

**THE USE OF JUMBLED WORD IN TEACHING  
VOCABULARY**

**THESIS**

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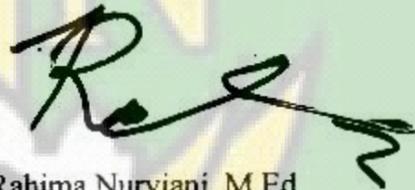
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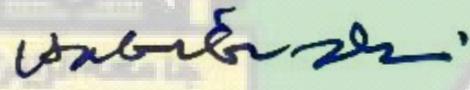
  
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### **The Use of Jumbled Word in Teaching Vocabulary**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 September 2021  
Yang Menyatakan,



Yenni Rahmaniar

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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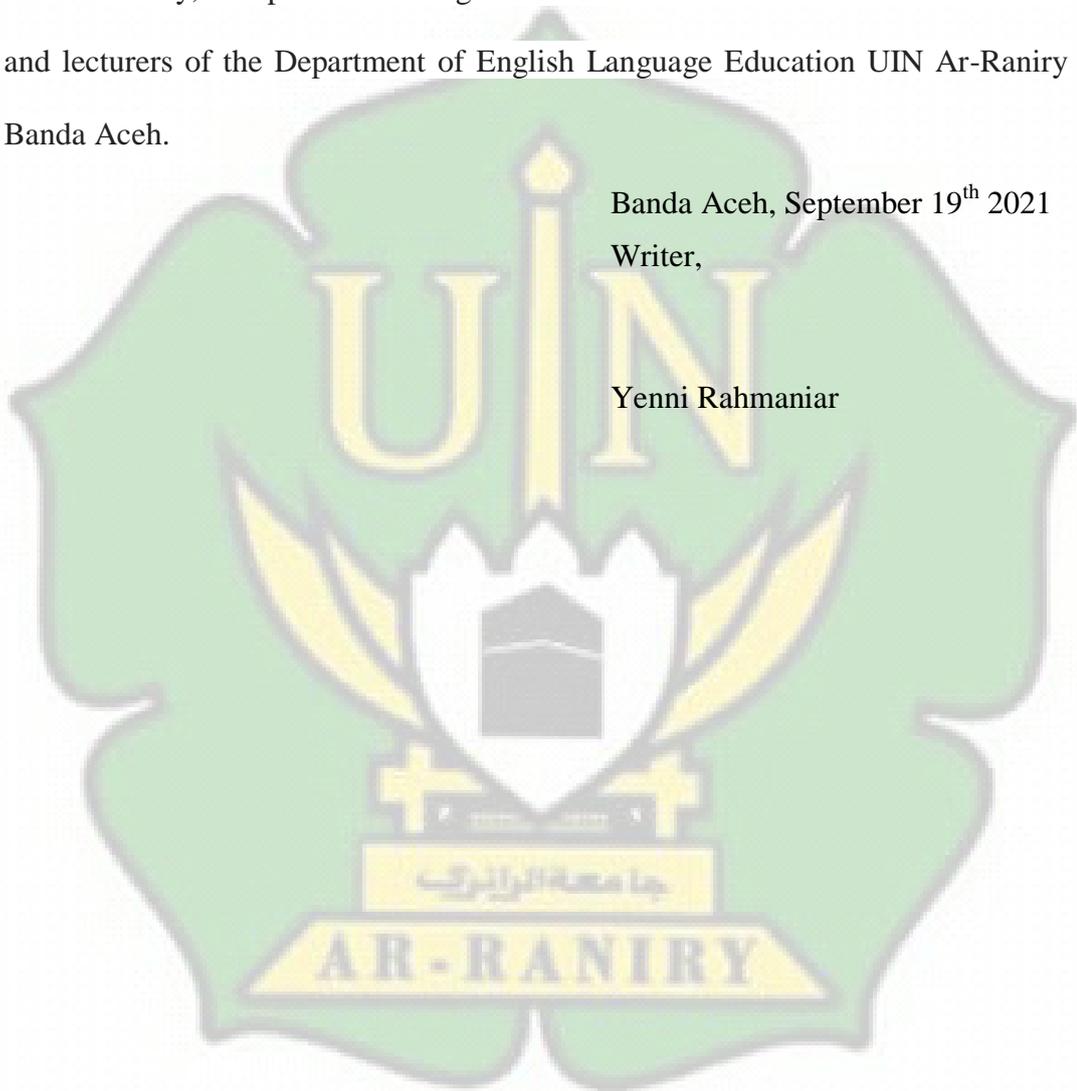
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Finally, I hope this thesis gives a valuable contribution to both students and lecturers of the Department of English Language Education UIN Ar-Raniry Banda Aceh.

Banda Aceh, September 19<sup>th</sup> 2021

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## ABSTRACT

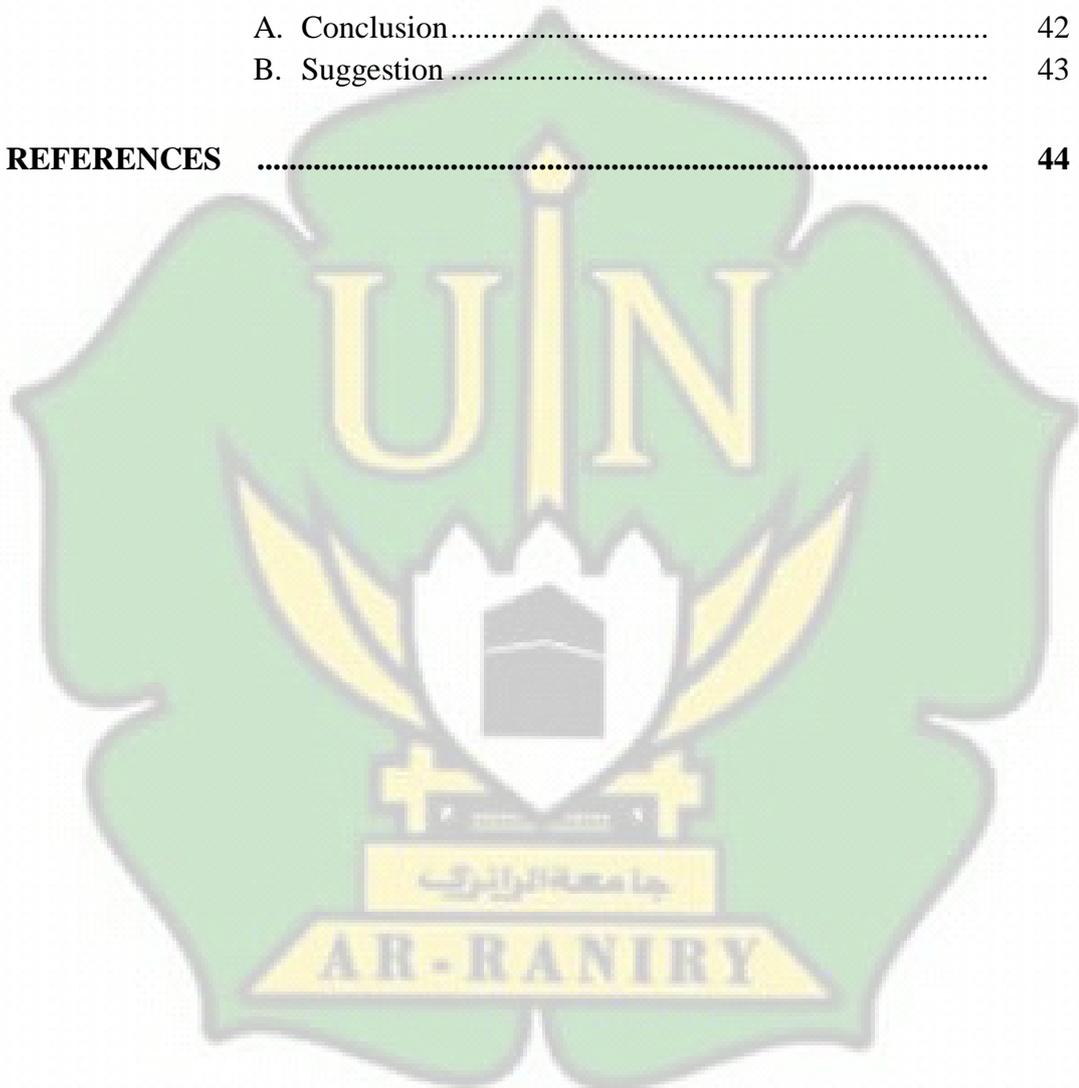
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This research focused on teachers' and students' perception on using Jumbled Word in teaching and learning vocabulary. Jumbled Word is a technique in teaching and learning vocabulary where the teacher asked the students to arrange jumbled words into the correct order. The aims of this study are to find out teachers' and students' perception in teaching and learning vocabulary using Jumbled Word. To achieve the goal, a qualitative design was used in this study. Interviews were used in this study to elicit the responses of 3 teachers and 5 students of SMA Negeri 1 Meukek. The findings show some perceptions of each teacher and student about using Jumbled Word in teaching and learning vocabulary. Teachers and students are interested in teaching and learning vocabulary using Jumbled Word. Jumbled Word is one of the good techniques use in teaching and learning vocabulary. Teaching vocabulary using Jumbled Word has given some advantages to teachers, such as interesting and enjoyable to use, simple and easy to apply in the classroom, also good and suitable to enrich students' vocabulary mastery. Learning vocabulary using Jumbled Word has also given advantages for students, such as more enjoyable in learning vocabulary, faster in remembering vocabulary, easier in understanding word order, and better in improving students' vocabulary mastery.

