

การศึกษาเปรียบเทียบแบบทดสอบการเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยค
ของนักเรียนชั้นมัธยมศึกษาปีที่ 6 โรงเรียนปัญญาวรคุณ

A Comparative Study of Jumble Words Tests of Matthayomsuksa VI Students
at Panyaworakun School

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กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ โรงเรียนปัญญาวรคุณ สพม. 1

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บทคัดย่อ

การวิจัยแบบทดสอบการเรียงลำดับคำครั้งนี้มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบผลของคะแนนแบบทดสอบการเรียงลำดับคำของนักเรียนในแผนการเรียนสำหรับผู้มีความสามารถพิเศษและนักเรียนในห้องเรียนปกติ และ 2) เปรียบเทียบผลของคะแนนแบบทดสอบการเรียงลำดับคำของนักเรียนทั้งหมดระหว่าง แบบทดสอบก่อนเรียนโดยมีตัวอักษรพิมพ์ใหญ่และเครื่องหมายวรรคตอนมาในแบบทดสอบหลังเรียนโดยปราศจากเครื่องหมายวรรคตอนเพียงอย่างเดียว แบบทดสอบหลังเรียนโดยปราศจากตัวอักษรพิมพ์ใหญ่เพียงอย่างเดียว และแบบทดสอบหลังเรียนโดยปราศจากทั้งตัวอักษรพิมพ์ใหญ่และเครื่องหมายวรรคตอน กลุ่มตัวอย่างได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 6 ในแผนการเรียนสำหรับผู้มีความสามารถพิเศษ และนักเรียนชั้นมัธยมศึกษาปีที่ 6 ในห้องเรียนปกติ ที่ศึกษาในรายวิชา ภาษาอังกฤษอ่านเขียน 5 ที่โรงเรียนปัญญาวรคุณ ภาคเรียนที่ 1 ปีการศึกษา 2563 จำนวน 55 คน ซึ่งได้มาโดยวิธีการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการวิจัย คือ แบบทดสอบการเรียงลำดับคำโดยใช้วิธีการเขียน ที่แตกต่างกัน 4 รูปแบบที่ดัดแปลงมาจากคำถามประเมินนักเรียนในคู่มือครูของหนังสือเรียน *Weaving It Together 3* ประกอบด้วย แบบทดสอบก่อนเรียนโดยมีตัวอักษรพิมพ์ใหญ่และเครื่องหมายวรรคตอนมาในแบบทดสอบหลังเรียนโดยปราศจากเครื่องหมายวรรคตอนเพียงอย่างเดียว แบบทดสอบหลังเรียนโดยปราศจากตัวอักษรพิมพ์ใหญ่เพียงอย่างเดียว และแบบทดสอบหลังเรียนโดยปราศจากทั้งตัวอักษรพิมพ์ใหญ่

และเครื่องหมายวรรคตอน วิเคราะห์ข้อมูลโดยใช้การวิเคราะห์ การหาค่าเฉลี่ย และค่าส่วนเบี่ยงเบนมาตรฐาน ผลการศึกษาพบว่า

1. คะแนนแบบทดสอบการเรียงลำดับคำของนักเรียนในแผนการเรียนสำหรับผู้มีความสามารถพิเศษสูงกว่าคะแนนแบบทดสอบการเรียงลำดับคำของนักเรียนในห้องเรียนปกติ

2. คะแนนแบบทดสอบการเรียงลำดับคำในแบบทดสอบก่อนเรียนโดยมีตัวอักษรพิมพ์ใหญ่และเครื่องหมายวรรคตอนมาให้กับนักเรียนทั้งหมดต่ำกว่าคะแนนแบบทดสอบการเรียงลำดับคำในแบบทดสอบหลังเรียนของนักเรียนทั้งหมด ทั้ง 3 รูปแบบ

