

**THE USE OF JUMBLED WORDS TO IMPROVE STUDENTS' ABILITY
IN CONSTRUCTING ENGLISH SENTENCES AT THE SEVENTH
GRADE STUDENTS OF SMP NEGERI 3 PALU**



Skripsi

Submitted in partial fulfillment of the requirements for gaining the degree of Sarjana
Pendidikan (S.Pd) at English Tadris Department Faculty of Tarbiyah and Teacher
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2023**

Statement of Thesis Authenticity

I hereby declare that this thesis entitled: “*The Use of Jumbled Words to Improve Students` Ability in Constructing English Sentences at the Seventh Grade Students of Smp Negeri 3 Palu*”, has been officially approved as my own work and it has not been and will be not submitted in the whole or in part another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, in declare comply with the rules and regulations of the university and I must be ready for all the consequences there after due to this misconduct.

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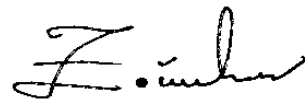
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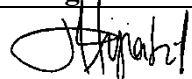
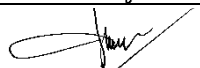
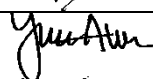
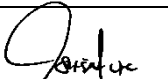
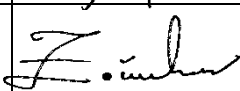


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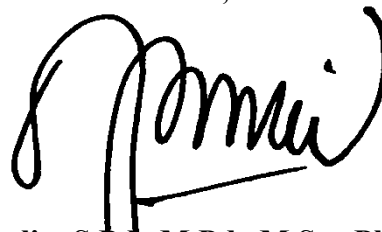
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ABSTRACT

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This research entitled “The Use of Jumbled Words to Improve Students` Ability in Constructing English Sentences at the Seven Grade Students of Smp Negeri 3 Palu. There was one problem statement in this research, namely can the use of jumbled words improve students` ability in constructing English sentences at the seventh grade students of SMP Negeri 3 Palu. This research was aimed to find out whether the use of jumbled words can improve students` ability in constructing simple present sentences at the seventh grade students of SMP NEGERI 3 Palu.

This research was conducted by using quantitative approach. The researcher applied quasi experimental research design. There were two classes in this design namely experimental group and control group. The researcher took the sample using purposive sampling technique, the sample were class VII J as the experimental group and class VII K as the control group. In collecting the data, the researcher gave test namely (pre-test and post-test). Those tests were used to know students` ability in constructing simple present sentences before and after the researcher applied the jumbled words.

Based on the result and analyzing the data of the research, the mean score of the pre-test and post-test in experimental group from (36.16) to (70.66). Meanwhile mean score in control group of the tests both namely from (38.57) to (57.5). Furthermore, based on the results of the data analysis t-test and t-table, $t\text{-test} > t\text{-table}$ ($2.36 > 1.673$) it meant, H_a (was accepted) and H_o (was rejected). In other words, the use jumbled words could improve students` ability in constructing simple present sentences.

The conclusion in this research that the use of jumbled words can improve students` ability in constructing English sentences, furthermore the jumbled words got a positive response and motivating students` in participating in teaching and learning process.

Key Word: Constructing, English Sentences, Jumbled Words

CHAPTER I

INTRODUCTION

A. Background

Language is the most important aspect of human interaction. People communicate and interact with others by using the language. One of the languages often used by people in the world is English.¹ We often hear it either at school, on television, or in the surrounding environment. That's why English is a subject that must be studied and taught by students. So as an international language, most of the communities in the world use English to communicate with others who have difference languages. Therefore, English is very important to be taught and learned by students.

In learning English, there are four skills and some components, those are listening, speaking, reading, and writing. In English there are three language components, they are pronunciation, vocabulary, and grammar.² All of those skills can be achieved by the students by practicing them, not only in school but also in their daily life, because the more often we practice it, the easier it will be for us to communicate well, and also make it easier to get information. Furthermore we can give information with other people who do not understand foreign languages, as like our family, our friends, and so on.

¹ Ni MadeIrawinanti and DKK, *The Effectiveness of Picture Series in Teaching Reading of Narrative Text at the Eighth Grade of SMPN 5 Alalak*, (Islamic University of Kalimantan, 2020) .98

² Ur Penny, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 1991), 46

In constructing sentences, students have levels of difficulties starting from words into sentences, sentences into paragraphs, paragraphs into the longer composition. However, it is not easy for students to compose words into sentences without the basic English they know. Therefore, in compiling complex sentences, they must increase their vocabulary, tenses, especially the grammatical structure, because the arrangement of a sentence is false, there will be a misunderstanding of the meaning.

A sentence is a group of words, usually containing verb, that express thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter.³ A sentence can make us communicate with other people and make it easier for us to get information. In this case, those who master and have basic grammatical structure can easily understand the meaning of a sentence and can compose simple present sentences.

The simple present tense is used to express daily habits or usual activities. Besides that simple present tense also expresses events or situations that exist, always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.⁴ Based on the definition above, it means that if an activity occurs repeatedly in daily life, and to express it students must use the simple present tense. So students have to learn it.

³Anonym retrieved from, <https://dictionary.cambridge>. on 11 Mei 2022

⁴Ira wati, *The Students` Ability in Arranging Jumbled Words into Simple Present Sentences at State Vocational High School 1 Pendalian IV Koto RokanHuluregency*, (Thesis Published, Tarbiyah Faculty, UIN SUSKA Riau, 2020), 19 Oct 2021, 2

Based on the researcher's pre-observation, the problems also appeared at the seventh-grade of SMPN 3 PALU. Students had difficulty in constructing simple present sentences. In constructing sentences, Students still confused about what they had to write first. They did not understand what was meant by subject, predicate, and object. So they had difficulty in composing a sentence. Then, students did not understand the difference between verbal and nominal sentences. All of those problems are influenced because the students' vocabulary was poor and students' ability to interpret and use like verb and noun in a sentence were still poor. Based on the problem above, the researcher was interested in teaching the simple present tense and tried to use jumbled words to improve their ability to compose a simple present sentence. This technique can motivated the students be more active and take a part in the learning activities. This method also can be collaborated with some clues and pictures to help students in understanding the materials. So students did not feel bored and they were enthusiast in teaching simple present sentence.

Based on the explanation above, the researcher was interested in choosing the title of the research as, **“The Use of Jumbled Words in Constructing English Sentences at the Seventh Grade Students of SMPN 3 PALU”**

B. Problem of the Research

Based on the background above, the researcher formulated the problem of the research: “Can the use of jumbled words improve students' ability in constructing simple present sentences at the seven grade of smpn 3 palu?”

C. Objectives and Significance of the Research

1. Objectives of the research

The objectives of this research was to find out whether or not the use of jumbled words can improve students' ability in constructing simple present sentences at the seven grade of the SMPN 3 PALU

2. Significance of the research

The findings of the research was expected to be beneficial for:

- a. Students: the technique can attract students' interest in studying English especially simple present tense
- b. Teacher: the technique can enrich teachers' creativity in teaching English. Teachers also knew what was the problems students had in learning simple present tense
- c. Another researcher: the findings of the research may give them matters as a consideration when they are going to conduct research similar to this topic.
- d. School: the technique can be one of the facilities for teaching materials that can be used by teachers in order to attract students' interest in participating in learning English. Especially simple present sentences.

D. Outlines of the Research

This research consisted five chapters, each of which has its discussion but is closely related to each other. To get an overview of the five chapters, the researcher outlined the contents of the skripsi as follows:

In the first chapter, the introduction included background, problem formulation, objectives and benefits research, and the outlines of contents.

In the second chapter, a literature review was described as a theoretical basis for research which included previous research, theoretical framework, and hypothesis.

In the third chapter, the research methods included research approach and design, population and sample, research variable, operational definition, research instrument, techniques of the data collection, technique of the data analysis

In the fourth chapter, the research findings included the result of pre-test and post-test of two classes, namely experimental class and control class, score deviation and square deviation, hypothesis, and discussion included describe of the research.

In the fifth chapter, discussed the conclusion and suggestion

CHAPTER II

LITERATURE OF REVIEW

A. Previous the Research

In this research, the researcher took same researches from Putri Rumaiza Ulfa, Tia Xenia, and Sari Wulandari. The researcher found:

Putri Rumaiza Ulfa conducted a study entitled “Students’ Perception of Learning Vocabulary Through Jumbled Words at SMP N 2 Banda Aceh” she concluded that based on the analysis and discussion of students’ perception in learning vocabulary through jumbled words, she was found that students who were interested in learning vocabulary they learnt enthusiastically, she also concluded, so far learning vocabulary through jumbled words had gave well to students in an understanding word other or in solving jumbled words to be a correct sentence.⁵

Tia Xenia conducted classroom action research about “improving students’ ability to construct simple sentences by using jumbled words”. She concluded that based on the result the implementation of jumbled words could improve the students’ ability since it motivated the students to learn and willing to think and learn the language in enjoyable learning. She also said that based on the data, the students were active and enthusiastic when the jumbled words were implemented in the class. Furthermore, they worked seriously in an individual

⁵Putri Rumaiza Ulfa, *Students’ Perception of Learning Vocabulary Through Jumbled Words*, Thesis, (Banda Aceh: Ar-raniry State Islamic University, 2018) <https://repository.ar-raniry> on 14 Feb 2022

game. Subconsciously, they constructed good sentences by arranging the jumbled words into good sentences. Therefore, the implementation of jumbled words could increase students' motivation to join the learning process.⁶

