THE USE OF PICTURE CARD MEDIA TO IMPROVE 12TH GRADE STUDENTS' MASTERY OF GERMAN VOCABULARY

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Abstract : The present study aims at describing the use of picture card media to improve 12th grade students' mastery of German vocabulary. This Classroom Action Research (CAR) is conducted at SMA Negeri 1 Tamako in June to August 2023. The methods used to collect research data are class observations, interviews and tests. This action research uses a qualitative descriptive data analysis methodology which is carried out in two cycles, each cycle includes planning, implementing actions, observing and reflecting. The findings show that the use of picture card media can improve 12th grade students' mastery of German vocabulary. The increase in student activity can be seen from the average pre-action activity score of 34.61%, cycle I was 3.33% and cycle II was 3.11% of the maximum score. The percentage increase in student activity from pre-action to cycle I was 47.66%, then the percentage increase again from cycle I to cycle II was 7.88%. So the average increase in student activity scores was 9.68%.

Keywords : *Learning, Learning Media, Language Games, Picture card media.*

INTRODUCTION

The ability to communicate with each other across groups is greatly facilitated by the use of language. Everyday interactions greatly benefit from the free flow of information made possible by the availability of language. When we lose the ability to communicate with each other, we lose the ability to express our unique identity and personality. The need for knowledge of languages other than Indonesian is great in this country. Schools provide instruction in a number of languages other than English, including Japanese, German, Mandarin Chinese, and French. Language structure, reading, listening, writing and pronunciation skills all provide additional challenges for students learning German, one of the foreign languages taught.

Vocabulary expansion helps all four skills required for German fluency: listening, speaking, reading and writing. The larger one's vocabulary in the target language, the simpler it is to express oneself in that language. The success of a German learner can also be measured by how well they absorb the lexicon of the language. The author asserts that lack of language knowledge is a significant problem among students today. Many students struggle with German vocabulary even though professors devote a lot of time to teaching and practicing it. Therefore, the author is interested in using a fun learning technique, namely learning through play using picture card media as a new way to improve German comprehension.

It is important for educators to select and use learning materials that are consistent with the pedagogical approach taken in the classroom. Picture media is one common choice as it can make learning more interesting, generate imagination, and increase student motivation. Students are given a deck of picture cards and asked to describe the scene in German. This software makes

learning German terminology interesting and memorable.

RESEARCH METHOD

The research method used is qualitative. In general, qualitative methods are used because the problems are unclear, holistic, complex, dynamic and full of meaning so that it is impossible to collect data on these social situations using quantitative research methods with instruments such as tests, questionnaires, interview guidelines. In addition, researchers intend to understand social situations in depth, find patterns, hypotheses and theories.

This research design was implemented collaboratively and adopted a classroom action research approach, known as classroom action research (CAR) or action research. In this series of classroom action research, the model developed by Kurt Lewin was used. According to Lewin, four core concepts are contained in each research cycle, namely planning, acting, observing, and reflecting.

1. **Planning**. The researcher at this stage developed a German teaching strategy, known as a Learning Implementation Plan (RPP), which prioritized certain linguistic characteristics in accordance with existing resources and curriculum. Data collection instruments in the study were also designed by the researcher, and learning assessment instruments were developed.

2. **Implementation / Acting**. By dividing the class into smaller groups, the entire number of students can be accommodated. Provide instructional resources according to predetermined subject areas and pedagogical objectives. The instructor guides the group through the role-play activity. Once everyone in the class is finished, the instructor announces the winning group and rewards them. Use your observant skills to supervise and assess the progress of the learning process.

3. **Observing** The teaching and learning cycle, collaborative student innovation, and vocabulary acquisition are all factors.

4. **Reflecting**. Correcting students' mistakes in vocabulary acquisition, completing tasks according to the specified time limit.

This research was conducted at SMA Negeri 1 Tamako, a public school located in Kampung Balane, Sangihe Islands Regency. The research was conducted during the odd semester of the 2023-2024 academic year, starting from June to August 2023. The research implementation schedule was adjusted to the school academic calendar, considering the time needed to carry out the research in stages, and ensuring effectiveness and efficiency in the teaching and learning process in the classroom.