3. คะแนนแบบทดสอบการเรียงลำดับคำในแบบทดสอบหลังเรียนโดยปราศจากทั้งตัวอักษรพิมพ์ใหญ่และเครื่องหมายวรรคตอนของนักเรียนทั้งหมดสูงกว่าคะแนนแบบทดสอบการเรียงลำดับคำในแบบทดสอบหลังเรียนโดยปราศจากเครื่องหมายวรรคตอนเพียงอย่างเดียวของนักเรียนทั้งหมด และคะแนนแบบทดสอบการเรียงลำดับคำในแบบทดสอบหลังเรียนโดยปราศจากตัวอักษรพิมพ์ใหญ่เพียงอย่างเดียวของนักเรียนทั้งหมด ตามลำดับ

คำสำคัญ: แผนการเรียนสำหรับผู้มีความสามารถพิเศษ ห้องเรียนปกติ กลวิธีสอนการเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยค แบบทดสอบการเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยค

Abstract

The purpose of this research aimed to compare: 1) the result of the jumble words test scores of the students in the Gifted Program and the students in the regular classes, and 2) the result of the jumble words test scores of the total class among the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation. The sample was selected by purposive sampling. There were 55 high-school students of grade 12 in the Gifted Program and the regular classes who studied E33201 Reading and Writing English 5 Course in the first semester of the academic year 2020 at Panyaworakun School. The research instruments were written jumble words tests (4 types of the tests) adapted from Assessment Questions Weaving It Together 3. The data collection was the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation. The data were statistically analyzed for Mean (\bar{x}) and Standard Deviation (S.D.). The results revealed that

1. The jumble words test score of the students in the Gifted Program was above the jumble words test score of the students in the regular classes.

2. The jumble words test score of the pretest with capital letters and punctuation of the total class was below the jumble words test score of the 3 types of the posttests of the total class.

3. The jumble words test score of the posttest without capital letters and punctuation of the total class was above the jumble words test score of the posttest without punctuation of the total class, and the jumble words test score of the posttest without capital letters of the total class respectively.

Keywords: Gifted Program, Regular Classes, Jumble Words Technique, Jumble Words Tests

Background

Grammar is a vitally important part of language and after some words are united, they will become good and meaningful sentences. One of the problems for students in studying English is to understand grammar. For comprehending grammar, sentences consist of syntax and morphology and constructing sentences starts from sounds to morphemes, morphemes to words, words to sentences and sentences to paragraphs. As found by the study of Pangestu (2018) and Telaumbanua (2018), jumbled words arranged by the students could be analyzed and informed what kinds of grammatical errors they had. For this reason, with grammar, students can construct jumble words into correct sentences.

As for integrative grammar, Matthayomsuksa 6 students at Panyaworakun School study discrete grammar no more. They studied discrete grammar when they were Matthayomsuksa 1 -5 students in English Core Courses. Currently, they need to study error identification which is more integrative grammar than discrete grammar to prepare themselves for the English O-NET (Upper Secondary Level) Test. However, the students cannot do error identification due to its difficulty. In place of error identification, jumble words technique adapted from Assessment Questions Weaving It Together 3 is used since the students are studying *New Weaving It Together 3*. For another reason, Bungsudi and Faliyanti (2016) explained that “jumble words technique can motivate the students to master grammar because it is combined as a game” (Bungsudi and Faliyanti, 2016, p. 219). Particularly, jumble words technique can be designed for either discrete grammar or

integrative grammar. When compared to error identification which is integrative grammar found in the English O-NET (Upper Secondary Level) tests, jumble words technique is easier designed than error identification. To design, error identification needs grammar in depth, whereas jumble words technique doesn't. Before used, jumble words technique needs to be tested in this present study. Accordingly, a research entitled "A Comparative Study of Jumbled Words Tests of Matthayomsuksa VI Students at Panyaworakun School" is conducted.

Also, Hiranburana et al. (2001, pp. 18-24) found from the case studies of the children who are gifted in a language that David (5 years old), Cara (6 years old), and Rong (3-4 years old) could understand, read, and use the structures of complicated grammar when they were very young. As an assumption, the students in Gifted Classes are assumed to be very good at the language and grammar. For a variety of programs, Panyaworakun School offers a "Gifted Program" for Class 6/9. Therefore, in this study, jumble words tests will be employed to measure students' grammar mastery between the students in this Gifted Program and the students in regular classes and when the 3 classes of English-Japanese Program for Class 6/4, English-Math Program for Class 6/6, and the Gifted Program for Class 6/9 are combined together, the 4 types of jumble words tests in this research will be graded.

