

INCREASING LEARNING MOTIVATION IN ENGLISH VOCABULARY THROUGH JIGSAW PUZZLE

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ABSTRACT

Quite a number of students perceive English as a difficult subject, so they are less motivated to learn it. This happened to grade 2 SD Negeri Rorotan 01 Jakarta. Even though English is an important lesson and will continue to be studied until the next level of education. The purpose of this study was to increase student learning motivation to improve English vocabulary in a fun way through playing with jigsaw puzzles. The method used was a classroom action research method which consists of 2 cycles. Each cycle consists of 3 meetings. The hypothesis of this study was through learning by playing with jigsaw puzzle would increase student learning motivation to improve their English vocabulary. This research was conducted on grade 2 students of SD Negeri Rorotan 01 Jakarta. The study showed that an increasing in students' learning motivation to improve their English vocabulary. The results of the students' English vocabulary skills in the pre-cycle were only 44.64%. In the first cycle there was an increase of 27% by increasing to 71.68%. Furthermore, in the second cycle, there was an increasing of 13, 56%, became 85.24%. So it can be concluded that playing with jigsaw puzzle can increase the motivation to learn English vocabulary in grade 2 students at SD Negeri Rorotan 01 Jakarta.

Keywords: Learning motivation, English vocabulary, Jigsaw Puzzle

INTRODUCTIONS

English is a language that has been recognized as an international language and therefore used internationally. The existence of this language has now become an important necessity for residents in almost all over the world. Mastery of English is important for Indonesian people, the main purpose is to have the ability to communicate and interact internationally in this global era. English learning must be stimulated as early as possible starting in basic educational institutions, beginning with the introduction of basic vocabulary.

In reality, English is still not entirely accepted by the community. Yet English is considered as a lesson feared by students because the learning material is presumed to be difficult, making students lost their interest when English lesson in class start out. During the initial observation in second grade students at Sekolah Dasar Rorotan 01 Pagi (Rorotan 01 Public Elementary School), when English lessons going on, students are tend to be unresponsive, not showing interest, and not paying attention to the teacher as they are explaining the subject. There is also no absence of active learning activities. This condition occurs because of the lack of learning method that should be used to attract student's interest in learning English and also affects students motivation in learning.

One of the learning media that can be used by teachers is puzzle. Puzzle is a familiar media game that in general already known and understood by all ages. *Jigsaw Puzzle* consists of boards and also pieces of pictures which can form a single image if it's put together in a right position. *Jigsaw Puzzles* can also be modified according to the necessity and learning material. The benefit of playing Puzzle is to make students think about how to solve the puzzle. The goal is that by using interesting learning media, students become more motivated to learn English and can show an active learning in class.

Based on the description above, researcher intends to conduct classroom action research according to problems in the field by taking the title "Efforts to Improve English Learning Motivation through *Jigsaw Puzzle* Media. The problems formulation that will be searched for the solution through this action research are: 1) Can *Jigsaw Puzzle* media improve students' motivation in learning new English vocabularies? 2) How is the English learning method and process using *Jigsaw Puzzle* media?

The Learning Motivation of English Vocabulary in Grade 2

Motivation is one of the important things in life, because motivation will lead to enthusiasm and encouragement to achieve certain goals. Motivation is needed in life so that humans are not easy to despair and always have the spirit to change into a better individual and reach something new.

According to Danarjati, et al. (2014: 81), the term motivation was originated from Latin, *movere*, which means to move. The word "motive" is interpreted as an effort to encourage someone to do something. Motives can be said to be the driving force from inside and inside the subject to carry out certain activities. Motivation is important for one's learning activities, because motivation gives an important rule on one's learning outcomes. According to Donald in Sriyanti (2013: 133), motivation is a change in energy in a person's attitude which is characterized by the emergence of affective (feelings) and reactions to achieve goals. Changes in energy in an individual is in the form of a real activity, such as physical activity, because someone has a specific purpose of activity, then someone has a strong motivation to achieve it with all the efforts one's can do to achieve it.

