



Students' Perception on the Implementation of Jumbled Words to Reinforce Their Grammar Mastery at the Eighth Grade of SMPN 15 Padang

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Abstract

This study aimed to find out the students' perception on the implementation of Jumbled Words to reinforce their grammar mastery at the eighth grade of SMPN 15 Padang. This research used descriptive method. The sample of this study was the students of VIII.5 class who were selected used purposive sampling. Questionnaires and interviews were used to collect the data. Questionnaires as the main instrument and interviews as the strengthening instrument. The results of this study showed that most of the students had a positive perception on the implementation of Jumbled Words to reinforce their grammar mastery. Despite the fact that the perception of most of the students was very positive, there were still some students who disagreed with this thing. After conducting interviews, it was discovered that the reason they gave a negative perception of jumbled words was because basically they did not understand grammar. Their lack of understanding of grammar made them hated the lesson, which ultimately caused them to have a negative perception on the learning activity implemented in teaching grammar itself. Therefore, teachers are expected to pay more attention to students who give negative perceptions, in other words those who do not understand grammar. Apart from that, teachers are also expected to be able to provide great learning activities in teaching grammar to students. Thus, whatever learning activities are applied in grammar learning later, they can enjoy it.

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INTRODUCTION

Grammar is one of the important elements in learning English. Learning grammar helps students to form sentences, convey their thoughts to them in communication and helps them to understand what others are trying to say. This is in

accordance with the opinion of Brown in Wati (2020) which states that grammar occupies an important position in English.

Grammar is related to grammar mastery which shows the extent to which a person's mastery of grammar. According to Suparmi (2015), grammar mastery is mastery of using English grammar rules correctly to convey ideas and messages. However, in general, students' grammar skills are still low. Thus, a great learning activity is needed to teach grammar to students.

One learning activity that aims to reinforce students' grammar mastery is jumbled words. According to Krishnan (2021), Jumbled Words is a game similar to a puzzle where the words are not arranged properly. Jumbled words have advantages. According to Sihotang (2018), with jumbled words, students can express their ideas in writing. In addition, according to Rahmaniar (2021), Jumbled Words is a way that makes it easier for students to form irregular words into regular ones and also adds to students' vocabulary.

Based on the researcher's experience when conducting teaching practice at SMPN 15 Padang, the researcher saw that students' mastery of grammar at this school was still low. In addition, the teacher there also said the same thing that the students did not really understand grammar. It can be known from the scores of their exercises related to grammar, which are still relatively low. Thus, the teacher there applied the jumbled words as a learning activity in teaching grammar. Jumbled Words is often applied to students in exercises on grammar materials such as simple present tense and simple past tense.

There are several previous studies that discuss jumbled words. They are research conducted by Yuliana et al., (2014), Bungsu and Faliyanti (2016), Anggraeni et al., (2018) and Wulandari (2019). These studies investigated the effect of implementing Jumbled Words in teaching grammar on students' grammar mastery. The results of each of these studies indicate that the implementation of Jumbled Words in teaching grammar is effective in reinforcing their grammar mastery. It is also similar with the phenomenon that occurred in the eighth grade of SMPN 15 Padang where their grammar mastery is still low. Therefore, the teacher there applies Jumbled Words in teaching grammar. After implementing Jumbled Words, their mastery of grammar increased, although not too high. This can be seen from the scores of their exercises related to grammar, where initially only a few students were categorized as good. However, after implementing Jumbled Words, the number of students who get good grades increased from the previous number.

Considering students' perceptions on the implementation of jumble words as a learning activity to reinforce their grammar mastery is important. According to Simbolon (2007) perception is a person's response to what they feel, hear or see from an object or event. Therefore, the students' perception here is how students respond to jumbled words which is applied as a learning activity in teaching grammar by the teacher to students whether they have a good perception or not. If their perceptions are good, it means that the implementation of jumbled words is going well and it can be continued. However, if the students' perceptions are bad, the teacher has to find other learning activities that are more effective to apply to students.

