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THE USE OF PUZZLE IN UNDERSTANDING THE COHESION AND THE COMPLIANCE OF THE DISCUSSION IN INDONESIAN LANGUAGE AND LITERATURE EDUCATION SEMESTER 1 STUDENTS FKIP UMSU

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Abstract: The ability to understand discourse cannot be separated from the use of Puzzles (the ability to master vocabulary). The ability to understand students' student discourses must be supported by their vocabulary mastery skills. The use of puzzle as an aid, is able to help and improve in the process of understanding discourse. On the other hand, puzzles can also facilitate students in understanding discourse that is cohesive and coherent, and makes students more confident in their answers and the use of puzzles makes it easier to understand discourse, so that discourse becomes very interesting. Puzzles are designed to teach skills such as recognizing shapes, sizes, quantities, colors, similarities and differences. The research used was experimental (post test and pre test). Based on the research results obtained which have been described in the previous chapter, it can be said that the level of use of Puzzle for 1st FKIP UMSU students is in the good category where the average score of students is 71.4.

Keywords: Understanding Puzzles, Cohesion, Coherence, Discourse

INTRODUCTION

The ability to understand discourse cannot be separated from the use of Puzzles (the ability to master vocabulary). The ability to understand students' student discourses must be supported by their vocabulary mastery skills. One of the conditions to understand the content of the discourse is knowledge of vocabulary. Experience shows that students or students who have good vocabulary and adequate vocabulary will not find difficulties in understanding. Then students should be taught or facilitated to have a good vocabulary before learning to understand discourse. This refers to the ability to understand a person's intentions and thoughts both explicitly and implicitly which are expressed in writing through his discourse.

The use of puzzle as an aid, is able to help and improve in the process of understanding discourse. On the other hand, puzzles can also facilitate students in understanding discourse that is cohesive and coherent, and makes students more confident in their answers and the use of puzzles makes it easier to understand discourse, so that discourse becomes very interesting.

The variety of instructional media, making puzzles become easy for teachers and students to use them to achieve the goal of a more enjoyable learning process. Besides that, learning using media is expected to be part of efforts to improve student learning

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outcomes. With the puzzle technology can be utilized, the teaching material presented by the teaching is innovative compared to conventional. Puzzles are instructional components which include messages, people and equipment. The media has many meanings both limited and broad.

Puzzles are designed to teach skills such as recognizing shape, size, amount, color, similarity and difference (Dianne Miller Nielsen, 2008: 98). Quoted from (http://adekaedutoysandcraft.com/page_id=337): puzzles can be in the form of jigsaw or 3-dimensional shapes, adhering to homogeneous or random shapes, can be either large or small pieces or a combination of both, can be broken images or components that must be combined, and can also be arranged on a certain foundation / frame or must be assembled into a certain form.

The puzzle here is a 3 dimensional puzzle made of teak wood or commonly referred to as teakwood puzzle. Teak means teak danwood means wood. There are various types of teakwood puzzle forms that can reach 30 types, including ball, star, star ball, starfish, hexagon, apollo, rocket, temple and others.

Media Puzzle to Improve Understanding

In general, media puzzles will provide benefits for students, as well as the functions of various media as additional material for knowledge. Knowledge and understanding of adequate media, including the following:

a. Media is a communication tool to get a more effective learning process
b. The function of the media to better achieve the goals correctly
c. Ins and outs of the education process
d. The relationship between learning methods and education
e. The value and benefits of teaching
f. Selection and use of appropriate media
g. Innovation in educational media (Rusman, 2009, p. 80)

In addition, the puzzle is also used for intelligence tests as a form of educational puzzle game has many functions including:

a. Train concentration, accuracy and patience
b. Strengthen memory
c. Introduce children to the concept of relationships
d. By choosing a form, can train to think mathematically (using the left brain)

Understanding of Cohesion is Integration of Forms while Coherence is a Composition of Meanings. Cohesive text or discourse means that every element of birth is internally integrated in the unit of text. Strictly speaking, every component of the text is born, for example the actual word that is heard or read, connected to each other in a series. Elements of the birth component must be interdependent. Kushartanti (2004: 96) says, "cohesion is a state of the elements of language that refer to each other and are semantically interrelated." Junaiyah (2006: 24) says, "Cohesion is a cohesive form of language that structurally forms syntactic bonds."

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Cohesion can be divided into two groups, namely grammatical cohesion and lexical cohesion. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Lexical cohesion includes repetition, synonymy, antonymy, hyponymy, collocation, and equivalence (Djajasudarma, 1994: 72-74) In this theoretical study which will be described is grammatical cohesion, namely grammatical cohesion which refers to the relationship between elements in the text realized through grammar.

APPROACH & RESEARCH METHOD

This study was conducted on 1st semester students of Indonesian Language and Literature Education Study Program FKIP UMSU. This type of research is experimental research (post test and pre test).

RESULTS AND DISCUSSION

This research was conducted in 14 meetings, with the material shown in the following table:

Table 1. Material Meeting Table

Material	Date	Meeting
I	6 March 2018	Learning contract
II	13 March 018	*Puzzle*
III	20 March 2018	Use of puzzle
IV	27 March 2018	Cohesion Material
V	3 April 2018	Coherence Material
VI	10 April 2018	Types of cohesion
VII	17 April 2018	Wacana
VIII	UTS	
IX	3 April 2018	Understanding cohesion in discourse
X	10 April 2018	Understanding coherence in discourse
XI	17 April 2018	Develop a discourse puzzle
XII	24 April 2018	Understand the contents of the discourse through puzzles
XIII	4 May2018	Discuss the contents of the discourse from the use of puzzles in groups
XIV	8 May 018	Present the contents of the discourse using a puzzle
XV	24 June 2018	Quiz
XVI	UAS	

a. Discourse Understanding Ability Data

Based on the data obtained from the results of the study with the number of respondents 43 people there was the highest score 90 and the lowest score 40 with an average (M) 67.09 and standard deviation (SD) 8.54.

