

Improving the Third Graders' Speaking Skill Using Puzzle Media in Elementary School

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Abstract—*This study aims to improve the speaking skill of students through Puzzle Media. This research is a class action research. The research method using Action Research refers to Kemmis and Mc. Taggart which implement two cycles with two meetings. Data collection techniques were undertaken using observation technique, speaking competency test, and documentation. Data analysis techniques were qualitative and quantitative analysis to illustrate the student's improvement in speaking skills. The research's instruments were observation sheets and speaking competency. Indicators of success in this study were the students' mastery learning in speaking skills, reaching 75%. The result of observing in the learning activities of student's speaking skill at the pre-cycle were 55.6% with fewer categories, speaking skills had increases after using media puzzle at the first cycle which have the average percentage of skills gained 75.33% with functional categories. In contrast, at the second cycle, the average percentage of speaking skills was 84.33% with a perfect category. The result showed that the puzzle media can help answer the problem of speaking skill of third-grade students of Sendangadi 2 elementary school.*

Keywords: *improvement, speaking skills, media puzzle, elementary school*

I. INTRODUCTION

Language is a tool for communication and emphasizes the close relationship between language and socio-cultural environments [1]. A language is an essential tool for an individual to express himself and understand life [2]. Language learning, there are four aspects of language skills, namely reading, writing, speaking, and listening. One of the four skills possessed by elementary school-age children is speaking skills because speaking skills support other skills. Speaking is closely related to the vocabulary obtained by the child, through listening and reading activities [3].

Speaking is one of four aspects of language skills that have an essential influence on the process of communicating verbally. Speaking is a part of normal human life, a tool, as it is, for interaction and mutual influence among humans [4]. Speaking skills (storytelling) form the basis for other language skills. However, speaking skills do not come just like that, they need to practice regularly to be able to develop optimally. Speaking skills can train so that students become more fluent in speaking.

This mastery of speaking skills can be seen in the school environment. The development of a person's

speaking skills has greatly influenced by language input in the verbal/non-verbal form he receives. A person's speaking skills consist of various kinds, such as answering questions, asking questions, asking for something, commenting, and telling stories [5]. The telling activity can be seen when students tell the lesson delivered by the teacher. Speaking skills are mechanical skills. The more practice, the more mastered and skilled a person speaks [6]. Speaking also includes a form of verbal communication that functions to convey intentions smoothly, use words, and use sentences clearly [7]. Also, the learning process of speaking will become easier if students are actively involved in communicating [8].

Based on the results of observations and interviews with teachers conducted on Saturday, March 18, 2017, some obstacles occur in the learning process in third-grade students of Sendangadi 2 Elementary School. Researchers chose in third-grade because students' skills in speaking aspects were still low. Many students had difficulty and were not trained in expressing ideas and feelings. It could be seen when they did presentation. The students looked worried and did not feel comfortable because they had difficulty speaking in front of the class. Most students were still hesitant to express ideas and lacked the initiative to express opinions. From observations made on the third-grade students of Sendangadi 2 Elementary School, it revealed that 64% of students felt a burden when asked by the teacher to speak in front of the class, and 55% of students felt speaking in front of the class still nervous.

Furthermore, the observations data also showed that the students were not able to speak well, especially in telling experiences. When students were asked by researchers to tell experiences and events, some students expressed phrases in a low voice, and lack of confidence and not all students dare to speak in front of the class. In the learning process, there was still often a tendency for students to be more passive. Some students also had not yet reached the minimum completeness criteria that it had been set. Also, the learning process was only centered on the teacher while the students only listen to every material delivered by the teacher. The method applied by the teacher is still not optimal when the learning process with a communicative approach in language learning.

Most teachers still use conventional methods, and some teachers do not use attractive media, so students are not encouraged in the activities that will give. The learning media used in the learning process are only books

and worksheets that have been provided by the school. Whereas in order to obtain the excellent and optimal quality of learning, the method plays a significant role, and the learning media used by the teacher is one of the factors supporting the stimulation of students' speaking skills. The teacher needs to train students to talk and motivate. The teacher can provide exercises to foster students' courage in speaking and, to tell experiences by using learning media that is following the characteristics of students as well as the characteristics of the material being taught, one of which is puzzle media.