Terry in Danarjati et al. (2014: 74) said that motivation is a willingness or a desire of an individual which stimulates to do certain actions. Whereas according to Whittaker in Soemanto (2012: 205) motivation is specific condition that activates or gives encouragement to living things to behave towards the goals caused by that motivation. Based Winkel in Khodijah (2014: 151) motivation is a motive that is activated at a certain time, while the motive is the driving force in a person to do certain activities in order to achieve a certain goal. According to Mujib (2002) in Khairani (2017: 241) motivation is the accumulation of power and strength that is embedded in a person to encourage, stimulate, move, arouse, and give hope to the person.

Based on the opinions from some experts listed above, it can be concluded that motivation is an impulse that appear from inside and also outside of an individual without any compulsion from any parties. The encouragement causes attraction, desire, or preference for an object such as an item, as well as activities, which arises a feeling of curiosity and attention. Motivation also causes a person to be excited and always wants to take part and be involved in carrying out an activity in order to achieve a certain goal.

Generally, learning is elucidated as a knowledge seeking activities. According to Shah (2006) in Khairani (2017: 5), learning is a phase of change in behavior that is relatively settled as a result of experience and interaction with the environment that involves cognitive processes. According to Winkel in Khairani (2017: 5), learning is a mental process that leads to mastery of knowledge, skills, habits, or attitudes that are all obtained, stored, and carried out with the result of progressive and adaptive behavior. Garry and Kingsley in Khairani (2017: 6) expresses that learning is an original process of behavior change through practice and experience. According to Mudzakir (1997) in Khairani (2017: 6), learning is an attempt or activity that aims to make changes in a person, including changes in behavior, attitudes, habits, science, skills, and so on. Slameto in Wiyani (2013: 17) states that learning is a process carried out by individuals to obtain a new change in a whole behavior as a result of the experience of the individual himself in interacting with their environment. Thorndike in Sani (2013: 8) consider learning as the interaction process between stimulus (in the form of sensory stimuli) with response.

Based on expert's opinions listed above, the conclusions that can be drawn are that learning is an absolute effort that is done by each individual and also involves every aspects, that is cognitive, affective, and psychomotor aspects that occur continuously, and are progressive.

Learning motivation holds an important role in the learning process because with the motivation to learn, active learning activity will be established. Motivation is closely related to learning activities because without motivation the learning process activities will not go well and success in learning can't achieve maximum results. According to Iskandar (2012: 181), motivation to learn is the driving force from within an individual to carry out learning activities to increase knowledge, skills, and also experience. Motivation grows because there is a desire to be able to know and understand something new, encourage and direct students' learning interest so that they are serious and prepared to learn and motivated to gain achievement.

According to Sardiman (2016: 75), learning motivation is a psychological factor that has a non-intellectual characteristic. Its distinctive role is in terms of growth of passion, excitement, and enthusiasm for learning. Students who have strong motivation will have a lot of energy to do learning activities. Despite having a high intelligence level, a student still has a chance to fail if the motivation in themselves is lacking. Sani (2013: 49) states that motivation to learn is everything that can motivate students or individuals to learn. Without the motivation to learn, a learner will not learn correctly and ultimately will not achieve success in learning, Alderfer in Hamdu and Agustina (2011: 83) expresses that motivation to learn is the tendency of students to carry out learning activities driven by a desire to gain achievements or the best learning outcome one's could get. According to Uno (2016: 23) motivation to learn is internal and external encouragement to students who are learning to make behavioral changes. Learning motivation indicators can be classified as follows: (1) the existence of desire, or desire to succeed, (2) the presence of encouragement or need in learning, (3) the existence of hopes and aspirations for the future, (4) the existence of appreciation in learning, (5) the existence of interesting activities in learning and (6) the existence of a conducive learning environment that enables a student to learn well.

Based on the opinions of experts above, it can be concluded that motivation to learn is an impulse that come up in students feeling to make changes in behavior through practice, experience, and learning activities to achieve a goal or intention. The dimensions of learning motivation include intrinsic factor, for example the need of learning, and extrinsic factor, namely the desire to obtain rewards with indicators capable of writing vocabulary, reading, and mentioning the names of objects being studied and being able to choose images according to the vocabulary that is heard.

