

The Effect Of Using Scattergories Learning Media On English Learning Outcomes Of Students In Class V State Elementary School 098166 Perumnas 2025/2026 Academic Year

Haway Velita Sinaga¹, Imelda Sabrina Sibarani², Asister Fernando Siagian³

¹²³ Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas HKBP Nommensen Pematangsiantar Pematangsiantar, Indonesia
* hawayvelita@gmail.com

ABSTRACT

This research is focused on the effect of the use of scattergories learning media on the English learning outcomes of grade V students of SD Negeri 098166 Perumnas T.P 2025/2026. The purpose of this study is to determine the significant influence of the use of Scattergories learning media on the English learning outcomes of grade V students of SD Negeri 098166 Perumnas T.A 2025/2026. This researcher used a quantitative method with a pre-test-post-test one group design. The sample consisted of 24 students. Data was collected through pre-tests and post-tests in the form of written tests and analyzed using t-test formulas and N-gain tests. Based on the data, it was found that mastery of vocabulary in English and English learning outcomes were better after using scattergories learning media. This can be seen from the average score before treatment, which is 25.6 with the low category, after the treatment, which is 86 with the high category. Then there was a significant influence after using scattergories learning media on the English learning outcomes of grade V students of SD Negeri 098166 Perumnas. Based on the calculation of the N-gain test, the researcher found that the N-Gain test showed a value criterion of 0.7979 categorized as high classification.

Keywords: English, vocabulary



This Is Open Access Article Under The CC Attribution- ShareAlike 4.0 License.



INTRODUCTION

Every human being needs education as a tool to achieve their future needs. Education plays a crucial role in the teaching and learning process, ensuring that students are educated, both in religious matters and in their skills. Education helps humans to be able to live in everyday life in society (Putri et al., 2023). Education is a catalyst in life and builds a better nation, especially in terms of national character. Education plays a vital role in shaping a person's character, therefore, instilling national character is important through education. Without education, a country will struggle in its development process and will experience a decline in quality in various fields. Therefore, the Indonesian government is responsible for providing adequate education and must pay more attention to the development of education in Indonesia (Hasana et al., 2023).

Law of the Republic of Indonesia No. 20 of 2003 states that education is "A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religiousness, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state." Education is a process of interaction between teachers and students to achieve educational goals, which takes place in a certain environment (Wróblewski & Petrenko, 2022).

Education is a teaching and learning process that is inseparable from learning media. Media serve as tools in the teaching and learning process, facilitating learning and assisting educators in conveying knowledge and materials. Education is a means to help people navigate everyday life within society. The above opinion can be concluded that education is the most important factor in improving human well-being. Good human resources will contribute to improving the quality of education (Khoiriyah, 2020).

Pangestu et al., (2024:3) argue that the learning process obtained in the classroom is not all well received by students. This is because not all students have the same opinions, thoughts, and understanding of the subject matter presented by the teacher. Therefore, the teacher, who is the communicator in the learning process in the classroom, must be able to control the class (Agustin & Ayu, 2021). The success or failure of achieving learning objectives is determined by the teacher, because the teacher does not only convey the lesson, but more than that, a teacher must be able to guide students who grow and develop both in attitude, physical, and psychological. In the process of teaching and learning activities, teachers must be able to create a pleasant learning atmosphere, so that students do not quickly become bored and tired. Considering the enormous responsibility borne by a teacher, a teacher must realize that he or she, as a teacher, is a field worker who directly carries out education. Hamalik (Ayuningtyas Palupi et al., 2022) suggests that the use of teaching media in the teaching and learning process can arouse new desires and interests, as well as arouse motivation for students in the learning process.

Indonesia currently uses the Independent Learning Curriculum. The Independent Learning Curriculum provides freedom in learning for students and educators to determine learning methods that best suit their needs, interests, and talents (Nasution & Sukmawati, 2019). However, many students have yet to discover how the use of instructional media in the teaching and learning process can spark new desires and interests, as well as motivate them in the teaching and learning process, learning that aligns with their desires. Furthermore, many educators remain indifferent to learning, resulting in ineffective, inefficient, and boring learning for students (Anggraini & Saputra, 2023).

