

# THE COMPARISON OF USING JUMBLE WORDS AND WORD ORDER TECHNIQUES TOWARD STUDENTS' GRAMMAR MASTERY

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## Abstract

Grammar is one of basic language components to produce an appropriate sentence formally. Many students are difficult to understand grammar because of the technique which is used by the lecturer is not interesting; the students never practice their understanding in written; and learning technique which is used by the lecturer is inappropriate with the subject. The objectives of this research are: to find out the students' score in using jumble words technique; to find out the students' score in using word order technique; to find out the students' score of grammar mastery; to find out the students' result of comparison of using jumble words and word order techniques toward students' grammar mastery. The researcher conducts stratified random sampling design and pre-test and post-test control group design as research instrument. The result of hypothesis test on test phases both provides the different result which using significant degree 5%, where  $t_{count}$  is higher than  $t_{table}$  on the analysis data of post-test with  $t_{count}=2,26$  and  $t_{table}=2,02$ . It sows that The students who are taught by jumble word technique have higher score. In conclusion that jumble words technique is more effective than word order technique in teaching grammar mastery.

**Keywords:** Grammar, Jumble Words, Word Order

## 1. Introduction

Grammar is one of the three main components of language that could be defined as the whole system and structure of a language which is usually taken by consisting of syntax and morphology. Grammar is regarded as an obligation or a set of rules accounting to construct a sentence. To analyze people whom have good education with whom do not have education are from their spoken and written. If they use good grammar, it means that they have good education. Hence grammar is always used in the formal forum such as: in the government, in the company, in the school etc. Unfortunately, the teaching atmosphere in learning process does not encourage the

students to master deeply what they have learned (grammar). Theory focus frequently causes them do not reach a maximum result of learning aim. Moreover, an inappropriate technique applying in learning process engenders the students hard to master teaching's aim especially grammar course. Meanwhile the teaching time is also usually bad; it is proved by many students who do not have interest in learning process during the class. They almost gets wrong in united some words into good sentence and tenses using is not accurate when the students are asked to write some simple sentences. It can be summed that the students are difficult to apply their ideas to arrange some words into precise sentence.

From the problem above, the researcher offers two techniques to solve the students' problem and increase their grammar mastery. Therefore, in this research, the researcher will employ jumble words and word order techniques to measure students' grammar mastery.

## **2. Theoretical Background**

Jumble words technique is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring the sentence back. Mulyati (2007) defines that jumble word is borrowed from the English language which means the act, fight, and struggle. This word is used for a kind of word game, where the game is to arrange the letters that have been randomized into an appropriate sentence. Whereas Fatmawati (2009) defines that the jumble word is a learning game in groups by matching question cards with answer cards that have been provided in according with the exercise. The researcher gets a point of view that jumble words is a word puzzle game technique that gives students a group of scrambled words and requires students to unscramble them to make a correct sentence which correlate to the text and also to motivate the students interest of the text itself. This technique can be done by two or four students in a group. In

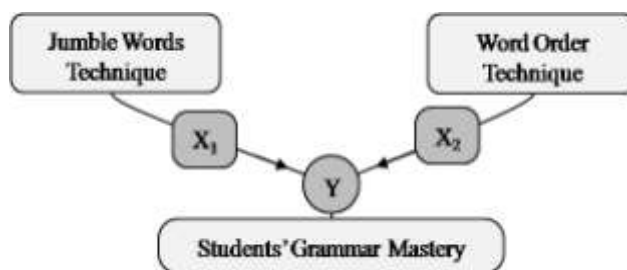
this technique, the students are hoped able to rearrange the letters of the sentence or the sentences of discourse that the structure has been scrambled beforehand. Through this technique, the students are able to compete to construct a sentence of words available. This technique can also train students to be active.

While word order technique is a technique that can help students to understand in arranging sentences correctly and deeply. In many languages, including English, word order plays an important part in determining meanings expressed in other languages by inflections. Gill (2010) acknowledges that:

Word order is as an inflected language like Latin; the order of the words is less important than the ending in terms of determining how each word functions in the sentence. A Latin sentence can be written subject first followed by the verb, followed by the object, just as in English. This form of sentence is referred to as SVO.

