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THE EFFECTIVENESS OF UNPLUGGED ACTIVITY ON TEACHING VOCABULARY FOR YOUNG LEARNERS AT MI MANSYAUH HUDA

Lisa Inawati, Chyntia Heru Woro Prastiwi, Meiga Ratih Tirtanawati

IKIP PGRI Bojonegoro, Indonesia
Email:lisainawati63@gmail.com

Abstract

Vocabulary is the basic part and a key element to learning any language. Courage to speak must be supported by adequate vocabulary. If we dare to speak but are not supported by vocabulary, then we may use sign language to express something.. However, to improve memorize of vocabulary, teachers must use a technique or strategy that is suitable, one of which is the use unplugged activity coding game. This research aimed to describe the effectiveness of unplugged activity in teaching vocabulary which is conducted at MI Mansyaul Huda. To explain the effectiveness of teaching vocabulary to young learners, the researcher employed a pre-experimental research approach to get more information in detail. The data were collected through the pre-test and post-test. The population of this research was the 2nd-grade students of MI Mansyaul Huda in the academic year 2023/2024 which consisted of 20 students. The result showed that the use of unplugged activity was effective in teaching vocabulary to young learners evidenced by the increase in pre-test to post-test score.

Keyword : Unplugged Activity; Teaching Vocabulary; Young Learners

INTRODUCTION

One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies. In other words, the more EFL vocabulary a learner

knows, the more likely they will be able to understand the target language. Vocabulary is one of the language aspects, that people should learn when they are learning the language.

Vocabulary learning is not enough just to convey the material and students listen to the material presented, but English vocabulary learning must involve students in learning (Tirtanawati 2021). Learning English can start from small things first, namely from the words we encounter and use (Prastiwi 2021).

Building a large vocabulary is essential when learning English because people with a large vocabulary are more proficient than those with a limited vocabulary. It occurs because young learners who want to speak English with limited vocabulary will have difficulty speaking with partners. They will stop their conversation or they will do code-mixing while talking with partners. It happens because the young learners will get the obstacle with the word that will be delivered, as a result of the speakers do not have enough storage in vocabulary. The obstacle appeared because the teachers ordered the young learners to memorize the word. Consequently, it can make it easier for young learners to forget the words they memorized. It happens because, at that age (young learners), they need to understand the content and the use of each vocabulary that is provided by the teachers. taught using CS Unplugged material showed higher self-efficacy and used a wider vocabulary of Scratch blocks.

Computer Science Unplugged (CS Unplugged) is a widely used collection of activity and ideas to engage a variety of audiences with great ideas from computer science, without having to learn programming or even use a digital device, Computer Science Unplugged offers a wealth of activity and games as a means to introducing the ways of thinking associated with computer science. Such activity are aimed at children and deal with many different topics from computer science (Bell, Rosamond, et al., 2014).

CS Unplugged is mentioned in hundreds of papers about CS education and appears regularly in curriculum recommendations, teacher forums, and social media. the use of CS Unplugged activity (which were designed for primary school children) in middle-school classrooms and after-class activity. CS Unplugged appeared to generate the highest level of understanding of the concepts of algorithms, logical predictions, and debugging; while Cubelets proved one of the most engaging methods; and Scratch generated the most tool-based questions (Wohl et al., 2015).

Activity include basic concepts such as computer data storage, how computers compress information and detect errors, and algorithms for solving common computational problems (searching, sorting, finding minimal spanning trees, using finite automata to model systems). Kids do not simulate a computer (not a particularly interesting endeavor) but learn problem-solving skills that expose fundamental computer science concepts (Bell, Alexander, et al., 2014).

As computing professionals, we should encourage the addition of unplugged activity in our schools to help children see the ingenuity, creativity, and teamwork involved when working on computational problems. We should help to create, study, and evaluate new unplugged activity for teachers to use to reach a more diverse population of children. Through these efforts, we just might connect with young people who never thought computing could be a potential career path and change their minds. One of the keys to the success of CS Unplugged and its use worldwide is the fact the activity do not require a computer at all. Some schools do not have a computer lab for students to write code.

