**STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF
JUMBLED WORDS TO REINFORCE THEIR GRAMMAR MASTERY AT
THE EIGHTH GRADE OF SMPN 15 PADANG**

THESIS

*Submitted as a Partial Fulfillment Requirement to Obtain Bachelor of Education
(B.Ed) in English Language Education Program*

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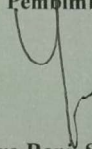**UNIVERSITAS NEGERI PADANG**
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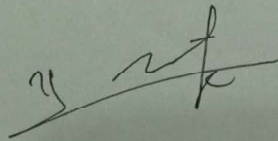Padang,   Januari 2024

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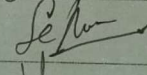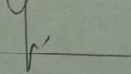
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ABSTRAK

Nurmela. (2024). *Students' Perception on the Implementation of Jumbled Words to Reinforce Their Grammar Mastery at the Eighth Grade of Smpn 15 Padang.* **Thesis. Departemen Bahasa dan Sastra Inggris. Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap pengimplementasian Jumbled Words untuk memperkuat penguasaan grammar mereka di kelas delapan SMPN 15 Padang. Penelitian ini menggunakan metode deskriptif. Sampel penelitian ini adalah siswa kelas VIII.5 yang dipilih dengan menggunakan purposive sampling. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap pengimplementasian Jumbled Words untuk memperkuat penguasaan grammar mereka. Hal ini dilihat dari 4 aspek persepsi yang dikemukakan oleh Horton (2003) yaitu attractiveness, effectiveness, relevance and motivation aspek. Meskipun persepsi sebagian besar siswa sangat positif, namun masih ada beberapa siswa yang tidak setuju dengan hal ini.

Kata Kunci: Persepsi Siswa, Jumbled Words, Penguasaan Grammar

ABSTRACT

Nurmela. (2024). *Students' Perception on the Implementation of Jumbled Words to Reinforce Their Grammar Mastery at the Eighth Grade of Smpn 15 Padang.* **Thesis. Department of Language and Arts. Universitas Negeri Padang.**

This study aimed to find out the students' perception on the implementation of Jumbled Words to reinforce their grammar mastery at the eighth grade of SMPN 15 Padang. This research used descriptive method. The sample of this study was the students of VIII.5 class who were selected using purposive sampling. Questionnaires and interviews were used to collect the data. The results of this study showed that most of the students had a positive perception on the implementation of Jumbled Words to reinforce their grammar mastery. This can be seen from the 4 aspects of perception proposed by Horton (2003), namely attractiveness, effectiveness, relevance and motivation aspects. Despite the fact that the perception of most of the students was very positive, there were still some students who disagreed with this thing.

Key words: Students' Perception, Jumbled Words, Grammar Mastery

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Finally, the writer realizes that this thesis is not perfect yet. Therefore, the writer expects critism and suggestions from various parties for improving this thesis.

Padang, January 2024

Writer

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Grammar is one of the important elements in learning English. Learning grammar helps students to form sentences, convey their thoughts to them in communication and helps them to understand what others are trying to say. This is in accordance with the opinion of Brown in Wati (2020) which states that grammar occupies an important position in English. In learning grammar, language learners learn to unite several aspects of grammar into a sentence, such as subject, verb, object, adverb, adjective and many more. Thus, grammar cannot be taken for granted.

Grammar is related to grammar mastery which shows the extent to which a person's mastery of grammar. According to Suparmi (2015), grammar mastery is mastery of using English grammar rules correctly to convey ideas and messages. In other words, it is the ability to apply grammar rules in real life correctly. However, in general, students' grammar skills are still low. Thus, the great learning activity is needed to teach grammar to students.

One learning activity that aims to reinforce students' grammar mastery is jumbled words. In which the activity in it is to arrange random words into the correct sentence. Wulandari (2019) states that jumbled words is a game of arranging random words into a well-organized sentence. According to Krishnan (2021), Jumbled Words is a game similar to a puzzle where the words are not arranged properly. It can be concluded

that jumbled words is a game or a learning activity in which the activity involved is to arrange jumbled words into a correct sentence.

Jumbled words have advantages. According to Sihotang (2018), with jumbled words, students can express their ideas in writing. In addition, jumbled words can improve students' writing skills in the long run. It also can train students to solve their own problems. According to Rahmaniar (2021), Jumbled Words is a way that makes it easier for students to form irregular words into regular ones and also adds to students' vocabulary.

Based on the researcher's experience when conducting teaching practice at SMPN 15 Padang, the researcher saw that students' mastery of grammar at this school was still low. In addition, the teacher there also said the same thing that the students did not really understand grammar. It can be known from the scores of their exercises related to grammar, which are still relatively low. Thus, the teacher there applied the jumbled words technique in teaching grammar. Jumbled Words was often applied to students in exercises on grammar materials such as simple present tense and simple past tense. In addition to making own questions, the teacher usually adopt the jumbled words practice questions from various sources such as books and the internet. Not only seeing, the researcher as a student teacher was also given the opportunity by the teacher to give jumbled words practice to students from questions that the researcher designed herself.