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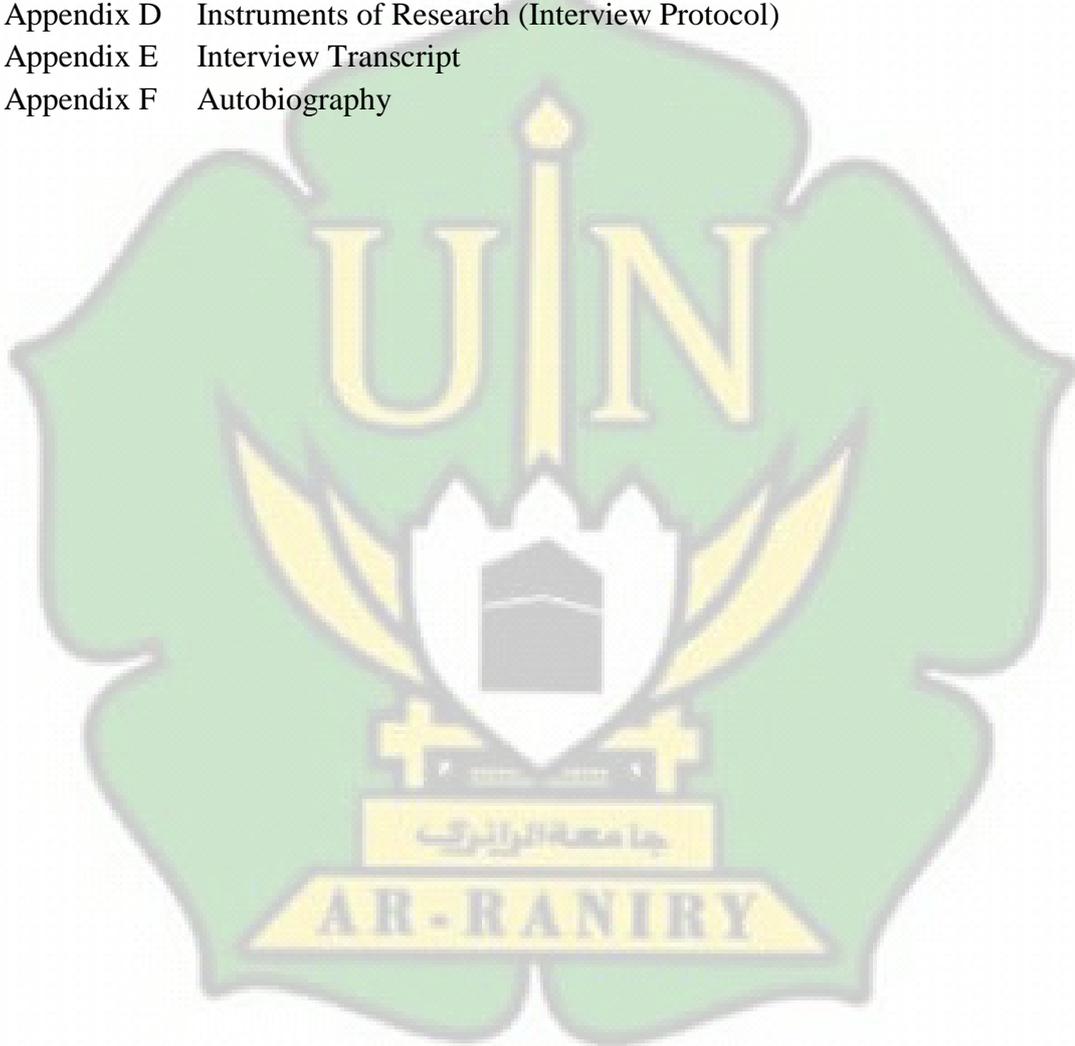
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of the subjects taught in school. Based on English curriculum, English Teaching covers four skills: reading, listening, speaking, and writing. These four skills are supported by learning language elements which include structure, vocabulary, pronunciation, and spelling. In order to speak English properly and correctly, vocabulary is one of the important elements that students must achieve. The vocabulary includes a collection of words, which are not only known as an individual words but are also known as a group of words that have meaning.

Teacher plays an important role in the classroom (Bond & Wasik, 2009). A successful learning process usually occurs because the teacher can carry out their duties professionally. Therefore, the teacher must play an active and creative role in creating attractive and comfortable classrooms so that students can learn with enthusiasm. There are several techniques teachers can use in a creative teaching process that will attract students to be active in class.

In this study, the researcher chose Jumbled Word technique as the object of research applied by teachers when teaching English at high school level. Jumbled Word is a technique that will make it easier for students to compose a few words and find new vocabulary. Therefore, in learning vocabulary by

applying this technique, students are asked to arrange words that have been shuffled into correct sentences. In this case, of course, there are students who are easy to do, but there are also students who experience problems in mastering vocabulary because each student has a different level of intelligence. For example, students who have good competence in vocabulary will find it easy to answer questions from the teacher, while students who do not master vocabulary will find it difficult to understand the lesson.

In order to understand a language, vocabulary is important for students to master. For example in reading, students will find it difficult to understand the text if they do not know the words they are reading. Likewise in speaking, students will have difficulty in speaking if they only have a little vocabulary. Richards and Renandya (2005) stated that vocabulary is a core component of a person's language proficiency and forms the basis for how well students speak, listen, read, and write.

Based on preliminary research, I found problems faced by students of SMA Negeri 1 Meukek in learning vocabulary. In this case, there were some problems faced by them in learning vocabulary. The problems were difficulties in understanding the meaning of the word, making correct sentences, and remembering vocabulary. Students who were interested in learning vocabulary learn enthusiastically, but those who were not interested got bored while the lesson was transferring. In addition, teachers in the school have used Jumbled Word technique to solve problems in teaching and learning process.

The above problems should be overcome so that the students do not find difficulties in understanding the information and knowledge in the words. The teachers should apply this teaching technique to make the teaching of vocabulary enjoyable and meaningful for the students. This technique is a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. If a teacher delivers a subject by giving certain tasks to students in a certain way to accomplish their interests, this can be said that teacher applied a certain technique. Since many techniques can be applied in students' vocabulary learning, a teacher should consider the students' needs and situation in selecting appropriate techniques to be applied in the class.

So, I chose SMA Negeri 1 Meukek as the research location because this school already uses the Jumbled Word technique in teaching and learning vocabulary. In addition, no one has ever researched the use of the Jumbled Word technique at SMA Negeri 1 Meukek. I found some previous research regarding the use of Jumbled Word technique in other schools, and the results were good but I did not find any research that focused on teachers' perception of using Jumbled Word in teaching vocabulary. Therefore, I am interested in conducting research that focuses on teachers' and students' perception of using Jumbled Word in teaching and learning vocabulary at SMA Negeri 1 Meukek.

Many techniques have been examined to enrich students' vocabulary to help students' interest in learning activities. English teachers are hoped to choose appropriate techniques in their teaching process. Jumbled Word technique can be implemented in teaching EFL students in teaching vocabulary. Based on Nguyen

dan Khuat (2003) stated this Jumbled Word is a technique in learning process that equips students with tools to successfully decode and comprehend what they learn. The technique helps the students to identify kinds of information sources and words in answering vocabulary questions.

There was previous research to support this thesis. The study conducted by Wahyuni and Rahman (2019) about using jumbled word to improve students vocabulary mastery. This research is a quasi-experimental design that involved two classes with different treatments, namely experimental class and control class. The population of the research is the tenth student of MAN 2 Baruu. In experimental class, the researcher explain and teach by using jumbled word in the classroom and then ask the students to rearrange the word to the correct word. Meanwhile, in control class, the researcher explains and teaches by using crossword puzzle game in the classroom and asks the students to fill the crossword puzzle based on the questions. After giving treatment, the researcher gave post-test to the students in both experimental class and control class. The result of the data analysis showed that the students' vocabulary improved. It showed that there were the differences in the students' vocabulary at the tenth-grade students of MAN 2 Barru after and before teaching apply jumbled word. The researcher concluded that jumbled word is one of the good strategies because it can become a problem solving for handling the problem the students in vocabulary.

On the other hand, another previous study has been conducted by Ulfa (2018) under the title "Student's Perception in Learning Vocabulary through

Jumbled Word”. This research aims to find whether the students have the capability in vocabulary mastery through jumbled words and to know how students perception about Jumbled Word in vocabulary learning. In this research, the technique of collecting data researcher used observation and interview methods that consist of five questions. The source of data in this research was taken by five students at SMP Negeri 2 Banda Aceh. The findings from the data analysis, students give positive perception to Jumble Word. Learning vocabulary through Jumbled Word has given good results to students in comprehending the word order and in arranging some jumble words to be a correct order. In short, the technique used while learning vocabulary is good to improve students’ capability. It makes students memorize the new vocabulary and the correct spelling in a fun and entertaining way.

From both studies above, there is a similarity of focus with my study in terms of its concern about the use of Jumbled Word in teaching and learning vocabulary and one of them uses interview as the methods, but my study focuses on finding the English teachers’ and students’ perception in teaching and learning vocabulary in SMA Negeri 1 Meukek and I only used interview as a method. Thus, I am interested in conducting qualitative research by discussing findings and ideas with 3 English teachers who use Jumbled Word in teaching vocabulary and 5 students who use Jumbled Word in learning vocabulary.

## **B. Research Questions**

In order to get the objective of the study systematically, the following questions are raised:

1. What are teachers' perception on using Jumbled Word in teaching vocabulary at SMA Negeri 1 Meukek?
2. What are students' perception on using Jumbled Word in learning vocabulary at SMA Negeri 1 Meukek?

### **C. The Aims of Study**

The aims of this research are stated as follows:

1. To find out teachers' perception on using Jumbled Word in teaching vocabulary at SMA Negeri 1 Meukek.
2. To find out students' perception on using Jumbled Word in learning vocabulary at SMA Negeri 1 Meukek.

### **D. Significance of the Study**

This research is expected to give some benefits to the writer and teachers that:

#### **1. For the Writer**

In order to analyze this research, the writer will know teachers' perception of using Jumbled Word in learning vocabulary and the advantages of using this technique in the classroom. The writer also will find whether this technique can be used in learning vocabulary.

#### **2. For the Teachers**

Based on this research, the researcher expected that the teacher can introduce the Jumbled Word to students and train the students to use it frequently to make them familiar with the technique and its application. The teacher will be

creative in teaching process by using Jumbled Word as a very suitable technique to be implemented in the classroom.

## **E. Terminology**

To clarify what the writer wanted to achieve in this study, so the writer formulate the operational definition as follows:

### **1. Jumbled Word**

Jumbled Word is a teaching technique with a game of mixing words that can motivate students to learn and memorize vocabulary easily. This teaching technique is carried out by the teacher by randomizing words and students are asked to arrange them into correct sentences. To make it more interesting, the teacher can also collaborate in this technique with some instructions and pictures so that the material explained is easily understood by students.

