they are better or worse, intended or unintended (Suzana & Jayyanto, 2021, p. 1-2). Learning demonstrates purposeful or conscious behavior; this behavior entails a person's activeness in implementing mental processes that permit changes to take place in him (Simarmata et al., 2021, p. 3).

The purpose of learning is a change in individual behavior in a better direction than before (Suzana & Jayyanto, 2021, p. 2-3), that is :

1) To Gain Knowledge

The process of learning outcomes can be seen from the increase in individual thinking skills. Not only adding new knowledge, the learning process also sharpens changes in individual thinking abilities for the better.

2) Instilling the Concept of Skills (skills)

Basically, the physical and spiritual skills possessed by each individual are obtained through the learning process

3) Forming an Attitude

Learning activities can shape individual attitudes. Thus the formation of a mental attitude towards individuals can be directly related to the inculcation of moral values

Vol 6, No 2 (2023): ESTEEM

that will be obtained by students, so that in the future they can develop a sense of self-awareness.

4) Learning Principles

The learning process is a complex thing, but can be analyzed and detailed in the form of learning principles. What is meant by principles here are things that can be used as a guide in the learning process (Pramana & Wibowo, 2020, p. 5-6).

6). The principles of learning are:

a. Study should be with a regular plan

That in learning must take into account the time and material to be studied.

b. Learning must be disciplined

Discipline can be started by getting used to obeying the distribution of plans that have been prepared.

c. Learning must be with interest

In order to study well, it requires a high interest in the material being studied.

d. Learning must be with understanding

This means that in learning not only memorizing but must arrive at a clear understanding.

e. Learning must be with simple recreation

This means that learning should be interspersed with recreation, with the hope that it has not been resolved, there is a possibility that a solution will be found sometime during recreation.

f. Learning must be with a clear purpose

In learning there must be a goal to be achieved. In teaching and learning

activities must pay attention to the principles of learning, namely:

- 1) The learning process is complex, but organized
- 2) Motivation is very important in learning
- 3) Learn from simple things to complex things
- 4) Learn the process of generalizing various responses

Factors Influencing Learning

Learning success can also be influenced by many factors (Misyanto, 2016, p. 145). The factors that influence learning outcomes, among others:

1) Internal factors

a. Psychological Factors

Psychological state is a person's psychological state that can affect the learning process, such as student intelligence, demands, attitudes and talents.

b. Physiological Factors

Physiology is the factors that affect a person's physical condition

2) External Factors

a. Non-social environment, such as the natural environment, instrumental factors (learning tools), and learning material factors.

b. Social Environment, the same as: the social environment of the community, school and family.

a branch of science that has many applications to daily life. English is always associated with

Vol 6, No 2 (2023): ESTEEM

calculations, logic, and other concepts. The fact that English-related concepts like time, money, distance, the number of objects, and others are constantly present is evidence of this (Sugiarto, Anugrahana, & Aprinastuti, 2018, p. 229). To make learning English easier, learning principles must be selected beforehand. For instance, understanding idea B, which is based on concept A, can make learning English easier. It is impossible for that person to comprehend concept B without first grasping concept A. Sundyana (2018), page 29.

English is a fundamental science that enhances both human thought and the advancement of science and technology. English requires deductive proof and does not accept inductive generalizations based on observation. (Anggraini, P., & R., 2019, p. 220).

According to Nugraha, et al (2020, p. 41) the objectives of learning English are:

- a. Understand concepts and apply English procedures in everyday life.
- b. Perform English operations for simplification and analysis of existing components.
- c. Doing English reasoning which includes making generalizations based on existing patterns, facts, phenomena or data, making assumptions and verifying them.
- d. Solve problems and communicate ideas through symbols, tables, diagrams, or other media to clarify conditions or problems.

- e. Fostering positive attitudes such as being logical, critical, careful, conscientious, and not giving up easily in solving problems

Elementary English Learning

English is the science that supports a number of contemporary technology, is crucial to numerous scientific fields, and explains human reasoning. English sequences in the areas of algebraic theory, probability, discrete English, and numbers are currently the foundation for rapid advancements in the field of information and communication technology. Future technological creation and mastery require English skills rooted in early infancy (Yayuk, 2019, p. 3).