Perception itself consists of several aspects. According to Horton (2003), there are four aspects of perception. They are attractiveness, effectiveness, relevance

and motivation. Attractiveness is the perception of someone who feels attracted to something they have experienced. Effectiveness is the perception of someone who feels something they have experienced is effective with what they need. Relevance aspect is the perception of someone who agrees with something he has experienced because it suits his/ her needs. Motivation is the perception of someone who feels motivated by what they have experienced so that it makes them change for the better. Based on the research problem above, the researcher is interested to investigate students' perception on the implementation of Jumbled Words to reinforce their grammar mastery.

RESEARCH METHOD

In this research, the researcher used the descriptive study. The population was eighth grade students of SMPN 15 Padang. For the sample, the researcher chose class VIII.5 which consisted of 32 students. This sample selection used a purposive sampling technique. This was because not all classes have implemented Jumbled Words in learning grammar. Apart from that, the selection of this sample was also based on suggestions from the English teacher there. Meanwhile, for instruments, the researcher used questionnaires and interviews. The questionnaire was the main instrument consisting of 12 statements. Meanwhile, interviews were strengthening instruments whose questions are formed after collecting student questionnaire answers. A lecturer of the English Department at Padang State University validated the questionnaire using content validity. The validator was Ms. Nofrina Eka Putri, S.Pd, M.Pd. The questionnaire was analyzed using a Likert scale. To calculate student answers to the questionnaire, the researcher used Microsoft Excel with the following formula:

$$\bar{X} = \frac{\sum xi}{n}$$

\bar{X} : mean score
 $\sum xi$: total value of respondents' response
 n : total sample

After obtaining the mean score, the researcher determined the students' perceptions by comparing them with the mean value table as follows:

Table 1. Degree of Perception

No	Mean Score	Perception
1	1,0 - 1,7	Very Negative
2	1,8 - 2,5	Negative
3	2,6 - 3,2	Positive
4	3,3 - 4,0	Very Positive

Source: Dwipayana (2013)

Meanwhile, for interviews, the researcher analyzed them using the procedure proposed by Creswell (2012). According to him, the techniques of data analysis are

data duplication, data transcription, data analysis, data coding and presentation of research findings.

RESULT AND DISCUSSION

Research Finding

The questionnaire was divided into 4 categories; attractiveness, effectiveness, relevance, and motivation aspect with a total of 12 statements. Each statement in each questionnaire was given 4 responses with the options (Strongly Agree (SA); A (Agree); Disagree (D); and Strongly Disagree (SD)), then each student chose one response that best represents their perceptions. Each response was graded 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree. After that, the score was totalled and the mean score (\bar{x}) was calculated.

Table 2. The Attractiveness Aspect Analysis

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
1	Jumbled Words attracts my attention better in learning grammar.	15	17	0	0	3,5	Very positive
2	Jumbled Words makes me love grammar lesson.	11	16	5	0	3,2	Positive
3	Jumbled Words makes me interested to do grammar exercises.	10	15	7	0	3,1	Positive
Total						3,3	Very positive

Table 2 shows that item 1 has the highest average score 3.5, followed by item 2 with average score 3.2 and item 3 with average score 3.1. All statements got very positive responses with a total average score of 3.3 which means that most of the students agreed that Jumbled Words made them interested and liked grammar lessons. Apart from that, they also agreed that jumbled words made them interested in doing grammar exercises.

However, even though the total mean score of their answers strongly agreed, there were still students who answered disagree, namely statement 2 “Jumbled Words makes me love grammar lessons” and statement 3 “Jumbled Words makes me interested in doing grammar exercises”. 5 students answered that they did not agree with statement 2 and 7 students answered that they did not agree with statement 3. Based on the results of the interview, the reason they answered that they did not agree with statement 2 was because they did not understand and were not interested in grammar lesson, even though the jumbled words activity was fun. Meanwhile, the reason they did not agree with statement 3 was because they did not understand grammar, some even answered because grammar lessons were making them dizzy and a little confused.