Sari Wulandari conducted an experimental about jumbled words in teaching simple present tense. The effectiveness of this research can be proved by the result of students' achievement in the posttest. This indicated that there was a great improvement toward the students' ability in constructing simple present tense. Based on the research results there was the effectiveness of jumbled words to the students' ability in the teaching-learning simple present tense.⁷

Based on the relevant researches above, there were similarities and differences between the previous researches and this research. Each of the researchers used jumbled words. In the first research, the researcher focused on learning vocabulary and finding out students' perceptions about jumbled words game in vocabulary learning. Second research, the researcher focused to improve students' ability in composing simple sentences in teaching simple past. The last research, researcher more focused on teaching simple present to construct sentences, in the simple present tense, she explained that transformation sentences consist of positive, negative, and interrogative sentences. So she applied not only positive sentences but also negative and interrogative sentences. Different from

⁶ Tia Xenia, *Improving SMA Santo Mikael Sleman Students' Ability to Construct Simple Sentences by Using Jumbled Words*, Thesis (Yogyakarta: Sanata Dharma University, 2012) on 18 Feb 2022

⁷ Sari Wulandari, *Teaching Simple Present Tense to the Fifth Year Students of The SDN 12 PALU Through Jumbled Words*, (Journal of Foreign Language an Education Research) Vol.2, No 2, 2019

the previous researches, and this research, the researcher taught the simple present tense and only focused on the students' ability to compose positive sentences, both in verbal sentences or nominal sentences.

In addition, based on the explanation, the researcher concluded that jumbled words had a good effect that can develop the students' ability in constructing English sentences in teaching simple present tense. Not only that, but this technique can also develop other skills. Therefore, the researcher was motivated in using jumbled words to find out the students' ability in constructing English sentences in teaching simple present tense and conducted on the seventh grade SMPN 3 PALU. The researcher used quantitative approach to measure the students' ability.

B. Theoretical Review

1. Definition of Sentence

A sentence consists of two words, which have unity and meaning. Furthermore, the sentence may be described as a word or group of words standing by itself, that is, beginning with a capital letter and ending with a period, question mark, or exclamation point.⁸ A sentence also is a group of words that you use to communicate your ideas. Every sentence is formed from one or more clauses and expresses a thought.⁹

⁸ Thomas S Kane, *The Oxford Essential Guide to Writing*, (New York : Barkley. 2000) 152

⁹ Alice Oshima, *Writing Academic English*, (USA: Pearson Education, 2006), 4nd Ed., 164

Based on the statement above, the researcher can conclude that the sentence is a collection of words that can form a sentence and produces complete meanings. So that others can use it to express statements, feelings, or questions. So it means, by a sentence, we can communicate to other people to tell something related to what we felt. Then sentences can make it easier for us to get or give information to other people.

2. Sentence Structure Classifications

Classifies a sentence according to its structure into three, they are simple, compound, and complex.

a. Simple Sentence

A simple sentence is a writing component in which one complete thought and contains one clause which has one subject and one predicate. Then, a simple sentence consists of a single independent clause. Any sentence, however short or long, contains one subject and one predicate.¹⁰ A simple sentence also is called an independent clause, contains a subject and verb, and expresses a complete thought.¹¹ It means a simple sentence contains only one subject and one predicate, either in a short or long sentence.

For example of simple sentences

- | |
|---|
| <ul style="list-style-type: none"> - I like him - She drinks milk |
|---|

¹⁰ Tia Xenia, *Improving SMA Santo Mikael Sleman Students Ability To Construct Simple Sentence Using Jumbled Words*, Thesis (USD Yogyakarta: 2012), on Feb 18 2022, 10

¹¹ Anonym retrieved from, <https://www.eslbee.com/sentences.htm> on December 4, 2021

b. Compound sentence

A compound sentence is a kind of sentence that consists of two or more simple sentences joined by a coordinating conjunction. The coordinating conjunctions can be and, but, or nor. The important thing there must be the subject and predicate in each clause.¹² It means the compound sentence consists of two subjects and a predicate that can stand alone.

The example of compound sentences

- I like mango, **but** my sisters like orange
- My sister eats an apple, **and** I eat strawberry

c. Complex Sentence

A complex sentence is a sentence that contains at least one clause with a dependent is called a complex sentence. These two clauses are combined by using subordinate conjunctions. Conjunctions are words such as because, when, and so on.¹³ In this sentence, there is a sentence that cannot stand alone when separated, that is a dependent clause. While an independent clause can stand alone and does not need another sentence if it stands alone.

The example of complex sentences

- I am sleeping **when** he left.
- The university is very big **as** I thought

¹²Tia Xenia, *Improving SMA Santo Mikael Sleman Students Ability to Construct Simple Sentence Using Jumbled Words*, Thesis (USD Yogyakarta: 2012), 10

¹³ Chandni and DKK, *Identification and Separation of Simple, Compound, and Complex Sentences in Punjabi language*, (International Journal of Computer Applications & Information Technology, Vol.6, Aug-Sep 2014), 123

3. Definition of Simple Present Tense

The simple present tense is used for general statements of fact, for example, the world is round, and I learn English every Wednesday. The simple present tense is also used to show regular activities and it is also used to state a general truth.¹⁴ Then, the present tense is used to indicate completed everyday activities. The use of simple present tense is to talk about things that are always true, to talk about habits or things that we do often, and talk about situations that exist now.¹⁵ Based on the definition above, the researcher can conclude that the simple present tense is used to show a habit that we always do in everyday life. For example “I always play volleyball every Sunday on the field.”

4. The Form of Simple Present Tense

There are two forms of the simple present tense. They are verbal and nominal sentences structures or patterns in the simple present tense.

a. Simple Present Tense Form of Verbal Sentences

1) The positive sentence

In this sentence, the verb is used as a predicate in the form of the first verb. Then the verb form of the simple present sentence is marked by several verbs that

¹⁴Sari Wulandari, *Teaching Simple Present Tense to the Fifth Year Students of the SDN 12 PALU Through Jumbled Words*, (Journal of Foreign Language an Education Research) Vol.2, No 2, 2019, 42

¹⁵Fuad Mas`ud, *Essential of English Grammar Third Edition*, (BPFE-Yogyakarta, Yogyakarta. 2005), 19

are added with the s/es affix for the third person singular subject such as (she, he, and it).¹⁶

The formula of positive sentences

- S (she, he, it) + V1 (+s/es) + O
- S (I, you, they, we)+V1+O

The Examples:

- a) I buy a pen
- b) She buys a pen

2) The negative sentence

Different from a positive sentence, in a negative sentence, the verb is no longer added affix s/es, because it only applies in a positive sentence.

The formula of negative sentences

- S (she, he, it) + does+ Not + V1 + O
- S (I, you, they, we) + Do + Not +V1+ O

The examples:

- a) She does not buy a pen
- b) I do not buy a pen

3) Interrogative sentence

Different from positive and negative sentences, the interrogative sentences is used to ask question. The interrogative is derived from the verb interrogative which means to ask.

¹⁶ Putriana Dewi, *Students` Ability in Arranging Jumble Words at MTS Hasanah Pekanbaru*, thesis, (Faculty of Education and Teacher Training, UIN Sultan Syarif Riau Pekanbaru) <https://repository.uin-suska.ac.id> on 11 sep 2021

The formula of interrogative sentences

- Does + S (she, he, it) + V1 + O?
- Do + S (I, you, they, we) + Do + Not + V1 + O?

The examples:

- a) Does she buy a pen?
- b) Do you buy a pen?

b. Simple Present Tense Form of Nominal Sentence

1) The positive sentence.

There are not predicate in this sentences we using “to be” before the subject and noun adjectives after “to be” as functions as a verb.

The formula of positive sentences

- S (I) + to be (am) + O
- S (she, he, it) + to be (is) + O
- S (you, they, we) + to be (are) + O

The example:

- a) I am beautiful
- b) She is beautiful
- c) You are beautiful

2) The negative sentence

The same with positive sentences, it is still using “to be”, but in negative sentences added (not) after to be.

The formula of negative sentences

- S (I) + to be (am) + Not + O
- S (she, he, it) + to be (is) + Not + O
- S (you, they, we) + to be (are) + Not + O

The examples of negative sentences

- a) I am not beautiful
- b) She is not beautiful
- c) You are not beautiful

3) The interrogative sentence

While in interrogative sentences, the “to be” put in the first sentences then the subject, and the last the object.

The formula of interrogative sentences

- To be (am) + S (I) + O
- To be (is) + S (she, he, it) + Not + O
- To be (are) + S (you, they, we) + O

The examples:

- a) Am I tall?
- b) Is she tall?
- c) Are you tall?

Based on some examples above, the researcher took the conclusion that in simple present sentences, there are two kinds of sentences they are, verbal and nominal, in the verbal sentences use “verb” while the nominal sentences use nouns or adjectives. Furthermore, in simple present sentences “to be” or “to do” will change based on the subject.

5. Teaching Simple Present

The teaching simple present in Junior High School have to use interest learning method. Teaching and learning process is not supported by good technique will not run way. Actually in teaching simple present tense in junior high school can be used in many different ways that can be applied in classroom. For example like game, in which game can stimulate students to increase their interest in learning English. Therefore, the researcher chooses jumbled words as a learning method to attract students' attention in learning English.

