

THE EFFECT OF MAS CARD TO INCREASE THE ATTRACTIVENESS OF LEARNING ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS

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<p>Keywords: Card game; Education card; MAS card; Tenses; English subject;</p>	<p>Abstract: According to the online site nippon.com, English is the 5th most disliked subject by students. In contrast, mathematics is in the first position in the category of the least preferred subject (24.0%) but remains in the first position in the category of the most preferred subject (25.1%). Therefore, in fostering a sense of fun in English lessons, we introduce the MAS Card (Make A Sentence Card) as one of the media for English educational games. The MAS Card was created by Ari Abram, a student at Indraprasta University majoring in English education, the purpose of making this educational game is so that students can learn tenses in English and form sentences in a more fun way. This study has a verification purpose, to prove that the MAS Card can be used as a tool to foster a sense of pleasure in learning English among junior high school students, and to see how effective the MAS Card is in fostering interest in English lessons among junior high school students. This study uses a qualitative descriptive method, data will be collected through questionnaires that need to be filled out by students/participants to produce facts as they are using grounded theory. the results of this study will be presented in the form of oral data with a regular variable scale. To be able to show how much influence the MAS Card has in increasing the pleasure of learning English in junior high school students.</p>	
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INTRODUCTION

Learning English is a systematic process or activity that is interactive and communicative and carried out between educators and students in the classroom and outside the classroom. It is also set in Government Regulations Concerning National Education Standards Chapter IV Article 19 paragraph 1 which says: 'that the learning process in educational units held interactively, inspiring, fun, challenging, motivating learners to participate actively, and provide sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of learners'. Need to be aware also by a teacher that created the work of innovation is a part of Professional Development Sustainable (Permen Pan and RB 16 of 2010 article 11 paragraph c). However, in reality, many teachers teach without using models and media due to limited knowledge about it all. This makes the students bored, and as a result, the students do not receive the maximum lessons explained by the teacher. The students become bored and have no intention to study anymore. The notion of media in the teaching and learning process tends to mean graphic, photographic, or electronic



means for capture, process, and reconstruct visual and verbal information (Arsyad, 2011). The use of media will change the learning situation (Susilana & Riyana, 2009). One way to solve this problem is to use a learning model that is innovative, active, creative, and fun, namely the MAS CARD. Through the MAS CARD, students can play and learn so that they can increase their interest in learning. Just like Flash Cards, MAS CARD is a small card that is usually 5.5 x 8.5 cm or can be adjusted by students using those containing pictures, symbols, or text to increase student interest in playing them.

Learning using the MAS CARD is a new learning method that aims to make learning English more fun and not boring, so that students find it easier to accept lessons and indirectly review the subject matter they have learned and can increase students' interest in English lessons. But, according to I Nyoman Sudana Degeng (1993; 26-27) suggests that a number of factors are necessary considered by the teacher/educator in choosing the media learning, namely: 1) instructional objectives; 2) effectiveness; 3) student; 4) availability; 5) procurement costs; 6) technical quality which seems passive and unattractive. Then, Sudjana (1990: 4-5) also added that we should consider the criteria of media used in learning namely 1) the accuracy of the media with teaching purposes; 2) support for the content of learning materials; 3) easy access to media; 4) teacher skills in using it; 5) available time to use it; and 6) according to the child's level of thinking. While the main function of learning media according to Davies (2000: 193) there are two, namely 1) helping teachers to manage learning efficiently and 2) help students study more efficiently. With the MAS CARD, educators can find out to what extent students catch and accept the lessons that have been delivered. Therefore, educators must supervise and pay attention when learning activities use the MAS CARD.

The MAS CARD learning model can be used to train students in English lessons, especially the creation and preparation of sentences according to the applicable tenses, so that students can directly play and learn at one time and remember and practice the English subject matter they have learned. In MAS CARD too, students are trained to concentrate and remember vocabulary to compose a sentence that they will mention at the end of the game. The media used in the learning process activities teaching English is very important to help condition the classroom situation to be more lively, interesting and not boring. The main role of the media in learning English is to stimulate students' minds and make it easier for students to capture/understand the material delivered by the teacher so as to help achieve the goal established learning.

