INCREASING STUDENTS' VOCABULARY USING JUMBLED SENTENCES: ACTION STUDY RESEARCH

[1]Melisa Octaviana
[1]Universitas Muhamadiyah Banjarmasin
melisaoctvn@gmail.com
[2]Hafizhatu Nadia
[2]Universitas Muhamadiyah Banjarmasin
hafizhatunadia@gmail.com
[3]Tenny Murtiningsih
[3]Universitas Muhamadiyah Banjarmasin
tennymahatma@gmail.com

Abstract

This study aims to increase students' English vocabulary by using Jumbled Sentences in a small classroom. The subjects of this study were composed of seven students. This study used Classroom Action Research (CAR) as the method and was conducted by collaboration between teacher and researcher. The data were gathered through observation, interviews, field notes, and tests. The result of the study showed there was an improvement in student abilities. Student scores have increased significantly. In the first cycle post-test, only one out of seven students got good grades, with the Kriteria Ketuntasan Minimum (KKM) of English lessons being (75). Meanwhile, the student's scores in the second cycle post-test showed that seven of seven students scored above 75. In addition, there was a positive response from the English teacher and students about this study. In conclusion, jumbled sentences could increase students' abilities, especially in their vocabulary.

Keywords: classroom action research, jumbled sentences, vocabulary.

Background

      Language has an important role in communication between individuals, especially in the current era of globalization, everything is progressing and developing

as well as language. According to Zalmansyah's research (2013), when studying Indonesian or a foreign language, several important aspects can support success in language, and one of them is vocabulary. Nation (2021) also states, "Vocabulary is one of the most important language components in learning English". That is why vocabulary plays an important role in learning a language. When we lack vocabulary, it will be a serious thing caused we will feel confused and have difficulty arranging words. When we have vocabulary problems, it also affects us in learning other skills.

This situation is per the problems found by the researcher; the lack of basic vocabulary for students' when learning English caused many difficulties in their learning process. Lack of vocabulary can also decrease students' motivation and interest in learning English. Therefore, teachers are expected to help students develop their vocabulary by using interesting methods or with supporting media that can attract students' interest in learning English.

Currently, many teachers are trying to determine appropriate and mature teaching strategies in contemporary strategies for use in their classroom learning (Shegay et al., 2020). Many strategies and techniques can be used in teaching English to increase students' English ability, especially their vocabulary. According to Hidayat (2016), The great teaching strategy that the teacher chooses is the one that can help the teaching and learning process in the classroom work fluently and make conditions in the class more conducive. One technique or strategy used in teaching English is using jumbled sentences as supporting media. The jumbled sentence is material that arranges the sentences to a paragraph, phrase, or text. Jumbled sentences are part of the communicative language teaching activity, usually used by the teacher in the classroom. According to Larsen and Freeman (2000), the teacher will give the students some sentences in scrambled order. Then they will arrange sentences correctly and make a good paragraph.

Based on the previous research, jumbled sentences are one of the techniques that can help students to think creatively and logically. However, there are previous studies that have focused more on how the use of jumbled sentences helps a lot to improve students' writing skills. Nevertheless, this research focuses on how jumbled sentences improve students' English ability, especially in vocabulary. Mardiana (2017) states that jumbled sentences are a technique that is worth trying in helping to develop ideas and vocabulary words that they have.

So far, most studies have been applied to improve or measure students' English skills in the classroom. However, only a few existing studies discuss how jumbled sentences can increase students' ability in English; even though we know that the basics of learning any language are to develop the vocabulary continuously, which will be useful when learning other skills such as writing or speaking. That is why the researcher intends to do this research to increase students' English ability focusing on vocabulary by using jumbled sentences as the media for small classroom. The research also focuses on how using jumbled sentences can help students improve their English

vocabulary even in a small classroom with significantly fewer students. Based on the problems, the research question can be elaborated as follows:

1. How can Jumbled sentences increase students' vocabulary in a small classroom?
2. How far can Jumbled sentences increase students' vocabulary in a small classroom?