In addition, actually many in junior high school can remember the basic usages of tense which is not difficult for them and students' learning efficiency greatly depends on teachers. English teachers have to get a good understanding of tenses (simple present tense) so that students can learn it with less effort.¹⁷ It means in achieving learning objectives, a teacher does not just explain what is meant by simple present tense. But they also have to master the pattern of the simple present tense.

6. Jumbled Words

a. Definition of Jumbled Words

Jumbled words is similar to rearranging words by overcome some English sentences.¹⁸ It means this technique is in accordance with simple present tense

¹⁷Lei Guo and Junhua Wang, *English Tense Teaching in Junior High School Based on Prototype Theory-Taking the Simple Present Tense as an Example*, (Theory and Practice Languages Study) vol.10, no 9, September 2020, 1073

¹⁸Agoestiyowati, *English Games From A to Z* (Jakarta: PT. Gramedia Pustaka Utama, 2007), 125

learning because it can overcome students' problem in composing sentences. Jumbled words can motivate the students to master grammar because it is can combined as game, there by the students are not boring to following learning process in the class, the students always practice their understanding about grammar write by arranging the jumbled words to become correct and appropriate sentences, the technique can enrich the students' grammar understanding in analyzing the structure of sentences and phrase deeply, and the last it can steer the students to be active students in learning grammar especially (simple present sentences). Moreover, jumbled words technique is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to arrange the words to bring a sentence returned.¹⁹ For this reason, the researcher can conclude that jumbled words were words given to students that are not based on the correct or confusing sentences structure. Therefore, the researcher considered that this technique was suitable for teaching simple present sentences and can overcome the problems experienced by students in composing English sentences.

Based on the statement above, the researcher can concluded that jumbled words are a game that can stimulate students to be more active and helps students be more enthusiastic in teaching and learning activities. It is because the students are directly involved in the game. So the researcher assumed that this activity can motivate students to learn simple present sentences and compose English

¹⁹ A.S Hornby, *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 2004), 732

sentences. This activity can be done individually or in groups. So in this activity, the researcher chooses groups to apply in the classroom.

b. The Procedure of Jumbled Words

Six procedures should be considered in jumbled words (P. 1):²⁰

- 1) Tell students they are going to arrange words to make sentences.
- 2) Put students in pairs or groups of three or four students.
- 3) The model activity
- 4) Have pairs or groups arrange the card into sentences
- 5) When a pair or group finished forming sentences, have them discuss whether the sentences are true for them or, for sentences not in the first person, if the sentence is a good description of anyone they know.
- 6) End the activity promptly after 20 minutes.

c. Advantages of Jumbled Words

The jumbled words have several advantages as follows:²¹

- 1) It reduces students' anxiety, obstacles, and difficulties during learning vocabulary in descriptive text.
- 2) Students memorize correct grammar in fun and entertaining ways.
- 3) It can be applied to all language levels related to vocabulary teaching.
- 4) It overcomes the students' difficulty to arrange the correct word grammar
- 5) It can be applied at home (students' independent learning)

²⁰ Corners, *Essential English in Use*, (New York: Cambridge University Press. 2000), 1

²¹ Tantana Dewi Rahayu, *Improving Students' Vocabulary Through Jumbled Words Media for Seventh Grade Students of SMP N 3 Mekar Baru*, (UIN Sultan Agung Tirtayasa, 2018), on Oct 2021

- 6) It can be combined with other teaching techniques, flexible steps, and applications.
- 7) It is meaningful, amusing, and interesting
- 8) It increases and encourages students' cooperation and friendly competition.
- 9) It encourages shy students to participate in the activity.
- 10) Students centered.

d. Disadvantages of Jumbled Words

The process of giving jumbled words to each student in constructing English sentences can consume much time if the number of students in the class is large. Therefore, the researcher should consider the time allocation for giving the jumbled words, and to reduce student confusion, teachers can consistently use symbols or marking to indicate places and types of errors and train the students in what kinds of corrections to make based on each symbol.²²

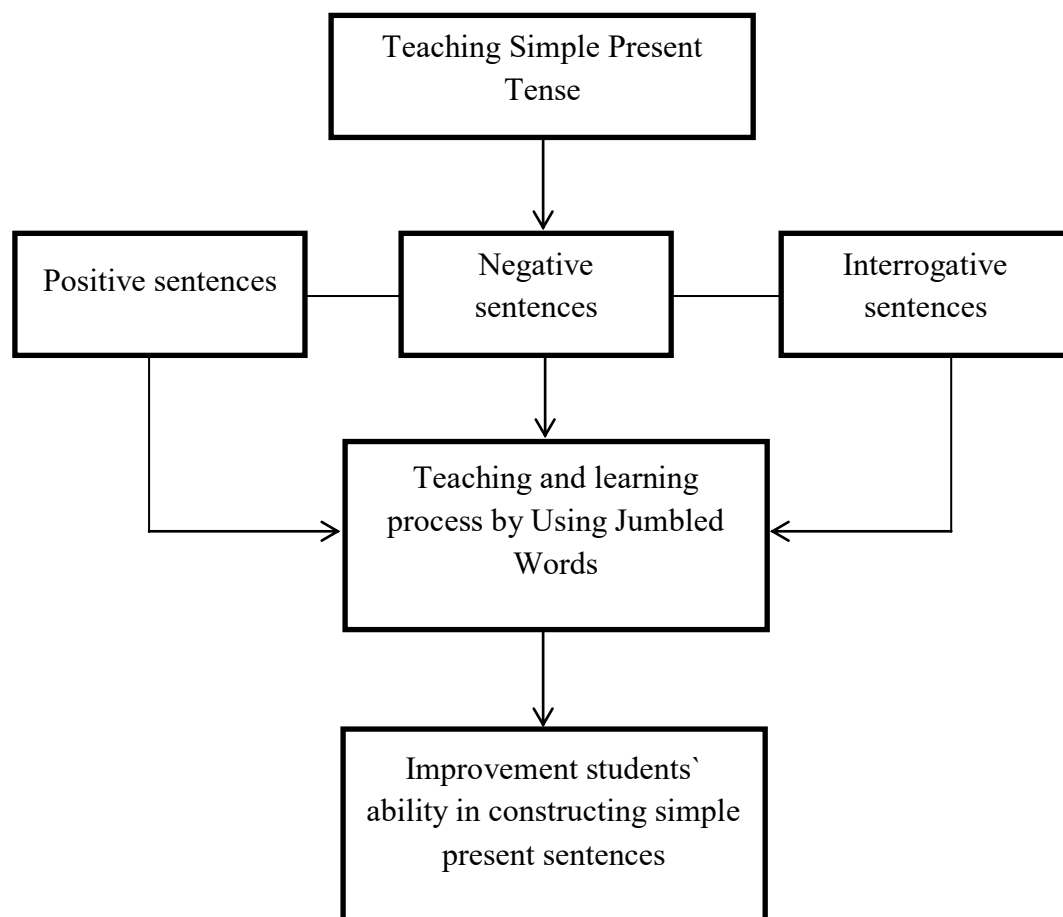
C. Framework

In teaching simple present sentences, jumble words is hoped can help the students to understand and increase their interest in learning English. Especially, in learning simple present sentences. Through the jumbled words, they can identify the meaning of the word by word. So students can compose jumbled words into the correct and appropriate sentence.

²²Suci Audina Sitohang, *The Effect of Applying Jumble Words Strategy on a Text Use of Flashcard as Media to the Students' Achievement in Writing Narrative*, Skripsi, (Medan: University of Muhammadiyah), 8

In this research, the researcher focused on simple sentences in composing English sentences and conducted research by measuring the process of using jumbled words on students' ability in constructing English sentence at seventh-grade students because almost all the activities we do in daily life show a habit, and events fact.

Figure 1. Framework of improvement students' ability in constructing simple present sentences by using jumbled words.



D. Hypothesis

A hypothesis is a temporary answer to the research problem formulation. It is said to be temporary because the answers given are only based on the relevant theory, not yet from empirical facts on the formulation of research problems, or not yet empirical answers.²³ Therefore, the researcher provided the research that was accepted or rejected, following the criteria for the hypothesis:

Ha: Jumbled words can improve students' ability in constructing English

Sentences at the seventh grade of SMP Negeri 3 Palu

Ho: Jumbled words cannot improve students' ability in constructing English

Sentences at the seventh grade of SMP Negeri 3 Palu

²³ Prof. Dr. Lijan Poltak Sinambela, M.M., M.Pd, *Metode Penelitian Kuantitatif*, (Yogyakarta: Graha Ilmu, 2014), 55

CHAPTER III

METHODOLOGY

A. Research Design

This research was conducted by using quantitative research, the researcher applied quasi-experimental. The quasi experimental design is a method used for findings the effect of treatment towards another control condition.²⁴ This design consisted of two classes, namely experimental group and control group. The experimental group is the group was given treatment using jumbled words. While control group was the group that was not treated using jumbled words.

The researcher gave pre-test and post-test in both experimental group and control group. It aimed to find out the improvement students' ability and to get a data significance by comparing the result of pre-test and post-test both of experimental group and control group by using jumbled words. It can be looked at the following table:

Table. 3.1
Quasi Experimental Design

Class	Pre-test	Treatment	Post-test
J	O1	—	O2
K	O1	X	O2

Note :

J : Experimental group

K : Control group

²⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rhineka Cipta, 1990) 22

O1 : Pre-test

_ : Conventional

O2 : Post-test²⁵

Based on the design above means that the researcher give them a pre-test before using jumbled words as the treatment 4 meetings in experimental group and then gives them a post-test. The researcher had not put the jumbled words in the pre-test. It was placed when the researcher gave the post-test after doing the treatment. It aimed to determine the students' ability compose a sentence.

