THE EFFECTIVENESS OF USING SCRAMBLE METHOD TO INCREASE VOCABULARY MASTERY IN DESCRIPTIVE TEXT AT 7TH GRADE OF SMP NEGERI 2 BATURRADEN PURWOKERTO

IAIN PURWOKERTO

THESIS

Presented to Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for Sarjana Pendidikan (S.Pd)

By:

IKA WAHYUNINGSIH

1522404022

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO
2019

ABSTRACT

THE EFFECTIVENESS OF USING SCRAMBLE METHOD TO INCREASE VOCABULARY MASTERY IN DESCRIPTIVE TEXT AT 7TH GRADE OF SMP NEGERI 2 BATURRADEN PURWOKERTO.

IKA WAHYUNINGSIH

1522404022

The research was conducted by the researcher to found out the effectiveness of using scramble method to increase reading vocabulary mastery in descriptive text. The researcher has question to be answered. Is the scramble method effective to increase vocabulary mastery in descriptive text at 7th grade of SMP Negeri 2 Baturraden Purwokerto?

The type of the research is quantitative research with quasi-experiment design. The population of the research is 7G and 7H students of SMP Negeri 2 Baturraden Purwokerto. The sample is 70 students. The sample was taken by using total sample. 7G was as an experimental class and 7H was as a controlled class. The instrument of this research was pre-test and post-test to get the data. This research used N-Gain to analyze the data.

The result of the vocabulary mastery in descriptive text post-test in the experimental class that followed by treatment with scramble method was 84.28 average with 0.31 N-Gain score. The result of the vocabulary mastery in descriptive text post-test in the controlled class that followed the lecturing method (without scramble method) was 78.42 average with 0.24 N-Gain score. The N-Gain score of the experimental class was higher than the N-Gain score of the controlled class. It shows that scramble method was effective to increase vocabulary mastery in descriptive text at 7th grade in SMP Negeri 2 Baturraden Purwokerto with medium effectiveness category.

Keywords: *Scramble Method, Vocabulary Mastery, Descriptive Text*

TABLE OF CONTENTS

IAIN PURWOKERTO

CHAPTER I
INTRODUCTION

A. Background of the Problem

English is a global communication tool and becomes an important part of the communication sector to deliver news in the modern era. According to Richards and Rodgers (1986: 1) that some sixty percent of today's world population is multilingual. Both from a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair to say that throughout history foreign language learning has always been an important practical concern. Whereas, English today is the world's most widely studied foreign language, five hundred years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually become displaced as a language of spoken and written communication.

In Indonesia, English has been learned when children in elementary school even when they started learning to talk. This is one proof of parents' awareness about the importance of learning English from an early age to face the modern era. Furthermore, there are four skills should be mastered in learning English, they are, listening, speaking, reading, and writing. English learning does not always run smoothly but there are several problems that teachers encounter in the classroom. English became difficult in junior high school because of difficulties in grammar and sentence structure. This happens because each student has different abilities and backgrounds. As a result, the teacher needs to make a strategic learning plan to overcome the problems.

The result of teaching and learning in various fields of study have proven to be less satisfying for various parties. There are several factors influence the lack of satisfaction in learning outcomes. First, the

development of the needs and activities of various fields of life always leave the process/work of educational institutions or advances of the teaching and learning process so that the result of teaching and learning do not match the reality of life that is navigated by students. Second, the views and findings of studies from various fields of learning make the existing paradigm, philosophy, and learning methodology inadequate or no longer suitable. Third, various problems and negative facts about the results of teaching and learning require an effort to renew the paradigm, philosophy and teaching, and learning methodology.

Similarly, lack of vocabulary become an important part to study in 4 aspects including listening, speaking, reading and writing. One of them, requisite of writing good is vocabulary mastery. A lot of someone vocabulary create they able to write in a good inscription. Lack of someone vocabulary make them difficult to write a script. According to Boonkongsaen (2012: 47) the factor of someone vocabulary are learner individual difference factors including (belief, attitude, motivation, language learning experience), social and situational factors including (field of study, course type, class level, gender, language learning environment), and learners' learning outcomes including (language achievement, language proficiency, vocabulary knowledge).

One factor that often occurs in schools is students' motivation. They are lack of motivation to add their vocabulary. English teacher in SMP Negeri 2 Baturraden Purwokerto especially at 7th grade was still used the lecturing method, and she was not given motivation to add their vocabulary in learning activity. So, students were not interest and feel bore in English learning activity.

One aspect of English learning is writing. Writing of 7th grade students in SMP Negeri 2 Baturraden Purwoketo is in the medium category. Some students had mastered and some had not. From these problems, the researcher chose the scramble method to increase vocabulary mastery and

applied it in writing descriptive text material and this method was not applied in a class before.