Learning English is like learning math. Quantity, space, structure, and change are all related to English. Addition, subtraction, multiplication, and division are all parts of counting. Subtraction subtracts integers denoted with a minus (-) to create a new number, whereas addition adds the sum of two or more numbers to create a new number. Tanjung, Panjaitan, and Thessaloniki, 2022, p. 163.

The science of English has many applications in daily life. English is always associated with calculations, logic, and other concepts. The fact that English-related concepts like time, money, distance, the number of objects, and others are constantly present is evidence of this (Sugiarto, Anugrahana, & Aprinastuti, 2018, p. 229).

Vol 6, No 2 (2023): ESTEEM

To make learning English easier, learning principles must be selected beforehand. For instance, understanding idea B, which is based on concept A, can make learning English easier. It is impossible for that person to comprehend concept B without first grasping concept A. Sundryana (2018), page 29.

English is a fundamental science that enhances both human thought and the advancement of science and technology. English requires deductive proof and does not accept inductive generalizations based on observation. (Anggraini, P., & R., 2019, p. 220).

Definition of Learning Media

Teachers utilise media as a tool or supplement when speaking with their students. Media can take the shape of things or actions. Direct items include things like leaves, flowers, and pencils. Additionally, it may take the form of manufactured objects like globes and elephants as well as indirect objects like blackboards, chalk, films, and so forth. (Amreta & Safa'ah, 2021) Page 23.

When employed as a messenger in a learning activity, media is a tool or the like. The message being conveyed is learning material, and the media's purpose is to make the contents easier for students to understand. Sundryana (2018), page 6. In order to assist the transfer of knowledge material, facts, and concepts to students so that learning objectives are met, teachers utilise learning media, which can be either software or

hardware (Alaman & Nugrahaeni, 2022, p. 151).

Benefits of Learning Media

Some of the benefits of learning media (Sundayana, 2018, pp. 11-12) as follows :

- 1) Submission of subject matter can be equated
- 2) The learning process becomes more interactive
- 3) The learning process becomes clearer and more interesting
- 4) Efficient in time and effort
- 5) By using the media the learning process can be done anywhere and anytime
- 6) Improving the quality of learning outcomes
- 7) Media can foster students' positive attitudes towards learning materials and processes
- 8) Changing the role of the teacher in a more positive and productive direction

Learning Media Functions

Media in the learning system has a function to make it easier to explain material that is difficult to understand (Sundayana, 2018, pp. 7-8). The media has several functions, as follows:

- 1) Study the message so it's not too verbal
- 2) Overcome the limitations of space, time and energy

Vol 6, No 2 (2023): ESTEEM

- 3) Creating a passion for learning, more active direct interaction between students and learning resources.
- 4) Submission of lesson messages can be more structured
- 5) Learning can be more interesting
- 6) Learning becomes more interactive
- 7) Lesson time can be shortened

Definition of Chasm Board Media

You can create your own media using a subtraction board. This media can be used repeatedly and is comprised of a sturdy substance. The addition and subtraction gap board materials are made of plywood, cardboard, and paddy paper. To make the board look nice, it is covered with a pretty cloth or piece of paper. Then, ice cream sticks are added to the board using aqua glass with the intention of making it easier for students to use (zahara & Budiyo, 2019, p. 2942).

The three-dimensional design of the addition and subtraction board media makes it possible for children to understand abstract concepts in physical terms, making it possible for them to see abstract concepts as real. (2014) (Arsyad, p. 25).

Definition of Learning Outcomes

Learning outcomes include the potential for a person to act in accordance with his or her talents as well as an internal capacity that has become their own. (Page 175 of Nurita, 2018). Learning outcomes are evaluations of students' performance in the cognitive, emotional, and psychomotor domains that they have attained over the course of a specific

period of time (Nugrahaeni, 2022, p. 152). Learning outcomes refer to a variety of processes used to gather data on student performance or the extent to which students are able to meet the established learning objectives. (Siregar & Nara, 2015).

However, there are now a number of issues with the way pupils learn in schools, chief among them being that their learning outcomes have not been fully realised. Numerous factors might have a positive or negative impact on pupils' learning outcomes.

