USING JUMBLED-WORD GAME TO DEVELOP
STUDENTS’ WRITING SKILLS TO CONSTRUCT
COMPOUND SENTENCES

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Veronika Erlina Harimastuti
Student Number: 111214048

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Advisor

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9 July 2015
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Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.

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STATEMENT OF WORK’S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain the work or parts of work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 24 July 2015
The Writer

Veronika Erlina Harimastuti
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Veronika Erlina Harimastuti
DEDICATION PAGE

I dedicate this thesis to:

My Beloved Parents

Bapak...Ibuk...matur nuwun.
ABSTRACT


Writing is one of English skills that students have to acquire when they are learning English as their second language. Moreover, the important thing in writing is the position of the readers, so the writers need to put the words in a good order so that the readers can get the idea easily. The researcher found in her PPL (teaching practice experience) that students of X AK (accounting) and XI AK class of SMK Sanjaya Pakem had grammatical difficulties in writing, especially in constructing compound sentences.

Related to that issue, the researcher conducted this research to help the students develop their writing skills to construct compound sentences by using jumbled-word game. Jumbled-word game was suggested as a beneficial solution to learn and improve writing. Moreover, the researcher had formulated a problem formulation, which is: how is the technique of using jumbled-word game used to develop students’ writing skills to construct compound sentences?

The researcher conducted Classroom Action Research (CAR) to overcome the students’ problem in constructing compound sentences. The research was conducted in two cycles. There were 16 students of X AK class as the participants in the first cycle, though in the second cycle, there were 20 students of X AK class as the participants of this research. The researcher used several research instruments to obtain the data, such as students’ drafts, observation sheets, questionnaires, and interviews.

The result of this research confirmed that jumbled-word game could develop students’ writing skills in constructing compound sentences. The development of students’ writing skills could be seen from the decrease of grammatical error percentage of students’ drafts from cycle one to cycle two. More than half of students succeeded to decrease their grammatical error in constructing compound sentences. The researcher also checked students’ comprehension on sentence structure related to materials before and after the jumbled-word game was implemented. Moreover, the jumbled-word game could also motivate them in their learning process. As a result, the jumbled-word game becomes one of possible technique to help the students to develop their writing skills to construct compound sentences since the English teachers only implemented conventional teaching-learning techniques (i.e. lecturing, giving assignments, and reading texts).

**Keywords:** jumbled-word game, compound sentences, writing skills, classroom action research
ABSTRAK


Menulis adalah salah satu keahlian Bahasa Inggris yang harus dikuasai para murid ketika mereka sedang mempelajari bahasa Inggris sebagai bahasa kedua mereka. Terlebih, hal penting dalam menulis adalah posisi dari para pembaca, maka penulis perlu menyusun kata-kata dalam susunan yang tepat sehingga para pembaca dapat menangkap ide penulis dengan mudah. Peneliti mendapati dalam pengalaman PPL bahwa para siswa kelas X AK (akuntansi) dan XI AK SMK Sanjaya Pakem mengalami kesulitan yang berkaitan dengan grammar dalam menulis, terutama menyusun kalimat majemuk.

Sehubungan dengan masalah tersebut, peneliti melaksanakan penelitian ini untuk membantu para siswa dalam mengembangkan keahlian menulis kalimat majemuk dengan menggunakan “jumbled-word game”. Permainan ini disarankan sebagai sebuah solusi karena permainan ini memberikan banyak manfaat dalam pembelajaran menulis. Terlebih lagi, peneliti telah merumuskan sebuah rumusan masalah yaitu: bagaimana teknik “jumbled-word game” digunakan untuk mengembangkan keahlian menulis para siswa dalam menyusun kalimat majemuk?


Hasil dari penelitian ini membuktikan bahwa “jumbled-word game” dapat mengembangkan keahlian menulis para siswa dalam menyusun kalimat majemuk. Perkembangan tersebut dapat dilihat dari berkurangnya persentase kesalahan pada grammar dari lembar tulisan para siswa dari siklus pertama hingga siklus kedua. Lebih dari sebagian siswa berhasil untuk mengurangi kesalahan mereka dalam menyusun kalimat majemuk. Peneliti juga memastikan pemahaman para murid terhadap struktur kalimat berkaitan dengan topik pembelajaran pada hari tersebut sebelum dan sesudah pengaplikasian “jumbled-word game”. Terlebih lagi, “jumbled-word game” juga dapat memotivasi mereka dalam proses pembelajaran. Dengan demikian, permainan ini menjadi salah satu teknik yang memungkinkan yang sesuai untuk membantu para siswa dalam mengembangkan keahlian menulis kalimat majemuk karena para guru Bahasa Inggris hanya mengaplikasikan teknik pembelajaran yang konvensional.

Keywords: jumbled-word game, compound sentences, writing skills, classroom action research
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Veronika Erlina Harimastuti
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research background, the research problem, the research limitation, the research objective, the research benefits and the definition of terms used in this research.

A. Research Background

English becomes an essential instrument to communicate globally. Therefore, learning English is important for people to communicate throughout the world. As learning the language is important, English is included in the education curriculum by the Minister of National Education of Indonesia.

However, the implementation of the new curriculum brings changes in the English subject at schools in Indonesia. According to the Regulation of the Minister of Education and Culture No. 70 year 2013 of the Basic Framework and Curriculum Structure SMK-MAK, the English subject hours in vocational schools was reduced to 2 hours. Even, English subject was eliminated in elementary school (the Regulation of the Minister of Education and Culture No. 67 year 2013 of Elementary School Curriculum). Therefore, groups of elementary school students have to have more time outside school to learn English. They learn step by step to develop their English skills, namely listening skills, speaking skills, reading skills, and writing skills which supported by language elements mastery.
Tiedt (1989) says that writing is a method to express ideas of any subject content. He also says that writing appears in classrooms everywhere. In other skills, writing is always involved. Therefore, writing skills is the basic skills that people should have. Tiedt (1989) also adds “…of all the language skills, writing is the most difficult and it is a hardwork.” Writing is a part of daily life activities. Every activity we do involves writing. In 2013, McDonough, Shaw, and Masuhara reveal that “in some cases we ourselves initiate the need to write – different kinds of letters, a shopping list, or a short story, perhaps – whereas in other cases the writing is a response to someone else initiation, as when we respond to an invitation or a letter (p. 182).” Besides, in 1962, Brewton, Peterson, Kinnick, and McMullan say that writing cannot be separated from sentences since they are a habitual part of writing (p. 189). Therefore, it is essential for the students to have the ability to construct good sentences in order to be able to write good writing.

English sentence structures are simple, compound, complex and compound-complex. Compound sentences are formed by joining one simple sentence (independent clause) to another simple sentence (independent clause) using connecting words called ‘conjunctions’ (University of New England, n.d., p. 1). Similarly, Miller (2002) states “compound sentences consist of two or more clauses joined by conjunctions” (p. 62). A good writing has to have a good sentence structure.

At the level of senior high school, students of vocational schools learn English formally based on their school curriculum. As a matter of fact, in
Indonesia, the school curriculum often changes. When the researcher did her teaching practice (PPL) in SMK Sanjaya Pakem, the curriculum used was Curriculum 2013 although the new Minister of Education decides to implement the previous curriculum, which is KTSP (Kurikulum Tingkat Satuan Pendidikan). In both curriculum, reading and writing are thought amidst all the challenges faced by teachers and students such as no appropriate text materials. At first, the researcher was going to apply the jumbled-word game to develop students’ writing skills to construct compound sentences in narrative texts. On the other hand, there were no text materials in the Curriculum 2006 syllabus. Thus, the researcher had to think deeper about the topic that was suitable with the research. Before doing the research, the researcher had a discussion with the English teacher of SMK Sanjaya Pakem. After having the discussion, they agreed that the topic would be about future plan and preferences. Based on the syllabus, the focus of the materials were reading and writing.

During her PPL in SMK Sanjaya Pakem, the researcher found a problem that the XI AK (accounting) students could not construct correct sentences. They experienced difficulties in constructing sentences, especially compound and complex sentences. When the researcher observed the students, she found that most students were confused in writing English sentences. The researcher tried to ask the students about their difficulties, and most of them said that they actually knew the answer but they did not know how to express the answer in English. The researcher also found that there was a student who put the wrong ‘be’ in a sentence, for example ‘I are...’. The researcher also had an interview with the
English teacher related to the XI AK students’ problem. Based on the interview results, it was found that the students had experienced the problem since they were in the first grade. The main reason of the problem was at that time the English teacher could not teach the students for the whole semester since she had a serious illness. The English teacher also said that the substitute teacher did not give the students enough chance to improve their writing skills. Moreover, the substitute teacher only focused on vocabulary. From those interview results, the researcher decided to conduct the research in the X grade of SMK Sanjaya Pakem which could be considered as the best grade to build the Basic English. Therefore, the researcher decided to find a suitable method to help the X grade students to develop their writing skills since the English teachers at SMK Sanjaya Pakem did not use any interesting method in the teaching-learning process.

Before doing the research, the researcher had an interview with the X grade English teacher about the X grade students’ writing skills on April 23, 2015. The English teacher said that the students could not construct good sentences. This opinion was the same as what the researcher observed and experienced in the preliminary study with XI grade students. They could not construct good sentences, especially constructing compound and complex sentences. The researcher also asked about the implemented teaching method in the learning process. The English teacher stated that she just focused on finishing the materials in one semester. She also stated that her focus was on the students’ vocabulary and pronunciation, so she gave many kinds of texts (i.e. narrative text, recount text, etc.) as the warm-up activity. On those texts, there were many compound
sentences and complex sentences and they were the same as the texts on the books of Curriculum 2013. However, she did not implement any interesting method in the learning process. Based on the researcher observation in her PPL (teaching experience), preliminary study, and interview results with the English teacher of XI AK class, she also found that the teacher just implemented the conventional teaching technique in the teaching-learning process; lecturing, giving assignments, and reading texts. Thus, in this study the researcher will focus on how to implement an interesting teaching method to teach compound sentences.

Facing the problem, the researcher tried to trace back all activities she did in her PPL to help students construct compound sentences. When the researcher did her PPL in XI AK class of SMK Sanjaya Pakem, she usually implemented a jumbled-word game as the teaching method. The students seemed enthusiastic while playing the game. One of the students’ comments showed that the activity of playing the jumbled-word game was fun and understandable.

Considering all her experiences, the researcher decides to use the jumbled-word game as the learning method in this research. Likewise, the students have to arrange jumbled-words to construct sentences of correct grammar order. In the research, the jumbled-word game will be implemented in both individual and group work. Group work activity in Co-operative Language Learning (CLL) approach will need the students to compromise their own personality and the dynamics of the entire group (McDonough et al., 2013, p. 231), and group work can invite the students to enjoy and be more active in the learning process (Dornyei, 2001, p. 77). In this way, the researcher can encourage the students to
enjoy the learning process and feel enthusiastic in the activities while improving their comprehension. Therefore, the research proposes this study entitled “Using Jumbled-Word Game to Develop Students’ Writing Skills to Construct Compound Sentences.”

B. Research Problem

Based on the research background, this research would be based on the question as mentioned below.

1. How is the technique of using jumbled-word game used to develop students’ writing skills to construct compound sentences?

C. Research Limitation

The research is Classroom Action Research (CAR) which aims at developing students’ writing skills by using the jumbled-word game in X AK (accounting) class of SMK Sanjaya Pakem. The researcher implements planning, action, observation, and reflection from the teaching-learning process and the students’ drafts. The researcher focuses to help the students to develop their writing skills to construct compound sentences since they had difficulties in constructing sentences; especially compound sentences. One of the most important things in writing is the position of the readers. Specifically, the writers need to put the words in correct order so that the readers are able to get the idea easily. According to Valin and Lapolla (1997), the arrangement of words is a vital factor in determining the meaning of the utterance (p. 1). Hyland (2003) also
reveals that the actual communicative content, the meaning, is left to be dealt later. Teaching writing predominantly involves developing learners’ skills in producing fixed patterns (p. 4). Therefore, the researcher limits this research to the grammatical thing (the form of compound sentences) instead of focusing on the meaning as well. The subjects of this research are 20 students of X AK of SMK Sanjaya Pakem in 2014/2015.

D. Research Benefits

This research gives benefits to several people as follows.

1. The Researcher

The researcher can achieve and discover new experience in helping the students to develop their writing skills by conducting this research. Thus, it is also expected that the researcher can be more creative in discovering a new interesting technique and strategy to teach English so that they can develop the English skills.

2. The English Teachers in SMK Sanjaya Pakem

Referring to this research results, the English teachers are able to help the students to develop their writing skills. The researcher expects that this research is able to give new contribution for teaching writing by using the jumbled-word game as an alternative method. It is also expected that the English teachers are able to elaborate the technique and strategy.

3. The X AK Students of SMK Sanjaya Pakem

From this research, the students are expected to be able in constructing compound sentences by playing the jumbled-word game. Likewise, by playing the
game the students can also be more active and enthusiastic in following the learning process. As a result, the students are able to produce good sentences of both compound and complex.

4. Other Researchers

The research provides some information that can be used for other researchers in conducting research which focus on using games in learning other English sentence structures. Through this research, other researchers are able to develop more activities and improve the media in the implementation of jumbled-word game.

E. Research Objective

Considering the research problem, the objective of this research is to implement the technique of using jumbled-word game to develop students’ writing skills to construct compound sentences.

F. Definition of Terms

In order to avoid misunderstanding or misinterpretation, the researcher used some terms in this study. They are explained as follows.

1. Writing

Writing is one of four English language skills. Nunan (2003) says that writing is about finding an idea and then expressing the idea by organizing it into statement and paragraph in order. Hornby (2003) also reveals that writing is producing something in written form so that people can read and perform it or use
it to express a certain idea. In addition, Silva (1990) states that “…writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formations and testing learners’ ability to produce well-formed sentences (as cited in Hyland, 2003, p. 3). It can be said that writing is a process in developing ideas into written products. In this research, the product of writing is in the form of sentences – grammatical thing.

2. **Compound Sentences**

   According to House and Harman (1950), a compound sentence is defined as a sentence which is composed of two or more coordinate principal (independent) clauses (p. 421). English sentence structures are simple sentence, compound sentence, and complex sentence. A compound sentences is formed by joining one simple sentence (independent clause) to another simple sentence (independent clause) using connecting words called ‘conjunctions’ (University of New England, n.d., p. 1). Similarly, Miller (2002) adds that compound sentences consist of two or more clauses joined by conjunctions (p. 62). Thus, compound sentence is a sentence which contains of two independent clauses and connected by conjunctions.

3. **Classroom Action Research (CAR)**

   Classroom Action Research is any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in a teaching-learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn (Mills, 2011, p. 5). Classroom Action Research is research that is conducted to
solve problems raised in teaching-learning processes. Kemmis and McTaggart (1988) say that action research is “a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices” (p. 5). Mills (2011) adds that the information gathered from the action research aims to gain insight, to develop reflective practice, to achieve positive changes in the school environment, and to improve students’ outcomes (p. 5). In this research, CAR is research which is conducted by the researcher to develop the writing skills of the X AK students of SMK Sanjaya Pakem in constructing compound sentences through the cycle of planning, action, observation, and reflection.

4. **Jumbled-Word Game**

A jumbled-word game is one of grammar games. In this game, the students have to arrange jumbled-words into correct orders. Harmer (2007) mentions some of examples of grammar games as follows.

a. **Asking the Right Question**

   In this game, there is a pile of cards between two students in which each card consists of a word or phrase, and the card is face down. The student A pick up the first card and has to ask the student B question until he/she give exactly the answer that is written on the card.

b. **Putting Sentences Back Together Again**

   In this game, there are sentences with the words in the wrong order, e.g. *bananas / don’t / eating / I / like / for I don’t like eating bananas*. The students
have to rearrange the sentence and written down on a piece of paper what they think it should be.

c. Answering One Question Behind

This game is based on the simple idea that the students should answer not the question they are being asked now, but the previous question (pp. 223-224).

The jumbled-word game can be defined as putting sentences back together again since the rule is similar. In addition, Grambs and Carr (1991) reveal that the technique (games) is essential, not only for learning skills, but also in helping children to work together as members of a group (p. 178). In this research, the jumbled-word game is the learning method/technique to learn English grammar used in constructing English sentences.

5. X AK Students in SMK Sanjaya Pakem

SMK Sanjaya Pakem is one of vocational high schools which is located in Pakem, Sleman. Mostly, the students are from the surrounding area. In addition, there are some students who come from outside Yogyakarta. Moreover, the X AK (accounting) is the class in SMK Sanjaya Pakem which consists of 20 students.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to review some theories which are related to the problem of this research. This chapter is divided into two parts, namely the theoretical description and the theoretical framework. In the theoretical description, the researcher discusses theories of writing skills, sentence, jumbled-word game, and Classroom Action Research. Meanwhile, the theoretical framework will summarized theories used to solve the problem in this research.

A. Theoretical Description

A theoretical description presents the theories which are relevant to this research. The theories are about writing skills, sentence, jumbled-word game, and Classroom Action Research (CAR).

1. Writing Skills

The researcher will discuss the nature of writing and the methods in teaching writing. The discussion will be presented as follows:

a. The Nature of Writing

Writing is one of four English skills that people should acquire. Nunan (2003) defines writing as a physical and mental act. Moreover, Nunan (2003) reveals that writing is a physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message.
typed into a computer (p. 88). Meanwhile, writing is a mental work of creating ideas, thinking about how to express them, and arranging them into statements and paragraphs that will be understandable. (Nunan, 2003, p. 88)

Writing is important for people in every field, not just for the academics. Paulston and Bruder (1976) state that skill in writing is a basic necessity in the academic environment, and even the nonacademic student, who has no need to write reports and papers, will occasionally need to write letters, messages, memos, invitations, and the like (pp. 204-205).

Thus, writing is important to communicate to each other because it reinforces the grammatical structures, idioms, and vocabulary. Through writing, students have a chance to be adventurous with the language to go beyond what they have just learned to say and to take risks. When students are in a writing process, they necessarily become very involved with a language. Further, the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (Raimes, 1983, p. 3). According to Nunan (2003), the purposes of writing are to express and impress. People can express the ideas they have through writing. Moreover, they can also impress readers by expressing their ideas through writing.