Objectives of the Study

This study was carried out with the following objectives:

1. to measure students' grammar mastery between the students in the Gifted Program and the students in the regular classes by using jumble words tests.

2. to grade the 4 types of jumble words tests containing the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation after the tests have been done by the 3 classes of 6/4, 6/6, and 6/9 (the Gifted Class) combined together.

Hypotheses

The formulated hypotheses were as follows:

1. after the jumble words tests have been done by the 3 classes of 6/4, 6/6, and 6/9 (the Gifted Class), the scores of the students in the Gifted Program are above the scores of the students in the regular classes.

2. after the jumble words tests have been done by the 3 classes of 6/4, 6/6, and 6/9 (the Gifted Class) combined together, the score of the pretest with capital letters and punctuation are below the scores of the 3 types of the posttests.

3. after the jumble words tests have been done by the 3 classes of 6/4, 6/6, and 6/9 (the Gifted Class) combined together, the scores of the posttest without capital letters and punctuation are below the scores of the posttest without punctuation, and the scores of the posttest without capital letters respectively.

Definition of Terms

1. Gifted Program Students: refers to 23 Matthayomsuksa 6/9 (Grade 12) students studying in Panyaworakun School's Gifted Program. The students were admitted to this program in Matthayomsuksa 1 (Grade 7) and they have been in the Gifted Program since Matthayomsuksa 1 (Grade 7). Their average grades of Prathomsuksa 4-6 (Grade 4-6) were above 3.00 to be admitted in this program.

2. Regular Class Students: refers to 12 Matthayomsuksa 6/4 (Grade 12) students studying in Panyaworakun School's English-Japanese Program and 20 Matthayomsuksa 6/6 (Grade 12) students studying in Panyaworakun School's Math-English Program. The students were admitted to these programs in Matthayomsuksa 4 (Grade 10). For the admission, the students who completed Matthayomsuksa 3 (Grade 9) at Panyaworakun School could be admitted without taking an admission examination and they could select the programs in an application form. However, the students who completed Matthayomsuksa 3 (Grade 9) from other schools and previous Panyaworakun School could be admitted with taking an admission examination. For the English-Japanese Program, the students took an examination of Thai, Social Studies, and English. For the Math-English Program, the students took an examination of Mathematics, Science, and English.

Literature Review

Jumble Words Technique

With reference to Bungsudi and Faliyanti (2016), jumble words technique is a word puzzle game method that a group of scrambled words is given to students unscrambling them to make a meaningful sentence which correlates to the text and to stimulate the students' interest of the text itself as well. The aim of jumble words technique indicated by Amilia (2018) is to have a good understanding of English grammar, the structure of sentences and paragraph because grammar problem occurred is error in arranging some words into a good and meaningful sentence. This technique enables the students to challenge themselves to make a sentence of words available and also train them to be active. The benefits of this technique are to measure whether students have grammar mastery or

not and to be able to divide jumble words technique into many types, exercises, and tests. In this research, jumble words technique is divided into 4 types of the tests, such as the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation.

Past Studies on the Use of Jumbled Words

These past studies on the use of jumbled words were to teach students writing skill and grammar mastery.

Fatmawati Setia Utami, Mustaqim Pabbajah, and Juhansar (2018) studied the implementation of jumbled-sentences toward students' skill in writing report text. The study found that the implementation of jumbled-sentences in the learning-teaching process can help students to develop their report text writing skill performance and jumble-sentences also can attract students' enthusiasm in learning-teaching report text.

Pradnyan Ibad (2018) studied using scramble 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. The study revealed that 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 and using scrambled words technique in teaching English determiner and modifier can also significantly activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly.