The rapid development of today's era is evident in increasingly advanced technology that influences many aspects of human life. Current technological developments have a significant impact on the world, including Indonesia (Suherni, 2021). Technological developments bring significant changes in various fields, including education. With the advancement of technology, it is also hoped that educators will incorporate technology into the learning process to make learning more active and effective. Involving technology in the learning process will assist educators in explaining material and prevent students from getting bored during the learning process (Purwanti & Suhargo, 2024).

In the learning process, teachers deliver material in an engaging way, while students strive to understand and master the information. This process involves interaction between teachers and students, as well as the use of various methods and media to support understanding. A teacher needs to select learning media that aligns with the desired objectives. Media selection is an interesting and decisive decision regarding the appropriateness of the type of media to be used, which in turn significantly impacts the effectiveness and efficiency of the learning process (Imam Tyas Sansinadi & Winarko, 2020). The purpose of media selection must be linked to the purpose of its use. The purposes of media use can vary, such as simply filling time, for entertainment, for general information, or for learning—these are not actually the primary tasks of educational technology (Faishol & Mashuri, 2021).

In reality, many teachers still use less innovative learning media, which makes learning less effective. This aligns with research conducted by Pratiwi (2017), which found that less than optimal and effective learning tools can lead to students becoming bored and reluctant to learn. Therefore, teachers need to choose learning media that align with the desired objectives (Ratminingsih, 2018). This problem can be overcome by using appropriate learning media, one of which is using scatter-based learning media.

The use of scatter-based learning media is good for learning, especially English, through smartphones, manual tools, and even online on laptops (Reza Ahmadi et al., 2023). Scatter-based is a type of board game that can be developed in vocabulary learning. Scatter-based is known as a game in the Wheel of Names application, where teachers can provide media to randomize words and categories for students to guess (Hudaria, 2021). The advantage of this application is its challenging game that encourages students to participate in solving problems or questions on the spinning wheel. According to Gusdiana (Suprpta, 2020), this application has various segments that can be adjusted by the teacher. In each segment, teachers are free

to create words or letters on this spinning wheel board, consisting of a needle pointer and sequential numbered squares. The contents of this smart wheel are adjusted to the problem to be discussed in each number. Scattergories can be used to monitor student development, increase learning motivation, create a more interactive classroom atmosphere, and help teachers evaluate student understanding in a fun way.

In the context of the learning process, a common problem encountered in teaching, particularly in the subject of "English," is how to effectively present material to students to achieve optimal results. Another common problem is students' lack of attention to variations in teaching methods to improve teaching quality. Many students still fail to achieve their grades in several subjects, including English (Bryndin, 2019). The complexity of learning English impacts learning outcomes and understanding for some students, leading many to believe that English is a difficult and intimidating subject. This is due to several factors within the learning process. One such factor is the lack of teacher innovation in using appropriate media and methods to support learning materials that are appropriate to the material. This, of course, results in learning becoming less engaging and boring, which negatively impacts student understanding and learning outcomes (Purba & Saragih, 2022).

In Indonesia, English plays a crucial role in education as the first foreign language that students must master, from early childhood education to higher education. English has been recognized as an international language, and its teaching is offered in every country (Idris et al., 2020). The use of English as a second language has led students worldwide to begin learning and deepening their understanding of the language. Hearing the word English often makes students afraid to learn it because writing is very different from speaking, which makes them reluctant to learn English, leading to low levels of English learning (Widya et al., 2020). In Indonesia, teachers are required to be able to teach English from early childhood to higher education. English learning has been introduced from an early age, but the problem with English learning in Indonesia is that teachers predominantly use textbooks in the classroom, leading to boredom and poor learning outcomes. Therefore, English learning must be made engaging and easy to understand so that students are interested in learning it (Megawati, 2017).

Based on the results of observations and interviews with the homeroom teacher of grade V of SD Negeri 098166 Perumnas, there are problems faced by students in the learning process, it was found that some students did not improve in learning, especially in English subjects. Learning outcomes are still low, which means there are still student scores that have not reached the Minimum Completion Criteria (KKM). Learning media is still centered on teachers who play a greater role in the learning process while students only listen and record each information (Liunokas, 2019). In the implementation of the learning process, teachers also only use one book as a learning resource which results in a lack of variation to attract students' attention in the desire to learn so that the learning that is being carried out is less effective so that students do not understand the learning material which has an impact on student learning outcomes. The author found several problems in the school and specifically in grade V. Students in grade V number 24 people, 11 male students and 13 female students.