The researcher conducts this research in order to help the students to construct well-ordered compound sentences. One of the important things related to writing is “correct form of the language on the sentence level” (Paulston & Bruder, 1976, p. 205) or “syntax (word order)” (Gebhard, 1990, p. 221), so the researcher focuses on the grammatical thing in writing skills. Therefore, in this
research, the students will be able to write good sentences by using the jumbled-word game.

b. The Methods in Teaching Writing

Raimes (1983) says that writing cannot be seen as composed of separate skills which are learned one by one. Therefore, teachers develop writing tasks that lead students to pay attention to organization, grammar, and syntax (p. 8). Similar to writing, grammar itself also cannot be taught as a stand-alone set of rules (Knapp & Watkins, 2005, p. 40). Moreover, Knapp and Watkins (2005) reveal that grammar can be used to describe and explain how language is being used in purpose since it is a metalanguage (p. 40). In this research, the researcher aims to help the students to develop their writing skills and also their awareness of grammar rules through jumbled-word game.

Paulston and Bruder (1976) say that there are three major teaching points in the writing of composition, namely (1) correct form of the language on the sentence level, (2) mechanics of punctuation, and (3) content organization (p. 205). Gebhard (1996) adds the common things related to writing are word choice, use of appropriate grammar (i.e. subject-verb agreement, tense, and article use), syntax (word order), mechanics (i.e. punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form (p. 221). Thus, there are some activities that can be done by the teacher to teach writing as stated by Gebhard (1996). One basic activity is having the students trace letters, words, and sentences. It can help the students to recognize letter and word, basic spelling, punctuation, and capitalization rules. Another activity is copying and changing;
the teacher gives a passage and asks the students to copy it and change one aspect of the passage. Gebhard (1996) adds this kind of activity can be done with other grammatical features, such as changing verb tense from present to past time and changing the subject from singular to plural form. The teacher can also ask the students to unscramble muddled sentence parts; students are given a list of words and they are asked to form a sentence. The last activity is having the students read and write public notices (pp. 223-225). One of the activities stated by Gebhard is relevant to the topic of this research. That is to have students unscramble muddled sentence parts (Gebhard, 1996, p. 224).

The activity of unscrambling muddled sentence parts (Gebhard, 1996, p. 224) has the same rule as jumbled-word game. The students have to arrange the jumbled-word into correct order. Moreover, the activity can help the students construct good sentences, especially compound sentences since most of the reading passages on the text book consist of compound sentences.

2. Sentence

In this part, the researcher describes and explains the concepts of sentence and sentence structure classifications.

a. The Definition Of Sentence

Brewton et al. (1962) say that a sentence is a word or a group of words containing a subject and a verb and delivering one idea (p. 191). Mallery (1957) says that subject is the word or words naming the person or thing about which something is asserted, while predicate is the word or words which assert something about the subject (p. 3). Downing and Locke (2002) add that a sentence
is a term traditionally used to denote the highest grammatical unit on a scale of rank (p. 19). Curme (1966) also reveals that a sentence is an expression of a thought or feeling by means of a word or words used in such form and manner as to convey the meaning intended (p. 97). It is usually considered that there are two essential elements in every sentence – a subject and a predicate. The subject is that which is spoken of, while the predicate is that which is said of the subject (p. 98). From the theories, it can be said that a sentence is a group of well-ordered words containing of a subject and a predicate that convey meaning.

b. Sentence Structure Classifications

There are some structure classifications according to some theorists. Mallery (1944) divides sentences into four structure classifications: simple, compound, complex, and compound-complex. Meanwhile, Curme (1966) divides sentences according to their structures into three classes: simple, compound, and complex. In this research, the researcher uses the Curme’s sentence structure classification since the theory is newer than Mallery’s.

1) The Simple Sentence

According to Curme (1966), a simple sentence only contains of one independent proposition. Moreover, Mallery (1957) explains that a simple sentence consists of a single independent clause. Any sentence, however short or long, that contains one subject and one predicate (p. 71). Murcia and Freeman (1999) also include a simple sentence as an independence clause containing at least one subject and one verb (p. 20).
2) The Compound Sentence

A compound sentence is a sentence consisting of two or more simple sentences connected by a coordinating conjunction. The coordinating conjunctions can be in the form of and, but, or nor (Mallery, 1957, p. 72). Curme (1966) adds the commonest coordinating conjunctions used are and, or, but, and for (p. 152). The example of the compound sentence is provided below.

John is in the garden working and Mary is sitting at the window reading. (Curme, 1966)

The example provided by Curme is categorized as a compound sentence because there are two independent clauses consisting of one subject and one finite verb each, connected by the coordination conjunction ‘and’. Therefore, it can be concluded that compound sentence is a sentence consists of two independent clauses which are connected by coordinating conjunction.

3) The Complex Sentence

Curme (1966) says that a complex sentence contains of one independent propositions and one or more subordinate clauses (p. 152). Similarly, Murcia and Freeman (1999) describe a complex sentence is containing a main clause and one or more subordinate clause (p. 20). Mallery (1957) also reveals that “a complex sentence consists of one independent clause and one or more dependent clauses” (p. 73). Moreover, Downing and Locke (2002) say that an independent clause is complete in itself, whereas a dependant clause is necessarily related to an independent clause. The example of a complex sentence is provided below.
They locked up the house (ind.cl), before they went on holiday (dep.cl) (Downing & Locke, 2002, p. 11).

Thus, the sentence above is a complex sentence since there are an independent clause and a dependent clause.

3. Jumbled-Word Game

According to Harmer (2007), there are some examples of grammar games that can be implemented in the classroom such as asking the right question, putting sentences back together again, and answering one question behind (p. 223). Putting sentences back together again is the same as word ordering. Whereas, jumbled-words are the words on jumbled position. Jumble means an untidy or confused mixture of things (Jumble, 2010). Similarly, Gebhard’s theory (1996) of unscrambling muddled sentences has the same rule as Harmer’s theory. In this game, students are given the sentences that are on the wrong order. The students have to put the sentences into the correct order. This game helps students to be aware of the natural order and unnatural order of sentence.

What is meant by natural order of sentence is that a sentence must consist of subject followed by predicate. Brewton et al. (1962) say that “all or part of the predicate precedes the subject” (p. 195). In other hand, an unnatural order of sentence refers to a sentence in which the position of subject and predicate are not natural: predicate precedes subject. In this research, through the use of jumbled-word game, the students learn to construct compound sentences in natural order and complete form.
4. Classroom Action Research

In this part, the researcher will elaborate the Classroom Action Research theories. There are three things discussed in this part, which are the definitions, the aims, and the model of Classroom Action Research.

a. Definitions of Classroom Action Research

Kemmis and McTaggart (1988) say that action research is “a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices” (p. 5). Mills (2011) adds that action research is any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching-learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn (p. 5). Moreover, Richards (2005) says that action research refers to a systematic approach to carry out investigations and to collect information that is designed to illuminate an issue or problem and to improve classroom practice (p. 171).

In other words, Classroom Action Research is the appropriate research which can be conducted by the researcher toward her classroom in order to obtain enough information of the problems faced by the students. Therefore, the researcher can also find the appropriate solution towards the problems.

b. Aims of Classroom Action Research
Classroom Action Research is research that is conducted to solve the problems raised in the teaching-learning process. The information gathered from the action research aims to gain insight, to develop reflective practice, to achieve positive changes in the school environment, and to improve students’ outcomes (Mills, 2011, p. 5). Moreover, in 2010, Ary, Jacobs, and Sorensen state that action research aims to interpret events and to enable individuals or groups of people to formulate acceptable solutions to local problems, to seek viable, sustainable, and effective solutions to common problems. Thus, this research aims to help the student to solve their problem in constructing sentences; especially compound sentences.

c. Model of Classroom Action Research

There are many models of action research cycles. However, the researcher will use the Kemmis and McTaggart (1988) cycle model in this research. The cycle is planning, action, observation, and reflection (see Figure 2.1).

Figure 2.1. Kemmis & McTaggart’s Cycle of Classroom Action Research (From Kemmis and McTaggart, 1988)
1) Planning

Kemmis and McTaggart (1988) say that the plan must be flexible enough to adapt since all social action is unpredictable and risky (p. 11). They say that the plan should help the researchers to go beyond present constraints and to empower them to act more appropriately in the situation and more effectively as an educator (p. 12). In this research, the researcher collaborate in discussion with the English teacher “…to build a language by which they must analyze and improve their understandings and action in the situation” (Kemmis & McTaggart, 1988, p. 12). After knowing the problems, the researcher starts to make a plan of the implementation of jumbled-word game.

2) Action and Observation

Kemmis and McTaggart (1988) state that an action step is used as a platform for the further development. Moreover, the action step should be guided by planning but not completely controlled. The researcher should be aware of the unpredictable things that might come out in the action step. What makes action research differs from other research is that it is observed (p. 12).

Observation step in action research is conducted to collect data about the action step in order to be able to evaluate it in detail. According to Kemmis and McTaggart (1988), the function of observation is for documenting the effects of critically informed action (p. 13). Therefore, the observation step should be responsive, open-eyed, and open-minded.
3) Reflection

Kemmis and McTaggart (1988) reveal that a reflection step evokes action as it has been recorded in the observation step. They also state that the reflection step has an evaluative aspect – it asks action researchers to weigh their experience – to judge whether effects are desirable and to suggest the ways of proceeding (p. 13). After the action step and the observation step have been conducted, the researcher will analyze and evaluate what she has done and plan the development of next action.

According to Kemmis and McTaggart (1988), there are four fundamental aspects of action research as (1) developing a plan of critically informed action to improve what is already happening, (2) doing the action to implement the plan, (3) observing the effects of the critically informed action in the context in which it occurs, and (4) reflecting the effects as a basis for further planning, subsequent critically informed action and so on, through a succession of cycles (p. 10). Thus, the researcher will pay more attention to those fundamental aspects in conducting this research.

By conducting Classroom Action Research, the researcher will obtain the situation that is happening in the classroom. Subsequently, the researcher can collect the data, evaluate the teaching-learning process, and get the right solution to solve the students’ problems.
B. Theoretical Framework

The researcher conducts this research to help students of a particular vocational school in Yogyakarta to develop their writing skills in constructing compound sentences. In this part, the researcher describes the main theories related to the focus of the study.

In this research, the researcher focuses on word order (grammatical thing in writing) since she found that X AK students of SMK Sanjaya Pakem experienced difficulties to write sentences in correct word order. The researcher focuses on compound sentences since most of materials on the used book and the reading texts contain many compound sentences.

The researcher uses Gebhard’s (1996) theory of unscrambling muddled sentences as one of the methods to teach writing. It is the same as one of Harmer’s grammar games which had been discussed on Chapter I, namely putting sentences back together (Harmer, 2007, p. 223). It has the same idea as the jumbled-word game which is applied in this research to help students in constructing compound sentences well. In this game, the students are asked to rearrange the jumbled-word into correct word order.

Before applying the game, the researcher will analyze compound sentences written by the students in order to find out their mistakes. The researcher will refer to Mallery’s (1957) and Curme’s (1966) theories on compound sentences and coordinating conjunctions to analyze students’ drafts. Then the researcher will introduce examples of correct compound sentences related to topic on the day. The researcher will also give explanation of sentence
structure related to the topic on the day first, so the students can arrange jumbled-words based on their comprehension. Afterwards, the students will be involved in learning activities using jumbled-word game. It is a game in which the students have to put the sentences back together in the right order (Harmer, 2007, p. 223). The researcher will give some sentences that are on the wrong order. Then, the students have to put those jumbled-words into correct sentences. The jumbled-word game activity will be implemented as group work in two cycles.

In the first cycle, the researcher conducts the research in the cycle of planning, action, observation, and reflection. Before conducting the implementation of jumbled-word game in the learning process, the researcher will make a planning first. After the planning has been made, the researcher will begin to conduct the action in three activities: pre-activities, main activities, and post-activities. In the pre-activities, the researcher will recall previous material given by the English teacher. While in the main activities the researcher will distribute copies of a dialogue to the students, and asks them to read the dialogue. Then, the researcher will discuss the dialogue with the students. After that, the researcher will distribute a worksheet to the students. The next activity will be the implementation of jumbled-word game. The students will be divided into some groups to play the jumbled-word game and discuss the results later on. In this cycle, the researcher only put the jumbled-words in a form of worksheet. Then, the researcher will give another worksheet to the students, namely composing compound sentences about their future plan if they had a time machine. Finally,
the researcher will close the meeting in the first cycle by summarizing the materials learned on the day.

While in the second cycle, the researcher will conduct the research in two meetings. The implementation of jumbled-word game will be conducted in the first meeting only, while in the second cycle the researcher only focus on students’ written product of compound sentences. The researcher will implement the jumbled-word game after a reading section in the first meeting. In this cycle, the researcher will put jumbled-words in a form of small papers. The papers will be given in the different color, for example the papers in red will be the sentence 1, the papers in blue will be the sentence 2, etc. The students have to rearrange the same color of the small papers into correct word order. Then, the students will be asked to construct compound sentences related to the topic in this meeting. Before implementing the jumbled-word game, the researcher will give explanation of sentence structure related to topic on the day. Thus, the students will be able to arrange the jumbled-words in correct sentence structure, not only relying on their feeling or instinct. All theories related to the focus of the research have been provided in this chapter. The next chapter will explain the research method.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method (method that was used in this research), the research setting (when and where the research was conducted), the research participants (who were involved in the research), the research instruments and the data gathering technique (what the data were and how the data were collected), the data analysis technique (how the data was analyzed) and the research procedure (how the research was conducted).

A. Research Method

This research was Classroom Action Research conducted in SMK Sanjaya Pakem among the tenth grade students. This research was conducted to find out how the technique of using jumbled-word game applied in SMK Sanjaya Pakem, and to solve the problems faced by the X AK students of SMK Sanjaya Pakem in constructing compound sentences.

The important method of action research is “…trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning” (Kemmis & McTaggart, 1988, p. 6). In this research, the researcher attempted to apply a new idea, namely the technique of using jumbled-word game in the learning process in order to develop students’ writing skills.
Ary et al. (2010) reveal that in action research the focus or the problem should be determined, first and the researcher should identify a specific research question (p. 524). When the researcher did her PPL, she found a problem faced by the students. Having found the problem, the researcher tried to interview the English teacher to crosscheck the researcher’s finding. Being confirmed about this problem, the researcher decided to find out a solution to deal with. Afterwards, the researcher implemented the solution in action steps. Thus, the researcher conducted Classroom Action Research (CAR) in this research to give solution to the problem faced by X AK students of SMK Sanjaya Pakem in constructing compound sentences.

The researcher used Classroom Action Research as a research method because it is practical; the research is in the action, while the learning is in the practice (McNiff & Whitehead, 2002, p. 71 & p. 85). Furthermore, the researcher wanted to solve the problems faced by the X AK students of SMK Sanjaya Pakem, and helped their English teacher (see: background interview with the teacher in Chapter I). Ary et al. (2010) say that action research emphasizing a systematic research approach that is cyclical in nature, alternating between action and reflection, and continuously refining methods and interpretations based on understanding developed in earlier cycles (p. 513).

In conducting action research, there are four steps (i.e. planning, action, observation, and reflection) in both two cycles.
1. Planning

When the researcher conducted her PPL (Teaching Practice) in July to October 2014 at SMK Sanjaya Pakem, she found that the students could not construct sentences in correct structure. The researcher found the problem when she corrected students’ writing. She found that the students could not construct sentences well, especially compound sentences. Finally, the researcher started to design a plan of action that would be implemented in the learning process to develop students’ writing skills in constructing compound sentences.

2. Action

In this step, the researcher implemented the jumbled-word game. The researcher asked the students to play the game in order to help them to construct compound sentences correctly. Before implementing the jumbled-word game, the researcher gave explanation of sentence structure related to topic on the day.

3. Observation

The observation step conducted at the same time when the action step was being implemented. The researcher asked two observers to observe the learning process. This step aimed to find out what was going on the learning process, the interactions happened in the classroom, the students’ condition, and the class situation. Thus, this step also helped the researcher to know the situations happen while she was teaching the students.
4. Reflection

After implementing the jumbled-word game and conducting the observation step, the researcher reflected the implementation. This step aimed to reflect what had been done, what was the positive side and the negative side of the activity, what was not done yet, and what should be improved in the next cycle.

In this research, the researcher collected data from the students. The researcher used both qualitative and quantitative approach in collecting the data. The qualitative instruments were observation sheets and interview results, while the quantitative instruments were questionnaires and students’ drafts on cycle 1 and cycle 2. The researcher used both qualitative and quantitative approach to make the data become more accurate and valid. Therefore, the researcher used data triangulation to analyze the data obtained in this research.

B. Research Setting

This research was conducted in SMK Sanjaya Pakem on April to May 2015 of the academic year 2014/2015 in Jl. Kaliurang Km 17 Pakem, Sleman, Yogyakarta. The researcher chose SMK Sanjaya Pakem as the research setting since she found the problem when she did her PPL in this school. As action research, this study consisted of two cycles. The first cycle was conducted in one meeting, while the second cycle was conducted in two meetings. Procedure and time allocation had been agreed by two sides, which were the researcher and the school.
C. Research Participants

As said previously, the research was conducted in SMK Sanjaya Pakem in X AK (accounting) class in academic year 2014/2015. The X AK class consisted of 20 students: fifteen (15) girls and five (5) boys. They represented as the participants of this research. Based on preliminary study, the researcher found that the students had difficulties in constructing sentences. Therefore, this research aimed to overcome their problems by implementing a particular teaching technique in the classroom.

D. Research Instruments and Data Gathering Technique

The researcher used some instruments to conduct this research, such as students’ drafts, observation sheets, questionnaires, and interviews. The researcher used triangulation technique to gather the data used for this research. The researcher used multiple sources of data to avoid dependence on a single source of data for the purpose of enhancing confirmation of the findings (see Table 3.1). It might integrate two or more sources of information. If there were several sources lead to same conclusion, a stronger case was made (Ary et al., 2010, p. 525).