This technique also makes it easier for teachers to convey so that students do not feel bored and remain enthusiastic in learning English vocabulary (Cameron, 2001). In this research, Jumbled Word is a technique that is used by the teacher to enrich students' vocabulary in their learning vocabulary at SMA Negeri 1 Meukek.

### **2. Teaching Vocabulary**

According to Fauziati (2008) vocabulary is a language center that is very important for every language learner to learn. Without adequate vocabulary, a person will not be able to communicate effectively in both spoken and written form.

The first thing that is taught to students in learning English is vocabulary. At the beginning students will experience difficulties in learning English vocabulary, and also in pronouncing and memorizing the meaning of the words. This of course will be a problem if they do not have motivation to learn English vocabulary, so they think it is a difficult and pointless thing to learn. It might happen because they are accustomed to use their mother tongue in communication and doing interaction with the environment. To avoid those thoughts, Celix (2003) states that teaching techniques are needed in order to make the children feel interested and have a motivation to learn English. Teaching vocabulary not only aims to make students know the meaning of a word but also teaches them to know and understand how the context of the vocabulary is used.

It can be concluded that vocabulary is defined as all words which must be mastered by students to achieve a good communication in English and it is a tool to connect with people so that there is no misunderstanding. In this research, vocabulary is a language element taught by teachers to students at SMA Negeri 1 Meukek using Jumbled Word technique.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Vocabulary**

Vocabulary is one of the most important aspects of human life because people need it to express their ideas in both their mother tongue and foreign language. Vocabulary is an essential part of all languages, including English. Therefore, everyone who studies a language learns vocabulary.

Bahar (2011 as cited in Razali & Razali, 2013) said that vocabulary is a lexical item that is closely defined with any word with meaning. Even though students have mastered grammar well, if they do not have adequate vocabulary, they will still have difficulty in communication.

Vocabulary is an important part of four language skills, namely listening, reading, writing, and speaking. In general, language learners may find it easier to remember vocabulary in listening and speaking, although that thing can also change, especially in learning a foreign language (Fidyati, 2018). In learning a new language, students may master vocabulary better than reading, then memorize vocabulary from speaking and listening. So, someone who reads more in English will also have a lot of English vocabulary.

When a person doesn't know how to increase the amount of vocabulary they master, this often makes him lose his enthusiasm for learning. So what happened then was that he had difficulty communicating with other people and he

could not express his ideas.

Neuman and Dwyer (2009) stated that vocabulary can be interpreted as words that must be known by a person in order to communicate effectively both in speaking and listening.

Therefore, to develop students' English skills in the four skills, namely reading, listening, speaking, and writing, students must have adequate English vocabulary. However, mastering English vocabulary is not always easy for everyone. So, that sometimes vocabulary mastery cannot be maximized. Even though vocabulary mastery is needed in every language skill. For example in reading, students will have difficulty understanding the text they are reading if the students do not know the meaning of the words they are reading. Likewise in speaking, students will have problems so that they cannot speak English fluently because they only have a little vocabulary.

### **B. Techniques in Teaching Vocabulary**

There are many vocabulary words in English that are needed by English learners to study and understand English material. Students must master vocabulary to help them in the teaching and learning process.

English students will certainly be dealing with foreign vocabulary during their studies. To learn, maintain, and master new vocabulary, students must participate in various activities such as assignments in class whether it is guessing, describing, or making conversations. This activity also includes a vocabulary game that focuses specifically on helping learners develop and use new words in different contexts and make the learning process fun.

In general, there are several techniques that teachers can use in teaching English vocabulary. However, there are many things that the teacher needs to pay attention to when he wants to give new vocabulary to students.

The first technique is using pictures. Pictures are a popular technique that has been used for centuries to help students understand foreign languages. Wright (2007) stated that pictures can represent sources of information non-verbally. Therefore, pictures can be said to have an important role in students' vocabulary learning. By using pictures, students not only imagine, but they can also see the object being discussed. This certainly makes it easier for students to memorize and remember vocabulary and its meanings.

Cameron (2001) wrote some basic techniques that teachers can use in teaching vocabulary to students, one of which is by explaining the meaning of new words accordingly. These basic techniques can be combined using objects in the form of pictures, gestures, taking actions, photos, pictures or diagrams on the board, and pictures from books. This is a simple technique that makes it easier for students to learn vocabulary by seeing real objects and situations.

The second technique is using songs. The teacher can sing songs related to the topic being discussed, for example, a song about fruits, animals, and families. Students will easily learn the vocabulary of the lyrics sung again. Wright (2007) stated that learning vocabulary by using songs also helps to create a relaxed atmosphere during the learning process. In addition, learning vocabulary by singing songs also makes the learning process memorable.

Another technique that can be used in vocabulary teaching is storytelling. In teaching vocabulary in the classroom, the teacher can use stories that are familiar to students, such as Cinderella, Sleeping Beauty, and others. The students have heard or read the stories in Indonesian so that when the teacher recounts them in English, the students can guess the main idea of the story. Cameron (2001) said that students usually learn a lot from their first language words through interaction with adults. Therefore, the use of stories in the classroom will offer equal opportunities to learn vocabulary directly. So, storytelling can be a technique in vocabulary learning because students learn vocabulary from interactions. In addition, this technique is also a way to attract students' attention so that students do not feel bored while studying in class.

Using repetition can also be used as a technique for teaching vocabulary. As stated by Coxhead (2006), repetition is a technique that will help students' vocabulary fluency because students have the opportunity to use the words again in a short time. So, through this technique, the teacher tries to help students speak vocabulary correctly and fluently.

The last technique teacher can use in teaching vocabulary is using jumble words. According to Mukoroli (2011) stated that Jumbled Word is a word puzzle in which students are given a set of words that must be arranged in the correct order that has meaning. Jumbeld Word is one of the techniques effective for students because the Jumbled Word would stimulate the students to open their dictionary. Therefore, students would find new words and if they found them by themselves, it would easier to memorize.

### **C. Difficulties in Learning Vocabulary**

The terminology of vocabulary – nonformal for vocab – may be defined as a set of syllable forming of word or part of speech. It derives from a combination or group of words put together in order. Richards and Renandya (2005), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook. The definitions show that the vocabulary is a set of syllables as a core component consists of a set of the lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term 'lexis' and 'lexicon' (Hornby, 2004). More specifically, they use it to refer to the kind of word that students must know to read increasingly demanding text with comprehension.

Then, learning vocabulary is not only learning about the words or new words but also about how to use the words in the correct usage. As mentioned the meaning of a word, it surely determines by a context that is a set of forms and its relation to other words.

Vocabulary is one of the language aspects which should be recognized. It is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Knowing a word is recognizing its meaning when seeing or saying it (Cameron, 2001). It means that in learning vocabulary, learners have

to know the meaning of it and also understand and can use it in sentence context. According to Corners (2012), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary understanding can be defined as a number of vocabulary (words) in a language that contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that students should understand first before understanding English. As Nguyen and Khuat (2003) acknowledged, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary understanding is not a spontaneous process that is easy to be done. The process of vocabulary understanding begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will understand the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary refers to a list or set of words for a particular language or a list or set of words that

individual speakers of language might use. Thornbury (2002) proposed some factors that make some words more difficult as follows:

### ***1. Pronunciation***

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners – such as regular and lorry for Japanese speakers. Many learners find that words with clusters of consonants, such as strength or breakfast are also problematic.

### ***2. Spelling***

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, bored, honest, muscle, etc.

### ***3. Length and Complexity***

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learnability". Also, variable stress in polysyllabic words – such as in word families like necessary, necessity, and necessarily – can add to their difficulty.

#### **4. Grammar**

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (*to swim*) or an *-ing* form (*swimming*) can add to its difficulty. And the grammar of phrasal verb is particularly troublesome: some phrasal verbs are separable (*she looked the word up*) but others are not (*she looked after the children*).

#### **5. Meaning**

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make* breakfast and *make* an appointment, but you *do* the housework and *do* a questionnaire. Words with multiple meanings, such as *since* and *still*, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture specific items such as words and expressions associated with the game cricket (*a sticky wicket*, *a good inning*) will seem fairly opaque to most learners and are unlikely to be easily learned.

#### **6. Range, Connotation, and Idiomaticity**

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus *put* is a very

wide- ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*, etc. Uncertainly as to the connotations of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*.

## **D. Jumbled Word as Technique in Learning Vocabulary**

### ***1. Definition of Jumbled Word***

Someone who wants to communicate fluently in English must master adequate vocabulary. Vocabulary will make it easier for students to learn English. Therefore, the use of vocabulary teaching techniques is one of the important factors that affect the success of students' vocabulary mastery. Nation (2003) suggested teachers to use some techniques in teaching English vocabulary so that students can handle and structure words rather than spending time on individual words. One of them is Jumbled Word technique.

Jumbled Word is a game played by dividing a sentence into several random words and students are asked to arrange it into the correct sentence. Mulyati (2007) stated that the word “Jumbled Word” is taken from English which means action or struggle.

According to Ibad (2018), Jumbled Word is a technique of language teaching that is used to teach or to learn vocabulary in language learning, especially in English language teaching. The main activity of this game is the students arrange the new words or vocabulary from jumbled words in the target language. The teacher mentions specific words in native language and then the students arrange the word mentioned in the target language by using words. The

students are only given limited time to arrange the word so that they should arrange it as quickly as possible.

The purpose of Jumbled Word is to improve students' vocabulary mastery (Deesri, 2002). Besides, it may improve students' memory of vocabulary. The students will easily recall the new vocabulary in the target language and spell it in the right order and letter.

Meanwhile, Hornby (2004) said that the word Jumbled Word means mixing things randomly and untidy. Jumbled Word is a writing game, and is an interesting way of teaching vocabulary that can motivate students to learn and remember vocabulary. So, this technique is very suitable in teaching vocabulary to improve students' vocabulary.

Based on the explanation above, Jumbled Word technique can use by teachers to improve students' vocabulary. Therefore, the use Jumbled Word in teaching vocabulary can build students' enthusiasm so that it gives good results if students understand it.

