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**IMPROVING STUDENTS' VOCABULARY THROUGH
SCRAMBLE TECHNIQUE: A CLASSROOM ACTION
RESEARCH AT CLASS VIII-E OF SMPN 2 KURIPAN
ACADEMIC YEAR 2012/2013**



BY

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**English Education Program
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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kosa kata bahasa Inggris siswa melalui teknik scramble. Subjek dari penelitian ini adalah siswa kelas VIII -E SMPN 2 Kuripan yang terdiri dari 17 siswa laki-laki dan 13 siswa perempuan, dan jumlah secara keseluruhan mereka adalah 30 siswa. Penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam dua siklus dimana setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, observasi dan refleksi. Sebelum melakukan siklus pertama, siswa diberikan pre-test dan hasilnya menunjukkan bahwa hanya 36,7% siswa yang mendapat nilai ≥ 70 (Nilai Standar). Persentase hasil pre-test tersebut lebih rendah dibandingkan dengan indikator kinerja yang mensyaratkan 85% siswa harus mencapai skor ≥ 70 . Oleh karena itu, siswa diberikan perlakuan di siklus pertama dengan menggunakan teknik scramble. Hasil analisis dari siklus pertama menunjukkan bahwa ada 76,6% siswa mendapatkan nilai target minimal 70. Berdasarkan hasil tersebut, siswa belum menunjukkan peningkatan yang signifikan, dan persentasenya belum mencapai indikator penelitian. Oleh karena itu, siswa diberikan perlakuan pada siklus 2. Di siklus yang kedua, siswa mampu meningkatkan kosa kata bahasa Inggris mereka. Ini disebabkan karena teknik yang digunakan berjalan lancar dibandingkan dengan siklus yang pertama. Hasil refleksi dari siklus kedua menunjukkan bahwa 86,6% siswa mendapat ≥ 70 . Hal ini menunjukkan bahwa penggunaan teknik scramble dapat meningkatkan pemahaman kosakata siswa di kelas VIII -E di SMPN 2 Kuripan pada tahun ajaran 2012/2013.

Keyword: Improving, Vocabulary, Scramble Technique, and Second Year students of SMPN 2 Kuripan.

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ABSTRACT

This research was aimed to improve students' English vocabulary through scramble technique. The subject of this research was class VIII-E of SMPN 2 KURIPAN. There were 17 male and 13 female students. They were 30 students' altogether. This research was classroom action research conducted in two cycles. Every cycle consisted of four steps; planning, action, observation and reflection. Before conducted the first cycle, a pre-test was given to the students and the result showed that 36,7% of students got ≥ 70 (Standard Value). The percentage of the pre-test result was lower than that of performance indicator that required 85% students must attain the score of ≥ 70 . Therefore, the first cycle was decided to conduct. The analysis of the cycle revealed that there was 76,6% of students gained the minimum target score of 70. Because the percentage in cycle 1 was failed got the requirement of research indicator, the cycle 2 was conducted. In this cycle, the students' were able to improve their English vocabulary because the technique which was applied was ran-well than that of in cycle 1. Fortunately, the test result of the second cycle showed that 86,6% of students got ≥ 70 . It means that the next cycle was unnecessary to conduct. This is indicated that the use of the scramble technique can improve the students' vocabulary achievement at class VIII-E of SMPN 2 Kuripan in academic year 2012/2013.

Keyword: Improving, Vocabulary, Scramble Technique, and Second Year students of SMPN 2 Kuripan.

A . INTRODUCTION

1. Background

Vocabulary is one of elements that support an addressor (speaker and writer) as well as an addressee (hearer and reader) in communication activity in order that they can understand what each of them is talking about even in oral or written language. Vocabulary mastery can be employed in communication in order to express our intention, desire and feelings. Thus, whenever and wherever people want to communicate, it is crucial that they have to master (vocabulary) or mental lexical. Sedita (2005: 1) states that "Vocabulary knowledge is important because it

encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts.”

The mastery of vocabulary cannot sometimes be reached optimally. Sadita (2005:1) states that there are some challenges to developing sufficient vocabulary to be successful subject in school: “Students with limited or no knowledge of English, students with reading and learning disabilities, and students who enter school with limited vocabulary knowledge”.