Table 2. Discourse Understanding Ability Data

No.	Value	Frekuensi
1.	40	1
2.	45	1

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3.	60	10
4.	65	11
5.	70	9
6.	75	9
7.	90	2
Jumlah		43

From the data table, the ability to understand the discourse above can illustrate the ability to understand students' discourse as below:

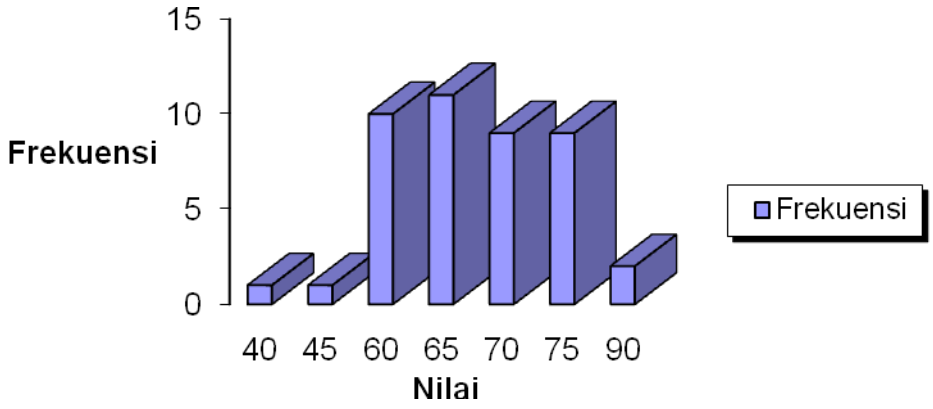

Diagram: Variable Frequency Distribution Y

b. Relationship Data Using Puzzle (X) with Discourse Understanding Ability (Y)

To find out the relationship between Puzzle mastery and the ability to understand discourse, the Product moment correlation formula is used. correlation between the calculation of Puzzle mastery with the ability to understand the discourse of the 1st Semester Student Class Medan FKIP UMSU in the 2017/2018 learning year, as follows:

ΣX = 3085 ΣY = 2885 ΣXY = 208450

ΣX^2 = 225225 ΣY^2 = 196625 N = 43

By entering the prices into the formula, it is obtained: $r_{xy} = \frac{63125}{148474,8884} = 0,425$

In other words it can be concluded that between the mastery of Puzzle and the ability to understand discourse has a significant relationship.

1. Data Normality Test

One of the analysis requirements that must be met in order to use parametric statistics is the distribution of each research variable must be normally distributed. Normal testing of the distribution of data can be done using the Liliefors test. The normal condition of the data is fulfilled if it counts <Ltabel at the significance level.

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Table 3 Calculation Results of Normality Test for each Research Variable

No.	Variabel Penelitan	L_{hitung}	L_{tabel}	Status
1.	Mastery of Student Puzzle (X)	0, 1063	0, 1351	Normal
2.	Ability to Understand Student Discourse (Y)	0,1323	0, 1351	Normal

From the table above, the normality test for students 'mastery of Puzzle is obtained Lhitung equal to 0, 1063 and for the ability to comprehend students' discourse is obtained Lhitung equal to 0, 132. After consultation with Ltabel at significance level with the number N = 43 obtained Ltabel is 0, 1351 so normality test for the Mastery mastery variable is obtained <Ltable, ie 0, 1063 <0, 1351 and for the ability variable to understand the student discourse of Calculate <Ltabel is 0, 132 <0.1351. Thus it can be concluded that both variable data are normally distributed.

2. Hypothesis Testing

To test the hypothesis between variables of Puzzle mastery and the ability to understand discourse, a Product Moment analysis with rough numbers from Pearson was used.

From the results of the correlation analysis between variables X with variable Y obtained rxy = 0.425 while the value of rtable at the significance level and N = 43 is 0.301. Thus rxy> r table or 0, 425> 0.301.

At a significance level with dk = N - 2 = 43 - 2, the table is 2.01. After contributing it turns out that t count> t table or 3.078> 2.01. Thus the relationship is declared meaningful, meaning Ho is rejected and Ha is accepted which states "there is a positive and significant relationship between usage".

From the research process, the results obtained are research findings such as the following:

Use of Puzzles

The use of Puzzles for 1st Semester Students of FKIP UMSU included in the good category with the highest score 85, the lowest 50, and the average = 71.74.

Ability to Understand Discourse

The ability to understand the discourse of first semester students at FKIP UMSU is included in the category with the highest score of 90, the lowest of 40, and the average = 67.09.

From the results of data analysis obtained an average (M) of 71.4 and standard deviation (SD) of 9.63 and Lhitung <Ltable is 0, 1063 <0, 1351 which means the data is normally distributed. From the calculation of the data also found the highest value of 85 and the lowest value of 50. Students who were in the very good category as much as 16.28%, in the good category as much as 55.81%, in the category of quite as much as 23.26%, and in the less category as much as 4.65%.

Based on the research results obtained which have been described, it can be said that the level of use of Puzzles in 1st Semester FKIP UMSU students is in the good category where the average score of students is 71.4.

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CONCLUSION

1. Use of Puzzles for 1st Semester Students FKIP UMSU belongs to good category with the highest score 85, lowest 50, and average = 71.74.
2. The ability to understand the discourse of first semester students of FKIP UMSU Semester students is included in enough categories with the highest score of 90, the lowest 40, and the average = 67.09.

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