Students of SMA Negeri 1 Tamako were chosen as participants due to concerns about their proficiency in German. Students, instructors, and peers all acted as observers in the data collection process. The learning process can be observed and interviewed to obtain descriptive qualitative data using data collection methods. Each student's test scores and conversational responses to the picture cards were also collected.

Since the teacher plays an important role in the development of each student, performance indicators are evaluated throughout the classroom action research, and not only for children. Students' ability to understand and utilize German terminology is evaluated by collecting and analyzing data obtained through the medium of picture cards, observations, and interviews. The capacity to learn German is evaluated using picture cards using descriptive analytical methods. as follows:

1. **Comprehension.**

By using descriptive qualitative analysis methods, we can learn more about how far participants have learned German through the use of picture cards. The

findings of this study can be used as a starting point for developing more efficient pedagogical approaches that account for individual differences in learning styles and preferences. To positively contribute to improvements and enhancements in the learning process, descriptive qualitative techniques allow an in-depth evaluation of the data provided.

2. Interactive communication

A descriptive qualitative examination of communicative exchanges including picture cards allows us to better understand the extent to which individuals or groups have mastered German in this setting. This strategy allows for the collection of more specific information, which can further be used to improve the quality of German language acquisition. Through the use of picture cards and a descriptive qualitative approach to interactive communication, participants' vocabulary skills can be assessed, areas for growth can be identified, and learning tactics can be tailored to the specific requirements of the individual or group.

3. Pronunciation

Descriptive qualitative analysis may be a useful technique for teachers and researchers when using picture cards to help with German pronunciation. This study is useful to learn how much impact the strategy has on improving vocabulary knowledge and German pronunciation. Educators and researchers can gain substantial information about participants' use of picture cards to practice pronunciation using descriptive qualitative methods. This kind of study can also reveal common mistakes people make when trying to acquire and master terminology. By utilizing this data as a starting point, more efficient learning techniques can be developed, with particular emphasis on those areas that require the most work. Thus, descriptive qualitative analysis techniques offer a solid basis for development and improvement in

the German language acquisition process through the use of picture cards.

4. Attitude

The attitude towards learning and the use of picture cards among participants can also be evaluated in this context. Pleasure, motivation and certainty are all part of the outlook for acquiring German in this way. Structured questions or studies on how people feel about using visual aids such as flashcards in education can be used to measure attitudes.

5. Structure

Using picture cards, this method enables an in-depth analysis of learners' understanding of German vocabulary. The descriptive qualitative analysis forms the basis for assessing the efficacy of different learning approaches and provides significant information for building more effective learning strategies.

FINDINGS AND DISCUSSION

The 12th grade students at SMA Negeri 1 Tamako conducted this research on class action. The research findings are presented in phases corresponding to the learning cycle that has been incorporated into the classroom instruction. The learning process throughout this study consisted of two cycles, with each cycle containing the steps of planning, implementation, observation, and reflection. The aim of the study was to improve the vocabulary knowledge of 12th grade students, which was achieved through connected cycles. Each step in the loop was intended to stimulate the learning of new words.

As seen from some students' lack of concentration during class and their preference for light activities, the findings suggest that students' desire to learn is still low. However, there are benefits in solid social interaction among students. Insufficient progress has been made in improving children's vocabulary, and many still struggle to retain new words. They often use dictionary apps on their mobile devices to look up unfamiliar words or phrases when doing work. Some of them

use their devices to access the U Dictionary and Google Translate software.

Table 1. Student Activity Score

Students	Student Activeness Score
1	2
2	4
3	3
4	3
5	-
6	1
7	4
8	-
9	3
10	-
11	3
12	2
Result	**34.61%**

The assessment is based on Harmin and Toth's theory, with reference to the following assessment criteria guidelines: 1 = rarely/less; 2 = sometimes / enough; 3 = often/good; 4 = always/very good.

The table shows that students generally have a positive attitude about learning in class, but only a small percentage of them are actively engaged in class. Three children, or 20%, are still passive in class, which means they rarely respond and instead follow what their peers say. Even if they only dared to argue when the instructor questioned them directly, three students (20%) showed a fairly strong level of engagement in class.

Table 2. Pre-Action Vocabulary Mastery Score

Students	Pre-Action Score
1	63
2	92
3	82
4	90
5	90
6	80
7	84
8	-
9	70
10	80
11	70
12	90
Result	$\frac{690}{9 \times 100} = 7,66\%$
Result	$\frac{432}{9 \times 100} = 4,80\%$

Description: German teacher score archive SMA Negeri 1 Tamako.

