

## The Students' Ability in Arranging Jumbled Words into Sentences at State Vocational High School

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### ABSTRACT

*This research comprises one variable, how is students' ability in arranging jumbled words into simple present sentences at State Vocational High School 1 Pendalian IV Koto. The research aimed to knowing the students' ability in arranging jumbled words into simple present sentences especially tenth grade of State Vocational High School 1 Pendalian IV Koto. The design of this research is descriptive quantitative. The research used quantitative data, where the students were assessed by their score. The total population is 90 students consist of 4 classes that are TKJ 1: 21 students, TKJ 2: 21 students, AKT 1: 23 students, and AKT 2: 25 students. This research used cluster sampling and get of class AKT 1: 23 students. The instrument of the research was test (arranging jumbled words) consist 20 questions. In collecting the data of the research, the researcher used written test by duration 45 minutes. Based on the result of the research, there were 1 student on Very Good category (4.34%), 3 students on Good category (13.04%), 7 students on Enough category (30.43%), and 12 students on Less category (52.17%). Based on the average value, the students' ability in arranging jumbled words into simple present sentences in the tenth grade of Vocational High School 1 Pendalian IV Koto is included in the less category.*

**KEYWORDS:** ability, arranging word, simple present

### 1 INTRODUCTION

English is a language used to communicate both in oral form (listening and speaking) and written form (reading and writing). According to Haviz (2016), learning English, there are four English skills - listening, speaking, reading, and writing. They are called language skills. Beside the language skills, English has some aspects which can be taught to the students. Those aspects are vocabulary, pronunciation, and grammar.

Brown (2001) argues that grammar competence as a major component of communication has an important position and tenses. In tenses, the language learners or the writers have to combine and relate some parts of grammar, like subject, adverbs, articles, auxiliary verbs, objects, adjectives, verbs, conjunction and so forth. Grammar becomes one of part that is important when we study English. Grammar is a part that cannot be separated from English itself.

By mastering grammar, students can build up sentences, can express their ideas for communication and can help students to comprehend what other people say or write. According to Muhsin (2016), grammar is a very useful and important part of any language. There are many rules in grammar, including articles, parts of speech, sentence pattern, tense, etc. While Uibu (2015) said that grammar is a set of rules that explores the forms and structures of sentences that can be used in a language. Burton and Robert (2004) says, that sequences of words that can function as constituents in the structure of sentences. Its means that one way to understand English sentences knows the sequences of words in sentences.

Jumble words is words in disorder. It was derived form a word 'jumble' that means confused mixture. It's had put in correct order become a meaningful sentence. Jumble words also mean a string of characters is given the task is to find all the meaningful sentences that can be created by rearrange its words. According to Amilia (2018), jumble word is an activity of arrange the words into a correct sentences.

A tense is change of the verb that suitable to the using time. In English grammar there means are sixteen kinds of tenses. Each of these has a present, past, future, and past future. It means that English grammar has sixteen kinds of tenses, but this research focused on simple present tense. Simple present tense is a simple tense that shows the daily activities, habit, or a fact. Rahmawati (2012) argues that the simple present tense is used both expresses habitual actions and general truths or fact.

According to Azar (1989), simple present tense is used to express daily habits or usual activities. It means that if students will express situations that exist, always, usually, habitually they should use the simple present tense. Pereira (2017), said that simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future". Based on this definition, it indicates that simple present is very important to be mastered because simple present are used to express the activities often happens, habitually occurs in daily life.

State Vocational High School 1 Pandalian IV Koto is one of Vocational High School in Rokan Hulu Regency, this school also include learning English language in the school for the students that used curriculum (K-13). Based on curriculum (K-13) of PERMENDIKBUD (2016), in the standard competence and basic competence in school, the purpose of learning simple present is the student must be able to write or speak in good sentences by using simple present grammatically. Grammar is not an easy subject to understand and it has been comprehended by the students in all the education levels. They have also learned about simple present.

Based on the statements above, it is clear that the students should be able to master of simple present tense. It means that, if the students are not able to master the simple present tense as in the demand by the curriculum, the learning will not run effectively.

However, students State Vocational High School 1 Pandalian IV Koto should have the competence in English, especially in Grammar. The fact in the field said the different thing. Some of the students at State Vocational High School 1 Pandalian IV Koto had low ability to Grammar especially Simple Present. Their score were lower than passing grade. In fact, not all of students reach the best achievement in grammar because

of their different knowledge background. Nevertheless, based on the ideas above and based on researcher's preliminary observation to problems above, the researcher found that the students of State Vocational High School Pendalian IV Koto had problems in grammar, especially in composing sentences. It can be seen in the following phenomena:

- a. Some of students did not know the formulation of simple present;
- b. Some of students were not able to write sentence in simple present;
- c. Some of students did not know about adding s / es in simple present;
- d. Some of students were not able to identify to be in simple present.

## 2 METHODOLOGY

This research is a descriptive quantitative. The purpose of the research is to gain information about phenomena in order to describe exists condition in the field. According to Williams (2007), the descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis.

To collect the data, the researcher used a test. The test of arranging jumbled words was intended to find out the students' ability in arranging jumbled words into simple present sentences. In this case, the researcher gives such instruction for the students to arranging jumbled words into simple present sentences and the researcher give duration 45 minutes. There were 20 items about arranging jumbled words into simple present sentences from four indicators.

1. The students are able to use adding s / es in simple present tense.
2. The students are able to use verbal sentences in simple present tense.
3. The students are able to use nominal sentences in simple present tense.
4. The students are able to use adverb of time in simple present tense.

To know of percentage of students' ability in arranging jumbled words into simple present sentences, the researcher use Sudijono (2004) formulas as follow:

$$P = \frac{F}{N} \times 100\%$$

Note :

P : Percentage

F : Number of frequency

N : Number of student / sample

## 3 RESULT AND DISCUSSION

After collecting the data, the researcher analyzed 23 data from tenth grade students State Vocational High School 1 Pendalian IV Koto which contain ability in arranging jumbled words into simple present sentences. Based on the finding of this research, it could be concluded that the students ability in adding s / es, verbal, nominal and adverb of time. Based on the research, to find out how the students' ability in arranging jumbled words into simple present sentences at State Vocational High School 1 Pendalian IV Koto, the researcher used the classification of the students' score based on curriculum of tenth grade at Vocational High School 1 Pendalian IV Koto the four predicate: very good (89-100), good (79-89), enough

(70-79), and less (< 70). From the score of the students' knowledge of arranging jumbled words into simple present sentences, there were: very good (4.34%), good (13.04%), enough (30.43%), and 12 less (52.17%).

A student was at very good category and the percentage was 4.34%, 3 students were at good category and the percentage was 13.04%, 7 students were at enough category and percentage was 30.43%, and 12 students were at less category and percentage was 52.17%.

#### 4 CONCLUSION

In this chapter, the researcher would like to draw the conclusion from what have been in the preceding chapters and recommend some suggestions concerning with the students' ability in arranging jumbled words into simple present sentences at State Vocational High School 1 Pentalian IV Koto.

Based on what have been discussed as well as presented in the previous chapters, it can be drawn conclusion that students' ability in arranging jumbled words into simple present sentences is Less Category (52.17%). It obtained by the mean score of students' answer test was 67.39. In other words, the students' ability in arranging jumbled words into sentences still get low grade. It means most of students are still confused in arranging jumbled words into simple present sentences.

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