## **2. Types of Jumbled**

According to Celix (2003), jumbled technique consists of several types, namely Jumbled Letter, Jumbled Word, Jumbled Sentence, and Jumbled Paragraph. Actually, the four techniques have the same purpose and way of use, namely to rearrange letters, words, sentences, or paragraphs that are mixed up so that they become the correct order.

In this study, Jumbled Word technique is an object that is used by the teacher in teaching vocabulary in the class. Therefore, the researcher asked the

teachers to tell their perception on using the technique in teaching vocabulary in the classroom.

### ***3. The Procedure of Using Jumbled Word in Teaching Vocabulary***

There are several things that a teacher needs to prepare before using Jumbled Word in teaching vocabulary. Based on Nguyen and Khuat (2003) this preparation will help the teacher to design and to use the technique smoothly in the classroom.

1. Teacher should consider about how and when it is appropriate to use Jumbled Word technique.
2. Teacher should choose or select vocabulary material to be taught to the students and how much new vocabulary will be given to the students. For instance, a teacher will teach senior high school students in grade ten. One of the materials relate to the vocabulary teaching is fairy tale. Then, the teacher selects the noun and verb of the story and how many of them that will be taught.
3. Teacher prepares some pieces of paper as much as the number of students in the classroom.
4. Teacher writes down an example of Jumbled Word and then makes it to be a good sentence.
5. Teacher counts the students in the classroom and then decides whether the Jumbled Word is done individually, in pair, or in group. If the amount of students in the classroom is 20 students and the teacher wants the students to work individually, it means that the teacher should prepare 20 papers. If the

teacher wants the students to work in pairs, it means that the teacher should prepare 10 papers. If the teacher wants the students to work in group consists of 4 students, the teacher should prepare 5 papers and so on. In case of limited time and preparation, the teacher may order students to prepare their papers after explaining how to do or showing an example of the Jumbled Word.

6. Teacher prepares a note to write students' achievements after using the Jumbeld Word technique.

After doing the preparation above, the teacher is ready to use the Jumbled Word technique in teaching vocabulary. A teacher who wants to use Jumbled Word should know that the steps, application, and technique to apply this technique are flexible and can be modified. It depends on the situation in the classroom and the teacher's method of teaching.

Celix (2003) stated the following is a kind of steps to apply Jumbled Word technique in teaching vocabulary.

1. Teacher greets the students and introduce the new material about Jumbled Word technique.
2. Teacher explains the material first.
3. Teacher writes down the words that will be arranged by the students.
4. Teacher explains that they are going to do Jumbled Word to increase their ability to master new vocabulary. Teacher explains the purpose of the technique and then distributes the papers to the students after deciding whether they should work individually, in pair or in group.

5. Teacher explains the procedure of the technique.
6. Teacher asks the students to write down the word on the paper. The purpose is to make the students know the word meaning so that they just recall their memory about the word meaning.
7. Teacher asks the students to arrange the word into correct sentences.
8. Teacher should look at the students-word-arrangement and evaluate whether the words arranged are correct or not. Teacher may repeat step 7 until all of the students can arrange all the words correctly.
9. Teacher may develop or modify the steps above based on the class situation. For instance, the Jumbled Word begins with group work. If all of the group can arrange the word correctly, then the teacher asks the students to do the Jumbled Word with their pairs. If they successfully arrange the words in pairs, it is time for them to work individually. So, all of the students have a chance to master vocabulary, memorize vocabulary, and know the correct spelling of the vocabulary learned.
10. The Jumbled Word technique will be more interesting if it is competitive. It means that the teacher may ask the students to compete between them about who will be the first one that can arrange the words in the target language correctly. For instance, the teacher divides the students into groups consist of 3 students. Then, the teacher writes down the name of each group on the board. For the group that can arrange the word faster and correctly in the allocated time, they will be given mark “100”. But for groups who cannot

arrange the word correctly or have not finished their arrangement in allocated time, they will get “-50”.

According to Corners (2012), there are 3 steps that must be considered by teachers in using the Jumbled Word technique, as follows.

- a. Before starting to do Jumbled Word in teaching vocabulary, the teacher tells students that they are going to assemble the words to make up sentences. Then teacher places students in pairs or groups of 3-4 people.
- b. While teaching vocabulary using Jumbled Word, the teacher provides the first example of how to do the technique to students. Then, the teacher asks pairs or groups to start compiling random words that are given to make correct sentences.
- c. After that, the pair or group has finished, the teacher asks students to discuss whether the sentences they have compiled are correct or not. Then, the teacher ends the activity as soon as 20 minutes have passed.

Thus, to make it easier for students, teachers can also provide blank cards that are given to students which students will use to write their own words and make additional sentences. Actually, Jumbled Word technique is easy to do, and it will be interesting for students if teacher use it in creatively teaching vocabulary.

#### ***4. Strengths and Weaknesses of Jumbled Word Technique***

Jumbled word is a method of teaching vocabulary where there are some words or sentences which are jumbled by the teacher and the student must arrange them into correct words or sentences. This method can be collaborated with some clues and pictures to help students in understanding the materials and make the

student more interesting in teaching and learning process. It also helps teachers to convey the materials easily.

There are strengths and weaknesses of improving vocabulary using Jumbled Words. Based on Celix (2003) the strengths of the implementation of improving English using Jumbled Word as a technique are: students have high interest in following the teaching and learning process using Jumbled Words, the students are motivated to be active in the class, and using jumbled words is easy to memorized vocabulary for the students.

The weaknesses of the implementation of teaching English using jumbled words as a technique are: teachers must spend spare time at home to prepare material and design the classroom activity. If there is no LCD projector in the school, so teachers must print the cartoon one by one if the teacher wants to use pictures to complete and make the teaching and learning process to be interesting for students. Teachers should use both native language and English if students in the school learning English as a foreign language (Corners, 2012).

Based on the explanation, it can be concluded that Jumbled Word technique used by teachers in teaching vocabulary makes students active in the classroom because it is interesting for them and it easy for them to remember the vocabulary.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explained all aspects that are used in the research method. Meanwhile, the method which is concerned in the research methodology is a brief description of the location, research participants, research design, technique of data collection and technique of data analysis.

#### **A. Research Design**

To this point, I conducted a qualitative research, and it is non-experimental. Krathwohl (2000) said that qualitative research is effective to explore a phenomenon, to figure it out, and build up an understanding of it into a theory. This means that the researcher study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Moleong (2013) stated that qualitative research aims to understand something specifically, not always looking for the cause and effect of something, and to deepen comprehension about something that is being studied. In interpreting the findings of qualitative research the writer employs a descriptive analysis design. In this research, I wanted to find teachers' and students' perception of using Jumbled Word in teaching and learning vocabulary at SMA Negeri 1 Meukek. Therefore, the process research used interviews. Interview become the technique in finding the data.

## **B. Brief Description of the Location**

The location used to investigate this study is SMA Negeri 1 Meukek. It is located at Kuta Baro, Meukek, Aceh Selatan. SMA Negeri 1 Meukek is known as a favorite public school among students in Meukek. There are many educational activities in SMA Negeri 1 Meukek, especially the formal activity. The formal activity is the activity that obligated all of the students to follow, such as school additional short courses, and practical learning in the laboratory or other places. The reason for choosing this school is because the school has been applied the Jumbled Word in teaching and learning vocabulary in the class.

## **C. Research Participants**

According to Arikunto (2013), sample is partial or representative of the population studied. The sample is used as consideration for focusing on part of the population. The sample in the study is the first step in the research success because the sample selection is done with incorrect will give untrue research. In addition, population is a generalization area that consists of objects, subjects that have certain qualities and characteristics set by the researcher to study and then withdraw the conclusion.

In this research, I used total sampling and random sampling to select participants. Sugiyono (2014) said that total sampling is a sampling technique when all members of the population are used as sample. Total sampling is used if the population is relatively small, it is not more than 30 people, the total sampling is also called a census, where all members of the population is used as a sample.

According to Arifin (2012), random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. Random sampling is one of the simplest forms of collecting data from the total population. Creswell (2012) added that under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process.

The population of this study is all English teachers at SMA Negeri 1 Meukek who use Jumbled Word in teaching vocabulary and all students at tenth grade at SMA Negeri 1 Meukek that learning vocabulary through Jumbled Word. Therefore, in this study, for the first, I used total sampling. I invited 3 English teachers of SMA Negeri 1 Meukek who use Jumbled Word technique in teaching vocabulary to be participant. On the other hand, I used random sampling for the second. I invited 5 students of SMA Negeri 1 Meukek at the tenth grade who learning vocabulary through Jumbled Word to be interviewed.

#### **D. Method of Data Collection**

Data collection was a methodical process of gathering and analyzing specific information to proffer solutions to relevant questions and evaluate the results. It focused on finding out all there is to a particular subject matter. The qualitative research methods of data collection did not involve the collection of data that involves numbers or a need to be deduced through a mathematical calculation, rather it was based on the non-quantifiable elements like the feeling or emotion of the researcher.

In order to answer the research question, I used interview to figure out teachers' and students' perception about teaching and learning vocabulary through Jumbled Word. Mackey and Gass (2005) made the point that interview lets the researcher to examine the phenomena which cannot be observed plainly. Arikunto (2006), stated that interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. The purpose of interviewing to find main information from the participants. In the present research, I uses interview to find the answer for research questions.

In gathering the data, three English teachers and five students were interviewed. The interview consisted of ten questions for teachers and five questions for students. Their answers were audio-recorded to make researcher analyze the result easily. I interviewed to discover their perceptions, benefits, and obstacles during teaching and learning vocabulary using Jumbled Word technique.

The interview technique used in this study was a semi-structured interview. I gave a series of questions that have been prepared, then the questions developed according to the circumstances, and do not leave the theme. Thus the answers obtained can cover all variables, with complete and in-depth information.

#### **E. Data Analysis**

Sugiyono (2006) stated that data analysis is the process of systematically searching and arranging the interview, transcript field notes, and other materials that you accumulate to increase your understanding of them and enable you to present what you have discovered to others.