Based on table 1.1 above, it can be seen that the completeness of learning outcomes at SD Negeri 098166 Perumnas has a KKM of 70. The total exam scores of grade V students at SD Negeri 098166 Perumnas are 24 students and only 11 students meet the KKM, while 13 students are below the KKM so it can be concluded that the learning outcomes of grade V students at SD Negeri 098166 Perumnas are still low. This is due to the lack of use of learning media. The use of learning media in English learning can help students understand the learning material well, the use of technology-based learning media will be much more interesting because ideally English learning in elementary schools is taught through seeing, hearing, reading, following instructions, practicing, and following exercises. By utilizing existing and developed technology, one of the media used is scattergories media. Scattergories are able to increase variations that can build fun learning making students think critically and also scattergories games are positive and beneficial games for students in English (Indriani, 2022). Research on the use of scattergories media in elementary schools is strengthened by relevant research, in order to support the theory in this study. Research by Nida Adilah Rahmah, Indah Nurmahanani, and Nadia Tiara Antik Sari (Theriana, 2020) entitled Understanding English Vocabulary using scattergories learning media in Elementary School Students of Margahayu XVIII Elementary School, Bekasi City. Where the results of this study indicate the influence of scattergories learning media on increasing English vocabulary in grade V, then the results of research that has been carried out by researcher Fadhilah

Mutiah (Sinaga, 2021) with the title The influence of scattergories media to improve English learning in grade V of SDN Suka Bumi. Where the results of this study indicate the influence of Scattergories media on improving English learning in grade V of SDN Suka Bumi.

Based on the problem description above, the use of scattergories media is considered effective in improving students' English learning outcomes. This makes the researcher interested in raising the title "The Effect of Using Scattergories Learning Media on English Learning Outcomes of Fifth Grade Students of SD Negeri 098166 Perumnas in the 2025/2026 Academic Year."

METHOD

This research is a quantitative research using experimental research methods, experimental research can be interpreted as a research method used to find the effect of certain treatments on others in controlled conditions Sugiyono, (Akhmad Aji Pradana & Annisa Ulfa'atin Sholihah, 2019) . The form of pre-experimental design used in this study is one group pretest posttest design. In this study, the results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment and the conditions after being given treatment, This research was conducted at SD Negeri 098166 Perumnas, which is located at Jl. Rambutan Raya, Kel. Lestari Indah, Siantar District, Simalungun Regency, North Sumatra Province. The research time was carried out in the odd semester, September of the 2025/2026 academic year. The subject matter chosen in this study was the material of fruits, animals, and nouns.

A population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to be studied and then conclusions are drawn (Gusniwati & Rahmawati, 2019) . In this study, the population was all fifth-grade students of SD Negeri 098166 Perumnas, totaling 24 students (Fitriani & Damayanti, 2021) .

A sample is a portion of the number and characteristics of a population. If the population is large, and researchers cannot study all existing populations, for example due to limited funds, manpower, and time, then researchers can use samples taken from that population (Akhmad Aji Pradana & Annisa Ulfa'atin Sholihah, 2019) . The sample used in this study is saturated sampling. Saturated sampling is a sampling determination technique when all members of the population are used as samples (Febriyanti et al., 2024) . So the sample in this study was 24 fifth-grade students of SD Negeri 098166 Perumnas. This study uses quantitative analysis, which is an analysis technique carried out with mathematical calculations (because it is related to numbers) namely the results of problem-solving ability tests given to students (Fajar et al., 2023) . The collected data will be processed and analyzed using the N-Gain formula and t-test to show the influence of scattergories learning media on students' English learning outcomes. After the test score data is collected, the next step is to process and analyze the data using the SPSS application (Siregar, 2023) .

After the analysis prerequisite test is conducted, the statistical hypothesis test can be continued. The test technique used is in accordance with the results of the analysis requirement test. The type of parametric statistical test used is the paired sample t-test, which is to test whether there is an effect of scattergories learning media on student learning outcomes (Silahuddin, 2022) . The t-test uses the paired sample t-test formula with the help of the SPSS application program. To determine the t-table, namely with sample data based on the t-table value of the hypothesis test with a significance level of 0.05. The testing criteria compare significant values with $\alpha = 0.05$ with a confidence level of 95%.