Scramble method is group learning by matching question and answer cards that have been provided following the questions. Scramble is one method that able to improve student's concentration and speed of thinking so that they will get comprehension quickly especially in descriptive text. Alan (2013: 02) we know when lessons relate to student interests, involve them in activities, and are appropriate to their academic performance level, they will stimulate student curiosity and engage them as active learners.

According to Maunah (2009: 141) in the formal education process, the teacher in charge of the national education system who have been delivered through professional education. From these statements, the teacher is responsible for all teaching and learning activities in the classroom, so that the teacher must prepare the best learning plan to achieve maximum learning outcomes.

Stated by Maxom (2009: 49) when you select information to teach in your lessons, you need to think about what level the students are at and how well your lesson fits into what they already know and what they need to know. In determining the learning plan, the teacher must learn the material to be delivered, understand each student's character, students' self-motivation and the condition of the class. According to Nurdyansyah and Fahyuni (2016: 3), innovative learning is learning student-centered. That is to provide opportunities for students to construct knowledge independently (self-directed) and peer-mediated instruction.

According to Richards and Rodgers (1986: 23), the design of an instructional system will be considerably influenced by how learners are regarded. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the

degree to which learners influence the learning of others, and the view of the learner as the processor, performer, initiator, problem solver.

From these statements, it can be seen that the right selection of method in learning activity can produce maximum achievement. So, the researcher chose the scramble method to increase vocabulary mastery in writing descriptive text in SMP Negeri 2 Baturraden Purwokerto, especially in 7th grade.

B.   Definition of Terms

To delivering the proper idea and avoid misunderstanding about terms of this research, the writer was provided explain below:

1. Scramble Method

According to Robert (2001) in Huda (2014: 303), the scramble is one of the learning methods that can improve concentration and speed of thinking of students. This method requires students to combine the right brain and left the brain, they are not only asked to answer the questions but also guess quickly the answers to the questions that are already available in a random condition. The accuracy and speed of thinking in answering questions is one of the game's keys to scramble learning methods.

In making instructional media using the scramble method, the teacher can follow the steps as follows:

a. make questions by the competencies to be achieved

b. make a randomized answer

c. the teacher presents the material following the competencies to be achieved

d. the teacher distributes worksheets that have been made before

e. students arrange scramble answers so that they become perfect answers after the teacher reads the questions.

The indicators activity that can be achieved from the scramble method are done in groups, the collaboration between group members, and critical thinking.

From the statement above, scramble method is group learning by matching question and answer cards that have been provided following the questions.

2. Vocabulary Mastery

According to Ur (2009: 60) defines vocabulary as the words which are taught in the context of foreign language. Meanwhile, Linse (2005: 121) points out that vocabulary is the collection of words which are known by an individual. Moreover, Field (2007: 13) states that vocabulary is defined as the single words which are easily translated from one language to another language.

Based on the definitions above, vocabulary mastery is a person's ability to remember and know lots of vocabulary.

3. Writing in Descriptive Text

Zamel (1982: 195) defines writing as a process through which meaning is created. This leads to composition instructions that recognize the importance of generating, formulating, and refining one idea.

Text is a discourse or oral which is written in writing. We see the actual text is the expression of the author who wants to be delivered in written form. According to Siahaan and Shinoda (2008: 1) a text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning.

Descriptive text is a text that describes a person, animal, object, or place. According to Shinoda and Siahaan (2008: 98) description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.

From statements above, writing in descriptive text is an activity of write the contents of the text relating to descriptions of people, animals, objects, and places.

C. **Research Question of Study**

Based on the background of the study, the researcher considers the problem as follows: "Is the scramble method effective to increase vocabulary mastery in descriptive text at 7th grade of SMP Negeri 2 Baturraden Purwokerto?"

D. **Objective of the Study**

The objective of the study is to describe whether there is an effectiveness or not of using Scramble Method in vocabulary mastery in descriptive text to the seventh-grade students at SMP Negeri 2 Baturraden Purwokerto in the academic year 2018/2019.

E. **Significance of the Study**

1. Theoretical Significances

   The result of this study is able to widen the skill of teachers in using scramble method to increase students' vocabulary in descriptive text and a reference to other researchers who want to study the using of scramble text in the descriptive text more intensively in the teaching process.

2. For the school

   This research can help the school to solve problems, especially in SMP Negeri 2 Baturraden Purwokerto.

3. For the students

   The students more interested in learning English through interesting learning methods.

4. For the other researchers

   This research can be used as a reference for conducting further relevant research.

5. For the teachers

   The researcher helps teachers in determining learning methods that are more effective and efficient.

F.   Systematical of the Study

In preparing this research, the writer used a systematic study as outlined in three sections and systematically arranged for ease of understanding, so as to achieve the desired the writer's aim. Contents were problem issues research presented in the form of chapter I to V written below:

1. Part of Interface

The first part of this research contains Page Title, Statement of Originality, Legalization, Official Memorandum of Advisor, Abstract, Motto, Dedication, Acknowledgement, Table of Contents, List of Table, List of Appendices.