Both internal and external influences have an impact on a student's ability to learn. External factors are those that originate outside of the student's self, such as the surrounding environment, teachers, social environment, learning methods, and so on. Internal factors are those that originate within the student and are divided into two categories, namely psychological and physiological. (2018; Hendriana, p. 47).

Advantages and Disadvantages of Media

The learning media of the addition subtraction board is a simple medium, and can attract students' attention. In addition, this media has advantages and disadvantages, including providing more concrete concept planting. (Sundayana, 2018, p. 87).

- 1) Excess
 - a. Provide students with more concrete concepts about the results of addition and subtraction.

Vol 6, No 2 (2023): ESTEEM

- b. Make it easy for students to learn the meaning of addition and subtraction.
 - c. The materials needed are relatively inexpensive and easy to obtain.
- 2) Lack
- a. How to make this media requires patience and perseverance so that the media is good.
 - b. Teachers are required to be creative in making addition and subtraction board media

The purpose of compiling or making a subtraction sum board (Daryanto, 2012, p. 37) as follows :

- 1) Students can learn independently without or with the guidance of educators
- 2) Minimizing the role of educators so that they are not too dominant in learning activities
- 3) Students are able to measure their own level of mastery of the material that has been studied

3. RESEARCH METHODOLOGY

In order to solve issues and seek specific remedies, the quantitative research method used in this study is used (Sugiyono, 2019, p. 130). The research methodology is a method used in science to gather reliable data that is useful and relevant. Because there are outside factors that affect the dependent/dependent variable, the method used in this study, known as the Pre-

Experimental Design, is an actual experiment. The independent variable has an impact on the dependent variable's experimental results in addition to the independent. due to the lack of a control variable and the non-random selection of the sample. Pre-Experimental Design was used because there is only one class in class I, making it impossible to utilise a control group for this study. Because there was only one class in the sample, class I, the researcher had to employ the Pre-Experimental Design approach for the main research and was unable to use the control class. One Group Pretest-Posttest Design is used in this pre-experimental design approach. There is no control class used in this exercise. In order to implement this design, the experimental group's pretest and posttest results were compared.

The class I SD Negeri Rawadadi, which is situated on Jalan Rawadadi in the Buay Madang Timur District of the East Oku Regency of South Sumatra Province, is where this study was carried out. This study was conducted from May 24 to June 3 of the 2023 academic year, during the even semester of class I SD Negeri Rawadadi. The experiment times were changed to coincide with the math class times. Additionally, the full subject of the study—all first-graders at SDN Rawadadi 2023—was the population in this study. Researchers employed a saturated sampling sample for this investigation. Because the population is tiny or fewer than 30, saturated sampling is the practise of selecting a sample from the entire population.¹⁴⁶ (Sugiyono,

Vol 6, No 2 (2023): ESTEEM

2019). The sample population for this study consisted of 20 first-graders, 12 of whom were female and 8 of whom were male.

Since gathering data is the primary objective of research, data collection procedures are the most crucial stage of the process (Sugiyono, 2019, p. 149). Students from Rawadadi Public Elementary School served as the study's target population for data collection. In order to collect reliable data for this study, the researchers used observational, experimental, and documentary methods. The test is meant to measure how well students have learned the subject for addition and subtraction in their English classes. According to the information that will be presented during the study, validation specialists have tested the provided pretest and posttest question sheets. Addition and subtraction multiple choice examinations are used to answer the questions.

The (1) Normality Test is the data analysis method employed. The normality test is used to test the normality of a data set; if the data meet the criteria, it can move on to the next testing phase. A test for normality seeks to quantify the data's distribution within a variable or member. The Kolmogorov-Smirnov SPSS is used for this normality test (Kadir, 2019, p. 147). Homogeneity Test, second. To evaluate if various population variants are similar or not, a homogeneity test is utilized. The F test was employed in this work as the homogeneity test. The variances of 2/more data groups are the same if the significant value is > 0.005 . Utilising SPSS, compute the

variance to obtain f . (P. 87 of Khudriyah, 2021). 3. A test of hypotheses. The question of whether media consumption affects first-graders at SD Negeri Rawadadi's learning outcomes is addressed by the hypothesis. The t-test (paired sample t-test) is the hypothesis test employed in this study to examine the research hypothesis using the formula (P. 125 of Arikunto, 2019). The rational decision-making hypothesis entails: If $>$, accept H_a and reject H_o with a 0.005 level of significance. Table of contents

The use of cliff board media has a major impact on class I students' learning outcomes. If there is no significant impact of cliff board media on class I student learning outcomes, then reject H_a and accept H_o at a significant threshold of 0.005. A significant level of $(\alpha) = 5\%/0.05$. $t_{hitung} > t_{tabel}$ is used.

