

**TEACHING VOCABULARY BY USING SCRAMBLED WORD
AT THE EIGHTH YEAR STUDENTS OF SMPN 8 PALOPO
(A Classroom Action Research)**



A THESIS

**Submitted to the English Study Program of SI Tarbiyah Department of
The State College for Islamic Studies of Palopo in Partial Fulfillment for S.Pd.
Degree in English Education Study Program**

IAIN PALOPO

BY

SALINA PASIANGAN

08. 16. 3. 0083

**ENGLISH EDUCATION PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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ABSTRAK

Salina Pasiangan, 2013 Pengajaran kosakata menggunakan Scrambled Word pada siswa kelas delapan di SMPN 8 Palopo. Skripsi Program Study Bahasa Inggris Jurusan Tarbiyah di Sekolah Tinggi Agama Islam Negeri (STAIN) palopo, pembimbing (1) Wisran, S.S., M.Pd. dan Pembimbing (2) Jufriadi, S., S.M.Pd.

Kata Kunci : *Pengajaran, Kosakata (kata benda, kerja dan sifat) Scrambled Word, Classroom Action Research.*

Skripsi ini membahas tentang pengajaran kosakata menggunakan Scrambled Word pada siswa kelas delapan di SMPN 8 Palopo. Skripsi ini bertujuan untuk mengetahui Cara yang tepat dalam menggunakan Scrambled Word pada pengajaran kosakata pada siswa kelas delapan di SMPN 8 Palopo?

Penelitian ini menggunakan metode penelitian tindakan kelas dengan dua siklus yaitu siklus 1 dan 2. Setiap siklus terdiri atas empat langka yaitu perencanaan, pelaksana, observasi dan refleksi. Ada empat pertemuan pembelajaran selama penelitian ini. Sampel penelitian adalah siswa kelas VIII 2 terdiri dari 26 siswa. Dalam pengumpulan data, penulis menggunakan lembar observasi dan test kosa kata.

Hasil penelitian ini menunjukkan Scrambled Word efektif dalam pengajaran kosa kata pada siswa kelas delapan di SMPN 8 Palopo dapat dilihat dalam siklus 2 lebih baik dari siklus 1 Siswa menunjukkan antusias yang besar selama pembelajaran rata-rata siswa pada siklus 2 adalah 81.23 dan persentase dari observasi aktivitas siswa adalah 80% penguasaan kosakata siswa meningkat setelah sekel 2. Cara yang tepat dalam menggunakan Scrambled word pada pengajaran kosa kata adalah : (1). Memberi motivasi kepada para siswa untuk aktif (2). Memberi bimbingan intensive kepada para siswa (3). Memberi kesempatan kepada para siswa yang mendapat suatu score baik di dalam siklus yang sebelumnya untuk berbagi pengetahuan mereka tentang Kosa kata (4). Memberi penghargaan kepada siswa yang sukses dan para siswa yang paling aktif.

ABSTRACT

Salina Pasiangan, 2012 Teaching Vocabulary by Using Scrambled Word at the eighth year students of SMP Negeri 8 Palopo”. Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (1) wisran, S.S., M.Pd, and Consultant (2) Jupriadi, S.S., M.Pd.

Key words : Teaching, Vocabulary (noun, verb and adjective) Scrambled Word, Classroom Action Research.

This thesis focused on finding out the appropriate way of using scrambled word in teaching vocabulary to the eighth year students of SMP Negeri 8 Palopo?

This research employed Classroom Action Research (CAR) with two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection. There were four meetings during the research cycle. The sample of this study was class VIII 2 consists of 26 students. In collecting the data, the writer used the observation, interview and vocabulary test in evaluation.

The result of this study revealed that the cycle 2 was better than the cycle 1 scores. The students showed a great enthusiasm during the lesson. The mean score of the cycle 2 is 81.23 and the percentage of observation of the students 'activities is 80%. The vocabulary mastery of the students increased after the cycle 2. The appropriate way of using Scrambled words are: (1). Giving more motivation to the students in order to be active (2). Giving intensive guidance's to the students (3). Giving chances to the students who got a good score in the previous cycle to share their knowledge about the Vocabulary (4). Giving awards to the successful students and the most active students.

CHAPTER 1

INTRODUCTION

A. Background

Although some teachers and many people think using language games in the classroom is a trivial time-filler,¹ and time consumers or classroom techniques for fun,² the use of game has a specific role in any foreign language teaching. Gullin and Arda Arikan state that games provides not only enjoyment and relaxation but also as they encourage students to use the language in a creative and communicative purposes.³ Andrew Wright, at all, describe that games help the teacher to make language in the context useful and meaningful. It is also to persuade learners to maintain interest and work.⁴ According to Bryne in Risnawati, game may be defined as a form of play governed by certain rules on convention.⁵ In addition, Aydan Eroz states that games are highly motivating because they are amusing and interesting. The game can be used to give practice in all languages and skill and to practice many

¹Shelly Vernon, *Why English Language Games Are Essential in A Teacher's Toolbox*. The Article can be accessed at: http://www.teachingenglishgames.com/Articles/Why_and_How_to_use_Games_in_Class.htm. Accessed on 12 March 2013.

²Gulin Yolageldili and Arda Arikan, *Effectiveness of Using Games in Teaching Grammar to Young Learners*. The article can be accessed at: <http://ilkogretim-online.org.tr>. It was accessed on 12 March 2013.

³*Ibid.*, p. 219.

⁴Andrew Wright, David Betteridge and Michael Buckby, *From Games for Language Learning*. <http://www.teflgames.com/why.html>. The article was accessed on 12 March 2012.

⁵Risnawati, *Using Sequence Word Games to Improve the Student's Vocabulary*, (Unpublished Thesis Muhammadiyah University: Makassar, 2010), p. 12.

types of communication.⁶ It is believed that the use of games in any language teaching become more important. The present study examines aspect of method of English learning as illustrated in Scrambled Word.

In this research, the researcher will focus on the teaching vocabulary through scrambled word. This can make the students enjoy and interested to learn can be attract the students' focus in teaching learning. This game is scrambled letters arranged into one meaningful word than the word than the word will be answer. Word will scrambled and then it will give to the students, so that the students arrange be a word that have meaningful in the teaching of scrambled word is needed a strategy that is thematic strategy.

The student can communicate to other if they have enough vocabulary. The quality of students' language skills clearly depends on the mastery of vocabulary by the students. The more vocabulary one has the greater possibility of language skill can be. According to Tarigan, a language will function if the language skill improves and the students' language skill will improve if vocabularies cognitive improve, therefore the students must attempt to increase their vocabulary.⁷

Teaching English vocabulary to Indonesian learners is not easy because the students have variety of English vocabulary level. For teaching vocabulary, teachers must choose an appropriate method that can help to explain the material given to students. These Phenomena also happen at the eighth year students of SMPN8

⁶Aydan Ersoz, *Definition of Games*. Article can be accessed on

⁷ Henry Guntur Tarigan, *Pengajaran Kosakata* (Bandung: Angkasa, 1985), P.14.

Palopo. In fact, the eighth year students' SMP 8 Palopo faces difficulty to write and speak in the teaching process. It caused by the lack of the vocabulary. So that, the writer is interested in teaching vocabulary especially by using scrambled word .Especially the parts of speech (verb, noun and adjective) Using scrambled word.

The lack of vocabulary of the students influenced by some factors, one of them is technique to make them more active and have high motivation in learning English vocabulary. The researcher selects a technique in teaching vocabulary It can by teaching vocabulary exercise by using scrambled word .The students are always passive and have low motivation in learning vocabulary. Through their participation in Scrambled Word they can absorb new vocabulary and concepts directly and remember what they have learned.

