INNOVATIVE: Journal Of Social Science Research
Volume 4 Nomor 3 Tahun 2024 Page 14469-14476
E-ISSN 2807-4238 and P-ISSN 2807-4246
Website: https://j-innovative.org/index.php/Innovative

Teaching Strategy: The Effectiveness of Unplugged Activities on Teaching Vocabulary for Young Learners

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Abstrak

Penelitian ini bertujuan untuk mengukur dampak aktivitas bebas terhadap pelajar muda. Subyek penelitian ini adalah MI Matholi'ul Falah Payaman kelas 2 yang berjumlah 20 siswa. Metode penelitian ini termasuk penelitian pra-eksperimental dengan desain one group pre-test post-test. Dari hasil pre-test, peneliti dapat menyimpulkan apakah sedikit penelitian yang telah dilakukan dalam pengajaran kosakata. Hasil penelitian menunjukkan bahwa perbedaan kosakata antara pre-test dan post-test adalah penting. Membandingkan ukuran "t" diperoleh perhitungan observasi (t0= 8,90), kita mengetahui bahwa t0 lebih besar dari tt 2,09. Karena t0 lebih besar dari tt, maka H0 permintaan ditolak dan Ha diterima. Hal ini menunjukkan bahwa penggunaan kegiatan unplugged dalam pengajaran kosakata pada generasi muda yang belajar di MI Matholi'ul Falah Payaman kelas 2. Berdasarkan penjelasan di atas, aktivitas unplugged efektif untuk mengajarkan kosakata karena siswa mempunyai kesempatan lebih aktif dalam mempelajari kosakata. Keterbatasan penelitian ini adalah menggunakan kegiatan unplugged yang dilakukan di MI Matholi'ul Falah Payaman.

Kata Kunci: *Unplugged Activities, Vocabulary, Young Learners*

Abstract

This study aims to measure the impact of unplugged activities on young learners. The subject of this study is MI Matholi'ul Falah Payaman 2nd grade, there are 20 students. This research method includes pre-experimental research with a one group pre-test post-test design. From the result of the pre-test, the researcher can conclude whether little research has been done on teaching vocabulary. The result of the study shows that the differences in vocabulary between the pre-test and post-test are important. Comparing the size of "t" obtained the observation calculation (t0= 8.90), we learn that t0 is grater than tt 2.09. Because t0 is grater that tt, H0 is request is rejected and Ha is accepted. This suggests that the use of unplugged a ctivities in teaching vocabulary to young people studying in MI Matholi'ul Falah Payaman 2nd grade. Based on the explanation above, unplugged activities is effective for teaching vocabulary because students have a more active opportunity to learn vocabulary. A limitation of this study is using the unplugged activities conducted at MI Matholi'ul Falah Payaman.

Keywords: *Unplugged Activities, Vocabulary, Young Learners*

INTRODUCTION

The variety of words a person hears, recognizes, understands, and uses in speech and writing is known as vocabulary. Vocabulary is an essential part and a crucial element in learning any language. Adequate vocabulary is necessary to support the courage to speak. If we attempt to speak without sufficient vocabulary, we may need to resort to using sign language to express ourselves (Akinwamide & Oguntade, 2023). Vocabulary is also essential for anyone aiming to comprehend reading, conversations, or writing in English. It is certain that for someone to communicate effectively in English, they must possess a sufficient vocabulary as it is a fundamental element of any language (Indah Sari et al., 2020). When an understudy has aced the basic linguistic designs of dialect, the following assignment is to ace its vocabulary-or at slightest that portion of its lexicon that the understudy needs. "Student's tuning in comprehension, composing, talking, and perusing capacities are hampered by their restricted lexicon.

Having a rich vocabulary enables individuals to communicate more effectively with others compared to those with limited vocabulary. This means that the more second language vocabulary a learner possesses, the better they will comprehend the target language. Vocabulary is an essential aspect of language acquisition that individuals need to focus on when learning a new language (Irna et al., 2023); (Ma & Li, 2022). When taught using CS Unplugged material, individuals exhibited increased confidence and utilized a broader range of Scratch blocks vocabulary.

