ABSTRACT

THE USE OF JUMBLED LETTERS TECHNIQUE TO INCREASE THE FIRST YEAR STUDENTS’ VOCABULARY ACHIEVEMENT AT SMP N 1 KIBANG LAMPUNG TIMUR

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Vocabulary is a component of language containing information about the meaning and the using of words in language. This research was intended to find out whether there was any significant increase of the students’ vocabulary achievement related to content words at the first grade of SMP Negeri 1 Kibang Lampung Timur before and after being taught through jumbled letters technique and to find out whether there was any improvement of students’ activity through the implementation of jumbled letters technique.

The pretest and the posttest with one group pretest-posttest, pre-experimental design was applied. The population of the research was the grade VII students of SMP Negeri 1 Kibang Lampung Timur in the academic year 2011/2012. Vocabulary test in the form of multiple choices was used as the instrument of the research and repeated measures t-test was accomplished to analyze the data.

The result shows that the students’ mean score of the pretest was 51.75 while the mean score of the posttest was 71.00. The increase of the mean score was 19.250 after the treatments. After comparing the result of the pretest and the posttest score, it was found that there was significant increase of mean score of the students. Based on the data analysis at the significant level of 0.05, it was noted that p=0.000. It was proved that the students’ scores significantly increased (p: 0.05, p=0.000). The result showed that the students taught through jumbled letters technique seemed to be interested in learning vocabulary since the students could provide a good response during teaching learning process.

The hypothesis proposed in this research was accepted. It means that there was a significant increase of the students’ vocabulary achievement between pretest and posttest after being taught through jumbled letters technique. In other words, teaching vocabulary through jumbled letters technique is considered to be better in increasing the students’ vocabulary achievement and it can be used as reference to teach English vocabulary.