

The Effect of Using Puzzle on the Eighth Grade Students' Vocabulary Achievement at SMPN 14 Jember in the 2013/2014 Academic Year

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Abstract

This research was intended to investigate the effect of Using Puzzle on the Eighth Grade Students' Vocabulary Achievement at SMPN 14 Jember in the 2013/2014 Academic Year. The research respondents were determined by using cluster random sampling. The design of this research was a quasi-experimental research with post test only design. The main data of this research were obtained from the students' scores of vocabularies achievement test. The main data was analyzed by using Independent sample t-Test, and it showed that the value of significance which was less than 0.05 (confidence interval 95%) that is 0.000. (the value of t table $p=5\%$ $Df=70$), it indicated that there was a significant effect of Using Puzzle on the Eighth Grade Students' Vocabulary Achievement at SMPN 14 Jember in the 2013/2014 Academic Year.

Key words: Puzzles, Vocabularies Achievement, Quasi Experimental Research.

INTRODUCTION

English has a very important position in Indonesia. Especially in the academic field, English has been taught from junior high schools up to universities. At present, English is also taught to the elementary school as the Based Curriculum (2006). Nowadays, English is the first foreign language that must be taught in junior and senior high school because English is an international language that becomes a general communication tool in globalization era. Thus, the teaching of English as a foreign language in Indonesia is extremely important.

In learning a language, one of the language components that should be acquired by the learners is vocabulary. In this case, teachers need to introduce new words using a particular strategy to the students. However, if the strategy in teaching vocabulary is not conducted in a correct and interesting manner, the result tends to lead the students to memorize the words and they will make the students stressed. This means that teachers should be creative and innovative enough. This is in line with what Pikulski and Templeton (2005:5) state that the purpose for teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. Teaching vocabulary as the major part in this process is the art of the language themselves. Students need to see the words in context, and to see how they are used in the process of interaction. Since vocabulary is a core component of language proficiency, it provides much of the basis for how well learners speak, listen, read, and write. Based on the curriculum 2006 of English in Indonesia, vocabulary should be integrated in the process of learning which is

based on curriculum-based competence. In other words, any kind of strategy used to achieve the goal of vocabulary mastery should be provided properly by all language teachers.

Campbell (2012:5) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that the important thing when we start to learn English is vocabulary. It is a basis of English study because without vocabulary, we cannot comprehend a sentence. Vocabulary is given to students in English teaching learning process as the component of the four language skills: reading, listening, writing, and speaking. Thus, we can say that vocabularies need special attention in teaching learning process. It will be more interesting if the teacher uses game because game can be applied in the class while teaching English. Furthermore, games as one of the language teaching tools, is considered to be able to give students great motivation from which they can enhance their ability in speaking and writing English. Moreover, it can give contribution for the teachers to become a good motivator for their students. This motivation has a very important role in the students' willingness in studying English. Therefore, the aims in teaching learning process will be achieved.

Puzzles are obvious types of self motivating activity which will arouse the students' interest in learning language. This is in line with what Cohen (2010:5) states that vocabulary puzzles can keep a student engaged in the lesson. Thus, games create a happy situation and they can definitely increase motivation. Puzzles are more effective than conventional way in teaching vocabulary. Because the

teachers fully engage the students in the teaching learning process, learning vocabulary becomes more enjoyable. From this statement it can be seen that puzzles are obvious types of self motivating activity which are interesting and challenging in teaching language.

Based on the result of teaching practice at SMPN 14 Jember last year, the students still had problems with the four language skills due to lack of vocabulary achievement. It was difficult for them to develop their vocabulary because the students sometimes forgot the vocabulary materials that the teacher had explained. Occasionally, in teaching learning process, the students felt afraid of following the teaching learning process of English because they did not understand the meaning of English words in English. To avoid that condition and to motivate the students in learning English, the teacher can use teaching aids to give different atmosphere to classroom situation that makes the students love the subject. One of the teaching aids that can be used in teaching learning process of vocabulary is puzzle.

Based on explanation above, the researcher conducted a research on the use of puzzle in vocabulary teaching. The purpose was to know the effect of puzzle on the students' achievement of students at SMPN 14 Jember in learning English, especially on vocabulary achievement.

