

The use of puzzle game to teach speaking to seventh grade SMPN 1 Jabon

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Abstract: Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. The aim of the part concerning theoretical background of speaking will be to determine the position of speaking skill among the other skills and to analyze the elements that speaking as a skill includes. This study was designed to examine the effectiveness of "Puzzle Game" in teaching speaking in order to help teacher to activate the students and improve students' speaking skill. The research design used in this study is descriptive qualitative research design, in discussing the research results, we will confirm the findings of this research with a literature review that supports research on "The Use of Puzzle Game to Teach Speaking to Seventh Grade SMPN 1 Jabon Academic Year 2023/2024. In this case, this research is an English learning activity for seventh grade students at SMPN 1 Jabon using a puzzle games model. This can be seen from the learning process using cooperative learning with a puzzle games model, students increasingly have creativity and courage to express opinions in discussion activities, based on the results of the discussion previously described, it can be concluded that: Students are active in learning to use puzzle games to improve learning outcomes in English speaking for grade 7 students at State Junior High School 1 Jabon. The application of the puzzle games model of learning can increase the English learning activities of grade 7 students at Jabon 1 State Junior High School.

Keywords: improve speaking; junior high school; puzzle game

1. Introduction

English as international language is widely used all over the world. Larsen Freeman and Long (1991:1) states that English plays an important role in the fields of business and commerce, science and technology and international language relations and diplomacy. So, learning English is a must. It is very important for everybody to learn English because English has an important role in society.

The use of games in teaching English is not, however, appropriate at all times. Using various games can help students memorize vocabulary or grammar; it can eliminate the anxiety aroused from using a foreign language or uncertainty about the correctness of the output. As Demes da Cruz also states (2008, p.18): „While playing language games, students can be exposed to the target structures. However, because this is done in a context of a game, they relax and forget that they are being watched. They often become so involved in the game that they stop feeling anxious about their mistakes.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. The aim of the part concerning theoretical background of speaking will be to determine the position of

speaking skill among the other skills and to analyze the elements that speaking as a skill includes. The following part will present the theory of communicative competence and its relation to speaking, primarily based on Lyle F. Bachman's (1994) theoretical inputs. Finally, activities in which speaking skills can be developed will be dealt with by drawing upon William Littlewood's (1991) typology of activities.

According to Burhanuddin, learning theory that there is only about Talent - Experience. According to the theory of mental development of the child is determined from the talents and potentials or mental development of the child can be forged from a child experience when undergoing the process of life. (Joshua Burhanuddin, 2003:37).

Based on background of the study above, the writer would like the answer research question, which are formulated as follows: How is the use of puzzle game to teach speaking to seven grade SMPN 1 Jabon and How is the students speaking after using puzzle game to teach speaking in SMPN 1 Jabon?

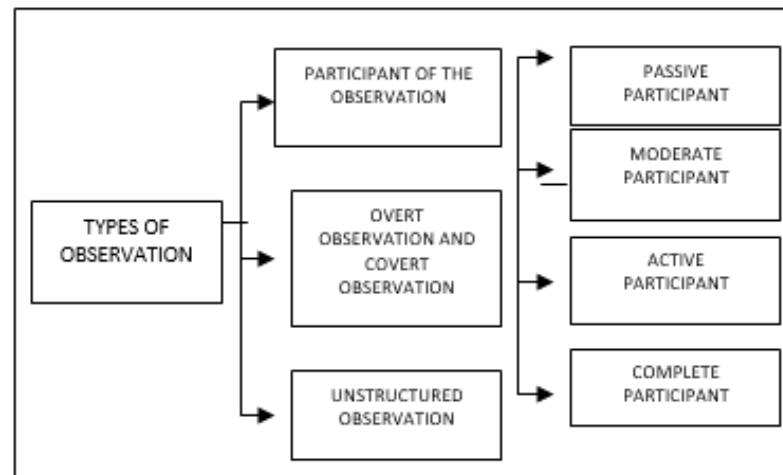
2. Methods

a. Research Design

This study was designed to examine the effectiveness of "Puzzle Game" in teaching speaking in order to help teacher to activate the students and improve students' speaking skill. The research design used in this study is descriptive qualitative research design. According to Bogdan and Biklen (1998) as quoted by Miqowati (2007) there are five features of a qualitative research. The first feature is naturalistic. It means that it has natural setting as the direct source of the data and the researcher is the key instrument. Secondly, the data collected take the form of words of pictures (descriptive data) rather than numbers. The third feature is qualitative. Researcher are concerned with process rather than simply with outcomes or products. Fourth, the data are analyzed inductively. Lastly, meaning is an essential thing, it means that the result of the study is supposed to explain clearly so that there is no wrong interpretation about the meaning of the result of the study. Therefore, the researcher has to draw really clear and complete pictures of the study conduct in the form of descriptive data.