B. The Population and Sample

1. Population

A population is an object/subject that has certain quantities and characteristics determined by the teacher to be learned, and then conclusions are drawn. So, the population is not just people, but also other natural objects.²⁶ The population in this research was the seventh grade of SMPN 3 PALU. Which had eleventh classes and each class consisted of 32 students. A total of seventh grade had 352 students.

Table 3.2

Population

No	Classes	Populations
1	VII A	32

²⁵ Betty Apri Centrawati Amirudin, *The Effect of Using Stand up Sequence Game Toward Students' Vocabulary Mastery of Budi Utomo English Club of Metro*, (EEP), Vol. 1, No 1 Jan 2021, 4

²⁶Prof. Dr. Lijan Poltak Sinabela, M.M., M.Pd, *Metodologi Penelitian Kuantitatif*, (Yogyakarta: Graha Ilmu, 2014) , 94

2	VII B	32
3	VII C	32
4	VII D	32
5	VII E	32
6	VII F	32
7	VII G	32
8	VII H	32
9	VII I	32
10	VII J	32
11	VII K	32

2. Sample

A sample is a part of the number and characteristics possessed by the population.²⁷ In this research the researcher used purposive sampling. In this case, the researcher took two classes namely class VII-J and VII-K at the seventh grade students of SMPN 3 PALU as the sample. They were experimental group consisted of 30 students and control group consisted of 28 students.

Table 3.3
Sample

No	Class	populations
1	J (experiment (group)	30
2	K (control group)	28

²⁷*Ibid*, 95

C. Research Variable

A variable is a construct or characteristic that can take on different values or scores.²⁸ The variable in this research consisted of two variables. That was an independent and dependent variable. The Independent variable was jumbled words and the dependent variable was constructing English sentences.

D. Operational Definition

1. English sentence is a group of words that you use to communicate your ideas. And every sentence is formed from one or more clauses and expresses a thought.
2. The simple present tense is used to express daily habits or usual activities
3. Jumbled words are media/medium in the form of games in a lesson used by a teacher or researcher to teach simple present tense. The essence of this activity is that students are asked to rearrange sentences that have been scrambled by the teacher or researcher into correct sentences. This activity can collaborated with clues and pictures to help students in arranging random words into correct sentences.
4. Constructing is as activity carried out by someone to combine a material such as a word with others words so that it becomes a single unit that produces a strong and aesthetic meaning.

²⁸Donald Ari, Lucy Cheser Jacobs, *Introduction to Research in Education 9th Edition*, (Wadsworth, 2014) , 40

E. Research Instrument

In principle, researching is taking measurements, so there must be a good measuring instrument. Measuring tools in research are usually called research instruments. So the research instrument is a tool used to measure the observed natural and social phenomena. Specifically all phenomena are called research variables.²⁹

A researcher needs a data, without collecting the data it was impossible to do research. Data is one of the very important roles. Without collecting the data, the researcher cannot conduct the research. The researcher collected the data by using a test.

A test is a measuring tool in written form that contains a question to measure a person's level of ability.³⁰ The test was given before the researcher did the treatment. The researcher distributed a pre-test and post-test in both of classes.

F. Technique of Data Collection

1. Pretest

In collected the data, the researcher gave a pre-test before conducting a treatment. The pre-test was given to find out preliminary data about students' ability in constructing simple present sentences. The aim was to found out/measure students' ability in making or constructing simple present sentences before giving the treatment.

²⁹ Prof.Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta: 2013), 102

2. Treatment

After giving the pre-test, the researcher built a treatment using jumbled words, which aimed to improve students' ability in compiling simple present sentences. Therefore, the researcher hoped this method had a good effect on students' ability to understand and compose simple present sentences.³¹ In built treatment using jumbled words, the researcher distributed 2 jumbled words with 3 trials. The researcher applied the jumbled words into learning process. Firstly the students divided into several groups consisted of 6 in the group. Second, told students that they arranged jumbled words. Third, the researcher gave the jumbled words and had pairs or groups arrange it into good sentences. Then, the researcher explained once again in arranging jumbled words into correct sentences, you have to pay attention at the subject first, next verb or predicate then the object. Fourth, the researcher invited each group to compose the sentences and the last the researcher and students discussed it together. The researcher conducted a treatment by the same method.

3. Post-test

The researcher gave to students after the researcher built treatment using jumbled words. It aimed to measure students' understanding and improvement in compiling simple present sentences while building the treatment. The tests were pre-test and post-test that consisted 20 of items.

G. The Technique of Data Analysis

To analyze the data, the researcher used formulate as follows:

³¹Ibid, 27

1. Scoring the students' correct answers to pre-test and post-test.³²

$$\text{Score} = \frac{R}{N} \times 100$$

Notes:

R : The number of answer

N : The number of question

100 : The maximum score

2. Classifying students' scores.³³

Classification is the level of score that has been determined by the researcher on the score given to students based on the score obtained by students from the highest to the lowest score.

Table 3.4
Classifying Students' Score

Score	Grades
76-100	Excellent
60 to 75	Good
50-59	Fair
30-49	Poor
16-29	Very Poor

³²Lukmanul Hakim, DKK, *Improving Students' vocabulary Mastery Through Total Physical Response Learning Method*, (Atlantis Press), vol. 409, 2019, 509

³³Ibid, 509

To compute the mean score of the students, the researcher used the formula as follows:³⁴

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ = Mean score (nilai rata-rata)

$\sum x$ = the sum of the score

N = the number of students

Then, the researcher determined the square deviation score by using the formula designed by Arikunto (2006:306):

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

$\sum x^2$: the sum of the square deviation

$\sum x^2$: the sum of deviation

N : a total of students³⁵

After determining the square of deviation score, the researcher computed them using the formula propose:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

³⁴Eko Wahyu Hidayat, DKK, *Increasing Vocabulary Mastery of the Seventh Grade Students Through Hangman Game*, (IELTS), Vol. 3, No 2, 2015, 4

³⁵*Ibid*, 3

Where:

t : test

Mx : Mean of experimental group

My : Mean of control group

$\sum x^2$: Deviation of experimental class

$\sum x^2$: Deviation of control group

Nx : the total of students experimental class

Ny : the total of students control class³⁶

³⁶ Sari Delima Silaloho, DKK, *The Effectiveness of Whispering Game to Students' Vocabulary Mastery*, Journal Anglo-Saxson, Vol. 8, No 7, 2017, 19

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The data of this research was obtained from the test as the instrument of the research. There were two kinds of test for experimental group and control group which were distributed to students before the researcher conducted the treatment using jumbled words. Namely pre-test and post-test. The pre-test was given to determine the students' ability in compiling simple present sentences. After four times conducted the treatment, the researcher gave a post-test to see if there was a significant change in the use of jumbled words in improving students' ability to compose simple present sentences.

1. The Result of Pre-Test

The pre-test of students' ability in constructing simple present sentences was conducted to find out condition before being taught using jumbled words. The test was in multiple choice form that consisted 20 of items. The researcher gave pre-test at the experiment group (VII J) on Thursday 1st September 2022 and control group (VII K) on Saturday, 3rd 2020. The result is presented in the following:

Table 4.3 the result of students' pre-test in experimental group

No	Initial	Pre-test			
		The sum of question	The correct answer	Score	Classification
1	ASY	20	7	35	Poor
2	AIR	20	7	35	Poor
3	AAF	20	6	30	Poor
4	AAK	20	6	30	Poor
5	AA	20	7	35	Poor
6	ADR	20	6	30	Poor
7	APS	20	10	50	Fair
8	BM	20	3	15	Very poor
9	CAS	20	10	50	Fair
10	DRPR	20	7	35	Poor
11	FA	20	9	45	Poor
12	FJR	20	8	40	Poor
13	FD	20	8	40	Poor
14	HLM	20	8	40	Poor
15	HR	20	7	35	Poor
16	IG	20	9	45	Poor
17	KCS	20	8	40	Poor
18	LFZ	20	6	30	Poor
19	MZA	20	7	35	Poor
20	MFA	20	2	10	Very poor
21	MF	20	3	15	Very poor
22	MR	20	7	35	Poor
23	MRAJ	20	11	55	Fair
24	MFA	20	6	30	Poor
25	MRI	20	5	25	Very poor
26	MGJ	20	8	40	Poor
27	MSDL	20	15	75	Good

28	MFA	20	9	45	Poor
29	NI	20	6	30	Poor
30	NM	20	6	30	Poor
Total				1.085	
Mean				36.16	Poor

Based on the table above, it can be seen that the students' highest score of control class was 75, and the students' lowest score was 10. Students who got a good category was 1 students (3.33%) and category fair that were 3 students (10%) and category poor that were 22 students (73.33%) and category very poor that were 4 students (13.33%) and the mean score was 36.16, category was poor. Based on the result of pre-test, the students were lack of knowledge about simple present tense both verbal and nominal sentences. After calculating the students' total score, the researcher computed the students' mean score by using formula the below:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.085}{30}$$

$$X = 36.16$$

After calculating the data, can be seen mean score of the pre-test in experimental class was 36.16 it meant category was poor. After calculating the data, the researcher calculating the students' mean score of the pre-test in control class. The result is presented in the following:

Table 4.4 the result of students' pre-test in control class

No	Initial	Pre-test			
		The sum of question	The correct answer	Score	Classification
1	AZ	20	8	40	Poor
2	ASY	20	14	70	Good
3	BSL	20	4	20	Very Poor
4	DDW	20	8	40	Poor
5	FSA	20	5	25	Very Poor
6	GAQ	20	8	40	Poor
7	IMI	20	10	50	Fair
8	KSF	20	9	45	Poor
9	MDF	20	5	25	Very Poor
10	MAF	20	8	40	Poor
11	NDY	20	3	15	Very Poor
12	NS	20	7	35	Poor
13	NM	20	12	60	Good
14	NZR	20	7	35	Poor
15	NAP	20	10	50	Fair
16	NH	20	8	40	Poor
17	RAZ	20	5	25	Very Poor
18	RFP	20	7	35	Poor
19	RAR	20	7	35	Poor
20	RFD	20	7	35	Poor
21	RZK	20	8	40	Poor
22	SAA	20	4	20	Very Poor
23	SH	20	9	45	Poor
24	SNH	20	8	40	Poor
25	SR	20	3	15	Very Poor
26	SYL	20	11	55	Fair
27	TH	20	12	60	Good

28	TZ	20	9	45	Poor
Total				1.080	
Mean				38.57	Poor

Based on the table above, it can be seen that the students' highest score of control class that was 70, and the students' lowest score was 15. Students who got category good were 3 students (10.71%) and category fair were 3 (10.71%) and category poor that were 15 students (53.57%) and category very poor that were 7 (2.5%) and the mean score that was 38.57 category was poor. Based on the result of pre-test, students failed to identify and compiling the verbal and nominal sentences. Some of the students got score of under 50. From the result of pre-test, the students were lack of knowledge about simple present tense both verbal and nominal sentences. After calculating the students' total score, the researcher computed the students' mean score by using formula the below:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.080}{28}$$

$$X = 38.57$$

After calculating the data, can be seen mean score of the pre-test in control class was 38.57 category was poor. After calculating the data, the researcher calculating the students' mean score of the post-test in experimental class. The result is presented in the following:

2. The Result of Post-Test

Table 4.5 the result students' post-test in experimental group

No	Initial	Post-test			
		The sum of question	The correct answer	Score	Classification
1	ASY	20	14	70	Good
2	AIR	20	15	75	Good
3	AAF	20	12	60	Good
4	AAK	20	15	75	Good
5	AA	20	15	75	Good
6	ADR	20	16	80	Excellent
7	APS	20	16	80	Excellent
8	BM	20	9	45	Poor
9	COS	20	17	85	Excellent
10	DRPR	20	15	75	Good
11	FA	20	15	75	Good
12	FJR	20	14	70	Good
13	FD	20	16	80	Excellent
14	HLM	20	13	65	Good
15	HR	20	17	85	Excellent
16	IG	20	17	85	Excellent
17	KCS	20	16	80	Excellent
18	LFZ	20	16	80	Excellent
19	MZA	20	9	45	Poor
20	MFA	20	10	50	Fair
21	MF	20	11	55	Fair
22	MR	20	15	75	good
23	MRAJ	20	17	85	excellent
24	MFA	20	10	50	Fair
25	MRI	20	11	55	Fair

26	MGJ	20	10	50	Fair
27	MSDL	20	19	95	Excellent
28	MFA	20	18	90	Excellent
29	NI	20	11	55	Fair
30	NM	20	15	75	Good
Total				2.120	
Mean				70.66	Good

Based on the table above, it can be seen that the students' highest score of experimental class that was 95 and the lowest score was 44. Students who got a category very good that were 11 students (36.66%) and category good that were 11 students (36.66%) and category fair that was 6 students (2.0%) and category poor that were 2 students (6.66%) and the mean score was 70.66, category was good. From the result students' pre-test in experimental class, the students who achieved were 22 students and 8 were failed. In other words, only 22 students in experimental group were success, it means all most of the students could identify or compiling both verbal and nominal sentences. After calculating the students' total score, the researcher computed the students' mean score by using formula the below:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2.120}{30}$$

$$X = 70.66$$

After calculating the data, can be seen the students' mean score of the post-test in experimental class was 70.66, category was good. After calculating the data, the researcher calculating the students' total score of the post-test in control class. The result is presented in the following:

Table 4.6 the result of students' post-test in control class

No	Initial	Post-test			
		The sum of question	The correct answer	Score	Classification
1	AZ	20	12	60	Good
2	ASY	20	15	75	Good
3	BSL	20	12	60	Good
4	DDW	20	13	65	Good
5	FSA	20	10	50	Fair
6	GAQ	20	10	50	Fair
7	IMI	20	12	60	Good
8	KSF	20	11	55	Fair
9	MDF	20	10	50	Fair
10	MAF	20	10	50	Fair
11	NDY	20	10	50	Fair
12	NS	20	13	65	Good
13	NM	20	15	75	Good
14	NZR	20	14	70	Good
15	NAP	20	13	65	Good
16	NH	20	11	55	Fair
17	RAZ	20	10	50	Fair
18	RFP	20	11	55	Fair
19	RAR	20	11	55	Fair
20	RFD	20	10	50	Fair
21	RZK	20	12	60	Good

22	SAA	20	12	60	Good
23	SH	20	11	55	Fair
24	SNH	20	13	65	Good
25	SR	20	8	40	Poor
26	SYL	20	11	55	Fair
27	TH	20	13	65	Good
28	TZ	20	9	45	Poor
Total				1.610	
Mean				57.5	Fair

Based on the table above, it can be seen that the students' highest score of control class that was 75 and the students' lowest score was 40. Students who got a category good that were 13 students (46.42%) and category fair that were 13 students (46.42%) and category poor that were 2 students (7.14%) and the mean score was 57.5, category was fair. From the result students' post-test in control class, the students who achieved were 13 students and 15 were failed. In other words, only 13 students in control class were success, it means only some of students who could identify and compiling about verbal and nominal sentences. After calculating the students' total score of the post-test in control class, the researcher computed the students' mean score by using formula the below:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.610}{28}$$

$$X = 57.5$$

After calculating the data, it can be seen the students' mean score of the post-test in control class was 57.5, category was fair.

3. Students' Deviation and Square Deviation of Experimental Class

4.7 The result of scores deviation and square deviation in experimental class

No	Initial	Scores		Deviation (D)	Square deviation (D ²)
		Pre-test	Post-test		
1	ASY	35	70	35	1.225
2	AIR	35	75	40	1.600
3	AAF	30	60	30	900
4	AAK	30	75	45	2..025
5	AA	35	75	30	900
6	ADR	30	80	50	2.500
7	APS	50	80	30	900
8	BM	15	45	30	900
9	COS	50	85	35	1.225
10	DRPR	35	75	40	1.600
11	FA	45	75	30	900
12	FJR	40	70	30	900
13	FD	40	80	40	1.600
14	HLM	40	65	25	625
15	HR	35	85	50	2.500
16	IG	45	85	40	1.600
17	KCS	40	80	40	1.600
18	LFZ	30	80	50	2.500
19	MZA	35	45	10	100
20	MFA	10	50	40	1.600
21	MF	15	55	40	1.600
22	MR	35	75	40	1.600
23	MRAJ	55	85	30	900

24	MFA	30	50	20	400
25	MRI	25	55	30	900
26	MGJ	40	50	10	100
27	MSDL	75	95	20	400
28	MFA	45	90	45	2.025
29	NI	30	55	25	625
30	NM	30	75	45	2.025
Total Scores				$\sum x = 1020$	$\sum x^2 = 38.275$

By looking at the table above, can be seen that the highest deviation was 50 and highest score of square deviation was 2.500. To get the score deviation was the score of post-test reduced the score of pre-test. Thus, total deviation of experimental group was 38.275. After calculating students' scores deviation, the researcher computed students' scores deviation of control class. The result is presented in the following:

4.8 The result of scores deviation and square deviation in control class

No	Initial	Scores		Deviation (D)	Square deviation (D ²)
		Pre-test	Post-test		
1	AZ	40	60	20	400
2	ASY	70	75	5	25
3	BSL	20	60	40	1.600
4	DDW	40	65	25	625
5	FSA	25	50	25	625
6	GAQ	40	50	10	100
7	IMI	50	60	10	100
8	KSF	45	55	10	100
9	MDF	25	50	25	625
10	MAF	40	50	10	100

11	NDY	15	50	35	1.225
12	NS	35	65	30	900
13	NM	60	75	15	225
14	NZR	35	70	35	1.225
15	NAP	50	65	15	225
16	NH	40	55	15	225
17	RAZ	25	50	25	625
18	RFP	35	55	20	400
19	RAR	35	55	20	400
20	RFD	35	50	15	225
21	RZK	40	60	20	400
22	SAA	20	60	40	1.600
23	SH	45	55	10	100
24	SNH	40	65	25	625
25	SR	15	40	25	625
26	SYL	55	55	0	0
27	TH	60	65	5	25
28	TZ	45	45	0	0
Total Scores				$\sum x = 530$	$\sum x^2 = 13.250$

By looking at the table above, can be seen that the highest deviation was 40 and highest score of square deviation was 1.600. To get the score deviation was the score of post-test reduced the score of pre-test. Thus, total deviation of control group was 13.250.

