

THE USE OF PARALLEL PUZZLE AS A MEDIUM IN  
TEACHING ENGLISH VOCABULARY : AN EXPERIMENTAL  
STUDY AT THE SECOND GRADE STUDENTS OF SMPN 04  
NARMADA IN ACADEMIC YEAR 2014/2015



ARTICLES

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## INTRODUCTION

English an international language has played important roles in all parts of the world. It is hugelyspoken by people in order to communicate, interact and share their feelings or thought. It unites all differences that are innate among the world community. Barries of racims, locallanguage, belief or religion, creed and social background, cannot be neglected and can tigger the dimming or less functional of the language. However, English seems never has less power as international language and is still holding a special place in conversation between foreigners, economy, commerce, politic, technology, and education in international forum.

Nowadays English is almost used in all over the world, it is used as either a first language or second language. In Indonesia English is taught as a foreign language and has been introduced since elementary school or ever in playgroups. This fact show us the importance of English language.

In learning a foreign language, there are four skills that should be learned in learning English : listening, speaking, reading, and writing. The four skills may influence the use of language to communicate. Thus, there are also items related to learning a language, i.e. grammar, structure,vocabulary, etc. In addition, vocabulary plays important roles. It is one of elements that link the four skills. Mastering vocabulary is central to language and important to typical language learner. Without sufficient vocabulary, one cannot communicate effectively or express her ideas in both oral and written form.

Vocabulary is an important key in language learning. It is related to the four skills of English : listening, speaking, reading and writting. In order to be able to communicate well, students should acquire adequate number of words and be able to use them appropriately. Therefore, having adequate vocabulary knowledge is imperative for learners to be able to speak and listen in communication, to obtain knowledge from reading and to express idea in writting.

However, teaching and learning English vocabulary might not be as easy as we think. This might be the reasons of why most students regarded English as one of the most frightening lessons, besides mathematics.

Teacher's technique of teaching English is said as the important factor which determines the success or failure ofvocabulary learning. wrong teaching technique may become a learning burden, bored and not enjoyable for students in mastering vocabulary. For example, at SMPN 04 Narmada, teacher rarely uses aproppriate media, even they used same technique in every meeting, and there is no goal in every meeting, teacher often gives students task without caring about the students' basic competence. On the other hand, we should not fully blame the teacher as the factor of failure of teaching and learning. The support of media, technique, strategy, and school facilities of teaching and students themselves also play important role of those condition.

The problems stated above, should not be ignored or forgotten, but they have to be overcome. Therefore, it is wise for teachers to modify the techniques of their teaching. One of the techniques is by teaching vocabulary with more fun and easy way by using Parallel Puzzle.

### **1.1 Statement of Problem**

Based on the background above, the problems to be answered through this study is :

Does Parallel puzzle have positive effect in developing students vocabulary at the second grade students of SMPN 04 Narmada in academic year 2014/2015?

### **1.2 Purpose of the study**

The purpose of this study is to find out whether teaching English through parallel puzzle has positive effect in developing students' vocabulary at the second grade students of SMPN 04 Narmda in academic year 2014/2015.

### **1.3 Significance of the study**

This study is hoped to gain positive contribution especially in teaching English in the classroom.

In order to clarify the significance, the writer would like to elaborate further :

#### **1. Practically**

- The teacher can use the best media of teaching English, especially in teaching vocabulary. After using Parallel puzzle as media, teacher knows whether the Parallel Puzzle is effective to improve student's vocabulary
- The students are able to learn vocabulary easily with no burden of learning by using Parallel puzzle
- The results of the research are expected to be useful information for the English teacher at SMPN 04 Narmada in teaching vocabulary

#### **2. Theorically**

The other researchers can use this research as the reference in order to improve the English teaching for students, especially in improving vocabulary

### **1.4 Scope of study**

The scope of study is the second grade students of SMPN 04 Narmada in academic year 2014/2015, they are class VIII/A and VIII/B. The object of this research is to apply of Parallel Puzzle as medium in teaching English vocabulary focus on animal and fruit vocabulary.

## **REVIEW OF RELATION LITERATURE**

Hornby (1995) defines vocabulary as a total number of the words which make up a language and that a person knows or uses. Another definition also stated by Miller (2007) cited in Umroh (2009) as a key element in the second language class. Without vocabulary, no message is conveyed.

Vocabulary is essential in learning a foreign language, in this case English. It is the basic of the four skills of English which is learned in order to communicate well in the language. In the other words, we cannot communicate in English without knowing word of the language.

Yet it is true the vocabulary is the focus of language. It is in words that sound and meaning interlock to allow us to communicate with another and it is a word that we arrange together to make sentences, conversation and discourse of all kinds.