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Data Collected</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Sheet</td>
<td>The learners activity, the learning process, teaching strategies</td>
<td>Cycle 1: May 6, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cycle 2: Meeting one: May 7, 2015, Meeting two: May 8, 2015</td>
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</table>
| Questionnaire | Students’ perception of the materials and the learning process. | May 6, 2015 | Meeting one: May 7, 2015  
Meeting two: May 8, 2015 |
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<tbody>
<tr>
<td>Interview</td>
<td>The detail data of students’ perception.</td>
<td>-</td>
<td>May 13, 2015</td>
</tr>
</tbody>
</table>
| Students’ Drafts | Students’ score in their drafts of compound sentences related to the topic on the day. | May 6, 2015 | Meeting one: May 7, 2015  
Meeting two: May 8, 2015 |

1. Students’ Drafts

Students’ drafts were used as the major source in this research to gain students’ error percentage from each compound sentence. The researcher collected the students’ drafts from two cycles in order to figure out whether the error percentage of the students’ drafts decreased or not.

According to Burns (1999), a students’ draft or a students’ written text is a source of documents readily available to all language teachers. The researcher asked the students to write compound sentences related to topic on the day in two cycles. Burns (1999) also reveals that the students’ written texts help the researcher to assess their progress in writing. Therefore, the researcher used the students’ drafts to collect data related to the progress of students’ writing skill in constructing compound sentences.
2. Observation Sheets

Observation sheet is an instrument that is used to observe action step during implementation of this research. The reason to employ the observation sheets as another research instruments is stated by Kemmis and McTaggart (1988) as:

Action researchers need to observe the action process, the effects of action (intended an unintended), the circumstances of and constraints on action, the way circumstances and constraints limit or channel the planned action and its effects, and other issues which arise (p. 13)

The observation sheets done by two peer – observers (Zepeda, 2014, p. 51) who were invited during the teaching – learning process in order to collect the data of learners activity, learning process, and teaching strategies while the research was being conducted (see Appendix C). They were students from 2011 batch of English Language Education Study Program of Sanata Dharma University, and one of them is also the English teacher of X AK class of SMK Sanjaya Pakem. From the observation sheets results, the researcher could get information about what happened in the learning process, what happened to the students, and also the implementation of jumbled-word game.

The researcher also provided blank spaces for the observers to write comments or suggestions toward the implementation. The notes given were used during the implementation to know what was going on the classroom while the jumbled-word game was being implemented, and to know what should be improved in next cycle (see Appendix C). In this research, the peer-observers were asked to describe the class situation and condition. Therefore, the researcher
was able to see improvement of students’ writing skills in constructing compound sentences and students’ responses toward the learning process.

3. Questionnaires

According to McKay (2002), a questionnaire is a set of written questions that deal with particular topic. Further, Burns (1999) classifies types of questionnaire as closed items, scale items, and open-ended items. After implementation of this research in each cycle, the researcher asked students to fill out the questionnaires.

In this research, the researcher employed a self-made questionnaire for collecting data on participants’ opinions toward the implementation of jumbled-word game in class (see Table 3.2.). Based on the participants’ opinions, the researcher would know whether the jumbled-word game could help the students to construct compound sentences or not.

Table 3.2. The Questionnaire of the Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat tidak setuju</th>
<th>Tidak setuju</th>
<th>Netral</th>
<th>Setuju</th>
<th>Sangat setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Sebelum belajar dengan permainan jumbled word, saya dapat menyusun kalimat dengan benar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Penggunaan permainan jumbled-words di kelas itu menyenangkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Penggunaan permainan jumbled-words di kelas memotivasi saya untuk belajar dalam menyusun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In this research, the researcher used scale questionnaire. Ary et al. (2010) divides scale questionnaire into two types: attitude scale, which consists of likert scale and bipolar adjective scale, and rating scale (pp. 209-212). In this research, the researcher used Likert scale to ask students to respond to a series of statements indicating whether they strongly agreed (SA), agreed (A), were undecided (U), disagreed (D), or strongly disagreed (SD) with each statement (Mills, 2011, p. 91). The researcher chose Likert scale since it was one of the most widely used technique to measure attitudes. In the questionnaires, the researcher used five options for each statement including an undecided option. According to Ary et al. (2010), the undecided option is included into the options since “…some respondents actually feel that way and do not want to be forced into agreeing or disagreeing” (pp. 209-210). The researcher only used five options for each statements since those were “…best represents their reaction to each statement” (Ary et. al., 2010, p. 209).

In constructing the questionnaires, the researcher considered the guidelines for developing and presenting questionnaires by Mills (2011) as follows.

1. Carefully proofread questionnaires.
2. Avoid a sloppy presentation.
3. Avoid a lengthy questionnaire.
4. Do not ask unnecessary questions.
5. Use structured items with a variety of possible responses.
6. Whenever possible, allow for an “other comments” section.
7. Decide whether you want respondents to put their names on the questionnaires or whether you will use a number to keep track of who has responded.

The researcher constructed the questionnaires by looking up a research problem formulation. In the questionnaires, there were four different topics: (1) students’ opinion toward their writing skills in constructing English sentences, (2) students’ opinion whether jumbled-word game motivates them in the learning process, (3) students’ opinion toward the learning product, and (4) students’ opinion toward jumbled-word game. The statements on each topic of the questionnaires should be related to the research problem and based on theories. Therefore, the researcher conducted book review to find out some theories that related to the statements on the questionnaires.

A. Interviews

According to Cannel and Kahn, an interview is “…a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused on context specified by research objectives of systematic description, prediction, or explanation” (as cited in Cohen, Manion, & Marrison, 2000, p. 267).

There are three broad categories of interviews according to Wallace (1998), namely structured, unstructured, and semi-structured interviews. In this research, the researcher conducted the interviews in a form of semi-structured. Wallace (1998) says that in the semi-structured interview there will certainly be a prepared interview schedule, but most of the questions will probably be open
questions (p. 147). Moreover, Wallace also states that semi-structured interview is the most popular design for interviews. Similarly, Fraenkel and Wallen (2009) reveal that semi-structured interview is considered as the best type conducted in research (p. 46). Thus, the researcher chose semi-structured interview to obtain information which support results of other instruments.

The researcher asked four of X AK students to have the interviews randomly considering that four of them had already represented the whole X AK students. After the implementation in cycle 2, the researcher invited four students to discuss schedule of the interviews. Subsequently, the interviews were conducted on May 13, 2015 after school time ended.

Kemmis and McTaggart (1982) say that interviews allow more flexibility than questionnaires (p. 41). Furthermore, Kerlinger states, “Interview might be used to follow unexpected results or to validate other methods, or to go deeper into the motivations of respondents and their reason of responding as they do” (as cited in Cohen et al., 2000, p. 268). In this research, the researcher used the interviews to convince instruments of the questionnaires’ results and to know further about students’ opinion towards implementation of jumbled-word game. The researcher conducted the interviews since she could ask further about students’ opinions toward the implementation of jumbled-word game personally.

**E. Data Analysis**

As the researcher employed qualitative and quantitative instruments to collect the data, the researcher used the qualitative and the quantitative technique
to analyze the data. The qualitative instruments were observation sheets and interviews results, while the quantitative instruments were questionnaire results and students’ drafts.

In analyzing the observation sheets and the interviews results, the researcher used the qualitative method. Meanwhile, the questionnaire results and the students’ drafts were analyzed using quantitative method. In analyzing the questionnaire results, the researcher used central tendency. According to Brown and Rogers (2002), central tendency is a convenient way to summarize nominal data such as Likert scale. Furthermore, Boone (2012) reveals that:

Likert scale data are analyzed at the interval measurement scale. Likert scale items are created by calculating a composite score (sum or mean) from four or more items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale. Descriptive statistics recommended for interval scale items include the mean for central tendency (p. 12).

Based on the statement above, the researcher intended to use nominal data that would be measured using mean of central tendency and categorized using interval scale. Thus, the results of the questionnaires would be presented as shown in Table 3.3.

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1  2  3  4  5</td>
<td>N</td>
</tr>
</tbody>
</table>

N = number of respondents  
Mn = mean

The formulation to get the mean score of the data:  
\[ M_n = \frac{X}{n} \]  
where  
\[ X = n \times \text{points of agreement} \]
Meanwhile, the researcher used four kinds of criteria of total mean score to analyze the questionnaire results since there were four different topics in the questionnaires, such as (1) students’ opinion toward their writing skills in constructing English sentences, (2) students’ opinion whether jumbled-word game motivates them in learning process, (3) students’ opinion towards learning product, and (4) students’ opinion toward jumbled-word game. The list of criteria of total mean could be seen in Table 3.4. The researcher only used five criteria for each topic since those were “…best represents their reaction to each statement” (Ary et al., 2010, p. 209). Ary et al. (2010) also reveal that:

To score the scale, the response categories must be weighted. For favorable or positively stated items, strongly agree is scored 5, agree is scored 4, undecided is scored 3, disagree is scored 2, and strongly disagree is scored 1. For unfavorable or negatively stated items, the weighting is reversed because disagreement with an unfavorable statement is psychologically equivalent to agreement with a favorable statement (p. 210).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Range</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.00 – 4.80</td>
<td>very high</td>
</tr>
<tr>
<td></td>
<td>4.81 – 5.60</td>
<td>high</td>
</tr>
<tr>
<td></td>
<td>5.61 – 6.40</td>
<td>average</td>
</tr>
<tr>
<td></td>
<td>6.41 – 7.20</td>
<td>low</td>
</tr>
<tr>
<td></td>
<td>7.21 – 8.00</td>
<td>very low</td>
</tr>
<tr>
<td>2</td>
<td>4.00 – 4.80</td>
<td>very low achievement</td>
</tr>
<tr>
<td></td>
<td>4.81 – 5.60</td>
<td>low achievement</td>
</tr>
<tr>
<td></td>
<td>5.61 – 6.40</td>
<td>average achievement</td>
</tr>
</tbody>
</table>
In analyzing students’ drafts, the researcher began by collecting the students’ drafts in two cycles. After the researcher obtained the students’ drafts, she analyzed sentences on the students’ drafts. The researcher used Mallery’s theory of sentence error to analyze the sentences. The errors could happen in all sentence structure, especially compound sentences. Mallery (1944) says that the four sentence errors (grammatical errors) are the fragment, the comma splice, the fused sentence, and the dangling modifier (p. 112). The researcher also used theories of compound sentences from other theorists. In giving the error score, the researcher adapted Xenia’s theory in previous research on simple sentences (Xenia, 2012, pp. 36-37). However, the researcher developed the error score to cover compound sentences. Thus, the grammatical error score would be given as follows.

1. **The Grammatical Error Score: 1**

The students got the grammatical error score “1” if there were no two simple sentences/independent clauses or coordinating conjunction on the sentences they made. It meant that the students constructed an incomplete

<table>
<thead>
<tr>
<th></th>
<th>6.41 – 7.20</th>
<th>high achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.21 – 8.00</td>
<td>very high achievement</td>
</tr>
<tr>
<td></td>
<td>7.00 – 15.40</td>
<td>very low achievement</td>
</tr>
<tr>
<td>3</td>
<td>15.41 – 23.80</td>
<td>low achievement</td>
</tr>
<tr>
<td></td>
<td>23.81 – 32.20</td>
<td>average achievement</td>
</tr>
<tr>
<td></td>
<td>32.21 – 40.60</td>
<td>high achievement</td>
</tr>
<tr>
<td></td>
<td>40.61 – 49.00</td>
<td>very high achievement</td>
</tr>
<tr>
<td></td>
<td>4.00 – 4.80</td>
<td>very low</td>
</tr>
<tr>
<td>4</td>
<td>4.81 – 5.60</td>
<td>low</td>
</tr>
<tr>
<td></td>
<td>5.61 – 6.40</td>
<td>average</td>
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<tr>
<td></td>
<td>6.41 – 7.20</td>
<td>high</td>
</tr>
<tr>
<td></td>
<td>7.21 – 8.00</td>
<td>very high</td>
</tr>
</tbody>
</table>
compound sentence. In other words, they did not write a complete thought (Mallery, 1944, p. 113). Mallery (1944) says that compound sentence is a sentence consisting of two or more simple sentences connected by a coordinating conjunction. Similarly, Downing and Locke (2002) reveal that a compound sentence consists of two independent clauses, linked in a relationship of coordination (p. 275).

2. **The Grammatical Error Score: ½**

   The students got the grammatical error score “½” if they constructed good compound sentence, but there was no comma between two clauses. According to Mallery (1944), the second basic error is the use of a separating mark (the comma) to join two clauses in a compound sentence (p. 114). In addition, Murcia and Freeman (1999) say that a compound sentence is combined by means of a comma (p. 461).

3. **The Grammatical Error Score: 0**

   The students got the grammatical error score “0” if they constructed a compound sentence correctly. Here, the researcher only focused on the good compound sentences form. According to Valin and Lapolla (1997), the arrangement of words is a vital factor in determining the meaning of an utterance (p. 1). Hyland (2003) also reveals that the actual communicative content (the meaning) is left to be dealt later. Teaching writing predominantly involves developing learners’ skills in producing fixed patterns.

   After the researcher gave score in each sentence, she would sum up the grammatical error score. Then, the researcher counted the grammatical error
percentage in each student’s writing. The formula used to count the grammatical error percentage was as follows.

\[
X = \frac{N \times 100\%}{\sum N}
\]

X : the grammatical error percentage in students’ writing
N : the number of wrong compound sentences made by the students
\(\sum N\) : the sum of compound sentences that the students made

The researcher counted average of grammatical error percentage from students’ drafts in two cycles, in order to find out whether the research was successful or not.

The researcher used data triangulation to analyze the data obtained in this research. According to Johnson and Christensen (2010), “Triangulation is the use of multiple theories and perspectives to help interpret and explain the data.” (p. 268). Moreover, Fraenkel and Wallen (2009) state that triangulation was achieved not only by comparing teacher interviews, student interviews and observations but also by comparing these with quantitative measures of classroom interaction and achievement (p. 561). Thus, the researcher needed the data triangulation in order to obtain the data of this research to be more accurate.

**F. Research Procedure**

In this part, the researcher presents procedure of this research. There are two parts of the procedure, namely asking for the research permission and conducting Classroom Action Research.
1. Asking for Research Permission

There were several procedures in acquiring research permission. Firstly, the researcher went to SMK Sanjaya Pakem and met the English teacher of XI grade. The researcher asked for permission to conduct Classroom Action Research based on results that she got from XI grade students. After having the permission, the researcher met the headmistress of SMK Sanjaya Pakem to ask for permission to conduct Classroom Action Research in the school. Then, the researcher asked the secretariat of English Language Education Study Program to make a permission letter for using the school as research setting. After the permission letter was signed by the chairperson of English Language Education Study Program, the researcher gave it to the secretariat of SMK Sanjaya Pakem. Having done with the permission, the researcher met the English teacher of X grade to discuss the Classroom Action Research and materials. The researcher also asked the English teacher about students’ conditions, students’ writing skills, classroom situations, and teaching method that the English teacher used. Finally, the researcher conducted the research in agreement with existing schedule.

2. Conducting Classroom Action Research

In this research, the researcher conducted Classroom Action Research in several steps according to Kemmis and McTaggart (1988) model. At first, the researcher made lesson plans to implement jumbled-word game as teaching method to develop students’ writing skills to construct compound sentences. The researcher also prepared handouts, worksheets, observation sheets, questionnaires, and interview guidelines.
The researcher conducted the first cycle on May 6th, 2015 and the second cycle on May 7th – 8th, 2015 (see Figure 3.1).

In the first cycle, the researcher implemented jumbled-word game both as individual and group work. Meanwhile, the researcher only implemented the jumbled-word game as group work in the second cycle. The students had to arrange jumbled-words into correct order of sentences. After playing the jumbled-word game, the researcher asked the students to construct some compound sentences related to topic on the day. At the end of each cycle, the researcher asked the students to submit their drafts of compound sentences to see their improvements.

In conducting the research, the researcher asked for help to two peer-observers who were invited during the teaching – learning process in order to collect the data. They were students of English Language Education Study Program Sanata Dharma University. The researcher chose them to be the peer-observers since both of them had experienced PPL, and one of them is also the...
English teacher of X AK class. At the end of each cycle, the researcher distributed questionnaires to the students to obtain data whether the jumbled-word game develop their writing skills in constructing compound sentences or not.

Moreover, the researcher also conducted interviews to four (4) students. It aimed to gain more detailed data about students’ opinion toward jumbled-word game and learning process. At the end, the researcher analyzed the data and obtained the results. The researcher also reflected what worked well and what should be improved. The first cycle would be used as a reflection to plan the next actions. Based on all of the steps, the researcher could conclude that the implementation of using the jumbled-word game could help the students in X AK of SMK Sanjaya Pakem to develop their writing skills in constructing compound sentences.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher would like to describe the results of the implementation of jumbled-word game in SMK Sanjaya Pakem, the students’ progress to construct compound sentences, and other findings.

A. The Implementation of Jumbled-Word Game in SMK Sanjaya Pakem

In this part, the researcher would like to discuss the implementation of jumbled-word game in first cycle and second cycle.

1. The First Cycle

First cycle was conducted on May 6, 2015. In this cycle, there were only 16 students who joined learning process since there were four absent students. At first, the researcher planned to do the first cycle in two meetings on April 30, 2015 and May 6, 2015. However, on April 30 the school was ended earlier. Thus, the researcher was unable to conduct research on that day.

The first cycle on May 6, 2015 was conducted in 80 minutes. The jumbled-word game was implemented according to steps of Classroom Action Research, namely planning, action, observation, and reflection. Each will be described in following parts.

a. Planning

The researcher began the study by preparing lesson plan and learning materials. Before preparing the lesson plan, the researcher asked the teacher about
which topic she had to teach. The teacher told the researcher that the topic was about future tense. Having explained about the topic, the researcher began to prepare the lesson plan. According to Burden and Byrd (2010), lesson plan helps to create, arrange, and organize instructional events to enable a learning process to occur. It also helps to arrange the appropriate flow and sequence of instructional events, and also manage time and events (p. 24). The lesson plan was developed from syllabus of curriculum 2006 (*KTSP*) given by the government, which was considered complete by the researcher. The lesson plan described competence standard, basic competence, and indicators. The competence standard of the lesson plan was to communicate in English at novice level. Meanwhile, the basic competence of the lesson plan was explaining the activities happening in a simple way.

