

**IMPROVING SPEAKING SKILLS OF GRADE EIGHT STUDENTS USING PUZZLE GAMES OF SMP  
NEGERI 1 PARMONANGAN IN ACADEMIC YEAR 2022/2023**

**Noverika Siregar<sup>1</sup>, Lamma Sihotang<sup>2</sup>, Rekolina Siahaan<sup>3</sup>**

[noverikasiregar@gmail.com](mailto:noverikasiregar@gmail.com)  
[lammasihotang98@gmail.com](mailto:lammasihotang98@gmail.com)  
[rekolinasiahaan@gmail.com](mailto:rekolinasiahaan@gmail.com)

**English Study Program, Faculty of English Teacher's Training and Education University of Sisingamangaraja XII  
Tapanuli**

*Abstract*

*This study aims to improve students' speaking with a puzzle game. This research was conducted using classroom action research in class VIII for the 2022/2023 Academic Year. The subjects of this research were class VIII -A students, with a total of 70 students and a sample of 25 students. Researchers implemented two cycles with six meetings. Data was collected using quantitative data and qualitative data. The results showed an increase in student scores from pretest to posttest cycle I and cycle II. The average student pretest was 47.2, for the first cycle was 59.24, and for the second cycle was 78.2. The results of the pretest were 12%, the competence test cycle 16% and the improvement of students' ability at the end of cycle II competency was 80%. The observation sheet and questionnaire sheet support that puzzle games improve students' speaking. This can be seen from the responses and attitudes of students. They become more active, serious and interested in learning to improve speaking during the teaching and learning process.*

**Keywords:** *Speaking skills, puzzle games*

## INTRODUCTION

### Background of the Study

Speaking is one of the language skills that must be mastered by everyone, especially for students. One of the Indonesian language skills is marked with speaking ability. Therefore speaking needs to be learned not only as theory speak, but more emphasis on aspects speak. However, emphasizing on this aspect needs to be started with understanding of speaking theories. Language is the ability that humans have to communicate with other humans using signs, for example words and gestures. especially in the speaking part, which requires a lot of rules and mastery in speaking both in front of parents and the general public. Language is one of the parameters in child development. Speech and language skills involve the cognitive, psychological, emotional, and environmental development of children. Language skills can generally be divided into receptive abilities (listening and understanding) and expressive abilities (speaking). Speaking ability can be assessed more than other abilities so discussions about language skills are more often associated with speaking abilities. The purpose of speaking activity is to communicate in order to be able to convey information. Therefore the speaker must really

understand what is being discussed and try to make the listener understand what he wants to convey Sudjono, anas 2009. So it's not just talking. If observed in everyday life many people speak, but not everyone has the ability to speak properly and correctly so that it makes it difficult for people to understand what the speaker wants to say not only creates a different understanding.

In the learning process, what is called language skills is desired. Language skills have a very important role for human life, especially speaking skills. With speaking skills students can explain the ideas they want to convey, students can express their thoughts, feelings and creativity. The scope of the Language subject includes components language skills and literary abilities which include 4 (four) aspects, namely: (1) listening; (2) speak; (3) reading; and (4) write. Speaking skills as a component of language skills need to be given to students, because speaking skills support other language skills. A good speaker can make it easy listeners to capture the speech delivered. Speak is an oral language activity,

related to the sound of language Isnani (2013).

The learning approach is more teacher or teacher functions as a learning facilitator. So, a lot of students actively interact with learning resources or learning environment. Process learning is essentially a process of communication, namely the process delivery of messages (content or teaching materials) from message sources through channels/media specific to the recipient of the message (students). Delivery of this message can be done via communication symbols in the form of verbal and non-verbal symbols or visual, which is then interpreted by the recipient of the message. Sometimes process interpretation is successful and sometimes failed.