Widdowson, (in Zimmerman, 2007) cited in Priyono (2004:24) claimed that native speakers could better understand ungrammatical utterances with accurate vocabulary and inaccurate vocabulary than those accurate grammar and inaccurate vocabulary. Thus, if a person wants to be understood by a native speaker an interaction, she/he is better to pay attention on her/his word than too much worry about the accuracy of the grammar. A British linguist, David Wilkins (in Kwary, 2007) put it in this way, “while without grammar, little can be conveyed, without vocabulary nothing can be conveyed”. From the statement, it can be inferred that people could communicate with each other where there are vocabulary. Thus, vocabulary is learned completely in order to get the point of communication.

Krashen in Priyono (2004:24) puts a similar preposition forwards that “when students travel, they don’t carry grammar books, they carry dictionaries”. More substantial statements is supporting of vocabulary are given in the preference of Clark (1993) in Priyono (2004:24) :

“Words are the starting points. Without words, children can’t talk about people, place, or things, action, relations, or states. Without words, children have no grammatical rules. Without words, there would be no sound structure, and no syntax, the lexicon then is central in language and in language acquisition”.

Vocabulary plays an important role because it appears in every language skill. Vocabulary building is really important in any language learning. Everybody who learns a language is hoped to know and master the vocabulary to improve the language skill.

The statements above, clearly describe that vocabulary role in language learning is imperative. Vocabulary is the first point to communicate well in a language. Therefore, there is no communication without knowing the words of the language.

Actually, teachers as the facilitator of language learning play an important role. They may be one of the factors determining the success of teaching and learning process in classroom. A good performance and motivation of teachers can increase the motivation and interest of students to learn the lesson. Although, teachers in providing the lesson sometimes find difficulty in conveying what they want to convey due to the lacks of personal ability and learning, aid is really needed in this situation. The learning aid helps and lets the teachers to communicate the lesson well. The learning aid is called teaching media.

The word media comes from Latin language medium which means middle, mediating or delivering. In Arabic, media means mediating or messages delivered from sender to receiver (Aryad in Aryani, 2011). According to Gagne, media is a component of teaching that can stimulate students to learn (Ismail and Risprawati, 2003).

In teaching media is a helpful tool, way or equipment used to deliver teaching material to the students such as games, brochures, picture, etc.

Media, according Soeparno (in Martono, 2012) can be all kinds of the bridge which could transfer the message from sender to the receiver. Media in the classroom is expected to visually or audibly bring the message or information from its resources (teacher) to the receiver or the students (Soeparno in Martono, 2012). According to Defleur cited in Martono (2012), media can be any object or arrangement of subject as device to provide the human being with parallel meaning. Media are usually used in teaching instructional and information. There are several characteristics of educational media (Oemar in Martono, 2012).

They are :

1. Media of education means an object, which can be touched, heard and seen.
2. The main stress is an object or other things which can be seen and heard.
3. Media of education is a kind of visual aid in teaching and learning.
4. It uses interaction in teaching between teacher and students.
5. Media of education has an aspect as an instrument and technique which has close relationship to the method used.

Media of education is aids, method and technique which are used to make communication and interaction between teacher and students more effective in teaching and learning process in the classroom.

Media can increase students' interest in teaching and learning process. Especially media in teaching vocabulary also plays an important role similar to the importance of media in other language skills. The use of media to improve vocabulary may let the learners memorize a lot of new words optimally. In fact, there are many breakthrough media that can be used to teach vocabulary. One of them is by using Parallel Puzzle. The use of Parallel Puzzle as the medium for vocabulary building offer an enjoyable and fun teaching and learning activity.

According to Irawan (2013) Parallel puzzle game is a modification of two puzzles that are played together.

Puzzle game of construction through installing or match boxes or particular buildings and eventually form a particular pattern. If boxes or buildings adding English subject that focusing on vocabulary for students, this became one of innovative learning and media based active learning, creative, effective and fun for students.

Puzzle games have diverse types such as : jigsaw puzzle or in the form of organization of random images that must be assembled into complete picture, word puzzles are stringing words with a certain pattern, 3D puzzle, construct the certain buildings into shape desired. Much the result of creativity and development of useful puzzle game to hone and develop the mindset of student's cognitive, affective and psychomotor students.

There are two definitions of the game by using parallel (Irawan, 2013). Two people play the same game at the same time, but do not do the same and one person working on two different games simultaneously to achieve the connection between the two games. So, from definitions above, the Parallel Puzzle game is

puzzle using two different kinds of puzzle, in working together to achieve certain goals. Parallel Puzzle is a puzzle form of pictures and words. Between picture and word puzzle are related to each other and complement each other. Parallel Puzzle can be modified according to desired and achieved goals to teacher in teaching and learning process.