Based on the competence standard and the basic competence, the researcher made the indicators of teaching-learning process. The indicator was that the activities happening are told exactly as the time and the place. Then, the indicator was elaborated into three learning goals, which were (1) the students are able to identify the sentence structure used in a dialogue containing future tense, (2) the students are able to rearrange jumbled-words given by the teacher, and (3) the students are able to construct compound sentences in simple future tense. Moreover, the researcher planned to apply several learning strategies. The researcher applied group work, discussion, and jumbled-word game.

Besides preparing the lesson plan, the researcher also prepared the learning materials from two sources: *Bahasa Inggris untuk SMA/MA/SMK/MK Kelas X*
(Kemdikbud, 2014) and *Essential Grammar in Use* (Murphy, 2007). The materials included a dialogue of holiday plan, grammar review, and jumbled-words. Having prepared the lesson plan and the materials, the researcher also designed teaching activities. The researcher divided the teaching activities into three activities, namely pre-activities, main activities, and post-activities. In the pre-activities, the researcher planned to invite the students to review previous material that they had already got from the teacher. Then, in the main activities, the researcher started to give the materials and implemented the jumbled-word game. In the post-activities, the researcher invited the students to conclude the materials they had learnt on the day and ended the teaching-learning process.

b. Action

In this step, the researcher implemented the lesson plan which had been arranged before. The implementation was conducted on May 6, 2015 in 80 minutes. The researcher only implemented the action step in one meeting because in previous week the school was ended earlier without any information before. The action step was divided into three activities: pre-activities, main activities, and post-activities.

1) Pre-Activities

In this part, the researcher greeted the students and asked about their conditions. The researcher did not have to introduce herself because the students had already known her. After greeting the students, the researcher asked the students about previous material given by the teacher.
2) **Main Activities**

The main activities were started by distributing copies of a dialogue about a holiday plan to the students. The researcher asked the students to read the dialogue by themselves and discussed it with their friend. The researcher also chose some students to read aloud the dialogue. After each student had a chance to read the dialogue, the researcher gave feedback about their pronunciation since the English teacher of X AK class asked the researcher to pay attention to their pronunciation. Then, the researcher distributed a worksheet, and the students had to compose some sentences about their holiday plan.

Afterwards, the students were divided into some groups of four to five students. In group, they had to arrange some jumbled-words and discussed the results later. Moreover, the researcher also asked the students to arrange another jumbled-words individually. Unfortunately, the time was limited and the researcher decided to give next assignment as homework, namely composing some compound sentences about their future plan if they had a time machine.

3) **Post-Activities**

In this part, the researcher and the students concluded the materials learned on the day. Then, the researcher ended the meeting.

c. **Observation**

The observation step was conducted on May 6, 2015 by two observers who were students of ELESP Sanata Dharma University. There were three points that had to be observed, such as learners, learning process, and teaching strategies. According to Kemmis and McTaggart (1988),
Action researchers need to observe the action process, the effects of action (intended and unintended), the circumstances of and constraints on action, the way circumstances and constraints limit or channel the planned action and its effects, and other issues which arise (p. 13).

The results of this step showed that the researcher could conduct the teaching process step by step based on lesson plan that had been made before. The researcher could respond to problems raised during the learning process and invited the students to be active in every activity (see Appendix E). The researcher could also manage class and used media well. However, the researcher had not succeeded in motivating the students to enjoy the learning process yet.

Observer B wrote:

“You’re just too nervous; this makes the students become so nervous.”
(Cycle 1 observation sheet, see Appendix E)

Besides, the researcher also did not manage the time well and she did not make clear statement of the learning goal.

Observer A wrote:

“It will also be better if you tell the students what you will learn today. So, the students can prepare themselves. Making sentences to show their plan is too long. Just make it three sentences. Because it is only for assessing their understanding. Besides, it also takes your time to do the main teaching media which is jumbled-words.” (Cycle 1 observation sheet, see Appendix E)

Similarly, observer B wrote:

“The activities of making sentences spend a lot of time, and it makes the main activities using jumbled-words is not effective. Time management, please. Because you have lack of time for your main activities.” (Cycle 1 observation sheet, see Appendix E)

According to the observation sheets, there were many things that the researcher had to improve. The observers gave many comments below the
checklist part. Based on the comments given, the researcher could reflect more about the teaching-learning strategy.

d. Reflection

In this step, the researcher reflected the implementation. The researcher found out what worked well and what had to be improved. Moreover, the researcher found out whether the implementation of jumbled-word game succeeded or not. Then, the researcher prepared next cycle. According to Kemmis and McTaggart (1988), reflection will recall an action as it has been recorded in observation. It will also ask the researcher to reflect on their experience, to evaluate whether effects were pleasing, and to suggest ways of proceeding (p. 13).

The first activity was reviewing materials given by the teacher in previous meeting. Based on observation step, the researcher did not do the activity well. The observers suggested that it would have been better if the researcher had led students to recall form of future tense before giving examples. The second activity was discussing a dialogue about holiday plan. The activity was done well and the researcher could respond to the students’ problems.

Observer A wrote:

“You give good response when your students make mistakes by giving the correct pronunciation one.” (Cycle 1 observation sheet, see Appendix E)

Observer B wrote:

“You can find their weaknesses in the reading section.” (Cycle 1 observation sheet, see Appendix E)
However, the researcher should give all students the chance to read the dialogue in order to make all of the students be active in the teaching-learning process.

The next activity was composing some sentences about holiday plan. This activity took too much time, and it affected other activities. The goal was that the students could compose ten sentences of their holiday plan. However, the students found difficulties in making the sentences, and it made them spent too much time for doing each number. Most of them asked the researcher about how to compose sentences. Actually, the students knew what they were going to write but they did not know how to write it in English.

Observer B wrote:

“The activities of making sentences spend a lot of time, and it makes the main activities using jumbled-words is not effective.” (Cycle 1 observation sheet, see Appendix E)

The researcher realized that the number of the sentences she gave to the students was too much. It should be decreased into three or four numbers, so the students would not take too much time in composing the sentences since it was not main focus of the research.

The activity was continued by arranging jumbled-words in group. The students were divided into some groups of three to four students. After being grouped, the students started to arrange the jumbled-words in their group. The students involved actively in group discussion. Based on the observation sheets, it was stated that the learners enjoy teaching activity. Almost all groups could finish the jumbled-words in short time. Then, the students were asked to arrange other jumbled-words individually. The students looked confused and some of them
asked the researcher about the jumbled-words. Most of them did not know the meaning of some words, and they did not bring dictionary. Although the students enjoyed the teaching activity, the observers also gave some comments and suggestions toward the implementation of jumbled-word game.

Observer A wrote:

“The use of jumbled-words is not really shown on your teaching method.” (Cycle 1 observation sheet, see Appendix E)

Observer B wrote:

“Because we know that arranging jumbled-words is fun, it can be placed after the reading section.” (Cycle 1 observation sheet, see Appendix E)

Based on the comments given, the researcher could reflect that the implementation of jumbled-word game should be improved in the next cycle. The observers also gave comment that the explanation about compound sentences was not enough. Therefore, it made some students got difficulties in composing compound sentences.

The last activity should be the activity of composing some sentences about the students plan if they had a time machine. However, the time was limited and the researcher decided to switch the activity as homework which had to be submitted in next meeting. At the end of the meeting, the researcher invited the students to conclude materials they had learnt on the day before she ended the teaching-learning process.

There were some aspects that the researcher should pay attention more. The first aspect was about time management. The researcher should manage the next cycle well, and every activity should be done in appropriate time. The other
aspect was about the implementation of jumbled-word game. It should be placed before the students composed a written product to motivate them to be more active in the learning process. The researcher should also pay attention to explanation of compound sentences because the students’ problem was about constructing compound sentences.

2. The Second Cycle

The second cycle was conducted on May 7, 2015 and May 8, 2015. In this part, the researcher would discuss the implementation of jumbled-word game in first meeting and second meeting.

a. The First Meeting

The first meeting of second cycle was conducted on May 7, 2015 in 80 minutes. There were 20 students who joined the learning process; it meant that all students came to class. Moreover, the jumbled-word game was implemented according to steps of Classroom Action Research, namely planning, action, observation, and reflection.

1) Planning

The researcher began the study by reading comments and suggestions given by the observers in first cycle. Then, the researcher began to prepare lesson plan and learning materials. Topic on the day was about preferences, and a competence standard of the lesson plan was the same as the first cycle. Meanwhile, a basic competence of the lesson plan was about understanding foreign words, terms, and sentences based on a formula.
According to the competence standard and the basic competence, an indicator of teaching-learning process was about using expressions of giving preferences exactly. Then, the indicator was elaborated into three learning goals, which were (1) the students are able to identify the expression of preferences used in a dialogue, (2) the students are able to rearrange the jumbled-words, and (3) the students are able to construct compound sentences about preferences. Moreover, the researcher planned to apply the same learning strategies as in the first cycle. The researcher applied group work, discussion, and jumbled-word game.

Besides preparing the lesson plan, the researcher also prepared learning materials, such as a dialogue of preferences, grammar review, and jumbled-words. The learning materials were taken from *English 4: Unit 3 Expressing Preferences* (Cortes, n.d.). The researcher planned to use different media of using the jumbled-word game. In the first cycle, the researcher only gave the jumbled-words on a worksheet. However, in the second cycle the researcher planned to give the jumbled-words in small pieces of papers. Afterwards, the researcher planned to do the teaching-learning process in three activities, namely pre-activities, main activities, and post-activities.

In pre-activities, the researcher planned to greet students first. The researcher would also check the students’ readiness and showed some pictures on slideshow to gain the students’ attention. The pictures also brought the students into topic discussed on the day. In main activities, the researcher planned to have a discussion of the pictures, an explanation of the topic on the day, a group discussion, and an individual work. In this activity, the researcher considered
about the observers’ suggestions in the first cycle. Therefore, the researcher
decided to implement the jumbled-word game before asking the students to
construct compound sentences. In post-activities, the researcher planned to
conclude the materials learned on the day with the students before she ended the
meeting.

2) Action

The researcher implemented the lesson plan which had been arranged in
this step. The implementation was conducted on May 7, 2015 in 80 minutes, and
it was divided into three activities: pre-activities, main activities and post-
activities.

a) Pre-Activities

In this activity, the researcher began to prepare a viewer and a LCD
projector since she wanted to use them as media on learning process. Afterwards,
the researcher began the learning process by greeting the students and asking their
condition. It was continued by showing some pictures on the slideshow and giving
some questions in order to help the students in guessing the topic discussed on the
day.

b) Main Activities

The researcher started to discuss the pictures on the slideshow with the
students. Most of them interested to pay attention on the pictures showed. The
pictures were about a picture of fried rice and a bowl of noodle. The researcher
asked them about their preferences toward those pictures. They answered the
question actively and some of them competed to each other in telling their preferences.

The activity was continued by explaining the materials (including the sentence structure) through the slideshow. The researcher took times to explain the materials since it was a new topic for the students. While the researcher explained the materials, the students asked much about the topic. The class was filled with enthusiasm. After the explanation had been finished, the researcher began to divide the students into some groups of three to four students. The researcher gave a dialogue to each group and they had to discuss it. The students also had to find difficult words on the dialogue. After the students finished to discuss the dialogue with their friends, the researcher invited the students to discuss it in class. Then, the researcher distributed the jumbled-words to each group and they had to arrange it. Since the time was limited, the researcher decided to discuss the results of their group work in next meeting.

c) Post-Activities

In this activity, the researcher ended the meeting by concluding the materials learned on the day. The researcher also told the students about next activity in next meeting.

3) Observation

The observation was conducted while the researcher implemented the action on May 7, 2015. The observation was done only by one observer since the other observer could not join the learning process. The points that had to be
observed were the same as the first cycle, such as learners, learning process, and teaching strategies.

Based on the observation sheets, the researcher could conduct the teaching-learning process better than the first cycle. The researcher could also manage class and time better than before.

Observer B wrote:

“I think it’s better because you only miss one last activity.” (Cycle 2 observation sheets, see Appendix E)

The researcher also improved in some aspects, such as the researcher were able to use the teaching media well, the researcher could invite the students to be active in every activity, the researcher could explain the materials in right portion, and the researcher could also give good reinforcement in motivating the students to enjoy the learning process. The implementation of jumbled-word game also improved in this meeting.

Observer B wrote:

“I think it is much better because you have enough time to ask them to work individually/in group using jumbled-words in references-compound-sentences.” (Cycle 2 observation sheets, see Appendix E)

However, the researcher still had to improve some aspects. In this meeting, the researcher did not explain about learning goal and function of learning the materials on the day yet. Based on the observation sheets, the researcher could reflect more on the teaching strategies and the learning process.
4) Reflection

The first activity was about discussing the pictures shown on slideshow. The pictures were about fried rice and a bowl of noodle. In this activity, the students paid much attention to the pictures and they were enthusiastic in answering the researcher’s questions toward those pictures. The next activity was group work. In this activity, the researcher divided the students into some groups of three to four students. In each group, the students discussed the dialogue given. The dialogue was about a preference of class in community college. Besides discussing the dialogue, the students also had to find difficult words on the dialogue given. However, most of the students found same difficulties as the previous cycle that they did not bring dictionary to help them to look for meaning of the difficult words. It would be the researcher’s task to remind the students to bring dictionary in next meeting.

The activity was continued by playing jumbled-word game. The researcher distributed the jumbled-word game to each group. The researcher asked the students to arrange jumbled-words into good arrangement. The students were drawn actively in this activity. Some of them still found difficulties in translating some words into bahasa Indonesia. Therefore, they asked the researcher about the meaning of those words. When the students had finished their work, the time was ended. There would be no time to discuss the jumbled-words, so the researcher decided to do the next activity in next meeting. The implementation of using jumbled-word game in this meeting had been worked well. The students’ could be motivated to join the learning process enthusiastically.
The researcher concluded the materials learned on the day with the students, and ended the meeting. In conducting the next meeting, the researcher should pay attention to the learning goal since she did not give clear statement about learning goal. The implementation of jumbled-word game was better than first cycle since the researcher had switched the steps. In this meeting, she implemented the jumbled-word game between reading section and writing section. Based on observer suggestions, it would help the students to be more active in the learning process.

b. The Second Meeting

The second meeting of second cycle was conducted on May 8, 2015 in 80 minutes. There were 20 students in the class in this meeting. The teaching-learning process was conducted the same as previous meetings: planning, action, observation and reflection.

1) Planning

The researcher did not prepare any lesson plan since she only continued the activity in previous meeting. Based on the lesson plan, the next activity was about discussing jumbled-word game and constructing some compound sentences related to the topic on the day. Besides the lesson plan, the researcher did not have either to prepare any learning materials. However, the researcher would fix some aspects that had to be improved based on comments given by the observer.

2) Action

The meeting was divided into three activities, namely pre-activities, main activities and post-activities.
a) Pre-Activities

In this step, the researcher started the teaching-learning process by greeting the students. It was continued by reviewing previous materials to check their comprehension toward the materials.

b) Main Activities

The researcher gave chances to the students to ask some questions related to the topic. In this activity, the researcher would like to help the students to understand the topic more. The researcher continued the activity by discussing the jumbled-words that they had done in previous meeting. The researcher asked the representative of each group to write the correct answer on white board. The students involved actively in this activity. After discussing the results of the jumbled-words, the researcher asked the students to construct some compound sentences related to the topic. The students seemed confused when the researcher explained about compound sentences. Thus, the researcher approached each student who was still confused. Actually, most of them already knew what they were going to write but they did not know how to construct the sentences in English.

c) Post-Activities

In last activity, the researcher concluded the materials learned on the day with the students. In this stage, the researcher re-checked the students’ comprehension by asking some questions related to the topic. Then, the researcher ended the meeting by saying her gratitude towards the students.
3) Observation

In this meeting, the observation was done by two observers. Based on the observation sheets, the researcher began the meeting well. She could also make clear review about previous materials.

Observer A wrote:

“You make a good review at the beginning. It helps the students be ready to follow your teaching and learning process.” (Cycle 2 observation sheets, see Appendix E)

The class atmosphere was better than previous meetings, and the students seemed enthusiastic to join the learning process. They asked many questions to the researcher related to the topic. Based on the observation sheets, the researcher could respond to problems raised during the learning process.

Observer A wrote:

“Good explanation when your students have/make mistakes.” (Cycle 2 observation sheets, see Appendix E)

Similarly, observer B wrote:

“You find unexpected mistakes and you correct them. You have given your attention to all students by checking their answers (every group).” (Cycle 2 observation sheets, see Appendix E)

The researcher also saw that most students were curious toward the topic that they did not know yet. So, they paid more attention to the explanation given.

Afterwards, the researcher continued the activity by discussing jumbled-words that the students had done in the previous meeting. The researcher asked the representative of each group to come in front and wrote the correct answers of
their work. In this activity, most of the students could realize the false parts from their friends’ answers and they could correct them into right answers.

The activity was continued by constructing compound sentences related to the topic. The students were still confused while they were doing the task. Therefore, the researcher approached each student and gave more explanation about compound sentences. The students took much time in doing this activity. However, it did not affect other activities since the researcher only focus on students’ drafts of compound sentences that would be done in this meeting.

When time was nearly ended, there were some students who had not finished their work. Thus, the researcher decided to give some extra times for them to finish their work. After they had finished their work, the researcher ended the meeting. Based on the observation sheets, the researcher could invite the students to conclude the materials on the day well.

4) Reflection

Based on action step and observation step which had been done before, the researcher reflected the implementation. The researcher realized that there were some improvements in second meeting of second cycle. However, there were still some aspects that had to be improved more.

