

THE USE PUZZLE BOARD IN TEACHING ENGLISH YOUNG LEARNERS AT ONE OF PRIMARY SCHOOL IN CIMAHI

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Abstract

Teaching English for elementary school level is very challenging to achieve goals in teaching. Therefore teachers are required to teach optimally according to the very diverse character of students in receiving lessons because currently English in elementary schools is not included in the core subject but is an extracurricular school. Therefore the teacher is expected to provide maximum knowledge in the delivery of the material being taught so that students can meet the needs that will be faced in the future. here the teacher uses media in teaching where the media can make students more active and effective. The purpose of this study was to examine student responses in learning, increase student interest and increase student creativity in learning English. The study was conducted at SD Baros Mandiri 3 Cimahi. The research method used in the research is observation, document analysis, interviews and the media used by the teacher is a puzzle board. The results of this study indicate that the puzzle board media used by the teacher can make students more attractive and creative in learning English.

Keywords: Teaching, Young Learners, Media

INTRODUCTION

The use of media in learning is very important to convey the material to be taught. because through the media students will further increase interest in the learning delivered. Brown (2001) purposes some characteristics that may give some practical approaches in teaching young learners: (1) intellectual development; (2) attention span; (3) sensory input; (4) affective factors; and (5) authentic, meaningful language. Some principle keys to embrace all of the characteristics and make an effective instruction in young learners' classroom, is teachers need to utilize the instructional media optimally in the classroom. Using appropriate instructional media is the key principles in creating effective instruction (Reiser & Dick, 1996 in Aini, 2013). the can used of media is able to provide stimulation in learning. and will be an important role in learning because using media will make students more active and effective. because of that, the availability of media in schools is also very important because the more media provided there will be more opportunities to increase learners in learning over time. In this study, Harmer's classification of instructional media is used as the reference of the instructional media types. There are seven types of instructional media: pictures, course book, realia, OHP, flipcharts, boards and other computer based-technology. Based on the results of pre-research in elementary schools, a lot of students are still less motivated in learning English. The author found some of their difficulties in learning, such as a lack of motivation, a lack of attracting the attention of elementary school students and always having the view that English is difficult to understand and the learning strategies applied are not innovative for students.

One of the learning media that can be used as a supporting tool in learning English is the puzzle board media. The application of puzzle board media can create creativity, be interesting and not boring, train students to find vocab easily and quickly. The puzzle board media serves as

inspiration to develop ideas that exist in the minds of each student so that they can be creative in learning. This study aims to make students more interested in learning English and more creative in searching for vocab and motivated to use vocab more.

METHOD

This method of research used by researchers is descriptive qualitative. according to Sugiyono (2016: 9) qualitative research methods are methods used to research the condition of a natural object where the researcher is the key instrument. To apply good learning to PAUD, we must understand its characteristics and know their needs according to their level of development. Thus we can apply learning while playing. One of them is by playing a puzzle board. This research was conducted an elementary school in cimahi, in grade 6 B, totaling 25 students. According to Slattery & Willis (2009) specialist teachers are teachers who only teach English in some classes. In data collection, this study uses three types of data, namely observation, document analysis and interview. To analyzed the data, this study uses the steps determined by Creswell in analyzing qualitative studies, which are divided into several stages: collecting data, 2 preparing the data for analysis, 3 reading the data, 4 coding the data and 5 coding the text for the description and the text for the themes to be used in the research report.

RESULTS AND DISCUSSION

Results

Based on the results of observations, there are indeed many students who do not understand and are interested in learning English but after using the puzzle board media, the students' responses become more interested and motivated. Based on the observation data on the Likert scale, it can be seen that 68% of students stated that they strongly agreed with the use of puzzle board media in learning English. Further data shows that 22% of students agree with the use of media and 10% of students still do not understand and disagree with the use of puzzle board media in learning English. And the results of the interview researchers found that students in the student learning process tend to use the media more effectively. The application of puzzle board media in the learning process is one of the innovations chosen by the English teacher, the learning process carried out with this media is planned learning and can be followed by students. The puzzle board is one of the media chosen for deep learners to facilitate learning, especially in expanding the content received and learning to remember vocabulary.

And here are the results of the English teacher interview:

- a. What should be prepared in making or using the media? Before learning begins, pay attention to the material and adjust what media should be used.
- b. Are there any difficulties in using media or creating media? There is no difficulty, but sometimes students play the media instead of doing their assignments.
- c. What are the benefits or lack of the media you use? The benefit is we can more easily teach children, the drawback may be like that, children play instead of learning.
- d. How do students respond before using the media? Students tend to look bored because learning English for elementary school children is not easy to really supervise.
- e. How do students respond after using the media? They are more engrossed in learning, more enthusiastic, easier to understand.
- f. What media do you use in class? Flash cards, keyboard, movies, songs. What media are often used in the classroom? Use words to connect more often because it is easier for them to understand the words and their spelling

- g. Do you prefer to use media or not? Yes, I prefer to use media because media plays a huge role in the teaching and learning process so that it is more fun for students.
- h. Do school facilities and infrastructure support teachers in using learning media in the classroom? Yes, the school has facilitated the required learning media. However, the medium is not in the form of a projector.
- i. What are your suggestions for developing learning media, especially English? To develop it we must be able to balance the material with the medium. And try to keep using the media so that students can enjoy learning English without feeling bored.

Discussion

The explanation of the results of this study was divide into two group, namely research findings and discussion. The results of the study explain the results of the preliminary study and the research process in the classroom. In this study the researcher divided into several cycles. The first cycle conducted a weld-on research by observing the subject teacher and the second cycle conducting interviews with the subject teacher. These findings can be explained as follows.

The preliminary study was conducted by interviewing teachers of SDN Baros independent English. In December 2019 in grade 6. the researcher conducted an interview with an English teacher. Based on the results of the interview, the researcher was concluded there were several problems faced by students in the teaching and learning process. First, it's hard to got them to be focus on the lesson. Second, they are less able to understand the lesson. Third, they do not master vocabulary. Fourth, the teacher chooses to use the media as teaching material to make students more attractive. fifth, rely on the media in every pursuit. Sixth, learning is more effective when using media. The seven media used also vary, one of which is a puzzle board. Eighth, LKS is also used by teachers to assist students. Ninth, the media's influence is very big for students. Tenth, the media is not a projector. From these results it can be concluded that in learning in elementary schools students must use the media so that students are more interested and enthusiastic about learning. One of them is the puzzle board media which is very influential in the attractiveness of students in learning. After using this media students become more motivated in looking for vocab, students become focused in learning and students really enjoy using learning media.

CONCLUSION

Based on the description of the data on student learning outcomes in English subjects in the processing process in the discussion of research results, it can be concluded that the application of puzzle-wide learning media can improve student learning outcomes at SDN Baros Mandiri 4 and can make students more motivated in learning. become more interested, and students find it easier to find vocabulary

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