#### 2.3.1 The advantages of using Parallel Puzzle

There are few advantages of using Parallel Puzzle in classroom cited in Irawan (2013):

1. Better understanding of the material
2. Improve students' motivation
3. Higher learning outcomes
4. An alternative learning fun

Most of students think that English is difficult because it is not their own language, and also the English subject is not delivered interestingly. Sometimes, English teachers find the difficulty to determine the appropriate method in teaching English to motivate and attract pupils' interest in learning English.

In relation to the language teaching, there are some ways that can be used to motivate the pupils in learning English. English teachers can use some possible and successful media, strategies, approach, or methods for the classroom activities. The teacher can use real objects, songs, game, flashcard, and some puzzle.

Media has really a large and wide term. This media can be all kinds of the "bridge" which can transpose the message from the message sender to message receiver. (Soeparno, 1988:1). The media in the classroom is widely expected to bring the message information from the resources (teacher). One of the kinds of media is Parallel Puzzle. Parallel Puzzle can help students learn English easily in mastering vocabulary. Students who are usually quite can become active when discussing materials that teacher give. Parallel Puzzle can help the students in acquiring the language especially in mastery vocabulary with fun.

Parallel Puzzle is a kind of medium, mixed from two games. Parallel is a Puzzle game, that uses picture and words. The writer using picture and some words. Words here, means, teachers make random letters in every picture. And students have to choose the appropriate picture based on the clue and after that students arrange the letters into word above the picture. This game was play on groups.

The word that the writer put beside the picture, related to material that teacher gives for students, such as: animal, and fruits. The writer gave students new words related to the materials and applying Parallel Puzzle.

There are some studies related to the use of Parallel Puzzle in teaching Vocabulary. Those are:

A study conducted by Irawan (2013), is to improve student's achievement in teaching natural science (IPA) using Parallel Puzzle as media and to describe the effect of using Parallel Puzzle to improve students' achievement in teaching natural science (IPA) at the third grade students of SDN 39 Ampenan in academic year 2012/2013. The study was designed as Class Action Research. The sample in this research, were all students on the third grade of SDN 39 Ampenan,

which consisted of 42 students, 17 boys and 25 girls were given treatment by using Parallel Puzzle and given evaluation after treatment. At the end of the study the research found that the use of Parallel Puzzle can improve students' achievement in teaching natural science (IPA). Moreover, the research described that the students' were fun and enjoyable to use Parallel Puzzle in learning natural science (IPA) .

Other research also provides similar result. Anggi (2011) in SDN 46 Cakranegara investigated one class of fifth grade students. The purpose of this research is to increase students learning outcome by using Parallel Puzzle in teaching natural science (IPA). The research collected the data by using planning, implementation, observation, evaluation, and reflection procedure in two cycles. Students were divided into 4-5 groups and all groups are given Parallel puzzle. Cards contain the questions and answers that are not spouses. And at the end of the research it was found that this study had positive effect in increasing students' interest by using Parallel Puzzle in learning natural science (IPA), and Parallel Puzzle increased student learning outcomes in learning natural science (IPA).

While other studies describe students' attraction, motivate, stimulating students' to raise their vocabulary. Through the implementation of Parallel Puzzle, the current study investigates the use of Parallel Puzzle in teaching vocabulary mastery.

## **RESEARCH METHOD**

This research is a quantitative research which used statistical computation and use quasi experient with non-equivalent control group design. The writer used two groups, experimetal treat by Paralel Puzzle and control, control group treat without Parallel Puzzle, but still on observation to compare with experimetal group. The sample into two groups : group A is an experimental group and group B is a conrol group. Control group is the group in which the effect of the controlling variable as well as other confounding variables are held minimal. Group A is an experimental group which is prepared to be treated by using parallel puzzle. On the other hand, group B called control group is not treated by using traditional technique (three pass technique).

The data was collected based on the result of the pre-test and post-test for each group. Both were given pre-test, for checking their ability before treatment, and they also were given post test to measure their abilities after giving two times treatment. Then the result of the tests were compared to know the differences between the two groups. The populations of this research were all students at eight grade of SMPN 04 Narmada in academic year 2014/2015. The total number of the population is 134 from 5 classes, VIII A to VIII E. The sample is used as the basic for drawing conclusion or generalization. It must be representative of the population which is taken.