4. RESULTS AND DISCUSSION

In English class I at SDN Rawadadi, there is a correlation between the use of cliff board media and the learning outcomes of the students. This discrepancy arises because the usage of the gap board medium improves learning results during the posttest or final exam.

Learning outcomes improve when handled with media, according to research that has been conducted by researchers through observation, tests, and documentation. The average during the pretest and posttest shows this. In the pretest/preliminary test, the average score was 54, and in the posttest, it was 74.

Vol 6, No 2 (2023): ESTEEM

Therefore, it can be inferred from these average scores that student learning outcomes have improved.

Instrument Validity Data Questions

To carry out tests on students, testing the validity of the questions was carried out with 20 multiple choice test questions with experts.

Table 1. Question Validity Test

No Question	r_{hitung}	r_{tabel}	Category
1	-0.0996	0.5140	Invalid
2	0.7051	0.5140	Valid
3	0.0702	0.5140	Invalid
4	-0.0468	0.5140	Invalid
5	-0.0078	0.5140	Invalid
6	0.5901	0.5140	Valid
7	0.5518	0.5140	Valid
8	0.5212	0.5140	Valid
9	-0.4828	0.5140	Invalid
10	0.5595	0.5140	Valid
11	0.5776	0.5140	Valid
12	0.0468	0.5140	Invalid
13	0.6083	0.5140	Valid
14	0.6745	0.5140	Valid
15	-0.0996	0.5140	Invalid
16	0.5449	0.5140	Valid
17	0.5518	0.5140	Valid
18	0.6946	0.5140	Valid
19	0.4995	0.5140	Invalid
20	0.7051	0.5140	Valid

Based on the results of the validity test presented in the table above, it can be seen from the 20 questions there are 12 questions which are declared valid because $> .$ And there are 8 questions that are declared invalid because $< .r_{hitung}r_{tabel}r_{hitung}r_{tabel}$

Table 2. Question Reliability Test

Number of Questions	r_{hitung}	r_{tabel}	Category
12	0.8638	0.5140	Tall

Based on the table above it can be seen $>$ the value obtained is 0.8638 and the value

obtained is 0.5140. So that from the 12 items the question obtained high results. $r_{hitung}r_{tabel}r_{hitung}r_{tabel}$

Descriptive Statistical Test Results

Based on the calculation of the data obtained, it shows an increase in student learning outcomes, which are described in the following table:

Table 3. Comparison of Pretest and Posttest Values

No	Student's name	Pretest	Posttest
1	Adiba SA	60	80
2	Afandi. NP	20	70
3	Akhifa NP	90	100
4	Alika NP	60	70
5	Andika. MKB	80	90
6	Acyl AA	70	80
7	Azkie ATN	90	100
8	Danang Z	80	90
9	Fadli AA	50	60
10	PT	20	60
11	Kayla KF	20	80
12	Hesa AZ	70	80
13	M. Khoiul M	30	40
14	M. Fadli A	50	70
15	Nadin PA	20	50
16	Princess S	50	70
17	Serley O	60	70
18	Shakira A	30	40
19	Viola GK	80	90
20	Zea A	50	90
Amount		1080	1480
Average value		54	74
The highest score		90	100
Lowest Value		20	40

Based on the table above, it is known that the posttest value is with an average value of 74, the highest value is 100 while the lowest value is 40. For the pretest value, namely with an average of 54, the highest value is 90 and

Vol 6, No 2 (2023): ESTEEM

the lowest value is 20. This can be seen from the pretest test data above the number 20 students with school KKM set at 65, the number of students who achieved KKM was 7 students or (35%) and the number of students who had not reached KKM was 13 students (65%) with an average score of 54, classically declared incomplete. And after the researchers carried out the learning with treatment using the cliff board media, it could be seen from the results of the posttest testing, namely the number of students who achieved the KKM was 15 students or (75%) and the number of students who had not reached the KKM was 5 students or (25%) with an average of 74.