2. Part of Contents

Section contents are problem issues presented in the form of chapters consisting of Chapter I to V.

Chapter I, this chapter is an introduction, consisting of Background of Study, Definition of Terms, Research Question of Study, Objective of Study, Significance of the Research, and Systematic of Study.

Chapter II, this chapter is a theory related Scramble Method to Increase Vocabulary Mastery in Descriptive Text, consisting Previous Studies, Vocabulary Mastery in Descriptive Text, Factors Affecting Vocabulary Mastery, Teaching and Learning Method, Scramble Method, Thingking Framework, and Hypothesis of the Research.

Chapter III, this chapter contains the research method, consisting Design of the Research, Place and Time of the Research, Subject of the Research, Variables and Indicators of the Research, Types of the Data, Techniques of Collecting the Data, Instrument of the Research, and Techniques of Data Analysis.

Chapter IV, this chapter contains discussion of the results of the study includes data presentation and analysis of data.

Chapter V, this chapter contains conclusion and suggestion related this research.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion about hypothesis in previous chapter, the researcher concluded "scramble method was effective to increase the student's vocabulary mastery in descriptive text at 7th grade of SMP Negeri 2 Baturraden Purwokerto". This can be seen from the increase in vocabulary mastery of descriptive text in experimental class of SMP Negeri 2 Baturraden Purwokerto after applied scramble method in learning activities, analysis of this class had 0.32 N-Gain score average and that was in the medium category. While the increase students'vocabulary mastery of descriptive text in the controlled class of SMP Negeri 2 Baturraden Purwokerto after applied the lecturing method in learning activities, analysis of this class had 0.24 N-Gain score average and that was in the low category. The experimental class N-gain score is higher than the control class score.

The difference of N-Gain score average between the experimental class and the controlled class showed that scramble method had an effectiveness of using scramble method to increase vocabulary mastery in descriptive text at 7th grade in SMP Negeri 2 Baturraden Purwokerto with medium effectiveness category.

B. Suggestions

Based on the conclusion above, the researcher has given suggestions as follows:

1. For the teachers, learning by using the scramble method could be used as an option in learning English to help students developed material vocabulary. In the other hand, the scramble method within its implementation have to be balanced with careful planning by understanding the stages of learning and

appropriate time management so that learning is more effective and can obtain maximum results.

2. For other researchers who want to develop further research on learning using the scramble method, it should conduct deeper studies, such as paying attention to the best possible time distribution so that the learning process can go well. Besides, it can also be used to add references for the effectiveness of learning using the scramble method in terms of understanding students'material

BIBLIOGRAPHY

Arif, H. 2012. *The Effectiveness of Talking Stick Method in Teaching Vocabulary at the Second Grade of MTs Madani Paopao*. Retrieved August 20, 2019 from http://repositori.uin-alauddin.ac.id/7784/1/Hamdiah%20Arief.pdf.

Atasheneh, N. & Naeimi, M. 2015. *Vocabulary Learning through Using Mechanical Techniques Vocabulary Learning Strategy*. Iran: Journal of Theory and Practice in Language Studies. Vol. 5, No. 3

Arifin, et al. 2012. *Improving Students Vocabulary in Writing Descriptive Text by Using Word Search Game in SMP*. Retrieved August 20, 2019 from https://www.neliti.com/id/publications/213602/improving-students vocabulary-in-writing-descriptive-text-by-using-word-search-g.

Boonkongsaen, Nathaya, 2012. *Factors Affecting Vocabulary Learning Strategies: A Synthesized Study*. Retrieved October 03, 2019 from www.journal.nu.ac.th.

Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy. Second Edition*. USA: San Francisco State University.

Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. USA: San Francisco State University.

Buzan, Tony. 2007. *The Speed Reading Books*. London: BBC.

Cresswell. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.

Dewi, N. and Kurniawan, A. 2017. *The Effect of Scramble Game Towards The Ability of Composing Sentences for Students with Intellectual Disability Grade VIII in SLB Pembina Nasional Lawang in year 2017*. Retrieved September 15, 2018 from http://journal2.um.ac.id/index.php/icsar/article/download/382/258

Estremera, M. 2013. *Factors Affecting the Reading Comprehension of Grade Six Pupils in the City Division of Sorsogon, Philippines as Basis for the Development of Instructional Material*. Retrieved August 21, 2019 from http://apjeas.apjmr.com/wp-content/uploads/2018/11/APJEAS.

Fromkin, Victoria, Robert Rodman, and Nina Hyams. 2003. *An Introduction to Language Seventh Edition*. USA: Thomson Wadsworth.

