

IMPROVING ENGLISH VOCABULARY MASTERY USING JUMBLED LETTERS GAME

ARTICLE

By:

EVITA ZAHARA
F12410009

Approved by:

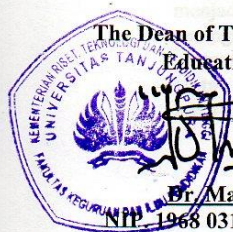
Supervisor I

Urai Salam, Ph.D
NIP. 197001111998031001

Supervisor II

Drs. Zainal Arifin, M. A
NIP. 195503201981031008

Legalized by



**The Dean of Teacher Training and
Education Faculty**

Dr. Martono

NIP. 1968 03161994 03 1 014

**The Head of Language and Art
Education Department**

Drs. Nanang Hervana, M.Pd
NIP. 1961 07051988 10 1 001

IMPROVING ENGLISH VOCABULARY MASTERY USING JUMBLED LETTERS GAME

Evita Zahara, Urai Salam, Zainal Arifin

Languages and Arts Education Department, Teacher Training and Education
Faculty of Tanjungpura University, Pontianak
E-mail:

Abstract: This Classroom Action Research is conducted to improve students' vocabulary mastery through Jumbled Letters Game. Field notes were also used to monitor the teacher and students' performance. The result of data analysis showed that class VIIA students got their progress in mastering vocabulary. In the first cycle, the students' mean score of vocabulary mastery was only 58.57 and categorized as poor. By doing all the steps of classroom action research, the process of teaching and learning was evaluated and modified, including providing clues for the students during playing the game. Then in the second cycle, the mean score of the students was improved to 72 which categorized as good. It showed that there was an improvement of the students' English vocabulary mastery after applying the jumbled letters game during teaching learning activity.

Keyword: vocabulary mastery, jumbled letters game, improving

Abstrak: Penelitian Tindakan Kelas ini dilakukan untuk meningkatkan penguasaan kosa kata siswa melalui Permainan Huruf Bercampur Hasil analisis data menunjukkan bahwa siswa kelas VIIA mengalami kemajuan dalam penguasaan kosa kata. Dalam siklus pertama, nilai rata-rata siswa hanya 58.57 dan kategorinya buruk. Dengan melakukan semua langkah-langkah dalam penelitian tindakan kelas, proses belajar mengajar dievaluasi dan dimodifikasi, termasuk menambahkan petunjuk bagi siswa selama bermain. Kemudian di siklus kedua, nilai rata-rata siswa meningkat menjadi 72 dan kategorinya baik. Ini menunjukkan bahwa terdapat peningkatan dalam penguasaan kosa kata Bahasa Inggris oleh siswa setelah menerapkan Permainan Huruf Bercampur selama aktifitas belajar mengajar.

Kata kunci: penguasaan kosa kata, permainan huruf bercampur, meningkatkan

English is an introductory language used in international event and is used as the medium of information, flow of science, technology, and culture as well. Those who are living in developing countries should be able to speak English to make relationship with other countries in the world and will be able to master the science, technology and culture in the world. According to Indonesian curriculum of education, English is given to junior high school and senior high school students as one of the main subjects.

However, students might not have enough knowledge and experience of English because most of them didn't get English as a subject in elementary

school. Therefore, it is difficult for students to remember words in English and to understand when someone is speaking. To acquire the words, students have to deal with English vocabulary. Vocabulary is an important aspect in learning foreign language. Nation (1990: 2) states that learners also see vocabulary as being a very, if not the most, important element in language learning. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transfer for a better language acquisition.

Vocabulary is a collection of words of a particular language. It can also be understood as the words used by people in a language. Burns and Broman (1975: 295) define that vocabulary is the stock of words used by person, class, or profession. People communicate through information which is shared, and that information is constructed from words. By understanding words in English, students can easily construct their idea and the information they are going to deliver. They can also write a text easier and comprehend their friends writing because of their knowledge toward English words.

Students' difficulties in learning English vocabulary complicate the process of achieving teaching learning target. The teacher must find the way to make learning fun and push aside any threat during the process so that they feel no worry to get involved. One way to make fun learning is using game as a teaching technique. A game is an activity with rules, a goal, and an element of fun (Haldfield, 1998: 4). It is believed that if an interesting game is used for learning, it will make the learning process comfortable. If the students find the learning process interesting, they will involve themselves in the learning process and it is important to achieve a successful learning.