The use of scrambled word especially for students of junior high school will be examined and studied at SMP 8 Palopo. This game is not too difficult for student's junior high school. Therefore, the researcher conducted it under to topic "*Teaching Vocabulary by Using Scrambled word at The Eighth Year Students of SMPN 8 Palopo*".

B. Problem Statement

Considering the background above, the researcher formulated the following research question: What are the appropriate ways of using Scrambled Word in teaching vocabulary at eighth year of SMPN 8 Palopo?

C. Objective of the Research

Based on the problem statement above researcher formulates the objective of the research as to find out the appropriate ways in teaching vocabulary by using scrambled word at Eighth of SMPN 8 Palopo.

D. Significance the Research

The result of this research is expected to be useful of information for the English teachers as one of the technique in teaching English for junior high school students and as feedback for the students to their competencies in vocabulary through using scrambled word game. So the students can fell like play again in learning process especially in learning English language.

E. Scope of the Research

This researcher focused on the students increase in learning vocabulary by Using Scrambled word method at the eighth year of SMPN 8 Palopo. The scope of this study is restricted to build up the students 'vocabulary through noun, verb and adjective. The words used here are words which are included in scrambled word.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Previous Studies

Some researchers conducted their research on the various techniques in teaching vocabulary:

1. Ika Ashari did research on *Improving Vocabulary of Students through Bingo Game* as a technique of teaching vocabulary which is considered very interesting for the students. The research showed that the score of the students increased from 71, 4 in the pre-test to 263, 64 in the post-test. This represented a significant increase of the score by the students.¹

2. Agus Handoko in his research *Effectiveness of the Teaching English by using Games in SD 1 Tempusari, Sambu, Boyolali* showed that there was a significant difference in vocabulary mastery between the teaching by using conventional method and the teaching by games. The students taught by using games have average achievement (82,161) which was higher than the score by students taught by conventional method (69,677).

The result of his research implies that teaching by games was more effective to apply in teaching vocabulary especially for the students at elementary school.²

¹ Ika Ashari, *Improving Vocabulary of Students Through Bingo Game at The Seventh Year Students of SMPN 8 Palopo*, (Unpublished Thesis STAIN, Palopo, 2008), p. 5.

² Agus Handoko. *Effectiveness of Teaching English by Using Games in SD 1 Tempusari, Sambu, Boyolali*, (Thesis, Universitas Muhammadiyah

3. Makmur did research on *Improving Students 'Vocabulary through Jumping Words at MAN Palopo'*. It was proved by-test analysis that $t_o \geq t_t$ it means that there was significant different between and after treatments. There was a significant improvement on vocabulary at the second class of Man Palopo after jumping words conducted.³

Based on the researchers above, even though there are some similarities between the writer and the researches in terms of the topic takes on vocabulary skill of students and the writer is curious to apply the same research method to find out the teaching vocabulary by using scrambled word eighth year of SMPN 8 Palopo. Not only this has the similarities, but it has also differences. What the writer has done was the use scrambled Word English songs, funny story and gesture in improving the students Vocabulary. This drives the students to collect, know and remember vocabularies they used in everyday life. From that the writer believes it can improve the student's vocabulary.

B. Concepts of Teaching

1. Teaching and Learning

Teaching and learning are two important things that cannot be separated. They are essentially social activities; implies role relationship of teacher and learner. These relationships are established, maintained, and evaluated through communication.

Teaching, the most important part in learning process, is the process of guiding, facilitating, enabling and setting condition for the learners. Teaching

Surakarta,2008),Online,<http://www.google.co.id#hl=id&q=using+games+in+language+teaching>. Accessed on September 19,2011

³ Makmur, *Improving Students 'Vocabulary through Jumping Words at MAN Palopo*(Unpublished Thesis STAIN, Palopo,2008),p.66.

contains many activities. Richard Leblance in *Top Ten Requirments for Good Teaching* said “Good teaching is supported by strong and visionary leadership, and very tangible instruction support resources, personnel and funds.⁴ The characteristics of a good teacher are:

- a. A good teacher has a commitment to make the material absolutely clear what has to be understood at what level and why.
- b. A good teacher has a facility for engaging with students at their level of Understanding
- c. A good teacher has a capacity to explain the material effectively
- d. A good teacher has to show concern and respect to the students
- e. A good teacher has a commitment to encourage independence
- f. A good teacher has an ability to improvise and adapt to new demands
- g. A good teacher uses teaching methods and academic tasks that require
- h. students to learn actively, responsibly and co-operatively
- i. A good teacher has a valid assessment methods
- j. A good teacher focuses on key concepts, and students misunderstandings of them, rather than covering the ground.
- k. A good teacher has the highest quality feedback on student work
- l. A good teacher has a desire to learn from students and other sources about the effects of teaching and how it can be improved.

⁴Richard Leblance, *Top Ten Requirments for Good Teaching*, Online [http://www.Biz.Colostate.Edu//good teaching. Aspx](http://www.Biz.Colostate.Edu//good%20teaching.Aspx). Accessed on 15-09-2012.

A teacher should have all requirements above and should control activities in order to become a good teacher. The teacher is an important to determine a successful knowledge and ability to organize the material well. Besides, the teacher has to deliver the material must be A teacher must be of concern by the teacher. Through interesting method the students are easy to understand the subjects. At the same time, the material should be suitable with the students.

Learning is the activity done by the students which is commonly defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and worldviews. This statement means that learning is some processes that are done by students to understand about something. Learning covers all kind of processes to be skilled and experienced. The processes in learning. Learning acquires new knowledge, behaviors, skills, values, preferences or understanding, and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines. Progress over time tends to follow learning curves.⁵ This means that learning is a process in understanding the knowledge which gives a big influence to the students.

There are some characteristics of a good learner:

⁵Wikipedia, *Learning*, online <http://www.en.wikipedia.org/wiki/Learning>, accessed on 12-09-2012

- a. Good language learners find their own way and take charge of learning. They determine the best methods for them as individual learners and be experiencing with different methods.
- b. Good language learners organize their study and information about the language.
- c. Good language learners are creative. They understand that language is creative. They observe the language and play the grammar, words, and sounds.
- d. Good language learners make their own opportunities to practice the language inside and outside of the classroom.
- e. Good language learners learn to live with uncertainty by focusing on the meaning of what they can understand, by not getting flustered, and by continuing to talk or listen without necessarily understanding every word. Good language learners use mnemonics and other memory strategies to recall what they have learned. They use linguistic knowledge including first language in learning a second language.⁶

According to H. Douglas Brown, teacher can play many roles in the course of teaching.⁷ Just a parents are called upon to be many thing their children, teacher cannot be satisfied with only one role. Following you will find another set of methaphor to describe a spectrum of possibilities of teacher roles. Some of which are more conductive to creating in interactive classroom than other.

⁶ Rubin, J., & Thompson *14 Characteristics of a Good Language Learner* online http://www4.ncsu.edu/~dfstephe/14_characteristics.html Accessed on 12 -09- 2012.

⁷H.Doughlas brown, *Teaching by Principles an InteractivenApproach to Language Pedagogy*, (third edition; San Fransisco state University; Pearson Education, Inc. 2007)p. 214-216.

- a. The teacher as controller; a role that is sometimes expected in traditional educational institution is that of master controller, always in charge of every moment in the classroom.
- b. The teacher as director; some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or director of drama.
- c. The teacher as manager; this metaphor captures your role as one who plans lesson, modules, and course, and who structures the large. Longer segments of the classroom time.
- d. The teacher as facilitator; this might be described as facilitating the process of learning, of making learning easier for students.
- e. The teacher as resource

2. Other important factors in language learning process

There are some more fundamental factors that determine success in Language learning:

- a. Motivation
- b. Data (samples of the language, plus maybe information about the language)
- c. Opportunities to experiment with the data.

d. Feedback to confirm that you are in the right direction, or to redirect you if you are not.⁸

3. The importance of language learning strategies for students

The goal of strategy use is to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or interacts new knowledge. According to Oxford et al, the language learner can benefit from strategy training which seeks to encourage greater responsibility and self-direction in the learner.

