

Jumbled Sentences to Improve Students' Engagement in Learning English at SMA UII Yogyakarta

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ABSTRACT

The study seeks the effect of the jumbled sentence activity to improve students' engagement in the classroom. The subject of this research were 29 students from the 11th grade science class at SMA UII Yogyakarta. This study was engaged using the Classroom Action Research method and conducted using the collaboration between the researcher and the teacher. The data gathered by observing using the observation checklist and giving the treatment to the students. The result of this study showed that the students' engagement inside the classroom were increased after the activity. The result of the research also showed that the students' responses (raising their hands, asking questions, answering questions, and initiating discussion) portray their improvement in their engagement after the treatment

INTRODUCTION

Background of the Problem

Learning the English language is very important for senior high school students. It is because the senior high school students need to prepare themselves before stepping into the higher-level education after they had passed their senior high school era (Estliden, 2017). In order to maximize the teaching and learning activity inside the classroom, the students' engagement should be taken as a point to be focused on delivering the target language.

Student's engagement refers to the activity of the students inside the classroom, this measures how they interact with the learning activity, how they are actively involved in the activity, and how they respond to the activity inside the classroom (Hiver; Al-Hoorie; Mercer, 2020). The student's engagement portrays the academic performance of the students (Shernoff, et al, 2016), both high and low engagement could differentiate the results of the teaching and learning activity. The student's engagement is really important to be improved inside the classroom to make sure that the learning materials are well delivered.

The researcher realized that the main problem inside the classroom was the low student engagement throughout the classroom activity. The student's engagement inside the class was portrayed by the number of students who responded to the teacher's questions, the number of students who collaborated with their friends in doing the tasks, and the number of students who paid attention to their teacher's explanation in front of the classroom. During the observation, the researcher found that the students were passive inside the classroom. Less than five students were responding to the teacher's question and most of the students were still using their gadgets when the teacher explained about the material. This condition shows the low engagement that happened inside the classroom.

In the research process, the researcher used the jumbled sentence learning method to let the students experience a new learning method. This action aimed to boost the students' engagement inside the classroom by introducing them to a unique learning method. The jumbled sentence consists of a group of sentences that are not arranged yet or mixed with the other sentences (Hafiziannor, 2020). These jumbled sentences have the objective to be arranged logically in order to raise the meaning implemented inside the sentences. The jumbled sentence implementation could involve the students being an initiator, developing their creativity, and making the students independent in learning the target language (Utami, Pabbajah, & Juhansar, 2018). Teachers could also be very assisted by this method, the teachers could act as the facilitator for the students by providing the media for learning and giving the students some opportunities to learn independently.

LITERATURE REVIEW

The Definition of Jumbled Sentences

Jumbled sentences refers to a learning activity which consist of varied words that arranged in a disorganized manner, this activity used by the teacher to teach, motivate, and vary the learning activity for the students (Marantika & Sakia, 2018). The jumbled sentence has lack of logical consistency, therefore, the students need to arrange the sentence into the proper order to make it more logical and learn the meaning inside the activity (Larsen - Freeman, 2000:13).

In this pedagogical method, the instructor furnishes the students with a collection of sentences, which the students are thereafter assigned to rearrange into a logical and comprehensible sequence. Consequently, a paragraph is formed using the sentences stated earlier. Deciphering scrambled phrases can be considered a highly efficient approach for gaining a more profound comprehension of grammatical concepts.

Unscrambling words aids the students in actively stimulating their minds to contemplate possible sentences and retrieve them based on their grammatical arrangement. Mardiana (2017) affirms the significance of practicing the Jumbled-sentences technique, as it aids pupils in generating ideas.

The Advantages and Disadvantages of Jumbled Sentences

Jumbled-sentences, often referred to as jumbled texts, involve arranging a series of disordered sentences in a collaborative manner. This process begins by quickly skimming the text to create a general meaning, followed by a more detailed scan to verify its accuracy (Wright et al., 2006, p. 87). The jumbled-sentences technique could aid students in utilizing creative and logical thinking to accurately identify the proper main sentence, supporting sentences, and conclusion sentence. The practice of the jumbled-sentences technique is crucial as it aids students in generating ideas, enhancing vocabulary, and emphasizing their writing abilities (Mardiana, 2017).