According to Cahyo 2012 Puzzle Games can be used by teachers for foster students' attention to the learning material presented. The use of puzzle picture media can foster students' curiosity. Therefore, there needs to be an appropriate solution to improve students' speaking skills in the learning process. One alternative that can be used is the use of Puzzle Games. A puzzle Games is an image that is divided into pieces with the aim of sharpening one's intellect, practicing patience, and familiarizing the ability to share. Apart from that, puzzles Games can also be called educational games because they are not only for playing, but also sharpen the brain and train the speed of thought and hands. The benefit of playing puzzle Games is to improve children's problem solving skills.

Through this game, children learn to analyze a problem by recognizing clues from existing pieces of images, for example shapes, colors, textures, then predicting their exact position. In previous research, according to Anirisa Latut Torikil Maviro (2007), Puzzle media can improve student learning outcomes. This increase is because the Puzzle media can increase student activity in the learning process. the use of Puzzle Games can also be used to enhance student learning activities. The higher the activity using Puzzle Games, the child's development, especially cognitive development in problem solving, will increase. To increase student activity and improve students' speaking skills. So this is in line with previous research which says that puzzle Games can improve learning outcomes and can improve students' writing skills. With the use of this puzzle Games students can work together with other friends to be able to arrange the pieces of the puzzle Games into a unified whole picture, then convey their ideas to each other to be discussed before telling the story contained in the puzzle Games they have arranged in front of the class. With these learning media it is hoped that students will be able to overcome

shyness, fear which always interferes with the fluency of speaking in group discussion processes, speaking in front of the class or when talking with friends. In connection with the description above, the researcher is interested in conducting research with the title "The Use of Puzzle Games to Improve Speaking Skills in Grade VIII Students at SMP NEGERI 1 PARMONANGAN". In this case the researcher wants to prove how much influence the Puzzle Games has on students' speaking skills.

### **The Problem of Research**

Based on the background of the above problems, the problem of this study does puzzle games improve students speaking skills at SMP NEGERI 1 PARMONANGAN?

### **The Objectives of research**

The Objective of this research is to find out whether Puzzle Games can improve students speaking skills at SMP NEGERI 1 PARMONANGAN.

### **The Scope of The Research**

The scope of this research is limited to improving the speaking skills of class VIII students of SMP NEGERI 1 PARMONANGAN by using a puzzle game. There are many types of puzzle games in an effort to improve speaking but in this study, the writer focuses on improving speaking through the use of puzzle games with picture puzzle types.

### **The Significance of Research**

After completing this study, it is expected that result of the study will be useful for:

- 1) For students.  
It is expected that students are able to speak properly and correctly through the use of Puzzle Games that they can increase motivation in improving speaking skills, increasing student creativity, and being able to train students' patience.
- 2) For teachers  
It is hoped that teachers can get to know more closely about Puzzle Games in order to be able to improve students' speaking skills, increase the teacher's ability to be creative and innovate in learning, and become more effective in their role as facilitators and mediators.
- 3) Researchers  
Increase knowledge and know for sure that

the use of Puzzle Games can improve students' speaking skills, increase knowledge and experience in improving children's cognitive development and as a provision to become professional teacher candidates.

## REVIEW OF LITERATURE

### Speaking Skills

#### Definition of Speaking Skills

In learning language one of the skills students must master is speaking skills. This speaking skill occupies an important position because it is a characteristic of students' communicative abilities. In other words, speaking ability does not only play a role in language learning but also plays an important role in other learning. This means that one of the indicators of student learning success is the ability to express their ideas orally in class in a particular subject area. Mukhsin Ahmadi 2009 explained that: speaking skill is the skill of reproducing the flow of the articulation sound system to convey wishes, feelings, needs and desires to other people. In this case, the completeness of a person's vocal apparatus (tongue, lips, nose, and ears) is a natural requirement that allows him to produce a wide variety of sounds of articulation, stress, tone, pause, and speech sounds. This skill is also based on self-confidence to speak naturally, honestly, correctly, and responsibly by eliminating mental problems, such as shyness, low self-esteem, tension, and heavy tongue. In line with this opinion, according to Sabarti Ak gift, et al in Yunus Abidin 2002 argued that speaking is an event in the process of conveying message orally by the speaker to the recipient of the message. In other words, speaking is conveying messages through spoken language. Furthermore, Kridalaksana in Yunus Abidin 2002 speaking is the act of producing language to communicate as one of the basic skills in language. From the opinion above, it can be concluded that speaking is one of the most important things. By speaking a person can convey the ideas he wants to convey. When speaking, you really need self-confidence. If students have self-confidence then the problems that interfere with the speaking process can be eliminated.

