

## USING SCRAMBLED WORDS TECHNIQUE IN TEACHING ENGLISH DETERMINER AND MODIFIER TO DEVELOP MASTERY OF THE TENTH GRADERS OF MADRASAH ALIYAH AL-ISTIQOMAH NGATA BARU IN CONSTRUCTING ENGLISH NOUN PHRASES

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### Abstract

*The objectives of this research are to find out whether using scrambled words technique in teaching English determiner and modifier can develop mastery of the tenth graders of Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases and to find out whether using scrambled words technique in teaching English determiner and modifier can activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly. This research was designed in the form of quasi-experimental research design-nonequivalent group pretest-posttest control group design. The population of this research was the tenth graders of Madrasah Aliyah AL-Istiqomah Ngatabaru. The instruments of data collection of this research were tests and questionnaire items. Based on the result of the tests, the students' mean score of the experimental class was 57.27 while in the control class was 79.36. The comparison result of t-test indicates that t-counted value (3.25) is greater than t-table value (2.012). In addition, using scrambled words technique in teaching English determiner and modifier can activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly. It is supported by the result of questionnaire which showed that the t-counted value (6.79) is greater than the t-table value (2.012). Both result of tests and questionnaire indicate that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.*

*Keywords: Developing, Noun Phrase, Determiner, Modifier, Scrambled Words Technique*

### BACKGROUND

Writing as one of the four language skills, plays an important role in visualizing the sound and symbol of language or even an idea of someone in the written form. In writing, there are many elements that must be considered deeply in order to make people who read our writing understand the message across. Some elements that must be considered in writing are punctuation, lexicon, phrase, clause and sentence. Those elements are needed to be mastered by someone who wants to create a good writing in order to

make his/her writing well structured. However in mastering those elements, someone needs much practice regarding to the writing such as in writing an article, short story, or even many kinds of text and so on.

As the researcher has mentioned above, phrase is one element of writing that must get more attention in order to create a good writing. There are many kinds of phrase particularly in English. A simple definition about phrase is a small element of sentence consists of a single

word or group of words and it does not have a complete meaning. There are five types of phrase in English they are noun phrase, adjective phrase, verb phrase, prepositional phrase, and adverb phrase. Although they are only a small unit in a sentence, their existence really plays an important role in the sentence construction.

Talking about phrase, noun phrase is a type of phrase in English. A noun phrase consists of a single noun or pronoun or a group of words that has a noun standing as its head word. In other words, a noun and all its various types is the main element that can construct a noun phrase. Some examples of noun phrase which are preceded by determiner and modifier can be seen as follows: *a big house, some new red books, those two small green apples* etc. The examples above show how nouns stand as the head of noun phrases which is preceded by some modifiers and determiners. The head of the first noun phrase is the word *house* which is preceded one determiner *a* and one modifier *big*. The second noun phrase is preceded one determiner *some* and is followed by two modifiers *new* and *red* with the head as *books*. The third noun phrase is preceded by two determiners *those* and *two* and is followed by two modifiers *small* and *green* and the head of that noun phrase is *apples*.

Noun phrase can appear and has an important role in the construction of all sentences whether it stands as a subject, object, complement or object of preposition. However although noun phrase can easily be found in every construction of sentence, it is quite difficult to construct a noun phrase especially by students who learn English as a foreign language because mostly the construction of English noun phrases is different from the construction of noun phrases of other language particularly Indonesian noun phrase. In addition to that, the noun phrase which is constructed with more than one word, both which

preceding or following the noun head, is quite difficult and rather confusing to construct with a correct construction because the correct sequence of noun phrase elements are sometimes overlapping in its construction. Since noun phrase can have many various functions in the sentence and many elements in its construction, hence the researcher has his own interest to conduct a research related to the noun phrase construction in the sentence. Especially to the tenth graders of Madrasah Aliyah Al-Istiqomah Ngata Baru.