The problem of class VIIA students of SMP Negeri 1 Kembayan is they cannot comprehend written English because they do not know the meaning of words. They have limited vocabulary items, only a few of English words. That is why students become passive and less involved in English class activities. Teacher's job in the classroom is to teach English vocabulary and give new words time to time for students' mastery. It is important that new vocabulary items be presented in context should be sufficient to provide clue to meaning and that students be given multiple exposure to items they should learn (Celce-Murcia, 2001: 288). The writer, who is the English teacher of the students, applied a word game in teaching learning activity to improve students' vocabulary mastery.

Word game is suggested to be introduced and applied during the English teaching learning activity. Word game includes any kind of games that related to the formation, alteration, or discovery of words. Word game is taught to learn words (Wright, 1997: 113). By applying word game in the classroom, students can learn and add new English words little by little. Word game is believed by the researcher to encourage students and motivate them to learn vocabulary comfortably. A kind of word game which is popular and most commonly used by teachers is jumbled letters game. In jumbled letters game, students are asked to construct the jumbled letters into a correct word.

Based on the problem faced by the students and the selection of jumbled letters game as a teaching technique, the writer as the English teacher applied jumbled letters game to improve the vocabulary mastery of class VIIA students of

SMP Negeri 1 Kembayan, Sanggau in academic year 2013/2014, and conducted a classroom action research design because the writer conducted the research in a particular class and intended to improve students' vocabulary mastery. Therefore, the title of this research is Improving English Vocabulary Mastery Using Jumbled Letters Game.

English is a language widely used in many countries over the world, as well as in Indonesia. The demand of English speakers in this modern era is increasing. Therefore, English has to be taught in many level of education. Teaching process becomes very vital in order to make people knowledgeable and able to acquire the targeted language. Brown (2007: 7) describes that teaching is any activity of a person to show or to help others how to do something in order to know or to understand the given instruction and to guide the knowledge. It can also mean to give (someone) knowledge or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English to students so they can use English well.

In Indonesia, English is a foreign language which is used in many aspects and regarded as a standard of competence for students. Based on the 2004 curriculum of education in Indonesia, English is one of the primary subjects at school. The objectives of teaching English to junior high school students as a primary subject of the study are: (a) developing the communication skill in English both spoken and written language. The ability to communicate includes listening, speaking, reading, and writing; (b) giving information that English is one of the most important foreign languages that become means of communication in education; and (c) developing the understanding of language and culture. Therefore the children will have knowledge about culture.

In junior high school level, the role of an English teacher is very important because the task to develop the material and technique in teaching in the classroom in order the students can master English well. The teacher needs to have special training or education to have knowledge to prepare a good lesson plan, provide appropriate resources to learn, and so on. Therefore the teacher must create a good condition and make his/her teaching interesting for students and be very helpful to encourage them to learn English. However, according to Allen (1983: 5), English teachers know how communication stops when learners lack the necessary words. In other words, a teacher with good educational background logically has chance to be a good facilitator. Good environment and media also support the success of language teaching.

According to the School Based Curriculum (KTSP) in Indonesia, teaching is the guidance of learning activities, and any activities carried by the teacher in the classroom, which is intended to give students knowledge or skills. It means that any action performed by the teacher with the intention of facilitating learning to the students. In the real process, teaching is not that simple. As a matter of fact, it is a very complicated activities that need to be mastered well by every teacher. With regard to this matter, teaching according to Chambers (2006:4) is a complex activities, strategies, mechanism, invitations, stimuli, and rhetorical ploys

designed to help students learn and to become better learners. A good teaching activity has to be focused on the learners. Therefore, the main objective of teaching is to make students' become more knowledgeable.

Vocabulary is the set of words which are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary mastery plays important role to express idea and also the chance of understanding the communication between people. The vocabulary is central to language and critical importance to the typical language learner (Coady and Huckin, 1997: 5). It is a significant element that every people must have for communicating with other people. Teaching vocabulary is one of the important factors in forming up sentence or passage to achieve the form and meaning of the language correctly so that the communication among others happen clearly and easily to understand. Therefore, the teacher needs to carefully design the teaching material to help the students acquire the targeted vocabulary of English.