#### Purpose of Speaking Skills

In speaking, of course, the purpose of the conversation is to get the speaker to get a certain response or reaction. The purpose of the conversation really depends on the circumstances and wishes of the speaker. According to Sabarti Ak gift, the purpose of speaking is to encourage or stimulate, convince, move,

inform, and entertain.

- a. Encourage or stimulate. Speaking to encourage or stimulate listeners is far more complex than other speaking purposes, because speaking must be good at seducing, influencing, or convincing the listener. This can be achieved if the speaker is truly know the desires, interests, inspirations, needs, and aspirations of the listeners.
- b. Convincing. Speaking well, trying to convince the listener, so that the listener believes that what is being discussed can be understood and the information conveyed by the speaker can be conveyed.
- c. Move, In speaking to move an authoritative speaker, a role model or a community idol figure is needed. Through his intelligence in speaking, skill in exploiting situations, plus his mastery of mass psychology, speakers can move their listeners.
- d. Inform. Speaking for the purpose of informing, for reporting, carried out when someone wants to explain a process, describe, interpret, or interpret something, give, disseminate, or impart knowledge, and explain relationships.
- e. Entertain. Speaking to entertain means that the speaker attracts the listener's attention in various ways, such as humorous, spontaneous, exciting stories, humorous stories, adventures, and so on to create a happy atmosphere in his listeners.

### Puzzle Games

#### Definition of Puzzle Games

Puzzle Games is a game that requires patience and perseverance in assembling it. By getting used to playing puzzles, gradually the students' mentality will get used to being diligent, calm and patient in completing things.

According to Yudha in Rosiana Khomsoh states that a puzzle game is an image that is broken into pieces of images that aim to hone and improve intelligence both from speaking ability, and to train mentally and practice patience, and get used to the ability to share. In addition, puzzle games can also be called educational games because they are not only for playing but also sharpen the brain and train the speed of thinking and challenges..

According to Mukhtar Latif et al, explaining that puzzles can help or improve learning to speak students from everything that can be used as materials and tools (hardware) to play while learning and acquire skill knowledge from speaking and

determining attitudes.

The objectives of the *puzzle* according to Jamil 2012 include: increasing the ability to cooperate in groups, increasing children's ability to recognize a form of training and increasing children's analytical power towards a problem. With *puzzle* Games students can learn comfortably through games to solve problems related to subject matter.

According to Soebachman (Soebachman, 2012) a puzzle game. the game consists of pieces of one particular image which can train ones creativity, regularity, and level concentration. According to Rokhmat (Situmorang. 2012) states, Puzzle is construction games through pairing or matching activities boxes, or draw a certain gun-tire so that it ends form a certain pattern. According to Jamil (Jamil, 2012) Puzzle is a puzzle model with shape arranges the pieces of the image into a unified image intact. Based on the understanding of the puzzle above, it can be concluded that a tool a game in the form of pieces or pieces that must be assembled into a complete shape or image.

The benefits of puzzle games in learning are improving cognitive skills, improving fine motor skills, training reasoning and memory skills, training patience, increasing knowledge, and improving students' social skills. Cognitive skills relate to the ability to learn and solve problems. Through puzzles, students will try to solve the problem, namely assembling the picture into a whole. Playing puzzles can also improve fine motor skills. Students can train hand and eye coordination to match puzzle pieces and arrange them into one picture.

