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ELMA (*ENGLISH MADING*) AS AN EDUCATIONAL MEDIA: IT IS APPLICATION IN IMPROVING LEARNING OUTCOMES

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ABSTRACT

Student learning outcomes are low so that innovation is needed in English learning to improve the quality and meaning of the learning process. This study aims to improve the English learning outcomes of grade VII students at SMP Negeri 6 Majene by implementing ELMA (English Mading) media based on sticky notes. The research method used is classroom action research. Taggart which is carried out in two cycles, each consisting of planning, action implementation, observation, and reflection. Data collection techniques include tests and documentation. The results of the study showed that the application of ELMA media was able to increase student active participation and understanding of the material. Learning completeness in cycle I showed less than optimal results, namely 50% in the pretest and posttest of students who still needed guidance, but in cycle II there was a significant increase, with more students reaching the 'good' and 'very good' categories with the percentage still needing guidance decreasing to 37.5%. Thus, the use of ELMA media has proven improving students' English learning outcomes as a whole.

Keywords: ***Classroom Action Research, Learning Outcomes And ELMA (English Mading)***

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Introduction

A. Background

Education in the field of culture and civilization continues to evolve and serves as an ongoing experiment (Anas et al., 2015). Simply put, education can be understood as one of the pathways to creating individuals with better character aligned with the values of society and culture. Quality individuals who can contribute to the nation are shaped through the educational system. However, there are several challenges or factors that hinder the achievement of quality education. There are two factors, namely physical health problems among students, lack of interest in learning and low motivation among students as internal factors, while external factors include variations or teaching methods applied by teachers that are not in line with the needs of students, the use of boring learning media, lack of support from families, and a curriculum that is often changed (Sa'adahh et al., 2023).

The role of teachers in creating quality education is very important. Teachers are people who provide instruction or guidance to students. The role of teachers is also as mentors, facilitators, and guides for the students they teach (Sulistiani & Nugraheni, 2023). A teacher must be able to explain the concepts found in the curriculum and then apply them to students through teaching. Language in education is not only used to give instructions to students, but also for knowledge transfer and interaction between students and teachers. English language skills are closely related to several skills required in this era. These skills are commonly referred to as the 6C skills that students can acquire (Kipli et al., 2024) (Fiqrillah et al., 2022), which require learning that encourages active participation through well-designed lessons by teachers. Additionally, when teachers use English as a communication tool, creativity is needed in providing lesson materials and monitoring student progress (Febriyanti et al., 2023).

Reading, writing, and comprehension skills are also always associated with English language learning (Tsai, 2011a). Through English instruction, students will not face difficulties when interacting with people from other countries. Language learning in junior high schools often faces various challenges (Rocha & Casanova, 2023). Students need active learning and interesting strategies or models so that they can easily understand the material and be motivated to learn (Rocha & Casanova, 2023). In addition to preparing effective strategies, teachers must also select learning media that are suitable for students' needs and interests (Rahman et al., 2021) as an effort to improve the quality of education and produce

a brilliant generation (Rahmat Kurniawan & Siti Khumairah Fikrillah, 2024). English language instruction can improve students' language skills. However, there are still students who struggle to participate in class due to limited application of varied teaching methods and the use of inappropriate learning tools or media (Arafa & Supriyanto, 2021).

Therefore, participatory visual learning tools such as ELMA (English Mading) are needed. ELMA stands for English Mading or English bulletin board. This learning medium displays materials, vocabulary, everyday expressions, and students' work, such as vocabulary written in English (Gorter et al., 2021). There is a difference between ELMA and conventional wall magazines, namely the use of sticky notes as the main element in delivering material. Sticky notes have advantages, such as being attractive, easy to move, and providing space for interaction among students.

This medium allows students to post ideas, new knowledge, or English sentences directly on the ELMA board. Additionally, the use of sticky notes encourages active student involvement, as they are not merely passive readers but also active contributors in the learning process. Through this approach, it is hoped that students' learning outcomes in terms of comprehension skills, writing skills, and confidence in using English can be improved. Furthermore, for seventh-grade middle school students who are at the early stages of formal English learning, a method that is enjoyable and easy to understand is necessary.

Therefore, the researcher chose ELMA sticky note-based teaching materials as one of the most appropriate teaching materials to use in the classroom to create a more interesting, visual, and interactive learning environment. This innovation also follows the principles of 21st-century education, which encourages teamwork, creativity, and effective communication among students. This article discusses the implementation of ELMA in a classroom action research study and its impact on improved vocabulary learning outcomes. [sa1]Translated into English, the manuscript is well-written and suitable for publication in Recoms. Thank you.