Motivation to learn does not always appear by itself. Learning motivation can be generated, developed, and improved by an educator. According to Elliot in Khodijah (2014: 158), there are three times or moments where a teacher can evoke learning motivation in students, that is as follows: 1) When starting off the learning session, the teacher must form a positive atmosphere towards students and foster their needs for learning and accomplishing achievement. 2) During learning session, the way to stimulate students can be done by giving feature about the attractiveness or the interesting side of the lesson. It can also be done by playing games related to the lesson. 3) Ending the lesson, namely competence and reinforcement. The teacher must help students achieve competence by convincing them of the abilities needed to achieve the desired goals.

According to Uno (2016: 34) the motivational techniques that can be done in learning are as follows: 1) Verbal statement of appreciation, 2) Using test scores as a booster of success, 3) Create curiosity or interest, 4) Making the early stages of learning easy for students, 5) Using material known to students as an example in learning, 6) Using simulations or games, 7) Providing opportunities for students to show their finesse in public, 8) Clarifying learning

objectives that will be achieved, 9) Providing work results that has been achieved and 10) Creating an atmosphere of healthy learning competition among students.

Iskandar (2012: 193) stated that the technique of motivating students in learning are as follows: 1) Giving rewards by using words (verbal), 2) Giving test scores as a motivator for students to study harder, 3) Conducting games and using simulations. Teachers do learning session by creating an interesting atmosphere so that the learning process becomes fun and can involve students' affective and psychomotor. 4) Growing competition in students, 5) Give a positive example, 6) Attractive, clean, neat, and polite appearance of the teacher.

Based on the description of the theory that has been described, it can be concluded that there are several techniques that teachers could do to motivate students, that is at the beginning of the lesson, during the learning process, and at the end of the lesson by giving verbal and non verbal appreciation, during the lesson an interesting media that raises curiosity and enthusiasm of students and engages students in the learning process so as to create active learning activities.

English Vocabulary

Vocabulary is an important thing to be learned because before arranging sentences, making stories, and talking to other people, each individual must first know the vocabulary. According to Sutrisno (2015: 10), Vocabulary is an element in a language. Zaim (2016: 163) states that vocabulary is a representation of the meanings a language speaker wants to teach and to convey to his interlocutors. According to Said and Budimanjaya (2016: 98) vocabulary is a set of words that are known by someone or are part of a particular language. Djiwandono (2008: 126) in Situmorang (2012: 4) expresses that vocabulary is interpreted as words treasury in various forms. Based on opinions related to the vocabulary above, it can be concluded that the English vocabulary is an element that exists in a language, that every word has meaning or translation.

Jigsaw Puzzle as a Learning Media

Media is an inherent part of learning process. Media is useful and have a role to manage the effective relation between teacher and student in a learning process. The word media comes from Latin, *medius*. The meaning of the word *medius* is middle, integrated, or introductory. In the learning process, media often describes as the graphical, photographic, or electronic devices needed for training, receiving, processing, and reconstructing visual or verbal information. Media is all forms of tools used in the process of channeling or delivering information. According to Dale in Mahfud, et al. (2015: 5), learning media is a classification of experience according to the level from the most concrete to the most abstract, where participation, observation, and direct experience provide the great effects for learning that can be accepted by students.

According to Wibawanto (2017: 17), learning media are all tools that are used in teaching and learning activities with the intention of conveying learning messages (information) from the source (teacher) to the recipient of the message (students). According to Wati (2016: 3), learning media is a tool and technique that is used as a mediator of communication between teachers and students. Media learning is used in order to streamline communication and interaction between teachers and students in the learning process at school. According to Nurdin and Ardiantoni (2016: 119) learning media is something that can be used for brain storming, attention, feelings, and spending abilities or skills that can encourage the learning process or learning activities.

Based on the description presenyed above, it can be concluded that the learning media are all of the tools used by the teacher in teaching and learning activities that cover all the subject matter that is intended to be conveyed to students. Purpose of the existance of the learning media is so that it can help teachers achieve their learning goals.

The use of learning media is an important part of teaching and learning activities in the classroom, because the learning media used can motivate students to continue to learn and

follow each learning activity in the classroom seriously. According to Kemp & Dayton in Arsyad (2011: 19) learning media has three main functions if the media is used for individuals, small groups, or a big group of listeners, namely: 1) Motivating interests or actions, 2) Presenting information and 3) giving instructions.