### The Purpose of Puzzle Games

Playing can enhance a child's imagination and develop various aspects of development. Sunarti (Sunarti, et al, 2005) Explain the purpose of playing puzzles, namely:

- 1) Introduce children to some simple strategies in solving problem.
- 2) Train speed, accuracy, and thoroughness in completing problem.
- 3) Instill an unyielding attitude in facing problems. Meanwhile, according to Nisak (Raisatun, 2005)

puzzles have a purpose as follows:

1. Form a spirit of cooperation or mutual cooperation towards the participants students, because this games can be done in groups.
2. Participants can be consistent with what is being done.
3. Train participants' mathematical logical intelligence.

4. Growing a sense of solidarity among students.
5. Growing a sense of kinship among students.
6. Practicing strategies in collaborating among students.

Based on expert opinion, the writer concludes the purpose puzzle games that provide knowledge that can hone the child's ability to solve a problem and not easy desperate in the face of problems, and can train speed and accuracy in solving problems.

### Learning Media

#### Definition of Learning Media

Media is a means that functions to channel information to students which can stimulate the minds, abilities and skills of students so that learning becomes more interesting. Media is a word that comes from the Latin " Medius ", which literally means intermediary or introduction. Therefore the media can be interpreted as an intermediary or delivery of messages from the sender to the recipient of the message. Media can be a material or a tool. According to Miarso in Giri Wiarto's book that media is anything that can be used to channel messages, which can stimulate students' thoughts, feelings, attention and learning abilities. Based on this definition, the researcher concludes that learning media are tools or facilities that can be used to convey information and as teaching aids to create interesting and fun learning.

According to Rudi Susilana & Cepi Riyana in Giri Wiarto's book, in general the uses of media are:

- a. Clarify the message so that it is not too verbal.
- b. Overcoming the limitations of space and time, energy, and sensory power.
- c. Generating passion for learning, direct interaction between students and learning resources.
- d. Allows children to learn independently according to their visual, auditory & kinesthetic talents and abilities.
- e. Providing the same stimulus, equating experience and N In the learning process, the media has a function as a carrier of information from the source (teacher) to the recipient (student).

The method is a procedure to assist students in receiving and processing information in order to achieve learning goals. lead to the same perception

### The purpose of learning

Media ta The purpose of the media according to Gagne in Arief S. Sadieman's book is . as a component of learning resources that can stimulate students to learn. Meanwhile, according to Briggs in

Arief S. Sadieman's book, the purpose of the media .  
The general purpose of learning media is:

- a. Facilitate the teaching and learning process
- b. Improving teaching and learning efficiency
- c. Maintain relevance to learning objectives
- d. Helping student concentration as a physical material that contains instructional material that can present messages and stimulate students to learn

### Benefits of Media in Learning

In general, the benefits of media in the learning process are facilitating the interaction between teachers and students in conveying subject matter so that learning will be more effective and efficient . Kemp and Dayton in Azhar Arsyad's book identify several benefits of media in learning, namely as follows:

- a. Delivering subject matter can be uniformed.
- b. The learning process becomes clearer and more interesting
- c. Learning becomes more interactive
- d. Efficiency in time and effort
- e. Improving the quality of student learning outcomes
- f. Media allows the learning process to be carried out anywhere and anytime.
- g. Media can foster students' positive attitudes towards learning materials and processes.
- h. Changing the role of the teacher towards a more positive and productive

### Types of Media Media

That is known today does not only consist of two types, but more than that. The classification can be seen from the type, covering power, and from the material and manufacture as follows:

- a. Judging from its type , the media is divided into :
  1. Auditive media Auditive media is media that relies on voice alone , such as radio , cassette recorder , black plate. This is not suitable for people who are deaf or have hearing impairments.
  2. Visual media Visual media are media that only rely on the sense of sight. There are visual media that display still images such as film strips, photo slides (film frames), drawings or paintings, and prints. There are also visual media that display moving images or symbols such as silent films and cartoons.
  3. Audio - visual media Audio - visual media is media that has sound and picture elements.