In this study, I used qualitative research which method is conveyed in descriptive analysis to describe and interpret the result of qualitative data. A study using a qualitative approach, the focus of the research problem requires the researcher to conduct a systematic, in-depth, and meaningful assessment as emphasized by Iskandar (2010) which stated that data analysis in this study includes several stages; coding, data reduction, data display, and making conclusions or interpretations.

### **1. Reducing Data**

Reducing data means summarizing, choosing the main ones, focusing on the things that matter, and looking for themes and patterns. Thus, the reduced data will provide a clearer view, and make it easier for researchers to carry out further data collection, and search for it if necessary.

### **2. Display Data**

After the data is reduced, the next step is to present the data. Miles and Huberman (2014) stated that the presentation of data most often used in qualitative research is narrative text. With the presentation of data, it will be easier to understand what is happening and plan the next work based on what has been done is understood. In this study, the researcher presented the data using an essay, this view was most often used in qualitative research.

### **3. Coding**

In qualitative research, data coding plays an important role in the data analysis process and determines the quality of the research data abstraction. Code in qualitative research is short words or phrases that symbolically summarize,

highlight messages, capture the essence of some data, this coding can be based on language or visual data. In simpler language, code is a short word or phrase that contains the essence of a segment of data.

#### **4. Conclusion**

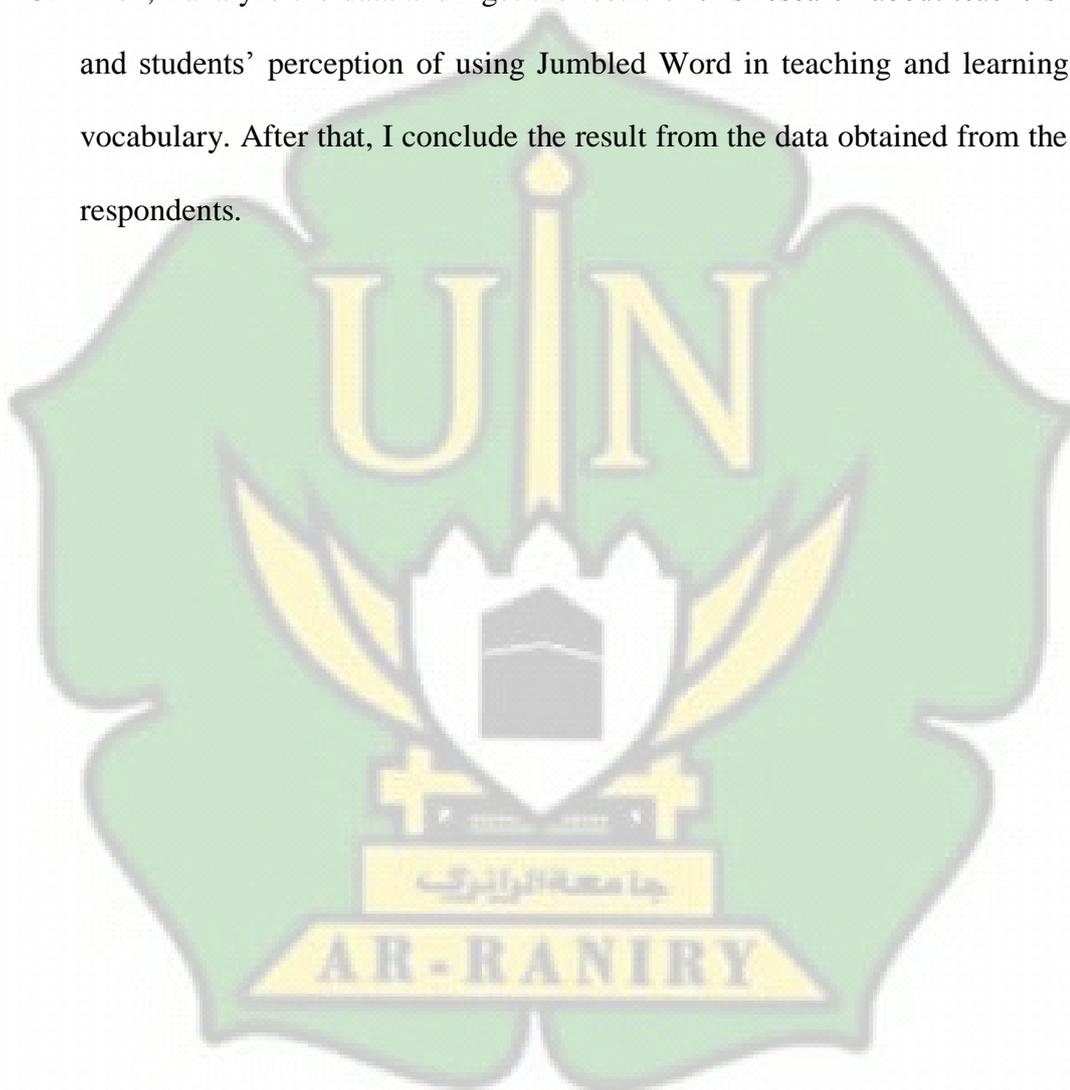
The conclusion is the final stage of data analysis. The conclusion in qualitative research is new findings that have never before existed. Findings can be in the form of a description or description of an object before still dim or even dark, so after being investigated becomes clear. This conclusion can be either a casual relationship or an interactive, as well as a hypothesis or theory. In the conclusion stage, the researcher began to see and examine all data then tell the story by making a relationship between the story so that the researcher got the results and conclusions from the study.

In analyzing the interview data, I attempted to identify any information gained as the result of the interview by interpreting the descriptive summaries of what respondents had done. Then, I discussed the data through the interview from English teachers and students at SMA Negeri 1 Meukek that using Jumbled Word as a technique in teaching and learning vocabulary in the classroom.

To analyze the data, I used steps of the analyzing data as follows:

1. I collected the data from the teachers and students. I collected the teachers' and students' perception data to be analyzed according to what teachers' and students' do, get, and see in teaching and learning vocabulary using Jumbled Word.

2. While doing the interview, I identified the teachers' and students' perception data by audio-recorded. To make it easy to analyze, I make the trasncript of the audio-recorded.
3. Then, I analyze the data and I get the result of this research about teachers' and students' perception of using Jumbled Word in teaching and learning vocabulary. After that, I conclude the result from the data obtained from the respondents.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. The Analysis of Classroom Observation

In earlier, the teacher gave some speeches for to start the class, after that she did apperception to refresh students about the last lesson. Then, after she did the apperception lesson, she continued with a lesson that would be taught that day.

The teacher has taught students a story about Malin Kundang. Then teacher choose five words from the text. They are pirates, passed away, recognize, wealthy, and bravery. After that, teacher used the words to teach vocabulary to students by using Jumbled Word technique without the students comprehending how learning vocabulary through the technique is. Before explained about the lesson, she wrote an example of Jumbled Words on the board and asked for students who were able to arrange the words to be a sentence in the correct order at the end of the meeting she would tell the students that technique.

**An example:**

*Robbed-pirates-the-and-the-ship-the-in-it-things*

**The correct sentence:**

**The pirates robbed the ship and the things in it.**

Above was an example of some words that were jumbled by the teacher and then teacher told the students how to arrange them into the correct sentence. So, below are some words that were jumbled by the teacher and the teacher asked students to arrange them into the correct order.

*Passed away-father-3-was-ago-years-her*

*She-my-recognize-did-sister-not*

*Village-is-he-wealthy-our-person-a-in*

*Ever-man-I-is-bravery-he-a-known*

Of course, to answer the questions, students must already know the meaning of vocabulary given so making them easier to arrange the words. Students' enthusiasm was attacked during teaching-learning process. It can be seen from their interest to solve the question given by the teacher. Student which was able to answer came forward to the class and write down the jumbled word to be a correct sentence:

**Her father was passed away 3 years ago.**

**She did not recognized my sister.**

After the student finished writing, the teacher asked another student to answer other questions. She asked two male students to answer the questions. Two male students came forward to the class and write down the jumble words to be correct sentences.

**He is a wealthy person in our village.**

**He is a bravery man I have ever known.**

She asked any else who was able to answer differently, but none of the students up to their hands up. Then, the teacher explained the sentences that have arranged by students. Although some students were bored during the lesson even one or two students were still confused in understanding the word meaning and

order. After arranging the words, the teacher began to explain what the meaning of Jumbled Word was. It was one of the techniques of learning or kind of game that would help students to learn vocabulary. So, for those were still lack of vocabulary they should identify words' meaning by using dictionary.

## **B. Research Findings**

These are the findings of English teachers' and students' perception in teaching and learning vocabulary using Jumbled Word. The findings displayed are based on data gained from interviews. It was constructed to fulfill the aim of the study. The aims are to find out how teachers' perception in teaching vocabulary using Jumbled Word and students' perception in learning vocabulary using Jumbled Word.

The interviews with three English teachers and five students at SMA Negeri 1 Meukek. Interviews were conducted on July, 13 – 16, 2021. The selected interviewees are in initial of EL, LE, and RW for teachers and BS, PF, JE, WS, and NM for students.

### ***1. Teachers' Perception on Using Jumbled Word in Teaching Vocabulary at SMA Negeri 1 Meukek.***

The first analysis was focused on teachers' perception in using Jumbled Word in teaching vocabulary. It was collected of three English teachers' responses. Most of them expressed the advantages of using Jumbled Word in teaching vocabulary, such as simple and easy to apply in the classroom, interesting and enjoyable to use, also good and can enrich students' vocabulary mastery.

**a. Interesting and enjoyable to use**

When the teaching and learning process took place, there were many students are interested in learning vocabulary. Many of them enjoy studying while using this technique.

EL said:

*This technique of course gave me some benefits. I said like, at one time, the English lesson is almost at noon, it is the time students feel bored. So, teaching using this technique, I could make it like a game in arranging the words to be sentences. It helped me to bring back the spirit of students learning in sleepy hour.*

The same thing also stated by RW:

*I thought teaching vocabulary using this Jumbled Word is good for teachers and students. This technique increases the enthusiasm of students to learn and makes the situation in class more fun. So, students can enjoy the class and also can get the vocabulary that teacher teaches.*

The interviews said that Jumbled Word is interesting to use in teaching vocabulary. As EL said that this technique also helps the teacher in making students interesting in learning process. It is an enjoyable technique for students in learning vocabulary. Students can enjoy the class and at the same time also get new vocabulary. So, Jumbled Word is an interesting and enjoyable technique in teaching and learning vocabulary.