Learning media can be understood as anything that can convey and channel messages from one or several sources in a planned manner to create a conducive learning environment where the recipient of the message can carry out the learning process effectively and efficiently [9]. Learning media are all things that can be used to channel messages (learning materials) so that they will easily stimulate students' attention, interests, thoughts and feelings [10]. Puzzle media is an educational game that is fun, fun, and can train brain development. In this puzzle game requires style and thinking in arranging patterns that can make learning more impressive and enjoyable to facilitate understanding in learning.

The puzzle game is a game to arrange pieces of a picture that if put together into a whole picture that can be used as a medium to train the spirit of cooperation and perseverance [11]. Meanwhile, the puzzle is a media game that arranges pieces of a messy picture to become a complete picture [12]. Online Tangram puzzle games could be an appropriate spatial learning tool for improving spatial visualization [13].

For introducing the game as a medium of learning to either support the traditional classroom face-to-face engagement or even enhance it, the following objectives are the critical metrics: knowledge acquisition as the primary goal, collaborative and interaction skills and cognitive enrichment as supportive goals [14]. Januari (2016), in their article, also used crossword puzzle game as a teaching tool which shows that there is an increase of teacher activity, student activity, and student learning outcome [15]. This pictorial crossword puzzle is a useful tool for learning, and it can be used as an active learning strategy to promote individual and group learning so that the pictorial crossword puzzle is one of the relaxed and fun mechanisms [16].

With puzzle, media can facilitate students learning while playing, controlling each other to complete the existing mission. Learning while playing with peers will make students challenged to collect puzzle pieces while thinking to avoid being left behind by other players. Based on the problems that have been formulated above, the purpose of this study is to find out the improvement of speaking skills through puzzle media in third-grade students of Sendangadi 2 elementary school Sleman.

II. METHOD

This research uses classroom action research. Classroom action research aims to improve the quality of the learning process through classroom learning situations so that improvements occur during the learning process and also the learning outcomes. The class action research

model used by researchers in this study is the Kemmis and Mc Taggart model which includes four stages, namely planning, action, observation, and reflection [17]. This research is said to be successful if the success criteria reach 75% of the total number of children, 15 out of 20 children have reached the set standard by having an average of 75% speaking skills.

This research applied two cycles with two meetings per cycle. The subjects of this study were students in third grade Sendangadi 2 Elementary School with 20 children aged 9-10 years, consisting of 13 boys and 7 girls. Data collection techniques used were observation techniques, speaking competency tests, and documentation. Data analysis techniques were qualitative and quantitative analysis techniques. The analysis of Miles and Huberman's qualitative data through three stages of analysis were employed consisting of data reduction, data presentation, and data conclusions. Quantitative analysis through descriptive statistics that aim to see the average score obtained from pre-action, cycle I, and cycle II to illustrate the improvement in speaking skills with puzzle media.

III. RESULTS AND DISCUSSION

A. Results

The results of the study indicated that students of third grade Sendangadi 2 Elementary School referred to the implementation of learning following the characteristics of students, where at the age level of class III elementary school students were still happy with playing activities so that researchers applied puzzles as learning aids. It can be seen from the initial assessment conducted to determine the initial conditions of the speaking skills of students in grade third Sendangadi 2 Elementary School. The results of observations on the assessment indicators of the speaking skills of students for two days obtained the average results in the pre-cycle is 55.67% with fewer categories.

Based on the data, it obtained that the puzzle media with the theme of personal experience would support the learning process. The theme of this puzzle media was chosen because the theme was already familiar with the students' lives. Observation in the first cycle was conducted to determine the score obtained by students after being given action through storytelling using a puzzle media themed zoo and beach. Data of students' speaking skills were obtained with an average result in the first cycle was 75.33%. For the provisions to reflect deficiencies in the first cycle, the researchers proceed in the second cycle to be more optimal, and by the achievement of success criteria.

Observation in the second cycle was conducted to determine the scores obtained by students through storytelling using museum-themed, and mountain puzzle media. Data of students' speaking skills are obtained with an average result in the second cycle is 84.33%, which means that it has reached the minimum threshold of the specified achievement results. Therefore, researchers agree that the actions taken are sufficient until the second cycle.