- b. From the material it is made of, the media is divided into:

1. Simple media The basic ingredients of this media are easy to obtain and the price is cheap, the method of manufacture is easy and its use is not difficult.  
Example: Puzzle media.
2. Complex media This media is media whose materials and production tools are difficult to obtain and expensive, difficult to make, and its use requires adequate skills.

From the types and characteristics of the media as mentioned above, it would be appropriate to pay attention and consideration when choosing and using media in the learning process

## RESEARCH METHODOLOGY

### Research Methods

The research method is a method used to find, develop, and test the truth of a knowledge that is carried out using the scientific method. A research method has a clear design in accordance with the research to be carried out . The method used in this study is the Classroom Action Research Method.

### Research Design

Research design is a procedure that was carried out in research activities. Classroom Action Research is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together. These actions are given by the teacher or with directions from the teacher carried out by students. Action Research emphasizes activities (actions) by testing an idea into practice or real situations on a micro scale with it is hoped that these actions will be able to improve and improve the quality of the real situation Wiriadmadja, Rochiati. 2007. Classroom Action Research Methods. In the world of education , for example , action research means carrying out activities (actions) by testing an idea into educational practice on a micro scale with the hope that this action will be able to improve and increase the quality of the intended education . Therefore , Classroom Action Research the implementation procedure consists of four stages, namely: planning, action, observation, and reflection. The four stages are cyclical or spiral processes.

### Population and Sample

#### Population

The population according to Sugiyono (2017) is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population is not only humans but also objects and

other natural objects.

The population of this study was students of class VIII SMP NEGERI 1 PARMONANGAN for the 2022/2023 academic year. The total population for this research is about 70 students.

### Sample

The research object which is still in the form of a population has been focused on being a research sample. Sugiyono (2008:118) The sample is part of the whole and the characteristics possessed by a population.

Based on this statement, sampling must come from the selected population. The sampling technique used by the writer in this study was purposive sampling. By using purposive sampling, the sample was determined deliberately by the researcher based on certain criteria or considerations so that the selection process was not carried out using a random

5	Daniel Manalu	40	60	85
6	Desi Manalu	40	40	65
7	Erwin Manalu	35	45	70
8	Evidentya Manalu	55	70	80
9	Febri Sitohang	45	65	80
10	Fahri Simanjuntak	30	50	75
11	Gelora Purba	75	80	85
12	Ismael Sidabutar	45	60	75
13	Jepi Manalu	60	65	80
14	Josua Manalu	45	55	75
15	Josentri Sianturi	30	50	75
16	Jupendri Purba	35	45	65
17	Jodika Manalu	45	65	80
18	Ledi Purba	50	75	80
19	Linda Sitohang	45	60	80
20	Mario Manalu	40	55	80
21	Romian Simamora	75	80	85
22	Toni Marbun	55	65	85
23	Vito Manalu	35	50	80
24	Vitri Manalu	40	45	70
25	Walpen Purba	40	48	75
	Total $\sum X$	1.180	1.491	1.955
	Mean	47,2	59,64	78,2

meeting. the first test was carried out without any

technique (Faisal, 2008:67). So the researcher took a sample from class VIII A students.

### The procedure of data collection Cycle I

The research data collection procedure was carried out by administering it for three meetings in a cache cycle. Each cycle includes four steps namely planning, action, observation, and reflection.

### Cycle II

If the result of cycle one does not pass the KKM, the researcher continued to cycle two. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. The data that collected in cycle 1 used as the material for consideration in preparation of planning in cycle 2. The researcher follows the same phases just like the cycle one Technique of the data analysis.

## DATA ANALYSIS

### The Data

This research is Class Action Research activity for get the truth and benefits by taking action collaborative, which is done with 2 cycles. which consists of 25 students in one class. This research was conducted to see the level of teacher ability in managing student learning and activities as well as from speaking ability tests students by using Puzzle learning media.