Literature Review

Jumbled sentence is one of the techniques that can be used as a media in learning activities, especially for learning English. Several studies explained the use of jumbled sentences to improve students' English ability. Research conducted by Utami, Pabbajah, and Juhansar (2018) under the title "The Implementation of Jumbled-Sentences toward Students' Skill in Writing Report Text" contains about how the application and effectiveness of jumbled sentences as a technique to improve student's writing skills, especially in writing report texts. The second research entitled "Teaching Reading Using Jumbled Sentences" was by Marantika and Sakia (2018); this study is about using jumbled sentences in teaching reading skills. Moreover, the last one is this research uses the same method that was used by the researcher, and the title of this research is "Improving Students' Writing Ability Through Clustering Technique (A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok)" this research compiled by Tita Nurul Fajriyani had the same method as the research that will be conducted by the researcher. It was used that is using Classroom Action Research (CAR) in this study, the researcher and the teacher collaborated as an observer and collaborators.

Jumbled Sentences

Jumbled sentences are a technique that can be used in the learning process. Chicaiza (2009) described jumbled sentences as mixed in random order, and students are asked to rearrange sentences into good paragraphs. Moreover, students can better understand the meaning of each sentence and improve their creativity by making the right choice when they arrange sentences. Besides jumbled sentences can be used to improve students' writing and reading skills, jumbled sentences can also be used to improve students' other English skills. It can help students' abilities in terms of generating, developing, and arranging their ideas (Reid, 1994). According to Lalande (1982), Jumbled sentences can also help students to find solutions to solving something by themselves.

Vocabulary

According to Asyiah (2017), we know that vocabulary is important in learning a foreign language, especially in English. As Hornby (1995) mentioned, vocabulary has three main things: the words that make up a language, all the words known everywhere, and words with meaning. Richards and Renandya (2002) also believe

that vocabulary has an important role in a person's proficiency in a language and affects how reliable a person is in speaking, listening, reading, and writing.

Teaching Vocabulary

Melka (1997) said that students often feel frustrated that they can understand more than they can practice, but explaining this issue, students need to learn the language component so that they can use them both passively and actively. Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better vocabulary learners by teaching different techniques and strategies they can use to continue learning outside the classroom.

Research Method

Research Design

This study used Classroom Action Research (CAR) as a research design conducted in collaboration between the researcher and teacher. According to Kemmis and McTaggart (2005), there are at least two cycles in action research which; in the first cycle consists of planning, acting, observation, and reflecting, while for the second cycle, using similar steps from the first cycle but with improvements. Collaboration between the teacher and the researcher was needed because the researcher's tasks were only planning, observing, and reflecting. On the other hand, the teacher carried out acting in the classroom. So, there was a good collaboration during the research.

Participants

The participants were one of the public senior high schools in Banjarmasin. This school was chosen to be the subject of research based on observations about classroom conditions and teaching implementation made by the researcher. Therefore, during the teaching process researcher found the problem that students faced, especially in vocabulary.

Instruments

The research used some instruments: observation, interviews, field notes, and tests. The researcher used qualitative and quantitative techniques or mixed methods to collect the data. Qualitative consists of observation, interviews, and field notes. Quantitative consists of a post-test for students' vocabulary.

Data Analysis

The data were analyzed with both qualitative data and quantitative data. Qualitative data involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to

general themes, and then the researcher interprets the meaning of the data (Creswell, 2014). Quantitative data used one variable and another to find the results. Therefore, the test data will be analyzed using statistical procedures (Creswell, 2014).

Findings and Discussion

Findings

Based on the information that the researcher obtained from the previous observation about the condition of students in the class, especially the problem they faced when learning English. According to the result of observation and interview with the teacher, it can be concluded that students had difficulties with their English vocabulary, which impacted their writing, speaking, reading, and listening skills while learning English.

First Cycle

Table The Result of the Post-test in Cycle 1

NO	STUDENT'S NAME	TEST (CYCLE 1)
1	Student A	40
2	Student B	40
3	Student C	80
4	Student D	20
5	Student E	40
6	Student F	30
7	Student G	70

The data above showed the results of the post-test conducted in cycle 1, and this test aimed to measure students' ability after all the steps in cycle 1. The data showed that no more than two had a good grade. This result showed that they could still understand the material, but their lack of vocabulary also impacted their ability. For example, they struggled to answer the test because they did not know the translation of the question.

Based on the results of the data, five of seven students still have poor grades. This result was a sign for the researcher and the teacher that there still needs a lot of improvement in material or teaching strategy so that students can enjoy and

understand the learning process. The student's successful indicator was based on the *Kriteria Ketuntasan Minimal (KKM)*, which was determined by the teacher. Students can be categorized as successful if their score was 75 to 100, and if the score reached the target score, the research can be considered a success, and if it still did not reach the minimum score, the research will continue to the next cycle.