Related to those matters, in the recent phenomenon, the students at SMPN 2 Kuripan do not know much of vocabulary because the technique in teaching and learning was not effective. In addition, based on my experience at SMPN 2 Kuripan where I did my teacher training practice (PPL), students at SMPN 2 Kuripan were having difficulties in memorizing new vocabulary and they felt bored if they were asked to memorize some vocabulary one by one in front of the class, difficulties in producing and comprehending the language. In addition, when I did teacher training practice, three classes was taught by me. That is class VIII-A, VIII-B, and VIII-E. One of which, was having a poor score even in comprehension and production skill test than those of other class. The class was class VIII-E. The students of the class were having difficulties in understanding the materials due to lack of vocabulary mastery. In relation to those matters, in terms of learning style, according to a teacher of SMPN 2 Kuripan, most of students in SMPN 2 Kuripan are identified as passive learners who are ashamed to ask something that they do not know to their teacher, not too active and tend to the teacher centered. Therefore, it would be better

to facilitate their learning through activities which involve them to learn by doing and providing real life simulation from what they do.

Based on the explanation above, media as teaching aids are needed to help the students to understand and to increase the effectiveness in the communication between teacher and students in teaching and learning process. It is also used to stimulate the students' motivation and interest toward the lesson.

Related to the explanation, to improve students' vocabulary interest me to use "**Scramble Technique**" that will be applied in improving students' vocabulary mastery. It is assumed that scramble technique can improve students' vocabulary mastery, the technique can help students learn new subjects and exercise their brain, make language learning more enjoyable and interesting, and this technique is famous for their ability to keep people's minds of unpleasant subjects, can attract students to participate by doing the game through themselves (student) actively, make the students more active in teaching and learning process and involve friendly competition and they keep learners interested. Therefore, researcher interested in using scramble technique in improving students' vocabulary at class VIII-E of SMPN 2 Kuripan in academic year 2012/2013".

2. Literature review of related study

Teaching vocabulary is one of the most important parts in teaching and learning a language. In order to increase students' achievement in production and comprehension skills, teacher must find a good way to attract students' interest in

learning in order to make them able to memorize new words or vocabulary easily. Igbaria (2006:1) says that “Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skill“. In addition, Blachowiz and Fisher (2004:16) also state that “Developing a strong vocabulary not only promotes reading comprehension but also enables us to actively participate in our society”.

There are some principles that are shown by File (2002) that teachers should address when they plan a vocabulary teaching and learning, they are:

- a. Teachers should: Choose useful words
- b. Teachers should: Let the learners do the work
- c. Teachers should: Focus on different aspects of a word
- d. Teachers should: Provide meaningful learning opportunities
- e. Teachers should: Implement a regular testing schedule
- f. Teachers should: Be patient with their learners.

Related to the explanation, teaching students who have limited understanding of the English language can be a difficult task for English teacher. Therefore, all aspects related to teaching and learning should be known by teachers.

Considering the importance of strategy in teaching and learning, Swift (2004) shows that there are a variety of teaching strategies that can be used by teacher to improve student learning to make classes more engaging. The strategies are: active Learning, collaborative/cooperative learning, discussion strategies, learner-centered teaching, team-based learning.

Above are kinds of teaching strategies that teacher can apply in teaching and learning process. The point **b (collaborative/ cooperative learning)** is an appropriate strategy to improve students' vocabulary at class VIII-E of SMPN 2 Kuripan.

Cooperative Learning, according to Slavin, cited in Isjoni (2011:15) states that “in cooperative learning methods, students work together in four member teams to master material initially presented by the teacher”. It means that in cooperative learning students are required to work together to solve a problem and the teaching and learning process in this method are focused on students centered. While Johnson, cited in Isjoni (2011) says that cooperative learning is the instruction use of small groups that allows students to work together to maximize their own and each other as learning. Related to the cooperative learning, there are some techniques that we can find, and one of which is *scramble* technique. The following researcher will explain about scramble technique.

According to Koprowski (2006), scramble technique is a technique in which a teacher writes up eight words with their letters shuffled (e.g. eicscen for science) on the board. When the teacher says ‘go’, the students, individually or in pairs, endeavor to untangle the words as quickly as they can. The first student or pair, so they are wins. While Piping cited in Jaspian (2012) stated that scramble technique is a technique of learning which recommend students to find out or match an answer of some questions which has jumbled from one group to other group.

Based on the definition above, it can be described that scramble technique is a technique in which a teacher provides some questions and answers about related topic then the students find out or match the questions with the answer which has jumbled from one group to other group.

The technique can improve students' vocabulary because it contributes some advantages such as: can help students in solving a problem, can help students learn new subjects and exercise their brain, mental stimulation and entertainment, make language learning more enjoyable and interesting, this technique is famous for their ability to keep people's minds of unpleasant subjects, it can attract students to participate by doing the game through themselves (students) actively, make the students more active in teaching and learning process and, involve friendly competition and they keep learners interested.