**b. Simple and easy to apply in the classroom**

Most teachers find it is an easy technique to use in teaching vocabulary. This is felt by the participants. They mentioned the causes that made them feel easy in using this technique in teaching vocabulary.

EL stated:

*Using Jumbled Word is simpler than other techniques. It's easy for me to use in teaching vocabulary to students. Students could learn the basic structure from this method.*

The same thing was also said by RW:

*I am very interested in using Jumbled Word as a teaching vocabulary technique. Besides being simple, this technique is also easy to use. If there are other techniques I need to prepare teaching materials first, but with this technique, I can directly apply it in the class.*

The participants said that they are interested in using this technique in teaching vocabulary. Jumbled Word is simpler than other techniques to use in teaching vocabulary. This technique is easy in applying in the classroom because the teacher can directly apply it in teaching and learning process without many prepared.

### **c. Good and suitable to enrich students' vocabulary mastery**

Based on the results of interviews, participants reported that Jumbled Word is good and suitable to enrich students' vocabulary mastery.

RW stated:

*This technique is good and suitable to use in teaching vocabulary because it can enrich students' vocabulary. After students learn vocabulary using Jumbled Word, their vocabulary is increased. They get more vocabulary than before, and they are better in remembering vocabulary.*

The same thing also stated by LE:

*After learning vocabulary using this technique, I found the use of new vocabulary in students' conversations. They used new words that they find while learning vocabulary using this technique. Yes, like I said just now. It means that there was an increase in students' vocabulary learning.*

The participants said that Jumbled Word is suitable to use in teaching and learning vocabulary. This technique is good to enrich students' vocabulary mastery. It can be proven by the increase of students' vocabulary after they learn

vocabulary using this technique. It also can be seen from students that used new vocabulary that they got while learning vocabulary using Jumbled Word.

There are also some obstacles got by teachers in teaching vocabulary using Jumbled Word. The participants gave their perception about the obstacles they faced in using Jumbled Word in teaching vocabulary, such as students lack of comprehending the word and did not know the word order.

As stated by RW:

*Teaching vocabulary using Jumbled Word is a bit difficult when students do not know the meaning of the words I share. So, when they make a wrong sentence, I ask them to repeat it until the sentence is correct.*

EL also said that:

*When I gave directions to students, sometimes they felt confused, and could not tell the difference between a verb and a noun. It makes them difficult to arrange the words to be sentences in the correct order. Moreover, this technique can not apply very often in teaching and learning process.*

From the interviews, it can be concluded that the teachers got some obstacles in applying Jumbled Word in teaching vocabulary because students did not know the meaning of the word and the correct order of the sentences. Therefore, it makes the students difficult in arrange the word to be the correct sentences.

## **2. *Students' Perception on Using Jumbled Word in Learning Vocabulary at SMA Negeri 1 Meukek.***

The second analysis was focused on students' perception in using Jumbled Word in learning vocabulary. Most of them expressed the advantages of using Jumbled Word in learning vocabulary, such as being more enjoyable in learning

vocabulary, faster in remembering vocabulary, easier in understanding word order, and better in improving students vocabulary.

#### **a. More enjoyable in learning vocabulary**

According to the result of the interview, I found that all participants had almost the same experiences about vocabulary learning process. It can be seen from their responses about the experiences they have had while learning vocabulary using Jumbled Word, as stated by NM:

*Yes, I am interested in. Learning to use this technique feels more fun, more exciting, and students become more active. Moreover, if there was a system that is faster to make the correct sentences, then he gets a lot of scores.*

In addition, the same statement was also delivered by JE:

*I am interested in learning vocabulary using Jumbled Word, because I thought this technique makes us as students more enthusiastic and this technique also did not make us feel bored.*

In vocabulary learning process using this technique, the participants had almost the same experience. Based on the findings above, I conclude that students are interested in learning vocabulary using Jumbled Word. Learning vocabulary using Jumbled Word makes students feel fun, interesting, not bored, and enthusiastic.

#### **b. Faster in remembering vocabulary**

Based on the results of interviews, the participant reported that learning vocabulary using Jumbled Word make them faster in remembering vocabulary.

NM stated:

*There were several advantages that I got while learning vocabulary using this technique. It became faster for me to remember vocabulary because in making correct sentences, I had to remember what this word meant. This technique also made me get new vocabulary.*

Also, have the same opinion JE:

*Yes, I will use this technique, because as I said earlier, this technique is more practical and not boring. This technique is also good for applying in vocabulary learning because it makes students faster to remember the vocabulary they are learning rather than having to memorize words one by one.*

The participants said that the advantage in learning vocabulary using Jumbled Word is faster in remembering vocabulary. Besides that, learning vocabulary using this technique made students get new vocabulary and this technique is good to use in learning vocabulary.

### **c. Easier in understanding word order**

When the teaching and learning process took place, there were some students arranging the word faster and it is correct. It means that this technique makes them easy in arranging sentences in the correct order.

As stated by BS:

*The advantage is, it is easier for me to remember the rules of the correct sentence. Because by using Jumbled Word, we are more able and more attached to the arrangement of words than learning with ordinary sentences. Learning vocabulary using Jumbled Word, the arrangement of words becomes easier to remember.*

The same thing was also said by PF:

*The advantages were that we can find new vocabulary and knew how to arrange sentences according to grammar. In my opinion, this is the first step in learning vocabulary, and it would also be useful for students reading and writing in the future.*

The interviewees mentioned that they got some advantages in learning vocabulary using Jumbled Word. According to the perception of BS and PF, this technique made them easier in remembering the rules of the correct sentences and knew how to arrange the word into the sentences according to grammar. So, they were easier in understanding word order while learning vocabulary using this technique.

#### **d. Better in improving students vocabulary**

Most students found that Jumbled Word is good to use in learning vocabulary. This is felt by the participants. They mentioned the causes that made them feel it.

WS said:

*This technique is very good for improving my vocabulary learning because with this technique I get a lot of new vocabulary and I master it.*

In addition to the case, JE said:

*If we talk about advantages, first, of course, I can enrich my vocabulary, then I can also know how to pronounce it.*

From the interviews it can be conclude that Jumbled Word is good to use in learning vocabulary. This technique can enrich students' vocabulary. Learning vocabulary using this technique makes them get new vocabulary and master it, and they also know how to pronounce it in the right way.

There are also participants that got obstacles in learning vocabulary using Jumbled Word. The participants said that there are some obstacles that they face in learning vocabulary using this technique.

As stated by PF:

*Sometimes there was new vocabulary that I have never heard before. So, when I want to compose a sentence, I have doubts, I was afraid I will be wrong. If you put a word wrong in compiling the sentence, then you have to repeat the sentences from the first.*

JE also conveyed the same thing:

*Yes, in addition to advantages, this technique also has its obstacles. For example, there were many words given by the teacher. Well, that makes it a bit difficult for us to structure them into sentences, and also gets them wrong a lot.*

The participants got obstacles during learning vocabulary using Jumbled Word because they lack of comprehending a word. It has become difficult for students because the word unknown while they arrange the word that complicated to be correct sentences.

### **C. Discussion**

This study aims to find out teachers' perception on using Jumbled Word in teaching vocabulary and students' perception on using Jumbled Word in learning vocabulary at SMA Negeri 1 Meukek.

Based on the research findings, it can be concluded that Jumbled Word is one of the good techniques to use in teaching vocabulary. Thus, I would like to answer the research questions of this research as stated in chapter one. The first question is "What are teachers' perception on using Jumbled Word in teaching vocabulary at SMA Negeri 1 Meukek?". I found that related to three teachers' answers, Jumbled Word is simple and easy to use, interesting and enjoyable to apply in the classroom, also good and suitable to enrich students' vocabulary mastery.

This finding is in line with Wahyuni and Rahman (2019) who investigated students vocabulary mastery using Jumbled Word. On the findings, they concluded that Jumbled Word is one of the good techniques because it can be a problem solving for handling the problem of students in vocabulary. It was shown in the vocabulary score of the students are improved by using Jumbled Word.

The second question is “What are students’ perception on using Jumbled Word in learning vocabulary at SMA Negeri 1 Meukek?”. According to students’ answers, learning vocabulary using Jumbled Word was interesting..

The finding is similar to the research findings found by Bahtiar (2020). He found that learning vocabulary using Jumbled Word is one of the effective and interesting ways that can be applied in any classroom. It emphasizes the students’ vocabulary learning in fun and entertaining ways.

I found that learning vocabulary using Jumbled Word has given many advantages for students. For instance, it is more enjoyable in learning vocabulary, faster in remembering vocabulary, easier in understanding word order, and better in improving students’ vocabulary.

Similarly, the results are in line with Fudhla (2013) who said that Jumbled Word is a kind of language game that makes students able to master the vocabulary faster and even may spell the words correctly.

The findings also show some obstacles that teachers and students found in teaching and learning vocabulary using Jumbled Word. Teachers got some obstacles in applying Jumbled Word in teaching vocabulary because students did not know the meaning of the word and the correct order of the sentences. Students also have the same perception that they got obstacles in learning vocabulary using Jumbled Word because they lack of comprehending the word that made them difficult to arrange jumbled words into the correct sentences.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis and discussion of using Jumbled Word in teaching and learning vocabulary, it is found that teachers and students are interested in teaching and learning vocabulary using Jumbled Word. So far, teaching and learning vocabulary using Jumbled Word has given good results to students in understanding word order or in solving some jumble words to be a correct sentence and also to teachers in teaching students more easily, simple, and fun.

In short, the technique used while teaching and learning vocabulary gives contribution to improving students' vocabulary mastery. It makes teaching and learning vocabulary more enjoyable and has a different variety in learning vocabulary. So, I think this is a good technique in teaching and learning vocabulary also it is needed for language learners.