Research Method

The approach used in this study is the Classroom Action Research (CAR) method. CAR is a reflective research method carried out by educators with the main objective of improving and enhancing the quality of the learning process in the classroom. This study was conducted at SMP Negeri 6 Majene, located in

Banggae District, Majene Regency. The participants in this study included all seventh-grade students in the 2025 academic year, totaling 10 students.

The study began with initial observations, followed by Cycle 1 conducted over three sessions and Cycle 2 over two sessions. This was followed by two stages or cycles. Test results were analyzed by calculating the average score, which was then used as a benchmark to assess the success of the study. This study was conducted in two cycles, each consisting of four stages using the spiral model from *Kemmis* and *Taggart*. The first stage, planning, was the initial phase of the study, which focused on preparing various requirements and learning tools to be implemented during the study, namely the researcher compiled learning tools, starting from developing teaching modules and student worksheets. The second stage, implementation (*action*), is the implementation of ELMA in accordance with the design that has been made. The third stage, observation (*observation*), is the recording of student activities during the learning process. The fourth stage, reflection (*reflection*), is the evaluation of the observation results to identify shortcomings and redesign strategies for the next cycle. The following is a diagram of the research procedure in

Figure 1.

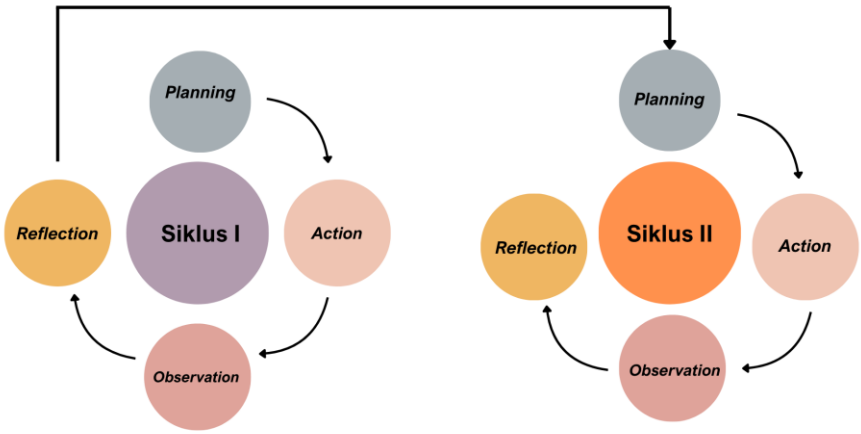

Figure 1. Research Procedure (Aulia dalam (Santiasi & Pakiding, 2025)

The research used tests, interviews, and observations with research instruments in the form of 20 multiple-choice questions on English vocabulary. Students were declared to have achieved learning completeness if their test scores reached or exceeded 65 points, as applicable at SMP Negeri 6 Majene. Success in understanding English is indicated by an increase in students' test scores from the first cycle to the next cycle. If this increase meets the predetermined success criteria, the cycle process in this classroom action research

will be terminated (Nurusholihah, 2016). Furthermore, the research results were analyzed using SPSS version 26 for descriptive analysis. The category levels refer to the independent curriculum outlined in Table 1.

Result and Discussion

A. Pre-action stage

The pre-action stage aims to obtain an initial picture of students' abilities before learning activities are carried out. Based on the results of a pre-test given to eight students, it was found that six students (75%) had achieved or exceeded the minimum passing grade of 65. Meanwhile, two students (25%) had not yet achieved the minimum passing grade.

The average class score obtained at this stage was 73.13. The observation results showed that the learning methods applied did not use varied learning media, and collaborative activities among students still needed to be optimized. The pretest results showed that some students were not able to understand the material optimally.

To address these issues, in Cycle 1, the ELMA (English Mading) learning media was selected for implementation. This media is designed to integrate visual, auditory, and kinesthetic approaches to cater to various learning styles of students. Through activities such as writing, drawing, and displaying their work on the class bulletin board, students actively participate in a creative and participatory learning process.

B. Implementation and Results of Cycle I

Three meetings were held in cycle I with the systematic application of ELMA media. In the first meeting, students were given material about the English alphabet through animated videos. After watching, students were asked to write down their understanding and post it on the class bulletin board. In the second meeting, students learned colors and numbers in English through interactive songs, then made illustrations and notes of their understanding which were displayed on the bulletin board. The third meeting discussed the names of days in English through songs and crossword puzzles to strengthen students' memory and engagement. After the three meetings were completed, a post-test was administered, with the results shown in Table 2.