A game is an activity, usually done for enjoyment and sometimes used as an educational tool. A game is an activity with rules, a goal and element of fun, which is divided into two kinds: competitive games, in which players or teams race to reach the goal, and cooperative games, in which players or teams work together towards a common goal (Hadfield, 1998: 4). A game generally involves mental or physical stimulation, and often both. Many kinds of game are useful to develop students' practical skills in a form of exercise, or otherwise a game performs an educational, simulation, or psychological role. Recently games have become more widely used in learning English, especially learning vocabulary. It can be found that there are many vocabulary games such as: cross puzzle, scrambled, jumbled letter, and so on.

Before applying the game in teaching learning activity in the classroom, the teacher needs to find out the advantages of it. When looking at the advantages of using game in teaching learning process, Kim (1995: 35) states that there are many advantages of using games in the classroom: (1) games are welcome break from the usual routine of the language class; (2) they are motivating and challenging; (3) Learning a language requires a great deal of effort and games help students to make and sustain the effort learning; (4) games provide language practice in the various skills - speaking, writing, listening, and reading; and (5) they encourage students to interact and communicate. They create a meaningful context for language use. The teacher needs to be creative and selective when it comes to selecting a suitable game.

In relation to teaching learning vocabulary, Nguyen & Nga (2003) argue that games have shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible and communicative way. In short, game is a considerable effective way to enhance teaching learning

activity, especially in the field of vocabulary. Through games, students can learn without burden and can enjoy the process with fun and happiness. Students' motivation can also be raised and it will influence their language acquisition.

English teacher needs to make contextual teaching learning situation in particular activity within the classroom. Contextual learning marks an educational philosophy and an educational strategy that centers on enabling students to find *meaningfulness* in their education (Parnell, 1995: 2). Through contextual learning, students can learn many things which are related to their life. When they learn contextually, it is believed that they can acquire English easier because of the familiarity of the context.

The teacher's job in teaching English is to create a comfortable classroom situation and joyful learning situation. It is important because it will determine students' English acquisition. Kaswan (2010:169-174) said that at the beginning of learning English, students will write a little. Students who have limited vocabulary will be hesitant and feel less confident. They are afraid of making mistakes. That is why the teacher should encourage them during teaching, and based on this problem, the writer applied vocabulary games. Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Huyen and Nga, 2003).

In the classroom, jumbled letters game was conducted by following the procedure. Before started the activity, the teacher determine part of speech which is going to be discussed at the meeting. Then, every student is being shown a table with pictures and jumbled words in a separated column; the left column contains the jumbled words of English, and the right column consists of pictures as the guide for students. Then, students write their answer on their paper.

METHOD

This research was conducted using an action research design where the researcher paid more attention to the teaching learning process. Classroom action research is a research where the teacher becomes a researcher and tries to make a better teaching learning process. Creswell (2008: 597) states that the educators may use action research, if they have specific educational problem to solve. Action research is conducted in a particular classroom. By doing a classroom action research, the teacher reflects on his or her own practice of teaching, knows the weaknesses, and decides what action should be taken in order to solve the problem and to improve teaching learning process.

In conducting a classroom action research, the researcher administers the treatment with the help of a collaborator. A collaborator is often the teacher in this research site, where in the classroom, a collaborator act as an observer that observes the treatment. As the researcher found the real problems, he or she analyzes the cause then decides what action should be taken to solve the problem. Then, in evaluating the changes of the action taken or treatment, the researcher reflects on his or her teaching after he or she takes a note or observes the note together with his or her research collaborator. Therefore, classroom action research is just like a normal teaching learning process. The thing that become the

difference is that the teaching process is divided into several cycles to see the progress of the students' achievement.

The cycles in a classroom action research are divided into a big cycle and small cycles. They can be seen as follows: (1) Big Cycle, in this research is two weeks, taken to apply the whole teaching and learning process; and (2) Small Cycles consists of two meetings which each meeting last in about 90 minutes. Kemmis and Mc Taggart (1992) said that there are three defining characteristics of action research, as follow: (1) it is carried out by practitioners (for their own purposes, classroom teachers) rather than outside researchers; (2) it is collaborative; and (3) it is aimed at changing things. The characteristics are important so the teacher can conduct the action research so it will not disturb the teaching learning activity. The teacher also has to be aware that besides solving the problem being found in the classroom, he or she also needs to improve the quality of teaching learning activities.