Meanwhile, in this study the researcher became a complete participant in the case of observation. Being a complete participant means that the researcher was involved totally in the process of implementing "Puzzle Game" in teaching speaking in order to help teacher to activate the students and improve students' speaking skill. The researcher not only observed but also became part and engaged in the process of implementing "Puzzle Game". Spradley (1980) as cited by Sugiono (2005:6) explains that there are four kinds of participants in observation: passive participant, moderate participant, active participant, and complete participant.

When a researcher acts as a passive participant, he/she is present at the scene of action but does not interact or participate. When the researcher acts as a moderate participant, he/she maintains a balance between being an insider and also an outsider. Furthermore, when the researcher acts as an active participant, he/she generally does what others in the setting do. At last, when the researcher acts as a complete participant, he/she is in the highest level of involvement. A complete participant is also recognized as a natural participant.



Although in this study the researcher became a complete participant by implementing a new technique in teaching speaking, the research design used was not a classroom action research or quasi-experimental research design. A classroom action research design was not used as the research method for this study because this study was not aimed to solve students' speaking problems as the objectives in classroom action research. Whereas, a quasi-experimental research design was not used as the research method for this study because this study was aimed to know the effectiveness of "Puzzle Game" in teaching speaking in order to help teacher to activate the students and improve students' speaking skill, not to compare a new technique to another teaching speaking technique. Moreover, the subject of the study was chosen randomly from out of 200 students. In a quasi-experimental design, the researcher could not select the sample randomly.

b. Setting and Subjects of the Study

The researcher worked with students of grade VII of Junior High School 1 Jabon Sidoarjo, Jawa Timur Indonesia. The total students engaged were 38 students from VII-H class. Those subject students were selected because the researcher has been teaching in those two classes. Thus, the researcher has been familiar with the setting and subjects of this study.

c. Research Procedures

In this study, Puzzle Game to teach speaking was implemented as a technique for the teaching of EFL speaking in order to know whether or not "Puzzle Game" is effective in teaching speaking in order to help teacher to activate the students and improve students' speaking skill. Students were assigned to bring a picture of a famous person. Then, some selected pictures were cut into pieces and prepared for each student in the class. Subsequently, the students were asked to mingle, ask each other about the puzzle piece they had and find out the other pieces of their picture puzzle. As the students found out the other pieces of their picture, they had to arrange it. The first group who was able to complete the picture puzzle won. This competitive atmosphere made students feel the pride of their own works. This pride created their confidence and erased their fright in using English. At last, students were encouraged to tell and express the recount of their complete puzzle picture.

Since in this study the researcher described qualitatively about the effectiveness of fun puzzle picture in teaching speaking in order to help teacher to activate the students and improve students' speaking skill, the procedure in conducting the study involved analyzing the data taken from the observation on the teaching speaking class using Puzzle Game.

d. Research Instruments and Media Used

Bogdan and Biklen (1998) as cited by Miqowati (2007) explain that the main instrument employed in descriptive qualitative design is human instrument, therefore, it means that the instrument is the researcher herself who collect the data, interpret the data, reduce the data, organize the data, analyze the data, and draw conclusion or a result of the research. For this study, the researcher used some kinds of other instruments that helped her to collect the data from the field.

The instruments used in this study were: checklist, lesson plan, classroom observation sheets, and photographs. The researcher noted all the activities in the implementation process using the researcher's journal (see Appendix 1). The researcher's journal later on was connected to other data from other instruments and background reading that have been done. Lesson plans were used to organize the process of the implementation of "Fun Puzzle Picture" so that the process runs smoothly (see Appendix 2A). In addition, the researcher recorded all of students' participation while teaching and learning process occurred (see Appendix 3).

Besides using instruments, in the process of data collection, the researcher used media. Media refer to such kinds of vehicles to deliver the instruction. In teaching speaking using "Fun Puzzle Picture", the researcher provided some kinds of media used. The media prepared were pictures, scissor, and sticky tape. Students were supposed to provide their own pictures of famous people. Besides, a model of oral recount of a famous person was supposed to be provided.

e. Sources of the Data

The data is the findings on the implementation of "Puzzle Game" in teaching speaking in order to help teacher to activate the students and improve students' speaking skill. The data were obtained from the researcher as a complete participant. The main data are those gained from the results of the recording on students' participations and presentations, and researcher's journal. The additional data are in the form of documents, that is: photographs and lesson plan. These additional data are used as evidence in verification process.