RESULTS AND DISCUSSION

This quantitative study explains the learning outcomes of students using Scattergories learning media in the learning process. This study was conducted in August 2025. This study, with a sample of 24 students, aimed to determine the effect of using Scattergories learning media on student learning outcomes. The research instrument used was a pretest conducted before the media was used and a posttest conducted after the media was used (Evy et al., 2022) .

To test the validity of the test items to be completed by students, researchers first administered the instrument questions to two validators: a lecturer and a teacher. After the validators declared the instrument suitable for use, the researchers used the instrument in their research (Andrea, 2020).

This research was conducted at SD Negeri 098166 Perumnas, located on Jalan Rambutan Raya, Lestari Indah Village, Siantar District, Simalungun Regency. This study used a fifth-grade class as the research sample with a total of 24 students. The research focused on the objective of determining the extent of the influence of the use of Scattergories learning media on student learning outcomes in English subjects. The researcher first tested the instruments to be used. First, a pretest was used, followed by learning using scattergories learning media, and after that, a posttest was conducted. The instruments to be used in this study were multiple-choice questions that were tested in the form of validity tests, N-gain, normality, t-tests, and Aiken's V. After conducting the pretest and posttest, the researcher processed data on the results of the ongoing learning into the SPSS 26 application to obtain the N-gain value (Elis, 2021). The results obtained were then used as a benchmark to see the extent of the effectiveness of the Use of *Scattergories Learning Media* on the English Learning Outcomes of Class V Students of SD Negeri 098166 Perumnas (Angga et al., 2022).

Based on the results of the N-Gain test in the experimental class, the normalized gain or abbreviated as N-Gain is the comparison of the actual gain score with the maximum gain score. Where the classification of Gain (g) is 0.00-0.29 is said to be low, 0.30-0.70 is said to be medium, 0.70-1 is said to be high. To determine the increase in student learning outcomes as follows (Mandasari & Aminatun, 2020):

Table 1. N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
Gain_Score	24	0.63	1.00	0.8002	0.10492
Gain_Percent	24	63.16	100.00	80,0250	10.49175
Valid N (listwise)	24				

Based on the table above, it can be concluded that the N - Gain test results show a value of 0.8002, which is categorized as high. The results of data analysis using N-Gain Percent indicate that there has been an increase in learning outcomes at SD Negeri 098166 Perumnas reaching 80.0250 %. The N-Gain interpretation criteria for this value are classified as "effective". This percentage reflects that there is an influence of the use of *Scattergories* learning media On the English Learning Outcomes of Class V Students of SD Negeri 098166 Perumnas.

Normality Test Results

The normality test is intended to determine whether the data used is distributed or not. This normality test uses the help of the program

SPSS 2.6 with the Kolmogorov-Smirnov program. The decision-making data in this test are:

- a. If $\text{sig} > 0.05$ then the data is normally distributed
- b. If $\text{sig} < 0.05$ then the data is not normally distributed.

Table 2. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.174	24	.057	.910	24	.036
Posttest	.132	24	.200*	.932	24	.110

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Hypothesis Testing

t-Test Results

After conducting the N-gain test, a hypothesis test was conducted to provide answers to the problem formulation and to prove the stronger influence of the use of *scatter-based learning media*. The t-test used by the researchers in this study was *the pre-aired samples test* using SPSS 26. The hypothesis in this study is (Aslindah & Suryani, 2021) :

H_a : There is an Influence of the Use of *Scattergories* Learning Media on English Learning Outcomes at SD Negeri 098166 Perumnas.

H_0 : There is no influence. There is an influence of the use of *Scattergories* learning media on English learning outcomes at SD Negeri 098166 Perumnas.