Table 3. The Effectiveness Aspect Analysis

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
4	Jumbled Words helps me to improve my understanding in analyzing sentence structure.	23	9	0	0	3,7	Very positive
5	Jumbled Words helps me to do the grammar exercises well, because with Jumbled Words, I know where to place the structure of a sentence such as subject, verb, object, etc.).	18	13	1	0	3,5	Very positive
Total						3,6	Very positive

Table 3 shows that item 4 has the highest average score 3.7, followed by item 5 with average score 3.5. All statements got very positive response with a total average score of 3.6 which means that most of the students agreed that Jumbled Words helped them to improve their understanding in analyzing sentence structure and helped them to do the grammar exercises well.

However, the total mean score of their answers being categorized as very positive does not mean that no one answered disagreeing. To be precise, on statement 5, 1 student answered disagreed. After conducting the interview, it was discovered that the reason the student answered disagree was because he did not understand grammar.

Table 4. The Relevance Aspect Analysis

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
6	Jumbled Words is relevant to the content of grammar learning.	6	25	1	0	3,2	Positive
7	Jumbled Words is in accordance with grammar learning objectives.	12	19	0	1	3,3	Very positive
8	Jumbled Words is in accordance with the grammar learning technique	13	18	1	0	3,4	Very positive

	that I need.						
Total						3,3	Very positive

Table 4 shows that item 8 has the highest average score 3.4, followed by item 7 with average score 3.3, and item 6 with average score 3.2. All statements got very positive response with a total average score of 3.3 which means that most of the students agree that Jumbled Words is relevant to the content of grammar learning, in accordance with grammar learning objectives, and also in accordance with the grammar learning technique that their needs.

Even though the total mean score on this indicator was in the very positive category, there were 2 students who answered disagree, namely 1 student on statement 6 and 1 student on statement 8. Meanwhile, there was 1 student who answered strongly disagree, namely statement 7. Based on the results of the interview, the reason the student answered that he did not agree with statement 6 which stated that “Jumbled Words are relevant to the content of grammar learning” was because he did not like grammar lesson. After further investigation, it turned out that the reason the student answered that he did not agree was because he did not understand grammar itself, thus the student answered that he did not agree that Jumbled Words was relevant to the content of grammar learning.

Meanwhile, statement 7 with the statement “Jumbled Words are in accordance with grammar learning objectives” caused 1 student answered strongly disagree. This was because Jumbled Words made the student dizzy from the irregular words. Meanwhile, the student who answered disagree with statement 8 “Jumbled Words are in accordance with the grammar learning technique that I need” said that it was because the student did not like grammar lesson. After further investigation, it turned out that the technique that the student needed in grammar lesson was the ordinary learning technique such as the teacher asked the students to make several sentences according to the specified tenses.

Table 5. The Motivation Aspect Analysis

Items	Statements	Responses				Mean	Category
		SA (4)	A (3)	D (2)	SD (1)		
9	Jumbled Words motivates me to learn grammar more.	12	20	0	0	3,4	Very positive
10	Jumbled Words motivates me to participate actively in grammar.	12	17	3	0	3,3	Very positive
11	Jumbled Words makes me more excited to learn grammar.	12	20	0	0	3,4	Very positive

12	Jumbled Words motivates me to get good scores in grammar lesson.	15	17	0	0	3,5	Very positive
Total						3,4	Very positive

Table 5 shows that item 12 has the highest average score 3.5, followed by item 9 and 11 with average score 3.4, and item 10 with average score 3.3. All statements got very positive response with a total average score 3.4 which means that most of the students agreed that Jumbled Words motivated them to learn grammar more, to participate actively in grammar, to be excited to learn grammar, and to get good scores in grammar lesson.