*From the statement above, word order technique can be concluded as the way to arrange some words into a phrase, clause, or sentence which is accordance with English grammar basic rule, Therefore the phrase, clause, or sentence are followed good or correct either in grammar or meaning.*

Based on two technique above, the researcher compares them to examine which one is better to increase the students' grammar mastery in teaching process. The researcher provides a conceptual framework as follows:



In this research, the thinking framework is jumble words and word order techniques as independent variable and grammar mastery as dependent variable. Colander, David (2013) states a conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply.

Based on the figure above, the researcher assumes that jumble words technique is more effective than word order technique to influence students' grammar mastery. The achievements of grammar mastery will be got differently by students in using jumble words and word order techniques. It is happened because in learning process, the using of technique has to agree with the learning subject. Beside the using of jumble words will increase student's grammar mastery, they will also be motivated and given the first expectation about the arranging the scrambled words of sentences. With knowing what will be discussed about structure in the sentences, the students will be curious and have desire to arrange the sentences automatically. Even though, they have similarity but in each game has different ways. Jumble words technique will help students to identify structure of sentences by arranging the scrambled words to be unscrambled words in sentences correctly while word order technique will encourage students to arrange some words to be good phrase, clause or sentence which is followed by their own rules. Hence, it can be concluded that jumble words technique is more effective than word order technique.

### **3. Method**

This research is quantitative research in employing comparative study. Quantitative research aims to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. The researcher conducts stratified random sampling design which two groups that will be population which are chosen randomly and each group will be given a pre-test. The

researcher will use quasi experimental design where the researcher will act the treatment into kinds of design such as experimental class I and experimental class II which every class will be tested by employing pre-test and post-test to measure whether any significant alteration of understanding grammar by treating both techniques in learning process. Furthermore, the researcher employs Jumble Words Technique in the experimental class I and Word Order Technique in the experimental class II. The paradigm can be described as follows:

Table 2. Quasi Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experiment Class I	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Experiment Class II	O <sub>3</sub>	X <sub>2</sub>	O <sub>4</sub>

*Source : Sugiyono (168)*

Note:

X<sub>1</sub> : The treatment which employs jumble words technique

X<sub>2</sub> : The treatment which employs word order technique

O<sub>1</sub> and O<sub>3</sub> : Pre-test

O<sub>2</sub> and O<sub>4</sub> : Post-test

The population of this research is all English Education students at second semester in Muhammadiyah University of Metro which the population consists of two classes. The population of the research is consisted of 44 students at second semester in Muhammadiyah University of Metro with different level as follows:

Table 3. The Characteristic of Population

Classes	Characteristic of Students			
	The Huge Mastery	The Sufficient Mastery	The Limited Mastery	Total
A1	5	14	3	22
A2	5	13	4	22
Total				44

*Source: the grammar lecturer at English Department in Muhammadiyah University of Metro*

The table of the characteristic of population above describes the three levels mastery of students. That can be seen from two classes, the sum of students in the mastery levels among classes is almost same. Although there are a bit differences in the sum of students in its each mastery levels but it can say that the students' grammar mastery of its classes are homogenous.

The next is about the sample which is gotten from the population as a representative. Singh (2006) names sampling is indispensable technique of behavioral research; the research work cannot be undertaken without use of sampling. The researcher determines the sample of the research which is taken from the population. The sample is taken by using a sampling called stratified random sampling. The sampling is done with the steps as follow:

- a. The researcher asks the data to the expert (lecturer) how many students who are categorized the huge, the sufficient, and limited mastery.
- b. The researcher will divide them dispassionately base on their mastery which each number of huge, sufficient, and limited students' mastery will be divided into two classes.
- c. The number of students' gender also will be divided dispassionately which each classes are fulfilled by the same number of girl and boy students.

Finally, the researcher finds that A1 is as an experimental class I and A2 as the experimental class II. The experimental class I receives treatment that students' grammar mastery through jumble words technique and experimental class II through word order technique. Then, the researcher takes all students of A1 class and A2 class as samples. Therefore there are 44 students as samples where 22 students are in the experiment class and 22 students are in the experimental class II.