Lesson plan is an organized outline for a period of teaching and learning process. It guided the researcher about what to do, what speaking activities are included, the order to do, and what procedures to employ "Fun Puzzle Picture" in teaching speaking (see Appendix 2). Recording of students' participation provides data about the effectiveness of "Fun Puzzle Picture" in teaching speaking to help teacher activating the students and improve students' speaking skill (see Appendix 3).

f. Techniques of Data Collection

All the data from this study were collected inductively and qualitatively using all the instruments used. The researcher in collecting the data became a complete participant. The researcher became a complete participant; the researcher totally involved in the process of teaching and learning. The researcher not only helped the students to learn speaking using "Puzzle Game" but in that process the researcher also conducted research by observing the implementation process and its effectiveness in activating the students. During the process of the implementation, the researcher noted down all the process on the researcher's journals (see Appendix 1) and recorded students' participations on the classroom observation sheets (see Appendix 3).

The data of this study were the data from a very beginning of the study until this study was finished. In the process of data collection, the researcher collected all the data gotten from all instruments explained before. The researcher then analyzed on the data qualitatively, in which the researcher explained the data in detail in descriptive explanation. The next step done by the researcher was describing the findings. In this stage the researcher retold everything found in the study. All of the data were gathered and analyzed to draw a final conclusion.

g. Indicators for the Effectiveness of the Implementation of “Puzzle Game”

In order to ease the process of drawing final conclusions, the researcher made some criteria to interpret the findings. The criteria were based on the students’ performance within the teaching and learning process on conducting “Fun Puzzle Picture” as a teaching technique. Those criteria are:

1. *“Puzzle Game” is considered effectively implemented to activate students in their speaking class*

“Puzzle Game” is considered effective as the students actively mingle, ask each other about the puzzle piece they have and find out the other pieces of their picture puzzle. Students are able to use English in an oral communication to ask and response to some English questions actively, think individually, discuss and conclude so that those pieces of the puzzle picture can be rearranged. Students, moreover, show their positive reliance, direct (face to face) interaction, and across-personal interaction.

. Furthermore, the result of the study shows that by the end of the teaching and learning process, students are able to construct oral recount presentation about a famous person on the puzzle picture using language feature of a recount text (past tense) well. Those criteria can be seen from the observation on the teaching and learning process using “Fun Picture Puzzle.”

2. *“Puzzle Game” is considered not effective to be implemented to activate students in their speaking class*

“Puzzle Game” is considered ineffective as the students timidly mingle and they do not intend to find the other pieces of their picture puzzle. Students are not able to use English in an oral communication to ask and response to some English questions actively, think individually, discuss and conclude. Therefore, students could not finish the task. Students, moreover, do not show their positive reliance, direct (face to face) interaction, and across-personal interaction. The result of the study shows that by the end of the teaching and learning process, students are not able to construct oral recount presentation about a famous person on the puzzle picture.

h. Data Analysis

The data analysis of this study was conducted by organizing the collected data systematically. After the data were collected, the data were reduced and selected. The relevant data were analyzed using the criteria constructed, while the irrelevant data were omitted. The relevant data were arranged into systematic summaries, which were then connected to the literature used. The next steps were the analyzing and displaying the data. This step could be done by identifying; classifying; arranging; explaining completely, systematically, and objectively. The data obtained were classified to answers to the research problem. It is about the effectiveness of “Puzzle Game” in teaching speaking. Then, the researcher synthesized the results, whether or not “Fun Puzzle Picture” effective in teaching speaking in order to help teacher to activate the students and improve students’ speaking skill. Finally, the results of this study were concluded and presented in the form of a description.

3. Result

Based on the results of the data presentation, the findings in this are as follows: The first finding from this research is that the learning activities of fifth grade students at 7th grade at SMPN 1 Jabon during Cooperative Learning, the puzzle game model about learning to speak fluently in English has increased. This can be seen from the learning process using the cooperative learning jig saw technique, Students increasingly have creativity and courage to express opinions in discussion activities.

The second finding in this is the learning achievement of fifth grade students at 7th grade at SMPN 1 Jabon which has increased after carrying out Cooperative Learning Model puzzle games about taxes. Based on the results of the analysis of the second cycle questionnaire which contains students’ perceptions of the implementation of

Cooperative Learning with the puzzle games model in ENGLISH subjects, it shows that students feel happy with the Cooperative Learning with the puzzle games model compared to the lecture method and through the using puzzle to speaking method students can make it easier to understand the lesson material and concepts. English, especially about learning to speak English.