Normality test

Normality testing is done to find out if the data is normally distributed or vice versa. The data tested is posttest data. The normality test uses the Kolmogorov Smirnov test with SPSS version 26 with a significance level of 0.05.

Table 4. Normality Test Results Data

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest results	.160	20	.192	.936	20	.205
Pretest results	.140	20	.200*	.913	20	.073

Homogeneity Test

The homogeneity test aims to determine whether the data is homogeneous. Data can be declared homogeneous if the significance value is > 0.05 , then the variance is declared homogeneous. If the significance value is < 0.05 then the variance is not homogeneous. Test the homogeneity of the data using SPSS version 26.

Table 5. Data on Homogeneity Test Results

Levene's Test For Equality Of Variances		
	F	Sig
Results	2,714	.108
Study		

Based on the table above, the homogeneity test decision is obtained, namely: if the sig value is < 0.05 , the variance is not homogeneous. Based on the data in the table above, the sig value is $0.108 > 0.05$. This means that the data is declared homogeneous.

Hypothesis Testing

The data obtained has been declared to be normally distributed and homogeneous, then a hypothesis test is carried out with the t-test using SPSS Version 26. The aim is to prove the previous hypothesis that has been formulated.

Table 6. Results of Paired Samples Statistics

		Paired Samples Statistics			
		Means	N	std. Deviation	std. Error Means
Pair 1	Posttest results	74.00	20	17,592	3,934

Vol 6, No 2 (2023): ESTEEM

Pretest results	54.00	20	24,149	5,400
-----------------	-------	----	--------	-------

Based on the calculation of the table above, of the 20 students the average pretest result was 54.00 and the posttest average result was 74. Pretest Std. Deviation is 24.149 and posttest Std 17.592, Std Error mean pretest is 5.400 and Std. The mean posttest error is 3.934.

Table 7. Paired Samples Correlations

Paired Samples Correlations		N	correlations	Sig.
Pair 1	Posttest & pretest result	20	.766	.000

Based on the calculation of the table above, it shows the correlation coefficient of the pretest and posttest, which is 0.766 with sig. $0.000 < 0.05$. This means that the pretest and posttest data have a significant effect.

Table 8. Paired Samples Test**Paired Samples Test**

Pair	Posttest Results - Pretest Results	Paired Differences					t	df	Sig. (2-tailed)
		Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference				
					Lo	Upp			
1		20,00	15,560	3,479	12,718	27,282	5,748	19	.000

The basis for making a t-test decision is as follows:

- If the significance value is < 0.05 then the hypothesis is accepted
- If the significance value is > 0.05 then the hypothesis is rejected
- It is known that the sig (2-tailed) value in pair 1 pretest-posttest is $0.000 < 0.05$.
- If 1.734 is smaller than 5.748 then it is rejected and accepted. $t_{tabel} < t_{hitung} H_0 H_a$
- It can be concluded that there is an effect of using cliff board media on student learning outcomes in first grade English at SD Negeri Rawadadi.

5. CONCLUSIONS AND SUGGESTIONS

After analyzing the data and testing the hypothesis, it was concluded that there was an influence in the use of the cliff board media for addition and subtraction material on the English learning outcomes of first grade students of SD Negeri Rawadadi. Evidenced by the posttest average results are greater when compared with the pretest average results. The average result of the pretest is 54 in the poor category, while the posttest results are 74 in the good category. Based on the hypothesis test, it is obtained that is 5.748 where $= 1.734$ with $= 0.05$ and $df = N - 2$ where $N = 20$ so $df = 18$. So it can be concluded that 5.748 $>$ 1.734 so that it is in accordance with the prerequisites of hypothesis testing, then it is accepted and

Vol 6, No 2 (2023): ESTEEM

rejected. From the hypothesis testing data, it can be concluded that there is an effect of using cliff board media on student learning outcomes in English class I SD Negeri Rawadadi.

