

**.IMPROVING PUPILS' VOCABULARY MASTERY BY USING
PUZZLE GAME AT GRADE B OF AL – GHIFARI
KINDERGARTEN PEKANBARU**

THESIS



**BY
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***This thesis is submitted to fulfill one of the requirements
for the Degree of Magister Pendidikan (M.Pd.)***

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG**

2014

ABSTRAK

Sandra Nita, 2013. Meningkatkan Penguasaan Kosakata Murid dengan Menggunakan *Puzzle Game* di Kelas B pada TK Al – Ghifari Pekanbaru. Tesis. Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Negeri Padang

Pembelajaran kosakata bahasa Inggris di Taman Kanak-kanak perlu ditingkatkan secara terus menerus. Penelitian ini dilakukan untuk meningkatkan kosakata murid di kelas B pada TK Al – Ghifari Pekanbaru. Tujuan penelitian ini difokuskan untuk menemukan apakah penggunaan *puzzle game* dapat meningkatkan penguasaan kosakata murid tersebut dan untuk menjelaskan faktor-faktor yang mempengaruhi perubahan penguasaan kosakata mereka selama penggunaan *puzzle game*.

Penelitian ini dilaksanakan dengan desain penelitian tindakan kelas –yang prosesnya bersiklus meliputi perencanaan, pemberian tindakan, pengamatan, dan refleksi– selama dua siklus. Sebanyak dua puluh murid (12 laki-laki dan 8 perempuan) telah berpartisipasi dalam penelitian ini. Pada setiap siklus, seorang mitra mengajar membantu peneliti dalam mengumpulkan dua jenis data, yakni data kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan menggunakan lembar observasi untuk guru dan murid. Selain itu, catatan lapangan juga digunakan untuk mengumpulkan data kualitatif. Kemudian, data kuantitatif dikumpulkan dengan memberikan tes penguasaan kosakata pada setiap akhir siklus.

Setelah melakukan penelitian selama dua siklus, hasil penelitian menunjukkan bahwa semua indikator penguasaan kosakata murid meningkat secara baik. Kemampuan mereka dalam memahami makna dari kosakata yang dipelajari selama penggunaan *puzzle game* ditingkatkan dari siklus 1 ke siklus 2. Kemudian, kemampuan mereka mengucapkan kosakata secara tepat juga ditingkatkan dari siklus 1 ke siklus 2. Selain itu, faktor-faktor yang mempengaruhi perubahan penguasaan kosakata siswa dapat diungkapkan. Faktornya adalah penggunaan *puzzle* yang memiliki gambar berwarna, penggunaan *puzzle* yang menantang, dan pemberian kesempatan kepada murid untuk mempraktekkan bagaimana memahami makna kata dan mengucapkannya selama kegiatan yang menggunakan *puzzle game*.

ABSTRACT

Sandra Nita, 2013. Improving Pupils' Vocabulary Mastery by Using Puzzle Game at Grade B of Al – Ghifari Kindergarten Pekanbaru. Thesis. English Education Section, Graduate Program of State University of Padang

English vocabulary learning in kindergarten needs to be improved continuously. This research was carried out to improve the pupils' vocabulary mastery at grade B of Al – Ghifari Kindergarten Pekanbaru. The purposes of this research were focused to find out whether puzzle game can improve the pupils' vocabulary mastery and to explain the factors that can influence the changes of their vocabulary mastery during the use of puzzle game.

This research was carried out in the design of classroom action research, - which was a cyclical process that involved planning, action, observation, and reflection-, for two cycles. Twenty pupils (12 male and 8 female) in grade B of this school were participated in the research. In every cycle, a collaborator helped the researcher to collect two types of data, namely qualitative and quantitative data. The qualitative data were collected by using observation sheets for the researcher and the students. Besides, field notes were also used to collect the qualitative data that out of the observation sheets. Then, the quantitative data were collected by administering vocabulary mastery test to the pupils at the end of a cycle.

After carrying out this classroom action research for two cycles, the findings show that all indicators of the pupils' vocabulary mastery were improved positively. Their ability in understanding the meaning of the learned words during the use of puzzle game improves from cycle 1 to cycle 2. Also, the pupils' ability to say a number of learned words appropriately (form) is improved from cycle 1 to cycle 2. Moreover, the factors influencing the changes of the pupils' vocabulary mastery using puzzle games are revealed. They are the use of colorful pictures in the puzzle, the use of challenging puzzles, and providing the pupils with opportunities for practicing both words' meaning and pronunciation during the activities of using puzzle games.

