

# THE TEACHERS' USE OF JUMBLED WORDS IN ENGLISH EXERCISE TO STUDENTS' GRAMMATICAL MASTERY OF WRITING AT THE EIGHTH STUDENTS OF SMPN 2 CANDUNG

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## Abstract

The purpose of this research was to identify the teacher's use of jumbled words in English exercises of writing at the eighth students of SMPN 2 Candung. This study was particularly aimed at: 1. Identifying the way in which teacher use of jumbled words in English exercises of writing, 2. Identifying the teacher's opinion about the use of jumbled words students' grammatical mastery of writing, 3. Identifying the student's perception about the teacher's use of jumbled words in English exercises of writing, 4. Identifying students' grammatical mastery of jumbled words writing as the effect of teacher teaching. The design of this research was descriptive. Population of this research was 39 students of the eighth grade students at SMPN 2 Candung. The data were collected from interview, questionnaire, and test session. Interview was applied to identify the way in which teacher use of jumbled words in English exercises writing and to identify the teacher opinions about the use of jumbled words students' grammatical mastery of writing. Questionnaire was used to identify the students' perception about the teacher's use of jumbled words in English exercises of writing. And test was used to identify students' grammatical mastery of jumbled words writing as the effect of teacher teaching. This study concluded that most of the eighth grade students of SMPN 2 Candung, especially VIII.2 class had increased scores significantly. Then, scores are converted by Harris' categories, whether the students' mastery of grammar in simple present tense was excellent, good, fair, or poor.

Keywords: *Jumbled Words, Grammatical Mastery, Writing*

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## A. Introduction

English is one of foreign languages taught to the students in schools. It is an important subject that is learned by students beginning from elementary schools up to university. Lie (2004:1) says that English is the first foreign language that is recognized by the government and it is studied formally in a classroom. The students who study English are expected to have abilities in this language. These abilities include four language skills and two language components. The skills are listening, speaking, reading and writing, and the language components are grammar and vocabulary.

Writing is the one of the four language skills and it is the most important process in learning English. It cannot separate with every learning process experienced by the students as long as they are still in educational process. Hasibuan (2007:127) states that writing is both process and a product. Students learn to write by writing. As one of the important skill process, writing allows the students to master every category that can give good influence to their writing ability in each level of education. One of categories is to master writing skill with the mastery of grammar. Grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.

Grammar has a big influence in learning language skills; listening, speaking, reading, and writing (Brown, 2009:293). In mastering listening skill, the learners are expected to master the grammar of language in order to make them understand the form of spoken grammar. Then, in mastering speaking skill, we need to know how to use the grammatical word classes, system, word order, patterns, and rules. Next, grammar plays an important role in reading. When we read something we should concentrate on the use of essential structures of language. And the last, grammar gives an effect to writing. It means that by having known grammar, it can make good writing

skill. In English grammar mastery, students have many problems such as, grammatical error, syntax, passive voice, multiple choices, tenses, direct and indirect, etc. One kind of assessment that can be used by teacher in evaluating the students' grammatical mastery in writing is through Jumbled words. Jumbled words, we have known as an Arrangement of Words, word puzzle with a clue, a drawing illustrating the clue, and a set of words.

Based on the reason above, the researcher was interested in conducting this research entitled "The Teacher's Use of Jumbled Words in English Exercises to Students' Grammatical Mastery of Writing at the Eighth Grade students of SMP N 2 Candung".

The writer would like to state the problem as follows:

1. How is teacher way about the use of jumbled words in English exercises of writing?
2. How is teacher's opinion about students' grammatical mastery of writing?
3. How is students' perception about the teacher's use of jumbled words in English exercises of writing?
4. How is students' grammatical mastery of jumbled words writing as the effect of teacher teaching?

The purposes of this research were the researcher wants:

1. To identify the way in which teacher use of jumbled words in English exercises writing.
2. To identify the teacher's opinion about the use of jumbled words students' grammatical mastery of writing.
3. To identify the students' perception about the teacher's use of jumbled words in English exercises of writing.
4. To identify students' grammatical mastery of jumbled words writing as the effect of teacher teaching.