Meanwhile, for measuring skills and interests in English lessons taught with the help of MAS CARD media. How to play it is quite easy, students who play as many as 5-6 people alternately in 2 rounds. After that, students are distributed 5 cards at random, then students are asked to match the colors, symbols, or images on the card. If they don't have the same card, they are required to take a card from the dealer until they find the same card until the card on the student's deck runs out. The last player or the remaining cards in his deck, he must make a sentence according to the tenses he got on the text of the last card on his deck. This activity is carried out until all students have the opportunity.

Based on some of the explanations above, it can be concluded that the MAS CARD is an educational medium that is used to increase students' interest and understanding in the preparation of words or sentences and train concentration on learning English, with media cards containing pictures or symbols and words with a size of 5.5 x 8.5cm or adjusted to the students



who use it. MAS CARD can be an option and a solution as a media or learning method in English lessons so that learning can be more conducive and more fun.

METHOD

This study uses qualitative research methods with systematic descriptive research development. Descriptive qualitative (QD) is a term used in qualitative research for a descriptive study (Yuliani, 2018). Qualitative descriptive (QD) is focused on answer research questions related to the questions who, what, where and how an event or experience occurs to finally be studied in depth to find patterns that appear in these events (Kim, H., Sefcik, J. S., & Bradway, C., 2016). Based on the basic theory (grounded theory). In this study, the author focuses on using MAS Card in Daarul Fata High School students in English learning, especially on tenses (sentence making). In this study, the authors found two focuses of student achievement in English using the MAS Card, namely the level of a student remembering is getting better about the learning process tends to be more fun.

In this study, the instruments used were (1) MAS Card (2) questionnaire (3) assessment score (4) documentation. The research results will be collected through a questionnaire and presented in the form of ordinal data with a regular variable scale.

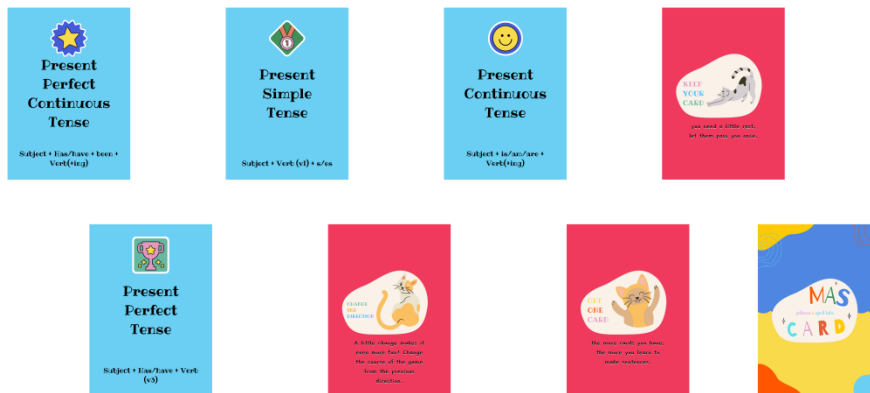


Figure 1. Examples of MAS Card the English educational board game

Tabel 1. The questionnaires and assessment score

NO.	Questionnaires
1	I think playing MAS Card is fun
2	I thing this game would helping us in lerning English
3	I think this game is very good for media of learning
Assessment Score	
1	Very agree
2	Agree
3	Normal
4	Disagree
5	Very Disagree





Figure 2. Documentations of the participant playing MAS Card

RESULT AND DISCUSSION

Result

The results below are the questionnaire data that we got from the participants after they tried playing MAS Card. Previously, we had tried to play the MAS Card game with 10 Daarul Fata High School students consisting of boys and girls with an age range of 15 to 18 years in grades 11 and 12.

Table 2. MAS Card game participant

No	Participant	Class	Age
1	Student 1	XI	17
2	Student 2	XI	15
3	Student 3	XI	17
4	Student 4	XI	17
5	Student 5	XI	17
6	Student 6	XII	17
7	Student 7	XII	18
8	Student 8	XII	18
9	Student 9	XII	18
10	Student 10	XI	16

The following is a list of statements in the questionnaire that we have made along with a description of the assessment with a scale of strongly agree, agree, average, disagree, and strongly disagree.

