

EFFECTIVENESS OF JUMBLED LETTERS GAME TECHNIQUE FOR TEACHING VOCABULARY MASTERY AT SEVENTH GRADE OF SMP NEGERI 23 BANJARMASIN SCHOOL YEAR 2019/2020

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ABSTRACT

Jumble Letters is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. Jumbled letters is a strategy used to unlock the difficulty of the lesson. The teacher will prepare pieces of the paper where in each piece one letter of the term to be defined. Game is a kind of activity which provides amusement condition and offers challenging. Besides it makes feeling proud for the participant who can win the game.

The objective of the research is to identify the effectiveness of Jumbled Letters Game Technique for teaching vocabulary mastery. The research used experimental.

To collect the data, the researcher used test. Test was done twice pretest and posttest. Pretest was done to know the students' achievement in teaching vocabulary mastery before giving treatment. Meanwhile, posttest was done to know the students' achievement in teaching vocabulary mastery.

The working hypothesis is tested in this section states that the students who are taught vocabulary by using guessing game have better score on the posttest than on the pretest. The result of t-test perform on the data of students score in vocabulary comes to finding that t-value is 36,504 while the critical value of t at 5% of one tailed test is 2,064. It indicates that the working hypothesis is accepted because the obtained t-value exceed the critical t-value.

Based on the finding, it is then concluded that Jumbled Letters Game Technique is effective in teaching vocabulary mastery.

Keywords: Jumbled Letters, Game, Teaching Vocabulary

ABSTRAK

Jumble Letters adalah teka-teki kata dengan petunjuk, gambar yang menggambarkan petunjuk tersebut, dan sekumpulan kata yang masing-masing "campur aduk" dengan mengacak huruf-hurufnya untuk membuat anagram. Seorang solver merekonstruksi kata-kata tersebut, dan kemudian mengatur huruf-huruf pada posisi yang ditandai dalam kata-kata tersebut untuk meneja frase jawaban menjadi petunjuk. Petunjuk dan ilustrasi selalu memberikan petunjuk tentang frase jawaban. Huruf campur aduk adalah strategi yang digunakan untuk membuka kunci kesulitan pelajaran. Guru akan menyiapkan potongan kertas di mana di setiap bagian satu huruf dari istilah yang akan ditentukan. Game adalah salah satu jenis aktivitas yang memberikan hiburan dan menawarkan tantangan. Selain itu membuat bangga peserta yang bisa memenangkan pertandingan.

Tujuan dari penelitian ini adalah untuk mengidentifikasi keefektifan Teknik Permainan Huruf Jumbled dalam pembelajaran penguasaan kosakata. Penelitian ini menggunakan eksperimental.

Untuk mengumpulkan data, peneliti menggunakan tes. Tes dilakukan dua kali pretest dan posttest. Pretest dilakukan untuk mengetahui prestasi belajar penguasaan kosakata siswa sebelum diberikan perlakuan. Sedangkan posttest dilakukan untuk mengetahui prestasi belajar penguasaan kosakata siswa.

Hipotesis kerja yang diuji dalam this section menyatakan bahwa siswa yang diajar kosakata dengan menggunakan permainan menebak memiliki skor posttest yang lebih baik daripada pada pretest. Hasil uji-t yang dilakukan terhadap data nilai kosakata siswa diperoleh nilai t-hitung 36,504 sedangkan nilai kritis t sebesar 5% dari uji satu sisi adalah 2,064. Hal ini menunjukkan bahwa hipotesis kerja diterima karena nilai t yang diperoleh melebihi nilai t kritis.

Berdasarkan temuan tersebut, maka disimpulkan bahwa Teknik Permainan Huruf Jumbled efektif dalam mengajarkan penguasaan kosakata.

Kata Kunci: Huruf Acak, Permainan, Kosakata Pengajaran

INTRODUCTION

English is one of international languages, which is used throughout the world and also Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English is one of the foreign languages for Indonesian students that must be learning in school since kindergarten level until University level.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

English as a subject matter in school covers the four basic language skill: reading, speaking, writing and listening. In every subject, students learning activities involve reading. Reading is one of the complex ways in learning English.

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it Cameron (2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

In learning vocabulary automatically we have to know the meaning of words it self and can use it in sentences. Jack C. Richard (2003) says that vocabulary is one of the most obvious compenents of language and one of the first thing applied linguistic turned their attention to. Vocabulary can be classified into passive vocabulary and active vocabulary.