Within the recent trends in foreign/second language teaching the 'Communicative Approach' is seen as the suitable way for learners to develop their communicative competence. The language learning strategies (LLS) can help them do this. However, we should notice the differences between LLS and communicative strategies. Communicative strategies are intentionally and consciously used by speakers to cope with the difficulties in communicating in a foreign/second language. Language learning strategies, on the other hand, the learners use to develop their learning strategies, in general, in the target language, and communication strategies are just one type of LLS. Oxford states that language learning strategies are "especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence."

⁸Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Their Influence on Students' Acquisition* online http://is.muni.cz/th/104917/pdf_b_a2/bakalarska_prace.Pdf. Accessed on 15-09-2012.

The use of appropriate language learning strategies often results in improved proficiency or overall achievement in specific skill area the classification framework of learning strategies

Maguid Saleh explained the six major groups of foreign or second language (L2) learning strategies have been identified by Oxford.

- a. *Cognitive strategies* are mental strategies the learner uses to make sense of learning. They enable the learner to manipulate the language material in direct ways. When manipulating cognitive strategies, the learner is involved in practicing, receiving and sending messages, reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.
- b. *Met cognitive strategies* are essential for the learner to plan, monitor and evaluate learning. They are employed for managing the learning process. Learners are required to centre, arrange, plan and evaluate their learning.
- c. *Memory-related strategies* are used for storage of information. They help learners link one second or foreign language item or concept with another but do not necessarily involve deep understanding. Learners are to be given the chance for linking mental images, applying images and sounds, reviewing well, and employing action.

d. *Compensatory strategies* help the learner make up for missing knowledge. Examples of such strategies include guessing from the context in listening and reading, using synonyms and “talking around” the missing word to aid speaking and writing and strictly for speaking, and using gestures or pause words.

e. *Affective strategies* are concerned with the learner’s emotional needs such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk.

f. *Social strategies* help the learner work with others and understand the target culture. They lead to more interaction with the target language through cooperating with others, empathizing with others, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.⁹

C. Teaching Vocabulary

According to Manser in Oxford dictionary, vocabulary is the total number of word in a language, words known to a person, list of words with their meaning, especially at the back of book used for teaching a foreign language.¹⁰ Vocabulary like grammar is an essential component of all user of language.¹¹ Vocabulary is words

⁹Maguid Saleh, *Language Learning Strategies for Classroom Application* online <http://google.com/teaching-learning/streategies.doc>.

¹⁰ Manser, *Oxford dictionary*, (New Edition; New York : Oxford University Press 1995), p.515

¹¹Michael H. Long, and Jack C Ricards, *Methodology in TESOL, A Book of Reading*, (United Stated of Amerika, Newbury House Publisers, 1987), p.305.

known, learn, used, short list of word with their meaning.¹² The students will find difficulties in learning English if they do not learn about vocabulary before.

According to Abdul Kareem Igbaria in his article, teaching English vocabulary is an important area worthy of effort and investigation.¹³ Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed to express meaning and in use the receptive (listening and reading) and the productive (speaking and writing) skills.

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is impohe teachers to do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time.¹⁴ This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening and reading than it

¹²Michael Brooks, *Handy learner's Dictionary of American English* (New Edition; American: Longman, 2000),p. 489.

¹³Abdul Kareem Igbaria, *Teaching English Vocabulary* online <http://www.google.com> Accessed on 12 September 2012.

¹⁴Paul Nation, *Teaching Vocabulary*, Online, [http // scholar. Google. Co.id/scholar](http://scholar.google.co.id/scholar) = teaching vocabulary. Accessed on 13-09-2012

is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information about a word. The more complex the information is, the more likely the learners are to misinterpret it.

The positive effects of vocabulary teaching can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading and writing, and where the teaching deals with items that learners see as being very relevant for the activity. The first decision to make when teaching a word is to decide whether the word is worth and high frequently used spend time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible.

Sometimes however a teacher may want to spend time on a word. In general, time should be spent on high frequency words or words that fill a language need that the learners have. When deciding how to spend time on a word, it is useful to consider the learning burden of the word.

Besides, teachers can help their learners enrich and increase their vocabulary. They can also help the learners to build a new store of words to select from when they want to express themselves.

If any learner can handle grammar correctly, that does not mean that he can express himself fluently unless he has a store of words to select from. Therefore,

teachers are a very important factor in selecting and teaching English vocabulary, and they have to design vocabulary according to their learners' needs.

1. Techniques in Teaching Vocabulary

In teaching vocabulary, the teacher thinks how to make the process of teaching enjoyable and easy to understand by the student. It needs a technique in teaching vocabulary which is used by the teacher influences the process of learning. The students also have to give feed back and good responses. According to a book written by Brewster *The Primary English Teacher's Guide*.

There are some techniques in teaching vocabulary:

- a. Using objects; Introducing a new word by showing the real objects often helps students to memorize the word through visualization. The teacher can use objects or bring the things to the classroom to help the students know the meaning of the word.
- b. Using Illustrations and pictures; A great deal of vocabulary can be introduced by using illustration or pictures. Visual support helps students understand the meaning and helps to the word more memorable.
- c. Repetition; Saying the word repeatedly, helps the students in memorizing the word, because children learn new words relatively quickly but they also forget them quickly.
- d. Mime, expressions and gestures; Many words can be introduced through mime, expressions and gestures. For example, when a teacher wants to introduce the name

of animals. Students can learn the meaning of words by imitating the sound of an animal or the way an animal walks or eats.

e. Guessing from the context; Encouraging the students to guess the meaning of words as much as possible is a good way. This will help them build their selfconfidence. Students can guess words through illustration, similarity spelling or sound in the mother tongue and general knowledge. Practicing and checking vocabulary.

Once a new word has been introduced, you have to provide opportunities for students to practice it and check that they understand it. There are varieties that can be used, matching words to pictures, guessing games, labelling.¹⁵

2. What is involved in knowing a word?

Part of effective vocabulary teaching involves working out what needs to be taught about a word. This is called the learning burden of a word and differs from word to word according to the ways in which the word relates to first language knowledge and already existing knowledge of the second language and or other known languages.¹⁶

¹⁵ Brewster, *The Primary English Teacher's guide* 2000 online [http:// www. Scholar/ google. Com](http://www.Scholar/google.Com). Accessed on 13-09- 2012.

¹⁶ Paul Nation,. Paul Nation, *Teaching Vocabulary*, Online, <http // scholar. Google. Co.id/scholar = teaching vocabulary>. Accessed on 13-09-2012 p.2-3

Useful vocabulary learning exercises that require little or no preparation

a. Word meaning

- 1) Find the core meaning, the learners look at dictionary entries and find the shared meaning in the various senses of the word.

a. Word card testing; The learners work in pairs. Each learner gives their pack of cards to their partner who tests them on their recall of the meaning by saying the word and getting them to give the translation. This can also be done by giving the translation and getting them to give the word form.

b. Using the dictionary; When a useful word occurs in a reading text, the teacher trains learners in the strategy of using a dictionary.

c. Guessing from context; Whenever a guessable word occurs in a reading text the teacher trains the learners in the guessing from context strategy.

b. Word form

1) Spelling dictation the teacher says words or phrases and the learners write them.

2) Pronunciation, the teacher writes words on the board and the learners pronounce them getting feedback from the teacher. Each learner picks what word to say.