Table Students' Successful Indicators at the First Cycle

No	Score	Category	Frequency
1	0 – 74	Not success	6
2	75 – 100	Success	1
	Total		7

From the table above, it can be concluded that six of the students still have not reached the minimum score. This result showed that the research had not reached the target, and it can be concluded that it would be considered a failure. Furthermore, the research continued to the next cycle with better materials and methods to improve students' vocabulary and abilities.

Second Cycle

Table The Results of the Post-Test in Cycle 2

NO	STUDENT'S NAME	TEST (CYCLE 1)
1	Student A	100
2	Student B	100
3	Student C	100
4	Student D	80
5	Student E	80
6	Student F	80
7	Student G	100

The data above showed the results of the post-test conducted in cycle 2, and this test aimed to measure students' ability after all the steps in cycle 2. In this cycle, the students' scores improved from the test in the previous cycle. Seven out of seven students have good grades. The researcher and the teacher solved problems in the

previous cycle so that students could pass *Kriteria Ketuntasan Minimal (KKM)* because the previous test showed that many still had low scores. So, in this teaching-learning activity, the problems have been solved by improving the materials and the learning media.

Table Students' Successful Indicators in the Second Cycle

No	Score	Category	Frequency
1	0 – 74	Not success	0
2	75 – 100	Success	7
	Total		7

From the table above, it can be concluded that seven or all of the students reached the minimum score. This result showed that the research had reached the target, and this research was a success in this cycle.

Discussion

This section presents the discussion based on the findings of the study. It is about how can and how far the use of jumbled sentences increases students' vocabulary in a small classroom.

Jumbled Sentences Can Increase Students' Vocabulary in a Small Classroom

The data obtained in this study showed that the main problem faced by students is vocabulary, with some still had poor English ability because of their lack of vocabulary. Even during the interview with the teacher, she realized her students' problems, which was very unfortunate because she did not use various techniques or methods to improve the learning process. However, this shows the same problem as previous research conducted by Utami, Pabbajah, and Juhansar (2018), where the lack of vocabulary and limited media in the learning process was one of the biggest problems faced by the students. So, to improve one of the important components of language, namely vocabulary, this study used jumbled sentences to help students improve their vocabulary.

In this study, the researcher and the teacher used jumbled sentences in the form of questions, tests, and games in the learning process. The first time they were introduced to jumbled sentences, the students needed to use a translation application to help them translate each word. Lack of vocabulary was one of the problems that they have. The teacher did not have problem if the students used the translator application. Translator application was not always bad because it can help the students

to translate the word in Indonesia. So, when students wanted to answer jumbled sentences and searched the word by using a translation application, it was fine for them.

This research was conducted in two cycles, each containing two meetings. With jumbled sentences in each meeting, students' vocabulary improved and positively impacted the learning process. In addition, students seemed to be more active and liked to discuss with the teacher and their friends. Furthermore, the researcher and teacher discussed the things that should be improved at the next meeting. So, after identifying the problem, the researcher and the teacher focused on improving the material and the method. One of the improvements students show was that they were starting to rarely use the translator application. They said that they knew the translation of basic words. This result was certainly a big improvement with the use of jumbled sentences.

Furthermore, because the class only has seven students, it can be categorized as a small classroom. Blatchford (2003) states that a small classroom shown higher potential in teaching, and the variations of techniques and methods applied during learning were more effective and flexible. Students were easier to learning and understanding the lesson. When applying jumbled sentences, students showed a significant improvement in terms of their abilities and scores. One of the advantages of the students with only seven people was that it makes it easier for them to discuss lessons, and the teacher who teaches has an easier time explaining again if there were students who still did not understand the material. However, this showed that the small classroom has much learning potential.

The Extent of Using Jumbled Sentences for Increasing Students' Vocabulary in a Small Classroom

Based on the data collected, the first test results showed that only one out of seven students could pass the *Kriteria Ketuntasan Minimal (KKM)* and there were increases in the next test scores, where all seven students were able to pass the *KKM*.

Melka (1997) stated that students often feel frustrated that they can understand more than they can practice. According to Lalande (1982), jumbled sentences can help students find solutions to solving something by themselves, so when helping students think more actively in determining the correct answer, this study also helped them improve their scores. Because most of the students got low scores on the first test, they thought about how to increase their scores on the next test. This research also was in line with the research conducted by Fajriyani (2011), whereby using jumbled sentences can increase students writing skills and showed a significant improvement in students' scores.

