

THE IMPLEMENTATION OF JUMBLED SENTENCE TECHNIQUE IN TEACHING GRAMMAR

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ABSTRACT

This thesis entitled The Implementation of Jumbled Sentences Technique in Teaching Grammar. The problem of the research is how effective the Jumbled Sentences Technique to teaching grammar for students. Based on the research problem, the purpose of this research is to investigate the implementation of using the Jumbled Sentences Technique in teaching grammar. In processing, this research was using the Qualitative method because the main purpose of this research was to know how does the teacher implemented the Jumbled Sentences

Technique in teaching grammar for 8th grade students at MTs Al-Huda Banjarmasin. The researcher use Interview as media to collect data from informant. Based on the interview, the researcher got some information that this technique has a good result for teaching grammars. It helps his students to conduct a good sentence with logical order because they were practiced how to rearrange the jumbled sentence with illogical order into a good sentence. They were active to asked too when they got problems to solve several words.

Keywords: *Jumbled Sentence; Grammar*

INTRODUCTION

Grammar is the part of the structure that important to learn because grammar is directly related to writing skills. Writing is still considered a complicated skill for students to master because it involves a complex activity requiring a variety of skills. Students must have the ability to generate ideas, determine the purposes, develop arguments, organize, and manage the text correctly.

Grammar is a theory of a language, of how language is put together and how it works (Gerot and Wignell, 1994: 2). People sometimes describe grammar as the “rules” of a language, but in fact, no language has “rules”. If we use the word “rules”, we suggest that somebody created the rules first and then spoke the language. But languages did not start like that. Language started by people making sounds which evolved into words, phrases, and sentences.

Most of the Indonesian students face difficulties in learning structure because the grammatical rules in Indonesia seem different from English. For example, in Indonesia, we put nouns first before adjectives. Meanwhile, in English, we put adjectives first before nouns. It is one of the problems faced by students of MTs Al-Huda. That is the reason why they become passive, confused, afraid, shy, lack of confidence, afraid of making mistakes, and also feel bored when they study grammar, even most of them sleepy in the class when they have

lessons. It could give negative results to their score, they become unmotivated to learn it and unable to implement those learning materials into their study.

As everybody knows many methods that can be used for teaching grammar in a better way, one of them is called Jumbled Sentences. Jumbled sentences are a group of sentences arranged in an illogical order where the teacher gives some sentences to the students and they rearrange the sentences into good order. Then, they make a paragraph based on the sentences (Manka, 1996: 38). Solving jumbled sentences is a very good way to learn grammar. Unscrambling the words make students’ mind to consider the possible sentence and to recollect them based on grammar structure. Based on the explanation, the writer wants to conduct a research entitled: “The Implementation of Jumbled Sentence Technique in Teaching Grammar” for 8th grade at MTs Al-Huda Banjarmasin.

METHOD

In this study, the researcher used qualitative research with a One-on-One Interview method. Qualitative research was chosen because this research aims at the effectiveness of using jumbled sentence technique from an English language teacher in MTs Al-Huda Banjarmasin. The one-on-one interview is a data collection process in which the researcher asks questions

to and records answer from only one informant in the study at a time (Creswell, 2012: 218).

Point of this research, the researcher analyzed and described the implementation. The researcher paid attention to the technique, find out about the advantages of this technique, and how effective this technique for teaching grammar from the teacher's perspective.

This research conducted at MTs Al-Huda Banjarmasin. Located on Jalan Kuin Selatan, Gang Darul Huda, Kelurahan Kuin Selatan, Kecamatan Banjarmasin Barat, Kota Banjarmasin, Kalimantan Selatan.

Subject in this research is the English language teacher of MTs Al-Huda Banjarmasin. Object in this research is the teaching grammar by using jumbled sentence technique at 8th grade of MTs Al-Huda Banjarmasin.

To obtain the data, the researcher used semi-structured interview as the technique. An interview is a data collection technique by interviewing selected individuals as an informant. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions, and record their answers (Creswell, 2012:217). The source of data in this research is from the interview.

Qualitative research gathers a text database, so the data analysis of text consists of dividing it into a group of sentences called *text segment* and determining the meaning of each group of sentences. (Creswell, 2012: 18). LeCompte and Schensul (1999) define analysis as the process a researcher uses to reduce data to a story and interpretation.

1. Data reduction

After data collected successfully, the next thing to do is data reduction. Data reduction means reducing large amounts of collected data to make sense of them. (LeCompte and Schensul, 1999)

2. Draw conclusion

The conclusion is the last part of data analysis which contains summaries of points based on data and also some researcher's argument to make a better impact on those points.

FINDING

The researcher interviewed the English language teacher of MTs Al-Huda Banjarmasin as an informant. Based on the analysis of questions and objectives of

research that has written, they are to knowing the implementation of Jumbled Sentence technique in teaching grammar. So, the information from the informant is crucial. The interview has been held on 13th July 2020.

The first section of interview was focused for the implementation of jumbled sentence.