Learning CS Unplugged for children has become an educational agenda in many countries because it can train logical and creative thinking. However, this effort often cannot be realized due to limited resources and access to computer devices. Unplugged Activity is an approach to learning the basic concepts of computer science without using a computer through interesting games. This activity is based on physical activity and can be done in various formats using simple, inexpensive, and easy-to-find instruments (Nurhopipah et al., 2021).

Learning using the unplugged activity model is very effective for students. By applying the unplugged activity model in teaching students' vocabulary, the authors hope that there will be a significant increase in student vocabulary so that they can improve the quality of education, especially at the MI Mansyaul Huda

METHODS

The researcher used a pre-experimental research design with the kind one group pre-test post-test design, in this design only one class is used, namely the experimental class without the control class. in pre-experimental research comparing the pre-test scores and

the post-test scores of the same group after the treatment, a T-test for correlated samples is applied to compare the pre-test scores and post-test scores (Sugiyono, 2014).

In this research design observation is done twice time are before the experiment and after the experiment. Observation before the experiment (01) is called pre-test and observation after experiment (02) is called post-test. The effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and the post-test. When it turns out that the post-test average score is significantly higher than the average score of the post-test, then it is concluded that the instructional treatment is effective. The difference between 01 and 02 is the effect of treatment or experiment.

RESULT AND DISCUSSION

The Implementation of Unplugged Activity on Teaching Vocabulary at Mi Mansyaul Huda

The first thing the researcher did in implementation was conduct a pre-test. In the pre-test, the researcher gave pre-test questions related to vocabulary about transportation and direction, the purpose of conducting the pre-test was to measure the vocabulary abilities of young learners. In the second stage, the researcher carried out treatment using unplugged activity for 2 days. In this treatment, students played coding games on the first day of treatment, many students did not complete the game correctly when doing treatment due to their low level of focused at their age so the results were less than optimal, on the second day, students started to focus on color directions and direction codes according to instruction.

Unplugged activity helped researcher to think not only about computers and computer science but also about interdisciplinary activity without school-subject boundaries. Students could see the relationship(s) between different subjects and disciplines better. The activity were mostly combined with physical movements. The aims of theories about learning by doing and learning by moving were to promote breaking out of the daily routines and school life (Vahrenhold, 2013).

Unplugged Activity give benefits in four aspect there are logical thinking, memorizing, concentration, and crical thinking The activity gave the basis for cooperation

and teamwork. They could support the development of communication as a skill. Students needed to speak about a problem: they needed to formulate the problem, the solving strategy, and the solution (Adams et al., 2015) In some activity, they needed to present artifacts to an audience and handle the comments.

The Effectiveness of Unplugged Activity on Teaching Vocabulary at MI Mansyaul Huda

Research Data Before Treatment (Pre-Test)

The assessment data for the learning model was unplugged activity before the experiment (pre-test). This study aimed to determine the ability or initial state of the object before being given a learning model of unplugged activity, the higher value was 75 (5%), the lowest value was 20 (10%), and most students got 50 (45%).

Research Data after Treatment (Post-Test)

The assessment data for the learning model was unplugged activity after the experiment (post-test). The researcher gave a test in the form of multiple choice as many as 20 questions. That higher value was 100 (5%), the lowest value was 40 (10%), and the most students got 75 (45%)