Table 3. Statment and description for MAS Card game

No	Statement	Very Agree	Agree	Normal	Disagree	Very Disagree
1	I think playing MAS Card is fun	8 Participants	1 Participant	-	-	1 Participant
2	I thing this game would helping us in lerning English	8 Participants	1 Participant	-	-	1 Participant



3	I think this game is very good for media of learning	8 Participants	1 Participant	-	-	1 Participant
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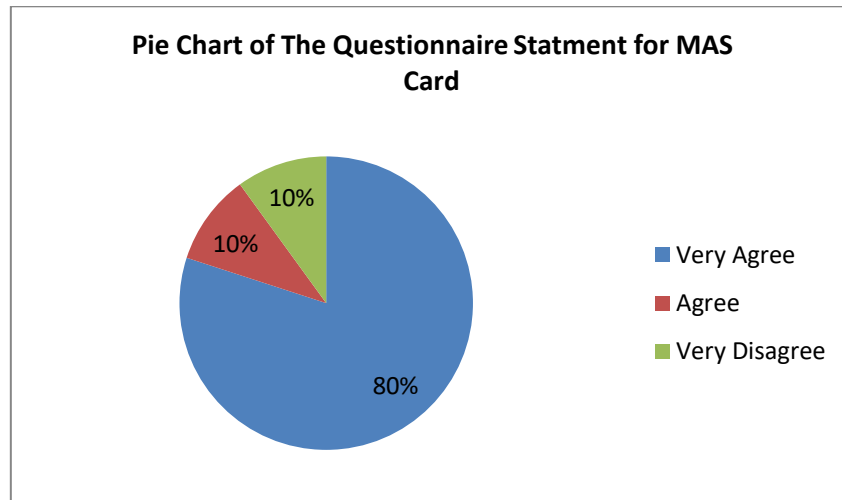


Figure 4. Pie Chart of the percentage of the participants' choice of variable scale for the given statement

Based on the research that has been done, it has stated that in general, 80% of the participants agreed with every statement we gave about the MAS Card, the following are the results of the presentation.

1. 8 out of 10 Daarul Fata High School Students stated, very Agree that they feel happy playing MAS Card. 1 student agrees and 1 student very disagrees.
2. 8 out of 10 Daarul Fata High School students stated, very agree that they feel this game helps in the process of (introduction) learning English. 1 student agrees and 1 student very disagrees.
3. 8 out of 10 Daarul Fata High School students stated, very Agree that they feel this game is very high quality to be used as a medium for learning English. 1 student agrees and 1 student very disagrees.

Discussion

We also managed to get critics and suggestions from students who participated in this research. There is a list of critics and suggestions from Daarul Fata High School Students about the MAS Card Educational board game:

Tabel 5. critics and suggestions from the participants

No.	Criticsms and Suggestions for MAS Card Educational Games
1	with this game I think it is quite effective to be used as a game to add insight, moreover students get bored easily in doing monotonous learning. but the problem is that many students still do not understand in making sentences using the formula of the tenses listed due to the lack of mastered English vocabulary. therefore, it is better if you give an example sentence before playing MAS Card.
2	Very helpful to know about tenses
3	so much fun
4	no comment



5	Please to give an easy level of this game, because my English not really good
6	This game so much fun, not only for play but also for learning too
7	Very helpful to learning English easily
8	Very helpful to increase my English
9	Very helpful to increase my English
10	I think playing MAS Card must to play often because very helpful to learn about English

We have received and read all suggestions and criticisms about the MAS Card educational game from the participating students of SMA Daarul Fata. We are very open to any input and cooperation from various parties to develop a better and quality MAS Card educational game.

CONCLUSION

Based on the research that has been complete, we can conclude that the level of achievement of using MAS Cards in English learning, especially the making and preparation of sentences, reaches 80%, this figure can describe the success of the research carried out. The reason is that in implementing this Card, students will find it easier to understand learning English, especially in this part of the sentence. In this MAS Card learning model, students are not only fixated on the teacher's explanation, but students learn together and understand themselves to make sentences that are by the applicable tenses. The practice is also very easy and fun so it is easier for students to learn the material.

The existence of the MAS Card learning model also aims to increase students' interest in learning English and change students' mindsets towards boring and hard to learning. So that learning English in the material of making and compiling this sentence can be carried out optimally by using the MAS Card learning model. Teachers can also be a better medium of conveying information to students because students feel closer to the teacher and a more pleasant atmosphere in learning fosters student interest in asking questions or reviewing material with the teacher higher, the article practice the role of the teacher is also very influential because of the game that stimulates The spirit of competition among students from this can lead to effective learning because students are interested and happy in learning.

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