Gairns, Ruth and Stuart Redman. *Working with Words: A Guide to Teaching and Learning Vocabulary*. United Kingdom: Cambridge University

Press,1998.

Grabe, W. 2009. *Reading in a Second Language Moving From Theory to Practice*. New York: Cambridge University Press.

Gunawan, Dani. 2018. *Developing Scramble-Based Learning Method to Increase Students' Reading and Writing Comprehension*. Retrieved October 03, 2019 fromhttps://ejournal.unri.ac.id

Grellet, Francoise. 1981. Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. London: Cambridge University Press.

Hake, Richard R. 1997. *Interactiive-Enagement vs Trsditional Methods: A Six Thousand-Student Survey of Mechanictest data for introductory physics course*. Retrieved August 21,2019 from www.sciencepublishinggroup.com.

Harmer, J. 2001. *The Practice of English Language Teaching Third Edition*. Cambridge: Longman Company.

Hidayat, R. 2014. *The Implementation of Make A Match Methods to Increase The Students Achievement In Learning Ips Terpadu At Class VII-C Smp 1 N Pasuruan in the Academic Year of 2014*. Retrieved Desember 20, 2018 from http://etheses.uin-malang.ac.id/2939/1/10130127.pdf.

Hiebert, Elfrieda H. and Michael L. Kamil. *Teaching and Learning Vocabulary: Bringing Research to Practice*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005.

Huda M. 2014. *Model-Model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.

Hughes, A. 2003. *Testing for Language Teacher. Second Edition*. New York: Cambridge University Press.

Husein. 2017. *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bahasa Inggris*. Retrieved January 31, 2019, from https://www.usd.ac.id/fakultas/pendidikan/f113/PLPG2017/Download/materi/bing/BAB-VI-Narrative.pdf

Hutabarat. 2017. *Penerapan Model Pembelajaran Kooperatif Teknik Scramble Untuk Meningkatkan Hasil Belajar Pkn Siswa Kelas IV SD Negeri 012 Pagaran Tapah Darussalam*. Retrieved January 31, 2019, from https://media.neliti.com/media/publications/258076-penerapan-model-pembelajaran-kooperatif-10b0cfc0.pdf

Field. 2007.*Presenting New Vocabulary and Structures*. New York: Routledge.

Finocchiaro. 1974. *English as a Second Language: From Theory to Practice*. New York: Regents Publishing Company.

Gilakjani & Sabouri. 2016. *A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement*. Retrieved August 25, 2019, from http://www.ccsenet.org/journal/index. php/ijel/article/download/60893/33987

Harmer, J. 2001. *The Practice of Language Teaching*. London: Longman.

Irma, Alawiyah, Widianti, Dilla, &Azmi. 2014. *Sentence Scramble Game: Media Pembelajaran Sintaksis Pada Anak Tunarungu Tingkat Sekolah Dasar*. Retrieved February 5, 2019, from https://journal.uny.ac.id/index.php/pelita/article/view/3947.

Knapp and Watkins. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assesimg Writing*. Sydney: UNSW Press.

Linse C. 2005. *Practical English Language Teaching: Young Learners*. New York: The McGraw-Hills Companies.

Maunah B. 2009. *Ilmu Pendidikan*. Yogyakarta: Sukses Offset.

Maxom, M. 2009. *Teaching English as an Foreign Language For Dumies*. England: Wiley.

Nurdyansah & Fahyuni. 2016. *Inovasi Model Pembelajaran Sesuai Kurikulum 2013. Sidoarjo*: Nizamia Learning Center.

Radford, Andrew et al. *Linguistics: An Introduction Second Edition*. UK: Cambridge University Press, 2009

Richards, Jack, and Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition*. London: Pearson Education Limited.

Richards, Jack C. & Rodgers. 1986. *Approaches and Methods in Language Teaching.* New York: Cambridge University Pers.

Richards, Jack C. & Willy A Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.

Siahaan S. 2008. *Generic Text Structure*. Pematang Siantar: Graha Ilmu.

Sudjana N. 2014. *Penelitian dan Penelitian Pendidikan*. Bandung: Sinar Baru Algensindo.

Sugiyono. 2017. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Tarigan, H.G. 2008. *Menulis*. Bandung: Angkasa.

Ur P. 2009. *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Yunita, R. 2017. *Improving Students' Writing Ability in Narrative Text by Using Scrambled Pictures at Eight Grade Students of Smp Pgri 2 Karangmalang Sragen in the Academic Year 2015/2016.* Retrieved September 17, 2018 from http://eprints.iain-surakarta.ac.id/652/.

Zetira, R. 2015. *Using Clustering Technique to Explore the Ideas in Writing Descriptive Text (The Case of the Tenth Graders of State Senior High School 1 Pegandon in the Academic Year of 2014/2015).* Retrieved August 20, 2019 from http://lib.unnes.ac.id/20357/1/2201410088-S.pdf.