The good aspects that the researcher should maintain were about time management, class management, and good response of students’ problems, reinforcement, and the use of teaching media. Time management and class management were important since those things could help the learning process run smoothly. Burden and Byrd (2010) say that a classroom management creates a
learning environment that encourages a positive social interaction, active engagement in learning, and self-motivation (p. 218). The researcher awareness toward students’ problems was one thing that could reinforce the students to be more active in learning process. However, the researcher should give clear statement of learning goal. The purpose of telling the learning goal was to make the students knew what were they going to learn on the day, and what were they going to get from materials on the day. By knowing the learning goal, the students could also prepare themselves to be ready for joining the learning process.

The implementation of jumbled-word game had already been done well. Based on the suggestion given by the observers in previous meeting, it should be implemented between reading section and writing section. Thus, the researcher implemented the suggestion in this meeting, and it worked well. Meanwhile, the students’ progress in constructing compound sentences would be discussed in next part.

B. The Students’ Progress in Constructing Compound Sentences

In this part, the researcher would like to discuss students’ progress in constructing compound sentences. The research instrument was students’ written drafts that were collected from first cycle and second cycle. There would be two parts that would be discussed, which were main results and supporting results.

1. Main Results

The researcher collected data after the implementation of jumbled-word game on each cycle. In first cycle, the students had not finished the drafts yet.
Therefore, the researcher collected the students’ draft in next meeting. Meanwhile, the students’ drafts in second cycle could be submitted on the day. Having got the students’ drafts from both cycles, the researcher started to analyze grammatical error of the drafts by using the grammatical error scores as described in Chapter III.

The result was satisfying since the use of jumbled-word game could improve students’ writing skills in constructing compound sentences. It could be seen from Table 4.1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the Student</th>
<th>Errors in students' drafts (cycle 1)</th>
<th>Errors in students' drafts (cycle 2)</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>America</td>
<td>50.00%</td>
<td>10.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>2</td>
<td>Haiti</td>
<td>50.00%</td>
<td>10.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>3</td>
<td>Hungary</td>
<td>50.00%</td>
<td>0.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>4</td>
<td>Korea</td>
<td>41.67%</td>
<td>30.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>5</td>
<td>Mexico</td>
<td>25.00%</td>
<td>10.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>6</td>
<td>Paraguay</td>
<td>0.00%</td>
<td>40.00%</td>
<td>Failed</td>
</tr>
<tr>
<td>7</td>
<td>Romania</td>
<td>50.00%</td>
<td>10.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>8</td>
<td>Singapore</td>
<td>0.00%</td>
<td>40.00%</td>
<td>Failed</td>
</tr>
<tr>
<td>9</td>
<td>Slovakia</td>
<td>50.00%</td>
<td>20.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>10</td>
<td>Venezuela</td>
<td>50.00%</td>
<td>0.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>11</td>
<td>Vietnam</td>
<td>**note</td>
<td>20.00%</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Vanuatu</td>
<td>0.00%</td>
<td>60.00%</td>
<td>Failed</td>
</tr>
<tr>
<td>13</td>
<td>Yemen</td>
<td>50.00%</td>
<td>20.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>14</td>
<td>Zimbabwe</td>
<td>**note</td>
<td>30.00%</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>Tunisia</td>
<td>*note</td>
<td>50.00%</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>Zambia</td>
<td>50.00%</td>
<td>20.00%</td>
<td>Succeeded</td>
</tr>
<tr>
<td></td>
<td>Country</td>
<td></td>
<td>Error Percentage</td>
<td>Result</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>---</td>
<td>------------------</td>
<td>--------</td>
</tr>
<tr>
<td>17</td>
<td>Australia</td>
<td></td>
<td><strong>note</strong> 20.00%</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>Brazil</td>
<td></td>
<td>*note 37.50%</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Europe</td>
<td></td>
<td>43.75%</td>
<td>Succeeded</td>
</tr>
<tr>
<td>20</td>
<td>Russia</td>
<td></td>
<td>**note 30.00%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Average of error percentage</td>
<td></td>
<td>36.46% 22.88%</td>
<td>Decreased</td>
</tr>
</tbody>
</table>

**Note:**

*The student did not construct any compound sentence
**The student did not join the learning process
All names were artificial names.

According to Table 4.1, it could be seen that error percentage of students’ writing skills in constructing compound sentences decreased. The average of the error percentage in first cycle was 36.46% and 22.88% in second cycle. From the results, it could be seen that there was 13.58% decrease of the students’ error percentage from the first cycle to the second cycle. It meant that the students’ error in constructing compound sentences decreased from the first cycle to the second cycle. In other words, the students had developed their writing skills in constructing compound sentences by using jumbled-word game.

From the Table 4.1, there were 11 students who got good results in improving their writing skills to construct compound sentences by doing the jumbled-word game before. Meanwhile, there were only three students who did not get good results yet. Three of them got 0% of error in the first cycle, but they could not get the same result in the second cycle. Besides, there were six students who did not get any result since they did not join the learning process, and two of them did not write any compound sentences in the first cycle. Thus, it could be
concluded that more than half students had improved their writing skills in constructing compound sentences.

In the first cycle, the result was really poor. Most students did not put any separating marks (comma) after coordinating conjunctions. There were also some students who only wrote few numbers of compound sentences. Based on the data presented in Table 4.1, it could be seen that the error percentage average was 36.46%. In the second cycle, the result was satisfying. The average of error percentage decreased into 22.88%. Even though it was only 13.58% reduction of the error percentage average, it had shown great improvement of students’ writing skills. The average of correct compound sentences was 77.12%; it meant that most of the students could construct compound sentences correctly. Based on the results, it could be concluded that the average of error percentage decreased. In other words, the students’ writing skills in constructing compound sentences had been developed.

2. Supporting Results

Besides analyzing the data from students’ drafts to get main results of this research, the researcher also analyzed other instruments to get supporting results of this research. The other instruments were questionnaires and interviews results.

a. The Questionnaires

The researcher occupied questionnaires in first cycle and second cycle (see Appendix C). The questionnaires consisted of four major parts that were employed to observe the action implementation in both cycles. Three of them were discussed as supporting results of this research, while one of them was
discussed as other finding of this research. Three parts of the questionnaires were (1) students’ opinion toward their writing skills, (2) students’ opinion toward learning products, and (3) students’ opinion toward jumbled-word game.

In first cycle, there were only 16 students who joined learning process since there were four absent students. Half of them agreed that constructing sentences in English was difficult (see Table 4.2).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 (37.50%)</td>
<td>6 (37.50%)</td>
</tr>
<tr>
<td>Sebelum belajar dengan permainan jumbled word, saya dapat menyusun kalimat dengan benar.</td>
<td>6 (37.50%)</td>
<td>6 (37.50%)</td>
</tr>
</tbody>
</table>

While in the second cycle, there were only seven from 20 students (35%) who agreed that constructing sentences in English was difficult (see Appendix F). It could be concluded that after the implementation of jumbled-word game in the first cycle and the second cycle, some students got improvements in learning
English. Therefore, there were only seven students who agreed that constructing sentences in English was difficult.

Table 4.3. Students’ Opinion of Their Writing Ability in the Second Cycle

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
<td>1 5.00%</td>
<td>12 60.00%</td>
</tr>
<tr>
<td>Sebelum belajar dengan permainan jumbled word, saya dapat menyusun kalimat dengan benar.</td>
<td>7 35.00%</td>
<td>8 40.00%</td>
</tr>
</tbody>
</table>

The researcher also presented the results of the questionnaires using the criteria of total mean score counted from the result of the topic as follows.

- **4.00 – 4.80** very high
- **4.81 – 5.60** high
- **5.61 – 6.40** average
- **6.41 – 7.20** low
- **7.21 – 8.00** very low

The total mean of score of this topic was 6.44 in the first cycle. It was considered as low criteria. The students of class X AK of SMK Sanjaya Pakem accepted that
their writing skills was low. Meanwhile, the total mean of score of this topic was 6.25 in the second cycle. It was considered as average criteria. Thus, the students thought that their writing skills was in average level.

The second result that the researcher obtained from the questionnaires was about students’ opinion toward the learning product. In the first cycle, most students agreed that jumbled-word game helped them to construct compound sentences in English (see Appendix F). Moreover, from Table 4.4 it could be seen that in the second cycle there were 60% of the students who agreed that jumbled-word game helped them to construct compound sentences in English.

Table 4.4. Whether Jumbled-Word Game Helps to Construct Compound Sentences or Not (Cycle 2)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>∑</td>
<td>∑</td>
</tr>
<tr>
<td>Penggunaan permainan <em>jumbled-words</em> banyak membantu saya dalam menyusun kalimat dengan benar.</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Penggunaan permainan <em>jumbled-words</em> membantu saya dalam mengklasifikasi <em>subject</em> dan <em>verb</em>.</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Penggunaan permainan <em>jumbled-words</em> membantu saya dalam mengklasifikasi <em>coordinating</em></td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>
conjunction.

<table>
<thead>
<tr>
<th>Penggunaan permainan jumbled-words membantu saya dalam membuat kalimat positif dengan benar.</th>
<th>1</th>
<th>5</th>
<th>65.00%</th>
<th>2</th>
<th>10.00%</th>
<th>20</th>
<th>100.00%</th>
</tr>
</thead>
</table>

| Penggunaan permainan jumbled-words membantu saya dalam membuat kalimat negatif. | 9 | 45.00% | 8 | 40.00% | 2 | 10.00% | 20 | 100.00% |
| --- | --- | --- | --- | --- | --- | --- | --- |

| Penggunaan permainan jumbled-words membantu saya untuk membuat kalimat tanya dalam bahasa Inggris. | 7 | 35.00% | 12 | 60.00% | 1 | 5.00% | 20 | 100.00% |
| --- | --- | --- | --- | --- | --- | --- | --- |

| Penggunaan permainan jumbled-words mempermudah saya dalam membuat kalimat bahasa Inggris. | 11 | 55.00% | 9 | 45.00% | 11 | 55.00% | 20 | 100.00% |
| --- | --- | --- | --- | --- | --- | --- | --- |

Meanwhile, the results of the questionnaires using the criteria of total mean score counted from the results of the topic could be seen as follows.

7.00 – 15.40  very low achievement

15.41 – 23.80  low achievement

23.81 – 32.20  average achievement
32.21 – 40.60 high achievement
40.61 – 49.00 very high achievement

The total mean of score on this topic was 34.31 in first cycle and 33.95 in second cycle. It was considered as high criteria. It meant that the implementation of jumbled-word game could help the students to develop their writing skills since the criterion achieved was high. The jumbled-word game could help them to analyze part of speech, and it could also help them to construct not only positive compound sentences but also negative compound sentences.

Besides, the researcher also obtained results of students’ opinion toward jumbled-word game itself. In first cycle, some students agreed that the jumbled-word game was fun and understandable (see Appendix F). Whereas, in second cycle the result increased. Most students agreed that the use of jumbled-word game was fun, while there were 70% of the students who agreed that the jumbled-word game given by the researcher was understandable. It could be seen from Table 4.5.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permainan jumbled-words yang diberikan guru mudah dipahami.</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Σ</td>
</tr>
<tr>
<td>Permainan jumbled-words yang diberikan guru mudah dipahami.</td>
<td>6</td>
</tr>
<tr>
<td>Penggunaan</td>
<td>1</td>
</tr>
</tbody>
</table>
Meanwhile, the criteria of total mean score in this topic presented as follows.

- 4.00 – 4.80 very low
- 4.81 – 5.60 low
- 5.61 – 6.40 average
- **6.41 – 7.20 high**
- 7.21 – 8.00 very high

The total score of this topic was 6.81 in first cycle and 6.50 in second cycle. It was considered as high criteria. The students of class X AK agreed that the jumbled-word game was great since it was fun and understandable.

In conclusion, most students had positive opinion toward jumbled-word game. They agreed that the jumbled-word game was fun and understandable. Thus, it could help them to construct compound sentences. The improvement could be seen from the error percentage in first cycle (36.46%) and in second cycle (22.88%).

b. Interviews

The researcher conducted interviews on May 13, 2015 after the implementation of jumbled-word game in two cycles. The researcher asked four students of X AK SMK Sanjaya Pakem to have the interviews.
Based on the interviews results, most students thought that the jumbled-word game could help them to construct English sentences.

Researcher: *Oke. Terus menurutmu jumbled-word game tu bisa bantu kamu nggak sih untuk nyusun kalimat dalam bahasa Inggris?* (Okay. In your opinion, do you think jumbled-word game could help you to construct English sentence?)

Venezuela: *Bisa.* (Yes, it does.)

Europe: *Bantu banget, miss. Dan itu pasti berguna buat kedepannya juga.* (Yes, it did help me a lot. It would also be useful in the future.)

Mexico: *Iya, miss.* (Sure)

Hungary: *Menurutku sangat bisa karena disitu kan kita bakal nentuin ini abis subject terus apa, abis verb terus apa, kayak gitu. Jadi sangat membantu banget itu.* (I think it did help me because we would determine what should be put after subject or verb. So, it really helped me.)

(Interview transcript, see Appendix G)

Besides, the students also got good progress in constructing compound sentences after the implementation of jumbled-word game.

Researcher: *Oiya, terus kemarin itu kan kalian dapet tugas bikin compound sentences. Nah itu menurutmu ada progressnya nggak setelah dapet jumbled-word game?* (Well, in the previous meeting you got an assignment to construct compound sentences. Did you have good progress after you did the jumbled-word game?)

Europe: *Progress banget miss. Jujur, kalo dari pribadi saya sih progress banget.* (Sure, I had. In my honest opinion, I did have good progress on it.)

(Interview transcript, see Appendix G)

Furthermore, from the interviews the researcher could get information that the students had ever got jumbled-word game in junior high school. Some of them said that the jumbled-word game they got in the junior high school was the same as the implementation in this research. Moreover, there was a student who said that she had just understood about the jumbled-word game when the researcher implemented it on learning process.
Researcher: Sebelumnya kamu dah pernah dapet jumbled-word game belum? (Had you ever got jumbled-word game before?)
Europe: Pernah di SMP dulu, but give up. (Yes, I had. It was in Junior High School, but I gave up.)
Researcher: Give up? Kenapa? (Why did you give up at that time?)
Europe: Di Ujian Nasional itu ada soal jumbled-words, dan aku paling nggak suka soal yang pake jumbled-words. Karna itu udah kata-katanya banyak, acak, semua harus disusun dengan kurun waktu yang ditentukan. Sedangkan aku belum tau structure yang dipakai yang sesuai tu yang kayak gimana. Jasinya sulit. Tapi kemarin miss ngajarin pake jumbled-word game itu, aku baru paham pas sama miss itu. Serius aku baru paham kemarin itu miss. Owalah baru diajarin kemarin itu aku baru paham. (There was jumbled word question in National Exam, and I really didn’t like that kind of question. There were many words in wrong order, and all of them should be arranged in a short time. Whereas, I didn’t know which tenses that should be used yet. So, it was difficult. However, when you taught us using jumbled-word game, I got the idea of jumbled-word game at that time.)

(Interview transcript, see Appendix G).

From the results above, it could be concluded that the jumbled-word game given by the researcher could bring new comprehension for the students.

In the implementation, the researcher used different media in both cycles. In first cycle the researcher used worksheet as the media, while in second cycle the researcher used small papers as the media. All students thought that using small papers as the media was more interesting than the other one. Among four students, there was one student who gave a complete answer toward the researcher question.

Researcher: Okay, nah kemarin kan yang pertama miss pakai jumbled-wordsnya cuma di lembar kerja dan yang kedua kan pake di potongan kertas kecil. Menurutmu yang lebih membantu yang mana? Pertama atau kedua? (Okay. I put jumbled-word game on the worksheet at the first time, but I changed it into small papers in the next meeting. In your opinion, which one do you prefer?)
Europe: Jujur, yang kedua. Karena itu kan dipotongnya kan per kata, jadi aku lebih tau misalnya ada subjek nama, you, atau I itu tau
Besides helping the students to construct compound sentences, the jumbled-word game could also help them to analyze subject, verb, or conjunction. The students also gave opinion that the use of jumbled-word game in English learning process was fun, interesting, challenging, and helpful (see Appendix G).

C. Other Findings

In this part, the researcher would present other findings in this research. The researcher obtained the other findings from students’ drafts, questionnaires, and interviews transcript. Based on the students’ drafts, there were many students who also wrote simple sentences and complex sentences (see Appendix I).

In constructing simple sentences some of them did not put ‘be’ in the sentences, and they did not put ‘object’ after ‘transitive verb’. Moreover, most students also did not know the placement of prepositions. However, there were some students who constructed complex sentences good enough, but some dictions were not suitable.

The researcher also found that the use of jumbled-word game could motivate students in the learning process, and it could be seen from Table 4.6.
Table 4.6. Jumbled-Word Game Motivates the Students in the Learning Process

(Flow 2)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>∑</td>
<td>%</td>
</tr>
<tr>
<td>Penggunaan permainan jumbled-words di dalam kelas memotivasi saya untuk ikut berpartisipasi dalam pembelajaran.</td>
<td>2</td>
<td>10.00%</td>
</tr>
<tr>
<td>Penggunaan permainan jumbled-words di kelas memotivasi saya untuk belajar dalam menyusun kalimat majemuk.</td>
<td>2</td>
<td>10.00%</td>
</tr>
</tbody>
</table>

There were nine students who agreed that the jumbled-word game could motivate them to be active in learning process. Moreover, most students agreed that the jumbled-word game motivated them to construct compound sentences.

The researcher also counted the total score of this topic. Here are the criteria of total mean score in this topic:

- 4.00 – 4.80 very low
- 4.81 – 5.60 low
- 5.61 – 6.40 average
- 6.41 – 7.20 high
7.21 – 8.00  very high

In first cycle the total score of this topic was 7.56, while in second cycle the result was 7.70. It was considered as a very high level of the criteria. From the results, it could be concluded that the jumbled-word game could really motivate students in learning process. The results also increased from the first cycle to the second cycle. It meant that there was improvements of the jumbled-word game itself in the learning process. To conclude, the jumbled-word game gave many benefits to students. It could help the students to construct compound sentences, to identify parts of speech, and it could also motivate them in learning process.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher presents the conclusions of this research and the recommendations for English teachers, future researchers, and students.