Procedures of Jumbled Sentences Activity

Wright (2006:87) provides a clear process for effectively integrating the jumbled sentences technique into writing instruction. The first step involves examining the disordered sentence to understand its structure. This is a crucial step in the jumbled sentences technique because it allows the instructor and the student to assess the sentence's structure and components before attempting to reorder it. By examining it closely, one can identify the different parts of speech, their relationships, and the overall meaning that the sentence is trying to convey. This step is essential for understanding how the sentence should be rearranged to form a coherent and logically structured statement.

Next, the focus is on identifying the primary sentence, which serves as the introductory or topic sentence of the paragraph. This step is important because the topic sentence sets the stage for the entire paragraph, providing the reader with a clear idea of the main idea or focus of the upcoming discussion. In the context of jumbled sentences, identifying the topic sentence helps the teacher and the students to establish the framework for the rest of the paragraph.

The third step is to find the second sentence that offers the reader a preview of the paragraph's content. This step requires students to recognize which sentence complements or expands upon the topic sentence. It's important for students to understand how the second sentence connects logically to the first. This step allows students to build a logical flow of information within the paragraph, which is critical for clarity and coherence.

Finally, the process requires recognizing connectors that help locate the middle supporting sentences within the body of the paragraph. These connectors, such as transition words or phrases (e.g., "for example," "in addition," "however"), serve to establish relationships between ideas and guide the reader through the flow of the paragraph. In the context of the jumbled sentences technique, recognizing these connectors is essential for understanding how the middle sentences function to support or elaborate on the topic introduced in the first two sentences. Therefore, the students can arrange the jumbled sentences into the proper order and solve the meaning in the content provided by the teacher.

METHODOLOGY

This research was conducted using the classroom action research (CAR) method. The classroom action research was used by the researcher in order to find the best method that could work inside the classroom (Metteal, 2001), this is important to let the researcher know the proper steps to be discussed with the teacher inside the classroom. The research was conducted using qualitative and quantitative. The qualitative analysis was used to analyze the quantitative data where the data is the numbers of the students' engagement before and after the treatment.

This classroom action research was conducted by collaborating with the teacher during the regular class hour. There are 2 cycles conducted by the researcher in doing the classroom action research. The first cycle was on the 2nd of October 2023 and the second cycle was on the 23rd of October 2023. The research was held at SMA UII Yogyakarta after the mid-term test. The researcher selected the 11th grade science program class to specify the research. There were 29 students observed and treated by the researcher.

The researcher collected the data by taking notes using the observation checklist. The observation used by the researcher was the non-participant observation. Non-participant observation is defined as the observation process that does not involve the researcher inside the research activity (Mills, Durepos, & Wiebe, 2010). By using the non-participant observation, the researcher could perform the treatment on the students and observe their responses to seek out the students' engagement. This research focused on three students' engagement, they were behavioral, cognitive, and emotional engagement (Trowler, 2010, p.5). Those engagements focus on the student's interest in the learning, the student's involvement in the learning, and the student's feelings toward the learning.

The researcher observed the students by filling out the observation checklist in the first cycle of the classroom action research. The observation checklist measured the three students' engagement in learning English. At this point, the researcher didn't perform the jumbled sentence treatment on the students in order to seek out their responses without the treatment. The researcher performed the jumbled sentences treatment in the second cycle. This happened to let the researcher find the effect of the jumbled sentences activity throughout the students' learning inside the classroom. The researcher used the stage of teaching stated by Rusdi and Marlina (2018). Those stages were: (1) pre-teaching activity, (2) whilst-teaching activity, and (3) post-teaching activity. In those stages, the researcher asked the students to read some narrative text for the pre-teaching activity, asked the students to arrange the jumbled sentence to become a proper narrative text in the whilst-teaching activity, and for the post-teaching activity, the researcher asked the students to do a gallery walk and performed "asking and answer quiz" to test the students.