CS Unplugged, also known as Computer Science Unplugged, is a popular resource that offers a wide range of activities and concepts to captivate various audiences with

computer science ideas. What sets it apart is that it doesn't require learning programming or the use of digital devices (T.,Bell, Rosamond, F., Casey, N. : 2012)

Computer Science Unplugged (CS Unplugged) may be a widely utilized collection of exercise and concepts to lock in an assortment of audiences with awesome thoughts from computer science, without having to memorize programming or indeed utilized a computerized device (T.,Bell, Rosamond, F., Casey, N.: 2012). It started as an outreach program to lock in essential school understudies with these thoughts and particularly to assist them get it what computer science might include other than programming (T. Bell, Rosamond, F., Casey, N.: 398-456). Unplugged hones don't highlight computer inclusion, whereas plugged-in hones make utilized of computer. When presenting coding to youthful children, unique coding (e.g., C Language) and to involvement play-based advanced learning (C. Campbell, & Walsh, C. : 2017).

CS Unplugged is frequently cited in numerous papers on computer science education and is regularly recommended in curricula, teacher forums, and social media. The activities in CS Unplugged, originally designed for primary school children, have been found to be effective in middle-school classrooms and in extracurricular activities (Abdurahman et al., 2024); (Asfahani, El-Farra, et al., 2023). One study found that CS Unplugged activities led to a high level of understanding of algorithms, logical predictions, and debugging. Cubelets were identified as one of the most engaging methods, while Scratch prompted the most tool-related questions (B. Wohl, Porter, B., Clinch, S, pp. 55–60 :2015).

The activities cover fundamental concepts like computer data storage, the process of compressing information and detecting errors, and algorithms for solving typical computational problems such as searching, sorting, and finding minimal spanning trees, as well as using finite automata to model systems (Artipah et al., 2024); (Waham et al., 2023). Children are not simulating a computer, as it is not a particularly interesting pursuit, but they are gaining problem-solving skills that introduce essential computer science concepts (Damayanti et al., 2024); (Judijanto, Asfahani, Bakri, et al., 2022).

In our educational institutions, it is important to promote the inclusion of hands-on activities that do not require computers. These activities can help children understand the creativity, problem-solving, and collaboration involved in computational tasks (Asfahani, Sain, et al., 2023). We should support the development, examination, and assessment of new non-digital activities to cater to a wider range of students. By doing so, we may be able to engage with young individuals who never considered a career in computing and influence their perspectives (Rahim & Ahmadi, 2021). One of the reasons behind the global success of

CS Unplugged is that the activities can be conducted without the use of computers. This is particularly beneficial for schools that lack computer facilities for coding.

Learning using the unplugged activities model is very effective for students. By applying the unplugged activities model in teaching student's 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 Matholi'ul Falah Payaman school. Students MI Matholi'ul Falah Payaman are less focused and tend to follow themselves when the teacher explains the lesson, so that vocabulary learning is less effective. This is because the lecture learning method is monotonous and less interesting. The writers conducted research at 2nd grade of MI Matholi'ul Falah Payaman because the institution was deemed suitable for implementing unplugged activities learning models, because the learning model was latest and effective to improve problem solving and critical thinking skills in this internet era.

Based on the background above, the article aims to get information to know the effectiveness of unplugged activities on teaching vocabulary for young learners. This research based on the following research: (1) Do young learners at MI Matholi"ul Falah achieve better in vocabulary after taking unplugged activities?. Learning vocabulary by using unlogged activities can engage in a meaningful way with the broader and lasting issues tackled by computer science. it can be used in situations where computers are not a available, or if they are, they can have other issues such as distracting students or causing technical issues as software must be installed and deployed in the classroom situation.

RESEARCH METHOD

The data used in this study is qualitative research design. Experimental research is a way of looking for a causal link The results of (causal relationships) between the two factors that researchers purposefully provoke by eliminating or reducing or setting aside other factors that are interrupting. Because this research based on the calculation of statistical or numerical values in the process of finding an observation. The kind of this research method is experimental research design. Experiment research measures the effect of on manipulated and controlled (independent) variable to another (dependent) variable.

The researcher used 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, T-test for correlated samples is applied to compare the pre-test scores and post-test scores.