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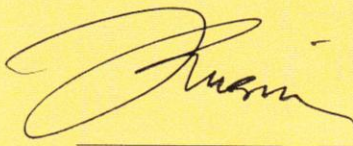
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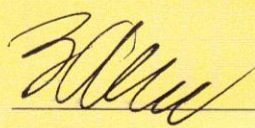

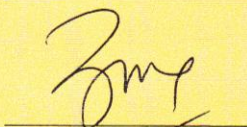

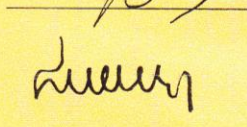
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ACKNOWLEDGEMENT

All praise is due to Allah alone, may He send salutations and exalt the mention of the seal of all Prophets and Messengers, our Prophet Muhammad, his family and all his companions. I praise and give thanks to Him for helping me finish my study and this thesis.

I would first like to offer my sincere appreciation and gratitude to my advisors Prof. Dr. H. Zainil, M.A., Ph.D. and Dr. Kusni, M.Pd. for their brilliance and amazing insight. I am grateful for their kindness, continued support, and helpful guidance during the creation of this thesis. I would also like to extend my sincere appreciation and gratitude to all my thesis committee members, Prof. Dr. Zaim, M.Hum, Dr. Desmawati Radjab, M.Pd., and Prof. Dr. Gusril, M.Pd. for their valuable and helpful critiques of my work.

A special thanks and love to my parents, Mustafa Said (Alm.) and Darlina (Alm.) for their prayers. Also the special thanks to my husband, M. T. Mubin, and my son, Muh. Ghifari Atania, who always motivated and supported me during my study and until this thesis project is finished.

I extend a special thanks to the teachers of Al – Ghifari Kindergarten Pekanbaru who cooperated during the research. And also for the collaborator who participated in my research and who was willing to share her valuable thoughts and experiences with me. Without her openness and sharing spirit, I would never have completed this work. Thank you so much! Finally, I would also like to thank to all of my classmates in English Education Section at the Graduate Program.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning vocabulary is important. It is because without vocabulary nothing can be conveyed verbally. Regarding this notion, kindergarten (as the institution to provide early education) supports the vocabulary development of its language learners. Although they are called as young language learners or pupils, starting to learn vocabulary in kindergarten is important since they are in their golden age. At this age, pupils are required to develop 80% of their mental and intelligence optimally. Vocabulary development is one of the factors to supports their mental and intelligence development.

However, kindergarten teachers must have patience in improving their pupils' vocabulary. It is because helping the pupils to learn English vocabulary is not an easy job since unpredictable problems might happen during the learning process. Sometimes the pupils pay attention to the teacher but sometimes they do not. Moreover, during the learning process, sometimes they give good response to their teacher's instructions or questions but sometimes they do not. They are still pure, so every kindergarten teacher needs extra patience, loves, and cares when helping their pupils learn vocabulary.

Nowadays, many favorite elementary schools use English as medium language in the classroom. This phenomenon challenges kindergarten to provide

its students with basic vocabulary as preparation for entering the favorite school. Therefore, the researcher, as a kindergarten teacher, concerns on her pupils' problems when learning vocabulary. It was found that, during this semester, some problems impeded pupils' vocabulary learning. Most of her pupils in her classroom were not motivated to learn vocabulary although variety of vocabulary activities such as singing songs, imitating and repeating, and using pictures were implemented.

In a class that consists of twenty pupils (12 male and 8 females), only 6 (six) pupils that always pay attention and involve during the vocabulary learning activities. The rest of them often prefer talking and playing to paying attention during vocabulary learning activities. They also frequently asked for permission to go out while learning process was going on. Sometimes, these disruptive behaviors affect the pupils who focus to learn vocabulary, and thus, to make them have good attention during the vocabulary learning activities became a difficult job for the researcher as their teacher. However, the researcher must be able to solve the disruptive behaviors creatively in order to help them learn new vocabulary enjoyably.

The disruptive behaviors might be caused by vocabulary learning activities, which were not interesting for the pupils. The previous vocabulary learning activities were mainly focused on showing a picture that contained an English word to pupils, and then, asking the pupils to imitate and repeat the pronunciation of the word for many times. Finally, as vocabulary assessment, the

pupils were asked to master the words that had been taught; and then the teacher asked them with a simple question “What picture is it?”. Each pupil who could answer every question correctly was given a reward.

