

THE USING OF JUMBLED LETTERS STUDENTS VOCABULARY MASTERY AT SEVENTH GRADE MIFTAHUL ULUM TANJUNGPINANG

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Abstract

This study aimed to know the effect of jumbled letters technique in vocabulary mastery at seventh grade students of Mts Miftahul Ulum Tanjungpinang. This research was a quantitative method with Pre-One-Group Pre-Test-Post-Test Designs. The subject of this research was seventh grade students of mts miftahul ulum tanjungpinang. The total number of sample were 14 students. In analyzed, The mean score of pre-test was 69.50 before using Jumbled Letters Technique. And after using Jumbled Letters Technique, the mean score was 95.86. Based on the statistical increase point of pre-test 973 post-test 1342 and increase point 369. The data was significantly based on the calculated in Non-parametric test (Wilcoxon test), the result of Wilcoxon test that got $Z = - 2.673$ and the Sig. (2-tailed) = 0.008. in this test focus on value on sig.2 tailed $0,008 < 0,05$. If $p\text{-value} < 0,05$, hence H_0 is rejected and H_a is accepted. It mean that experimental class has given significantly increasing the mean score and increasing points in post-test score.

Keywords: Vocabulary Mastery, Jumbled Letters Technique, Effect

I. INTRODUCTION

In learning English vocabulary assumes significant part in a language. In learning English vocabulary assumes significant part in a language. Talking about vocabulary, we can find that many of students have difficult to improve vocabulary because technique of teaching is not interested and the students feel bored. According to Mehta (2009) vocabulary is most important things in the significant progress in language. It implies that learning vocabulary is crucial particularly for understudies in senior high school. They should dominate English vocabulary and its standard to make communication to another individuals. And vocabulary can help students in dominating four language abilities like speaking, reading, listening, and writing abilities well. Without vocabulary and learning vocabulary, students cannot express anything. In learning and teaching English, most of the students frequently discover challenges utilizing English language on the grounds that the students lack of vocabularies, lack of interest, lack of motivation and students regularly fail to remember new vocabularies. Also, students experienced issues in separating part of speech like noun, verb, adjective and adverb. Khajloo (2013) said that some students are not interested in learning languages and only think of ending it.

To make the students straightforward the theory, teacher needs a technique. Creating English teaching is not easy for a teacher. A good teaching makes comprehend and dominate the lesson, but teachers still use traditional methods and when students find words that are troublesome

in learning, they open the dictionary to find words. To look up the meaning, they need to open dictionary. It isn't sufficient to causes students understand and makes the students get bored.

One of the ways to teaching and can make students roused to learn in teaching vocabulary the teacher are required to apply fun teaching techniques. Many kinds of technique can used in learning vocabulary such as jumbled letter, cross puzzle, and so on. So, in this research, the researcher choose jumbled letters as a technique to improve their vocabulary mastery. Jumbled letters is word play where the students arrange the letters into correct words.

According to Fudhala (2013) jumbled letters is a letter game that requires students to arrange the alphabet into a word based on instructions by the teacher. To memorize vocabulary easily, jumbled letters as a technique can rouse the interest in learning vocabulary because the technique make the students feel enjoy and relax in learning. In this way students can more easily understand the material. There are a few letters which are disordered by a teacher and the students ought to put together it into right words.

Therefore, the researcher interested to conduct a research about "The Effect of jumbled letters technique in vocabulary mastery at seventh grade students of MTS Miftahul Ulum Tanjungpinang".

The problem of the study

Considering the background of the research, the problem the researcher formulated "Is there any effect of jumbled letters technique on students vocabulary mastery?"

The objective of the study

Based on this problem, the objective of the research is to find out whether or not there is significant effect of jumbled letters technique in vocabulary mastery at seventh grade students of MTS Miftahul Ulum Tanjungpinang.

II. RESEARCH METHODOLOGY

This research was conducted a quantitative method with Pre-Experimental Designs. According to Creswell (2012), an experimental design is research that uses quantitative methods, and the goals of the design was to determine cause and effect in this research. MTS Miftahul Ulum was the place of the research. It is located at Jl. Ir. Sutami No.2, Kecamatan Bukit Bestari, Tanjungpinang. In this research was held at seventh grade students of MTS Miftahul Ulum Tanjungpinang of the academic years 2020/2021. The researcher got the data from the result of the test that researcher gave to students.

Population

According to Creswell (2012) the population is a group of people who differentiate their group by having one special characteristic. In this research, the seventh grade students of MTS Miftahul Ulum Tanjungpinang was the population. The number of the population was 14 students.

Sample

According to Creswell (2012) the sample is a group of individuals selected to participate in a study. To get the data, the sample of this study was taken in sevent grade. The total number of the sample consist of 14 students from seventh grade students. In this study seventh grade students was experimental class.

instrument

According to (Kristanto, 2018) the research instrument is a tool used in data collection. In this research, the instrument of the test such as pretest and posttest. The pre test and post test instrument was 9 objective question with multiple choice A, B, C and D.