### The Quantitative data

Quantitative data is taken from the results carried out in two cycles. This research was conducted using an action research cycle. tests are given to students during the teaching and learning process at each.

### Data Analysis

#### Analysis of quantitative data

Quantitative data was taken from test scores carried out at each meeting in two cycles. The test is given three times, one initial test and two tests after each cycle. The pre-test was given at the first meeting without any treatment to students, while the tests for each cycle were given after students received treatment. the pretest results were not good, most students got low scores. But in the posttest cycle I and posttest cycle II treatment in the cycle I and the last cycle II was given to students after the teaching for each cycle was completed.

Student scores in cycle I and finally in cycle II showed a continuous increase. The increase in student achievement in speaking with a puzzle game is shown in the following table.

NO	Students Name	Pre test	cycle I	cycle II
1	Alex Manalu	50	65	85
2	Albert Manalu	35	50	75
3	Arjuna Manalu	75	80	90
4	Clara Manalu	60	68	80

the results showed that students' speaking progress began to increase. So, it can be concluded that by using a puzzle game students' competence in speaking increases.

Comparison score of students test speaking

Score	Pretest	Cycle I	Cycle II
—	Orintation test		
Lowest	30	40	60
Highest	75	80	90
Number of Students	25	25	25

From the table above, it can be seen that students' scores increased with each test. In the pretest, the lowest score was 30 and the highest score was 75. In the posttest cycle I where the meeting was held, the lowest score was 40 and the highest score was 80, while in the last cycle II, the lowest score was 60 and the highest score was 90. Improvement of students' speaking through puzzle games.

Name of Test	Total Score	Mean
Pretest	1180	47,2
Cycle I	1491	59,64
Cycle II	1955	78,2

Then, to the percentage of students who passed the KKM (75) score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

- P : The class percentage
- F : Total percentage score
- N : Number of students

**Pretest**

The percentage of students who passed the minimal mastery level criterion (KKM) on the pretest ;

$$P = \frac{3}{25} \times 100\% = 12\%$$

Based on the results of the pretest, the data shows that the average score of the pretest is 47.2. Only 3 students or 12% of students scored above the Minimum Completeness Criteria (KKM) while 22 other students were below these criteria. From the results of the analysis it can be seen that the speaking ability of class VII students of SMP N 1 Parmonangan is still very low.

**Cycle I**

The percentage of students who passed the minimal mastery level criterion (KKM) on the cycle 1:

$$P = \frac{4}{25} \times 100\% = 16\%$$

In the posttest cycle I, student scores increased. The results of the first cycle posttest showed that the class average value increased to 59.24 where there were 3 or 16% of students who passed the Minimum Completeness Criteria or KKM.

**Cycle II**

The percentage of students who passed the minimal mastery level criterion (KKM) on the posttest cycle II :

$$P = \frac{21}{25} \times 100\% = 84\%$$

In the posttest cycle II the class condition was very good after the puzzle game was implemented, all students became active in the activities given by the teacher so that the class atmosphere made students interested in participating in learning. The results of the second cycle posttest showed that the class average score increased to 78.2 where there were 21 or 84% of students who passed the Minimum Completeness Criteria or KKM.

Based on data analysis, it can be concluded that by using puzzle games most students experience an increase in scores, especially in improving students' speaking competence by using puzzle games.

### Analysis of qualitative data

In qualitative data there are several instructions using observation sheets and questionnaire sheets.

#### Observation Sheet

Researchers observe and investigate students, situations and problems or obstacles found during the teaching and learning process. Observation sheets are used to measure the level of student activity in speaking ability during the teaching and learning process. Where puzzle games are applied to student activity, behavior of students' ability to speak, and interactions between teachers and students. In the process of teaching and learning by using puzzle games they are interested, feel happy and motivated to talk through the game. This can be seen from their enthusiasm and interest in the lesson during the learning process.