On the other hand, these monotonous activities were not interesting for the pupils. Therefore, they had poor attention and participation during the activities. It can be proved when they were observed during the activities, only 6 (six) of them could follow the teacher’s instructions; the others preferred talking and playing with classmates. Even, during the activities, some pupils disturbed their classmate so that the disturbed classmate cried. In addition, they did not actively involve during the activities. It can be proved when they were observed during the activities, most of them preferred doing another things or playing things in the classrooms that were not related to the teacher’s instructions.

Consequently, the previous vocabulary learning activities (the activities that have been described above) did not work well to help the pupils in mastering English vocabulary. Most of the pupils could not master the words that had been taught by the teacher. They did not enjoy learning English words. In details, they also did not enjoy the process of repetition English words. It seemed that they were bored in imitating the words. Some of them did not actively involve during the activities.

In fact, 80% of the pupils in the researcher’s class could not master the English words that they had learned. Based on the result of recent vocabulary assessment, only 5 (five) pupils could give meaning to the words that they had

learned. It means that most of them could not learn the vocabulary well. Therefore, most of these pupils tended to keep silent when the teacher asked them some questions concerning the vocabulary formerly learned. Besides, most of them (17 pupils) could not able to pronounce the words that they had learned appropriately. This result was not quite different with some previous results of vocabulary assessment in this semester. In other words, most of the pupils did not make progress in vocabulary learning.

As their teacher, the researcher had to find the alternative way of using vocabulary learning activities in order to solve the classroom problems as mentioned above. To do this, the researcher read some literatures and previous research results on vocabulary learning activities for young language learners. Then, it is found that implementing activities that involve the use of puzzle and language game can be the alternative way to solve her classroom problems.

By using puzzle game, in which the puzzle has picture, the pupils are able to understand the new vocabulary without any kind of translation. Besides, by designing and implementing the combination of the use of the puzzle and language game, vocabulary learning activities become more enjoyable or fun. Also, by using puzzle game, vocabulary learning activities are not bored for the pupils and they learn vocabulary without memorizing. In addition, using puzzle game provides edutainment in the language classroom. Therefore, it is believed that puzzle game can motivate the pupils to be involved actively in the process of

learning vocabulary and then continued by improvement of their vocabulary mastery.

In conclusion, it is assumed that the pupils' vocabulary mastery can be improved by using puzzle game. For that reason, this research is carried out with title *Improving Pupils' Vocabulary Mastery by Using Puzzle Game at Grade B of Al-Ghifari Kindergarten Pekanbaru.*

B. Identification of the Problem

From the background above, it could be identified that the pupils did not master English vocabulary they had learned. Based on the result of recent vocabulary assessment, only 5 (five) pupils could give meaning to the words that they had learned. It means that most of them could not learn the vocabulary well. Therefore, most of these pupils tended to keep silent when the teacher asked them some questions concerning the vocabulary formerly learned. Besides, most of them (17 pupils) could not able to pronounce the words that they had learned appropriately. This result was not quite different with some previous results of vocabulary assessment in this semester. It was found that these conditions are caused by many problems that were identified in the vocabulary learning activities. First of all, the vocabulary learning activities were not interesting for the pupils. So, they had poor attention and participation during the activities. Furthermore, they did not actively involve during the activities. Consequently, the uninteresting activities did not work well to help them in the process of acquiring

English vocabulary. As the result, most of the pupils could not master the words that they had learned.

C. Focus of the Problem

There were several problems, as mentioned in the identification of the problem above, could be studied. However, this research was focused on solving the pupils' problem in mastering the vocabulary that they had learned. Their vocabulary mastery needed to be improved. To improve it, the researcher used puzzle game during vocabulary learning activities.

D. Research Question

To solve the problems that had been stated, the researcher formulated these research questions:

1. To what extent can puzzle game improve pupils' vocabulary mastery at grade B of Al – Ghifari Kindergarten Pekanbaru?
2. What are the factors that influence the changes of pupils' vocabulary mastery by using puzzle game at grade B of Al – Ghifari Kindergarten Pekanbaru?

E. Purpose of the Research

Regarding the research questions to be answered, the purposes of this research were:

1. To find out whether puzzle game can improve pupils' vocabulary mastery at grade B of Al – Ghifari Kindergarten Pekanbaru.
2. To explain the factors that can influence the changes of pupils' vocabulary mastery by using puzzle game at grade B of Al – Ghifari Kindergarten Pekanbaru.