After getting the scores deviation and square deviation of control and experimental groups, the researcher computed the scores deviation of both the groups by using formula:

$$\begin{aligned}
 My &= \frac{\sum y}{N} \\
 &= \frac{(530)}{28} \\
 &= 18.92
 \end{aligned}$$

$$\begin{aligned}
 Mx &= \frac{\sum x}{N} \\
 &= \frac{(1020)}{30} \\
 &= 34
 \end{aligned}$$

After computed the sum of scores deviation, the researcher computed the sum of squared deviation of both control and experimental groups by using formula designed by Arikunto:

$$\begin{aligned}
 \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
 &= 13.250 - \frac{(530)^2}{28} \\
 &= 13.250 - \frac{280.900}{28} \\
 &= 13.250 - 10.032 \\
 &= 3.218
 \end{aligned}$$

$$\begin{aligned}
 \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\
 &= 38.275 - \frac{(1020)^2}{30} \\
 &= 38.275 - \frac{104.040}{30} \\
 &= 38.275 - 3.468 \\
 &= 34.807
 \end{aligned}$$

Next the researcher computed the t-test to know the significance difference between the control group and experimental group. The researcher used the formula proposed by Arikunto:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{34 - 18.92}{\sqrt{\left(\frac{34.807 + 3.218}{30 + 28 - 2}\right)\left(\frac{1}{30} + \frac{1}{28}\right)}}$$

$$t = \frac{15.08}{\sqrt{\left(\frac{38.025}{56}\right)\left(\frac{30}{840} + \frac{28}{840}\right)}}$$

$$t = \frac{15.08}{\sqrt{(\frac{38.025}{56})(\frac{58}{840})}}$$

$$t = \frac{15.08}{\sqrt{(679.01)(0.06)}}$$

$$t = \frac{15.08}{\sqrt{(40.74)}}$$

$$t = \frac{15.08}{6.38}$$

$$t = 2.36$$

4. Testing hypothesis

The last step is testing hypothesis, the testing hypothesis was done to know whether this research conducted was successful or not. If t-tested value was higher than t-table value, it means that the hypothesis alternative (Ha) is accepted or there were significant differences to the dependent variable. In other words, the use of jumbled words can improve students' ability in constructing English sentences at the seventh grade of SMP Negeri 3 Palu, especially in simple present sentences. However, if t-tested is lower than t-table, it means the hypothesis Null (Ho) is rejected or there were no significant differences to the dependent variable or the use of jumbled words cannot improve students' ability in constructing simple present sentences.

After analyzing the result of t-test, the researcher was to found out whether the-test of this research was accepted or rejected, therefore the researcher counting

the t-table. The researcher applied formula the degree of freedom (df) 56 ($N_x + N_y - 2$) to found the t-test of this research, then by computed t-table using level significance 0.05 is as follows:

$$\text{Degree of freedom} = N_x + N_y - 2$$

$$= 30 + 28 - 2$$

$$= 56$$

$$\text{Df } 56 = 1.673$$

Based on the data analysis above, it can be seen that the $t\text{-test} > t\text{-table}$ 1.673, while t-test was 2.36. It means that the hypothesis alternative (H_a) was accepted and hypothesis null (H_o) was rejected. In other words, the use of jumbled words can improve students' ability in constructing simple present sentences at the seventh grade of SMP Negeri 3 Palu.

B. Discussion

The researcher conducted a pre-test in both of classes On September 1st and 3rd 2022, the researcher asked students to answer multiple choices questions about simple present tense based on their respective abilities. The questions about simple present tense it because in this research, the researcher taught basic words in the form of simple present tense. Based on the data obtained by the researcher through the pre-test that was distributed to the students before being given treatment, the results of the pre-test of the two classes showed that of the 30 students in each class only 2 or 3 students were in the medium category, while the

others could be categorized in the bad category, and on Saturday 3 September 2022 the researcher. At the time did the research, there were some students who did not come to school when the researcher gave the pre-test, so that the researcher had difficulty to obtaining data. Therefore, to obtained students' data, the researcher came to school. The researcher contacted the head of the class to make sure that the students were presented or not.

On Monday 5th September 2022, the researcher conducted the treatment by using jumbled words, when the researcher started teaching simple present tense, the researcher asked students what about subject, verb, and object. All almost of students did not know the meaning of the subject including they, we, you, he, and she. Verb (*kata kerja*) and object in verbal and nominal sentences, they did not understand what is to be, noun, adjective, that was why the students were difficult to construct the sentence. Based on the problems the researcher asked students to memorize all of those, so they can distinguish each function of the vocabulary and use it in verbal and nominal sentences. with the researcher's instructions the students were divided into several groups. Each group consisted of 6 students. After that the researcher explained the material about simple present sentences and students asked to pay attention and focus on the explanation of the material. Next the students were told that they arranged jumbled words. Then the researcher distributed jumbled words to each group and asked them to compose them. Before they constructed the jumbled words the researcher explained once again the material about simple present sentences, that in compiling the jumbled words you have to pay attention the subject first, the verb, then the object.

Furthermore, for the next meetings until four the researcher conducted a treatment by the same method. In each treatment the researcher distributed 2 jumbled words with 3 trials. After giving treatment, the researcher administrated the post-test to both groups on Saturday 26th 2022 in order to find out the students' ability in constructing simple present sentences.

As long as conducted the treatment they were motivated, enthusiastic, and seriously. Furthermore, the use of jumbled words in improving students' ability in constructing English sentences got a positive response to motivating students in participating in learning. The students used to be shy became active and worked well in their groups to understand the use of correct verbs, nouns, adjective in verbal and nominal sentences.

They became enthusiastic to learn and compose simple present sentences by using jumbled words. When the researcher gave the jumbled words to each of group, they worked it well and each group built good cooperation. They helped each other in compiling the jumbled words. After they finished the answer, they competed to write the answer on the blackboard.

Based on the result and analyzing the data of the research the researcher found that the students' improvement of the experimental class on the post-test increased. After applying the jumbled words cards as a group game to improve students' ability in constructing simple present sentences. The students could analyze word by word, what is the subject, verb and object. It can be proven by mean score of the pre-test and post-test where in experimental group from (36.16) to (70.66). Meanwhile mean score in control group of the tests both namely from

(38.57) to (57.5). Despite the pre-test in control was higher than experimental class. But after the jumbled words applied the students' post-test in experimental group was improved. It means the use of jumbled words could improve students' ability in constructing simple present sentences.

CHAPETR V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions discussed in the previous chapter, the researcher put of forward some conclusion as follows:

Based on the results of the data analysis t-test and t-table, $t\text{-test} > t\text{-table}$ ($2.36 > 1.673$) it means, H_a (was accepted) and H_o (was rejected). In other words, the use of jumbled words can improve students' ability in constructing simple present sentences. Furthermore, the use of jumbled words in the classroom made students were happily, active, seriously, enthusiastically and motivating students during the teaching and learning process

B. Suggestion

1. For the teacher: The teachers may use many way for teaching activity, as like technique, game and method, because all of those factors that greatly affect students' motivation in participating in teaching and learning process. Therefore, the teacher of SMP Negeri 3 Palu is expected to apply this technique as a way to attract students' attention in participating in learning English. Especially in improving students' ability in constructing English sentences.
2. For the students: students can use the jumbled words because this media motivating students in constructing a sentence and practice it by themselves at home or with their friends because this activity can be done individually or in groups. Because this technique is a game that can

stimulate students to be more active and helps students will be more enthusiastic in teaching and learning activities.

3. Other researchers: They can use this research as a reference to guide them to conduct similar research. The result of this research can help them to find out a new strategy or technique about teaching and learning simple present tense by use interesting strategies or technique as we know the technique is important to motivating students.
4. For the school: Media or facilities become one of the important teaching materials that must be used by teachers in the classroom to attract students' attention in following the teaching and learning process. Therefore the school should pay more attention to and provide facilities to support the success of teaching and learning process.

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LESSON PLAN

School	: SMPN 3 PALU
Subject	: English
Class/Semester	: VII/2
Material	: Simple Present Tense
Time Allocation	: 3 x 40 Minutes
Meeting	: 1

A. Kompetensi Inti

KI 1 dan KI 2: Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Basic Competence:

3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang. Binatang, benda, sesuai dengan konteks.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

C. Learning objectives

After following the learning process, students are expected to be able to:

1. Students are expected to be able to compose short sentences correctly
2. Students can arrange jumbled words into correct sentences

D. Learning Material

SIMPLE PRESENT TENSE

- Simple present tense is kind of tense which explain the activity that happened in the present or now
- It is used to express habitual or everyday activities.

Examples : The train leaves every morning at 8 AM.
They swim every weekend.
I go to school at 6 o'clock.

- It is expresses general statement of fact.

Examples : The world is round.
The sun rises in the east.
The sky is not green.

Simple Present Tense

Bentuk	Rumus		Contoh
+	Verbal	Subject + Verb.1 + Object	They study literature every Monday
	Nominal	Subject + to be (is, am, are) + Object	Mr. Joko Widodo is the President of Indonesia
-	Verbal	Subject + do not/does not + Verb.1 + Object	They do not study literature every monday
	Nominal	Subject + to be not + Object	Mr. Joko Widodo is not the President of Indonesia
?	Verbal	Do/does + Subject + Verb.1 + Object	Do they study literature every monday?
	Nominal	To be + Subject + Verb.1 + Object	Is Mr. Joko Widodo the President of Indonesia?