## **B. Review of Related Literature**

### **1. Nature of Writing**

Oshima and Hogue (2007:3) state that academic writing is a kind of writing that we use in high school and college. Writing is also one of the communication tools for us; writing has function to communicate information or message. Because writing is a tool to communicate information, we should write carefully so that the message can be understood well by the teacher.

### **2. Components of Writing**

According to Bryne (2011:120) and Harris (1969: 68), there are five components that should be considered in writing:

- Organizing ideas
- Grammar
- Vocabulary
- Mechanics
- Content

### **3. The Importance of Writing**

Writing is very important for us, it can help us to have a good socialization, express our ideas, feeling, and our opinion. We can see the importance of writing in the daily life and in our social life, like in education and business aspect, for example when we write a letter or application letter. Although writing is very important for us, it is difficult subject especially for the students. Ramires (2007:11) states that writing can impose grammatical structure, idiom and vocabulary, according to her, there are some functions of writing there are:

1. To communicate with a reader.
2. To express ideas without pressure of face communication.
3. To explore a subject.
4. To record experiences.
5. To become familiar with the convention of written English discourse or a text.

### **4. The Criteria of Good Writing**

According to Peha (2003:5), a good writing would definitely have to include things like proper grammar, use of punctuation marks and capitalization, and

spelling. A good writing makes the readers are easier to understand about the ideas in the written text. Good writing has:

- a. Ideas that is interesting and important.
- b. Organization that is logical and effective.
- c. Voice that is individual and appropriate.
- d. Word Choice that is specific and memorable.
- e. Sentence Fluency that is smooth and expressive.
- f. Conventions that is correct and communicative.

## **5. Nature of Grammar**

Grammar is the system of a language. People sometimes describe grammar as rules of a language. Nordquist (2013:1) says that grammar is the systematic study and description of a language. It means that grammar is something that people use to find their way to communicate with others by language. Without knowing the grammar of the language, one cannot be said to have learned the language.

Tense is a verb form that shows the time of action. In English, there are four fundamental tenses; they are the present tense, the past tense, the future tense, and the past future tense. (Hartanto, 2006:257). These tenses are divided into sixteen

tenses. And one of them is simple present tense.

## **6. Simple Present tenses**

Simple present tense is used for things that are true in the general, or for things that happen sometimes or all the time. According to Azar (2004:4), simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future. Simple present tense is divided into two parts; the nominal and the verbal sentence. Murphy (2007:10) states that a nominal sentence does not have a verb as predicate and it consists of adjective, adverb, or noun as complement of the sentences. And, verbal sentence contains a verb phrase as predicate of the sentence.

## **7. Jumbled Words**

Jumbled words is one task for the students in rearrange of the reordering word and mix things together in confusing words into correct sentences. According Hornby (2004:732) jumbled words is to mix things together in confused or untidy way. One task at the sentence level may appeal to those who are found of the word games and puzzles: ordering (or reordering) a scrambled set of words into a correct sentence

## **8. The Procedures of Jumbled Words**

According to Corners (2012:1), there are six procedures that should be considered in Jumbled words:

- Tell students they are going to arrange words to make sentences.
- Put students in pairs or groups of three to four students.
- Model the activity.
- Have pairs or groups work to arrange the cards into sentences.
- When a pair or group has finished forming sentences, have them discuss whether the sentences are true for them or, for sentences not in the first person, if the sentence is a good description of anyone they know.
- End the activity promptly after 20 minutes.
- Option: If you include blank cards in set, students can use them to write their own words and make additional sentences.

### **C. Research Methodology**

#### **1. Design of the Research**

This research used descriptive research design. It described the ability of students' grammatical mastery in writing. According to Gay (2009: 189), descriptive research involves collecting data to answer questions concerning the current status of the subject of the study.

#### **2. Population and Sample**

The populations of the research were all of the VIII class students and teachers of SMP N 2 Candung. The

populations of students are distributed into two classes: class VIII.1 and VIII.2. The total number of member of the population was 39 students. The subjects are teachers as a mayor subject and students as a minor subject.