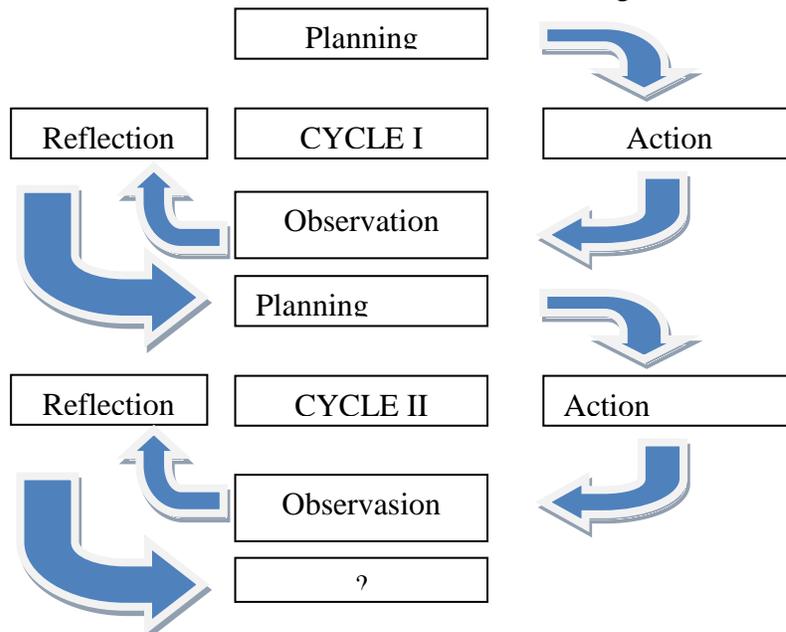
It must have rules or steps about how to play. Related to rules or steps, in terms of scramble technique there are some steps that teacher should tell to the participant is that, firstly, teacher makes some 30 items of questions and the answers are related to topic. Then, divide the class into six groups each of which consists of 5 students. Next, researcher gave and explained about material or related topic. After that, the teacher gave five questions and five answers which had shuffled to each group. Then, the students found out or match some questions and the answers from one group to other group.

B. METHOD

This research is a classroom action research. According to McNeill:1992 (cited in Sujana 2010:5) states that:

“Action Research is a term which refers to a practical way of looking at your own work to check that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner-based research, and because it involves your thinking about and reflecting on your work, it can also be called a form of self-reflective practice”.

The analysis used in this study is descriptive quantitative and qualitative research. This research use only one class and the class was taught through scramble technique. The subject of the research is class VIII-E of SMPN 2 Kuripan which consisted of 17 male students and 13 female students. They are 30 students altogether. The process of this research was designed in some cycles, in which each cycle consists of two meetings. Each cycle consists of four steps, they are: planning, action, observation, and reflection. The following is the scheme:



Picture: *Scheme of classroom action research. Arikunto, 2012 (cited in Wardiyanti: 2012)*

a. Planning

In this section, all elements which are needed in this research was prepared such as: making a lesson plan, designing steps in doing action, preparing list of students' name, and designing an evaluation instrument in form of essay test.

b. Action

In this step, the researcher taught students in the classroom with the procedure that had been made or organized by the researcher herself in lesson plan then apply scramble technique .

c. Observation

In this step, the researcher observed students' participation during teaching and learning process that might affect to result of this research.

d. Reflection

Reflection is done at the end of the cycle, at this step researcher as a teacher reviews the results obtained from each cycle. This is done by looking at the data evaluation or test results achieved by students in the first cycle. If the reflection shows that in the first cycle of action obtained, the results do not achieve a mastery of learning in which as much as 85% of the students get score under 70, the researcher can continue to the next cycle.

The data in this study were taken through documentation, learning outcome or test result in evaluation. To collect the data, test was administered to students. Test or evaluation in this research was constructed in 20 items for essay test and

5 items for filling gaps. Test was given to students after researcher had given the students material and applied scramble technique. The material is about jobs and profession, buildings, and holiday. After that, students' paper sheets were collected and marked. The scores become the data of the research. Each item is scored 4 for correct and 0 for incorrect answer, so the range of score is from 0 to 100. This becomes the data in this research and it will be used to know the improvement achievement of students' vocabulary mastery. After getting the data of the group, the researcher analyzed them.