When conducting a research, the researcher had chosen the subjects of research from the very beginning because qualitative research is conducted to solve a particular problem explore and develop a central phenomenon. That is why in this qualitative research, the researcher intentionally selected the research subjects. The subjects of research are class VIIA of SMPN 1 Kembayan, Sanggau in academic year 2013/2014. The appropriate technique of collecting data is very important to obtain the objectives of the research. By choosing and using an appropriate technique to collect the data of research, it will guarantee that the hypothesis can be tested and the outcome of the research can be considered objectively. In this research, the writer carried out two techniques in collecting data, those are: measurement and observation. The writer conducted the measurement and observation when she took data in the classroom where the teaching learning process occurs. Techniques and tools of data collecting applied in this research are:

1. Field Notes

The research collaborator noted the process of all the activities in form of a note that recorded what actually happened in the classroom when the strategy is applied in class. Field notes are the main way of recording the data. According to Dawson (2002: 106), field notes can be defined as the practical details about the events, times, dates, and places or the can be considered as the methodological notes concerning the research's role, the researcher's influence on the encounter, the researcher's relationship with the subjects of research and so forth.

The data was analyzed by reflecting the fact or information taken from the field notes, observation sheets and achievement test. Therefore, a collaborator or observer is needed. Both teacher and collaborator had to analyze the students' activity. In this research, the writer focused on the computation of students individual score and mean score as it is the best indicator of the combined performance of an entire individual or group of participants. The data is the score of students answer in multiple choice test. These have been done by both the teacher and the collaborator to get objective data. Each correct answer got 1 point.

After that, the data from students' worksheet obtained by calculating the mean score of all students.

$$M = \frac{\sum X}{S}$$

Note: M = mean score
 $\sum X$ = sum of individual score
 S = number of students

Then to classify the data, the researcher provided the criteria of the students' mean score as follows:

Total Score	Category	Qualification
80 – 100	A	Excellent
60 – 79	B	Good
50-59	C	Average
0-49	D	Poor

(taken from David P. Harris 1969:134)

During conducting the research, it is also important to keep doing the procedure of teaching learning like usual. The procedure of this research is by giving noun and adjective words to the students in the jumbled words so they need to correct the words with the aid of pictures given by the teacher. This activity encourages the students to convey what they are thinking about the pictures before writing the words in the answer papers. The researcher wrote the activities conducted in this research, from the very beginning until the end of the research, and they are:

1. Preparation of Research

Before started the activities within the research, the researcher prepared everything needed. The steps of research preparation were as follows: (a) Proposed the research outline to the Chairman of English Study Program; (b) Composed the Outline into a Research Design; (c) Conducted a seminar; (d) Revised the Research Design after getting feedback from the seminar; (e) Asked the approval from the Dean of Teacher Training and Education Faculty; (f) Submitted the Research License to the Headmaster of SMPN 1 Kembayan to get permission to start conducting the research.

2. Implementation of the Research

After finished the preparation, the researcher planned some activities to be conducted in the classroom for the implementation of the research. The steps of research of implementation were as follows: (a) The researcher conducted the research in two meetings within two cycles, where one meeting consists of 2x40 minutes; (b) The researcher explained about the importance of vocabulary in learning English; (c) The researcher explained about jumbled letters game

and how to answer the questions from the teacher using this game; (d) The researcher asked the students to answer the questions in particular time; (e) The research collaborator observed the teaching learning process and completed the field notes based on what was seen from direct observation; (f) The researcher gave score to the students' worksheet; (g) The researcher and research collaborator analyzed the collected data based on the field notes and result of students' mean score.