III. RESULT AND DISCUSSION

A. RESULT

In this section, researcher described the result of the test given to the class of experimental at seventh grade students of MTS Miftahul Ulum Tanjungpinang in 2020/2021 academic years. and also the scores of pre-test and post-test are displayed. The students classification and scores in class of experimental showed in table 4.1. For the table has four Columns, the first column showed the name of students, the second column and the third showed the scores of students, and last column is gained of the score.

Table 4.1
Students Pretest, Posttest and Gained Score of Experimental Class

No	Students	Pre-test	Post-test	Gained Score
1	AB	100	100	0
2	AD	100	100	0
3	AN	33	100	67
4	CA	100	100	0
5	FF	100	100	0
6	FL	88	100	12
7	HS	44	88	44
8	LI	77	100	23
9	MF	88	100	12
10	MFW	55	77	22
11	RI	100	100	0
12	SM	33	77	44
13	TR	33	100	67
14	WRP	22	100	78
	Σ	973	1342	369

	MEAN	69.50	95.86	26.36
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According to the data of experimental group, the result of pre-test lowest was 22 and post-test was 100 or highest score in this research. The Mean score of post-test 95.86 and the mean score of the pre-test was 69.50. After the students getting the treatment which used Jumbled Letters Technique, the result of mean score of post test was higher than mean of pre-test.

Chart

The data presented that the students' scores on the pre-test and post-test were different from the posttest scores. In figure 4.1 it can be seen to know the progress of the experiment group.

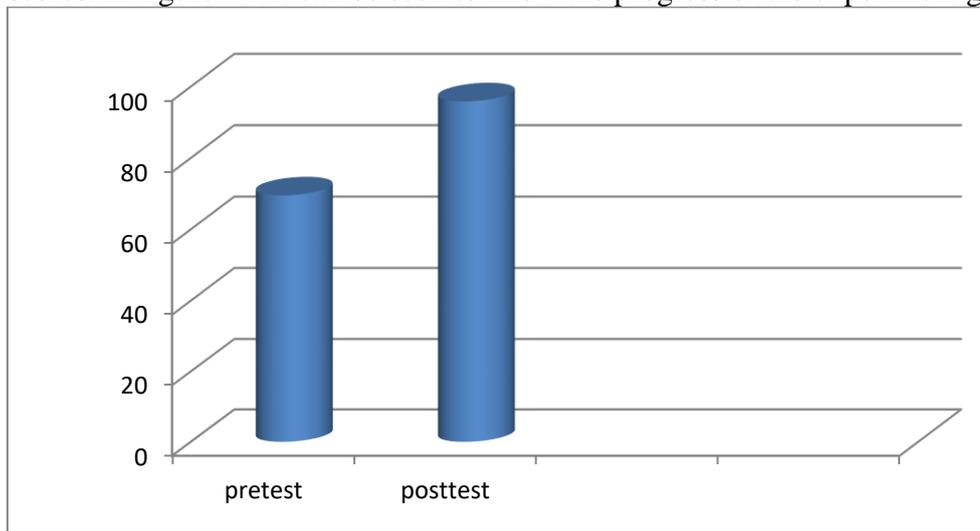


Figure 4.1
The Difference between Pre-Test and Post-test Score in Experimental Group

The Normality Test

The results of normality test are presented below :

Table 4.2
Normality Test

Shapiro-Wilk		
Statistic	Df	Sig.
.842	14	.018

From the table 4.2 above showed that normality test in Shapiro-wilk the result were 0.018 which was lower than 0.05 ($0.018 < 0,05$). the conclusion of null hypothesis was rejected because the data were not normally distributed. Non-parametric test (Wilcoxon test) used in this research.

The data result above, it showed the result of Wilcoxon test was $Z = -2.673$ and the Sig. (2-tailed) = 0.008. That value on sig.2 tailed $0,008 < 0,05$. If P-value < 0.05 of H_a was accepted and H_o was rejected. Therefore, teaching vocabulary using jumbled letters technique have effect on students vocabulary mastery.

Table 4.3
Test Statistics

POST TEST - PRE TEST

Z	-2.673 ^b
Asymp. Sig. (2-tailed)	.008

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Hypothesis Test

In this research, If P-value < 0.05, hence Ha was Accepted the result value on sig.2 tailed 0,008 < 0,05 it mean that there was any effect on students vocabulary mastery before and after used the treatment. Here, it could be concluded that the alternative (Ha) was accepted and (Ho) null hypothesis was rejected. So, there was a significant effect on student vocabulary mastery before and after using jumbled letters technique at seventh grade students of mts miftahul ulum tanjungpinang.

IV. CONCLUSION

Based on the data analysed, it is concluded that jumbled letters has been given positive effect on students vocabulary mastery at seventh grade students of MTs Miftahul Ulum Tanjung Pinang. It can be seen from the data with calculated by using SPSS 25 Version showed that the mean score of experimental class after treatment was 95.86 and before treatment was 69.50. It mean that after teaching by jumbled letters technique the mean score of posttest was higher than pretest. The result of the hypothesis used non-parametric test, because the data were not normally distributed. it showed that sig.2 tailed 0,008 < 0,05. If P-value < 0.05, hence Ha was Accepted and Ho was rejected. In summary, this research showed that using jumbled letters technique was more effective to enhance the students vocabulary mastery effect.

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