A. Conclusions

The research was conducted to find out an appropriate teaching method to help the X AK students of SMK Sanjaya Pakem of academic year 2014/2015 to develop their writing skills in constructing compound sentences. The problem of this research was: how is the technique of using jumbled-word game to develop students’ writing skills to construct compound sentences. Thus, the results of this research are satisfying.

In this research, the researcher conducted Classroom Action Research (CAR) based on Kemmis & McTaggart’s action research model. The implementation of CAR was succeeded since the researcher followed each step of cycles, which were planning, action, observation, and reflection. The changes from first cycle to second cycle happened based on research instruments results and researcher’s reflections.

Furthermore, the technique of using jumbled-word game to develop students’ writing skills in constructing compound sentences was effective. It can be used as a tool to help students to improve their grammar understanding in English writing. It was not only helping the students to improve their writing
skills, but also building the students’ motivation in learning process. Based on the instruments, it could be seen that the students could improve their writing skills in constructing compound sentences after the implementation of jumbled-word game. Among 20 students, there were only three of them who failed. It showed that more than half of the students had improved their writing skills to construct compound sentences. The researcher also checked the students’ comprehension of grammatical aspect needed to construct the sentences before playing the jumbled-word game, so the students already had the exposure first. It aimed to make sure that the students did not play the jumbled-word game randomly, but they played the game based on their grammatical understanding.

In addition, it could be seen from questionnaires results that students could analyze parts of speech of sentences through the implementation of jumbled-word game. Moreover, the jumbled-word game could also motivate the students to be active in learning process and to construct compound sentences since it was fun, interesting, and easy to be understood.

B. Recommendations

In this part, the researcher will give recommendations to English teachers, future researchers, and students. The recommendations are presented as follows.

1. The English Teachers

This is the recommendations for English teachers who want to teach their students in constructing compound sentences. A jumbled-word game gives benefits as discussed in results and discussion of this study. Therefore, the English
teachers can implement the jumbled-word game in their teaching-learning process. In this research, the researcher used worksheet and small pieces of papers as media of jumbled-words. However, the English teachers can develop the used media. The media of the jumbled words, size and shape of the jumbled-words, and way of the teachers in distributing the jumbled-words will affect students’ writing results.

2. The Future Researchers

Future researchers can improve the use of jumbled-word game. There is already research of the use of jumbled-word game in constructing simple sentences. Thus, the future researchers can implement this game to help students in constructing complex sentences or compound-complex sentences. The future researchers can also modify the jumbled-word game and its activities to make it more interesting and fun.

3. The Students

Students can practice the jumbled-word game by themselves since it is practical and fun. The jumbled-word game can be found easily in text books and online sources, hence its advantage for the students to improve their writing skills.
REFERENCES


APPENDIX A

Covering Letter for the Head of

SMK Sanjaya Pakem
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

Research Official Statement from

SMK Sanjaya Pakem
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

SURAT KETERANGAN
No : 100/KS/SS/VI/2015

Yang bertanda tangan di bawah ini kami Kepala SMK Sanjaya Pakem, menerangkan bahwa mahasiswa berikut:

Nama : VERONIKA ERLINA HARIMASTUTI
NIM : 111214048
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
 Semester : VIII
Lembaga : Universitas Sanata Dharma Yogyakarta

Telah melaksanakan Penelitian uji validasi dan reliabilitas dengan judul:

Judul Penelitian : "USING JUMBLED WORDS GAME TO DEVELOP STUDENTS’ WRITING ABILITY TO CONSTRUCT COMPOUND SENTENCES"

Keterangan : Pengamalan data telah dilakukan pada Bulan April 2015 – Mei 2015

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Pakem, 09 Juni 2015

Kepala Sekolah,

Drs. A.A. Sin Utanap
APPENDIX C

Research Instruments

1. Observation Sheet
2. Questionnaire
3. Interview Guide
1. Observation Sheet

Observation Sheet

Time of observation : __________________ 
Date of observation  : __________________ 
Setting            : __________________ 
Participants       : __________________ 

Give check (√) and comment based on the observation during the teaching and learning activity.

<table>
<thead>
<tr>
<th>Things to be Observed</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners ready to join the class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners follow the teacher’s instructions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners active in the learning process?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners enjoy the teaching method?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners look confused in doing the assignments?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Learning Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher follow the lesson plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher make clear statement of the purpose of the lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learning process achieve the learning goal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the students enjoy the learning process?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher response to problems raised during the learning process?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the class well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the time well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher use media well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to be active in every activity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to discuss the material?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher explain the material all the time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher motivate the students to enjoy the learning process?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Observer, ___________________________________________________________
2. Questionnaire

KUESIONER

Kuesioner ini merupakan salah satu instrument penelitian yang digunakan oleh penulis dalam penyusunan tugas akhir. Kuesioner ini bertujuan untuk menemukan persepsi siswa terhadap penggunaan teknik *jumbled word* untuk meningkatkan kemampuan siswa dalam menulis *compound sentence*. Anda diminta untuk menjawab seluruh pertanyaan kuesioner ini dengan jujur. Terima kasih atas kerjasama dan bantuan Anda.

**Isilah kuesioner ini dengan memberikan tanda centang (√) pada kolom yang sudah tersedia.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat tidak setuju</th>
<th>Tidak setuju</th>
<th>Netral</th>
<th>Setuju</th>
<th>Sangat setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Sebelum belajar dengan permainan <em>jumbled word</em>, saya dapat menyusun kalimat dengan benar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Penggunaan permainan <em>jumbled words</em> di kelas itu menyenangkan.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Penggunaan permainan <em>jumbled words</em> di kelas memotivasi saya untuk belajar dalam menyusun kalimat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Penggunaan permainan <em>jumbled words</em> banyak membantu saya dalam menyusun kalimat dengan benar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam mengklasifikasi <em>subject</em> dan <em>verb</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam</td>
<td></td>
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<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pengklasifikasi</td>
<td>coordinating conjunction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat positif dengan benar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat negatif.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya untuk membuat kalimat tanya dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Penggunaan permainan <em>jumbled words</em> mempermudah saya dalam membuat kalimat bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Permainan <em>jumbled words</em> yang diberikan guru mudah dipahami.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Penggunaan permainan <em>jumbled words</em> di dalam kelas memotivasi saya untuk ikut berpartisipasi dalam pembelajaran.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Terima Kasih 😊
3. Interview Guide

INTERVIEW GUIDE

1. Apakah menurutmu Bahasa Inggris itu sulit?
2. Apakah menurutmu menyusun kalimat dalam Bahasa Inggris itu sulit?
3. Apakah sebelumnya kamu sudah mengetahui Jumbled Word Game?
4. Apa pendapatmu mengenai pembelajaran Bahasa Inggris dengan menggunakan Jumbled Word Game?
5. Apakah Jumbled Word Game membantumu untuk dapat menyusun kalimat dalam Bahasa Inggris? Mengapa?
6. Apakah Jumbled Word Game memotivasi kamu untuk berpartisipasi aktif dalam proses pembelajaran? Mengapa?
7. Apa pendapatmu mengenai Jumbled Word Game? Apa yang perlu ditingkatkan?
APPENDIX D

Lesson Plan and Teaching Material

1. Lesson Plan and Teaching Material in Cycle 1

2. Lesson Plan and Teaching Material in Cycle 2
Lesson Plan
(Cycle 1)

School: SMK Sanjaya Pakem
Subjects: English
Class/Semester: X AK / 2
Time Allocation: 80 minutes

Competence Standard: Berkomunikasi dengan Bahasa Inggris setara Level Novice

Basic Competence: Menjelaskan secara sederhana kegiatan yang sedang terjadi.

I. Indicators
Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian.

II. Learning Goals
1. The students are able to identify the sentence structure used in a dialogue containing future tense.
2. The students are able to rearrange the jumbled words given by the teacher.
3. The students are able to construct compound sentences in simple future tense.

III. Learning Materials
- DIALOGUE

HOLIDAY PLANS
A long weekend is coming. Riri, Santi, and Bayu are talking about their plans.

Riri: It will be a long weekend soon. Do you have any plans?
Santi: Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.
Bayu: Stay at home? Well, you could do something more interesting!
Santi: So, what about you Bayu? Do you have any plans?
Bayu: Definitely! My dad and I are going to go fishing.
Santi: Fishing? It sounds boring too! Are you going to go fishing in the river near your house?
Bayu: No, we plan to go fishing in a lake near my uncle's house. Would you like to come with us?
Santi: Fishing? I don't really like fishing. I would rather stay at home than go fishing.
Bayu: What about you, Riri? What would you like to do on the long weekend?
Riri: I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.
Santi: That sounds like a very good plan!
Bayu: Are you going to bake choco chips cookies like the last time?
Riri: Well, yes. That is my favorite. But we will also try to make ginger cookies.
Santi: Oh, how I envy you. My mother is going to accompany my little brother to attend a drawing competition. I don't think I can ask her to teach me baking cookies.
Bayu: Ha ha, I guess you should enjoy staying at home alone.
Riri: Oh, would you like to join me to learn baking cookies? You can come to my house.
Bayu: It's a good idea! Or will you go fishing with me and my dad?
Santi: Uhm, not fishing I guess. But I think I would like to bake cookies with Riri. Thanks for asking me to join you, Riri.
Riri: No problem. I will call you on Friday to let you know the time when we can start.
Santi: Thanks a lot. I will be waiting for your call.
Bayu: Have a nice long weekend everyone.
Riri, Santi: You too.

- GRAMMAR REVIEW

LANGUAGE BOX: Verb forms expressing the future
(All the forms shown below are found in both Active and Passive)

I will [verb] to talk about what you think or guess or expect the future to be
The second phase of my research will be trickier than this one

I am going to [verb] to talk about decisions or firm intentions

I'm going to ask her for a meeting next week

*Source: Essential Grammar – Unit 4*

- **JUMBED-WORDS**

  (Group Work)
  1. going - to - My - and - fishing - are - dad - I - go
  2. We - to - are - practice - going - cookies - baking
  3. Friday - I - call - will - on - you
  4. going - Are - bake - you - cookies? - to - choco - chips

  (Individual)
  1. because - jacket - bring - I - going - am - to - weather - my - the - is - very - cold
  2. She - will - buy - go - to - souvenirs - England - and - for - friends - some - her
  3. he - is - go - home, - going - key - to - but - Sherlock - lost - motorcycle - his
  4. return - I - am - to - going - get - home - job - and - a

**IV. Learning Activities**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre-Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Greeting the students and asking their condition.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>2. Reviewing the previous materials.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Giving the dialogue.</td>
<td>60’</td>
</tr>
</tbody>
</table>
2. Discussing the dialogue.
3. Composing some sentences related to the question: “What are you going to do on the holiday?”
4. The students are divided into some groups.
5. Arranging the jumbled-words in group.
6. Discussing the correct order of the words.
7. Arranging another jumbled-words individually.
8. Composing some sentences related to the question: “What are you going to do if you have a time machine?”

3. Post-Activities
   1. Summarizing the materials learned that day.
   2. Closing the meeting.

V. Sources
   - Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X
   - Essential Grammar in Use

VI. Assessment

Form: Students’ writing

Score: \[ X = \frac{N \times 100}{\sum N} \]

Note:
- X: the percentage mistakes in students composition
- N: the number of wrong sentences that the students made
- \( \sum N \): the sum of sentences that the students made

The criteria of error:

<table>
<thead>
<tr>
<th>Error Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students got the error score “1” if there were no two simple sentences/independent clauses or coordinating conjunction on the sentences they made. It meant that the students constructed an incomplete compound sentence.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>0</td>
<td>The students got the error score “0” if they constructed a compound sentence correctly. Here, the researcher only focused on the good compound sentences form. According to Valin and Lapolla (1997), “…the arrangement of words is a vital factor in determining the meaning of an utterance” (p. 1). Hyland (2003) also reveals that “…the actual communicative content, the meaning, is left to be dealt later. Teaching writing predominantly involves developing learners’ skills in producing fixed patterns…”</td>
</tr>
<tr>
<td>½</td>
<td>The students got the error score “½” if they constructed good compound sentence, but there was no comma between the two clauses. According to Mallery (1944), “The second basic error results from an attempt to use a separating mark (the comma) to join two clauses in a compound sentence.” (p. 114).</td>
</tr>
<tr>
<td>The students did not write a complete thought (Mallery, 1944, p. 113).</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN
(Cycle 2)

School : SMK Sanjaya Pakem
Subjects : English
Class/Semester : X AK / 2
Time Allocation : 80 minutes

Competence Standard : Berkomunikasi dengan Bahasa Inggris setara Level Novice
Basic Competence : Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.

I. Indicators
Berbagai ungkapan untuk menyatakan pilihan (preferences) digunakan dengan tepat.

II. Learning Goal
1. The students are able to identify the expression of preferences used in a dialogue.
2. The students are able to rearrange the jumbled-words.
3. The students are able to construct compound sentences about preferences.

III. Learning Materials
• Dialogue
Paula : Do you want to take a class with me at the community college?
Jorge : Maybe. What are they offering?
Paula : Well, here’s the course catalog. Take a look.
Jorge : Hmm. They’ve got a lot of language class – Chinese, German, and Japanese. Would you rather learn an Asian Language or European one?
Paula : Um, actually. I think I’d rather take an art class. They have one on landscape photography and another on making videos.
Jorge : That’s sounds okay. But I think I’d prefer studying video.
Paula : Oh, wait. It says here that you need to provide your own video equipment.
Jorge : Oh, I’d rather not spend a lot of money. Let’s see what else they’re offering.

• Grammar
S + prefer + noun/ to infinitive/ gerund (V ing)
S + would prefer + noun/ to infinitive
S + would rather + base verb
(-) S + would rather + not + base verb
(?) Would + S + rather + base verb

- Jumbled-Words
  1. prefers - volleyball - He - than - basketball
  2. beach - to - Joana - to - prefers - the - go
  3. eating - I - fruits - prefer
  4. movies - prefer - They - can - comedy - so - their - mind - they - refresh - would
  5. My - and - go - would - market - prefer - prefer - to - vegetables - to - she - sister - would - to - the - buy
  7. I - or - not - skip - I - the - would - lesson - class - would - the - rather - miss
  8. rather - Would - market - Beno - go - supermarket - to - the - or

IV. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| 1.  | Pre-Activities  
1. Greeting the students and asking their condition.  
2. Showing pictures on the slideshow. | 10’|
| 2.  | Main Activities  
1. Discussing the pictures.  
2. Explaining the materials through the slideshow.  
3. The students are divided into some groups of three-four students.  
4. Giving the dialogue.  
5. Discussing the dialogue.  
6. Arranging the jumbled words in group. | 65’|
| 3.  | Post-Activities  
1. Summarizing the materials learned that day.  
2. Closing the meeting. | 5’|

V. Source
- English 4: Unit 3 Expressing Preferences

VI. Assessment
Form: Students’ writing
Score: \[ X = \frac{N \times 100}{\sum N} \]

Note:
X: the percentage mistakes in students composition
N: the number of wrong sentences that the students made
\( \sum N \): the sum of sentences that the students made

The criteria of error:

<table>
<thead>
<tr>
<th>Error Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students got the error score “1” if there were no two simple sentences/independent clauses or coordinating conjunction on the sentences they made. It meant that the students constructed an incomplete compound sentence. The students did not write a complete thought (Mallery, 1944, p. 113).</td>
</tr>
<tr>
<td>½</td>
<td>The students got the error score “½” if they constructed good compound sentence, but there was no comma between the two clauses. According to Mallery (1944), “The second basic error results from an attempt to use a separating mark (the comma) to join two clauses in a compound sentence.” (p.114).</td>
</tr>
<tr>
<td>0</td>
<td>The students got the error score “0” if they constructed a compound sentence correctly. Here, the researcher only focused on the good compound sentences form. According to Valin and Lapolla (1997), “…the arrangement of words is a vital factor in determining the meaning of an utterance” (p. 1). Hyland (2003) also reveals that “…the actual communicative content, the meaning, is left to be dealt later. Teaching writing predominantly involves developing learners’ skills in producing fixed patterns…”</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
**LESSON PLAN**  
*(Cycle 2)*

**School**: SMK Sanjaya Pakem  
**Subjects**: English  
**Class/Semester**: X AK / 2  
**Time Allocation**: 80 minutes

<table>
<thead>
<tr>
<th>Competence Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkomunikasi dengan Bahasa Inggris setara Level Novice</td>
<td>Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus.</td>
</tr>
</tbody>
</table>

**VII. Indicators**  
Berbagai ungkapan untuk menyatakan pilihan (preferences) digunakan dengan tepat.

**VIII. Learning Goal**  
1. The students are able to identify the expression of preferences used in a dialogue.  
2. The students are able to rearrange the jumbled words.  
3. The students are able to construct compound sentences about preferences.

**IX. Learning Materials**

- **Dialogue**
  
  Paula : Do you want to take a class with me at the community college?  
  Jorge : Maybe. What are they offering?  
  Paula : Well, here’s the course catalog. Take a look.  
  Jorge : Hmmm. They’ve got a lot of language class – Chinese, German, and Japanese. Would you rather learn an Asian Language or European one?  
  Paula : Um, actually. I think I’d rather take an art class. They have one on landscape photography and another on making videos.  
  Jorge : That’s sounds okay. But I think I’d prefer studying video.  
  Paula : Oh, wait. It says here that you need to provide your own video equipment.  
  Jorge : Oh, I’d rather not spend a lot of money. Let’s see what else they’re offering.