FINDING AND DISCUSSION

Finding

After conducting a research improving students vocabulary mastery using jumbled letters game in class VIIA students of SMPN 1 Kembayan in academic year 2013/2014, the researcher would like to present the findings of this action research. The data of research were taken from students' vocabulary writing test, observation checklist, and field note. This research was conducted in two cycles on November 24 until 7 February 2014. During applying the strategy, the researcher and research collaborator cooperated to record what actually happened in the classroom in the teaching learning process by using field notes. The collaborator's view of the process was very important to avoid the subjectivity of the researcher. After giving the students' worksheet, the researcher computed the students' score and classified the mean score into the qualification. Afterward, both the researcher and collaborator did the reflection on the teaching learning process whether or not it end up with the achievement of the goal. All those steps were done to obtain the research findings.

The tools of data collecting was the students' worksheets. The data from the students worksheet were taken by looking at each correct answer. After that, the data from students' worksheets were calculated by using the mean score of all the students. Students' mean score is important in order to measure students' improvement when this research is being conducted.

$$N = \frac{\text{total points of correct answers}}{35 \text{ students}} \times 100$$

Note: N= Individual Score

To compute the class performance, the researcher used the formula of mean score. All individual scores summed and divided by the number of students in the class.

$$M = \frac{\sum X}{S}$$

Note: M = mean score

$\sum X$ = sum of individual score

S = number of students

The result categorized as follows:

Total Score	Category	Qualification
-------------	----------	---------------

80 – 100	A	Excellent
60 – 79	B	Good
50-59	C	Average
0-49	D	Poor

(Taken from David P. Harris. 1969:134)

The category of scoring was determined based on Kriteria Ketuntasan Minimal (KKM); Students' Standard Minimum Score for English subject in this school is 70 point. The research findings were discussed based on the result of students' vocabulary test, the field notes, and observation checklist. The description of data analysis discussion is as follows:

1. First Cycle

a. Planning Stage

During teaching the seventh grade students of SMPN 1 Kembayan, in this case in class VIIA, the researcher investigated some problems that happened in writing especially regarding vocabulary. As indicated earlier, the problems were the students' poor understanding of writing. It happened because the students faced difficulties in writing even in knowing English words. Therefore, then it is difficult for students to write simple sentences that should be mastered by them. The problem was worsen by the not understanding the meaning of the vocabulary. These problems made the students become poor in writing.

Therefore, the researcher prepared the lesson plan, observation checklist table, and form of field note. The lesson plan is a way to make an effort to achieve the goal that is the mastery of the lesson by the students. It was design in such away so that the students get involved in the teaching learning process.

b. Acting

In the acting stage, as usual, the teacher greeted the students and asked them to pray together first. Next, the teacher checked the students' attendance in the class by looking at the list. Then, the teacher tried to motivate the students in teaching learning process as a pre activity. All activities followed the procedure as written in lesson plan. Next, the teacher asked students about the last lesson such as the names of animal; for example "do you know animal?" Can you mention some of the animal names? These questions lead the students to recall the words or vocabulary items that had been learned in the last lesson. It made the students keep their attention on the lesson that would be explained by the teacher. The teacher explained the materials to be learnt i.e. writing simple vocabulary items. The teacher then described the kinds of profession that the people always do in their daily life. The teacher introduced one of the professions, such "teacher", "doctor", "nurse" and the like by writing the words on the blackboard. The teacher guide the students to look at every single letter that forms a word, such as the word "teacher" which consist of the letters t, e, a, c, h, e, and r; the word "doctor" which consist of the letters d, o, c, t, o, and r. After that, the teacher went on to next activity, giving the students exercise to check whether they understand or not. The exercise was a kind of game, in form of jumbled letters to be aranged by the students into right words (names

of profession). The next step, the students come in front of the class one by one to write the given jumbled letters that they had made into words. In this stage almost all the students could not arrange good or correct words. There were only two or three students who could arrange the jumbled letters into good or correct words. After that, the teacher explained again the way to arrange the jumbled letters into right words. Then after that the teacher gave opportunity to the students to try again. Unfortunately, the result was similar, the students remained unable to arrange the given jumbled letters into good or correct words except about six students

c. Observing

During the observation stage, both the collaborator and the teacher observed the students' behavior and the teaching learning process. The collaborator wrote the field notes. The teacher or researcher and the collaborator discussed about the meeting. They checked the students' answer and gave score. However, the result was not satisfying, where almost all the students' score were very low. The following was the score of the individual student:

Table 1. The Result of Students' Individual Score in the First cycle

No	Students' Name Code	Score
1	AB	50
2	AN	60
3	AR	50
4	BE	50
5	BT	60
6	CK	60
7	CT	70
8	DN	80
9	DF	60
10	EK	70
11	FT	70
12	FTA	60
13	FA	50
14	JV	40
15	JUN	40
16	KAT	50
17	KAR	50
18	LL	60
19	LID	60
20	LS	50
21	LM	60
22	MAG	80
23	MAR	60
24	MB	60
25	MC	60
26	NN	50

27	NIS	60
28	ON	60
29	SH	50
30	SYF	80
31	SUR	60
32	YUN	60
33	YAS	60
34	UT	50
35	ZN	60
Total		2050

Then students' mean score in the first cycle was:

$$M = \frac{\sum N}{S} = \frac{2050}{35} = 58.57$$

Then qualification of the students' in this cycle was qualified "average".

No	The Mean of Students' Score	Range	Qualification
1		80-100	Excellent
2		60-79	Good
3	58.57	50-59	Average
4		0-49	Poor

The students' mean score was 58.57. This was qualified into average. Based on the Minimum Passing Grade (Kriteria Ketuntasan Minimal), this result was unsatisfying, because based on Students' standard minimum score of English subject in this school which is 70, the students' mean score was poor and below the standard requirement.

d. Reflecting

Based on the discussion between the researcher and the collaborator, it could be concluded that the first cycle did not meet the satisfaction need. The teacher would set the next class activity as follows:

1. The teacher have to monitor all the students before starting the lessons to ensure them to keep silent and encourage them to pay attention to the following activity during teaching-learning process.
2. The teacher plan to give the students needed clues, instead of only game.
3. The teacher should give attention to some students who were not active in the class activity.
4. The teacher plan to explain the students by using provided clues to make them easy to do the exercise.
5. The teacher plan to monitor the students when they arrange the jumbled letters by helping them to look at the clues.
6. The teacher plan to ask the students look at very carefully the jumbled letters and connect them with the provided clues. So that it is hopefully the students would arrange them better.
7. The teacher should set the available time carefully

8. The teacher should give the students chance to ask questions or share difficulties they face.
9. The teacher plan to set the students into some groups so that they can cooperate, helping each other in solving their problems.

2. Second Cycle

a. Planning Stage

Based on the result of reflection in the first cycle, the teacher found some problems. The problems were some students did not really pay attention to the lesson where they were noisy. During the teaching-learning process, some students kept talking, laughing and their voice disturbed the other students. Besides, the problem was that the time was very limited, especially caused by asking the students to do exercise one by one in front of the class. It really consumed much time. Therefore, the researcher and collaborator attempted to minimize the problems which happened in the previous meeting. The researcher modified the lesson plan based on the time available by setting the students into some groups. The teacher also planned to add some more words about profession but this time by providing the students the clues.

b. Acting Stage

The teacher greeted the students and then asked them to pray together as usual. Next, the teacher checked the students' attendance list in the class and all of the students that no one was absent. Then, the teacher motivated students to attract them in teaching learning process. The teacher motivated the students and previewed the materials given last week to recall the material have been learned previously in the first meeting. Furthermore, the teacher explained the additional new words about some other profession names. The students paid attention and listened carefully to the teacher explanation. In this second cycle, the teacher showed them some clues which were not given in the previous meeting. The clues were given by darkening the first letter for the word to be arranged by the students and put the pictures of the profession words beside the jumbled letters that the students have to arrange. The teacher guided the students to arrange the jumbled letters by reminding them that the available picture shows the profession, hoping that the students would be helped. So the students can guess the name of the profession based on the picture beside the jumbled letter. The exercise was given by the teacher in form of a piece of paper (as a worksheet) containing the pictures and the jumbled letters with one of the letters had been darkened (as the first letter of the meant profession word). After the teacher distributed the worksheet to the students, they were supposed to do the exercise in each group together. So that the students can cooperate and do the exercise more easily, where they can help each other discussing the letters arrangement actively.

While the students at this tage, started doing the exercise in their own group enthusiastically, the teacher reminded the students to ask question to the teacher if they find some difficulties. At the same time, the teacher approached

one group to another observing and checking the students in case of they need any help.

