INCREASING STUDENTS' VOCABULARY BY USING JUMBLED WORD FOR EIGHTH GRADE STUDENTS OF SMP NEGERI 3 BAMBEL ACADEMIC YEAR 2022/2023

Priska Wahyuni
Email : priskawahyuni122@gmail.com
Septian Azwar
Email : septianazwar@gmail.com
Putri Ayumi
Email : putriayumi@gmail.com

Program Studi Pendidikan Bahasa Inggris
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia

ABSTRACT

The objectives of the research were to describe process of increasing students' vocabulary using Jumbled Words Media of SMPN 3 Bambel. The research methodology was classroom action research (CAR). The implementation of classroom action research was conducted in cycles 1. There were cycle I consisted of four meetings. This research involved eighth grade students which consisted of 23 students. The instrument of the research was data collecting technique, the data were tests (pre-test and post-tests), and questionnaire. The result of this research showed that there was a significant difference of the students' achievement in pre-test and post-test. The average score of pre-test was 42.60%, while, after giving treatment in cycle I, the students average score in post-test I was 70%. It proved that mean score of both are very different. It means that Jumbled Word Media improves students' vocabulary ability. Moreover, based on the analysis of the questionnaire, most of the students gave positive response (90%). Almost all students agreed that Jumbled Word strategy improves their ability in vocabulary and most of them said that Jumbled Word strategy were very helpful.

Key word : Jumbled Words, Teaching Vocabulary.

Background Of The Research

English is taught as an optional subject in Junior High School, but it is required to pass the national exam and is the first priority for students who want to improve their English skills. The learning purpose of English based on curriculum 2013 as human that faithful and to be responsible of God, morals and has noble personality, human that knowledgeable, competent, critical, creative and innovative, human that health, independent and has self confidence, and human that tolerant, social sensitive, democratic and responsible.

Vocabulary is the most important aspect of accuracy that needs to be mastered. Students who are learning English as a foreign language must master vocabulary first and foremost. How can students express themselves in a language if they do not comprehend its vocabulary? Therefore, vocabulary is the understanding of words and their meanings; without a solid vocabulary foundation, it is impossible to comprehend and use a foreign language. There are times when optimal vocabulary mastery cannot be achieved. It is necessary for every language ability.

Based on researcher observation in SMPN 3 Bambel researcher find that students have difficulty learning English, particularly vocabulary, due to a lack of vocabularies. They also frequently forget new vocabularies quickly after learning their meanings from dictionaries and teacher still use old style in teaching vocabulary, it is making students bored and lack of emotion, which stifled the students' desire to memorize it. English teacher has to upgrade the old-fashioned technique in teaching vocabulary become more attractive and fun so that students studying anxiously.

To overcome the students' problem in vocabulary ability, the researcher applied a jumbled word technique. Using jumbled words can get students interested in the learning process and effective to increasing students' vocabulary because Jumbled word is method of teaching especially writing games

Based on the identification of the problems above, the research questions are formulated as follows: What is Jumbled word increase students' vocabulary ability at SMPN 3 Bambel? How are the students' responses on Jumbled word in enhancing their vocabulary skills?

The objective of the research, based on the provided question is To find out whether Jumbled Word increase students' vocabulary ability at SMPN 3 Bambel. To find out students' responses toward on Jumbled word in increasing their ability in vocabulary.

Definitions of Vocabulary

A language is built on its vocabulary. It is present in all language abilities: speaking, reading, writing, and listening. According to Nurdini (2018, p. 117), "acquiring an adequate vocabulary is essential for success in the use of a second language; without an extensive vocabulary we might be unable to communicate with clear comprehension" is one of the arguments made. Therefore, learners of a second language require sufficient vocabulary to communicate effectively.

According to Salawazo (2020, p. 1), "a list or set of words for a particular language or list of words that individual speaker of language might use" is one way to define vocabulary. In a similar vein, "vocabulary is a list of target language words" is stated by Susanto (2017, p. 14).

Vocabulary Types

Typically, some experts have categorized vocabulary types. Viola (2020 ,p.11) divides vocabulary into two categories: a vocabulary that is both productive and receptive.1. Words in a student's "receptive vocabulary" are those that the student recognizes and comprehends when they are used in a given context but is unable to correctly process. They use this vocabulary in writing and speaking but only when reading. 2. Active vocabulary refers to the vocabulary that students use when they speak or write. Productive vocabulary is the ability to comprehend and correctly pronounce words that students use.

In occlusion, games should be used in vocabulary classes because they are useful and effective tools. A way to make the lessons more interesting, enjoyable, and effective is to use vocabulary.