A passive vocabulary is used receptively in listening and reading. Meanwhile, an active vocabulary is utilized productively in speaking and writing. In my view, some of students in junior high school still have less vocabulary. Most of them can't understand what the teacher says. They still feel difficult to use English Vocabulary in communicating so that the students don't have motivation in learning English.

The students don't pay attention and ignore to teacher's explanation. Besides some students just keep quiet when the teacher asked them related to the material what the teacher explains. Furthermore the students just get some vocabularies. For this situation, the researchers need to apply a method that can make the students interested in learning English. Most of this situation is found in SMP Negeri 23 Banjarmasin grade seventh. Most of the students couldn't understand what the teacher said in English and also they find difficulty to remember some new vocabularies, that they have learn.

Jumbled Letters Games is one of methods that can is able to make students feel exciting in learning English. Through this method students can do activities both learning new vocabularies and playing game. I think Jumbled Letters Games will help them to solve the difficulties to remember the new vocabularies and they will realize that it's very important and necessary for them.

By Jumbled Letters Games, the students can acquire new vocabularies and improve them. Using Jumbled Letters Games is one way to reccognize and remember new words. This technique will be able the students to mastery vocabularies and also to motivate them to learn English. Besides they will feel fun in teaching

and learning processes so that the teaching will be more effective and successful.

METHOD OF RESEARCH

According to Babbie, Earl R (2010) "Quantitative research study is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) within a population. Quantitative research designs are either descriptive (subjects usually measured once) or experimental (subjects measured before and after a treatment).

Experimental quantitative design used because the researcher wants to identify about the effect of Jumbled Letters Game Technique for teaching vocabulary at seventh grade of SMP Negeri 23 Banjarmasin school year 2019/2020.

DISCUSSION

a) Paired Samples Statistics

M = Mean of every measurement
N = Total Sample
Std. Deviation = Stated Deviation

Shows that the average of score before and after using treatment. Before using treatment the average of score 25 students is 45,68, after using treatment the average of score is 69,92.

b) Paired Samples Test

M = Mean (the difference of average which is gained from stated deviation before - after 69,92 - 45,68 = 24,240

Std. Deviation = Stated Deviation
Std. Error = After and Before

Confidence Interval = Interval shows the area of self difference on belief level 95%

t = Value

Df = free degree (total sample - 1)

Conclusion sig > 0,01 there is self difference between before and after counseling.

From the result of calculation, it is obtained the value of the T is 36,504 the degree of freedom (df) is 24 (obtained from N-1)=(25-1=24). The researcher used the degree of significance of 5% and 1%. In the table of significance, it can be seen the df 29 and the degree of significance are 2,064 and 2,797 . If compare with each value of the degree of significance, the result is $2,064 < 36,504 > 2,797$. The result of analyzing the data by using the above formula shows that the coefficient is 36,504. It means that there is a significance increase after the using the real object for teaching vocabulary.

According to Sudjiono (2005:328) if the result of calculation t is higher than tt (t-table), $t > tt$; the null hypothesis (Ho) is rejected. If the result of calculation t is lower than tt (t-table), $t < tt$; the null hypothesis is accepted. Since the scores obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other word, the researcher hypothesis is accepted. It means that there is significant differences between students' achievement teaching vocabulary.

Based on the result of data analysis, Jumbled Letters Game gave significant effect to the Jumbled Letters Game technique for teaching vocabulary mastery at the seventh grade of SMP Negeri 23 Banjarmasin school year 2019/2020.

CLOSURE

Effectiveness of Jumbled Letters Game Technique for teaching vocabulary mastery. In this research, the researcher

was done the experiment by using test, the test was pre-test and post-test. According to the result of students' pre-test and post-test in the seventh grade of SMP Negeri 23 Banjarmasin, the researcher found that the students who were taught vocabulary through Jumbled Letters Game technique got higher result than the students who were not taught vocabulary through Jumbled Letters Game.

The computing of t-test proves that the H_0 is accepted. It can be seen by the score of t-test. The score of t-test is 36.504 and the t-table is 2,064. If the score of t-test higher than t-table ($36.504 > 2.064$), the alternative hypothesis can be stated that it is effective to use Jumbled Letters Game as a technique for teaching vocabulary among the seventh grade students of SMP Negeri 3 Banjarmasin.

The researcher concludes that teaching vocabulary using Jumbled Letters Game is more effective. It is because Jumbled Letters Game is more interesting. The use Jumbled Letters Game is one way to recognize and many remembering word during the teaching and learning process. But the ability to use the words they have to communicate depends on the individual. When they always improve their new words constantly, they will be able to mastery them and can be used in daily life gradually well.

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