With the criteria

1. If $t \text{ count} < t \text{ table}$ then H_a rejected, with a significance level of 0.05
2. If $t \text{ count} > t \text{ table}$ then H_0 it is accepted with a significance level < 0.05

The following are the results of the Hypothesis Test that was carried out at SD Negeri 098166 Perumnas :

Table 3. t-Test Results

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	posttest - pretest	53.500	14.581	2.976	47.343	59.657	17.975	23	.000

Discussion of Research Results

This section will describe the results of the study. These results are the conclusions drawn based on the collected data and the data analysis conducted. This study aims to determine the significant effect of using *scatterplot learning media* on 24 students. (Brown, 2019) .

N-Gain analysis is calculated based on the pretest and posttest values. Based on the results of the N-Gain test, it is concluded that there is an increase with the criteria of the N-Gain Score value of 0.7979 or categorized as high and the N-Gain Percent of 79.7925% which indicates that there is a significant influence on the Use of *Scattergories Learning Media* for Class V Students of SD Negeri 098166 Perumnas and also seen from the results of the t-test it is said to be significant, namely .000, t count is greater than t table then H_a is accepted and H_0 rejected so that it is said that there is an influence of the use of *scattergories learning media* and the normality test is said to be accurate if the Significant value is greater than 0.05 or 0.110 is greater than 0.05 then it is normally distributed. So the conclusion from the N-Gain test table (Rerung, 2018), t test and

normality test above is that there is an Influence of the Use of *Scattergories Learning Media* on English Learning Outcomes for Class V Students of SD Negeri 098166 Perumnas Academic Year 2025/2026 (Brother, 2021).

Based on Brother's theory (Djamaluddin & Wardana, 2023), *Scattergories* learning media can build learning through critical thinking games, where students must think within a limited time. Furthermore, based on Putri's theory (Rahmawati, 2022), *Scattergories* is a language game to improve students' speaking skills by using a combination of *the Wheel of Names application* and classic tools, namely manual Spin made from objects such as paper, wood, etc. *Scattergories games* can make students enthusiastic with games that are useful for raising students' enthusiasm in learning languages, especially in learning English. Continuing with previous relevant research, researched by Fadilah Mutiah (2011) explains that there is a significant influence by using *scattergories learning media* on the English learning outcomes of grade V students of SDN Sukabumi with the highest score of 97

CONCLUSION

Based on the results of the research that has been carried out, it can be seen that the influence of the use of *scattergories* learning media on the English learning outcomes of fifth grade students of SD Negeri 098166 Perumnas in the 2025/2026 academic year. This can be seen from the increase in the average student score, which is from 46.42 at the time of *the pretest* to 89.17 at *the posttest*, that the results of the N-Gain test show a value criterion of 0.7979 categorized as high classification. The results of data analysis using N-Gain *Percent* show that there is an increase in learning outcomes of SD Negeri 098166 Perumnas reaching 79.7925%. The N-Gain interpretation criteria of this value are classified as "effective". Judging from the results of the t-test, $t_{\text{count}} 17.975$ with a significance of .000 is categorized as significant, and $t_{\text{table}} 2.069$. And it is stated that the calculated t is greater than the t table because H_a is accepted and H_0 rejected so it is said that there is an influence of the use of *scattergories learning media*. This percentage reflects that there is an influence of the use of *scattergories* learning media. On the English Language Learning Outcomes of Class V Students of SD Negeri 098166 Perumnas.

Suggestion

After considering the field data through analysis and conclusions, the author provides several suggestions, including: For schools, schools should pay more attention to student learning outcomes in order to improve the quality of education, especially at SD Negeri 098166 Perumnas. Based on the results of research conducted on the Use of *Scattergories Learning Media* to improve student learning outcomes in English learning at SD Negeri 098166 Perumnas, the researcher provides several suggestions that can be used as a follow-up to the research results, namely:

1. For Teachers

Teachers are expected to select and use appropriate and engaging learning media during the teaching and learning process, especially in English. The selection of appropriate learning media can influence the success of the learning process, meaning students are motivated to participate in physical activities, move, and think. Thus, the chosen model can increase students' concentration and absorption of information, which will certainly improve their understanding, which in turn can impact or influence their own learning outcomes.

2. For Schools

Schools must consider teachers when selecting learning media and provide various supporting tools for the teaching and learning process. Schools can also use *scattergories* as a learning tool to help improve learning outcomes and student enthusiasm at SD Negeri 098166 Perumnas.