RESEARCH METHODS

The design of this research was a quasi experimental research with nonequivalent groups post test only design to investigate whether or not there was a significant effect of Using Puzzle on the Eighth Grade Students' Vocabulary Achievement at SMPN 14 Jember in the 2013/2014 Academic Year. The area determination method was SMP Negeri 14 Jember. The school was chosen purposively because of several reasons. First, the research about the use of puzzles Technique to teach vocabularies has never been conducted at this school. Second, the permission to conduct a research in this school was given by the English teacher and the school principal. The research respondents were the eighth grade students of SMP Negeri 14 Jember in the 2013/2014 academic year. There were five classes consisted of 30-37 students in each class. The research respondents were determined from homogeneity test to all of the eighth grade students in the form of reading comprehension achievement test to know the homogeneity of the population. The result of the homogeneity test was analyzed by using ANOVA formula in the SPSS. Hence, the two classes were taken as the experimental group (VIII C) and the control group (VIII B). There were two kinds of data used in this research, namely: the main data and the supporting data. The main data dealt with the students' scores of reading comprehension achievement. Meanwhile, the interview and documentation were used to collect the supporting data. This research used achievement test to measure the students' reading comprehension achievement. Before administering the post-test to the experimental and the control groups, the researcher administered try out to

one of five classes which belonged to neither the experimental nor the control groups which had almost the same ability with the research respondents.

Further, Arikunto (2006:207) confirms that good test items are neither too easy nor too difficult. Thus, the teacher should consider the difficulty index of the test items. The researcher administered try out based on the criteria of composing the test, a good test has to establish the validity, the reliability, and the difficulty index of the teacher-made-test. In order to have good content validity, the test was administered in relation to the Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP) and the English teacher's syllabus. In addition, test reliability and difficulty index of test items were also important to be considered in conducting a good test. The objective of test reliability was to know the consistency of the test result. From the calculation, it was found that the reliability coefficient of the whole test was 0.75. Concerning with this research, Sudijono (1998:219) confirms that the reliability coefficient of the teacher made test is ≥ 0.70 . Since the standard reliability of the teacher-made test is 0.75 so that the test is reliable.

In addition, the try out was done to know the accuracy of time allocation and the clarity of test instruction. The time allocation for the students to do the test was 45 minutes for 20 test items. The students did not have problems with the time allocation because they did the test within the available time. Besides, the instruction of the test was clear and understood by the students when they did the test so that the researcher did not need to extend or shorten the time allocation. The main data of this research on the students' scores of reading comprehension achievement test were analyzed by using independent sample t-Test which was available on SPSS (Statistical Package of Social Science). In this research, t-Test was used to know the mean difference between two different independent groups namely the experimental and the control groups. The data were analyzed quantitatively by using Independent Sample t-Test with 5% significant level (confidence interval 95%) and degree of freedom (df). The results of data analysis were used to know whether or not there was a significant effect of using puzzles on the students' vocabulary achievement.

DISCUSSION

The result of data analysis in this research proved that the use of Puzzles significantly affected the students' vocabulary achievement on the eighth grade students of SMPN 14 Jember in the 2013/2014 academic year. It could be seen from the value of significance which was less than 0.05 (confidence interval 95%) that is 0.000. It indicated that the result of t-test analysis was significant.

From the scores of the post test, it could be seen that the experimental group who was taught vocabulary by using Puzzles got better score compared with the control

group who was taught vocabulary by using lecturing method and Q-A. It happened because the students who were taught vocabulary by using Puzzles were easier to understand and memorize the words than the students who were taught using lecturing method and Q-A. The students in experimental group had great enthusiasm in learning English and paid more attention to the material given rather than students in control group.

Puzzles are obvious type of self motivating activity which will arouse the students' interest in learning language. This is in line with what Cohen (2010) states that vocabulary puzzles can keep a student engaged in the lesson. Thus, games in this case create a happy situation and increase motivation. Puzzles are more effective than conventional way in teaching vocabulary. Because the teachers are fully engaged the students in the learning process and learning, vocabulary becomes more enjoyable. It means that Puzzles are activities that make the students relaxed in class when they accept the material and make the students interested and motivated in learning English. If the students have been interested and motivated in learning English and they feel enjoy in teaching learning process, it will be easier for them to understand and comprehend the words they are learning. Furthermore, the significant effect of using Puzzles on the students' vocabulary achievement was supported by the previous researcher who proved that teaching vocabulary by using Puzzles was very useful in learning vocabulary. The result of my experiment showed that the students who were taught vocabulary by using Puzzles got better vocabulary scores than those who were taught vocabulary by using lecturing method and Q-A.

CONCLUSION AND SUGGESTION

Regarding the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using puzzles on the eighth grade students' vocabulary achievement at SMPN 14 Jember in the 2013/2014 academic year. It was indicated by the significant value in the independent sample of t-test. The significant value was 0.001 (lower than 0.05). It means that the students who were taught vocabularies by using puzzles in the experimental group had better achievement than the students who were taught by using lecturing method in the control group.

Since there is a significant effect of using puzzles on the eighth grade students' vocabulary achievement, puzzles can be used as media in teaching English especially teaching vocabulary. Thus, the researcher proposes some suggestions to the English teachers and the students at SMPN 14 Jember use puzzle to increase English vocabulary in daily life in order to keep their vocabularies in their mind.

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