Next, the teacher gave them assignment to the answer and all students did assignment and she emphasized to the students that they should be confident their answers with individually and if they still had difficulties they could ask the teacher. While this time there were no more students who were asking their friends or cheating. They did the assignment actively, when they found difficulties they asked the teacher instead of interrupting their friends. After few minutes later the students could finish the worksheet and submitted to the teacher. Then, the teacher and students discussed and made conclusion for the lesson today.

c. Observing Stage

The teacher checked the students answer and gave the score. The following was the score of the individual students:

The Result of Students' Individual Score in the Second Cycle

No	Students' Name Code	Score
1	AB	70
2	AN	75
3	AR	70
4	BE	70
5	BT	75
6	CK	75
7	CT	80
8	DN	85
9	DF	70
10	EK	75
11	FT	75
12	FTA	70
13	FA	70
14	JV	60
15	JUN	65
16	KAT	72
17	KAR	68
18	LL	70
19	LID	70
20	LS	70
21	LM	75
22	MAG	90
23	MAR	70
24	MB	70
25	MC	75
26	NN	65
27	NIS	70
28	ON	70
29	SH	65

30	SYF	85
31	SUR	70
32	YUN	70
33	YAS	70
34	UT	65
35	ZN	75
Total		2520

Then students' mean score in the second cycle was:

$$M = \frac{\sum N}{S} = \frac{2520}{35} = 72.$$

Then qualification of the students' in this cycle was qualified "Good".

No	The Mean of Students' Score	Range	Qualification
1		80-100	Excellent
2	72	60-79	Good
3		50-59	Average
4		0-49	Poor

The students' mean score was 72 and this was qualified into Good. In this stage, both the teacher concluded that the second cycle had been successful. The students' mean score was improved. The result was satisfying so that the teacher decided to stop the cycle.

d. Reflecting Stage

Based on the discussion between the teacher and the researcher as collaborator, it could be concluded that the second cycle had been improved. The students mean score was improved. More importantly, the problems happened in the first cycle had been solved in the second cycle. The result was satisfying. The result showed the students' vocabulary mastery was improved from cycle to cycle. They were active and interested in applying yje game to increase their mastery of vocabulary activities. The result was satisfying so that the teacher decided to stop the cycle.

Discussion

The classroom action research was conducted in two cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching-learning process. The researcher needed a collaborator to observe what was happening in the classroom and to take some notes. The presence of collaborator was to minimize the subjectivity of the

researcher while interpreting the data. The data was collected in the form of students' exercises or in their worksheets, and field notes.

In the first cycle the problems that happened in this cycle were the situation in the class. The students were noisy; they talked with their friends without paying attention to the teacher explanation. In the first cycle, the teacher found that the students got problem in writing right words. The students got difficulty in arranging the provided jumbled letter to be right words. As the result was that the students score was very low. As a matter of fact, the students' mean score in the first cycle was only 58.57. Therefore, it was categorized as poor. The second cycle, the teacher and collaborator discussed strategies to minimize the problems before starting the class. The teacher set the teaching learning process by making the students into groups. This was set due to the allocated time and the students condition. This was aimed at enabling the students to do this learning process better where the students felt enthusiastic in learning English. The students applied jumbled letters game in group in order that they shared idea and discussed their problems with their group.

The problem in the second cycle were just new unfamiliar words which were added by the teacher on purpose. To help the students know the new unfamiliar words, the teacher provided them with clues. When applying the game, the students were really helped by the clue provided by the teacher. First, by looking at the bolded letter as the initial letter of the word, the students were able to predict the correct word that they should make. Second, by looking at the picture showing the name of the profession, the students were again could connect their previous knowledge to the new word that they should make. Third, as they could apply the jumbled letters game in more enjoyable and active situation in group, they were able to be more active and focus on doing the exercise collaboratively with their friends in their group. In fact, they were given opportunity to share their difficulties and solved them up during teaching-learning process. Therefore, they could finally do the assignment well with better result.