The Definition of Jumble Word

The term "jumble word" refers to a type of game in which students are asked to correctly arrange a sentence by randomly dividing it into several words. According to Mulyati (2007), the English word "jumble" means "the act," "fight," and "struggle.""A jumble word is mixing two things together in an untidy way," Hornby (2004) states on page 117. Jumble Word is a writing game and a way to teach vocabulary that can inspire students to learn and remember words. It is the best method for teaching vocabulary to students to increase their vocabulary.

The Procedure of Jumble word

In Jumbled words, there are six procedures that Corners (2012) recommends taking into consideration:

1. Explain to students that they will arrange words to form sentences.

2. Divide the students into groups of three to four or into pairs.

3. Describe the activity.

4. Work in pairs or groups to make sentences out of the cards.

5.After a pair or group has completed forming sentences, have them discuss whether the sentences are true for them or, in the case of sentences that are not in the first person, whether the sentences accurately describe someone they know.

6. After 20 minutes, stop the activity right away.

Note: Students can use the blank cards in a set to create new sentences and write their own words.

Research Methodology

This study employs a Classroom Action Research (CAR). According to Geoffrey (2003), action research is any systematic investigation that is carried out by researchers in the teaching and learning environment to gather information about how a specific school operates, how it teaches, and how well its student's learn. This indicates that CAR aims to improve educational practice by resolving issues in the teaching and learning process. In addition, action research is presented as a cyclical procedure that entails planning, carrying out, observing, and reflecting. In an iterative process, it is typical for a project to go through two or more cycles.

Population and Sample

Creswell 2008) stated that population is a group of individuals who have the same characteristic. A population is a total of individuals who have certain characteristic and are being the interest of a researcher. The population of the research is second grade was the focus of this study (VIII) students of 2022/2023 in SMP Negeri 3 Bambel. The total number of population was 47 student; there were divided into 2 classes, each class consist 24-25 student.

The total number of subject was 23 students. The selection f research subject was carried out using purposive sampling techniques, where the method of determining it was based on the number of student in the class who had low English score.

Table 3.1: Subject of student

No	Classes	Man	Woman	Number of students
1.	VIII B	10	13	23

Result of Cycle 1

The research started the cycle on Desember 14th until 24th 2022 which consisted of four meetings. It was described as follow:

NO	TIME	ACTIVITIES
1	Wednesday , December 14th 2022	Pre-test
2	Saturday, December 17th 2022	The first meeting
3	Wednesday , December 21th 2022	The second meeting
4	Saturday, December 24th 2022	Post-test

1. Planning

Before the researcher did the cycle one, the research prepared lesson plan for two meetings, camera for documentation, and observation sheet to on activities during teaching and learning process in classroom. The researcher designed lesson plan about learning vocabulary in descriptive by using Jumbled Words Media.

2. Acting

The first meeting entered the class and greeted the students and checked the students' attendance list. Then, the researcher explained the students about reason coming into the classroom. Next, the pre-test (applied a class) was given and also the researcher observed the circumstances surrounding the class.

Table 4.1: The students score on pre-test

No	Initial's Name	Score	No	Initial's Name	Score
1.	AA	55	12.	P	35
2.	AF	20	13.	PA	50
3.	AR	55	14.	R	50
4.	CM	55	15.	S	50
5.	D	10	16.	SR	40
6.	MN	50	17.	SW	45
7.	NA	15	18.	MI	45
8.	NJ	50	19.	MN	55
9.	NO	50	20.	MS	10
10.	NU	45	21.	MW	55
11.	NZ	55	22.	MZ	15
			23.	Y	60

	Total	980
	Students' Average Score	42.60

The data above shows that the average score of students was 42.60. It means that the achievement of the students before treatment was very low. Furthermore, this score became the basic of the research to conduct classroom action research and gave a new interesting media in teaching vocabulary to improve students' vocabulary. Therefore, it was one of the efforts to improve their vocabulary by using Jumbled Words Media.

The second meeting of cycle one, the researcher taught English on Saturday, December 17th 2022. In pre teaching, the researcher did introduction to the students. It was helped by the regular teacher who thought there in order to make the students one by one based on the attendance list.

The researcher carried out the showing growing experience in view of the example plan that had been made. The researcher started the class by presenting some instances of greeting cards, the understudies were less excited to give an answer to the analyst's inquiries regarding the material a few understudies were still embarrassed to answer. To make understudies excited in showing growing experience before being examined, the researcher surrendered warming to understudies. From that point onward, specialists began to convey material about things around the school in this meeting. Researcher gave a model for understudies to improve an expression of jargon and short sentences about the basic current state in the school (subject/action words/object/qualifier). From that point onward, understudies were partitioned into four meetings which comprise 5-6 understudies for each gathering. Understudies in bunches make short basic sentences about things in the school by utilizing Jumbled Word Media. Then, understudies in each gathering made sentences connected with the Jumbled Word Media about the material by utilizing short and basic sentences. They needed to talk about and finish them in a short time. In this gathering, understudies gave great cooperation to the educator's clarification and they were energetic toJumbled Words media to make sentences albeit a few understudies were still less excited and they were very absent of vocabulary.