Table 2.
Learning Outcomes of Cycle 1

No	Respondents	Pretest	Posttest
1	AS	60	60
2	A	75	75
3	F	70	70
4	MI	55	60
5	NR	95	95
6	NF	65	65
7	S	80	85
8	S	85	75

Based on the results of the pretest and posttest responses in the table above, most students achieved the minimum passing grade (KKM) in both the pretest and posttest. In the pretest, two respondents (MI and AS) scored below the KKM, 55 and 60. After completing the learning process, both respondents achieved improved scores, with MI reaching 60 and AS remaining at 60, indicating that they had not yet fully mastered the material. The other respondents had already achieved or exceeded the KKM since the pretest, with three respondents maintaining the same posttest scores (A, F, NR, and NF). One respondent showed an improvement (S from 80 to 85), and another respondent experienced a decline (S from 85 to 75), but remained above the KKM. The results indicate that while some students achieved the KKM, the improvement is not yet significant.

Table 3.
Results of Classroom Action Research Cycle 1

No	Observed Aspects	Pretest	Posttest
1	Number of students who need guidance	4	4
2	Number of students classified as adequate	2	2
3	Number of students classified as good	1	1
4	Number of students classified as excellent	1	1
5	Percentage of completion	6	6
6	Percentage of learning outcome categories	50%	50%

7	Category	Need guidance	Need guidance

Based on the results in Table 3, it can be concluded that there has been no significant improvement in learning achievement in cycle 1. The number of students in the category of needing guidance was around four, while the category of adequate was around two, the category of good was one, and the category of very good was also one. The percentage of learning completeness in both the pretest and posttest was also quite stable at 50%. This indicates that the learning activities in cycle 1 have not been able to support comprehensive growth in learning achievement due to a lack of reinforcement of question comprehension. The researchers did not conduct a systematic discussion of the post-test questions, resulting in suboptimal student comprehension, particularly in terms of abstract thinking and literacy skills. Furthermore, reinforcement of concept formation and material is still needed. This shows that learning in cycle I has not been able to improve student proficiency.

Furthermore, based on the analysis of learning outcomes, it appears that the material that students still do not fully understand is the material about the names of days in English. The primary source of this difficulty is the spelling and pronunciation of each name, which affects students' understanding of the material and their sensitivity to it. Confusion is caused by the discrepancy between the written form and the sound, which affects the accuracy of test answers. This indicates that the approach used in the first chapter is still ineffective in establishing a connection between text and sound in vocabulary education.

Therefore, several things need to be emphasized in cycle II based on the lessons learned in cycle I. One of them is to improve students' understanding of question evaluation by holding discussion sessions after the post-test. These discussions are important so that students can better understand the topic, learn more effective learning techniques, and improve their ability to understand themselves. In addition, learning strategies need to be more comprehensive and involve students. Student involvement also needs to be tailored to their individual abilities (Valerianus et al., 2025) in order to actively increase their motivation. High motivation to learn is one of the determining factors of learning success (Kipli et al., 2024). In addition, the material should be more varied, such as using illustrations and texts. The use of illustrations can trigger visual connections by students (Tsai, 2011), thereby helping them learn how to write

and pronounce words. This is particularly important when learning vocabulary such as everyday words in English, which often cause problems because their spelling differs from their pronunciation.

C. Implementation and Results of Cycle II

Two meetings were held in cycle II with the aim of strengthening students' understanding of material that was not optimally understood in cycle I. The first meeting focused on reinforcing material that was not optimally understood in the previous cycle in the form of intergroup quiz activities that encouraged healthy competition and collaboration among students. The second meeting involved guiding students in summarizing the learning material, administering a post-test, and conducting reflection activities. Students wrote down their understanding and learning experiences to be displayed on the bulletin board as a means of self-reflection.

Table 4.
Learning outcomes of Cycle 2

No	Respondent	Pretest	Posttest
1	AS	60	45
2	A	75	95
3	F	70	85
4	MI	60	75
5	NR	95	95
6	NF	65	50
7	S	85	100
8	S	75	75

The post-test results show that 6 out of 8 students (75%) have achieved the minimum passing grade (65), indicating a stable level of achievement compared to the previous cycle. There was a significant increase in scores for some students, such as A from 75 to 95, F from 70 to 85, and MI from 60 to 75. However, two students experienced a decline in scores, namely AS from 60 to 45 and NF from 65 to 50, indicating that students' understanding has not yet fully developed. Although the average achievement level remained stable, these individual fluctuations indicate the need to adjust teaching strategies to improve the consistency and effectiveness of students' overall understanding.