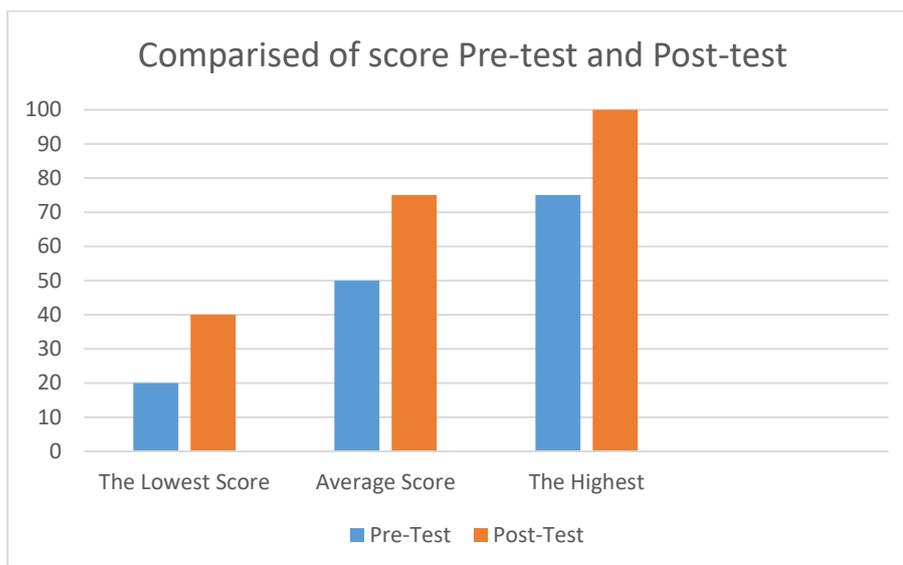


Table 1: Comparison of Score Pre-Test and Post-Test

The assessment data was activitied before and after the experiment (pre-test and post-test). Researchers provided a comparison of scores before and after treatment, from the pretest lowest score was 20 and the post-test lowest score increased to 40, the average pretest score was 50 and the post-test average score rose to 75, the highest score pre-test was 75 and the highest post-test score becomes 100.

From these scores, it was proven that unplugged activity had a very significant effect on increasing memorizing vocabulary.

Hypothesis Testing

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SCORE 1	15.485	19	.000	46.750	40.43	53.07
SCORE 2	23.751	19	.000	74.250	67.71	80.79

Table 2 : hypothesis testing

As has been done by researchers, researchers use tests as a benchmark for students' vocabulary learning, which in the test is by the indicators of understanding. Therefore, by implementing unplugged activity and learning strategies that can help students improve problem-solving skills and critical thinking in this internet era, students can improve their vocabulary. the result is that there is a significant increase in the vocabulary learning of students who are taught using the unplugged activity learning model.

This can be known based on the results of the pre-test. With the df of 19 accelerate with the “t” value table either at 5% significance. The critique price of t or table with df of 19 on ttable 5% significance table has obtained by 1,73. By comparing the magnitude of the “t” obtained in the observational calculation (tcount = 15,49) and the size “t” listed in the value table t (ttable5%= 1,73). Then it can be known that the larger tcount that ttable that is :

$$\text{Pre Test} = 1,73 < 15,49$$

$$\text{Post Test} = 1,73 < 23,75$$

Because the tcount is bigger than ttable the Ho filed has been rejected and Ha is accepted. Based on the presentation above, it could be concluded that there is an effect in the use of unplugged activity in 2nd grade at MI Mansyaul Huda.

Thus, it can be said that the results of young learners achieve better vocabulary after taking unplugged activity of 2nd grade at MI Mansyaul Huda.

CONCLUSION

Based on the results of research and discussion that have been described in the previous chapter, the authors can conclude several things as follows:

Unplugged activity were a method that could help students teach vocabulary. It could be seen from the development of the research. The data showed that student's vocabulary was enhanced. we can find out the use of activity that can be done if it can be learned because this strategy is very good for helping students remember the vocabulary they have learned. It is not only used to remember vocabulary but also helps students remember other lessons.

The results showed that the two group scores had significant differences. It can be said that the pre-test and post-test scores increased. It is evident from the materials, scores, and activity used in 2nd grade to support students' interest in learning more about other vocabularies.

Finally, The use of unplugged activity is effective as a strategy in the learning process, because the strategy of unplugged activity is one way in teaching on students vocabulary. This works to develop students' vocabulary. It provides subtle reminders of new and important words. This strategy not only aims to look at the word repeatedly to strengthen it in student's memory but also makes it easier when talking to students about the word. And then, this strategy can also be used for all lessons, because this strategy helps them to convey the lesson easily.

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