Besides that, there are some obstacles got by teachers in teaching vocabulary using Jumbled Word, such as students lack of comprehending the word and did not know the word order. Students got obstacles during learning vocabulary using Jumbled Word because they lack of comprehending a word. It has become difficult for students because the word unknown while they arrange the word that complicated to be correct sentences.

## **B. Suggestion**

I encourage the results of this research to make some suggestions to the English teachers, students, and future researchers.

### **1. English teachers**

Every student has different abilities, characteristics and interests. So, the teacher should understand what the students need based on their differences. The teacher must use a suitable technique in teaching for them. They should also help their students to support their students to know how important to memorize some words in order to ease students in learning vocabulary through the technique given by the teacher.

### **2. Students**

The students are hoped to be more active, and creative in learning English, especially in learning vocabulary. Although students have different opinions about learning vocabulary through Jumbled Word, it is a good technique to boost their vocabulary in order to ease their learning of English.

### **3. Future Researchers**

I expect that other researchers can investigate deeply related to students' vocabulary mastery in Senior High School by using different teaching and learning techniques and also can collaborate the use of Jumbled Word in different fields and skills.

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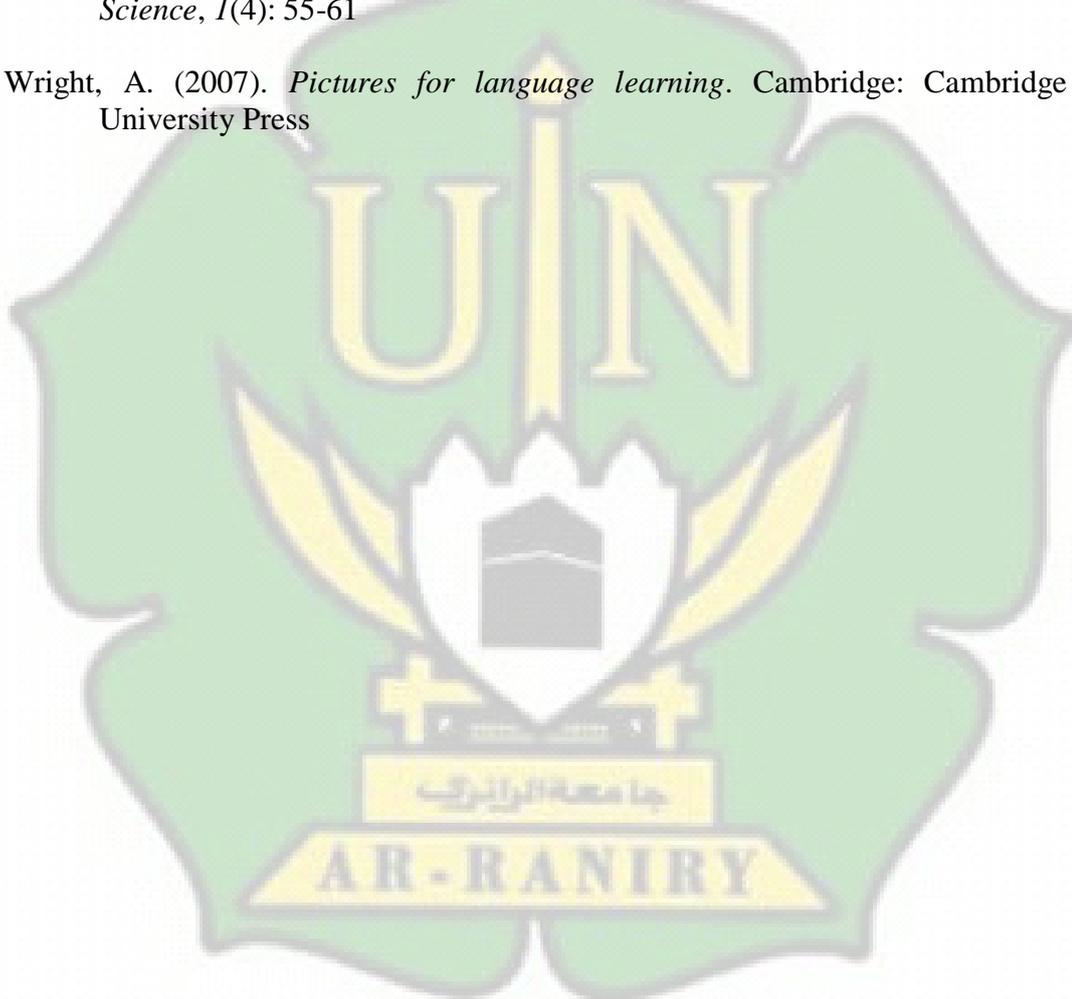
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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-7580/UN.08/FTK/KP.07.6/04/2021**

**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Menperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021

**MEMUTUSKAN**

- Menetapkan  
**PERTAMA** : Menunjuk Saudara:
- |                                |                            |
|--------------------------------|----------------------------|
| 1. Prof. Dr. T. Zulfikar, M.Ed | Sebagai Pembimbing Pertama |
| 2. Siti Khasinah M. Pd         | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : **Yenni Rahmantiar**
- NIM : **160203200**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Use of Jumbled Word in Teaching Vocabulary**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025 04 2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
 Pada Tanggal: 16 April 2021

An, Rektor  
 Dekan,

  
 Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

29/6/2021

Document



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10177/Un.08/FTK.1/TL/00/06/2021  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Kepala Sekolah SMA Negeri 1 Meukek

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **YENNI RAHMANIAR / 160203200**  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Gampoeng Rukoh, Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Jumbled Word in Teaching Vocabulary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 Juni 2021

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

*Berlaku sampai : 13 Agustus  
2021*

AR-RANIRY



**PEMERINTAH ACEH  
DINAS PENDIDIKAN  
SMA NEGERI 1 MEUKEK**

Jalan Tapaktuan-Blang Pidie. Km. 27. Kuta Baro. Meukek. Telp. (0656) 322355. Kode Pos 23754  
E-mail : sman\_1\_meukek@yahoo.com. Website : https://sman1meukek.sch.id

**SURAT KETERANGAN MELAKUKAN PENELITIAN**

Nomor: 421.3/SKMP/172/VII/2021

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Meukek, Kabupaten Aceh Selatan, dengan ini menerangkan bahwa:

Nama : **YENNI RAHMANIAR**  
NIM : 160203200  
Semester : IX (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Universitas : Universitas Islam Negeri Ar-Raniry  
Alamat : Gampong Rukoh, Syiah Kuala, Banda Aceh

Benar yang namanya tersebut di atas telah melakukan penelitian ilmiah di SMA Negeri 1 Meukek Kabupaten Aceh Selatan dalam rangka penulisan Skripsi dengan judul *"The Use of Jumbled Word in Teaching Vocabulary"*.

Demikian Surat Keterangan Melakukan Penelitian ini kami buat dengan sebenarnya, untuk dapat dipergunakan seperlunya.

Meukek, 21 Juli 2021  
Kepala SMA Negeri 1 Meukek,  
  
**TASPIANDI, S.Pd., M.Pd.**  
Pembina Tk. I  
NIP 19720421 199801 1 001

**Interview Protocol:**

Teachers' interview questions list:

1. Have you ever used Jumbled Word in teaching vocabulary?
2. What do you think about teaching vocabulary using Jumbled Word?
3. What are the benefits you get in teaching vocabulary using Jumbled Word?
4. What are the benefits students get in learning process?
5. What kinds of obstacles you get in teaching vocabulary using Jumbled Word?
6. What kinds of obstacles students get in learning process?
7. Are you interested in teaching vocabulary using Jumbled Word?
8. Are students interested in learning vocabulary using Jumbled Word?
9. How are the results of students vocabulary learning using Jumbled Word and do you think this technique can be implemented to enrich students' vocabulary?
10. What efforts have you made to overcome student difficulties in learning vocabulary using Jumbled Word?

Students' interview questions list:

1. Have you ever heard about Jumbled Word?
2. Are you interested in learning vocabulary using Jumbled Word?
3. What are the benefits that you get after learning vocabulary using Jumbled Word?
4. What kinds of obstacles do you face in learning vocabulary using Jumbled Word?
5. Would you apply this technique to increase your vocabulary learning?

## Interview Transcript

Participant 1: EL

1. Have you ever used Jumbled Word in teaching vocabulary?
  - Yes, I have. I used Jumbled Word in teaching vocabulary for 10 years, since I was teaching here until this year.
2. What do you think about teaching vocabulary using Jumbled Word?
  - I thought teaching vocabulary using this Jumbled Word is good for teachers and students. This technique increases the enthusiasm of students to learn and makes the situation in class more fun. So, students can enjoy the class and also can get the vocabulary that teacher teaches.
3. What are the benefits you get in teaching vocabulary using Jumbled Word?
  - Well. This technique of course gave me some benefits. I said like, at one time, the English lesson is almost at noon, it is the time students feel bored. So, teaching using this technique, I could make it like a game in arranging the words to be sentences. It helped me to bring back the spirit of students learning in those sleepy our.
4. What are the benefits students get in learning process?
  - Jumbled Word makes students interested in learning vocabulary. Learning vocabulary using Jumbled Word makes the learning process fun and students feel like studying while playing.
5. What kinds of obstacles do you get in teaching vocabulary using Jumbled Word?

- When I gave directions to students, sometimes they felt confused, and could not tell the difference between a verb and a noun. It makes them difficult to arrange the words to be a sentence in the correct order. Moreover, this technique can not apply very often in teaching and learning process.
6. What kinds of obstacles students get in learning process?
- Like I said before, because of lack of vocabulary, so, students could not differentiate between verb and noun. So, in arranged the words to be sentences, they often do wrong.
7. Are you interested in teaching vocabulary using Jumbled Word?
- Yes, I am interested in.
8. Are students interested in learning vocabulary using Jumbled Word?
- I think the same with me, students are also interested in learning vocabulary using this technique. The students felt not bored, rather than they have to read a lot of passages. Sometimes I used this Jumbled Word, as a simple way in teaching vocabulary.
9. How are the results of students' vocabulary learning using Jumbled Word and do you think this technique can be implemented to enrich students' vocabulary?
- Yes, the vocabulary of the students is increased. This technique interesting to use in teaching and learning vocabulary. You can use this technique sometimes and not very often. Students get the progress of learning using this technique. They can memorize vocabulary more strongly. Using this

technique the students can understand how to make sentences in the right way.