The method in analyzing the data was analyzed as follows:

- a. The improvement students achievement classically counted by using the following formula :

$$P = \frac{n}{N} \times 100\%$$

Where :

P = Actual proportion

n = The total number of students who get the result of test ≥ 70

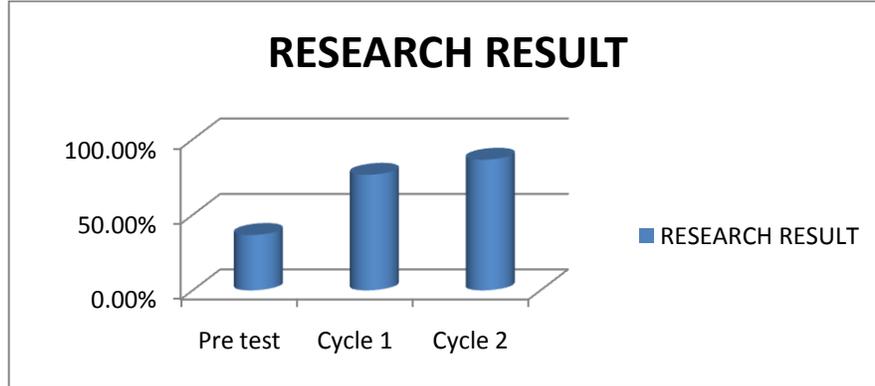
N = The total number of students

(Cited in Febrianti ,2011)

C. RESULT AND DISCUSSION

This researcher was conducted in two cycles. Each cycle consists of four steps, that is; planning, action, observation, and reflection. Two meetings were spent in each cycle. Before doing the action, pre-test was given. The result of the test showed that only 36,7% students gained the standard value (70). It means that students' vocabulary mastery of class VIII-E was poor. Based on the result, the cycle 1 was decided to conduct. In the first cycle, the students' participation in teaching and learning was observed and at the end of teaching and learning evaluation (test) was given. The result revealed that 76,67% students' were attain score of 70. The class percentage is lower than performance indicator of this research that required 85% students have to get the standard value (70). Therefore, again, the second cycle was decided to conduct. In this cycle, fortunately, the class percentage was getting increased from 76,6% become 86,6%. It means that the requirement of this research was achieved. Through this data, it can be concluded that scramble technique can improve students' English vocabulary at class VIII-E of SMPN 2 Kuripan in academic year 2012/2013. The result is proven in the following table.

No	Number of subjects	Test	Performance indicator	Class percentage	Average score
1	30	PRE-TEST	85%	36,7%	61
2	30	CYCLE 1		76,6%	74
3	30	CYCLE 2		86,6%	86



In addition, according to the interview with students, learn English through scramble technique could make them happy, enjoy their class, not feel bored and they could work together or compete friendly with their classmate. The students said that they will like to learn English if their teacher use the technique or others attractive strategy.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the findings and discussion in the previous parts, the following conclusions are: The implementation of teaching English vocabulary in this action research using scramble technique as teaching strategy could nurture the students' learning outcome in improving their vocabulary mastery. It can be seen from the successfulness of the technique that brought the students of the class VIII-E of SMPN 2 Kuripan to get an improvement of vocabulary mastery. The successfulness was gained because the scramble technique contributes some advantages such as : by using the technique is designed to help students in solving a problem; the technique can help students learn new subjects and exercise their brain, , make

language learning more enjoyable and interesting; it can attract students to participate by doing the game through themselves (students) actively; make the students more active in teaching and learning process and involve friendly competition and they keep learners interested.

It was proven by their scores in the first test at cycle 1, the average percentage of the class is 76,6%, and at the cycle 2 the average percentage of the class increased to be 86,6%. It means that the students' mastery of vocabulary got improved through scramble technique. In addition, Its very important to take an action such as attractive strategy to solve the problem and difficulties occurred in teaching and learning process, and in order can make language learning more enjoyable.

2.Suggestions

Learning English might be a frustrated lesson for some students. Therefore, teacher should be able to apply a good strategy to attract students' interest in learning English and should know how to make them memorize words or vocabulary quickly and easily. So in this case, I suggest to:

- a. English teacher: to use scramble technique or other attractive techniques to help the students in mastering vocabulary. Otherwise, it is important for teacher to choose an appropriate technique for the students based on level of their school or their age. Furthermore, the rule of the game has to be explained clearly to the

students to avoid misunderstanding and the vocabulary is needed to adjust the game with the students.

- b. Next researcher: in order to find other technique or strategy to improve students' vocabulary. Because vocabulary knowledge is really needed in communication activity.

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