Bungsudi and Eva Faliyanti (2016) studied the comparison of using jumble words and word order techniques toward students' grammar

mastery. The study demonstrated that in terms of using jumble words, firstly, jumble words technique can motivate the students to master grammar because it is combined as a game, thereby the students are not bored to follow the learning process in the class. Secondly, the students always practice their understanding about grammar writtenly by arranging the jumbled words to become correct and appropriate sentences. Thirdly, the technique can enrich the students' grammar understanding in analyzing the structure of sentence and phrase deeply. Lastly, it can steer the students to be active students in learning grammar.

Regarding the past studies on the use of jumbled words, instead of teaching determiner, modifier, noun phrases, and writing report texts by means of jumbled words or sentences, this present study entitled "A Comparative Study of Jumbled Words Tests of Matthayomsuksa VI Students at Panyaworakun School" is intended to measure students' grammar mastery between the students in the Gifted Program and the students in the regular classes by using jumble words tests and to grade the 4 types of the jumble words tests to see what the result of the 4 types is.

Research Methodology

1. Subjects

The subjects of this study were 55 high-school students of the 3 classes which were purposively selected since this group of the students in the Gifted Program and the students in the regular classes studied E33201 Reading and Writing English 5 Course and the teacher-researcher taught these students of the 3 classes with *New Weaving It Together 3* and supplementary reading and writing materials at Panyaworakun School in the first semester of 2020 academic year.

The students were divided into three groups. The first group was 23 Matthayomsuksa 6/9 (Grade 12) students in the Gifted Program. The second group was 12 Matthayomsuksa 6/4 (Grade 12) students in the English-Japanese Program. The third group was 20 Matthayomsuksa 6/6 (Grade 12) students in the Math-English Program.

2. Materials

The instruments in this research were written tests (4 types of the tests) adapted from Assessment Questions Weaving It Together 3 in *Teacher's Book Weaving It Together 3* for the students, which were jumble words consisting of 20 items. In 20 items, there were 19 declarative sentences (statements) and 1 imperative sentence (command, request). To classify the 20 items, 14 items were simple sentences, while 6 items were complex sentences. To categorize the tenses of the 20 items, 12 items were made of present simple tense, using verb to be, modal verbs, and main verbs. 5 items were made of past simple tense, using verb to be and main verbs. 3 items were conditional sentences. In the 3 items, 2 items were conditionals type 0, but 1 item was conditional type 2 (unreal present).

3. Procedures

3.1 The students of the 3 classes were asked to do the tests of arranging jumbled words into the correct sentences. Doing each test takes 50 minutes for the students to finish the test.

3.2 For week one, the pretest with capital letters and punctuation was administered, distributed and collected by the teacher-researcher.

3.3 For week two, the posttest without punctuation was administered, distributed and collected by the teacher-researcher.

3.4 For week three, the posttest without capital letters was administered, distributed and collected by the teacher-researcher.

3.5 For week four, the posttest without capital letters and punctuation was administered, distributed and collected by the teacher-researcher.

3.6 After that, the data of the 4 types of the tests from the students of the 3 classes were statistically analyzed for Mean (\bar{X}) and Standard Deviation (S.D.) to test the 3 hypotheses.

4. Data Analysis

The analysis of data is as follows:

4.1 The result of the jumble words test scores of the students in the Gifted Program and the students in the regular classes was shown in the form of Table 1 and prose.

4.2 The result of the jumble words test scores of the total class between the pretest with capital letters and punctuation and the 3 types of the posttests was demonstrated in the form of Table 2 and prose.

4.3 The result of the jumble words test scores of the total class among the posttest without capital letters and punctuation, the posttest without punctuation, and the posttest without capital letters was disclosed in the form of Table 2 and prose.

Results

To find the result of the jumble words test scores of the students in the Gifted Program and the students in the regular classes, the data were shown in Table 1.