The sample of this study was chose usedcluster random sampling from the population. They were class VIII C and VIII D. There were 25 students in each class. The classes were divided into two groups, i.e. experimental and control groups. VIII C became experimental group, while VIII D became the control group. This research used written test for collecting the data. The kinds of test

were vocabulary test which consisted of 25 items about the kinds of animals and fruits. The form of a test was multiple choice. The writer used test method to collect the data. The data was obtained through pre-test, treatment, and post-test.

In analyzing the data, the researcher used t-test in order to know the effect the use parallel puzzle as medium in teaching vocabulary. The results of the mean deviation scores of the two groups show that the mean deviation scores of the experimental group is higher than that of the control group (32 and 18).

However, to distinguish if the two groups are 'different', the computation above is not reliable enough to be used. Thus, a t-test is needed. The degree of freedom (df) that is used in this research was interpreted more to compare the two critical values namely: t-test and t-table. The degree of freedom (df) of this research can be obtained from the formula  $(N_1 + N_2 - 2)$ ,  $(25+25-2=48)$ . The degree of freedom (df) that the researcher uses is 48, so the df is 2.01 for confidence levels of .05 (95%) and 2.68 for confidence level of .01 (99%).

**Table 3 the comparison between the t-test and the t-table**

t-test	t-table		
6.9	Df	.05	.01
	48	2.01	2.68

## Discussion

It was found that the mean scores of the experimental group and the control group from the pre test was almost similar. They are 39.52 and 39.36. This means that the two groups have almost the same background of vocabulary knowledge. After the experimental group was treated using parallel puzzle, the result of the post-test indicated that the experimental group score increased from 39.52 (pre-test) to 71.52 (post-test), while the control group also performed better with the higher post test score (51.36) than the pre tests score (39.36). However, the result of means deviation of the experimental group is higher than the control groups.

The result shows that the experimental group that used Parallel puzzle as medium can increase students' achievement (Irawan, 2013) more in learning English vocabulary, because Parallel puzzle makes students better in understanding the material. Besides, Irawan (2013) stated that it can greatly improve students' motivation with no burden and provides learning with fun. However, without Parallel puzzle, the control group still shows improvement. Although the improvement was not as much as that of the Experimental groups. Because both groups increased, the researcher needs more analysis to prove that Parallel puzzle has positive effect in teaching vocabulary.

The degree of freedom (df) that is used in this research is interpreted by comparing the two critical values: t-test and t-table. The researcher uses degree of freedom (df) is 48 at 2.01 for confidence level of .05 (95%) and 2.68 for confidence level of .01 (99%). Table 3 above shows that t-test was higher than t-table. It indicates that the degree of freedom difference from mean score in significance level .05 (95%) and .01 (99%). So, the result of Parallel Puzzle has positive effect is relevant to teaching vocabulary.



Consequently, since the t-test (6.9) was higher than the t-table at significance level (2.01 and 2.68) the null hypothesis ( $H_0$ ) which states “ the use of Parallel Puzzle as medium has no positive effect in developing students vocabulary” is rejected, so, the alternative hypothesis ( $H_a$ ) which states that “ the use of Parallel Puzzle as medium in teaching English vocabulary has positive effect in developing student’s vocabulary” is accepted.

Finally, based on the analysis and interpretation of the data above, the conclusion is the use of Parallel Puzzle as medium has positive effect in developing student’s vocabulary at second grade students of SMPN 04 Narmada in academic year 2014/2015.

### **Conclusion**

Based on the data above, the test value of the t-test (6.9) is higher than the t-table at confidence level of .05 (2.01) and .01 (2.68) in degree freedom 48. The test value is significant for both confidence levels. So, it is concluded that the use of Parallel Puzzle has positive effect in increasing students’ motivation and interest in learning vocabulary. The Parallel puzzle makes students better understand the material, improve students motivation, and provide more fun learning environment.

### **Suggestion**

Actually there are many types of teaching media which can be used by the teacher in teaching vocabulary. However, the teacher should choose the appropriate media which can be effective for the students. Therefore the researcher would like to offer some suggestion as follow:

1. To the teacher

The English teacher should never give up finding and using the appropriate media or technique to increase students motivation and interest in learning English. Learning vocabulary is not only focusing on the word and meaning, but also the form, function and pronunciation. The result of this research showed that Parallel puzzle has positive effect in developing students’ vocabulary.

2. To the student

Since vocabulary is important, the students should be able to find out the best solution to cope with the difficulties. In dealing with these problem, Parallel puzzle is one of media that can be used by students in learning vocabulary.

3. To the next researcher

The next researchers are expect to find and develop new media or technique which can make the students more enthusiastic not only for vocabulary but also other language skills such as speaking, reading, writing and listening. It is expected that this research is useful as one of the references to those further researcher of the same interest.

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