- 3) Word parts , the teacher writes words on the board and the learners cut them into parts and give the meanings of the parts.

c. Word use

(a) Suggest collocates The learners work together in pairs or small groups to list collocates for a given word.

(b) Word detectives A learner reports on a word he or she has found in their reading. They talk about the meaning, spelling, pronunciation, word parts, etymology, collocates and grammar of the word.

c. Prepared vocabulary exercises

Some vocabulary exercises need to be carefully prepared in advance. These may be part of a course book and may be planned to systematically cover a certain area of vocabulary. The major values of prepared exercises are that they can be made to systematically cover an area of vocabulary, and learners can do them independently of the teacher.

d. Getting repeated attention to vocabulary

Useful vocabulary needs to be met again and again to ensure it is learned. In the early stages of learning the meetings need to be reasonably close together, preferably within a few days, so that too much forgetting does not occur. Later meetings can be very widely spaced with several weeks between each meeting.

D. The Principles Learning and Teaching Vocabulary

In learning and teaching vocabulary there are some principles as follow as:

- a. Aims; the teacher should know the aims of the words taught.
- b. Quantity; the number of new words, which students should posses and learn, must clear.

- c. Need; it is necessary to select the words which teachers serve to the students its selection process is based on the aims of the course and the objective of the individual lesson, students' background and language need.
- d. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence the t students learn the target words.
- e. Meaningful presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Is presentation should be perfect, meaningful and unambiguous.
- f. Situation presentation; the way in presenting the words should be appropriate to the students' situation.
- g. Presenting in context; through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.
- h. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a tool of compare similarities and difference of the words. Guessing produce in learning vocabulary, guessing is a way in learning vocabulary. It leads students to think the meaning of the taught.¹⁷

¹⁷Sumarni, *Teaching Vocabulary through Reading Folktale to the Eight Year Student of PMDS Putra Palopo*, (PALOPO: STAIN Palopo 2011), p.9-10.

E. Game

1. Definition of Games

According to Byrne in Risnawati, game may be defined as a form of play governed by certain rules on convention. They are meant to be enjoyed wherever they are played.¹⁸ Aydan Ersoz stated that games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.¹⁹

Game is a teaching media that can be used in teaching vocabulary. They are enjoyment in the language lesson. Many teachers find games become a strong classroom tool for foreign language students. Students can often get bored with books and worksheets. Using games and interactive tools can keep students focused on learning for extended periods.

2. Types of Language Games

Hadfield explained two ways of classifying language games. Linguistic games and communicative games. The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

¹⁸ Risnawati, *Using Sequence Word Games to Improve the Students' Vocabulary* (Unpublished Thesis Muhamadiyah University: Makassar, 2010), p.12.

¹⁹ Aydan Ersoz, *Definition of Games*, Online, <http://www.teflgames.com/why.html>, Accessed December 15, 2010.

F.Scrambled Word

1. Definition of Scrambled

Term scramble come from language English that mean "struggle, contention, struggle". Technique scrambled worn for jackstraws kind that be development practice and vocabulary thinking insight enhanced. According to the answer character scramble consist of diverse from that is:

a. Scramble Word; is a game that arranging letter into one meaningful word for

Examples:

- Tundste.....Student
- Ttecsuru.....Structure

b. Scramble sentence; is a game that arrange sentence from disorder to the sentence which. Have a meaning, correct, and true.

Alternative instruction model reads with technique scramble in general study fringes read with technique scrambled divided into in 3 activities that are:

1) Preparation

- a) Prepare a word, then release sentences found in word into sentence cards.
- b) Every work card contains one sentence.
- c) Sentence cards are given serial number composition arrange expressly confused.
- d) Divide student in groups that have 4 up to 6 students each.
- e) Regulate seat position so that group one with other group not mutual disturbs and not mutual disturbed.

2) Kernel Activity

- a) Every student group is ready with sentence card ware that distributed teacher to discuss in the group each.
- b) Teacher asks every students of group straightens cards be a good composition and easy caught the purpose.
- c) Every group of students discusses in the group to look for sentence cards composition that assumed good and reasonable.
- d) Teacher leads big group discussions to analyze and listen responsibility every little group on work result each group.
- e) After entire groups comes up, discussion activity is continued with discussion about opinion and civil comment so that do equal test on work result every little group with inspect logical every reason and proof that proposed. Finally they are supposed to determine attitude or choice reasonable word composition.
- f) One or two students are asked to read original text so that other student/group can compare it.
- g) At the end of this kernel activity, one or two students was asked to retell to return word contents a while ago by using language self.

3) Follow-up

Follow –up activity can be done as follows:

- a) Enrichment activity shaped task gift similar to different ingredient
- b) Activity completes original text composition, if original text doesn't show reason.

- c) Look for new vocabulary meaning in the dictionary and apply in sentence.
- d) Repair grammar errors may be found in Patrice word (ingredient teach).

2. Scrambled Word Method.

Techniques of learning by providing work sheets to be filled by students are; teacher presents subject after to students and share the worksheet with answer scrambled arrangement.

- a) Strengthness.
 - 1. Rejuvenate looking for answers
 - 2. Encourage students to learn to do about it.
- b) Weakness
- c) Students think critically.
- d) Could have other friends cheat answer.

3 Study of Model Scramble

Study model scramble appear like study model word square, the difference exercise answer is not inscribed in answer boxes, but already inscribed yet with disorder composition, and the task of the students is to arrange the letters into a good composition.

❖ Media

- 1) Make appropriate question with competence hat wants achieved
- 2) Make random letter as an answer choice.

The study steps as follows; Teacher present material appropriate competence that wants achieved, Distribute spread sheet appropriate.

Examples:

Compile fonts in column B so that is keyword (answer) from question in column A.

Column A

- Before person used money they do transaction by
- Something is used as a means of valid payment.

Column B

- TABRER..... (true the answer BARTER)
- YMOEN..... (True the answer MONEY)²⁰

G. Action Research

1. Definition of Action Research

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school

²⁰Rachman Widodo 2009, *Model Pembelajaran Scramble*. The article can be accessed at: <http://daudp65.byethost4.com/2009/11/14/model-pembelajaran-scramble>. Accessed on October 10th '2012

improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process.²¹

For more details, the writer would like to offer some definition of what action research is from some experts:

- a. Stephen Kemmis, action research is a form of self-reflective inquiry undertaken by participants in social(including educational) situations in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. In education, action research has been employed in school based curriculum development, professional development, school improvement programs, and system planning and policy development.
- b. Watts underscores that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions : (1) teachers and principals work best on problem they have identified for themselves, (2) teachers and principals become more effective when encouraged to examine and assess their own work and than consider ways of working differently, (3) teachers and principals help each other
- c. by working collaboratively, and (d) working with colleagues helps teachers and principals in their professional development.²²

²¹ Hopkins, *Action Research*. 1993. Online, hysicsed. Buffalostate.edu/danowner/ actionrsch. Html).accesssed on may 1 2012

2. Characteristic of Action Research

- a. Practical, and relevant with situated real deep world job
- b. Giving set framework to trouble-shooting
- c. Flexible and adapt if which is enables to mark sense changing up to trial period
- d. Participation which researcher takes part straightforward
- e. Self evaluative which is continuo's ala modification is evaluated in aught situation
- f. In term research finding have poor external validity
- g. Research and decision making is process by decentralizes and diregulasi
- h. Cooperative is in contemplation, performing, and evaluation
- i. Action research develops empowerment, democracy, justice, and freedom
- j. Applying theory in small scale
- k. Accentuating action approaching
- l. Developing a model.²³

3. Types of Action Research

There are four types of CAR, namely:

- a. CAR Diagnostic; is meant by CAR diagnostic research is designed to guide researchers toward an actionn. In this case researchers to diagnosis in to situations

²² Brown, *Act Research*, 1985. Online [http:// www. Alliance. Brown. Edu/ pubs/ themes_ed/act_research. Pdf](http://www.Alliance.Brown.Edu/pubs/themes_ed/act_research.Pdf). Accessed On April 30,2012

²³ Dr. E. Mulyasa, *Menjadi Guru Profesional*, (cet.IV; Bandung: PT. Remaja Rosdakarya Offset, 2006). p.153-154.

that are in the background research. As an example is researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

b. CAR participants; a study participants was described as CAR if the person who will carry out study presented should be directly involved in the reasearch process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize and collect data, then analyze the data and ended with the reported results the research. CAR participation can be also be done at school as well as axamples in item above.

c. Empirical CAR; is meant by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d. Experimental CAR; which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teching and learning, it is possible there are more than one strategy or technique that is set to achieve an instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.²⁴

²⁴ Kustiati, *Teaching Vocabularyn by Using Jack Card Game an Action Research Given to the Tenth year of MAN Palopo*, (Unpublished Thesis STAIN, Palopo, 2011), p. 33

4. The Importance of Action Research

There are several reasons why CAR is a need for teachers to improve the professional a teacher:

- a. CAR is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He become reflective and critical of what he his students do.
- b. CAR can improve the performance of teachers to be come professionals. Teachers are no lonnger are as a practical, who already feel satisfied with what is done for many years without any improvement and innovation. But also at researcher in its field.
- c. By carrying out the stages in CAR, teachers are able to improve the learning process through a reviw in to what is what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.
- d. By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implemrntation and adaptation to various theories and techniques of learning and teaching materials he uses.
- e. Implementation of CAR in education and learning has a puspouse to improve or enhance the practice of continuouslearning so that the quality of the results of intruactional skills of teachers, improving the relevance, improving management efficiency and grow the culture of instructional research of teacher communities.

The functions of classroom action research, namely: (1) a tool to overcome the problems that were diagnosed in the classroom learning situations, (2) means in office training, equipping teachers with the skill and new methods and encourage the emergence of self-awareness, especially through peer teaching, (3) tools to incorporate into the existing system an additional or innovative theories, (4) a tool for improving communication is usually worse among teachers and researcher, (5) tool to provide alternatives to theories [sic] that subjective, impressionistic toward problem solving class.

5. The Steps in Doing Action Research

According to Hopkins in Supriadi, there are several essential processes in doing action research is needed (cyclical) as follows:

a. Planning

After making sure about the problem of the research, researcher needs to make a preparation before doing an action researcher. The kind of preparation can be seen are as follow:

1. The steps and the activities during the research.
2. Preparation for teaching facilities.
3. Preparation of data analysis during the research process.
4. Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Action

Doing an action research is the main cycle of action research. These are followed by observation, interpretation and also the reflective activities. A researcher must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

c. Observation

In this step, a researcher has to observe all events or activities during the research. Observation of usual steps when a researcher is observing or assessing the decision of research during the teaching learning process as the result of learning interaction among the learners.

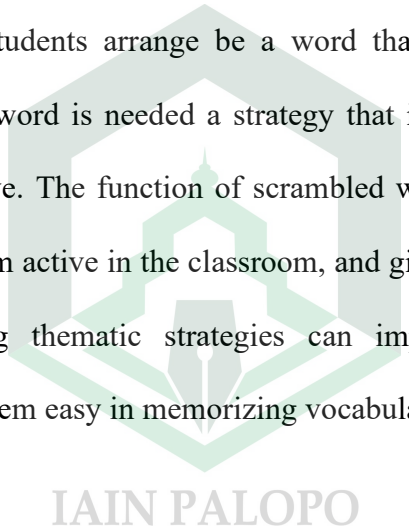
d. Reflection

A reflection is an effort to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.²⁵

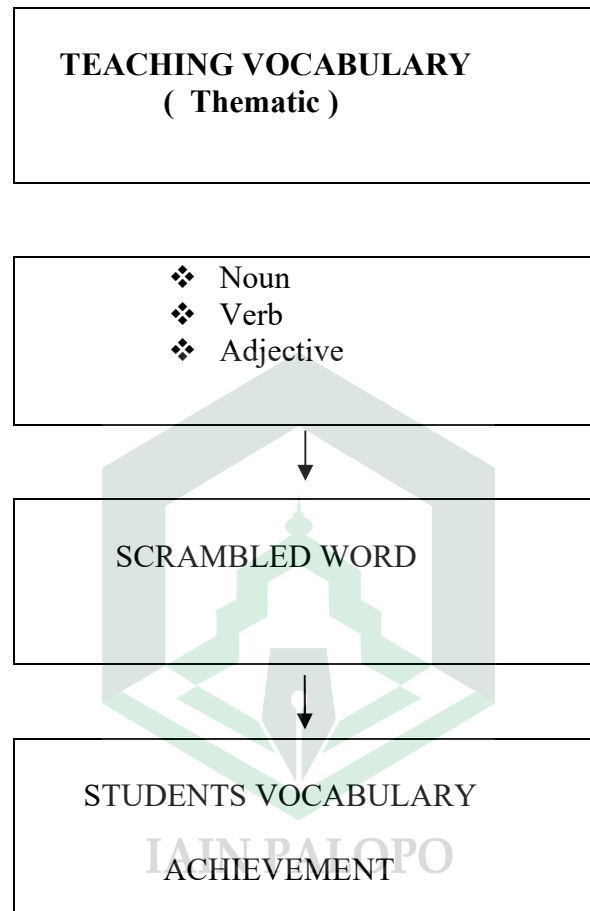
²⁵ Suharsimi Arikunto, et.al. *Penelitian Tindakan Kelas*, (Cet. Ke-6: Jakarta: PT. Bumi Aksara, 2008), p.104.

D. Theoretical Framework

Learning Vocabulary is very important to the students hence one of the most in learning English that is involved in mastery of language skills is vocabulary and the students can communicate to other, if they have enough vocabulary. Teaching vocabulary should use method such as apply scrambled word to the students. Scrambled word is scrambled letters arranged into one meaningful word then the word will be answer. Word will be scrambled and then it will be given to the students, so that the students arrange be a word that have a meaningful. In the teaching of scrambled word is needed a strategy that is thematic strategy. Such as, noun, verb and adjective. The function of scrambled word can make attract student attention, can make them active in the classroom, and give motivation to the students. Scrambled word using thematic strategies can improve students 'mastery of vocabulary and make them easy in memorizing vocabulary.



Based on the statesmen above, the researcher focuses on the effectiveness of Scrambled word in teaching Vocabulary.