B. Discussion

Based on the quantitative data analysis, this study showed that there was an increase ability in speaking skills through puzzle media in the third grade students of Sendangadi 2 Sleman Elementary School starting from pre-cycle with average speaking skills of 55.67%, and had increased in cycle I to 75.33% and in cycle II increased to 84.33%. As a predetermined standard, if students have experienced an increase in speaking skills on average 75% of pre-cycle then the research is said to be successful, and the action hypothesis is accepted, but to test the ability of the students the diversity of the researchers continue this research with cycle II action. The results of giving actions in the second cycle showed that speaking skills had increased very significantly. This research was successful, and the hypothesis stated that the puzzled media was able to improve speaking skills the third-grade students of Sendangadi 2 Elementary School Sleman.

The results of observations on the learning process also showed a change towards improvement in each cycle. The description of each aspect of student observation is as follows.

1. Student's enthusiasm in learning activities

The spirit of students in participating in learning activities in the first cycle, students are good enough in learning activities. It was showed when learning takes place. Students are eager to carry out storytelling activities through puzzle media. In cycle II the enthusiasm of students in participating in learning activities is increasingly indicated when all students pay attention and concentrate on listening to the instructions conveyed by researchers. So it can be said that the enthusiasm of students in learning activities increased from the first cycle 70%, to the second cycle, 85%.

2. Pay attention to the teacher's explanation

After using the puzzle media, students have been very earnest in paying attention to the teacher's explanation of speaking skills. It is proven when the teacher brings a puzzle to the class, students immediately ask. The curiosity of students is very high, so that makes them serious in paying attention to explanations. In cycle II, researchers provide museum and mountain puzzles. The selection of the object image is following the experience of students. Increasing the percentage of students' seriousness in paying attention to teacher explanations from the first cycle, 75%, to the second cycle, 90%.

3. The activeness of student in expressing opinions

Speaking skills activities using puzzle media cause students to ask questions and opinions actively. Questions asked in the form of matters relating to speaking skills based on puzzle themes. Increasing the percentage of students' activeness to ask questions and express opinions from the first cycle to 70%, to the second cycle, 95%.

4. The student's interest in speaking skills

After using puzzle media, students are increasingly interested in participating in learning. At the first cycle, students was already quite interested and interested when researchers showed puzzles. At the second cycle, the meaningfulness of learning in students is firmly rooted.

The meaningfulness is demonstrated by students when students retell students' personal experiences and learning activities they have done. Students can give or retell with a high degree of answer accuracy.

5. Confidence in learning

At the first cycle, students are still shy in expressing opinions to move forward; the level of student confidence is still not optimal. However, after the second cycle was carried out, the students were very enthusiastic and confident when sharing their experiences in front of their friends and teachers shamelessly again. It is evident when they finish telling the story the students immediately move in turns. The percentage increase from the first cycle to the second cycle, it is 75% to 85%.

Based on the data that has been obtained, the use of puzzle media as a learning medium has been able to improve the results of speaking skills in grade third students at Sendangadi 2 Elementary school. Besides, the use of puzzle media in learning for speaking skills is directly involved in fun learning activities. In this puzzle preparation activity, aside from being a media for playing students, this puzzle media can also make it easier for students to carry out learning activities, namely talking about experience stories. The use of puzzle media as a medium in learning speaking skills can also overcome the problems faced by students in speaking activities. It is evidenced by an increase in students' speaking results. Through puzzle media students find it easier to turn ideas or ideas into experience stories. The use of puzzle media in learning speaking skills certainly makes learning more enjoyable, so students will find it easier to accept the material delivered by the teacher. Thus the use of puzzle media in learning speaking skills of students in third grade at Sendangadi 2 Sleman elementary school can improve students' speaking skills.

IV. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the application of puzzle media can significantly improve speaking skills, which can be seen starting from the pre-cycle, cycle I and cycle II in third grade students at Sendangadi 2 elementary school. Speaking skills of students in the pre-cycle 55.67% with fewer categories, increased in the first cycle to 75.33% with enough categories and increased in the second cycle to 84.33% in the excellent category, so it can be stated that the use of puzzle media can provide solutions to improve the speaking skills of third grade students at Sendangadi 2 elementary school.

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