- **Grammar**
  
  S + prefer + noun/ to infinitive/ gerund (V ing)  
  S + would prefer + noun/ to infinitive
S + would rather + base verb
(-) S + would rather + not + base verb
(?) Would + S + rather + base verb

- Jumbled Words
  1. prefers - volleyball - He - than - basketball
  2. beach - to - Joana - to - prefers - the - go
  3. eating - I - fruits - prefer
  4. movies - prefer - They - can - comedy - so - their - mind -
     they - refresh - would
  5. My - and - go - would - market - prefer - prefer - to -
     vegetables - to - she - sister - would - to - the - buy
  6. morning - Sasa - rather - the - practice - to - afternoon -
     she - in - go - school - so - in - volleyball - the - would - can
  7. I - or - not - skip - I - the - would - lesson - class - would -
     the - rather - miss
  8. rather - Would - market - Beno - go - supermarket? - to -
     the - or

X. Learning Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Activities</td>
<td>10'</td>
</tr>
<tr>
<td></td>
<td>1. Greeting the students and asking their condition.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Reviewing the last material.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Main Activities</td>
<td>65'</td>
</tr>
<tr>
<td></td>
<td>1. Discussing the correct order of the jumbled words (the assignment from previous meeting).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Changing the sentences into the negative and interrogative form orally.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Post-Activities</td>
<td>5'</td>
</tr>
<tr>
<td></td>
<td>1. Summarizing the materials learned that day.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Closing the meeting.</td>
<td></td>
</tr>
</tbody>
</table>

XI. Source

- English 4: Unit 3 Expressing Preferences
## Assessment

<table>
<thead>
<tr>
<th>Error Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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</tr>
</tbody>
</table>
APPENDIX E

Observation Sheet Results

1. Observation Sheet from Observer A in Cycle 1
2. Observation Sheet from Observer B in Cycle 1
3. Observation Sheet from Observer B in Cycle 2 Meeting 1
4. Observation Sheet from Observer A in Cycle 2 Meeting 1
5. Observation Sheet from Observer B in Cycle 2 Meeting 2
### 1. Observation Sheet from Observer A in Cycle 1

**Observation Sheet**

- **Time of observation**: 12:10 - 13:30 (80 minutes)
- **Date of observation**: 6 Mei 2015
- **Setting**: SMK Senggang, Penuh (× A2)
- **Participants**: × A2

**Things to be Observed**

<table>
<thead>
<tr>
<th>Things to be Observed</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners ready to join the class?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners follow the teacher’s instructions?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners active in the learning process?</td>
<td>✓</td>
<td>✓</td>
<td>They are actively giving support when the teacher asks something.</td>
</tr>
<tr>
<td>Did the learners enjoy the teaching method?</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the learners look confused in doing the assignments?</td>
<td>✓</td>
<td>✓</td>
<td>Sometimes they are confused but they try their best and the teacher can correct well.</td>
</tr>
<tr>
<td>The Learning Process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher follow the lesson plan?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher make clear statement of the purpose of the lesson?</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the learning process achieve the learning goal?</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the students enjoy the learning process?</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher respond to problems raised during the learning process?</td>
<td>✓</td>
<td>✓</td>
<td>You give good responses when your student raises questions by giving the correct point.</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the class?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the time well?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher use media well?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to be active in every activity?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to discuss the material?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher explain the material all the time?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher motivate the students to enjoy the learning process?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment:
- It’s better to lead your student to remember the form of future tense first before making example. Furthermore, maybe you can give clue when future tense is.
- Your session, make it (more) clear so that the students can read it easily even if they are at the back row.
- It also will be better if you ask the students what “will learn” today so the students can prepare themselves.
- Don’t be nervous here, just enjoy the teaching.
- Which one of the material that you want to teach today?

Simple Future or Future Continuous? If today is simple future, you only need to explain that material first. Because, if you explain both of them, it will make confusion from the students.

Making sentence wrong to show their plan is too long. You make it three sentences. Because it is only for assessing their understanding. Besides, it also takes your time to do the exercise. The teaching method is jumbled words.

Try to use English and Bahasa Indonesia in balance. So, the students will accustom to learn English especially instruction but also understand the meaning. You can use translation method. The use of jumbled words is not really shown in your teaching method. I mean, jumble word for what? The stage after building knowledge? I think it should be first then making sentence.
2. Observation Sheet from Observer B in Cycle 1

<table>
<thead>
<tr>
<th>Things to be Observed</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners ready to join the class?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners follow the teacher’s instructions?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners active in the learning process?</td>
<td>Yes</td>
<td>They often ask the teacher questions, they don’t always answer them</td>
<td></td>
</tr>
<tr>
<td>Did the learners enjoy the teaching method?</td>
<td>Yes</td>
<td>They seem to enjoy the lesson when they are doing group work</td>
<td></td>
</tr>
<tr>
<td>Did the learners look confused in doing the assignment?</td>
<td>Yes</td>
<td>Some of them are confused, but most of them are good</td>
<td></td>
</tr>
<tr>
<td><strong>The Learning Process</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher follow the lesson plan?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher make clear statement of the purpose of the lesson?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learning process achieve the learning goal?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the students enjoy the learning process?</td>
<td>Yes</td>
<td>They seem to enjoy it, but they need to focus more</td>
<td></td>
</tr>
<tr>
<td>Did the teacher respond to problems raised during the learning process?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

| Strategies | well? | | | | |
| --- | --- | --- | --- | --- | |
| Did the teacher manage the time well? | ✓ | | | |
| Did the teacher use media well? | ✓ | | | |
| Did the teacher invite the students to be active in every activity? | ✓ | | | |
| Did the teacher invite the students to discuss the material? | ✓ | | | |
| Did the teacher explain the material all the time? | ✓ | | | |
| Did the teacher motivate the students to enjoy the learning process? | ✓ | | | |

Comment:

- It's better to write the pattern of future tense in the whiteboard before asking the students to make the sentences.
- You're just too nervous. This makes the students thinking to serious.
- It's better to give all students the chance to read. Even though, he's only are sentences at least to activate their willingness to be more active.
- Handwriting please.
- It's better to explain with an example, the example is written in the whiteboard, then analyze it part by part from the S,V,O, etc.
- Explain it one by one, because moving from Observer simple future tense to future continuous is a little bit difficult.
- The activities of making sentences spend a lot of time, and it makes the main activities using jumbled words not effective.
- Time management please. Because you have lack of time for your main activities.
- Activities of making two sentences are not in the indicators, unfortunately you use your time to do it in that activities.
- Because we have that arranging jumbled word is too, it can be placed after reading section.
- You can ask them for the words they don't know the meaning, for helping them understand the whole sentence using future tense.
3. Observation Sheet from Observer B in Cycle 2 Meeting 1

![Observation Sheet](image)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Yes?</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the teacher manage the time well?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher use media well?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to be active in every activity?</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
| Did the teacher invite the students to discuss the materials? | ✓ | The teacher is teaching from the sentence together, it needs them to notice the right position of the conjunction.
| Did the teacher explain the material all the time? | ✓ | |
| Did the teacher motivate the students to enjoy learning the process? | ✓ | Good reinforcement. |

Comment:
- You forget to tell the students about the learning goal, and the function of learning this new material.
- In the morning (after review), you don’t ask them to submit their homework, so you don’t know their achievement about using conjunction in compound sentences in future tense & jumbled word.
- I think it is much more better because you have enough time to ask them work individually / in groups using jumbled word in preferring compound sentences.
- If you want to give a solution about using conjunction in compound sentences, it’s better for you to tell the function of “and”, “or”, “but”, etc. so they understand it first, then they can apply the use of that conjunction in the re-arranging jumbled word activity.

[Signature]

Reckya Yudhaningtyas
4. Observation Sheet from Observer A in Cycle 2 Meeting 1

<table>
<thead>
<tr>
<th>Time of observation</th>
<th>08:55 — 10:15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of observation</td>
<td>May 8, 2005 (Friday)</td>
</tr>
<tr>
<td>Setting</td>
<td>Olak, Sempoa Bebin</td>
</tr>
<tr>
<td>Participants</td>
<td>X. Ak</td>
</tr>
</tbody>
</table>

Give check (✓) and comment based on the observation during the teaching and learning activity.

<table>
<thead>
<tr>
<th>Things to be Observed</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners ready to join the class?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners follow the teacher’s instructions?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners active in the learning process?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners enjoy the teaching method?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners look confused in doing the assignments?</td>
<td>✓</td>
<td></td>
<td>You gave clear instruction and when they are confused you’re ready to help them.</td>
</tr>
<tr>
<td><strong>The Learning Process</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher follow the lesson plan?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher make clear statement of the purpose of the lesson?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learning process achieve the learning goal?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the students enjoy the learning process?</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher respond to problems raised during the learning process?</td>
<td>✓</td>
<td></td>
<td>Good explanation when your students have made mistakes.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the class?</td>
<td>✓</td>
<td></td>
<td>You are good to manage</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Strategies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the teacher manage the time well?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher use media well?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to be active in every activity?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to discuss the material?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher explain the material all the time?</td>
<td>✓</td>
<td>Not all the time. Try to explain the material but you give more explanation although it is only in short time.</td>
</tr>
<tr>
<td>Did the teacher motivate the students to enjoy the learning process?</td>
<td>✓</td>
<td>Good reinforcement</td>
</tr>
</tbody>
</table>

Comment:
- You made a good review at the beginning. It helps the students be ready to follow your teaching and learning process.
- Don’t talk to white board, please.
- Try to use your own.
- It is much better if.
- In your next time to think before you explain that, just say to me thank.
- Just instead of you speak while thinking, you look not really sure about what you say to.
- Good summarizing!
5. Observation Sheet from Observer B in Cycle 2 Meeting 2

<table>
<thead>
<tr>
<th>Things to be Observed</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Learners</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners ready to join the class?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners follow the teacher’s instructions?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the learners active in the learning process?</td>
<td>✔</td>
<td></td>
<td>They answer the questions from the teacher directly.</td>
</tr>
<tr>
<td>Did the learners enjoy the teaching method?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learners look confused in doing the assignments?</td>
<td></td>
<td>✔</td>
<td>You give good instruction, so it’s not confusing.</td>
</tr>
<tr>
<td><strong>The Learning Process</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher follow the lesson plan?</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Did the teacher make clear statement of the purpose of the lesson?</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the learning process achieve the learning goal?</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Did the students enjoy the learning process?</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Did the teacher respond to problems raised during the learning process?</td>
<td></td>
<td>✔</td>
<td>You find unexpected mistakes and you correct them.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the teacher manage the class?</td>
<td></td>
<td>✔</td>
<td>You are being enough to use the students.</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Strategies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the teacher manage the time well?</td>
<td>✓</td>
<td>you use the time wisely.</td>
</tr>
<tr>
<td>Did the teacher use media well?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher invite the students to be active in every activity?</td>
<td>✓</td>
<td>you give them some questions regularly.</td>
</tr>
<tr>
<td>Did the teacher invite the students to discuss the material?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Did the teacher explain the material all the time?</td>
<td>✓</td>
<td>in the right manner!</td>
</tr>
<tr>
<td>Did the teacher motivate the students to enjoy the learning process?</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Comment:
- The classroom atmosphere is better because I think they have a better understanding through playing jumbled words.
- You have given your classroom to all students by checking their answers (every group).
- You lose your concentration in the middle of the learning activities, like the type of explaining 'so's' so the students are little bit confused.
- If you want to know whether they understand or not about using conjunction, you may ask them to write one sentence or you make another sentence first then ask them to translate it in English.
- Overall it is bad and they understand it is Observer.

Rakel'sa Windaismati
APPENDIX F

Questionnaire Results

1. Questionnaire Result in Cycle 1

2. Questionnaire Result in Cycle 2
1. Questionnaire Result in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1</td>
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<tr>
<td>1</td>
<td>Students’ opinion toward the ability to construct sentences in English.</td>
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<td></td>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
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<td>8</td>
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<tr>
<td>2</td>
<td>Sebelum belajar dengan permainan jumbled word, saya dapat menyusun kalimat dengan benar.</td>
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<tr>
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<td><strong>Total mean score</strong></td>
<td><strong>6.44</strong></td>
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<td>3</td>
<td>Whether Jumbled Words motivates them in the learning process or not</td>
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<tr>
<td></td>
<td>Penggunaan permainan jumbled words di dalam kelas memotivasi saya untuk ikut berpartisipasi dalam pembelajaran.</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Penggunaan permainan jumbled words di kelas memotivasi saya untuk belajar dalam menyusun kalimat.</td>
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<tr>
<td></td>
<td><strong>Total mean score</strong></td>
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<td>Penggunaan permainan jumbled words banyak membantu saya dalam menyusun kalimat dengan benar.</td>
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</tr>
<tr>
<td>6</td>
<td>Penggunaan permainan jumbled words membantu saya dalam mengklasifikasi subject dan verb.</td>
<td>3</td>
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<tr>
<td>7</td>
<td>Penggunaan permainan jumbled words membantu saya dalam mengklasifikasi coordinating conjunction.</td>
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<tr>
<td>No</td>
<td>Description</td>
<td>Score</td>
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</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat positif dengan benar.</td>
<td>1 6 9 16 3.50</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat negatif.</td>
<td>5 11 16 3.69</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Penggunaan permainan <em>jumbled words</em> mempermudah saya dalam membuat kalimat bahasa Inggris.</td>
<td>1 2 13 16 3.75</td>
<td></td>
</tr>
</tbody>
</table>

**Total mean score** 34.31

<table>
<thead>
<tr>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>Permainan <em>jumbled words</em> yang diberikan guru mudah dipahami.</td>
<td>1 11 4 16 3.19</td>
</tr>
<tr>
<td>13</td>
<td>Penggunaan permainan <em>jumbled words</em> di kelas itu menyenangkan.</td>
<td>1 7 5 3 16 3.63</td>
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</tbody>
</table>

**Total mean score** 6.81
### The percentage of Questionnaire Result in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Frequency of Points of Agreement</th>
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<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
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<tr>
<td></td>
<td></td>
<td>Σ</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
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<td>50.00%</td>
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<tr>
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<td>Sebelum belajar dengan permainan <em>jumbled word</em>, saya dapat menyusun kalimat dengan benar.</td>
<td>6</td>
<td>37.50%</td>
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<tr>
<td>3</td>
<td>Penggunaan permainan <em>jumbled words</em> di dalam kelas memotivasi saya untuk ikut berpartisipasi dalam pembelajaran.</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>4</td>
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<td>12.50%</td>
</tr>
<tr>
<td>5</td>
<td>Penggunaan permainan <em>jumbled words</em> banyak membantu saya dalam menyusun kalimat dengan benar.</td>
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<td>25.00%</td>
</tr>
<tr>
<td>6</td>
<td>Penggunaan permainan <em>jumbled words</em></td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td></td>
<td>membantu saya dalam mengklasifikasi <em>subject</em> dan <em>verb</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam mengklasifikasi <em>coordinating conjunction</em>.</td>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>8</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat positif dengan benar.</td>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>9</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat negatif.</td>
<td>6</td>
<td>37.50%</td>
</tr>
<tr>
<td>10</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya untuk membuat kalimat tanya dalam bahasa Inggris.</td>
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<td>31.25%</td>
</tr>
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<td>Penggunaan permainan <em>jumbled words</em> mempermudah saya dalam membuat kalimat bahasa Inggris.</td>
<td>1</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

*PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI*
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Permainan <em>jumbled words</em> yang diberikan guru mudah dipahami.</td>
<td>1</td>
<td>6.25%</td>
<td>11</td>
<td>68.75%</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Penggunaan permainan <em>jumbled words</em> di kelas itu menyenangkan.</td>
<td>1</td>
<td>6.25%</td>
<td>7</td>
<td>43.75%</td>
<td>5</td>
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2. Questionnaire Result in Cycle 2

<table>
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<tr>
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<th>Central Tendency</th>
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<tbody>
<tr>
<td></td>
<td>Students’ opinion toward the ability to construct sentences in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
<td>1 12 7</td>
<td>20 3.30</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sebelum belajar dengan permainan <em>jumbled word</em>, saya dapat menyusun kalimat dengan benar.</td>
<td>7 8 4 1</td>
<td>20 2.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total mean score</strong></td>
<td></td>
<td></td>
<td><strong>6.25</strong></td>
</tr>
<tr>
<td>3</td>
<td>Whether Jumbled Words motivates them in the learning process or not</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Penggunaan permainan <em>jumbled words</em> di dalam kelas memotivasi saya untuk ikut berpartisipasi dalam pembelajaran.</td>
<td>2 5 9 4</td>
<td>20 3.65</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Penggunaan permainan <em>jumbled words</em> di kelas memotivasi saya untuk belajar dalam menyusun kalimat.</td>
<td>2 15 3</td>
<td>20 4.05</td>
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<td></td>
<td><strong>7.70</strong></td>
</tr>
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<td>5</td>
<td>Whether Jumbled Words helps the Students to construct sentences or not.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Penggunaan permainan <em>jumbled words</em> banyak membantu saya dalam menyusun kalimat dengan benar.</td>
<td>7 10 3</td>
<td>20 3.80</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam mengklasifikasi <em>subject</em> dan <em>verb</em>.</td>
<td>4 14 2</td>
<td>20 3.90</td>
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<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam mengklasifikasi <em>coordinating conjunction</em>.</td>
<td>5 14 1</td>
<td>20 3.80</td>
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<td>Penggunaan permainan</td>
<td>5 13 2</td>
<td>20 3.85</td>
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<td>jumbled words membantu saya dalam membuat kalimat positif dengan benar.</td>
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<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>9</td>
<td>Penggunaan permainan jumbled words membantu saya dalam membuat kalimat negatif.</td>
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<td>9</td>
<td>8</td>
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<td>10</td>
<td>Penggunaan permainan jumbled words membantu saya untuk membuat kalimat tanya dalam bahasa Inggris.</td>
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<tr>
<td>11</td>
<td>Penggunaan permainan jumbled words mempermudah saya dalam membuat kalimat bahasa Inggris.</td>
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<td>12</td>
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**Total mean score** 33.95

**Students' opinion toward Jumbled Words**

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<tbody>
<tr>
<td>12</td>
<td>Permainan jumbled words yang diberikan guru mudah dipahami.</td>
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<td>14</td>
<td>20</td>
<td>3.70</td>
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**Total mean score** 6.50
### The Percentage of Questionnaire Result in Cycle 2