CHAPTER III

METHOD OF THE RESEARCH

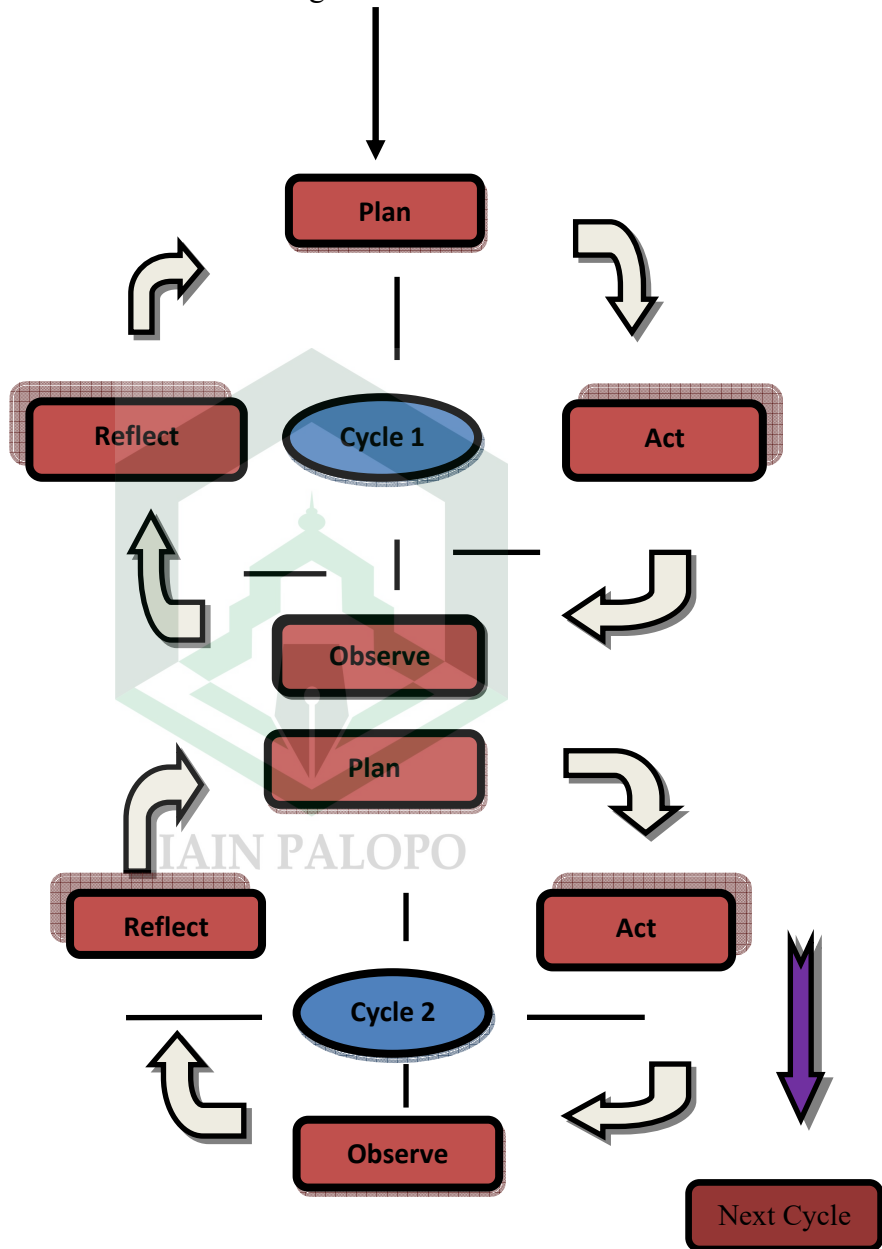
A. Setting

This classroom action researcher was conducted at eighth year of SMP Negeri 8 Palopo at English lessons class; class VIII 2 .The total number of student is 26 students. This research aimed at finding out the best way to improving the students' vocabulary by using Scrambled word in teaching vocabulary.

B. Design of the Research

The method used in this research was Classroom Action Research (CAR) method. It has four stages those are: Planning, Action, Observation, Evaluation or Reflection. The research was conducted around two cycles. Each cycle had the series of activity which had close relation. The second cycle was continuations and repairing from the first cycle. This classroom action research is proposed by Kemmis & Mc Taggart.

Figure I
The Action Research Spiral¹
 Assessing Classroom Problems



¹Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta), p. 97.

C. Technique and Instruments of Collecting Data

1. Techniques

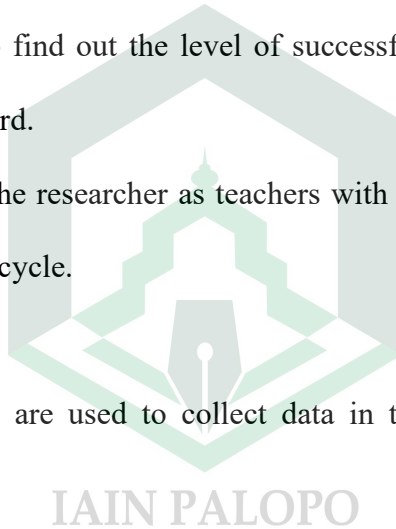
The collection data techniques in this classroom action researcher are as Follow:

- a. Vocabulary Test is designed to find out the students' score.
- b. Observation is designed to find out the students participation during the use of arranging scrambled word.
- c. Interview is used to find out the level of successful in implementing the use of arranging scrambled word.
- d. Discussion among the researcher as teachers with the collaborators. As a way to make reflection in each cycle.

2. Instruments

The instruments are used to collect data in this classroom action research were:

- a. Vocabulary test: asking the students to translate on arranging word Indonesia and from Indonesia into English, such as word: noun, verb and adjective.
- b. Observation list: it is used when observing the students participation during the use of arranging scrambled word method in teaching vocabulary also as the basic instrument that was used in discussing part among the teacher and the collaborators as way to make reflection in each cycle.



c. Guided Interview list is a set of questions arranged by the researcher to know factors contributing to the level of students' score. The questions were addressed to the students who got highest and lowest score.

D. Data Analysis

The collected data in each cycle will be analyzed descriptively through percentage technique and by considering the facts happening during the learning process.

1. Vocabulary test result: Student's score of vocabulary test were classified into high, average and low classification.

2. Participation of students during the learning process were grouped by considering the students participation and the classified into four categories: not active, active, less active and very active.

3. Implementation of learning by using scrambled word: by analyzing the successful level of implementation, then it categorized into success, less success, and not success.

E. Procedures of the Research

First cycle

The first cycle of this classroom was based on research consisted of planning, acting, and observation and reflecting.

1. Planning

- a.) Analyzing the curriculum especially the basic competence after doing the need analysis of the students. In this regard, the researcher studied carefully about lesson plan (RPP) made by the teachers.
- b.) Making a lesson plan about the use of arranging scrambled word in teaching vocabulary.
- c.) Classroom management: The researcher limited the number of students which was not more than 26 students.
- d.) Preparing the test: Scrambled word for students. In this chance, the researcher made a set of tests based on Scrambled Word. The test item consisted of noun, verb, and adjectives.
- e.) Making the instruments which used in cycle of classroom action research.

2. Acting

During the action in the first cycle, the researcher asked ask the students to pay attention to the letters that have been prepared then asked them to arrange it into a good order. After competition, the researcher announced the winner of the game.

3. Observation

- a. Situation of learning and teaching process.
- b. Students' participation.
- c. Student's performance in evaluation and discussion.

4. Reflecting

This classroom action research is success if some of the following Requirements are fulfilled:

- a. Most of the students (75%) have a good participation during the Lesson.
- b. Most of the students have a good score in evaluation (70)
- c. Most of the students are active in evaluation and discussion.

Second Cycle

I the researcher found some weakness and strength; the researcher will note it and revise it in order to improve the teaching vocabulary.

E. Techniques of Analyzing Data

The result of the test which is collected in every observation in each cycle would be analyzed descriptively through percentage technique:

1. Test result student's score of correct answer test would be counted by using the formula:

$$Score = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. The level of students score the following classification was used:
 - a. 96-100 is classified as excellence
 - b. 86-95 is classified as very good
 - c. 76-85 is classified as good
 - d. 66-75 is classified as average

- e. 56-65 is classified as fair
- f. 45-55 is classified as poor
- g. 0-35 is classified as very poor.

3. Determining the mean score by formula:

$$X = \frac{\sum x}{N} \quad \text{Where:}$$

X = Mean score

$\sum x$ = Total Score

N = Total Respondent

F. Working Indicators

The using of Scrambled word in improving the students Vocabulary ability was success if students' average score 75 or more. The quality of learning and teaching process increased from first cycle to second cycle. This quality can be seen from the students' behavior emerge during learning and teaching process.

CAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The First Condition of the Class

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. From interview, the researcher got information from the student that the difficulties faced by the students in English, due to lack of vocabulary. The teacher often gave them vocabulary but they could not memorize it because the teacher just asked them without using interesting media. The data was analyzed to overcome the problems. The teacher would teach vocabulary by using media in which media can help them in memorizing the vocabulary.

2. The first Cycle

a. Planning

1) Analyzing the curriculum especially the basic competence after doing the need analyzing of the student.

2) Making a lesson plan about the use of arranging scrambled word method in teaching vocabulary.

3) Classroom management: number of student 26 make the classroom comfortable.

4) Preparing the test.

5) Making the instruments used in cycle of classroom action research.

b. Acting

In this first cycle, the implementation was not suitable with planning; this is because of some cause:

1) Most of the students were still not familiar with the arranging scrambled word.

2) Most of the students did not have a brave to be active in arranging letter.

3) Some students didn't understand how to pronounce some vocabularies.

c. Observing

The data of observation activities by the researchers and collaborator finding the conditional of the class was little and noisy when the researcher gave explanation, the students did not really participate in learning process. In evaluation the students mostly achieved below of standard score (75).

1). Evaluation on students Vocabulary showed that the students Vocabulary were mostly in low score. The mean score was only 59.96.

Table 4.1

NO	STUDENTS NAME	MEAN SCORE
		CYCLE 1
1	001	50

2	002	63
3	003	50
4	004	50
5	005	70
6	006	60
7	007	66
8	008	46
9	009	56
10	010	53
11	011	66
12	012	66
13	013	50
14	014	70
15	015	63
16	016	63
17	017	73
18	018	60
19	019	66
20	020	46
21	021	60
22	022	60
23	023	50
24	024	73
25	025	66

26	026	63
	TOTAL	1559
	MEAN SCORE	59,96

2). Students data observation in cycle I, it can be seen below:

NO	STUDENTS NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001	✓			
2	002		✓		
3	003	✓			
4	004	✓			
5	005			✓	
6	006		✓		
7	007				
8	008	✓			
9	009	✓			
10	010	✓			
11	011	✓			

12	012			✓	
13	013	✓			
14	014			✓	
15	015		✓		
16	016		✓		
17	017				✓
18	018		✓		
19	019			✓	
20	020	✓			
21	021		✓		
22	022		✓		
23	023	✓			
24	024				✓
25	025			✓	
26	026		✓		
Total		10	8	6	2
Percentage		38.46%	30.76%	23.07%	7.69%

d. Reflecting

Based on table scores above there were still some significant weaknesses in the first cycle, however; there were some students didn't familiar with the arranging

Scrambled Word activity, some students didn't understand how to pronounce the noun, verb, and adjective in vocabularies, and there were only some students active in giving responds. From the case the researcher concluded that in evaluation in cycle I, the means score was only 59.96%.

3. The Second Cycle

Similar to the data presentation in cycle 1, in cycle 2 the planning, the implementation of the action, the observation, and the analysis of the teaching and learning process, the analysis of the result of the student's vocabulary, and reflection.

a. Planning

The thing that planned in the second cycle:

1. Giving more motivation to the students in order to be active in arranging scrambled word activity.
2. Giving chances to the students who got a good score in the previous cycle to share their knowledge about the vocabulary. The researcher divided the students into some groups in which the clever students were placed in different groups.
3. Giving intensive guidance to the students who faced difficulties in the first cycle.
4. Giving awards to the successful person and the most active students.

b. Acting

1. Giving more explanation in learning vocabulary well and easily by applying scrambled word method and guiding to them how to understand it well and easily.

2. Giving some chances to the students to ask it what they still didn't understand.
 3. The learning process was conducted with a good and relax situation.
 4. Giving them exercise related to the material learnt.
- c. observing
- 1) Evaluation on the student vocabulary showed that the student's vocabularies were mostly in average scores. The mean score was 81, 23.

Table 4.2
The raw score of students understanding in cycle 2

NO	STUDENTS NAME	MEAN SCORE
		CYCLE 1
1	001	76
2	002	80
3	003	66
4	004	83
5	005	96
6	006	93
7	007	90
8	008	96
9	009	70
10	010	76
11	011	66
12	012	80
13	013	63

14	014	96
15	015	80
16	016	83
17	017	100
18	018	80
19	019	80
20	020	80
21	021	73
22	022	76
23	023	80
24	024	100
25	025	66
26	026	83
	TOTAL	2112
	MEAN SCORE	81,23

2) Data observation in cycle II

NO	STUDENT S NAME	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE

1	001		✓		
2	002			✓	
3	003		✓		
4	004			✓	
5	005				✓
6	006				✓
7	007			✓	
8	008				✓
9	009			✓	
10	010			✓	
11	011			✓	
12	012			✓	
13	013			✓	
14	014				✓
15	015				✓
16	016			✓	
17	017				✓
18	018			✓	
19	019				✓
20	020			✓	

21	021			✓	
22	022			✓	
23	023			✓	
24	024				✓
25	025			✓	
26	026				✓
Total		0	2	15	9
Percentage		0 %	7.69%	57.69%	34.61%

d. Reflecting

Based on data students' scores above, the researcher was satisfied. The mean scores was 81.23%, it means scores the students in cycle II had successful. And based on table observation above, the researcher conducted the application of using scrambled word in teaching vocabulary. The participation of students during learning process there were 15 students were "active", 9 students were "very active", 2 students was "less active", and none of students was "not active".

It means **85%** active in learning process and 15% is not really active. The condition of the class was not noisy. The ideal mean score have achieved: 81.23 in the discussion, some student's active in giving responds to talk about the topic that the researcher given.

From the result data above, the researcher concluded the best ways in order develop students' ability in vocabulary (verb, noun and adjective) is by using Scrambled word. Because the students would be more enjoyable in learning process, as Loy said that using Scrambled word will result the students enjoy and interested to learn, beside that scrambled word is a method and tool can be attract the students' focus in teaching learning.

B. Discussion

To make discussion clear, the researcher would like to explain in part: teaching vocabulary by using scrambled word at the eighth year students of SMPN 8 palopo with two cycles that have analyzed. The explanation as below:

This study the researcher using classroom action research in implementation of the object, however classroom action research is a method can be use to know students' problem in learning and teaching process in classroom. To incorporate into exiting system and additional theories, and to get the students' data the researcher used vocabularies test, observation sheet, and interviewed.

Based on the result of data analysis, it found that scrambled word is effective in teaching vocabulary at the eighth year students of SMPN 8 Palopo. It can be seen on the table before and after giving treatment. The means score of students before giving treatment was 59.96 and the score of students after giving treatment was 81.23. It means the score by students after giving treatment was better than before. Based on

observation, the students of SMPN 8 Palopo at the eighth year positive response and perception toward the scrambled word in learning teaching process.

The function of scrambled word can make attract student attention, can make them active in the classroom, and give motivation to the student. Scrambled word using thematic strategies can improve students' mastery of vocabulary and make them easy in memorizing vocabulary.

1. The first cycle

Based on the analysis from the students test in cycle 1, the mean score in the first cycle was only 59, 96. Based on observation activities in first cycle, the researcher found some weaknesses in teaching process. There are:

- a. Most of the students were still not familiar with the application of scrambled word in teaching vocabulary.
- b. Some of the students did not really active in learning activities, only 6 students active 2 students very active, 8 students less active, and 10 students not active only 25% active and 75% did not really active.
- c. The condition of class was noisy through the class was small.
- d. In the discussion, there were only some students active in giving respond to talk about the topic the researcher given.