3. For Researchers

Other researchers could conduct the same study on different topics. This would allow them to gather more extensive data on how well the learning media is used and how it can be applied to students in other subjects.

BIBLIOGRAPHY

- Agustin, R. W., & Ayu, M. (2021). The Impact Of Using Instagram For Increasing Vocabulary And Listening Skill. *Journal Of English Language Teaching And Learning*, 2(1), 1–7. <https://doi.org/10.33365/Jeltl.V2i1.767>
- Akhmad Aji Pradana, & Annisa Ulfa'atin Sholihah. (2019). Peningkatan Hasil Belajar Dengan Metode Bermain Peran Pada Mata Pelajaran Bahasa Inggris Di Kelas Iv Mi Thoriqotul Falah Talangkembar Tahun Pelajaran 2017/2018. *Premiere : Journal Of Islamic Elementary Education*, 1(1), 1–17. <https://doi.org/10.51675/Jp.V1i1.44>
- Andrea. (2020). *Aect (Association Of Education And Communication Technology)*. Jakarta.
- Angga, Abidin, Y., & Iskandar, S. (2022). Penerapan Dan Pengertian Pendidikan. *Jurnal Basicedu*, 6(1), 3. <https://doi.org/10.31004/basicedu.V6i1.2084>
- Anggraini, A. A., & Saputra, E. R. (2023). Implementasi Pengembangan Infografis Terintegrasi Sebagai Media Dan Suplemen Pembelajaran Bahasa Inggris Di Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 7(2), 617–638. <https://doi.org/10.26811/didaktika.V7i2.920>
- Aslindah, A., & Suryani, L. (2021). Pembuatan Media Dan Jenis Pembelajaran. *Jurnal Pengabdian Ahmad Yani*, 1(1), 17. <https://doi.org/10.53620/pay.V1i1.14>
- Ayuningtyas Palupi, R. E., Purwanto, B., & Sutriyono, S. (2022). Analisis Kecemasan Pada Proses Keterampilan Berbicara Peserta Didik Tingkat I Pada Mata Kuliah Bahasa Inggris. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 10(2), 138–145. <https://doi.org/10.24269/dpp.V10i2.5235>
- Brother. (2021). Foreword Choosing Board Games Scattergories For The Esl Classroom. *Jurnal Edication*, 18(1), 6.
- Brown. (2019). Starategi Pembelajaran Bahasa Inggris. *Jurnal Didaktis*, 8(2), 7.
- Bryndin, E. (2019). Creative Innovative Higher Education Of Researchers With Flexible Skills And Synergy Of Cooperation. *Contemporary Research In Education And English Language Teaching*, 1(1), 1–6. <https://doi.org/10.33094/26410230.2019.11.1.6>
- Djamaluddin, & Wardana. (2023). Hakikat Belajar Dan Pembelajaran. *Jurnal Pendidikan Guru*, 1(2), 14. <https://doi.org/10.30736/atl.V1i2.85>
- Elis. (2021). Game Edukasi Scattergories Pengenalan Kosakata Bahasa Inggris Dan Penilaian. *Jurnal Pendidikan Bahasa Inggris*, 2(7), 5.
- Evy, C., Widyahening, T., & Sufa, F. F. (2022). Pembelajaran Kosa Kata Bahasa Inggris Dengan Media Game Bagi Anak Usia Dini. *Jurnal Bahasa Inggris*, 6(3), 1135–1145. <https://doi.org/10.31004/obsesi.V6i3.1341>
- Faishol, R., & Mashuri, I. (2021). Pengaruh Media Audio Visual Terhadap Hasil Belajar Bahasa Inggris Siswa Kelas 2 Mi Tarbiyatus Sibyan Srono. *Incare, International Journal Of Educational Resources*, 1(6), 523–540.
- Fajar, A., Purba, N. A., Prastyo, H., Dewi, E. R. C., & Sinaga, D. Y. (2023). *Pembelajaran Era Digital Masa Pandemi Covid-19*.
- Febriyanti, E. R., Hidayat, F., Fadilla, R., & Al-Arief, Y. (2024). Pelatihan Pembuatan Media Pembelajaran Bahasa Inggris Bagi Pengajar Kampung Inggris Transmigrasi Di Kabupaten Barito Kuala. *Lambung Inovasi: Jurnal Pengabdian Kepada Masyarakat*, 9(1), 39–50. <https://doi.org/10.36312/linov.V9i1.1554>
- Fitriani, N., & Damayanti, E. (2021). Faktor-Faktor Mempengaruhi Hasil Belajar Siswa. *Jurnal Psikologi*, 10(2), 6. <https://doi.org/10.30872/psikostudia.V10i2.4547>
- Gusniwati, M., & Rahmawati, E. Y. (2019). Pengaruh Kecerdasan Emosional Dan Motivasi Belajar Terhadap Hasil Belajar Bahasa Inggris. *Simposium Nasional Ilmiah & Call For Paper Unindra (Simponi)*, 1(1), 11–20. <https://doi.org/10.30998/simponi.V1i1.418>
- Hasana, R. P., Ariyanto, S., & Sukmaantara, I. P. (2023). The Representation Of Character Education Values In The Elt Textbook For Junior High School Students. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, 11(2), 1832–1852. <https://doi.org/10.24256/ideas.V11i2.3857>
- Hudaria, S. P. I. (2021). Meningkatkan Hasil Belajar Mata Pelajaran Bahasa Inggris Pada Aspek Membaca Dengan Menerapkan Strategi Kwl (Know-Want To Know-Learned) Pada Siswa Kelas Xi Ipa 1 Semester 1 Sman 4 Bengkalis Tp 2019/2020. *Jurnal Junjungan Pendidikan: Intelektual Dan Edukatif*, 5(1), 42–68.