To measure the result of the research, the collected data was analyzed using the formula that provided by Purwanto (2006) about the measurement of learning evaluation. The formula for measuring the result of the research is stated as follows:

$$EP = IR / MPIR \times 100$$

Note:

EP = Expected Percentage

IR = Student's individual response

MPIR = Student's maximum possible individual response

The maximum possible response that could be observed was 120 responses from the 30 students, which means that 1 student could make 4 responses. These responses were calculated from the number of students who raised their hands, asked questions, answered the questions, and discussed with their friends. The student's individual engagement classifies into 4 categories, according to Parn (2006, p. 2&6) the students' individual engagement categories were "fully engaged", "fairly engaged", "slightly engaged", and "disengaged". The percentage of the categories are listed as follows:

1. Fully engaged category has a percentage of 80-100.
2. Fairly engaged category has a percentage of 50 - 79.
3. Slightly engaged category has a percentage of 24 - 49.
4. Disengaged category has a percentage of 0 - 24.

The categorization of the students was counted twice by the researcher to seek out the improvement of the student's engagement from the first cycle to the second cycle.

RESEARCH RESULT

In the result and discussion section, the researcher provides the result of the observation from cycle 1 and the result of the treatment from cycle 2. The researcher provides the result in a table with descriptive analysis to analyze the improvement of the student's engagement after the treatment.

1. Cycle 1

In the first cycle, the researcher observed the students inside the class while the learning material was taught by the teacher. The researcher counted the number of the students' responses inside the classroom. The results of the first meeting are listed in the figure below.

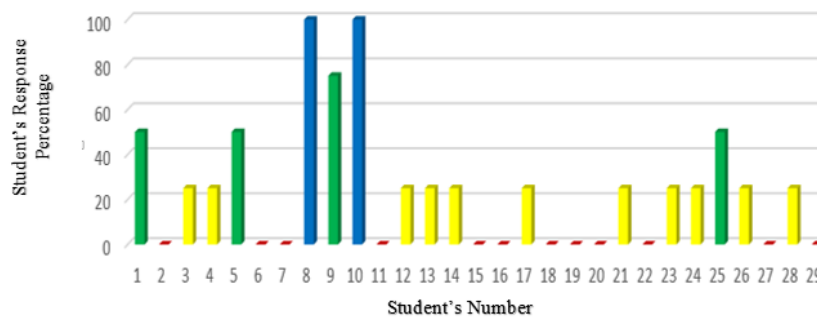


Figure 1. Student's Response from the First Cycle

From the figure presented above, it could be spotted that 2 students were categorized as "Fully engaged", 4 students were categorized as "Fairly engaged", 11 students were categorized as "Slightly engaged", and 12 students were categorized as "Disengaged".

Table 1. From the Figure Presented

Percentage	Category
80 - 100	Fully Engaged
50 - 79	Fairly Engaged
25 - 49	Slightly Engaged
0 - 24	Disengaged

From the first cycle, the researcher found out that the total response of the 29 students' were 28 responses. Therefore, the percentage of student's engagement in the first cycle was 23.3%. After the first cycle, the researcher decided to perform the jumbled sentences activity in the second cycle to seek out for the improvement of the students' engagement.

2. Cycle 2

In the second cycle, the researcher asked the students to review the materials of the narrative text and asked them to read some narrative text brought by the researcher to the class. The researcher then asked them to memorize the story that they had already read and let them arrange the jumbled sentence given by the researcher. In this session, the researcher found out that there were some improvements in the student's discussion. After the jumbled sentence arrangement activity, the students asked the researcher whether they could decorate their groups' works. At this point, the researcher also found out that there were also some improvements in their interest in learning. The

researcher also found some improvement in students' responses in asking and answering questions during the post-teaching activity. The second cycle improvement data that the researcher gathered can be seen below:

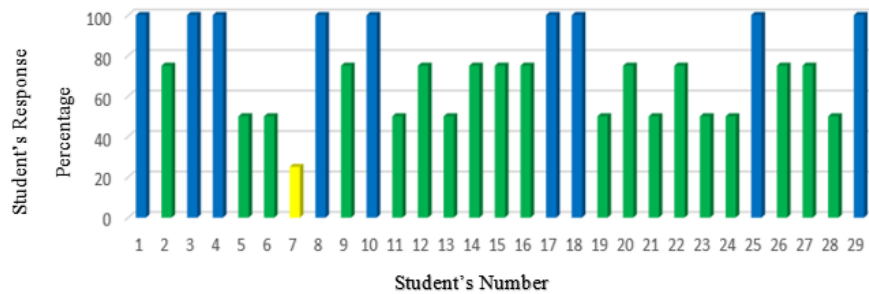


Figure 2. Student's Response from the Second Cycle

From the figure above could be inferred that 9 students were categorized as "Fully engaged", 19 students were categorized as "Fairly engaged", 1 student was categorized as "Slightly engaged", and there is no student categorized as "Disengaged".

Table 2. From the Figure 2 Presented

Percentage	Category
80 - 100	Fully Engaged
50 - 79	Fairly Engaged
25 - 49	Slightly Engaged
0 - 24	Disengaged

The researcher could infer that from the second cycle and the treatment, all of the responses of the students inside the classroom had been improved. The percentage of the students' responses from the first cycle was 23.3% and the percentage of the students' responses from the second cycle was 70.8%. There was 47.5% improvement in the students' response after the treatment. Therefore, the researcher could conclude that the students' engagement in learning English was improved based on their responses after the jumbled sentence activity was performed inside the classroom.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the result and discussion, the researcher had succeeded in proving the students' engagement improvement that occurred by using jumbled sentence activity in teaching English language to the 11th grade science students of SMA UII Yogyakarta. The response of the students portrayed their engagement inside the classroom before and after the treatment. The researcher could specify the improvement in the paragraphs below:

There were 11 students that could drastically improve their engagement after the treatment. These students were the 11 out of 12 students that had low engagement in the first cycle. Meanwhile, there was 1 student that could slightly improve the engagement after the treatment. Therefore, the researcher could keep concluding that the class' student's engagement was improved after the treatment

The student's engagement based on the number of students who raised hands during the learning activity had improved well. This was proven by the increased number of students who raised hands to ask and answer questions after the jumbled sentences treatment.

The student's engagement based on the number of students who ask questions and answer questions were also improved. Their action inside the classroom when the researcher threw some questions and asked them to do the activity stated the improvement of their engagement.

The students' interests in learning were also improved after the treatment. This was proven by their action after they had finished arranging the jumbled sentences. The students were interested in decorating their own group work and competing with their friends in answering the questions thrown by the researcher.

Recommendation

The implementation of jumbled sentences was anticipated to yield significant implications for the research members. Firstly, the use of this educational tool was expected to foster enjoyable and dynamic learning environments, where students could simultaneously engage in both learning and play. This was achieved through activities such as group discussions and competitions in arranging and sticking the correct sentences or paragraphs into the text. As a result of these activities, students experienced increased engagement in learning the subject, as they had the chance to practice teamwork and compete themselves in the classroom.

Consequently, it is recommended that English teachers explore additional physical activities and appealing educational media to enhance the vibrancy of English classes. The practice of providing feedback and expressing appreciation for students' performance emerged as a successful strategy in boosting their engagement. Students felt valued for their efforts, emphasizing the importance of feedback and appreciation in the learning process.

FURTHER STUDY

The findings of this study and the treatment that organized by the researcher can be used to develop some comprehensive guides or lesson plans that detail how to implement jumbled sentence activities effectively in various language learning contexts. These guides could include examples, variations, and adaptations for different proficiency levels.

The method can be used to create some tools or rubrics for assessing student engagement in the classroom, specifically tailored to measure responses during interactive activities like jumbled sentences. This could include checklists or observation forms for teachers to use during lessons. This research serve as

valuable resources for educators looking to enhance student engagement and improve language learning outcomes in their classrooms

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