<table>
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<tr>
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<th>Statements</th>
<th>Frequency of Points of Agreement</th>
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<tr>
<td></td>
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<td>Strongly Disagree</td>
<td>Disagree</td>
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<tr>
<td></td>
<td></td>
<td>∑</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Menyusun kalimat dalam bahasa Inggris itu sulit.</td>
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<td>5.00%</td>
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<tr>
<td>3</td>
<td>Penggunaan permainan <em>jumbled words</em> di dalam kelas memotivasi saya untuk ikut berpartisipasi dalam pembelajaran.</td>
<td>2</td>
<td>10.00%</td>
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<tr>
<td>4</td>
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<td>10.00%</td>
</tr>
<tr>
<td>Kalimat Majemuk.</td>
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<td>Penggunaan permainan <em>jumbled words</em> banyak membantu saya dalam menyusun kalimat majemuk dengan benar.</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam mengklasifikasi asubject dan verb.</td>
<td></td>
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<tr>
<td></td>
<td>7</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam mengklasifikasi as coordinating conjunction.</td>
<td></td>
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<tr>
<td></td>
<td>8</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat positif dengan benar.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya dalam membuat kalimat negatif.</td>
<td>1</td>
<td>5.00%</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td>10</td>
<td>Penggunaan permainan <em>jumbled words</em> membantu saya untuk membuat kalimatanya dalam bahasa Inggris.</td>
<td>9</td>
<td>45.00%</td>
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<td>11</td>
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<td>7</td>
<td>35.00%</td>
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<tr>
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<td>30.00%</td>
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<td>Penggunaan permainan <em>jumbled words</em> di kelas itu menyenangkan.</td>
<td>1</td>
<td>5.00%</td>
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</tbody>
</table>
APPENDIX G

Interviews Transcripts
Interview Transcript
Q: The researcher
A: Venezuela (Student 1)

Q: Yak, selamat pagi.
A: Pagi, miss.
Q: Miss mau tanya-tanya dikit aja ya. Gini, menurut kamu tu Bahasa Inggris sulit nggak sih?
A: Bahasa Inggris? Emm...kalo buat aku sih lumayan. Kadang sulit, kadang enggak.
Q: Kadang sulit, kadang enggak tu apakah ada hal yang mempengaruhinya?
A: Ada.
Q: Apa aja?
A: Mungkin karena aku nggak suka Bahasa Inggris, kurang suka sama Bahasa Inggris, terus kadang juga gurunya susah gitu.
Q: Oh gitu. Kenapa nggak suka nya?
A: Nggak tau, dari dulu tu aku kalo disuruh belajar Bahasa Inggris tu paling nggak suka soalnya susah.
Q: Ow gitu. Terus kalo dari faktor guru tadi, emang biasanya kalo dari dulu atau mungkin di sekolah ini gurunya ngajarnya gimana to?
A: Gurunya tu ngajarinnya tu ngomongnya selalu poke Bahasa Inggris tapi nggak pake terjemahannya, jadi kita kalo memahaminya harus tanya ke temennya yang tau dulu. Terus jelasinnya terlalu cepet.
Q: Humm, terus tadi kan menurut kamu Bahasa Inggris kan lumayan, kadang sulit kadang enggak, nah kalo nyusun kalimat dalam Bahasa Inggris tu sulit nggak sih?
A: Kalo nyusun kalimat dalam Bahasa Inggris tu...enggak sih.
Q: Berarti lancar-lancar aja nih dalam nulis Bahasa Inggris?
A: Emm...kalo buat nulisnya sih kadang masih kurang gitu. Misalnya kurang hurufnya gitu.
Q: Ow gitu. Terus nih, kan kemarin miss udah ngasih jumbled words game, sebelumnya kamu pernah dapet ato pernah tau tentang jumbled words game nggak sih?
A: Pernah waktu SMP.
Q: Ow pernah. Trus, kalo kan pas miss ngajar itu miss pertama make gamenya kan di lembar kerja, yang kedua kan miss pake potongan kertas kecil. Nah kalo pas di SMP dulu metodenya kayak gimana?
A: Pake potongan kertas.
Q: Ow sama ya. Terus pendapat kamu tentang pembelajaran Bahasa Inggris memakai game tersebut apa nih?
A: Emm apa ya? Itu tu lebih asik, lebih gampang, lebih menyenangkan sih.
Q: Okay. Terus jumbled words game tu bisa bantu kamu nggak sih buat nyusun kalimat Bahasa Inggris?
A: Bisa.
Q: Apakah jumbled words game memotivasi kamu untuk berpartisipasi aktif dalam kegiatan kelas?
A: He’em miss.
Q: Menurutmu itu juga bisa ningkatin team work juga nggak sih?
A: Bisa sih.
Q: Ada hal yang perlu ditingkatin nggak sih dari jumbled words game?
A: Emm…nggak ada sih miss.
Q: Nggak ada ya? Emm…terus game itu bantu kamu buat mengidentifikasi mana subject mana verb conjunction mana gitu nggak sih?
A: Bisa miss.
Q: Okay A, makasih banyak ya buat waktunya.
A: Sama-sama miss.
Interview Transcript
Q: The researcher
A: Europe (Student 2)

Q: Okay, selamat pagi.
A: Pagi, miss.
Q: Miss mau nanya-nanya dikit ya.
A: Boleh, boleh, boleh.
Q: Menurut kamu bahasa Inggris itu sulit nggak sih?
A: Bahasa Indonesia aja sulit, apalagi bahasa Inggris miss. Jadi intinya sulit miss, hehe.
Q: Sulit ya? Yang bikin sulit apa nih?
A: Yang bikin sulit tu karna aku tidak mengerti dan tidak menguasai semuanya. Jadi itu menurut aku sulit.
Q: Okay, itu menguasai dalam hal apa ya?
A: Emm okay, kalau untuk berbicara bahasa Inggris aku suka, untuk baca aku juga sangat suka, untuk listening juga sangat suka. Tapi, untuk membuat suatu kalimat tu nggak bisa, nggak bisa untuk ter-structure dengan baik, masih ada yang miss-miss gitu, ada yang terlupa, ternyata ada peletakannya yang salah, harusnya nggak seperti ini. Jadi sering salah di kayak gitu miss. Sebenernya suka banget sama bahasa Inggris miss.
Q: Jadi, menurut kamu nyusun kalimat dalam bahasa Inggris itu sulit?
A: Iya miss, sulit banget.
Q: Emm, menurut kamu yang bikin susah tu apanya sih?
Q: Ow gitu, terus kemarin kan miss pakai jumbled words game. Sebelumnya kamu dah pernah dapet game kayak gitu belum?
A: Pernah di SMP dulu, but….give up.
Q: Give up? Kenapa tuh?
Q: Okay, nah kemarin kan yang pertama miss pakai jumbled wordsnya cuma di lembar kerja, yang kedua kan pake di potongan kertas-kertas kecil. Nah menurut kamu yang lebih membantu yang metode mana? Pertama atau kedua?
A: Jujur, yang kedua. Karena itu kan dipotongnya kan per kata, jadi aku lebih tau misalnya ada subjek nama, you, atau I itu tau penempattannya dimana. Lalu abis itu ada is atau are atau yang lainnya itu owh penempatannya disini. Jadi lebih gampang kalo pake potongan per kata gitu. Kalo yang pertama itu sulit miss.
Q: Emm berarti kalo yang kedua itu jadi bikin kamu lebih gampang buat memvisualisasikan kalimat, bisa ngacak-ngacaknya gitu ya?
A: Iya miss. Kalo aku kayak gitu sif miss, karna asik banget main kata ternyata.
Q: Iya kah? Waow. Terus nih pendapatmu tentang pembelajaran bahasa Inggris menggunakan jumbled words game tu kayak gimana siih?
Q: Berarti itu secara nggak langsung bisa ngebantu kamu buat ngidentifikasi mana subject mana verb mana conjunction dan lainnya kayak gitu ya?
A: Iya miss, bener banget.
Q: Okay. Oiya, terus kemarin kan compound sentences. nah itu ada kesulitan nggak untuk nempatin mana yang di kalimat awal mana yang di kalimat kedua gitu nggak?
A: Pertamanya sih bingung miss, tapi setelah disusun-susun, diacak-acak, terus dijelasin sedikit, dan temen-temen juga saling ngebantu akhirnya ngerti juga.
Q: berarti menurutmu jumbled words game ini ngebantu buat nyusun kalimat bahasa Inggris atau nggak?
A: Bantu banget miss, dan itu pasti berguna buat kedepannya juga.
Q: Okay, terus apakah game ini bisa memmotivasi kamu buat aktif di pembelajaran nggak?
A: Wah jelas itu. Soalnya kan penangkapan di kelas itu nggak sama, terus kalo semisal aku kebetulan lebih bisa kan aku bisa aktif bantu temen atau ngejawab pertanyaan guru.
Q: Terakhir nih, pendapatmu tentang jumbled words game itu sendiri apa nih? Apakah masih ada hal yang perlu ditingkatin lagi nggak?
Q: oiya, terus kemarin itu kan kalian dapet tugas bikin compound sentences. nah itu menurutmu ada progressnya nggak setelah dapet jumbled words game?
Q: Okay, makasih banyak ya buat waktunya.
A: Sama-sama miss.
May 13, 2015

Interview Transcript

Q: The researcher
A: Mexico (Student 3)

Q: Okay, selamat pagi. Kita interview santai aja ya.
A: Iya miss.
Q: Gini nih, menurut kamu bahasa Inggris tu sulit nggak sih?
A: Emm..lumayan.
Q: Oke, lumayan. Lumayannya tu gimana?
Q: Berarti grammarnya gitu ya?
A: Iya.
Q: Oh berarti menurut kamu nyusun kalimat dalam bahasa Inggris itu sulit?
A: kalo nentuin tense nya gitu sulit, tapi kalo yang jumbled word bisa.
Q: Emm, terus sebelum miss ngasih jumbled words game kemarin itu kamu dah pernah tau atau dah pernah dapet game itu belum?
A: Dah pernah dapet.
Q: Oh dah pernah dapet. Dimana dulu dapetnya?
A: SMP dulu.
Q: Okay. Terus menurut pendapatmu pembelajaran bahasa Inggris dengan memakai jumbled words game tu gimana?
A: Emm…lebih gampang belajarnya miss, lebih membantu.
Q: Berarti menurutmu jumbled words game bisa bantu nyusun kalimat dalam bahasa Inggris nggak?
A: Iya miss.
Q: Selain itu, apakah jumbled words game memotivasi kamu untuk aktif dalam proses pembelajaran?
A: Iya juga.
Q: Terus pendapatmu tentang jumbled words game tu kayak gimana? Masih ada yang perlu ditingkatin nggak?
A: Kalo menurutku sih udah pas miss.
Q: Okay. Kalo untuk medianya kan pertama miss cuma taruh di lembar kerja gitu, dan yang kedua miss pakai potongan kertas kecil. Nah menurutmu lebih menarik yang mana?
A: Yang di potongan kertas itu.
Q: Terus jumbled words game kemarin kan sempet yang berkelompok, nah menurutmu itu bisa ningkatin team work nggak?
A: Bisa.
Q: Oke deh, itu aja. Makasih banyak ya untuk waktunya.
A: iya miss, sama-sama
Q: Okay, selamat pagi. Miss mau interview dikit aja ya.
A: oke miss.
Q: Menurutmu bahasa Inggris itu sulit nggak sih?
A: Kalo menurut aku sendiri, semua pelajaran mungkin sulit, khususnya bahasa Inggris. Tapi dalam diriku sendiri aku cocok belajar bahasa, terutama bahasa Inggris. Aku udah suka bahasa Inggris dari kecil jadi punya inisiatif sendiri kayak misal ada bacaan apa yang aku nggak ngerti artinya ya tetep bablas aja. Nggak tau ini bener ato salah, pokoknya bablas aja dibaca gitu.
Q: Berarti ada motivasi sendiri dari diri kamu untuk harus belajar bahasa Inggris gitu?
A: He’em miss.
Q: Terus menurut kamu nyusun kalimat dalam bahasa Inggris itu sulit nggak sih?
Q: Berarti kalo untuk writing gitu masih bisa dikejar lah ya?
A: Iya.
Q: Terus kemarin kan miss ngajarnya pake jumbled words game, sebelumnya kamu dah pernah tau tentang game itu belum sih?
A: Itu sih pas SMP pernah. Tapi aku tu kalo kata udah diacak gitu aku agak susah. Lebih mending cari kata sendiri daripada udah ada kata yang disediakan tapi diacak gitu malah susah.
Q: Ow gitu. Terus menurut pendapatmu tentang pembelajaran bahasa Inggris menggunakan jumbled words game itu gimana?
Q: Terus menurutmu jumbled words game tu bisa ngebantu kamu untuk nyusun kalimat nggak sih?
A: Menurutku sangat bisa karna disitu kan kita bakal nutrun ini abis subject terus apa, abis verb terus apa, kayak gitu. Jadi sangat membantu banget itu.
Q: berarti secara nggak langsung game tersebut bisa ngebantu kamu buat ngidentifikasi subject, verb, conjunction kayak gitu?
A: Iya
Q: Terus game tersebut bisa memotivasi kamu untuk aktif dalam proses pembelajaran nggak sih?
Q: terus kalo menurutmu apakah masih ada yang perlu ditingkatkan dari jumbled words game tersebut?
A: Kalo menurutku udah well sih, tapi menurutku jangan berkelompok. Karna kalo dalam kelompok itu ada yang kerja, ada yang enggak. Tar yang nggak tau yaudah makin nggak tau deh.
Q: Ow gitu. Tapi itu bisa ningkatin team work nggak sih?
Q: Oke deh, segitu aja. Makasih banyak ya.
A: Iya miss, sama-sama.

May 13, 2015
APPENDIX H

The Students’ Progress in Constructing

Compound Sentences
The Students’ Progress in Constructing Compound Sentences

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the Student</th>
<th>Errors in students' drafts (cycle 1)</th>
<th>Errors in students' drafts (cycle 2)</th>
<th>Note</th>
</tr>
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<td>1</td>
<td>America</td>
<td>50.00%</td>
<td>10.00%</td>
<td>succeeded</td>
</tr>
<tr>
<td>2</td>
<td>Haiti</td>
<td>50.00%</td>
<td>10.00%</td>
<td>succeeded</td>
</tr>
<tr>
<td>3</td>
<td>Hungary</td>
<td>50.00%</td>
<td>0.00%</td>
<td>succeeded</td>
</tr>
<tr>
<td>4</td>
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<td>30.00%</td>
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<td>25.00%</td>
<td>10.00%</td>
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</tr>
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<td>10.00%</td>
<td>succeeded</td>
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<td>40.00%</td>
<td>Failed</td>
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<tr>
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<td>20.00%</td>
<td>succeeded</td>
</tr>
<tr>
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<td>0.00%</td>
<td>succeeded</td>
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<td>11</td>
<td>Vietnam</td>
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<td>-</td>
</tr>
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<td>12</td>
<td>Vanuatu</td>
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<td>60.00%</td>
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<td>succeeded</td>
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<tr>
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<td>Average of error percentage</td>
<td>36.46%</td>
<td>22.88%</td>
<td>decreased</td>
</tr>
</tbody>
</table>

Note:
*The student did not construct any compound sentence
**The student did not join the learning process
All names were artificial names
APPENDIX I

Samples of Students’ Drafts

1. Sample of Students’ Drafts in Cycle 1
2. Sample of Students’ Drafts in Cycle 2
1. Sample of Students’ Drafts in Cycle 1

"What are you going to do if you have a time machine?"

Write down your plans in 10 sentences.

1. I will go to Paris.
2. I will know my future so I can prepare for what's coming.
3. I will hug.
4. I will spend time with my dad, so I do not feel his loss.
5. I want to go back to my childhood when I only knew about the play.
6. I want to go back to the time when my mother and my father were still together.

\[ x = \frac{53}{2} \times 100\% \\
= 26.5\% \]
"What are you going to do if you have a time machine?"

Write down your plans in 10 sentences.

1. I will study really hard and make my parents proud of me. ½
2. I will go to space and see who will be my husband. ½
3. I will go back to 2034 and meet Paul Walker. ½
4. I will go back in time when I was a child and drink milk everyday. ½
5. I am going to go to the time when Adam and Eve is in the earth. ½
6. I am going to 2019 and watch Taylor Swift’s concert. ½
7. I will go to a long time ago and meet with Jesus. ½
8. I will go back to the past and repair all my mistakes. ½
9. I am going to go back four years ago and do not make him disappointed with me. ½
10. I will go to two million years ago so I can see dinosaurs. ½

X = 35 / 6 x 100% = 583.33%
2. Sample of Students’ Draft in Cycle 2

Which do you prefer?
- Go to the beach or mountain
- Fishing or shopping
- Watching TV or listening to music
- Mango or apple
- Fast food or vegetable soup

Write down your preference in 5 sentences. Give your reason, addition, or the result of your preference.
e.g. I prefer to dance, so I can express my feeling freely. (result)
    She would rather read a book, for getting new knowledge. (reason)
    Also would prefer to watch comedy movies, and to get some snacks. (addition)

1) I prefer to go to the beach, so I can see theusses.
2) She would rather shopping for buying a t-shirt.
3) I prefer to listen to music, and get some snacks.
4) I prefer orange, so I can be healthy.
5) He would rather fast food for 50 thirty my time.

\[
\begin{align*}
    X &= \frac{55 \times 100\%}{5} \\
    &= 11\% 
\end{align*}
\]
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Which do you prefer?
- Go to the beach or mountain
- Fishing or shopping
- Watching TV or listening to music
- Mango or apple
- Fast food or vegetable soup

Write down your preference in 5 sentences. Give your reason, addition, or the result of your preference.

e.g. I prefer to dance, so I can express my feeling freshly. (result)
She would rather read a book, for getting new knowledge. (reason)
Tim would prefer to watch comedy movies, and to get some snacks. (addition)

1. I prefer to go to the Beach, I can see view.
2. I prefer to go to the Beach, I can see view.
3. I prefer to go to the Beach, I can see view.
4. I prefer Mango, so I like Mango.
5. Tim would prefer to watch comedy movies, and to get some snacks.
6. She would rather read a book, for getting new information.

\[
X = \frac{1}{2} \times 100\% = 50\%
\]