According to Wati (2016: 10), learning media has several purpose including, 1) attention function, the core function of learning media is to attract and direct students' attention to concentrate on the learning material delivered, 2) affective function, that is the function of the media learning that can be seen from the students' comfort level, 3) cognitive function, that is, the function of learning media seen from the display of learning material facilitates the achievement of goals to understand and remember information or messages contained in learning material, 4) compensatory functions, the practicality of media learning is to accommodate students who are weak or slow to receive and understand the contents of the lessons presented.

According to Munadi (2013: 37) there are several learning media benefits, namely: 1) as a source of learning, all kinds of sources that exist outside a person (students) and allow (facilitate) the occurrence of learning processes, 2) Semantic functions, that is the ability media in adding vocabulary (verbal symbols) whose meanings or intentions are truly understood by students, 3) Manipulative functions, namely the ability of the media to present objects or events that are difficult to present in its original form, 4) Psychological functions, namely learning media can improve student attention and arouse feelings, emotions, the level of acceptance or rejection of students towards something, and also to increase motivation 5) Socio-cultural functions, namely overcoming socio-structural barriers between learning communication participants.

Ibrahim in Nurdin and Ardiantoni (2016: 120) states that in general, learning media has the following functions: 1) Clarify the presentation of the message so that it is not too verblatity so as to facilitate students in understanding the message, 2) Overcoming the limitations of time space and sense power, 3) Attracting students' attention in the teaching and learning process and 4) Generating passion for learning in students.

Based on the opinions of the experts above, it can be concluded that the function of learning media is to present information and facilitate the occurrence of learning processes, to attract attention so that students concentrate, arouse feelings of pleasure and increase students' interest and motivation in learning.

Jigsaw Puzzles

Puzzles are a tool that can be used in the learning process and there are already various types of it. According to Marasaoly (2009: 25) in Srianis, et al. (2014: 5), one of the educational games that can optimize children's abilities and intelligence is the puzzle game. In essence, this game can stimulate children's intelligence and creativity. By doing this activity, player will get new knowledge and also recall learning materials that have been learned. According to Al Azizy (2010: 79) puzzle is a learning media in the form of pieces of pictures that can be arranged into a complete picture.

Rokhmat (2006: 50) Srianis, et al. (2014: 5) states, "Puzzle is a construction game through activities of installing or matching boxes or images of certain shapes that could finally form a certain pattern". There are several ways to improve or sharpen students' English vocabulary. According to Airin (2018) the ways to improve English vocabulary are, 1) reading books starting from books with simple vocabulary, 2) learning using *vocabulary card* media, and 3) learning vocabulary with a media game such as *jigsaw puzzles* and more. Furthermore, Hatch and Brown in Cameron (2007: 83) stated that there are several stages that help students in mastering vocabulary namely, 1) have a source to integrate with new words, such as the source of images, 2) Presenting with clear images to gain new vocabulary with a purpose for students to be more interested in learning, and 3) learning by interpreting vocabulary.

Based on the expert opinion above, it can be concluded that the puzzle is a learning media in the form of board game, consisting of pieces of pictures, letters, numbers, etc which will form a certain set of pattern of image. *Jigsaw puzzles* media can be used to learn English vocabulary for students so that learning English activities can be fun and able to increase student motivation in learning English vocabulary.

Benefits of Jigsaw Puzzles

According to Abdulloh (2012) in Anjani and Nurjanah (2014: 188), the benefits of puzzles as learning media are as follows: 1) Improving cognitive skills, that is cognitive skills related to the ability to learn and solve problems through media puzzles. Children will try to solve the problem, and the problem is arranging the image into a complete set of image or pattern. 2) Improve fine motor skills, children can train hand and eye coordination to match the pieces of the puzzle and arrange them into one image. Fine motor skills are related to the child's ability to use his small muscles, especially the hands finger. 3) Train the ability of intelligence, memory, and concentration, 4) Knowledge through Puzzles, children will learn many things ranging from color, shape, pictures or images of puzzle pieces in accordance with the material that has been studied. Knowledge gained from a game will usually be more impressive and interesting to children if compared to the knowledge gained from memorization. 5) Improving social skills, stated that media puzzles can be played by more than one person. If the puzzle is played in groups, of course, it needs discussion between the players to design the pieces of the puzzle, then it will increase social interaction.