The previous research conducted by Martika and Sakia (2018), who also researched jumbled sentences, showed the same result that using jumbled sentences gets positive responses and results from the teacher and students. Besides improving students' reading skills and vocabulary, this same result can be concluded that jumbled

sentences can be an alternative technique in teaching because the result shows significant improvement.

Conclusion

The objective of this study was to analyze the use of jumbled sentences to increase students' vocabulary. The first students' test results showed that only one out of seven students could pass the *Kriteria Ketuntasan Minimal (KKM)* score, and the rest had a lower score than the minimum score. However, students showed significant results in the second test in cycle two. Seven of them could pass the *Kriteria Ketuntasan Minimal score criteria (KKM)*. The results of the field notes showed that the class atmosphere, creativity, and students' activity during the learning process had improved. The results of interviews with the teacher showed positive responses about the use of jumbled sentence media in the learning process because it can be a solution to solving problems in the teaching process.

References

Asyiah, D. N. (2017). The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*, *9*(2), 293-318.

Blatchford, P. (2003). *The class size debate: Is small better?*. McGraw-Hill Education (UK).

Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). An expanded typology for classifying mixed methods research into designs. *A. Tashakkori y C. Teddlie, Handbook of mixed methods in social and behavioral research*, 209-240.

Creswell, J.W. (2014). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches.* United States America : SAGE Publications, Inc.

Dole, J. A., Sloan, C., & Trathen, W. 1995. Teaching vocabulary within the context of literature. *Journal of Reading*, *38*(6), 452-460.

Fairiyani, T. N. (2011). Improving students' writing ability through clustering technique *(A classroom action research in the second year of SMP al-hasra Bojongsari-Depok).*

Hafiziannor, M., Hengki, H., & Dayu, A. T. (2020). The Implementation of Jumbled Sentence Technique in Teaching Grammar. *Proceeding: Islamic University of Kalimantan*, *1*(1)

Hornby, AS. (1995). *The Advanced Learner's Dictionary of Current English.* In advance learners' dictionary of English.

Kemmis, S. And McTaggart, R. (1988). *Participatory Action Research: Communicative Action and the Public Sphere.* Lincoln: Pearson Education.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.

Marantika, U. K., & Sakia, R. (2018). Teaching Reading using Jumbled Sentences. *Professional Journal of English Education*, *1*(4).

Mardiana, N. (2017). Using jumbled sentences game in teaching recount text. *Unpublished Thesis. Banten: The State Institute for Islamic Studies Sultan Maulana Hassanudin Banten*.

McTaggart, R., Nixon, R., & Kemmis, S. (2017). Critical participatory action research. In *The Palgrave international handbook of action research* (pp. 21-35). Palgrave Macmillan, New York.

Nur, H., Muhammad, C., & Nana Raihana, A. (2021). *The Effect of Jumbled Sentences toward Students" Writing Descriptive Text at 10th Grade of MAN Tanjungpinang* (Doctoral dissertation, Universitas Maritim Raja Ali Haji.

Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.

Shegay, A., Orazova, F., & Krivosheeva, G. (2020). Possible writing techniques while teaching for students whose English is a foreign language. *European Journal of Research and Reflection in Educational Sciences*, *8*(6).

Somekh, B., & Zeichner, K. (2009). Action research for educational reform: Remodelling action research theories and practices in local contexts. *Educational action research*, *17*(1), 5-21. DOI: 10.1080/09650790802667402.

Utami, F. S., Pabbajah, M., & Juhansar, J. (2018). *The Implementation of Jumbled-Sentences Toward Students' Skill in Writing Report Text. English Review: Journal of English Education*, *7*(1), 115-124.

Widodo, H. P. (2017). Constructing and Negotiating Agency and Identity of English Language Learners: Teacher-Learner Driven ESP Materials Development in the Indonesian Secondary School Context. *Electronic Journal of Foreign Language Teaching*, *14*(2).

Zalmansyah, A. (2013). Meningkatkan Perbendaharaan Kata (Vocabulary) Siswa dengan Menggunakan Komik Strip Sebagai Media Pembelajaran Bahasa Inggris. *Kandai* Vol. 9 No. 2 November 2013 Hal. 262, 275.