#### **3. Instrumentation**

According to Arikunto (2012:41), the descriptive data usually collects by using test, questionnaire, check list, interview and observation. The instruments that were used to get the data in this research were interview, questionnaire, and writing test

#### **4. Technique of Gathering Data**

- **Interview**

The researcher used the mother tongue or Indonesian language in order to avoid misunderstanding and misinterpreting between the researcher and the teachers. The researcher followed the following steps:

1. The researcher read some questions.
2. The teachers answer the question.
3. The researcher recorded the teachers' answer into cassette.

- **Questionnaire**

To collect the data, the researcher distributed the

questionnaire to the numbers of sample and allocates 30 minutes to fill questionnaire.

- **Writing Test**

The researcher analyzed the data through the student's writing test. The researcher followed the following steps:

- ✚ The researcher copied the student's answer sheets and gave them to the second scorer.
- ✚ The researcher stated criteria of scoring to the second scorer.
- ✚ The researcher and the second scorer read the student's answer sheets.

The researcher and the second scorer gave score of each student's writing based on the following criteria:

No	Component	Criteria of Scoring Each Item	Score
1.	Ideas	There is a meaning	1
2.	Grammar (Simple Present Tense)	There is correct subject, to be, and V1 (s/es)	3
3.	Mechanics	If the use capitalization, spelling and punctuation is true.	1
<b>Total scorer</b>			<b>0 – 5</b>

## 5. Technique of Analyzing Data

- **Interview**

To analyze the data on the teachers' way and opinion about use of jumbled words in English exercises in students' grammatical

mastery of writing, researcher did the following procedures:

1. Researcher grouped the teachers' answer on each indicator of the teachers' way and opinion use jumbled words.
2. Researcher listed the answer by using statement.

- **Questionnaire**

After having the scores, the researcher analyzed with the following procedures:

1. Calculate the mean by using formula

$$M = \frac{\sum x}{N}$$

2. Classify the students' perception based on the following criteria, (O' Malley, 1996):

a.  $\geq M$  = Positive/ good perception

b.  $\leq M$  = Negative/ bad perception

3. Calculate the percentage of the students who has positive and negative by using the following formula:

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

- **Writing Test**

The researcher used the descriptive technique in analyzing

the data. There were some steps as follows:

1. Count the writing test score from the two scorers.
2. Count the average score of two scorers by using the formula:  

$$\text{Student's score} = \frac{\text{scorer I} + \text{scorer II}}{2}$$
3. Count the average score of two scorer and calculated the average score Mean (M) and Standard Deviation (SD) by using following formula, (Arikunto, 2012: 299):

$$M = \frac{\sum x}{N}$$

$$SD = \sqrt{\frac{\sum x^2}{n} - \left\{ \frac{\sum x}{n} \right\}^2}$$

4. Next, the researcher classified the students' grammatical mastery into three categories:
  - High :  $>M + SD$
  - Moderate :  $M - SD \rightarrow M - SD$
  - Low :  $<M - SD$
5. The last step is the researcher counts the percentage of the students who get high, moderate, and low grammatical mastery using following formula:

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

## D. Findings and Discussions

### 1. The Way in which Teacher use of Jumbled Words in English Exercises of Writing

#### Interview Transcript

No	Questions	Teachers' Answer
1	Apadan bagaimana pendapat anda tentang penggunaan jumbled words dalam latihan menulis?	<p><b>Teacher A:</b> Jumbled words adalah sebuah latihan acak kata yang mana sering digunakan dalam pembelajaran bahasa pada siswa SMP.</p> <p><b>Teacher B:</b> Jumbled words adalah sebuah strategi menulis yang diterapkan dalam kurikulum pendidikan bahasa Inggris, saya sering menggunakan ini untuk latihan menulis pelajaran.</p> <p><b>Teacher C:</b> Jumbled words sangat penting dalam latihan bahasa menulis dalam pendidikan bahasa Inggris, selain strategi ini di rekomendasikan oleh pemerintah melalui kurikulum yang kami gunakan, jumbled words juga sangat membantu siswa dalam menentukan pola kalimat.</p>
2	Bagaimana pendapat anda tentang pemahaman grammar siswa dengan menggunakan jumbled words terhadap kemampuan siswa dalam menulis?	<p><b>Teacher A:</b> Jumbled words cukup membantu siswa di berbagai aspek yang tercakup dalam grammar.</p> <p><b>Teacher B:</b> Jumbled words sangat penting terutama dalam menulis, dengan latihan menulis siswa akan dengan sendirinya mengerti grammar.</p> <p><b>Teacher C:</b> Jumbled words bisa membantu siswa dalam memahami grammar, sehingga siswa bisa mengetahui susunan kalimat yang benar.</p>
3	Bagaimana pendapat anda tentang kesulitan dalam pemahaman grammar siswa dengan menggunakan jumbled words terhadap kemampuan siswa dalam menulis?	<p><b>Teacher A:</b> Siswa sering kali menemukan kesulitan di dalam grammar. Mereka merasa bingung atau tidak tahu dalam menentukan grammar apa yang harus digunakan. Karena tidak tahu tentang jenis tenses yang ada membuat mereka sulit dalam memahami grammar.</p> <p><b>Teacher B:</b> Siswa terkadang kurang mengerti menempatkan subjek, kata kerja dan objek di sebuah kalimat.</p> <p><b>Teacher C:</b> Dalam menyusun jumbled words siswa sering terbalik menulis antara subjek dan objek.</p>
4	Bagaimana pendapat anda tentang keefektifan penggunaan jumbled words terhadap kemampuan grammar siswa dalam menulis?	<p><b>Teacher A:</b> Penggunaan jumbled words memang sangat penting dalam grammar, karena dengan mengetahui grammar yang benar maka siswa bisa membuat kalimat yang benar. Dengan menyusun jumbled words siswa bisa mengetahui apakah mereka sudah mengerti dengan cara membuat kalimat.</p> <p><b>Teacher B:</b> Dengan menggunakan jumbled words sangat membantu pemahaman grammar siswa, dengan menyusun kata-kata jumbled words siswa dapat mengetahui grammar apa yang harus digunakan dalam membuat sebuah kalimat.</p>

		<b>Teacher C:</b> Jumbled words bisameningkatkankemampuanmenulissiswas ehinggasiswabisdenganmudahmembuatkali matbahasainggris.
5	Bagaimanapendapatandantentangkele mahanmenggunakan jumbled words terhadapkemampuan grammar siswadalammenulis?	<b>Teacher A:</b> Guru seringmenemukankesulitan grammar siswadalammenyusun jumbled words. Siswatidaktahu kata apa yang harusditulispertama kali dalammenyusun jumbled words. <b>Teacher B:</b> Bagisiswa yang mempunyaikosakata yang sedikitmereakanmengalamikesulitanandalam menyusun jumbled words. Merekatidakmengetahuimana yang akandijadikansubjek, kata kerjaatauobjek. <b>Teacher C:</b> Denganmenggunakan jumbled words siswatidakbisaberkreasidalammembuatkalimat. Merekahanyaterpakudengan kata acak yang diberikanoleh guru.

Based on the questions above, the researcher had done, the result of the interview showed that the teacher almost use jumbled words in English exercises of writing. We can see this fact from the result of interview above. All of teacher agree that effective jumbled words in course of study English. And the used of jumbled words in English exercises can be improve students' writing comprehension

## 2. The Teacher's Opinion about the use of Jumbled Words Students' Grammatical Mastery of Writing

From the explanation above about the teacher's opinion about the use of jumbled words students' grammatical mastery of writing. The researcher found that the teachers use jumbled words in study English language. The teacher usually use of jumbled words in teaching and learning English in class room. Also, teacher makes jumbled words like a game

and the students' don't boring in study English. The students' more understand to write a sentence using jumbled words because the students' know the structure of correct sentence.