According to Sucianty (2010: 78) in Khomsoh (2013: 2) the benefits of puzzles are: 1) sharpening the brain, 2) practicing eye and hand coordination, 3) practicing patience, and 4) increasing knowledge. Wahyuni and Yolanita (2010) in Husna, et al. (2017: 67) stated that puzzles have several benefits, namely: 1) puzzles can attract students' interest, 2) images on puzzles can overcome the limitations of space and time, because not all objects can be brought into class, 3) by doing media puzzle learning method, students can see, observe, and conduct experiments and can add insight, 4) increase the participations of students when learning a lesson, 5) puzzles can make students motivated to focus on participating in the game.

Based on the description above, it can be concluded that *jigsaw puzzles* media can be used to increase students' motivation to learn English vocabulary. Besides that, media puzzles are able to improve cognitive skills in the form of increasing insight or knowledge, memory, and consistency. Puzzle can also improve fine motor skills, that ia coordinating eyes & hands. Can improve social skills such as cooperation with friends.

How to Play Media Jigsaw Puzzles

Jigsaw puzzles were first produced in 1766 by John Spilbury, a mapmaker. *Jigsaw puzzles* are puzzles made from a picture that is cut into pieces with a special design and can be reconnected into a complete picture. *Jigsaw puzzles* are very interesting for students and can help creativity, besides that *jigsaw puzzles* also provide an educational experience at all ages. *Jigsaw Puzzles* is an educational game tool that has been modified and created by researchers. The following is a picture of a media jigsaw puzzle made by researchers:



Picture 1. *Jigsaw Puzzle* Media

Jigsaw puzzles are made of triplex material with the size 90 cm x 6 mm x 65 cm. The thickness of this puzzles is 6 mm. *Jigsaw puzzle* is made specifically for learning English vocabulary. This puzzles consists of:

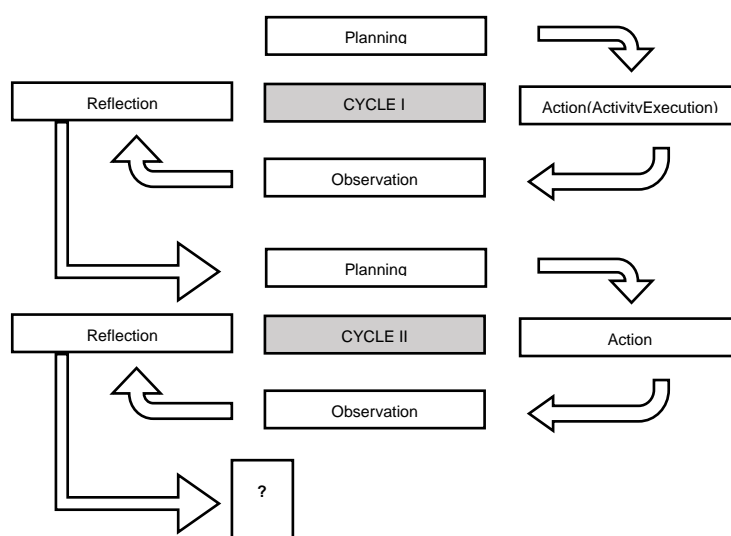
1. A board or *jigsaw puzzle* pad. On the board or base of the *jigsaw puzzle* the English vocabulary will be attached. As example it will be written like: *car, tree, motorcycle, bicycle, gate* and so on using 10 cm x 5 cm sticker paper.
2. This media has 12 pieces of jigsaw puzzles, and behind the jigsaw puzzle pieces is a picture of each vocabulary being studied. For example *picture of car, picture of tree, picture of motorcycle, picture of bicycle and picture of gate.*
3. The top of the jigsaw puzzle if it is arranged correctly will form the image pattern that is being studied. For example, when learning about "*The Garden*" material, the jigsaw puzzle will form the image of *The Garden.*

How to play media jigsaw puzzles, namely:

1. The teacher divides students into groups, 1 group consisting of 5-6 students.
2. The teacher has prepared 4 envelopes for each group. Every group will get one envelope containing three to four questions. Questions in the form of images of vocabulary, for example tree images, then students are asked to write the English vocabulary into the boxes that have been prepared. The problem must be solved in groups.
3. The group that has finished working on the problem in an envelope first, is then asked to look for an image behind the jigsaw puzzle. For example group 1 gets the vocabulary in an envelope, which is a car, a tree and a bicycle. So, the group will look for an image of the vocabulary that is behind the *jigsaw puzzle.*
4. Next, each group will match the puzzle pieces to the *jigsaw puzzle* base, where on the base or on the puzzle board there is already a vocabulary from the image behind the *jigsaw puzzle.*
5. Jigsaw puzzles that have been arranged correctly will form one sub-theme that is being taught that day, for example *the garden* and so on.