$$t_{hitung} > t_{tabel} \alpha t_{hitung} > t_{tabel} H_a H_o$$

6. REFERENCES

- Alaman, & Nugrahaeni, N. (2022). *Papeda Journal*, 151.
- Amreta, MY, & Safa'ah, A. (2021). The Effect of the Papinka Model on the Ability to Calculate Addition and Subtraction in Learning English in Elementary Schools. *JURMIA (Journal of Madrasah Ibtidaiyah Research)*, 23.
- Anggraini, AA, P, V., & R, IF (2019). The Effect of Make A Match Cooperative Learning Model on Motivation and Learning Outcomes of English. *INTERNATIONAL JOURNAL OF ELEMENTARY EDUCATION*, 219.
- Arikunto, S. (2019). *RESEARCH PROCEDURE*. JAKARTA: PT. CREATION RINEKA.
- Arshad. (2014). *INSTRUCTIONAL MEDIA*. JAKARTA: PT. KING OF GRAFINDO INDONESIA.
- Daryanto. (2012). *INSTRUCTIONAL MEDIA*. BANDUNG: PT. PROSPEROUS TUTORIAL MEANS.
- Gultom, E., Sipayung, R., & Tanjung, DS (2020). The Effect of Giving Rewards on Student Learning Outcomes in English Class IV SD Negeri 097350 Prabular. *PGSD School Journal*, 35.
- Hendriana, EC (2018). The influence of teacher skills in managing classes on student learning outcomes in elementary schools. *JPDI (Journal of Indonesian Basic Education)*, 47.
- Indriani, MN, & Immanuel. (2018). Realistic English Learning in Educational Games Based on Local Excellence to Develop English Communication. *PRISMA (Proceedings of the National English Seminar)*, 8.
- Kadir. (2019). *APPLIED STATISTICS: Concepts, Examples and Data Analysis with the SPSS/Lisrel Program in research*. DEPOK: PT. KING GRAFINDO PERSADA.
- Kamarullah. (2017). English Education in Our Schools. *Journal of English Education and Learning*, 22.
- Khudriyah. (2021). *RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS*. MALANG: MADANI.
- Misyanto. (2016). Analysis of Factors Causing Low Learning Outcomes of Class V Students in English Subject. *Anterior Journal*, 144-150.

Vol 6, No 2 (2023): ESTEEM

- Nugrahaeni, A. d. (2022). POP UP BOOK LEARNING MEDIA ON ENGLISH LEARNING OUTCOMES OF CLASS II SD STUDENTS. PAPERDA JOURNAL, 151.
- Nurita, T. (2018). Development of Learning Media to Improve Student Learning Outcomes. MISYAKAT, 175.
- Pramana, M., & Wibowo, BK (2020). Principles of Learning and the Concept of Development of Human Behavior. Bengawan Earth Pulpit Journal, 5-6.
- Simarmata, J., Ramadhani, YR, Siregar, RS, Rahim, R., Mawati, AT, Ardiana, DP, . . . Ritonga, MW (2021). Learning Theory and Learning. Bandung: Our Writing Foundation.
- Siregar, E., & Nara, H. (2015). Learning Theory and Learning. Bogor: Ghalia Indonesia.
- Sugiarto, S., Anugrahana, A., & Aprinastuti, C. (2018). Development of English Learning Media for Grade II Elementary Students Material for Addition and Subtraction Based on the Montessori Method. Proceedings, 230.
- Sugiyono. (2019). Educational Research Methods (quantitative, qualitative, combination, R&D and Educational Research. Bandung: Alfabeta.
- Sugiyono. (2019). Educational Research Methods (Quantitative, Qualitative, Combination, R&D and Educational Research. ALFABETA.
- Sundayana, HR (2018). Media and Props. Bandung: Alphabet.
- Suzana, Y., & Jayanto, I. (2021). Learning Theory and Learning. Malang: CV. Archipelago Literacy Mandiri.
- Tanjung, MK, Panjaitan, MB, & Thesalonika, E. (2022). The Effect of Picture Media on the Ability to Count Addition and Subtraction in English in Class I SD Negeri Senio Bangun. PEDGOGIC JOURNAL, 163.
- Yayuk, E. (2019). ENGLISH LEARNING ELEMENTARY SCHOOL. MALANG: UMM PRESS.
- zahara, HM, & Budiyono. (2019). The Effect of Addition Board Media on English Learning Outcomes in Addition Material for Grade I Elementary School Students. Journal of Elementary School Teacher Education, 2941.