Table 5.
Results of Classroom Action Research Cycle 2

No	Observed Aspects	Pretest	Posttest
1	Number of students who need guidance	4	2
2	Number of students classified as adequate	2	2
3	Number of students classified as good	1	1
4	Number of students classified as excellent	1	3
5	Percentage of completion	6	6
	Percentage of learning outcome categories	50%	37,5%
6	Category	Need Guidance	Very Good

Based on the results in Table 5, it can be seen that compared to cycle 1, student learning outcomes have improved. The number of students in the category requiring guidance improved from 4 students to 2 students, and the number of students in the very good category increased to 3 students. Although the quantitative completion rate is six students, the distribution of categories indicates an improvement, particularly the movement of some students from the low category to higher categories. This suggests that the interventions have had a positive impact on students' understanding and performance. The percentage of learning outcome categories ranges from 50% to 37.5%, indicating the need for further analysis regarding assessment criteria or interpretation of learning outcomes. Overall, learning in the second phase was more effective.

This is in line with the findings of Titin Tri Wahyuni et al. (2023) published in the journal Wacana Akademika, which shows that the use of Marhaban media (Mading Bersama Hak dan Kewajiban) can significantly improve student learning outcomes through active, visual, and collaborative approaches. Based on this research, the mading media increased learning outcomes from 63.3% (pre-cycle) to 83.3% in cycle II and improved the completion rate from 33.4% to 88.8%. This proves that media used to enhance conceptual visualization and student

interaction improves learning outcomes. Thus, media-based learning models such as ELMA have great potential to enhance students' cognitive abilities, particularly in the domain of English vocabulary, which requires associations between writing, drawing, and meaning. Although the use of ELMA in English language learning has shown that overall student learning outcomes have improved, this study still has several issues that need to be considered in further development.

The first important factor that influences the material that can be comprehensively explained and understood by students is the duration of the assignment. Every learning process is influenced by class time, so activities such as writing assignments, discussion topics, and recitation of lessons cannot be carried out as effectively as possible for each student, which will have an impact on students' ability to understand and use terminology, especially in the material on the names of days. Second, the use of ELMA media with visual, auditory, and kinesthetic learning methods has not been fully successful. Some students in the "needs guidance" category still have difficulty following the classical learning rhythm. Third, the use of technology and digital media such as ELMA requires technical and digital literacy from both researchers and students. Among the techniques used in its implementation are limitations in devices and disruptions during media transitions, which can reduce educational effectiveness. Herawati et al. (2022) also noted that the effectiveness of educational media is highly dependent on infrastructure and the digital literacy of its users. Overall, the results of the classroom action research are presented in Table 6.

Table 6.
Results of Classroom Action Research

No	**Observed Aspects**	Pre-Action	Cycle I	Cycle II
1	Number of students who need guidance	4	4	2
2	Number of students classified as adequate	2	2	2
3	Number of students classified as good	1	1	1
4	Number of students classified as excellent	1	1	3

5	Percentage of completion	6	6	6
6	Percentage of learning outcome categories	50%	50%	37,5%
7	Category	Need Guidance	Need Guidance	Very Good

Based on **Table 6**, student learning outcomes showed an improvement from cycle 1 to cycle II. The number of students who previously required guidance decreased to 2. Meanwhile, the number of students in the excellent category increased to 3. Although the number of students who completed the program remained at 6, changes in the categories showed that the quality of student learning outcomes had improved. However, the percentage of learning outcome categories actually decreased from 50% in the practice and cycle I to 37.5% in cycle II. This indicates that although there was a qualitative improvement in the above categories, further evaluation is needed. In general, the actions taken in the second stage aimed to create a positive atmosphere, especially by identifying the number of students who needed assistance and increasing the number of students who obtained the excellent category.

Overall, based on observations from the pre-intervention, cycle 1, and cycle 2, several recommendations can be made for future researchers. First, it is necessary to adjust the learning schedule or redesign the learning scenario to allow more time for discussion and in-depth review of the material, especially for students who have not yet achieved learning readiness. On the other hand, it is necessary to integrate diverse learning approaches tailored to each student's learning style and needs. This can be achieved through the use of stationary media, hands-on practice, or interactive audio that supports various learning styles. Third, technical training and preparation of digital learning tools should be conducted earlier to ensure the smooth operation of the ELMA media without technical issues.

Conclusion

ELMA (English Mading) as a visual and participatory learning medium has proven to have the ability to improve English learning quality at SMP Negeri 6 Majene. Positive learning outcomes were achieved, with students progressing

from the "needs guidance" category to the "very good" category. Although the completion rate remained at 75%, this medium was able to encourage active student participation, facilitate visual and kinesthetic learning styles, and increase student participation.

However, this study also revealed challenges, such as time constraints, the incompatibility of individual learning styles with classical methods, and technical constraints in the use of digital learning in the implementation of the medium. Therefore, further improvements are needed in instructional design, more appropriate adjustments to instructional design, and enhanced digital literacy. As a result, ELMA as an alternative learning medium will have greater potential to develop and achieve innovative English language learning success aligned with 21st-century needs.

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