4.80% of students have met the minimum completion requirement based on the pre-action assessment. The instructor has mandated a minimum score of 80 on the completion scale. Currently there are 5 students (4.80%) who have not met the minimum completion, and 3 students (7.66%) who are still close to the threshold of meeting the minimum completion. The highest score in the class is 90, but the average score is still far below the KKM threshold of 2.22%.

From the interview, the researcher got an overview of the learning process and the challenges experienced by students. Some students are still less active during the German learning process, student achievement is not optimal, student vocabulary learning is still not optimal, and student motivation and interest in participating in German learning is still not high; All of these problems were identified by the researcher based on the results of the interview.

Interview and observation data reveal a number of difficulties associated with learning German, especially with expanding one's vocabulary. Therefore, experts argue that the problems experienced by students can interfere with their ability to speak German and students' liveliness in using German. Cycle I planning was carried out to determine the action and establish the next action plan to overcome this problem. This is the strategy part.

1. Academic engagement remains substandard and variable, according to the study authors. As a result, academics create instructional

materials that encourage student collaboration and discussion.

2. An engaging and fun learning environment is meant to improve student performance and motivation.

3. One way to address the issues raised is through the use of picture card media.

4. Students are often divided into groups of five to six to facilitate more student engagement and improve academic outcomes.

5. The purpose of creating learning tools such as Learning Implementation Plans (RPP) and Learning Action Tools (ATP) is to act as modules for educational content and exam questions, thus facilitating an efficient and rewarding learning process.

The researcher visited Room XII, welcomed the students, and obtained responses as part of the first cycle of the Classroom Action Research (PTK). After that, the researchers invited one of the children to pray. After that, the researchers used German to check on the students, find out what they were doing, and see if they were present. The students' answers to the perceptual questions regarding their interest in the shoe collection at home varied.

After that, the students were divided into two groups of five and four respectively, so that the researchers could analyze the data more effectively. The findings showed that the cycle I deployment was successful in many ways. Even if there had been progress, there was still room for development in the children's language knowledge and engagement. This was to be expected, given that students in grade 12 of SMA Negeri 1 Tamako had not previously been exposed to the educational benefits of picture card media. The researchers found that the students' views shifted positively throughout cycle I, as they were more engaged in the learning process through the use of picture cartoon media. They were focused on learning German, and their level of seriousness and

concentration was much greater than before. Likewise, students no longer made small talk unrelated to the class discussion.

Table 3. Student Activity Score Cycle I

Students	Student Activeness Score Cycle I
1	2
2	4
3	3
4	-
5	4
6	3
7	4
8	-
9	3
10	-
11	4
12	3
Result	$\frac{30}{9} = 3,33\%$

Description: German teacher score archive SMA Negeri 1 Tamako.

Scoring is based on Harmin and Toth's theory and the following are the scoring criteria guidelines: 1 = rarely/less; 2 = sometimes / enough; 3 = often/good; and 4 = always/very good. The table above shows that students' optimistic views about learning German grew over time. Nine out of twelve students (3.33%) showed an increase in activity throughout cycle I, while seven were still okay and one remained inactive. This shows a considerable increase in student engagement compared to earlier times. The vocabulary test results for grade 12 students of SMA Negeri 1 Tamako are tabulated below.

Table 4. Pre-Action Vocabulary Mastery Test Score

Students	Cycle I Score
1	60
2	50
3	80
4	90
5	-
6	80

7	90
8	-
9	80
10	-
11	90
12	90
Result	$\dfrac{710}{9 \times 100} = 7,88\%$
Percentage	$\dfrac{7}{9} \times 100 = 77,7\%$

77,7% of students are estimated to have met the minimum criteria for completion. The instructor had mandated a minimum score of 80 on the completion scale. The first cycle had a range of scores from a high of 7.77 to a low of 80. The whole class average was higher than the KKM (minimum completion criteria) threshold by 7.88%.

Table 5. Student Activity Score Cycle II.

Students	Cycle II Student Engagement Score
1	3
2	4
3	4
4	-
5	4
6	3
7	4
8	-
9	4
10	-
11	4
12	4
Result	$\dfrac{28}{9} = 3,1\%$

Scoring is based on Harmin and Toth's theory and the following are the scoring criteria guidelines: 1 = rarely/less; 2 = sometimes / enough; 3 = often/good; and 4 = always/very good.

