

# The Ability in Rearranging Indonesian Jumbled Words into Complete Sentences among Third Grade Students of SDN 3 Sabang

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**Abstract.** *This research aimed at finding out the ability to rearrange jumbled words to be complete sentences among those students. The research design manifested in this study was a descriptive quantitative design. Based on the research result, the mean score was 73.10 and categorized as “sufficient”. Therefore, the hypothesis was not accepted, which means that the ability of SDN 3’s students in rearranging jumbled words into complete sentences was poor.*

**Keywords:** *Rearranging Ability, Jumbled Words, Complete Sentence.*

## 1. Introduction

Rearranging jumbled words is a kind of teaching method that is broadly used by Bahasa Indonesian teachers in teaching how to compile sentences (language structure). Within this method, students are assigned to rearrange some jumbled words into complete sentences that have clear meaning (Utami, 2014). It means that those random words must be rearranged into complete sentences that bring good and clear meaning.

Underpinning the importance of teaching jumbled words among elementary school students as their basic skill in comprehending language structure, the researcher intended to find out the ability of third-grade students of SDN 3 Sabang in rearranging Indonesian jumbled words into complete sentences. In addition, the hypothesis offered for this study was that the ability to rearrange jumbled Indonesian words into complete sentences among third-grade students of SDN 3 Sabang was poor.

In accordance with the background of the study as previously mentioned above, the research question proposed was to what extent were the third-grade students of SDN 3 Sabang able to rearrange Indonesian jumbled words into complete sentences? Moreover, the objective of this study was to find out the extent to which the third-grade students of SDN 3 Sabang were able to rearrange Indonesian jumbled words into complete sentences.

## Literature Review

### Jumbled Words

A random or jumbled word is a type of technique used in teaching compiling or forming sentences. Utami (2014) stated that students are asked to rearrange several words that have been randomized into complete and meaningful sentences.

### Strategies Used in Teaching Jumbled Words

There are some strategies that can be magnified to teach complete sentences from jumbled words. They are:

#### a. Preparation

1. The teacher determines the topic for the teaching and learning process

2. The teacher makes some cards which will have some jumbled words on them
3. The cards are saved on the students' group table that have distance between the table and the students
4. The teacher writes down some complete sentences used in the game

**b. How to Play**

1. Students are allowed to read and memorize all of the complete sentences that have been written on the board in a certain time.
2. Students are divided into several groups, which consist of five students in each group
3. The teacher asks the students in groups to rearrange jumbled words into complete sentences
4. Students in each group begin to give responses toward the teacher's question
5. The teacher gives a limited time to carry out the game
6. The teacher clarifies each response given by each group and gives additional explanation based on the topic in the game

**c. Evaluation**

After the end of the teaching and learning process, the teacher gives an evaluation in the form of a written test as an attempt to measure the students' performance. Surely, each test assigned is lined up to the topic in the game, which has been elaborated (rearranging jumbled words into complete sentences). During the game, students are not allowed to consult dictionaries, reference books, or notebooks. Finally, the teacher gives scores for the students' performances.

**Indonesian Sentences**

A sentence is the smallest unit of a language; it could be oral and written, and it expresses a complete idea. A sentence can be recognized from two aspects—i.e., form and meaning. The form aspect means that sentences should follow the strict rules of a language (Bukhari, 2008), while the meaning aspect constitutes sentences as the smallest unit of a language that unveils a complete thought. In oral language, a sentence is begun and ended with silence, whereas in written language, a sentence is begun with a capital letter and ended with a punctuation mark such as a dot (.), comma (,), or question mark (?).

Sentences are arranged by some important substances such as words, phrases, and clauses. Still, all of those substances or elements definitely have their certain function and definition that belong to part of the sentence. Accordingly, a complete sentence is defined as a sentence that at least has a subject and a verb (Finoza 2010).

**2. Method**

The research design manifested in this study was a descriptive quantitative design in which the researcher was in charge of describing the present phenomenon in detail, and it was focused much on finding out the real fact that was now happening in the field (Nawawi, 2010).

**Technique of Data Collection**

The test was employed in this study as the technique of data collection. The test was carried out at the end of the teaching and learning process (post-test) by assigning

the students to rearrange a few jumbled words into complete sentences. There were 10 questions altogether, and each was scored 10 (100 as the maximum score).