10. What efforts have you made to overcome student difficulties in learning vocabulary using Jumbled Word?

- Sometimes I asked students to read the passage one by one in front of the class and we guess the vocabulary together. It is like, who know the meaning of the word “scrambled”, and what the meanings of the word “interesting”. Then I asked the students to take time in reading English to get new vocabulary.

Participant 2: LE

1. Have you ever used Jumbled Word in teaching vocabulary?
  - Well, I have. I used Jumbled Word very often in teaching vocabulary in the class.
2. What do you think about teaching vocabulary using Jumbled Word?
  - In my opinion, using Jumbled Word is simpler than other techniques. It’s easy for students to learn and understand. Students could learn the basic structure from this method.
3. What are the benefits you get in teaching vocabulary using Jumbled Word?
  - This technique made me enthusiastic when I see students enthusiastic in learning vocabulary using this technique.
4. What are the benefits students get in learning process?’

- Students got new vocabulary and knew the way in making sentences in the correct order. This technique includes the use of new vocabulary, grammar errors, and basic structure.
5. What kinds of obstacles you get in teaching vocabulary using Jumbled Word?
- I got difficulties in teaching when students do not know the meaning of the word.
6. What kinds of obstacles students get in learning process?
- They did not have enough vocabulary to comprehend the arrangements.
7. Are you interested in teaching vocabulary using Jumbled Word?
- Yes, I am very interested in using Jumbled Word as a teaching vocabulary technique. Besides being simple, this technique is also easy to use. If there are other techniques I need to prepare teaching materials first, but with this technique, I can directly apply it in the class.
8. Are students interested in learning vocabulary using Jumbled Word?
- Yes. I taught them vocabulary in the day using Jumbled Word. I wrote the scrambled words on the whiteboard and asked students who can complete them to be sentences to the board. In that time, I saw students enthusiastic to arrange the words.
9. How are the results of students vocabulary learning using Jumbled Word and do you think this technique can be implemented to enrich students' vocabulary?
- After learning vocabulary using this technique, I found the use of new vocabulary in students' conversations. They used new words that they find

while learning vocabulary using this technique. Yes, like I said just now. It means that there was an increase in students' vocabulary learning.

10. What efforts have you made to overcome student difficulties in learning vocabulary using Jumbled Word?

- When students got difficulties in learning vocabulary using Jumbled Word because of a lack of vocabulary, I told them to identify word meaning by using dictionary.

Participant 3: RW

1. Have you ever used Jumbled Word in teaching vocabulary?

- Yes, I have. I have used this technique in teaching vocabulary since I was teaching English in this school. It is around 5 years. It may be since 1997.

2. What do you think about teaching vocabulary using Jumbled Word?

- Jumbled Word is one of the good techniques used in teaching vocabulary. This technique gives some benefits in teaching and learning process. Although, there were also some obstacles in using this technique for teachers and students.

3. What are the benefits you get in teaching vocabulary using Jumbled Word?

- Teaching vocabulary using Jumbled Word give me some benefits. This technique makes it easy in teaching vocabulary, because of the enthusiasm of the students, it also makes me exciting in teaching.

4. What are the benefits students get in learning process?

- There were some benefits that students get in learning vocabulary using Jumbled Word. Students got new vocabulary. This technique also makes students easy in remembering the vocabulary and students know the way in making sentences in the correct structure.
5. What kinds of obstacles you get in teaching vocabulary using Jumbled Word?
- Teaching vocabulary using Jumbled Word is a bit difficult when students do not know the meaning of the words I share. So, when they make a wrong sentence, I ask them to repeat it until the sentence is correct.
6. What kinds of obstacles students get in learning process?
- Students do not know the meaning of the words so make them difficult to arrange the words to be the correct sentences. Students do not understand the words, so make them wrong in making sentences in the correct structure.
7. Are you interested in teaching vocabulary using Jumbled Word?
- Yes. Teaching vocabulary using this technique makes the classroom condition fun.
8. Are students interested in learning vocabulary using Jumbled Word?
- Yes. Students are interested in learning vocabulary using Jumbled Word.  
Students comprehension
9. How are the results of students' vocabulary learning using Jumbled Word and do you think this technique can be implemented to enrich students' vocabulary?

- Yes. This technique is good and suitable to use in teaching vocabulary because it can enrich students' vocabulary. After students learn vocabulary using Jumbled Word, their vocabulary is increased. They get more vocabulary than before, and they are better in remembering vocabulary.

10. What efforts have you made to overcome student difficulties in learning vocabulary using Jumbled Word?

- When I see students get difficulties in learning vocabulary, I think of something new. Then, I used this technique and make it up. So, in the next meeting, I ask students to sit in their chairs. I put some scrambled words on every table. Then I asked them to look for every words in every table to make a complete sentence. This means they should get other words in another table to arrange them into sentences.

Participant 4: BS

1. Have you ever heard about learning vocabulary through Jumbled Word?

- Yes. Jumbled Word is the scrambled words in the sentences, then we arrange them into the correct sentences.

2. Are you interested in learning vocabulary through jumble words?

- Yes, quite interested. Because by using Jumbled Word technique, learning English becomes more fun.

3. What are the benefits that you get after learning vocabulary through Jumbled Word?

- The advantage is, it is easier for me to remember the rules of the correct sentence. Because by using Jumbled Word, we are more able and more

attached to the arrangement of words than learning with ordinary sentences. Learning vocabulary using Jumbled Word, the arrangement of words becomes easier to remember.

4. What kinds of obstacles do you face in learning vocabulary through jumble words?

- The obstacles were in parts such as passive voice. I was more difficult in that part. When compiling a sentence, sometimes it was confused whether it was a passive voice sentence or indeed in active form.

5. Would you apply this technique to increase your vocabulary learning?

- Yes, because in my opinion, learning vocabulary using Jumbled Word technique is not boring. In addition, there was also a kind of challenge when arranging words in the correct sentences.

Participant 5: PF

1. Have you ever heard about learning vocabulary through Jumbled Word?

- Yes, for vocabulary learning, in particular, we sometimes use this technique.

2. Are you interested in learning vocabulary through jumble words?

- Yes. I am interested in. Because this could be said as a technique that is still basic and is indeed good to use in learning vocabulary. So this technique is a simple way to learn vocabulary.

3. What are the benefits that you get after learning vocabulary through jumble words?

- The advantages were that we can find new vocabulary and knew how to arrange sentences according to grammar. In my opinion, this is the first step in learning vocabulary, and it would also be useful for students reading and writing in the future.
4. What kinds of obstacles do you face in learning vocabulary through jumble words?
    - Sometimes there was a new vocabulary that I have never heard before. So, when I want to compose a sentence, I have doubts, I was afraid I will be wrong. If you put a word wrong in compiling the sentence, then you have to repeat the sentences from the first.
  5. Would you apply this technique to increase your vocabulary learning?
    - Yes, this technique is good and very suitable in learning vocabulary.

Participant 6: JE

1. Have you ever heard about learning vocabulary through Jumbled Word?
  - Yes. Jumbled Word is learning vocabulary using random words.
2. Are you interested in learning vocabulary through Jumbled Word?
  - I am interested in learning vocabulary using Jumbled Word because I thought this technique makes us as students more enthusiastic and this technique also did not make us feel bored.
3. What are the benefits that you get after learning vocabulary through jumble words?
  - If we talk about advantages, first, of course, I can enrich my vocabulary, then I can also construct correct sentences.

4. What kinds of obstacles do you face in learning vocabulary through jumble words?

- Yes, in addition to advantages, this technique also has its obstacles. For example, there were many words given by the teacher. Well, that makes it a bit difficult for us to structure them into sentences, and also gets them wrong a lot.

5. Would you apply this technique to increase your vocabulary learning?

- Yes, I will use this technique, because as I said earlier, this technique is more practical and not boring. This technique is also good for applying in vocabulary learning because it makes students faster to remember the vocabulary they are learning rather than having to memorize words one by one.

Participant 7: WS

1. Have you ever heard about learning vocabulary through Jumbled Word?

- Yes, I have heard of this learning technique. We were taught at school about learning vocabulary using this technique. At that time, the teacher asked us to correct the scrambled words and then turn them into perfect sentences.

2. Are you interested in learning vocabulary through jumble words?

- Yes, I am interested in this learning technique, because in this way I can better master and expand my vocabulary knowledge so that I can communicate more clearly and confidently.

3. What are the benefits that you get after learning vocabulary through jumble words?

- The advantage that I get after learning vocabulary with this technique is that I master new vocabulary more. This is very useful for me to improve memory and can communicate more effectively. In my opinion, mastering new vocabulary allows me to connect each word and can indirectly improve my cognitive abilities.

4. What kinds of obstacles do you face in learning vocabulary through jumble words?

- The obstacle that I found in learning vocabulary using Random words is the way of pronouncing words that were not the same as what we write.

5. Would you apply this technique to increase your vocabulary learning?

- Yes, this technique is very good for improving my vocabulary learning because with this technique I get a lot of new vocabulary and I master it.

Participant 8: NM

1. Have you ever heard about learning vocabulary through Jumbled Word?

- Yes, we learn vocabulary using the technique in the classroom. So, Jumbled Word were scrambled words, then the teacher asked us to make correct sentences from the scrambled word.

2. Are you interested in learning vocabulary through jumble words?

- Yes, I am interested in. Learning to use this technique feels more fun, more exciting, and students become more active. Moreover, if there was a

system that is faster to make the correct sentences, then he gets a lot of scores.

3. What are the benefits that you get after learning vocabulary through jumble words?

- There were several advantages that I got while learning vocabulary using this technique. It became easier for me to remember vocabulary, because in making correct sentences, I had to remember what this word meant. This technique also makes me get new vocabulary.

4. What kinds of obstacles do you face in learning vocabulary through jumble words?

- The obstacles I faced were when I found words that I did not know the meaning of it, and also the writing procedure that had to be in following the truth.

5. Would you apply this technique to increase your vocabulary learning?

- So far, I thought this technique is good to apply in learning vocabulary. So, in the future, I will use this technique to improve my vocabulary learning.