Table 1 the Result of the Jumble Words Test Scores of the Students in the Gifted Program and the Students in the Regular Classes

Types	Gifted Class		Regular Classes			
			English-Japanese Program		Math-English Program	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. The pretest with capital letters and punctuation	7.70	2.60	3.75	1.71	3.45	2.93
2. The posttest without punctuation	9.09	2.17	3.58	1.93	4.50	1.73
3. The posttest without capital letters	10.26	1.84	5.58	2.19	5.35	2.25
4. The posttest without capital letters and punctuation	11.09	1.41	5.50	1.98	5.40	2.50
Total	9.53	1.08	4.60	1.60	4.68	1.45

With regard to Table 1, the jumble words test score of the students in the Gifted Program had the total mean score (M) of the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation

at 9.53 (S.D. = 1.08). The jumble words test score of the students in the English-Japanese Program had the total mean score (M) of the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation

at 4.60 (S.D. = 1.60) and the jumble words test score of the students in the Math-English Program had the total mean score (M) of the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation at 4.68 (S.D. = 1.45).

To test the first hypothesis, Table 1 demonstrated that the jumble words test score of the students in the Gifted Program was above the

jumble words test score of the students in the regular classes (the English-Japanese Program or the Math-English Program). This result agreed with the first hypothesis.

To find the result of the jumble words test scores of the total class among the pretest with capital letters and punctuation, the posttest without punctuation, the posttest without capital letters, and the posttest without capital letters and punctuation, the data were demonstrated in Table 2.

Table 2 The Result of the Jumble Words Test Scores of the Total Class among the Pretest with Capital Letters and Punctuation, the Posttest without Punctuation, the Posttest without Capital Letters, and the Posttest without Capital Letters and Punctuation

Class	The pretest with capital letters and punctuation		The posttest without punctuation		The posttest without capital letters		The posttest without capital letters and punctuation		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
3 Classes	5.29	3.26	6.22	3.14	7.45	3.15	7.80	3.42	6.69	2.77

Regarding Table 2, the jumble words test score of the pretest with capital letters and punctuation of the total class had mean score (M) at 5.29 (S.D. = 3.26). The jumble words test score of the posttest without punctuation of the total class had mean score (M) at 6.22 (S.D. = 3.14). The jumble words test score of the posttest without capital letters of the total class had mean score (M) at 7.45 (S.D. = 3.15). The jumble words test score of the posttest without capital letters and punctuation of the total class had mean score (M) at 7.80 (S.D. = 3.42).

To test the second hypothesis, table 2 showed that the jumble words test score of the pretest with capital letters and punctuation of the total class was below the jumble words test score of the posttest without punctuation of the total class, the jumble words test score of the posttest without

capital letters of the total class, or the jumble words test score of the posttest without capital letters and punctuation of the total class. This result concurred with the second hypothesis.

To test the third hypothesis, table 2 disclosed that the jumble words test score of the posttest without capital letters and punctuation of the total class was above the jumble words test score of the posttest without punctuation of the total class, and the jumble words test score of the posttest without capital letters of the total class respectively. This result did not accord with the third hypothesis.

From Table 2, taking the jumble words tests many times slightly improved the students' scores in total from the pretest with capital letters and punctuation to the posttest without capital letters and punctuation. For this reason, a lot of jumbled

words tests could help the total student understand constructing sentences a little bit although taking the jumble words tests many times insubstantially worked. However, the students were bored with taking the jumble words tests four times repeatedly.

This result differed from the past studies on the use of jumbled words indicated in Literature Review. The study of Fatmawati Setia Utami, Mustaqim Pabbajah, and Juhansar (2018) could help students to develop their report text writing skill performance and jumble-sentences also could attract students' enthusiasm in learning-teaching report text. The study of Pradnyan Ibad (2018) could develop mastery of the tenth graders of Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases and using scrambled words technique in teaching English determiner and modifier could also significantly activate and motivate the tenth graders at Madrasah Aliyah Al-Istiqomah Ngata Baru in constructing English noun phrases correctly. The study of Bungсуди and Eva Faliyanti (2016) could motivate the students to master grammar because it was combined as a game, thereby the students were not bored to follow the learning process in the class.