2. The second cycle

From the problem in cycle I the researcher continued to do Cycle II were the researcher and Collaborator were giving more motivation to the students in order to be active, giving chances to the students who got a good score in the previous cycle

to share their knowledge about the vocabulary, giving intensive guidance to the students who go difficulties in the first cycle and giving awards to the successful person and the most active students. The mean score in the second cycle increased to be 81.23.

The result of the observation student's activities showed that student's activities showed that student's active 80% in learning process. In the second cycle there was a significant increase of students' score. There were 9 students got very active, 15 students active, 2 students less active and 0 students not active.

The students have familiar with application of scrambled word method in teaching vocabulary and they could be active in giving respond to talk about the topic that the researcher to the students. The researcher had known that by applying scrambled word method, the students understanding in learning vocabulary could be increased by scrambled word method was able to enhance students understanding in learning vocabulary.

From the explanation researcher above, the writer concludes that in the teaching vocabulary, there were using scrambled word method in teaching vocabulary to the students. But teachers also remember and know that what the appropriate method that can be used in teaching vocabulary to the students that make students be easy and quickly to understand when they learn English vocabulary.

From the researcher experience in teaching English vocabulary to the students, she was found that teaching vocabulary to the students by using scrambled word method guessing practice it was made the students more interested, enjoyed getting

material and the situation of classroom was attractive because the student like to play while learning. Then, the students were easy and quick to understand.

According data above, the writer concluded the application of scramble word in teaching vocabulary had good responds and effective to the SMP Negeri 8 Palopo. However, the application methods in cycle II improve than cycle I.



CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusions

Arranging scrambled word is effective in improving student's vocabulary, especially about nouns, verb, and adjective. It is supported by the achievement of the ideal score namely in participant 85% and in writing evaluation mean score 81, 23 the scores of the students increased in every cycle.

Furthermore, arranging scrambled word method activities. Make classroom situation interesting and the students enjoy the teaching and learning process during the acting. The best way in teaching vocabulary by using Scrambled Word is; a) Giving more motivation to the students in order to be active in learning process. Such as in implementation of the object the researcher ask to the students to be active in learning and giving reward. b) Giving more chances to the students who get score to share their knowledge about the vocabularies. c) Giving more intensive guidance to the groups that get difficulties in game in the first cycle. Such as explain about the word based procedure in scrambled word sheet. d) Giving an award to the group that to be the winner (have high scores and more active). e) To make the students be cooperative in the group, total of the members is not too large.

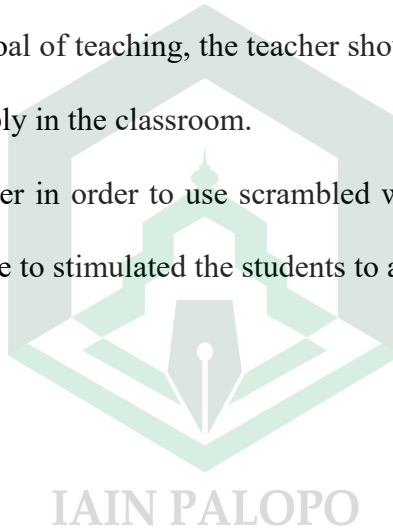
B. Suggestion

Based on the conclusion above, the writer would like to put forward some suggestions as follows:

1. An English teacher especially in Junior High School teacher should be more creative in giving an appropriate method to the students which can make them be rilex and enjoy getting the material and also the teacher should make the classroom situation to be a fun.

2. To achieve the goal of teaching, the teacher should adapt between material and strategy that teacher apply in the classroom.

3. An English teacher in order to use scrambled word in teaching vocabulary as one alternative technique to stimulated the students to active in the classroom.



MOTTO

اللَّهُ لَا يَتَّخِذُ مَا يَشْرُونَ كَفَالًا يُغْنِيهِمْ ۚ وَالَّذِينَ كَفَرُوا مَا يَأْفِكُهُمُ

Artinya:

“Allah tidak merubah keadaan sesuatu kaum, sehingga mereka meruba Keadaan yang ada pada diri mereka sendiri” (Q.S.Ar Ra’du (13))

***Dalam kesakitan teruji kesabaran, dalam
perjuangan teruji keikhlasan
dalam ukhuwah teruji ketulusan, dalam tawakal
teruji keyakinan
Hidup ini amat indah jika segalanya karena Allah.***

***Study without Think is the nil Work, Think without
Study is Danger.***

***(Belajar Tanpa Berpikir adalah Pekerjaan yang sia-
sia, Berpikir tanpa Belajar adalah Berbahaya.)***

Appendix 4 the students activity in cycle 1

The situation students in the class



The researcher giving the text to students



Appendix 5

The students are look active and focused to answer their test in cycle II.



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Palopo, 15 February 2013

The Writer



Appendix 2: Students' Test

A. Translate the words bellow into Indonesia

Verb:

1. Read =
2. Study =
3. Run =
4. Sing =
5. Watch =

Noun:

1. Book =
2. Table =
3. Window =
4. House =
5. Chair =

Adjective:

1. Beautiful =
2. Handsome =
3. Big =
4. Lazy =
5. Hungry =



B. Translate the word bellow into English

Verb:

1. Menggambar =
2. Mencuci =
3. Makan =
4. Minum =
5. Membeli =

Noun:

1. Tas =
2. Lantai =
3. Pintu =
4. Sekolah =
5. Polpen =

Adjective:

1. Pandai =
2. Lemah =
3. Kecil =
4. Marah =
5. Kurus =



C. Rearrange the alphabet bellow to become the right word:

Verb:

1. T-E-A =
2. I-N-S-G =
3. T-D-U-S-Y =
4. U-R-N =
5. T-C-A-W-H =
6. E-P-E-W-S =
7. A-C-N-D-E =
8. U-Y-B =
9. I-V-D-R-E =
10. R-A-E-D =

Noun:

1. N-W-I-D-W-O =
2. A-L-T-B-E =
3. H-I-R-C-A =
4. O-R-O-D =
5. O-B-O-K =
6. A-G-B =
7. A-S-E-R-E-R =
8. A-R-K-M-R-E =
9. I-L-C-P-E-N =
10. E-P-R-P-A =



Adjective:

1. I-G-B =
2. A-Z-L-Y =
3. A-U-T-F-B-I-L-E-U =
4. A-R-C-Z-Y =
5. S-L-M-A-L =
6. U-S-B-Y =
7. T-P-I-S-D-U =

8. D-H-N-S-M-O-A-M =
9. C-E-L-E-V-R =
10. N-A-G-Y-R =

APPENDIX 3: Key Answer

Vocabulary Test:

A. Verb :

1. Membaca
2. Belajar
3. Lari
4. Menyanyi
5. Menonton

Noun:

1. Buku
2. Meja
3. Jendela
4. Rumah
5. Kursi

Adjective

1. Cantik
2. Ganteng
3. Besar
4. Malas
5. Lapar



B. Verb :

1. Describe
2. Wash
3. Eat
4. Drink
5. Buy

Noun:

1. Bag
2. Floor
3. Door
4. School
5. Pen

Adjective:

1. Clever
2. Weak
3. Small
4. Angry
5. Thin



IAIN PALOPO

C. Rearrange the alphabet bellow to become the right word:

Verb:

1. Eat
2. Sing
3. Study
4. Run
5. Watch
6. Sweep
7. Dance
8. Buy
9. Drive
10. Read

Noun:

1. Window
2. Table
3. Chair
4. Door
5. Book
6. Bag
7. Eraser
8. Marker
9. Pencil
10. Paper

Adjective:

1. Big
2. Lazy
3. Beautiful
4. Crazy
5. Small
6. Busy
7. Stupid
8. Handsome
9. Clever
10. Angry



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