Student engagement in cycle II seems to have grown, as seen in the table. A total of 11 students or 3.11 percent showed exceptional engagement in learning process activities. A total of 8 students (88.8%) have shown excellent engagement and often participated in learning, while 1

student (11.1%) showed that efforts have been made to participate in learning. There was a general increase in student engagement, suggesting that it is now more widespread. Vocabulary test results from grade 12 students of SMA Negeri 1 Tamako were also tabulated.

Table 6. Vocabulary Mastery Test Scores Cycle II

Students	Cycle II Score
1	90
2	80
3	88
4	85
5	-
6	90
7	80
8	-
9	100
10	-
11	90
12	90
Result	$\dfrac{872}{9 \times 100} = 9,68\%$
Percentage	$\dfrac{9}{9} \times 100 = 100\%$

It is shown from the cycle II vocabulary test scores that all students have reached the minimum level of completeness. The instructor had mandated a minimum score of 80 on the completion scale. In cycle II, a score as low as 80 percent could be as high as 100 percent. Overall, students have met or exceeded the minimum completion criteria of 9.68.

Discussion

1. **The use of picture card media is proven to be able to improve the mastery of German vocabulary of 12th grade students at SMA Negeri 1 Tamako.**

Students were more engaged in the learning process after being exposed to the picture card media, particularly in the physical activity setting. They engage more deeply in conversations with their friends, both in terms of asking and

answering. The frequency of sleeping, using electronics, joking, and engaging in activities other than learning German also decreased. Because they need to look up German words very quickly, students who learn using picture cards pay more attention and pay greater attention overall.

The growth of student engagement can be observed from the average engagement score, which in pre-action reached 34.61 percent, cycle I reached 3.33 percent, and cycle II reached 3.11 percent of the maximum score. Student engagement increased by 47.66% between pre-action and cycle I. In addition, the proportion increased by 47.66%. In addition, the proportion increased by 7.88% between cycle I and II. This resulted in a 9.68 percentage point increase in students' average activity level. Using picture cards as a kind of media in the classroom helps students become more engaged in the learning process, builds a positive mood, and prevents boredom.

2. **The use of illustrated cartoon media is proven to be able to improve the mastery of German vocabulary of 12th grade students at SMA Negeri 1 Tamako**

Students' retention of German vocabulary and enthusiasm for learning are both enhanced by the use of picture card media, as seen from the results given. Class XII students of SMA Negeri 1 Tamako experienced an increase in the average score, proving this. The proportion of students who had completed the task before receiving instruction was 4.80. There was a 77.7 percent increase after the first cycle was enacted. There was also a 9.6 percent increase from the first cycle to the second cycle. Consequently, after using the picture card media and continuing until cycle II was fully implemented, the increase was one hundred percent.

Students who have difficulty remembering German terminology can get around this by using picture cards. It seems that the students gain a better understanding of the curriculum. Since students learn in a game setting, they are more engaged and eager to follow along in class when using picture card media. This activity encourages participation and healthy competition among students. This medium provides a refreshing new vibe. Positive effects on students' academic performance, engagement with the material, and vocabulary acquisition were reported after using picture cards as a teaching tool. Therefore, students can use picture cards for independent and collaborative skill development.

CONCLUSION

The study focused on the implementation of Picture Card Media to enhance German vocabulary mastery among twelfth-grade students at SMA Negeri 1 Tamako. The research yielded significant conclusions, demonstrating the effectiveness of Picture Card Media in reinforcing German language comprehension. There was a notable 7.88 percent increase in understanding observed throughout the activity. Moreover, statistical data revealed a substantial 77% rise in extracurricular participation among Class XII students at SMA Negeri 1 Tamako, attributing this growth to the incorporation of Picture Card Media. The research findings offer valuable insights for educators aiming to enhance vocabulary knowledge. Recommendations include the continuous utilization of picture card media in teaching activities, fostering an engaging learning atmosphere to sustain students' interest. Furthermore, teachers are encouraged to involve students actively in the learning process by integrating various media and creating a dynamic and enjoyable educational environment. Ultimately, the research serves as a pertinent case study for educators seeking effective strategies to support their students in achieving academic success.

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