The researcher asked "*how did you implement that jumbled sentence technique into your students*"

The informant answered "*first, prepare the sentences that want to rearrange, and then give some examples of jumbled sentences and rearrange them into a good or perfect sentence*"

The next question is "*what was the obstacle when you use jumbled sentence technique in your teaching-learning activities?*"

The informant answered "*the obstacles that often happened about the students who still lack with vocabularies that make them difficult to rearrange the jumbled sentence into right order or good sentence. And as a teacher, the issue that I got was too strict at choosing the right words for the test because my students have different comprehends about making a good sentence with logical order. Also, that was kind of difficult to make them write down their answer in front of the class because they are too shy or afraid to make a mistake if their answer was wrong.*"

The next question is "*what was the advantage of using the jumbled sentences technique compared from the other technique?*"

The informant answered "*the advantage of this technique is to make students inspect those words first before arranging them into right order or good sentence*"

The next question is "*and what is the disadvantage of jumbled sentence technique from your perspective?*"

The informant answered "*the disadvantage of this technique is the students' inability of rearranged words because a lot of them didn't understand the meaning of each word due from their lacks of vocabulary*"

Based on the interviewed section above, the researcher tried to find out how much the teacher knows about the jumbled sentence technique, and what kind of obstacle that he found when he used the jumbled sentence technique. Just like he said, the jumbled sentence technique is quite similar to rearranging sentences

because they have the same goals, those are correct an illogical order of a sentence into a well-ordered sentence.

Then, the researcher got the information about how the teacher implemented this jumbled sentence in teaching his class. First, he prepared some sentences that already rearranged into illogical order, and then he gave examples of how to rearrange it into a good sentence based on grammar (in this case, tenses) rules.

The second section of interview was focused for teacher's opinion about students' responses on the learning grammar by using jumbled sentence technique.

The researcher asked, *"how were your students' responses when you use jumbled sentences technique in your teaching-learning activities?"*

The informant answered *"their responses were very good, they actively asked when the words that they want to rearrange was kind of difficult to understand especially those words that have more than 1 meaning such as "like" (suka, seperti, sama, setuju)"*

The next question is *"how did you make your class cooperative when you use this jumbled sentence technique in your teaching-learning activities?"*

The informant answered *"first, I made several groups for them in order to give them chance to discuss learning material. Then, I gave a chance for each group's representative (I choose it randomly) and then told him/her to rearrange the jumbled sentence in front of the class"*

Then, the researcher asked, *"whether the use of this jumbled sentence technique could increase the comprehend of learning grammar for the students?"*

The informant answered *"the students would be better to understand and added some knowledge especially about using grammar. Because they became more active indirectly at conduct a good sentence and rearrange then jumbled sentence into right order"*

DISCUSSION

Based on the interview with the informant who also an English language teacher at MTs Al-Huda Banjarmasin above. It can be said that this discussion based on the research objectives in chapter I as follows:

1. To investigate the implementation of Jumbled Sentences Technique in teaching grammar for 8th grade at Mts Al-Huda Banjarmasin.

First, the researcher discussed investigating the implementation of Jumbled sentence technique in teaching grammar. The information that the researcher got after interviewed the informant are:

- a. Knowledge about jumbled sentence technique
- b. Steps of teaching with jumbled sentence technique in his class
- c. The advantage and disadvantage of using jumbled sentence technique
- d. Knowing about the obstacle of jumbled sentence technique

Disha (2020;3) said, Jumbled sentences are actually a type of language proficiency test question. In this type of test, words of sentences or a few parts of sentences are mixed up or jumbled. With this statement, we rearranged those mixed/illogical order words into a correct sentence. So, the teacher implemented this technique based on the statement above. The steps of this technique were:

- a. The teacher prepared some good sentence first before, and then turn them into mixed or illogical order words
 - b. The teacher gave several examples of how to solve the mixed words
 - c. Then, the teacher divided those students into several groups, each group has one representative
 - d. Finally, the teacher gave several sentences that already turned into mixed words. And the representatives wrote down their groups' answers.
2. To find out what kind of responses that students made when they learning grammar by using jumbled sentence technique.

Second, the researcher discussed students' responses when they learning grammar with jumbled sentence technique. And the researcher got information that their responses were very good and they understand about learning material. Also, they got remembered some new vocabularies because they should find each word's meaning first before they rearrange those sentences. That made the students would be better understand and added some knowledge especially about using grammar.

CLOSURE

Conclusion

The objectives of this research were to investigate the implementation of jumbled sentence technique in teaching grammar and to find out what kind of responses that students made when they learning grammar by using jumbled sentence technique for 8th grade students in Mts Al – Huda Banjarmasin in the academic year of 2020 / 2021.

Based on the result of data analysis, the researcher has made out the conclusion about the implementation of jumbled sentence technique in teaching grammar as follows:

1. The implementation of the jumbled sentence in teaching grammar managed to provide good achievements, it proved by mostly the students understand and added some knowledge especially about using grammar, because they became more active indirectly at conduct a good sentence and rearrange then jumbled sentence into the right order.
2. The students' responses of using jumbled technique for learning grammar was very good, it could be seen from their way to solve some hard words that made them confused, they active asked about those kinds of words into their teacher so they can solve it.
3. The advantage of jumbled sentence technique was to make students inspect those words first before arranging them into the right order or good sentence. That makes them increase their vocabulary indirectly. And the disadvantage of jumbled sentence technique was students' inability to rearranged words because a lot of them didn't understand the meaning of each word due to their lack of vocabulary. So, in order to rearrange those words, they must master it or know the meaning first.

Suggestion

Based on the conclusion above, the researcher tries to give suggestions as follows:

1. For the English language teacher

The teacher should tell his / her students about additional stuff before entering the teaching-learning activities. For example is a dictionary, because they must know each word' meaning before rearrange those mixed sentences. And give further practice about sentences and give

example to arrange the jumbled words which are easily remembered by students.

2. For the students

The students should more active in learning English language. The students should pay more attention to every particular material in learning the English language, especially in arranging the jumbled words and remember the logical order for sentences. So, they may be easier to understand how to make a good sentence and improve their grammar comprehension.

3. For the researcher

The other researcher must conduct further research with the same object and different perspective in other grammatical patterns of English because many students still have lack make a good sentence with logical order.

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