E. Learning Media and Learning Resources

1. Media: markers, whiteboards, worksheets (student worksheets), English dictionary, jumbled words
2. Learning resources: books to support the 2013 curriculum for English subjects when English rings the bell, class VII, Ministry of Education and Culture

F. Teaching Method:

1. Technique : Jumbled Words

2. Method : communicative language teaching

3. Approach : scientific Approach

G. Learning Steps

a) Pre-activity	Time
1. The teacher starts the class by holding an opening by saying Assalamualaikum Wr. Wb and asking light questions “how are you students”? Are you ready to start today's class? 2. The teacher invites the students to pray 3. The teacher checks the attendance list 4. The teacher tells the material to be studied 5. The teacher conveys the learning objectives 6. Teacher gives motivation	10 Minutes

b) Main-activity Observing 1. The teacher explains the material about the simple present tense 2. The teacher mentions the characteristics of the simple present tense 3. The teacher gives examples of simple present tense sentences For examples “my grandfather drinks coffee every morning” 4. Students observe, analyze and identify examples and characteristics of simple present tense sentences Questioning/ 1. The teacher gives the opportunity for students to ask about material that has not been understood about the simple present tense. Associating 1. The teacher divides the students into five groups and have pairs or groups consists of 6-7 students, and each group is distributed 6 jumbled words 2. The teacher practices the jumbled words in arrange simple sentences and tell students they are going to arrange words to make sentences 3. The teacher gives the jumbled words and have pairs or groups arrange the it into sentences 4. The teacher gives examples of arranging	100 Minutes
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words into correct sentences For example “I drink coffee every morning”

5. The teacher tells students in arranging words into correct sentences about the simple present tense. For example, you have to see the subject first, next the verb, then the object.

Communicating

1. Each group tries to arrange the jumbled words into correct sentences
2. The students are distributed two others jumbled words
3. The students arrange it into good sentences
4. the students are distributed two last jumbled words
5. Representative from each group writes the results on the whiteboard
6. the teacher and students discuss the results together

c) Closing 1. The teacher asks students to convey things that are still not understood from the material that has been delivered. 2. The teacher and students pray to end the meeting	10 minutes
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LESSON PLAN 2

School : SMPN 3 PALU

Subject : English

Class/Semester : VII/1

Learning Material : It's Beautiful Day

Time Allocation : 3 x 40 minutes

Meetings : 2

A. Kompetensi Inti

KI 1 dan KI 2: Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

A. Basic competence:

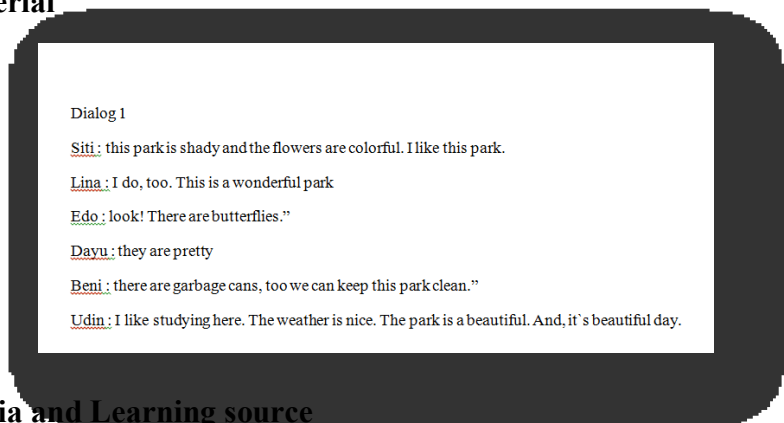
2.5 Mengidentifikasi fungsi social, struktur teks, dan unsure kebahasaan interaksi dan transactional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (perhatikan be, adjective)

- 2.5 Menyusun teks interaksi transactional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

B. Learning Objectives

1. Students are expected to be able to analysis the simple present sentences in dialogue in the form verbal sentences and nominal sentences
2. Students can compose a short sentence by using jumbled words cards

C. Learning Material



D. Learning Media and Learning source

1. Media: marker, jumbled words cards, whiteboards
2. Learning resources: books to support the 2013 curriculum to English subjects when English ring the bells.

E. Teaching Method:

1. Technique : Jumbled Words
2. Method : communicative language teaching
3. Approach : scientific Approach

F. Learning Steps

d) Pre-activity	Time
1. The teacher starts the class by holding an opening by saying Assalamualaikum Wr. Wb and asking light questions “how are you	

students”? Are you ready to start today's class? - The teacher invites the students to pray - The teacher checks the attendance list - The teacher tells the material to be studied - The teacher conveys the learning objectives - Teacher gives motivation	10 minutes
Main activity Observing - The teacher asks students to sit in their respective group - The teacher divides the dialogue text about “it’s beautiful day” to each group - The teacher asks students to analysis the verbal and nominal sentences in dialog together Questioning - The teacher gives the opportunity for students to ask about material Associating - The teacher practices the jumbled words in arrange simple sentences and tell students they are going to arrange words to make sentences - The teacher divides two the	100 minutes

jumbled words to each of group 3. The teacher tells students once again in arranging the jumbled words into correct sentences about the simple present sentences, for example you have to pay attention the subject first, next the verb for verbal sentences, next the object. While in nominal sentences you have to see the subject first, next to be, then noun or adjective. Communicating 1. The teacher asks to each group tries to arrange the jumbled words into correct sentences 2. The students are distributed two others jumbled words 3. The students arrange it into good sentences 4. The students are distributed two last the jumbled words 5. Representative from each group writes the results on the whiteboard 6. The teacher and students discuss the results together	
Closing 1. The teacher asks students to convey things that are still not understood from the material that has been delivered.	10 minutes

2. The teacher and students pray to end the meeting	
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LESSON PLAN 3

School : SMPN 3 PALU

Subject : English

Class/Semester : 7/1

Material : I am proud of Indonesia

Time Allocation : 3 x 40 minutes

Meeting : 3

A. Kompetensi Inti

KI 1 dan KI 2: Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Basic Competence:

3.7 Membandingkan fungsisosial, strukturteks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Learning Objectives

1. Students are able to identify simple present sentences both in the form of verbal and nominal sentences in the descriptive text
2. Students are expected to be able to compose a short sentence by using jumbled cards

D. Learning Material: I am proud of Indonesia



E. Learning Media and Learning source

Media : marker, whiteboards, jumbled words cards, dictionary

Learning resources : books to support the 2013 curriculum to English subjects when English rings the bells.

F. Teaching Method:

Technique : Jumbled Words

Method : communicative language teaching

Approach : Scientific Approach

G. Learning Steps

Pre-Activity	Time
1. The teacher starts the class by holding an opening by saying Assalamualaikum Wr. Wb and asking light questions “how are you students”? Are you ready to start	10 minutes

today's class? 2. The teacher invites the students to pray 3. The teacher checks the attendance list 4. The teacher tells the material to be studied 5. The teacher conveys the learning objectives 6. Teacher gives motivation	
Main activity Observing 1. Teacher asks students to sit in their respective groups 2. The teacher divides the dialog text to each of group 3. The teacher discusses the descriptive text about "I am proud of Indonesia" and tell students that the material to be learned is still related to the simple present tense, so the teacher will discuss the simple present sentences in the text 4. The students asked pay attention the teacher explanation about the material Questioning 1. The teacher gives the opportunity for students to ask about material that has not been understood about the simple present tense.	100 minutes

Associating 1. The teacher practices the jumbled words in arrange simple sentences and tell students they are going to arrange words to make sentences 2. The teacher divides two jumbled words to each groups 3. The teacher tells students to arranging the words into correct sentences about the simple present sentences, for example you have to see the subject first, next the verb for verbal sentences, next the object. While in nominal sentences you have to see the subject first, next to be, then noun or adjective. Communicating 5. Each groups tries to arrange the words into correct sentences 6. The students are distributed two others jumbled words 7. The teacher asks each group to arrange the jumbled words into correct sentences 8. The students are distributed two last the jumbled words 9. Representative from each group writes the results on the whiteboard	
Closing 1. The teacher asks students to convey	

things that are still not understood from the material that has been delivered. 2. The teacher and students pray to end the meeting	10 minutes
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LESSON PLAN 4

School : SMPN 3 Palu

Subject : English

Class/Semester : 7/1

Material : we love what we do

Time Allocation : 3 x 40 minutes

Meeting : 4

A. Kompetensi Inti

KI 1 dan KI 2: Menghargai dan menghayati ajaran agama yang dianutnya serta menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

A. Basic Competence

2.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi

orang, binatang, benda, sesuai dengan konteks penggunaannya.
(perhatikan unsure kebahasaan kalimat *declarative, interrogative, simple present tense*).

B. Learning Objectives

1. Students are able to identify simple present sentences both in the form of verbal and nominal sentences in the descriptive text
2. Students to be able compose a short sentence by using jumbled words

C. Learning Material



My pet is a cat. My cat's name is wloobie. He has soft brown and white fur. His eyes are brown. He has a round head and whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my hiouse. But he does not eat the rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is friendly cat. When a call him by saying "wluuuu", he comes immediately and meows at me. Sometimes, he is like having a conversation with me.

D. Learning Media and Learning source

1. Media: marker, cards, whiteboards
2. Learning resources: books to support the 2013 curriculum to English subjects when English ring the bells.