<https://jurnaljunjunganpendidikan.com/index.php/jp/article/view/50>

- Idris, A. M. S., Adliyah, A., & Alfina, S. (2020). Multilingual Interaction In Classroom Context. *Eternal (English, Teaching, Learning, And Research Journal)*, 6(2), 381–393.
- Imam Tyas Sansinadi, & Winarko, W. (2020). Teacher's Perspectives Toward Google Classroom As A Tool For Improving Elt Classroom Interaction. *Getsempena English Education Journal*, 7(2), 370–381. <https://doi.org/10.46244/Geej.V7i2.1174>
- Indriani, L. (2022). Meningkatkan Keaktifan Dan Hasil Belajar Siswa Dengan Model Problem Based Learning Pada Pelajaran Bahasa Inggris. *Edukasiana: Jurnal Inovasi Pendidikan*, 1(1), 9–17. <https://doi.org/10.56916/Ejip.V1i1.4>
- Khoiriyah, K. (2020). Call And Sla Theory: Developing A Framework To Analyze Web-Based Materials For Teaching Listening Skills. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, 8(1), 80–92.
- Liunokas, Y. (2019). The Use Of Think, Pair And Share (Tps) Strategy In Teaching Reading Skill. *Ideas: Journal On English Language Teaching And Learning, Linguistics And Literature*, 7(2). <https://doi.org/http://dx.doi.org/10.24256/Ideas.V7i2.1020>
- Mandasari, B., & Aminatun, D. (2020). Improving Students' Speaking Performance Through Vlog. *English Education : Journal Of English Teaching And Research*, 5(2), 136–142. <https://doi.org/10.29407/Jetar.V5i2.14772>
- Megawati, M. (2017). Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris (Eksperimen Di Sdit Amal Mulia Tapos Kota Depok). *Getsempena English Education Journal*, 4(2), 217637.
- Nasution, S. S., & Sukmawati, N. N. (2019). Model United Nations: Improving The Students' Speaking Skill. *Jees (Journal Of English Educators Society)*, 4(2), 47–52. <https://doi.org/10.21070/Jees.V4i2.2100>
- Purba, N. A., & Saragih, M. (2022). Peningkatan Hasil Belajar Bahasa Inggris Melalui Aplikasi Duolingo Dalam Pembelajaran Online Di Tengah Covid-19 Pada Siswa Smp Katolik Delimurni Delitua. *Jurnal Ilmiah Aquinas*, 32–38. <https://doi.org/https://doi.org/10.54367/Aquinas.V5i1.1585>
- Purwanti, E., & Suhargo, G. I. (2024). Enhancing Pedagogical Competencies In Pre-Service Teachers' Through Microteaching: A Qualitative Study. *Indonesian Journal Of Learning And Instruction*, 7(1). <https://doi.org/10.25134/Ijli.V7i1.9553>
- Putri, D. F. A., Komariah, S. I., Permatasari, I., Fitri, Z. E., & Imron, A. M. N. (2023). Peningkatan Kemampuan Berbahasa Inggris Pada Anak Usia Dini Melalui Media Pembelajaran Fruits Zone Di Pos Paud Alamanda 105 Kabupaten Jember. *Jurnal Pengabdian Masyarakat Bangsa*, 1(10), 2621–2630. <https://doi.org/10.59837/Jpmba.V1i10.572>
- Rahmawati, D. (2022). Analisis Faktor Yang Mempengaruhi Kepuasan Mahasiswa Stie Sampit. *Journal Pendidikan Ilmu Pengetahuan Sosial*, 14(1), 8. <https://doi.org/10.37304/Jpips.V14i1.4736>
- Ratminingsih, N. M. (2018). Implementasi Board Games Dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris. *Jurnal Ilmu Pendidikan*, 24(1), 19. <https://doi.org/10.17977/Um048v24i1p19-28>
- Rerung, M. K. T. (2018). Reflecting Translanguaging In Classroom Practices: A Case Study. *Journal Of English Language And Culture*, 7(1). <https://doi.org/10.30813/Jelc.V7i1.1019>
- Reza Ahmadi, M., Nizam Ismail, H., & Kamarul Kabilan Abdullah, M. (2023). The Importance Of Metacognitive Reading Strategy Awareness In Reading Comprehension. *English Language Teaching*, 6(10), 235–244. <https://doi.org/10.5539/Elt.V6n10p235>
- Silahuddin, A. (2022). Pengenalan Klasifikasi, Karakteristik, Dan Fungsi Media Pembelajaran. *Jurnal Prodi Mpi*, 4(2), 11–12.
- Sinaga, M. (2021). Hasil Belajar Membaca Pemahaman Siswa Pelajaran Bahasa Inggris Melalui Metode Membaca Search, Question, Read, Recite, Record And Review (Sq4r). *Jurnal Ilmu Pendidikan*, 2(2), 97–101. <https://doi.org/https://doi.org/10.32696/Jip.V2i2.1086>
- Siregar, A. (2023). Pengaruh Penggunaan Permainan Scattergories Untuk Meningkatkan Hasil Belajar Bahasa Inggris. *Jurnal Ilmiah Mahasiswa*, 5(1), 6.
- Suherni, S. (2021). Peningkatan Hasil Belajar Bahasa Inggris Melalui Implementasi Model Pembelajaran Murder Pada