### Technique of Analyzing Data

After collecting the data, the researcher analyzed all of the gains and then defined them based on the logical analysis in order to draw a good conclusion. To analyze the data, the percentage formula proposed by Sudijono (2011) was utilized in this study, as shown below:

$$P = \frac{f}{n} \times 100\%$$

Where :  $P$  = percentage  
 $f$  = frequency of the answer  
 $n$  = the number of students  
100% = the constant value

To measure the aspect of students' ability in rearranging jumbled words, the researcher leaned on the clarification score published by the Department Pendidikan Nasional Indonesia (2007), as follows:

**Table 1.** Clarification score by the Department of National Education (2007).

| No. | Score  | Category   |
|-----|--------|------------|
| 1.  | 96-100 | Excellent  |
| 2.  | 86-95  | Very Good  |
| 3.  | 76-85  | Good       |
| 4.  | 66-75  | Sufficient |
| 5.  | 56-65  | Fair       |
| 6.  | 0-55   | Poor       |

### Data Analysis of Students' Ability in Rearranging Jumbled Words

There were some aspects measured in the test of this study, which could be shown in the following table:

**Table 2.** Aspects Measured in This Study and The Scores.

| No.          | Measured Aspects                                                   | Scorss |
|--------------|--------------------------------------------------------------------|--------|
| 1.           | Accuracy in rearranging jumbled words preceded by subject          | 30     |
| 2.           | Accuracy in meaning                                                | 25     |
| 3.           | Accuracy in forming complete sentence (subject-verb-object-adverb) | 25     |
| 4.           | Handwriting                                                        | 20     |
| <b>Total</b> |                                                                    | 100    |

## 3. Results and Discussions

### The Result of Students' Learning

According to the result of the test, the highest score obtained was 85, while the lowest score was 70, and the mean score was 73.10, or it was categorized as "sufficient". In other words, the ability to rearrange jumbled Indonesian words into complete sentences among thir-grade students of SDN 3 Sabang was sufficient (73).

### **The Accuracy in Rearranging Jumbled Words Preceded by Subject**

The highest score gained from the accuracy in rearranging jumbled words was 25 and it was reached by two students (6.9%), whereas the score of 15 was gotten by 14 students (48.2%), and the lowest score (10) was gotten by 13 students (44.9%). The mean score for this aspect was 72.

Based on the statements mentioned by the Department of National Education, the mean score of 72 was grouped into the “sufficient” category of accuracy in rearranging jumbled words. That means most students did not find a severe difficulty in rearranging jumbled words preceded by subjects.

### **The accuracy in Meaning**

The mean score for this aspect made by students was 72, and it was also categorized as “sufficient”. It means that the third-grade students of SDN 3 Sabang had sufficient ability in finding the accuracy in meaning.

### **The Accuracy in Forming Complete Sentences (S-V-O-A)**

The students’ ability to rearrange jumbled Indonesian words into complete sentences, especially in the aspect of accuracy in forming complete sentences, revealed the highest score after all. In this aspect, moreover, its highest score was 25, which was reached by 2 students (6.9%), whereas the score 20 belonged to 27 students (93.1%). There were no students at all who got the lowest score (10).

Based on the clarification of the Department of National Education, the mean score of 70 was grouped into the sufficient category. This means that the students’ accuracy in forming complete sentences (S-V-O-A) was sufficient.

### **The Aspect of Hand Writing**

In the aspect of handwriting, the students got the highest score as well, namely, there were 6 students who got the highest score (20), or 20.7%; 23 students got a score of 15, or 79.3%; and there were no students at all who got the lowest score (10). Indeed, the mean score of the aspect of handwriting was 80, and it was clarified as good based on the clarification of the Department of National Education.

### **Discussion**

The findings of research have unveiled that the students’ ability to rearrange jumbled Indonesian words into complete sentences among the third-grade students of SDN 3 Sabang was in the sufficient category. It could be proven by the mean score obtained (66-75) from the result of data analysis, and also it could be shown by there being no students who reached the category of excellent and very good. On the other hand, in the category of “good” there were 4 students (13.79%) who could reach it; 25 students (86.21%) were in the category of “sufficient”; and no students were in the categories of “fair” and “poor”.

Regarding the score clarification published by the Department of National Education, the mean score of 73.10 was clarified as the sufficient category. In conclusion, all of the aspects measured (the accuracy in rearranging jumbled words preceded by the subject, the accuracy in meaning, the accuracy in forming complete sentences, and the aspect of handwriting) were in the category of sufficient.

#### 4. Conclusion

The students' ability to rearrange jumbled Indonesian words into good sentences among the third-grade students of SDN 3 Sabang was sufficient, with the mean score of 73.10. Hence, the hypothesis proposed was rejected (the ability to rearrange jumbled Indonesian words into complete sentences among the third-grade students of SDN 3 Sabang was poor). In other words, the students' ability in the field was sufficient.

This section contains an objective description of the research results, including analysis and interpretation. The study results are presented in the form of graphs, tables, or descriptive text. The title of the table should be placed at the top of the table. For a figure, the title should be placed at the bottom of the figure. The number of tables starts with Table 1 and Figure 1. The table and figure are displayed in the following example.

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