To find out the students' difficulties in constructing English noun phrases, the researcher did preliminary observation at Madrasah Aliyah Al-Istiqomah. This preliminary observation was done on June 2016. When doing the observation, the researcher came two times to that school in order to discover the genuine issue of the tenth graders in constructing English noun phrases. The first thing that the researcher did when coming to that school was asking permission to conduct a research at that school and then meeting the teacher of English subject. The next time the researcher came to that school, he got into the tenth graders' classroom and asked the tenth grade students to translate some Indonesian noun phrases into English. Their translations were various. Some students translated those phrases correctly and some others didn't. For example when some of them translated the phrase *dua rumah besar*, they tended to translate it into *two house big* in fact the correct translation is *the two big houses* because in that construction, we need a determiner in the first place to construct that noun phrase and the most appropriate determiner is the word *the* because the head of that noun phrase reflects a definite noun. The second element that should appear is still determiner which depicts a number *two* and is followed by modifier *big*. Then the

last element that should appear is the head of that noun phrase itself *houses*. Another phenomenon is when the researcher asked them to translate the phrase *semua temanku*, their translations were mostly like *my all friends* but in fact the correct one is *all my friends* because the head noun in that phrase is preceded by two determiners. If there are two determiners precede the head of a noun phrase, hence the first determiner that should appear is pre-determiner (*all*; multiplier) and the second one is central-determiner (*my*; possessive) and then is followed by the head of the noun phrase (*friends*).

From the case above, the researcher comes to these three assumptions. First, those students mostly do not really understand the different between phrase and sentence. Second, they do not master what word can stand as determiner or modifier and what can stand as the modified particularly in noun phrase construction and third, it is quite difficult for them to put the noun phrase modifiers in its correct order. As a result, when they do not have a good understanding of noun phrase construction, the sentence they construct will sound odd or even is meaningless because noun phrase can appear in every sentence construction and play an important role in its construction. In addition, when the construction of noun phrase is not well organized, the interlocutors will have an ambiguous meaning of the sentence or even worse they do not get the intended message from the locutor. Derived from the phenomena that the researcher found during preliminary observation particularly in the tenth graders' classroom, he finally comes to an assumption that it is difficult for most of the students particularly the tenth graders to construct English noun phrases in a good construction. Hence the researcher has his own interest to conduct a research about noun phrase at that school in order to solve the students' problem

regarding to the construction of a noun phrase. The importance and the advantage of mastering English noun phrase for students is that they can create a good structured sentence because mostly all sentences contain a noun phrase in its construction. To solve the students' problem in constructing English noun phrases, the researcher employed scrambled words technique in teaching English determiner and modifier to develop mastery of the tenth graders in constructing English noun phrase during the treatment.

Scrambled word is defined as a set of words that are jumbled, or being put in disordered then are arranged to be a meaningful phrase or sentence. Hornby (2004) mentions that scrambled words is to mix things together in confused or untidy way. One task at the phrase or sentence level may appeal to those who are found of the word games and puzzles: ordering (or reordering) a scrambled set of words into a correct phrase or sentence. Moreover, Raimes (1983) explains that in order to make teaching and learning more interest and more challenging, the teacher may provide a form of scrambled words and ask students to alter the arrangement of those words into a correct and meaningful phrase or sentence. To shorten those two previous statements, scrambled words is a challenging and interesting technique that may be applied in teaching in which the teacher provides a group of words that is put not in a good order and then the students are asked to rearrange those words in a correct construction.

The reason I select scrambled words as the technique of this research is because this technique is entertaining and challenging because without putting some challenge in teaching and learning, students may not feel interested enough in learning a new material. Also they will not give their full attention to what the teacher explains or even more to the task that is

given. In addition, this kind of technique can attract students thought and creativity, not only in putting the elements that precede the head of a noun phrases, but also in arranging a phrase or sentence in a good structure. As a result, the application of this technique can stimulate students' logical reasoning to arrange unordered words to be a good construction of a noun phrase.

### **The Advantages of Using Scrambled Words Technique**

Scrambled word technique is a kind of techniques that can be applied in teaching English, especially noun phrase as one of English unit. As Umstater (2008) states that Scramble is an effective learning technique that emphasizes English skills particularly writing in which allow students to reconstruct the tangled words into a good and meaningful construction. By applying this technique, the teacher can get many advantages when teaching English especially noun phrase. Some of the advantages are: Scrambled or jumbled word can measure the effectiveness of the test that given by the teacher, and help the students in constructing the mixed-up word into a good phrase or sentence.

Dahm (2001) uses scrambled or jumbled word technique because this technique has many advantages, they are : (1) By using this technique, the teacher can measure the effectiveness of test case, (2) Jumbled or scrambled words are a set of unit test and mutation tests for modified classes, (3) It is also can make learners interest in arranged it. Based on the advantages above, the researcher convinces that scrambled word technique can attract students' interest and curiosity in learning English, especially noun phrase. Moreover, It may help the teacher in developing mastery of the students in constructing a well construction of noun phrases.