E. Teaching Method:

Technique : Jumbled Words
Method : communicative language teaching
Approach : Scientific Approach

F. Learning Steps

Pre-Activity	Times
1. The teacher starts the class by holding an opening by saying AssalamualaikumWr. Wb and asking light questions "how are you students"? Are you ready to start	

today's class? - The teacher invites the students to pray - The teacher checks the attendance list - The teacher tells the material to be studied - The teacher conveys the learning objectives - Teacher gives motivation	10 minutes
Main-activity Observing - the teacher asks students to sit in their respective groups - The teacher divides the descriptive text about animals to each of group - The teacher and students discuss the descriptive text about” it`s beautiful day” and ell students that the material to be learned is still related to the simple present sentences. Questioning - The teacher gives the opportunity for students to ask about material that has not been understood. Associating - The teacher tells students they are going to arrange the jumbled words to make sentences - The teacher gives two the jumbled	100 minutes 10 minutes

words 3. The teacher gives examples of arranging words into correct sentences For example “I drink coffee every morning” 4. The teacher tells students in arranging words into correct sentences about the simple present tense. For example, you have to see the subject first, next the verb, then the object. Communicating 1. Each group tries to arrange the words into correct sentences 2. The students are distributed two other jumbled words 3. The teacher asks each group to arrange the jumbled words 4. The students are distributed two last the jumbled words 5. Representative from each group writes the results on the whiteboard Closing 1 The teacher asks students to convey things that are still not understood from the material that has been delivered. 2 Teachers and students together conclude the material that has been studied	
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3 The teacher and students pray to end the meeting	
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Pre-test

Simple present tense Test

Name :

Class :

Choose one of the four choices that you think is the right answer then cross (x) on you chosen answer!

1. She her dog everyday
 - a. To Feed
 - b. Feed
 - c. Feeds
 - d. Feeding
2. Translating which the correct sentences “Ana pergi ke sekolah setiap senin dan sabtu” in English?
 - a. Ana go to school every Monday and Saturday
 - b. Ana going to school every Monday and Saturday
 - c. Ana goes to school every Monday and Saturday
 - d. Ana went to school every Monday and Saturday
3. I a singer!
 - a. Am
 - b. Is
 - c. Are
 - d. Do
4. My father always Coffee at 06:15 am
 - a. Drink
 - b. Drunk
 - c. Drinks
 - d. Drinking
5. A: does he love his mother?
B:
 - a. Yes, he does
 - b. No, he not
 - c. Yes, he do
 - d. Yes, he not
6. Translating which the correct sentences “ibuku adalah seorang guru” in English!
 - a. My mother are a teacher
 - b. My mother am a teacher

- c. My mother is a teacher
 - d. My mother do a teacher
7. Translating which the correct sentences “dia membeli sebuah sepeda baru” in English!
- a. He are buys a new bicycles
 - b. He is buy a new bicycles
 - c. He buying a new bicycles
 - d. He buys a new bicycles
8. We smart
- a. Am
 - b. Is
 - c. Are
 - d. Do
9. A:you sick?
B: No, I am not
- a. Are
 - b. Is
 - c. Am
 - d. Does
10. Translating which the correct sentences “hobi saya adalah berenang” in English!
- a. My hobbies is swimming
 - b. Hobby my is swimming
 - c. My hobby is swim
 - d. My hobby is swimming
11. My friend and I always on time
- a. Come
 - b. Comes
 - c. Coming
 - d. Come to
12. He,She stupid
- a. Think, Is
 - b. Thinks, Is
 - c. Thinking, Are
 - d. Thinks, are
13. My sister.....diligent
- a. Is
 - b. Are
 - c. Am
 - d. Do

14. A: Do they like English song?
B:
a. Yes, they does
b. No, they do
c. Yes, they do
d. No, they does
15. He a dentist
a. Am
b. Is
c. Are
d. Does
16. My father usually..... at 21:00 pm
a. Sleeps
b. Sleep
c. Sleeping
d. Sleep to
17. My mother often at 5 o'clock
a. Woke up
b. Wakes up
c. Waking up
d. Wake up
18. Ani TV at morning
a. Watch
b. Watches
c. Watching
d. Do
19. I subuh at 5 o'clock
a. Pray
b. Praying
c. Prayer
d. Prays
20. Translating which the correct sentences "Ayahku adalah seorang perokok"
in English?
a. My father are a smoker
b. My father does a smoker
c. My father am a smoker
d. My father is a smoker

Post-test

Simple present test

Name:

Class:

Choose one of the four choices that you think is the right answer then cross (x) on you chosen answer!

1. My mother and I Mineral water.
 - A. Drink
 - B. Eat
 - C. Ask
 - D. Find
2. Erika sandwich
 - a. Eats
 - b. Eat
 - c. Drink
 - d. Drinks
3. My cat smart
 - a. Are
 - b. Do
 - c. Is
 - d. Am
4. What kind of this sentences “Mila goes to market every Sunday”.?
 - a. Negative (verbal)
 - b. Negative (nominal)
 - c. Positive (verbal)
 - d. Negative (verbal)
5. My sister..... genius
 - a. Am
 - b. Are
 - c. Do
 - d. Is
6. What kind of this sentences “I study English every night”
 - a. Positive + nominal
 - b. Positive + verbal
 - c. Negative + verbal
 - d. Negative nominal
7. My father a farmer

- a. Is
 - b. Are
 - c. Am
 - d. Do
8. Ali to school
- a. Walks
 - b. Walk
 - c. Runs
 - d. run
9. Anto..... Soldiers
- a. Are
 - b. Is
 - c. Am
 - d. Do
10. Choose the correct sentences (handsome is Sasuke boy)!
- a. Sasuke is handsome boy
 - b. Sasuke handsome is boy
 - c. Sasuke boy handsome is
 - d. Handsome boy Sasuke is
11. Choose the correct sentences “Erika painter a is”
- a. Painter Erika is a
 - b. Erika is a painter
 - c. Erika painter a is
 - d. A Erika is painter
12. Ana and Andi kind
- a. Are
 - b. Is
 - c. Do
 - d. Does
13. Andi types a letter
- a. Positive (verbal)
 - b. Negative (nominal)
 - c. Positive (nominal)
 - d. Negative (verbal)
14. Muhammad..... a prophet
- a. Is
 - b. Do
 - c. Does
 - d. Are
15. Choose the correct sentences “Randi tall and Rendi are”

- a. Randi and Rendi are tall
 - b. Randi Rendi and are tall
 - c. Are tall and Randi Rendi
 - d. Randi and Rendi tall are
16.he live in Singapore?
- a. Is
 - b. Are
 - c. Do
 - d. Does
17. Choose the correct sentences "She my English is teacher"
- a. She is teacher my English
 - b. She is English teacher my
 - c. She is English teacher my
 - d. She is my English teacher
18. Choose the correct sentences "have two I dolls"
- a. I have two dolls
 - b. Have I dolls two
 - c. Two dolls I have
 - d. Dolls two I have
19. A: Do they like me?
- B:
- a. Yes, they do
 - b. No, they do
 - c. Yes, they no
 - d. No, they do
20. Choose the correct sentences "he very runs fast"
- a. He runs very fast
 - b. He very runs fast
 - c. Runs very he fast
 - d. He fast very runs

Distribusi Nilai T-table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)



submitted permit to the pinciple of Smp Negeri Palu



Gave pre-test in experimental class



Gave pre-test in control class



Giving treatment by using jumbled words in experimental class



Gave post-test in control class



Gave post-test in experimental class



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 4013 /Un.24/F.I/PP.00.9/8/2022
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 29 Agustus 2022

Yth. Kepala SMP Negeri 3 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

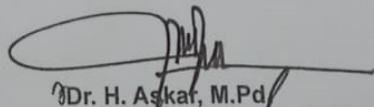
Nama	: Riska
NIM	: 181160065
Tempat Tanggal Lahir	: Lakea 1, 11 November 1998
Semester	: VIII (Delapan)
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jl. Samudra2
Judul Skripsi	: The Use Of Jumbled Words In Construsting English Sentences At The Seventh Grade Students Of SMP Negeri 3 Palu
No. HP	: 082258378461

Dosen Pembimbing :
1. Andi Muh. Dakhalan, S.Pd.I, M.Pd.
2. Zuhra, S.pd., M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,


Dr. H. Askar, M.Pd.
NIP. 196705211993031005



PEMERINTAH KOTA PALU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 PALU
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Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Palu, menerangkan bahwa :

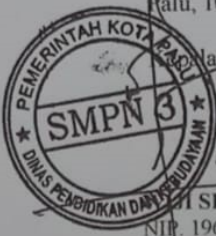
Nama : RISK A
NIM : 181160065
Program Studi : Tadris Bahasa Inggris

Benar Mahasiswa tersebut diatas telah selesai melaksanakan Penelitian di SMP Negeri 3 Palu,
Pada tanggal 01 September sd. 01 Oktober 2022, dalam rangka penyusunan Skripsi dengan
Judul :

**“ THE USE OF JUMBLED WORDS IN CONSTRUSTING ENGLISH
SENTENCES AT THE SEVENTH GRADE STUDENTS
OF SMP NEGERI 3 PALU “.**

Sesuai surat dari Dekan UIN Datokarama Palu, tanggal 24 Agustus 2022,
Nomor : 4073/Un.24/F.1/PP.00.9/08/2022.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya

Palu, 10 Oktober 2022
Kepala Sekolah,

SLAMAT, S.Pd., M.Pd
NIP. 19640407 198901 1 007

Curriculum Vitae

Personal Detail

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Education Background

1. 2005-2011 : SD Negeri 03 Lakea
2. 2011-2013 : MTs.S Lakea
3. 2013-2016 : SMA Negeri 1 Lakea