## 3. The Students' Perception about the Teacher's Use of Jumbled Words in English Exercises of Writing Students' Score from Questionnaire

Respondent	Total of Score
1	42
2	29
3	44
4	43
5	40
6	28
7	41
8	39
9	40
10	31
11	34
12	27
13	36
14	27
15	47
16	53
17	36
18	38
19	38
Total	713

## Students Perception on Jumbled Words

No	Students' Categories	Mean	Frequency	%
1	Positive Perception	>38	11	57.89%
2	Negative Perception	<38	8	42.10%

The data analysis showed that more than half of the students had positive perception on the teacher's use of jumbled



words in English exercises of writing. This fact showed that the students received that use jumbled words by teacher in using jumbled words in English Exercises of writing.

#### **4. Students' Grammatical Mastery of Jumbled Words Writing as the Effect of Teacher Teaching**

- To calculate the mean = 60.47
- To calculate standard deviation = 16.06
  - High ability = 2 students (10.53%)
  - Moderate ability = 14 students (73.68%)
  - Low ability = 3 students (15.79%)

The students' ability to write simple present tense using jumbled words was moderate. There were 14 students (73.68%) from 19 students who having moderate ability. It means that the students still did not understand how to write simple present tense using jumbled words.

#### **4.1 Students' Ability to Write Affirmative Form Simple Present Tense Using Jumbled words**

- To calculate the mean = 24.13
- To calculate standard deviation = 5.43

- High ability = 3 students (15.79%)
- Moderate ability = 12 students (63.16%)
- Low ability = 4 students (21.05%)

The students' ability to write affirmative form simple present tense using jumbled words was moderate. There were 12 students (63.16%) from 19 students who having moderate ability. It means that the students still had problem to write affirmative form simple present tense using jumbled words.

#### **4.2 Students' Ability to Write Negative Form Simple Present Tense Using Jumbled words**

- To calculate the mean = 19.53
- To calculate standard deviation = 5.27
  - High ability = 5 students (26.34%)
  - Moderate ability = 11 students (57.89%)
  - Low ability = 3 students (15.79%)

The students' ability to write negative form simple sentence using jumbled words was moderate. There were 11 students (57.89%) from 19 students who having moderate ability. It means that the students are still confused about using to be and auxiliary in sentences.

#### **4.3 Students' Ability to Write Interrogative (Yes/No Question) Form Simple Present Tense Using Jumbled words**

- To calculate the mean = 16.82
- To calculate standard deviation = 7.64
  - High ability = 2 students (10.53%)
  - Moderate ability = 15 students (78.95%)
  - Low ability = 2 students (10.53%)

The students' ability to write interrogative (yes/no question) form simple present tense using jumbled words. There were 15 students (78.95%) from 19 students who having moderate ability. It means that the students did not understand well how to write interrogative (yes/no question) form simple present tense using jumbled words.

#### **E. Conclusions and Suggestions**

##### **1. Conclusions**

- a. In general, Jumbled Words can improve students' grammatical mastery of writing.
- b. The use of jumbled words to improve students' grammatical mastery of writing more enjoyable. Furthermore, students become to be active in learning process and familiar with the strategy.

- c. The students had positive perception on the use jumbled words in English exercises of writing.
- d. The ability of second year students of SMPN 2 Candung to write affirmative form simple present tense using jumbled words was moderate. There were 12 students (63.16%) from 19 students had moderate ability.
- e. The ability of second year students of SMPN 2 Candung to write negative form simple present tense using jumbled words was moderate. There were 11 students (57.89%) from 19 students had moderate ability
- f. The ability of second year students of SMPN 2 Candung to write interrogative (yes/no question) form simple present tense using jumbled words was moderate. There were 15 students (78.95%) from 19 students had moderate ability

##### **2. Suggestions**

- a. For English teacher, since the students' ability to write simple present tense using jumbled words was moderate, the teachers should give more explanations about jumbled words and the teacher also asks students to remind the using of correct subject, to be and VI that will be used to write positive form in the jumbled words. Then, the teacher asks students to remind the using of correct subject,

to be and VI that will be used to write negative form in the jumbled words. After that, the teacher asks students to remind the using of correct subject, to be and VI that will be used to write interrogative (yes/no question) form in the jumbled words. The last, the teachers give exercises to make sentences based on the students' activity happening or their own sentences.

- b. For the students, they are suggested to learn more about mechanics in writing sentences and they are also suggested to pay attention to use subject, to be for singular and plural person, and VI.

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