F. Significance of the Research

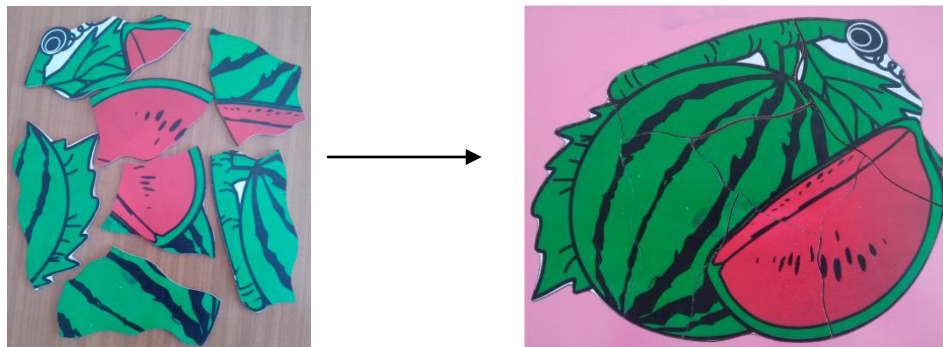
It is believed that the results of this research have contribution to the teacher as the researcher, the pupils and the other researchers who deal with the issues in this research. Practically, for the teacher as the researcher of this research, the research is an effort to enhance her professional development in education. Then, the pupils who involve in this research are provided with the use of puzzle game in order to increase their vocabulary mastery, so that they are ready to enter elementary school. Theoretically, the results of this research promote the use of puzzle game as theoretical framework for improving pupils' vocabulary at the kindergarten level. So, puzzle game become one of the ways to teach vocabulary that promote edutainment in language classroom.

G. Definition of the Key Term

The terms “puzzle game”, “vocabulary mastery”, and “Grade B of Al-Ghifari Kindergarten” might be used in a variety of contexts. For the purpose of this study, the researcher defines these key terms in this research as follows:

1. Puzzle Game

Puzzle game (so-called jigsaw puzzle) is a riddle or guessing of a picture by arranging its pieces in order to form a complete colorful picture and has competition, e.g.:



2. Vocabulary Mastery

Vocabulary mastery is the pupils’ knowledge of words they have learned which involves knowing its sounds (in this case its pronunciation) and its meaning.

3. Grade B of Al-Ghifari Kindergarten

Grade B of Al-Ghifari Kindergarten is the second year pupils who play and learn in Al-Ghifari Kindergarten after graduated from grade A.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

After carrying out this classroom action research for two cycles, the results of this research show that:

1. Using puzzle game in vocabulary teaching activities improves the pupils' vocabulary mastery at grade B of Al – Ghifari Kindergarten Pekanbaru. It can be concluded from the findings found during cycle 1 and 2:
 - a. Most of the pupils are better in pronouncing the word that is found in the picture of a puzzle.
 - b. Most of the pupils are better in understanding the meaning of word that is found in the picture of a puzzle.
2. The factors influencing the changes of pupils' vocabulary mastery by using puzzle game at grade B of Al – Ghifari Kindergarten Pekanbaru during cycle 1 and 2 can be concluded as follows:
 - a. The use of colorful pictures in the puzzle.
 - b. The use of challenging puzzles.
 - c. Providing the pupils with opportunities for practicing both words' meaning and pronunciation during the activities of using puzzle games.

B. Implication

By the conclusions of this research, it can be inferred that the use of puzzle game at grade B of Al – Ghifari Kindergarten Pekanbaru has some implications for the their vocabulary mastery. First, the use of puzzle game can encourage the pupils to learn new vocabulary because they tend to be interested in learning new vocabulary items. Second, the use of puzzle game not merely improves the students' vocabulary mastery, but also improves their memory because the puzzle game provided them repeated practice of matching shapes. Finally yet importantly, the use of puzzle game helps the students learn vocabulary in a fun way.

C. Suggestion

Regarding the conclusions and implications of this research, it can be proposed some recommendations related to the use of puzzle game in order to improve the pupils vocabulary mastery. The followings are the suggestions.

1. It is suggested to the researcher as the English teacher in the kindergarten to use puzzle game during vocabulary teaching and learning activities.
2. The researcher as the English teacher should continue a further research on using puzzle game in order to improve the pupils' other language skills such as listening and speaking.
3. The school should support and extend the use of puzzle game to improve the teaching and learning process by facilitating media of puzzle in a variety of topic.

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