Apart from that, there are several advantages in implementing using puzzle to speaking type cooperative learning, there are three advantages, including:

- a. All students have the opportunity to receive prizes after completing a course material.
- b. Students have the possibility to achieve high learning outcomes.
- c. Prizes given to groups can be used to provide achievement motivation to all students.

4. Discussion

In discussing the research results, we will confirm the findings of this research with a literature review that supports research on "The Use of Puzzle Game to Teach Speaking to Seventh Grade SMPN 1 Jabon Academic Year 2023/2024. In this case, this research is an English learning activity for seventh grade students at SMPN 1 Jabon using a puzzle games model. This can be seen from the learning process using cooperative learning with a puzzle games model, students increasingly have creativity and courage to express opinions in discussion activities.

In learning using puzzle games, it provides students with the benefit of thinking comfortably through games to solve problems related to the subject matter they are still studying. The process of learning to solve problems requires careful and complete observation. Then, to make the problem challenging for students to solve it, several principles must be taken into account.

According to J. Dewey, there are 5 solutions to how a person can solve problems:

- a. Realization that there is a problem. So, you have to understand what the problem is and you also have to be able to formulate it
- b. Proposing a hypothesis, as a possible path to solving the problem.
- c. Collect data or information, with reading or other sources.
- d. Assess and try to prove the hypothesis with the information obtained.
- e. Draw conclusions, make a report or create something with the results of solving the problem.

Hildebrand's (1986) opinion is that the teaching and learning process for children is more focused on "doing" rather than listening to lectures, so teaching children is more about providing materials and activities in such a way that children learn according to their own experience and make conclusions with their own thoughts. This proves that through the play method, it is hoped that children will have ample opportunities to carry out activities and be exposed to various materials that can attract their attention, fulfill their curiosity needs, and conduct studies on facts they face directly (Moeslichatoen, 1999:35).

Therefore, teachers must have sufficient knowledge and understanding of media, including the following matters:

- a. Media is a communication tool to obtain a more effective learning process
- b. The function of the media is to achieve goals more precisely
- c. The ins and outs of the educational process
- d. The relationship between learning methods and education
- e. The value and benefits derived from teaching

- f. Selection and use of appropriate media
- g. Innovation in educational media (Rusman, 2009, p.80)

Puzzle in Indonesian is defined as guessing. A guess is a problem or "enigma" given as entertainment; that is usually written, or performed. Many guesses stem from serious math and logistics problems (see packing problems and touring guesswork). Others, such as chess problems, are taken from board games. Others are created simply as a brain test or tease. The official study of guessing is called enigmatology (<http://www.wikipedia.org>)

Puzzle games are a form of game that challenges students' creativity and memory more deeply because they create motivation to always try to solve problems, but are still fun because they can be played over and over again. The challenges in this game will always have an addictive effect to always try, try and keep trying until you succeed.

Learning is essentially a process of changing one's behavior that humans experience from birth to adulthood which cannot be separated from environmental influences. So, it can be concluded that learning is an activity carried out consciously, either through practice or experience by an individual, which involves knowledge, skills and attitudes, so that a change will emerge in the individual. The definition of learning according to Setyosari (2001:1) is a human effort carried out with the aim of helping facilitate other people's learning. Specifically, learning is an effort made by teachers with the aim of helping students. Thus, learning can be interpreted as a series of external events designed to have an influence on the learning process so that it can improve learning achievement.

School is a center for learning activities, so school is a means for developing activities. There are many types of activities that students can do at school, not just taking notes and listening. If various kinds of activities can be created at school, learning will become more interesting and students will not get bored. For this reason, strategic selection is needed

5. Conclusion

Based on the results of the discussion previously described, it can be concluded that: Students are active in learning to use puzzle games to improve learning outcomes in English speaking for grade 7 students at State Junior High School 1 Jabon. The application of the puzzle games model of learning can increase the English learning activities of grade 7 students at Jabon 1 State Junior High School.

Cooperative learning using puzzle game model techniques can increase the understanding of grade 7 students at State Junior High School 1 Jabon about speaking fluently in English. Based on the results of the existing analysis regarding students' perceptions of the application of cooperative learning using the puzzle game model in English subjects, it shows that through the puzzle game model students can make it easier to understand the material and concepts of English lessons. Cooperative learning using puzzle game model techniques can improve the learning outcomes of speaking fluently in English for grade 7 students at state junior high school 1 Jabon.

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