#### Questionnaire Sheet

The results of the questionnaire given to students showed that students had a good response to the application of the puzzle game. The results of the questionnaire scores showed that all students agreed that using puzzle games helped them improve their competence in speaking.

### Research Results

Based on the results of qualitative and quantitative data, it was found that the use of puzzle games succeeded in increasing students' speaking competence. At the first meeting the students were given a pretest, the researcher found that the students' speaking ability at the pretest was still low. Then, puzzle games are applied to improve students' speaking competence. Student learning outcomes showed an increase when the posttest was carried out in cycle 1 and the posttest in cycle II. It can be seen that after being given treatment, the students' scores from the cycle I and cycle II showed that the results of both were better than the pretest.

Based on quantitative data, scores in students' speaking continued to increase in every test in the game carried out. This shows that the use of puzzle games is effective in increasing students' speaking competence. Qualitative data taken from observation sheets and questionnaires showed that students gave good responses during the teaching and learning process.

### CONCLUSION AND SUGGESTION

#### Conclusion

After analyzing the data, it can be concluded that

puzzle games can improve students' speaking skills, especially grade VIII students of SMP Negeri 1 Parmonangan. After analyzing the research data, the researcher found that students' scores increased from pretest to cycle I and cycle II. The results showed that the average cycle I and cycle II was higher than the pretest. So, students' vocabulary competence can be improved by using puzzle games in teaching.

#### Suggestions

After conducting research at SMP Negeri 1 Parmonangan, the researcher would like to provide some suggestions based on observation.

##### 1. For teachers:

The teacher must provide games to improve students' speaking. This strategy makes it easier for them to talk to teachers and friends. And also, the teacher must be able to motivate students and be able to create a more interesting learning atmosphere. Teachers can try various fun learning methods or media, so that students during the teaching and learning process are more enthusiastic in learning, especially in the application of student speaking. To the students, it is suggested to use the relevant topic to conduct further research by using puzzle games

### REFERENCES

- Cahyo, Ungki Dwi. *Penerapan media puzzle picture pada kemampuan berbicara siswa kelas XI IPA 2 SMA Negeri 1 Tum pang*. 2012. PhD Thesis. Universitas Negeri Malang.
- Isnani 2013. *Improving Speaking Skills Through Role-playing Methods for Fifth Grade Students at Public Elementary School 2 Wates*, Thesis, Yogyakarta: Faculty of Education, Yogyakarta State University
- Kustanti, D., & Prihmayadi, Y. (2017) Sudjono, anas 2009. *Problematika budaya berbicara bahasa Inggris. Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam*, 14(1), 161-174.
- Latifah, Rotania Ummul; FARIDA, Anisatul; FAIZAH, Ulinuha Nur 2022. *Peningkatan Komunikasi Siswa Melalui Media Pembelajaran Puzzle*. In: *PISCES: Proceeding of Integrative Science Education Seminar*. 2022. p. 230-239.
- Sudarminah, Sri. *Longman Dictionary*, 2002 "Upaya Peningkatan Pembelajaran Berbicara dengan Model Pembelajaran Gambar Seri untuk Siswa Kelas VIII SMP Negeri 6



- Semarang." *Media Penelitian Pendidikan:*  
Somadyo, Samsu. 2013. Classroom Action Research.  
Graha Ilmu
- Sudjono, Anas. 2009. Introduction to  
Educational Statistics. Jakarta : Rajawali  
Pres.
- Widyanarti, Sri. The Use of Puzzle Media in the  
Direct Learning Model to Improve Student  
Learning Outcomes in Social Studies Class  
Va SDN Rangkah ITambaksari Surabaya.

2013. Accessed October 20 from <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/1007.vol.1.No.1> 2018  
site:
- Wariatmadja, Rochiati. 2007. Classroom Action  
Research Methods to Improve Teacher  
and Lecturer Performance. Bandung : PT.  
Rosda Youth by Tam