At the third meeting, the specialist showed up on Wednesday, December 21st, 2022, at 08:00 a.m. with a portion of 2x40 minutes. In meeting three cycles, the researcher posed a couple of inquiries connected with its subject. Then, the researcher reviewed the clarification jargon of greeting card. From that point forward, the understudies in bunches make short basic sentences about vocabulary of greeting cards by giving Jumbled Words as Media.

The student look glad to learn English utilizing Jumbled Word Media. They were loud however the scientist endured insofar as discussing the material. Just four understudies were all the while talking in the class. Toward the finish of the gathering, a large portion of understudies delighted in Jumbled Word as Media in Learning. In the four meeting the researcher gave post-test for student.

Discussion

In cycle one, those problems still appeared in teaching and learning process. Students have difficulties in learning the material. When the researcher explained materials about greeting vocabulary to make students easier in rearranged words into correct sentences. The researcher also gave clue for students in finished Jumbled Word Media. There are picture in meeting one and picture situation in meeting two. In process of teaching learning, the students were pay attention to the researcher's explanation and gave good responses to the teacher. They could ask any question about the material and seems very active than before. The researcher also found student who look passive at the first meeting was started doing a lot interaction with their group and researcher. The activity of Jumbled Word was very helpful for students to make students rich of vocabulary.

The result pre-test showed the average score of students' vocabulary increased from 42.60 to 70 in the post-test. Based on the data from the students'score, the researcher made the average of score from the pre-test to the post-test . The researcher drew the students' improvement in the following:

Table 4.6: Students' vocabulary improvement in Pre-Test, and Post-Test Cycle 1

Score	Score	Percent	Improvement
Pre-Test	42.60	42.60%	-
Post-Test 1	70	70%	27.4%

Based on table above, the researcher concluded that there was the improvement of students' average score in vocabulary by using Jumbled Word Media. The improvement score was improved better than pre-test of students' vocabulary. It was improved 27.4 % there was improvement in students' score, the score was better than the average score in pre-test. The researcher concluded that were significant improving students' vocabulary through Jumbled Words Media after having some treatments in cycle.

In the first meeting of the research, the researcher found that almost students were having difficulties in learning vocabulary. They could not mention of the purpose of describing things around school, they also could not memorize the meaning of the material well. Moreover, after giving treatment and explaining the materials in cycle, they could understand about the point the materials. The improvement could increase step by step. It could be shown by the score they got. It could increase from pre-test to the post-test.

The second research question was asking "How are the students' responses on Jumbled word in enhancing their vocabulary skills?" the answer to this question could be analyzed through the percentage of questionnaires. In addition, the percentage of their success in the positive answers was 98%. The researcher found that most of the students were interested and motivated in learning vocabulary with using Jumbled Words Media. The data also showed that students agreed that Jumbled Words Media could help them in understanding the meaning of vocabulary. This media made the students more enthusiastic because it made them feel more curious to continue vocabulary learning process. It means that most students had positive responses through teaching use Jumbled Word to increase vocabulary skill.

Conclution

Based on the results of the research, the researcher concluded that the process of improving Jumbled Word Media in teaching vocabulary in eighth grade students' of SMPN 3 Bambel, It included each of cycle there 4 meetings by applying Jumbled Word Media for teaching vocabulary. Jumbled Word Media could help the students recalling a great deal of vocabulary. This media can be utilized to expand the students' inspiration in learning jargon. By utilizing this media, the researcher could cause students to feel delighted in, intrigued, and excited toward English example and furthermore to assist understudies with working on their vocabulary on in a pleasant manner.

The improvement of student should have been visible from the students' advancement in test and in each meeting. There is critical improvement that displayed in this exploration, it demonstrated from the improvement of the typical students' score and who passed the base score target. It very well may be seen from the typical score of pre-test was 42.60, the normal students' score in post-test was 70. The improvement is high and the score nearly arrived at the base score focus in SMPN 3 Bambel.

Suggestion

Based on the conclusion above, the researcher would like to give some suggestions that is hoped it can be useful for English teacher, students, and further researchers in this field. The suggestions are proposed as follow:

1. For the Students

Learning vocabulary, particularly in graphics is fascinating and it can work on students' scores. They additionally need to expand their inspiration and intrigue to learn vocabulary well. In this manner Jumbled Words Media, the understudies will have numerous vocabularies and they won't find hardships in finding the word meaning.