However, even though the total mean score of their answers was categorized as very positive, it does not mean that no one answered disagreeing. To be precise, on statement 10 “Jumbled Words motivates me to participate actively in grammar”, 3 students answered disagree. From the results of the interview, it was discovered that the reason of the students answered disagreeing was because they did not understand grammar. After being asked further, another reason they did not agree with statement 10 was because they did not have the confidence to answer questions from the teacher or come forward in class.

Table 6. Students' Perceptions on the Implementation of Jumbled Words to Reinforce Their Grammar Mastery

Indicators	Items	SA (4)		A (3)		D (2)		SD (1)		Σxi	n	Mean (\bar{x})	Category
		f	Score	f	Score	f	Score	f	Score				
Attractiveness	1	15	60	17	51	0	0	0	0	111	32	3,5	Very positive
	2	11	44	16	48	5	10	0	0	102	32	3,2	Positive
	3	10	40	15	45	7	14	0	0	99	32	3,1	Positive
Effectiveness	4	23	92	9	27	0	0	0	0	119	32	3,7	Very positive
	5	18	72	13	39	1	2	0	0	113	32	3,5	Very positive
Relevance	6	6	24	25	75	1	2	0	0	101	32	3,2	Positive
	7	12	48	19	57	0	0	1	1	106	32	3,3	Very positive

	8	13	52	18	54	1	2	0	0	108	32	3,4	Very positive
Motivation	9	12	48	20	60	0	0	0	0	108	32	3,4	Very positive
	10	12	48	17	51	3	6	0	0	105	32	3,3	Very positive
	11	12	48	20	60	0	0	0	0	108	32	3,4	Very positive
	12	15	60	17	51	0	0	0	0	111	32	3,5	Very positive
Total												3,4	Very positive

Based on the table 6 above, it can be concluded that students' perception on the implementation of jumbled words to reinforce their grammar mastery consist of two responses, which are positive and very positive. Based on the 12 statements were given to the students, there are 4 items that have the highest perceptions. Those are item 4 with average score 3.7, item 1 with average score 3.5, item 5 with average score 3.5, and item 12 with average score 3.5. Item 4 and 5 are in the effectiveness aspect indicator, while item 1 is in the attractiveness aspect indicator, and item 12 is in the motivation aspect indicator. It can be assumed that, compared to other indicators, the effectiveness aspect indicator results in most positive perceptions from students regarding the implementation of Jumbled Words to reinforce their grammar mastery.

Discussion

According to the findings, it can be concluded that there are two conclusions that researcher obtained from this research. First, the perception of most students on the implementation of jumbled words to reinforce their grammar mastery is very positive. It means that Jumbled Words is very useful to reinforce grammar mastery for most of the students. This is in accordance with the statement by Yuliana et al., (2014) which state students' grammar mastery increases with the implementation of jumbled words.

Second, despite the fact that the perception of most students is very positive, there are still some students who disagree to this thing. Because they actually have problems with the grammar itself. It might be because they hate grammar. It is supported by Abdulmajeed and Hameed (2017) who state that some students hate grammar and they think it is an unpleasant part of learning. Thus, no matter what learning activities are done, they will likely to be unuseful for them.

CONCLUSION

After analyzing the data and findings, the researcher concludes that most of the students have a positive perception on the implementation of Jumbled Words in learning grammar process. However, even though the majority of students gave positive responses to implementing Jumbled Words to reinforce their grammar mastery, that does not mean there are no students who gave negative responses. There are several students who consistently disagree with the positive effect of Jumbled Words. The only problem is because they do not understand grammar itself, which causes them to hate it. Therefore, teachers are expected to pay more attention to students who give negative perceptions, in other words those who do not understand grammar. Apart from that, teachers are also expected to be able to

provide great learning activities in teaching grammar to students. Thus, whatever learning activities are applied in grammar learning later, they can enjoy it.

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