## **METHOD OF RESEARCH**

### **A. Design of Study**

The purpose of this study was to explore the influence of using scrambled words technique to develop mastery of the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru. The method that was used in this research is quasi-experimental research design by applying non equivalent control group design.

### **B. Sample**

In determining the sample, the researcher employed purposive sampling. The class that became the experimental group was X Mb of students at Madrasah Aliyah Al-Istiqomah Ngatabaru while the control one was X Fb. Each group consisted of 25 students. The students in experimental class was taught by the researcher using scrambled words technique. The students of this class were divided into several groups consisted of 4-5. Each group member tried to solve the unscrambled words given and put them into a correct order. Moreover, the students in control group were taught by their teacher of English using conventional technique.

### **C. Instrument**

The instruments in this research were:

1. Tests (Pretest and Posttest) which was used to find out the effectiveness of using English modifier and determiners in developing mastery of the tenth graders of Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases.
2. Questionnaire, which was employed to figure out whether the use of scrambled words technique can activate and motivate the tenth graders of Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly. Both instruments were

implemented before and after the whole treatments.

To explain the result of the tests and questionnaire, the researcher used  $t_{\text{-counted}}$  formula as proposed by Sugiyono (2013) as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The researcher tested the hypothesis to know whether it was accepted or rejected with the criteria if the  $t_{\text{-counted}}$  is greater than  $t_{\text{-table}}$ , the alternative hypothesis ( $H_a$ ) is accepted or in other words, (1) using scrambled words technique in teaching English determiner and modifier can develop mastery of the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases and (2) using scrambled words technique in teaching English determiner and modifier can activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly while if the  $t_{\text{-counted}}$  is lower than the  $t_{\text{-table}}$ , the null hypothesis ( $H_o$ ) is rejected or this technique gave nothing to the students' progress.

#### D. Implementation of Scrambled Words Technique

When implementing the scrambled word technique during the treatment, the researcher first explain the material to the students. Having explaining the material, the researcher then divided the students into some groups which consisted of 3 up to 4 students in each group. Second, the researcher distributed a piece of paper to each group which was written 5 numbers of jumbled noun phrase in the sentence. Third the researcher asked the students in each group to unscrambled the noun phrase written in the paper that had been already distributed by discussing it to each member of the group. Moreover, the researcher also gave an advice to the students not to use each word twice and classify each category of the element of the scrambled noun

phrase. Fourth, the researcher checked the answer of each group and discussed the reason of why they constructed such construction. Last, the researcher checked the students' answer and explained them in detail of why the answer was wrong or correct.

## FINDINGS AND DISCUSSION

Since this research carried out two research questions, hence the discussion is divided into two parts. The first part discusses about the first research question; *Can using scrambled words technique in teaching English determiner and modifier develop mastery of the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases?.* The second part discusses about the second research question; *Can using scrambled words technique in teaching English determiner and modifier activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly.*

### Achievement of The Tests

The following discussion is based on the findings of the first research question that aimed to find out whether the application of scrambled words technique in teaching English determiner and modifier can develop mastery of the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases or not. In order to find out the answer of this research question, the researcher applied some research procedures. The first procedure that the researcher did was distributing pretest.

The process of gathering the data of pretest was started and completed on December 27<sup>th</sup> 2016. The pretest that the researcher designed consisted of three different test items. The first item was about determining the function of the noun phrase in the sentence which consisted of

10 numbers questions, the second item was about translation of Indonesian noun phrase into English one consisted of 6 numbers questions and the last one was about jumbled noun phrase consisted of 5 numbers questions. The total number of the whole test items in pretest was 21 numbers of questions. When conducting the pretest, the researcher distributed it to both experimental and control class. The experimental class was X MB with the total number of students was 25 students while the control one was X FB with the same number of students as the control class. After conducting the pretest to both classes, the researcher then analyzed the data that he found from the samples. Based on the pretest data analysis, the researcher found that in experimental class, the highest score for the first test item was 65 while in the second test item, the highest score was 83.33 and the third test item's high score was 60. In contrast, in control class, the researcher found that the highest score for the first test item was 95 while the second test item's high score was 97 and for the third test item, the highest score was 70. By these mathematical analysis of pretest, the researcher assumed that the ability of the students in his experimental class particularly in constructing English noun phrase was very low especially when their scores were compared to the control class.