There are several previous studies that discuss jumbled words. They are research conducted by Yuliana et al., (2014), Bungsudi and Faliyanti (2016), Anggraeni et al., (2018) and Wulandari (2019). These studies investigated the effect of implementing Jumbled Words in teaching grammar on students' grammar mastery. The results of each of these studies indicate that the implementation of Jumbled Words in teaching grammar is effective in reinforcing their grammar mastery. It is also similar with the phenomenon that occurred in the eighth grade of SMPN 15 Padang where their grammar mastery is still low. Therefore, the teacher there applies Jumbled Words in teaching grammar. After implementing Jumbled Words, their mastery of grammar increased, although not too high. This can be seen from the scores of their exercises related to grammar, where initially only a few students were categorized as good. However, after implementing Jumbled Words, the number of students who get good grades increased from the previous number. Therefore, based on the problem above, the researcher is interested to investigate the students'' perception on the implementation of jumbled words to reinforce their grammar mastery.

Considering students' perceptions on the implementation of jumble words as a learning activity to reinforce their grammar mastery is important. According to Simbolon (2007) perception is a person's response to what they feel, hear or see from an object or event. Therefore, the students' perception here is how students respond to jumbled words which is applied as a learning activity in teaching grammar by the teacher

to students, whether they have a good perception or not. If their perceptions are good, it means that the implementation of jumbled words is going well and it can be continued. However, if the students' perceptions are bad, the teacher has to find other learning activities that are more effective to apply to students.

Perception itself consists of several aspects. According to Horton (2003), there are four aspects of perception. They are attractiveness, effectiveness, relevance and motivation. Attractiveness is the perception of someone who feels attracted to something they have experienced. Effectiveness is the perception of someone who feels something they have experienced is effective with what they need. Relevance aspect is the perception of someone who agrees with something he has experienced because it suits his/ her needs. Motivation is the perception of someone who feels motivated by what they have experienced so that it makes them change for the better.

Based on the research problems above, the researcher is interested in conducting this research. This is because no one has researched this topic. Apart from that, this research is different from previous research, where the previous research was experimental research which examined the effect of implementing Jumbled Words in teaching grammar on students' grammar mastery. Meanwhile, this research is a descriptive study that examines students' perceptions on the implemention of Jumbled Words to reinforce their grammar mastery.

B. Identification of the Problem

After looking at the problems described previously, it is concluded that there are several problems that can be considered in this research, namely problems in implementing the Jumbled Words, teachers' perception on the implementation of Jumbled Words, and students' perception on the implementation of Jumbled Words.

C. Limitation of the Problem

Related to the identification of the problem above, this study will focus on students' perception on the implementation of Jumbled Words to reinforce their grammar mastery based on Horton's theory, which states that there are four aspects of perception, namely attractiveness, effectiveness, relevance and motivation.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem in this study is how is the students' perception on the implementation of Jumbled Words to reinforce their grammar mastery at the eighth grade of SMPN 15 Padang based on Horton's theory?

E. Purpose of the Research

Regarding the formulation of the problem mentioned above, it is necessary to explain the purpose of this research. The purpose of this research is to find out the students' perception on the implementation of Jumbled Words to reinforce their grammar mastery at the eighth grade of SMPN 15 Padang based on Horton's theory.

F. Significance of the Research

      The problem of this research is important to examine because it will be useful later for various parties. There are two significant of the research:

1. Theoretically

      Theoretically, the future researchers can use this study as a reference to carry out their research on the same subject.

2. Practically

  a) For English teachers

      The researcher believes that what is found in this study can be a reflection for English teachers on how students' perception of jumbled words applied as a learning activity in teaching grammar to reinforce their grammar mastery. Besides that, the teacher can also enrich the concept and maximize the implementation of jumbled words in teaching grammar.

  b) For English Students

      With this research, students can convey their perceptions of the application of jumbled words given to them as a technique in teaching grammar to reinforce their grammar mastery. Thus, later their perceptions can be considered by the teacher in applying the Jumbled Words in teaching grammar.

  c) For Future Researchers

      It can be a reference for the next related research such as problems in implementing the Jumbled Words and teachers'

perception on the implementation of Jumbled Words in teaching grammar.

G. Definition of the Key Terms

1. Jumbled words

Jumbled words is a learning activity in teaching grammar in which the students are asked to arrange random words into a correct sentence.

2. Perception

Perception is a person's judgment of something they have experienced. Therefore, students' perception here is the students' view or assessment of the jumbled words given to them as a learning activity in the learning process.

3. Grammar Mastery

Grammar mastery is a person's ability to master English grammar rules. In this research, the researcher focuses on simple present and simple past tense. This is because the grammar material taught in eighth grade is these two tenses.