RESEARCH METHODS

The research method used is Classroom Action Research, Kemmis, & Taggart which has four (4) stages as follows: Planning, Action, Observation, and Reflection.



Picture 2. Action Research Model Kemmis and Taggart
 (Tampubolon, 2014)

Data Collection Techniques

Conceptual Definition of Learning Motivation in English vocabulary is an impulse that arises from inside and outside of students to make behavioral changes through practice, experience, and learning activities in English. Motivational dimensions of learning English vocabulary includes intrinsic (the needs in learning) and extrinsic (desire to obtain rewards) with indicators can write English vocabulary, can read English vocabulary, can mention English vocabulary and can choose images of English vocabulary according to which heard. The operational definition of Learning Motivation in English vocabulary is score obtained by students through observation using instrument sheets based on indicators of Learning Motivation in English vocabulary, with theme “The things in the house material”. In this study, researchers used an ordinal scale.

Instrument The instrument used in this study is the observation guide, which consists of items of indicators related to increasing motivation to learn English vocabulary in the things in the house vocabulary material and documentation during learning activities.

Data Analysis Techniques Data analysis in classroom action research was carried out at a time when research was also started and developed during the reflection process until the preparation for the report. Data is collected in each observation activity from the execution of the research cycle, then it was analyzed descriptively by using percentage techniques to see the trend of motivation that occurs in learning English vocabulary. Data analysis will be calculated with simple statistics using the formula of calculating single data by Sudijono (2015: 81), stated below:

$$\bar{x} = \frac{\sum x}{n}$$

Notes

\bar{x} = mean or the average value of the data (the average student’s score)

$\sum x$ = Sum of the data (the sum of student’s score)

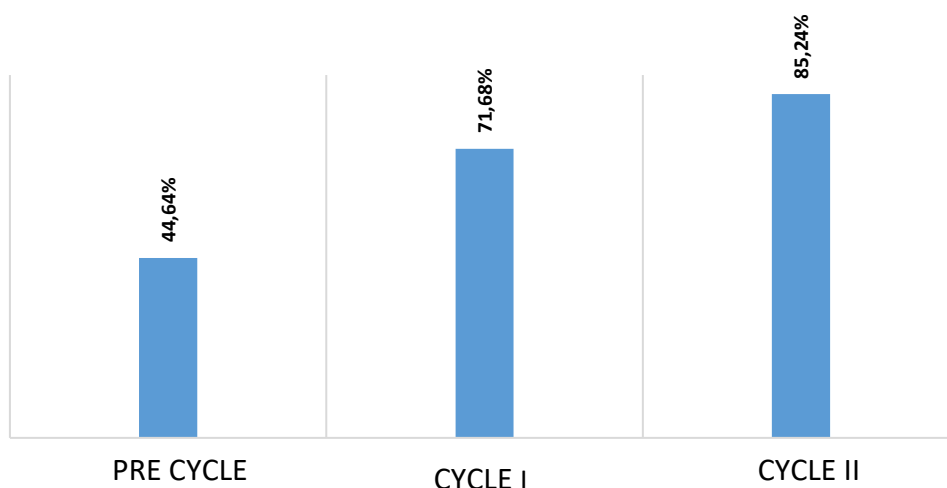
n = number of data (number of students)