Having done mathematical analysis to the pretest score of both classes, the researcher then continued his analysis to the students' grammatical error in all items of the questions in the pretest. This analysis was intended to figure out that the data the researcher found during preliminary observation was proven. Based on this analysis, the researcher found that of both experimental and control classes, they mostly had a similar error during doing the pretest given. The most common error that the researcher found in their answer of the pretest was as follows. First,

from 25 students in experimental class and 25 students in control class, the researcher found that there were 48% of the students who made an error in writing the spelling of the word in the sentence they constructed. Some errors they made were the writing of these words; *walled* in fact the correct spelling must be *wallet*. *Hes* instead of *his*. *Weater* instead of *water*. *Ansient* instead of *ancient*. Second, they commonly made errors in using quantifiers which stick in the body of a noun phrase either in countable noun or uncountable one. For example, based on their answer in pretest, the students mostly translated the phrase *banyak air* into *many water* in fact, since the category of *water* is uncountable noun hence the correct translation should be *much water*. Last, from both classes, the researcher found that it was difficult for most of the students to put the determiner and modifier preceding the head of the noun phrase in their correct position. Based on the researcher calculation, there were more than 18 students of both classes made error in the part of words arrangement of the pretest or in percentage, there were more than 72% of the students who failed to rearrange the scrambled words test item into a correct order. For example, when the students tried to unscramble the words *dolls-some-of-cute-brown-her* most of their answers be like *some of dolls cute her brown* or *some cute of her brown dolls* in fact the correct construction should be *some of her cute brown dolls*. The same case happened to the following number of question. When they attempted to unscramble the words *Persian-both-of-fat-those-cats-grey-short*, their answers were mostly like *both of those fat grey cats short* or *both of those Persian grey cats fat short*. In fact the correct order of those words be like *both of those short grey Persian cats*. Derived from this analysis, the researcher assumed that it was quite difficult for most of the students to differentiate which one is the

head or the topic of the noun phrase and which one is the determiner or modifier which stick in the body of the noun phrase. As a result, the students' answers particularly in the part of words arrangement were mostly incorrect.

The mathematical and grammatical data analysis above proved that most of the students from both classes still had some difficulties regarding to the construction of noun phrase mainly the ones which consist of more than one premodifier that precede the head noun. Both analysis above reflected the same phenomena that the researcher found as well as when he did the preliminary observation before conducting the research. Moreover, from the pretest data analysis, the researcher also found that the students in both classes were still confused about the function of noun phrase in the sentence particularly on object and complement.

The next phase of this research that the researcher did was utilizing the treatment. This treatment was started on January 10<sup>th</sup> 2017 and ended up on January 31<sup>st</sup> 2017. The treatment was done twice a week, Tuesday and Sunday, during the school time. All the treatments spent 2X45 minutes in each meeting. The total meeting of this research treatment was 7 meetings. While conducting the treatment, the researcher applied scrambled words technique in each of its meeting. In the first treatment, the researcher found that many students still got confused to distinguish between phrase and sentence. Since the main objective of the first treatment was to build the students understanding about what phrase is and what noun phrase is, hence the researcher at the first time explained deeply the definition of phrase and its kind. Having elaborated about phrase, the researcher then provided the students the example of phrase and sentence. These examples are meant to make the students could distinguish between sentence and phrase

particularly noun phrase. The second up to the seventh treatment, the researcher focused on teaching the students about the application of determiner and premodifier using scrambled words technique.

Each time the researcher conducted the treatment to his experimental class using scrambled words technique, the students kept showing a significant progress in understanding the material given particularly about the implication of determiner (*article, demonstrative, possessive, quantifier*) and modifier preceding the head of the noun phrase. This assumption comes from the analysis that the researcher did to the answer of the tasks and self evaluations given to the students during the treatments. From those tasks and evaluations, the researcher found that most of the students could obtain a high score gradually in each meeting of the treatment. By this, it reflected that there was an improvement to the students' ability in constructing English noun phrases correctly.

The last phase of this research was distributing the posttest to experimental and control class. This instrument has two purposes. The first purpose is to measure the improvement of the students in experimental class in constructing English noun phrases after getting several treatments using scrambled words technique. The second, it is used to compare the achievement between the experimental class which was taught by the researcher using scrambled words technique and the control class which was taught by their teacher of English using the conventional technique.