- Siswa Kelas Ix Smp N 7 Mataram, Nusa Tenggara Barat. *Jurnal Pendidikan Dan Kewirausahaan*, 8(2), 118–127. <https://doi.org/10.47668/Pkwu.V8i2.109>
- Suprpta, D. N. (2020). Penggunaan Model Pembelajaran Make A Match Sebagai Upaya Meningkatkan Hasil Belajar Bahasa Inggris Siswa. *Journal Of Education Action Research*, 4(3), 240–246.
- Theriana, A. (2020). Pengaruh Model Pembelajaran Take And Give Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Inggris Di Sd It Qurrota'ayun Belitang Oku Timur. *Scholastica Journal: Jurnal Pendidikan Sekolah Dasar Dan Pendidikan Dasar (Kajian Teori Dan Hasil Penelitian)*, 2(1). <https://doi.org/http://dx.doi.org/10.31851/Sj.V2i1.3994>
- Widya, T., Fatimah, A. S., & Santiana, S. (2020). Students' feedback As A Tool For Reflection: A Narrative Inquiry Of An Indonesian Pre-Service Teacher. *Tlemc (Teaching And Learning English In Multicultural Contexts)*, 4(1), 1–11. <https://doi.org/https://doi.org/10.37058/Tlemc.V4i1.1775>
- Wróblewski, B., & Petrenko, O. (2022). Descriptive And Inferential Statistical Analysis Of Expectations And Needs Of Engineering Students And Graduates: A Case Study At The University Of West Bohemia. *Language Learning In Higher Education*, 12(2), 477–494. <https://doi.org/10.1515/Cercles-2022-2057>