Table 1
Comparison Data Analysis: Pre-Cycle, Cycle I, and Cycle II Results

No	Student Name	Score			Percentage			Increasemen t	Noted
		Pre-cycl e	Cycl e I	Cycl e II	Pre- cycle	Cycle I	Cycle II		
1	AB	5	11	11	42%	92%	92%	0%	Stable
2	AH	5	8	11	42%	67%	92%	25%	Increase
3	AP	5	8	10	42%	67%	84%	17%	Increase
4	AN	5	6	10	42%	50%	84%	34%	Increase
5	AS	5	8	11	42%	67%	92%	25%	Increase
6	AD	7	10	12	59%	84%	100%	16%	Increase
7	BS	6	8	9	50%	67%	75%	8%	Increase
8	CS	8	11	12	67%	92%	100%	8%	Increase
9	DC	5	11	12	42%	92%	100%	8%	Increase
10	FR	6	8	8	50%	67%	67%	0%	Increase
11	GP	4	10	12	34%	84%	100%	16%	Increase
12	GF	5	8	8	42%	67%	67%	0%	Stable
13	IQ	5	8	10	42%	67%	84%	17%	Increase
14	KA	4	7	9	34%	59%	75%	16%	Increase

15	RA	5	8	9	42%	67%	75%	8%	Increase
16	RI	5	6	9	42%	50%	75%	25%	Increase
17	MZ	6	8	9	50%	67%	75%	8%	Increase
18	NA	5	11	12	42%	92%	100%	8%	Increase
19	PN	5	10	12	42%	84%	100%	16%	Increase
20	RN	6	8	10	50%	67%	84%	17%	Increase
21	RH	5	8	11	42%	67%	92%	25%	Increase
22	RM	6	9	9	50%	75%	75%	0%	Stable
23	SM	5	8	10	42%	67%	84%	17%	Increase
24	SR	6	8	8	50%	67%	67%	0%	Stable
25	VA	4	8	11	34%	67%	92%	25%	Increase
Sum		133	214	255	1116%	1792%	2131%	339%	Achieved
Average		5,32	8,56	10,2	44,64%	71,68%	85,24%	13,56%	Achieved

Comparison Data Analysis: Pre-Cycle, Cycle I, and Cycle II



Picture 3. Average Comparison Chart for Percentage Increase in Pre-Cycle, Cycle I, and Cycle II Data

Based on the chart above, it can be described that student's learning motivation in English vocabulary, theme about "the things in the house" through *jigsaw puzzle* media is very good. The average score of English vocabulary learning motivation in the pre-cycle was 44,64%, in the first cycle 71.68%, and in the second cycle more increase with 85.24%. This shows that learning motivation in English vocabulary with theme "the things in the house", have a significant increasing.

CONCLUSION, IMPLICATION, SUGGESTIONS

Conclusion

The application of *jigsaw puzzle* media in learning English vocabulary for second grade students at 01 Rorotan Public Elementary School is proven to be able to increase students' learning motivation. This conclusion can be seen from the results of observations during the

pre-cycle study where it reached 44.64%, then in the first cycle reached 71.68%, and at cycle II student learning motivation increased to 85.24%. *Jigsaw puzzles media* have been proven to be used by students as a medium to increase motivation to learn English vocabulary. The method applied to increase the motivation to learn English vocabulary for students in second grade class C using *jigsaw puzzles* media is by grouping the students and let them play the game. Students in a group have to find answers or solution for a question given by the researcher, then students in groups look for pictures behind *jigsaw puzzles* and match them to the vocabulary which lies on the base or on a jigsaw puzzle board.

Implications

This research was conducted considering on the importance of mastering English because English is an international language. English is also a lesson that will continue to be studied by students until a higher level of education.

Through *jigsaw puzzles* media, students' motivation in learning English vocabulary can be, and is proved to be improved, students will be more excited and enthusiastic, because learning is done through play. *Jigsaw Puzzles* can also practice player's concentration, train students to work together as groups with friends, stimulate motoric development, learn color and shape concepts, and also train students to solve puzzles and think about how to complete *jigsaw puzzle* pieces so they are arranged properly. The results of this research can provide information that one of a way to increase motivation to learn English vocabulary in *the things in the house* material is by applying jigsaw puzzle media in learning.

Suggestion

Based on the research that has been done, the suggestions that can be stated as follows:

1. For teachers, try to show creativity in creating interesting learning media, so that the learning process could go on pleasantly.
2. Teachers are expected to be able to make innovative learning media such as educational tools or educational game tools that have been modified to increase students' motivation and desire to learn English vocabulary so students will continue to be motivated in learning.

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