This posttest was conducted on February 5<sup>th</sup> 2017 to both experimental and control classes. Both classes spent 2X45 minutes to get the test done. The number of students who participated to answer the questions were 50 students, 25 in experimental and 25 in control class. Furthermore, the kinds and the numbers of

question in the posttest that the researcher gave to both classes were the same as the kinds and the number of test that the researcher distributed when conducting the pretest. The only thing that makes these two tests different were the form of the questions themselves. From the data analysis of this posttest, the researcher found that the mean score of posttest from the experimental class is 82,99 while the mean score of posttest in control class is 79,36. This reflects that there is a significant difference from the mean score of posttest from both classes.

Regarding to the data analysis of pretest and posttest from the experimental and control class, the researcher then calculated the t-counted value of the test in order to prove the first hypothesis. From the calculation, it was found that the t-counted value was 3.25 with the level of significance (2-tailed) = 0.002 and with the degree of freedom (df) =  $n - 2 = 48$  which was adapted to the table = 2.012 using the level of significance (0.05). Based on This analysis, it was found that t-counted value is greater (3.25) than t-table value (2.012). This calculation automatically proves that using scrambled words technique in teaching determiner and modifier can develop mastery of the tenth graders at Madrasah Aliyah Al-Istiqomah Ngatabaru in constructing English noun phrases. In other words, the alternative hypothesis ( $H_a$ ) of this research is accepted and null hypothesis ( $H_0$ ) is rejected. Moreover, the finding of this research stated that the scrambled words technique can develop mastery of the students in constructing English noun phrase is also supporting the finding from the researcher conducted by Gafar (2002). In her finding, Gafar (2002) stated that the use of scrambled word technique is effective in teaching noun phrase to the eighth grade students of SMP Negeri 9 Palu.

## **Motivation**

The following discussion is based on the finding of the second research question aiming at exploring the implementation of scrambled word technique in teaching English determiner and modifier can activate and motivate the students in constructing English noun phrases correctly. Based on the calculation of the score of questionnaire given to the experimental and control class in pretest and posttest, the researcher found that the t-counted value (6.79) is greater than the t-table value (2.064) with level of significance 0,05 and the degree of freedom (df)  $n_1 + n_2 - 2 = 48$ . This computation indicates that using scrambled words technique in teaching English determiner and modifier can activate and motivate the students in constructing English noun phrase correctly.

The reason why the application of this technique can activate and motivate the students during the treatment is because this technique provides a challenge for the students to rearrange the jumbled words given and directly applies the material that they have learnt and understood to get the tasks done. Moreover, when doing the tasks given during the treatments, the researcher found that all students in experimental class tried to put themselves in the first place to unscrambled the tasks given.

The findings of these two research hypothesis are correlated with the result of the previous research conducted Xenia (2012). in her study, Xenia also mentions that the use of scrambled words technique helped the students to improve the quality of their writing product because the application of this technique is easy to absorb by the students and can make the students feel fun to do the task given. To sum up all the data analysis and discussion, the researcher comes to a conclusion that the application of scrambled words technique in teaching English determiner

and modifier can develop mastery of the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases. Moreover, it can also activate and motivate the students in constructing English noun phrases correctly.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The data analysis from the previous chapter reveals two things. First, the application of scrambled words technique in teaching English determiner and modifier can develop mastery of the tenth graders of Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases. It is proven by seeing the result of  $t_{\text{counted}}$  value (3.25) is greater than  $t_{\text{table}}$  (2.012). Moreover, the students' mean score in experimental class is improved from 57.27 turning into 82.99. This improvement is affected by the treatments that the researcher did to this class. Second, using scrambled words technique in teaching English determiner and modifier can significantly activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly. This statement is supported by the result of data analysis which shows that the mean score of pretest questionnaire in experimental class was 34.28 while the mean score of posttest questionnaire was 40.24. This indicates that the students' motivation in experimental class in constructing English noun phrases correctly is improved after getting the treatments by the researcher.

### Suggestions

In relation to the findings obtained during conducting this research, the researcher would like to put three suggestions as follows: For teachers of English, they can improve the application of scrambled words technique in teaching

and learning process. It means that they may implement the scrambled words technique in teaching the students on how to construct a simple, compound and complex sentence correctly or even teaching the students on how to construct a good paragraph. For students, they can enhance their ability in constructing English noun phrases correctly by using scrambled words technique as the tasks using this technique can be found in text book or internet easily. For other researchers who want to conduct a research using scrambled words technique as one of their variable of research, it is better for them to apply this technique by giving the students some tips on how to unscrambled the words given at the first place and introducing the students from simple scrambled words to the complex one gradually.

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