#### **4. Result and Discussion**

The result of hypothesis test on test phases both provide the different result which using significant degree 5%, where  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  on the analysis data of pre-test with numeral  $t_{\text{count}}=2,06$  and  $t_{\text{table}}=2,02$ . Meanwhile, on the analysis data of post-test also shows the same result that  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  where  $t_{\text{count}}=2,26$  and  $t_{\text{table}}=2,02$ . But both of them have different conclusion where they have significant different interval. The interval of pre-test is  $2,06 - 2,02 = 0,04$  and if it is rounded, the numeral will be 0,0 (zero). It shows that the result of pre-test between the use of jumble words technique in the experiment class I and word order technique in the experiment class II is same. The hypothesis accepted is  $H_0$ . And then, the interval of post-test is  $2,26 - 2,02 = 0,24$ . It proves that the hypothesis of post-test is accepted which  $t_{\text{count}}$  has significant different result to  $t_{\text{table}}$ . Base on the different result between experiment class I and experiment class II toward the learning result, it can be concluded that jumble words technique is better than word order technique in teaching grammar mastery.

A fruitfulness of the technique in influencing a skill can be seen by the score of the students. In this research, the researcher has determined a passing grade of the students' grammar mastery is 60 (sixty) base on the expert's suggestion and curriculum of English Department in Muhammadiyah University of Metro. Based on the data analysis of pre-test shows that the number of students who did not pass the grade in experiment class I is 8 or about 36,4% and the number of students who passed the grade is 14 or 63,6% of 22 students. Meanwhile the number of students who did not pass the grade in experiment class II is 11 or about 50% and the number of students who passed the grade is 114 or 50% of 22 students. Then, after there is a treatment of the students, based on the data analysis of post-test shows that the number of students who did not pass the grade in experiment class I are 3 or about 13,6% and the number of students who passed the grade is 19 or 86,4% of 22 students. While the number of students who did not pass the grade in experiment class II are 6 or about 27,3% and the number of students who passed the grade is 16

or 72,7% of 22 students. In following to the number of the students who passed the grade, it can be concluded that the jumble words technique which is taught in experiment class I is better than the word order technique which is taught in experiment class II. Furthermore in ensuring that jumble words technique is really better than word order technique, the researcher compares the interval between the score mean of pre-test and post-test in experiment class I and pre-test and post-test experiment class II. The interval between the score mean of pre-test and post test in experiment class I is  $69,8 - 59,3 = 10,5$ . Meanwhile the interval between the score mean of pre-test and post-test in experiment class II is  $62,3 - 52,5 = 9,8$ . In following to the score mean result above, the jumble words technique is proved that it is better than the word order technique.

The result shows that jumble words technique can increase the students' grammar mastery higher than the word order technique. It is caused that the jumble words technique is not monotonous learning system which only explain material to the students, but it is combined by jumble words or game to rearrange the words becoming correct sentence. With the result that the students enjoys that activity and the material can be understood and absorbed well by the students. It is in the same manner as the expert's definition that the jumble word is a learning game in groups by matching question cards with answer cards that have been provided in according with the exercise.

## **5. Conclusion and Remark**

Based on the research objective, the researcher concludes that there are some explanations of the successful treatment to increasing the students' grammar mastery by applying jumble words and word order techniques as follow: 1) the students' average score in using jumble words technique has increased. It can be looked at the average score of pre-test about 59,32 that has become about 69,77; 2) the students' average score in using word order technique is able to regard as a technique which



can influence escalation the students' grammar mastery that is proved by providing the pre-test average score about 52,50 that has become 62,27; 3) the students' score of grammar mastery has been raised by utilizing two different appropriate techniques; 4) the result of comparison of using jumble words and word order techniques toward students' grammar mastery shows that jumble words technique is better than word order technique. The average score of jumble words technique in experiment class I that is about 69,77 is higher than the average score of word order technique in experiment class II that is about 62,27. Meanwhile, the comparison result which support that jumble words technique is quite better than word order technique is hypothesis test which shows that  $t_{\text{count}}$  is higher than  $t_{\text{table}}$  that is  $2,26 > 2,02$  with significant degree is 5% (*look at G-Table*), thereby the hypothesis is accepted.

The researcher gives an explanation of some benefits in practicing the jumble words technique in teaching grammar such as: 1) jumble words technique can motivate the students to master grammar because it is combined as game, thereby the students is not boring to following learning process in the class; 2) the students always practice their understanding about grammar writtenly by arranging the jumble words to become correct and appropriate sentence; 3) the technique can enrich the students' grammar understanding in analyzing the structure of sentence and phrase deeply; 4) it can steer the students to be active students in learning grammar.

In spite of the benefit, there are some weaknesses of this technique that should be solved such as: 1) the process needs long time to apply that tehcnique in the class; 2) the practicer will feel difficult to supervise all groups in the class at the same time if the students are divided into some groups in applying it in the learning process.

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