2. For the Teacher

The researcher proposes that the educator ought to be involved in different Media in the homeroom since it can propel their understudies and they won't get exhausted effectively particularly executing the Jumbled Word as an elective media in instructing vocabulary.

3. For the other Researcher

There are as yet numerous viewpoints that can be dissected about vocabulary and different Media. The analyst trust that Jumbled Words Media can become references who are intrigued with this media. At long last, this examination will be advantageous to other researcher in tracking down references.

REFERENCE

Alison. (2006). *The Methods of Longitudinal Effects Regression Data*. New York: Institute.

Arikunto. (2013). *Prosedur Pendekatan Penelitian*. Jakarta: Rineka Cipta.

Arikunto. (2006). *Metode Penelitian kuantitatif*. Jakarta: Rineka

Ary. (2006). *Introduction to Research in Education.* Cengage: Wadsworth.

Bakti. (2017). The Methodology vocabulary for Student in Junior High School. *Indonesian and English Journal. Vol* 2 (3).

Bond, and Wasik. (2009). Conversation Language Stimulation For Young Children. *Education Journal*. 92 (2), 59-64.

Brown. (2000). An Interactive Method for Teaching Languages: Teaching from the Heart *2nd Edition*. NY: Longmans.

Brown, G., & Atkins. (2002). Teaching that Works in Higher Education. NY: : Longman

Celce. (2000). In The Classroom, Context And Discourse Are Crucial. *Language Education Journal.* New York: Cambridge.

Dakhi. Saniago. (2019). The Teaching Approach of Vocabulary in English: A Summary. *Teaching English Journal*. 1(5) 39.

Depdiknas. (2006). Kurikulum Tingkat Satuan Pendidikan. Jakarta.

Ersoz. (2000). Teaching English is a Foreign Language. *Teaching English Second Language Journal*. 1(5) 32.

Geoffrey. (2003). English Second Language for primary student *(2nd Edition)*. NY: University of Michigan.

Hornby, S. (2004). Advanced Learners' Dictionary currant English.. NY: Oxford.

Kabir. (2016). *Making the Questionnaire of Quantitative Research.* Cambridge: Starship publication.

Krathwoh. (1997). The *Method of Education and Science Research: An integrated approach.* NY: Longman.

Mackey and Gass. (2005). *Research Methodology and Design.* Jersey: Associates

Moleong (2013). *Metodelogi Penelitian Kualitatif*. Bandung: Remaja.

Mulyati, & Yeti (2007). *Pendidikan Bahasa dan Sastra Indonesia* Jakarta: Universitas Merdeka.

Nation and Newton. (2000). Learning Vocabulary such as Guidelines. *Journal Teaching English* . 8 (2).

Nation. (2001). *Learning Vocabulary in English Language.* Cambridge: Institute Education

Nation. (2003). *English Language Teaching in Vocabulary.* New   York: Graw Hi

Neuman. (2009). Vocabulary Instruction in Reading English Teacher. New York.

Nunan, D. (1991). Research Teaching Methodology: A Textbook for Teachers   United Kingdom: Hall Instituted.

Nunan, D. (2000). English language in Teaching and Learning. Boston: Heinllee.

Nurdini, S. P. (2017). Using a Vocabulary Journal as a Learning Tool to Help   Junior High School Students in Learning Vocabulary. *English Journal   Language.*   2(6). 117.

Peng, Hoon, & Joseph, (2007). The Effect Of Question-Answer Relationships ./alr/.../ar_peichun_qar.pdf

Renandya. (2005). *Methodology in Teaching.* New York: Cambridge University

Salawazo, I. (2020). Analysis of Students' Vocabulary in Learning English.   *English Education Journal*, 6(20), 46.

Sudijono, A. S. (2005). *Pengantar Penelitian Pendidikan.* Jakarta: Raja Grafindo.

Susanto (2007). The Instructing of Vocabulary: A Viewpoint. *Jurnal   Penelitian.*   2(1). 12.

Thornury. (2002). *How to Teaching Vocabulary*. England: Pearson Education

Turnuk, Tullin. (2018). The Impact on Student Success of a Private University.   *Journal of English Teaching learning* . 4(2). 14.

Uberman, & Agnies. (1998). *The Use of Games for Vocabulary Presentation and Revision.* Forum Vol 36 No 1.

Urap. (1998). *A course in Language teaching. NY:* Cambridge University.

Viola, Difa. (2020). Perceptions of Students About Using a Vocabulary Self-   Collection Strategy Vocabularies. *English Teaching Journal.* 4(8) 32.

Wright, Betteridge, & Buckby, M. (2006). *Games for Language Learning at High School* . Cambridge: University Press.