After observing the process and interpreting data, the teacher decided to stop the actions because the data showed that indicators of success was satisfying with the result of students' mean score was 72. It was categorized Good. Even though there were six students (17.14%) got under passing grade minimum score, but the score they achieved were much better than before, showing that they could improve their mastery. If we have a closer look at the individual scores of the six students before the use of jumbled letters game and after, we can see that the improvement was quite significant. Students JV who got 50 before, for example, could increase the score into 60. Student JUN could even increase the score from 40 to 65. The other 29 students (82.85%) could improve their vocabulary mastery much better. It shows us that the use of jumbled letters game was successful in improving the students vocabulary mastery.

CONCLUSION AND SUGGESTION

Conclusion

Based on what have been discussed previously, the conclusion can be drawn. Helping students with no basic knowledge of English in a remote area

such as in SMPN 1 Kembayan is not an easy thing to do. Knowing that the students of SMPN 1 Kembayan got difficulty in mastering English vocabulary, the researcher as the teacher of seventh grade students tried to use jumbled letters game to help the students improving their mastery of vocabulary. After doing this classroom action research it was found that the use of jumbled letters game could help the students of seventh grade in improving their vocabulary mastery. Based on the process and interpreting data, the students were successful in improving their vocabulary mastery by applying the jumbled letters game. The indicator of success was shown by the result of the students' mean score of the test which was 72. This score was categorized "Good" and met the determined minimum score of passing grade. Before applying jumbled letters game, the students' mean score for vocabulary test was only 58.57, which was also far from the minimum passing grade (70). Even though there were six students (17.14%) got under passing grade minimum score, but the score they achieved were much better than before, showing that they could improve their mastery. The other 29 students (82.85%) could improve their vocabulary mastery much better. It shows us that the use of Jumbled Letters Game was successful in improving the students' vocabulary mastery.

Suggestion

Based on the researcher experience in applying this jumbled letters game, there were weaknesses that should be paid attention. Therefore, here is the suggestion: (1) It is suggested for the teacher to really set the available time in such a way, for example by dividing the class into groups, so that the application of this game can be carried out well; (2) as applying a game can make the class noisy, the teacher should really make the students to be actively focus on playing the game to master the lesson by approaching and leading them well; (3) if the students have no basic background of English, it is suggested that the words to be made by the students should be based on the things the students have the previous knowledge about; and (4) if the students have some basic background of English, it is suggested to apply the jumbled letters game by designing the more various complicated words to be made.

REFERENCES

- Allen, V.F. (1983). *Techniques in Teaching Vocabulary*. New York: Oxford University Press
- Burns, P.C. & Broman, B.L. (1975). *The Language Arts in Childhood Education. A Rational for Pedagogy*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* 3rd Edition. Boston: Heinle & Heinle
- Coady, James and Huckin, Thomas. (1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. Cambridge University Press.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education*. 6th Edition. London: Taylor & Francis Group.
- Creswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition. Boston: Pearson Education, Inc.

- Hadfield, Jill. 1998. *Advanced Communication Games*. New York: Longman
- Huyen, Nguyen Thi Thanh & Nga, Khuat Thi Thu (2003). *Learning vocabulary through games, the effectiveness of learning vocabulary through games. Asean EFL Journal*. Retrieved from http://www.asian-efl-journal.com/dec_03_sub.Vn.php.
- Kaswan. (2010). *Language in Society*. STKIP Siliwangi Press.
- Kaswan. (2010). *Teaching English to Young Learners (mengapa dan bagaimana)*. Bandung: Putra Praktisi.
- Kemmis, Stephen and Mc. Taggart Robbin. 1990. *The Action Research Planner*. Australia: Deakin University.
- Lehr, F., Osborn, J., & Hiebert, E., H. (2004). *A focus on vocabulary: Pacific resources for Education and Learning*.
- Miller, C. A. *Action Research: Making Sense of Data*. On-line article recovered 11/05/2007, www.coe.fau.edu/sfcel/sensdata.htm.
- Nation, P. (1990). *Teaching and Learning Vocabulary*. Boston: Heinle & Heinle.
- Parnell, D. (1995). *Contextual Teaching Works! Increasing Students' Achievement*. Waco, Texas: CCI Publishing
- Thornbury, S. (2002). *How to Teach Vocabulary*. Essex: Pearson Education
- Wright, A. (1984). *Games or Language Learning (2nd edition)*. Cambridge: Cambridge University Press.