In this study, the research instrument which is used by researchers is test. The researcher used the test as instrument to collect the data about the effectiveness of unplugged activities and achievement test of teaching vocabulary, it is multiple choices. The type of test is pre-test and post-test. The total of test was 20 items, in scoring the test result, each correct item was scored 5 points, so the total score was 100 points. The time allocated for doing test was 45 minutes. The pre-test was given before doing treatment, to know the student's score before given treatment. The second test is post-test, it was given after doing treatment, to know the student's score after given treatment.

Table 1. the pre-experimental One group pre-test and post-test design

01	X	02

Note:

01 : pre-test

X : treatment or experiment

02 : post test

RESULT AND DISCUSSION

The section is going to describe whether there is any effect to the use of unplugged activities on teaching vocabulary, thus analysing the data of researcher uses the T-test formula. To know overall calculating for get a "t" in testing Ho about difference before treatment and after treatment with Σd = -550 and $\Sigma d2$ =18750. Then, the researchers count the result with the following table extraction. It can be found that t score is 8,90 By comparing the magnitude of the "t" obtained in observational calculation (to = 8,90) and the size "t" listed in the value table t (t1.ts.5%= 2,09). Then it can be known that the larger t0 that tt that is : 2,09 < 8,90 Because the t0 is bigger than tt than the Ho filed has rejected and Ha is accepted. Based on the presentation above, it could be conducted that there is an effect in the use of unplugged activities in 2nd grade at MI Matholi'ul Falah Payaman.

After getting the data from pre-test and post-test, the researchers have counted the result it with T-test formula :

Table: 2 Hypothesis Testing

Σd	$\Sigma d2$	N	Df (N-1)
-550	18750	20	19

t: $\frac{\mathbf{-550}}{\mathbf{61,77}}$ = 8,90

With the df of 19 accelerate with the “t” value table either at 5% significance. The critiques price of t or table with df of 19 on t 5% significance table has obtained by 2,09. By comparing the mafnitude of the “t” obtained in observational calculation (t0 = 8,90) and the size “t” listed in the value table t (tt.ts.5% = 2,09). Then it can be known that the larger to that tt that is :

2,09 < 8,90

Because t0 is bigger than tt than The Ho filed has rejected and Ha is accepted. Based on the presentation above, it could be conducted that there is an effect in the use of unplugged activities on teaching vocabulary for young learner in 2nd grade MI Matholi’ul Falah Payaman.

This can be known based on the results of the pre-test and post-test. With the df of 19 accelerate with the “t” value table either at 5% significance. The critiques price of t or table with df of 19 on ttable 5% significance table has obtained by 2,09. By comparing the magnitude of the “t” obtained in observational calculation (to = 8,90) and the size “t” listed in the value table t (tt.ts.5%= 2,09). Then it can be known that the larger to that tt that is: 2,09 < 8,90

Because the to is bigger than tt than the Ho filed has rejected and Ha is accepted. Based on the presentation above, it could be conducted that there is an effect in the use of unplugged activities in 2nd grade at MI Matholi’ul Falah Payaman.

Thus, it can be said that the results of young learners achieve better in vocabulary after taking unplugged activities of 2nd grade at MI Matholi'ul Falah Payaman.

CONCLUSION

Based on presentation presented above, it can be concluded that Unplugged activities are one method that can help students teach vocabulary. This emerged from the development of research. Data shows that students’ vocabulary has improved. We can discover the usefulness of activities that can be done if they can be learnt, because this strategy is very effective in helping students remember the vocabulary they have learnt. And it is not used to memorize vocabulary but also helps students remember other lessons. The results showed that the scores of the two groups were significantly different. It can be said that both pre-test and post-test results increased. This is evident in the materials, grades and activities used in Year 2 to support students' interest in learning other vocabulary. Finally, using unplugged activities is effective as a strategy in the learning process because the unplugged activities strategy is a way to teach vocabulary

to students. This helps develop students' vocabulary. It provides subtle reminders of new and important words.This strategy not only focuses on seeing the word multiple times to solidify it in students' memory, but also makes it easier for students to discuss the word. And this strategy can also be used for all lessons because it.

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