Discussions

1. From the analysis in detail, the students in the Gifted Program and the students in the Math-English Program had the mean scores (M) in this same order, the posttest without capital letters and punctuation, the posttest without capital letters, the posttest without punctuation, and the pretest with capital letters and punctuation respectively. Differing from the students in the Gifted Program and the students in the Math-English Program, the students in the English-Japanese Program had the mean scores (M) in the different order, the posttest without capital letters, the posttest without capital letters

and punctuation, the pretest with capital letters and punctuation, and the posttest without punctuation respectively. This is because according to Chomsky (1983), Japanese is a head-final language, while English is a head-initial language. Another thing is that unlike English and Japanese, the students in the English-Japanese Program arranged the jumbled words with regard to Thai translation which adjectives come after nouns from the rule of Thai structure. For this reason, learners who are not familiar with writing English might easily use capitalization incorrectly especially for a limited time. The interference of Thai and Japanese and the incorrect use of grammar are the main causes of the different order from the students in the Gifted Program and the students in the Math-English Program.

2. From an overview, the jumbled words test score of the posttest without capital letters and punctuation of the total class was above the jumble words test score of the posttest without either capital letters or punctuation of the total class as punctuation and capitalization should be tested together. The students will naturally focus more on integrated punctuation and capitalization as editors so that reading and writing will complement each other. As for Grammar Bank retrieved from <https://www.grammarbank.com> > punctuation-and-capitalization.html, it is indicated that "Marks of punctuation and capitalization help readers understand and interpret sentences better. Some marks are required to prevent misreading and some are optional and depend on what the writer wishes to achieve." However, a Test-Retest Method should be done to confirm the results of this present study again.

3. The jumble words test score of the students in the Gifted Program was above the jumble words test score of the students in the regular classes. Therefore, the students in the Gifted Program can study grammar at a more advanced level. Hiranburana et al.

(2001, p. 83) suggested that the students in Gifted Programs study at least 1 year above their present class level.

4. The students in the Gifted Program have a good grounding in grammar when compared to the students in the regular classes. The students in the Gifted Program need not to study discrete grammar. They are ready for studying error identification found in the English O-NET (upper secondary level) tests.

5. Jumble words technique can be designed in a variety of types, exercises, or tests. One example is that students have four minutes to write the sentences in “The Word Order Game 1” found in *Play Games with English Book 2*. Another example is that students make six sentences using a word from each box in “Unit 7 Self-Access” discovered in *Teacher’s Book Different 1*. For indirect testing of writing ability, the objective is to write with correct punctuation and structures. To test this objective, students might choose the best answer that best suits a sentence for each group of words. To conclude, jumble words technique can be divided into many types, exercises, or tests.

6. Instead of jumbled words exercises, big word cards sticking on a whiteboard in front of the classroom or small word cards on students’ desks can be designed for class participation, group work activity, pair work activity or individual work activity so that there will be a variety of jumble words activities in the classrooms.

7. Besides measuring students’ grammar mastery, jumble words technique can be employed for an analysis of students’ grammatical errors to find out what kinds of grammatical errors the students have in arranging jumbled words into correct sentences.

8. For the students in the regular classes, jumble words technique can be used as discrete items to solve their problem on discrete grammar.

Conclusions

Overall, to find out that the students in the Gifted Program had higher grammar mastery than the students in the regular classes. The jumble words tests; therefore, were designed. Besides, to grade the 4 types of jumble words tests, each week the students in the Gifted Program and the students in the regular classes comprising the English-Japanese Program and the Math-English Program did each type of the jumble words tests. The data of all the tests were analyzed by Mean (\bar{x}) and Standard Deviation (S.D.) to test the 3 formulated hypotheses. The first hypothesis was accepted. The scores of the students in the Gifted Program are above the scores of the students in the regular classes. Also, the second hypothesis was accepted. The scores of the pretest with capital letters and punctuation are below the scores of the 3 types of the posttests. However, the third hypothesis was rejected. In the other way round, the scores of the posttest without capital letters and punctuation are above the scores of the posttest without punctuation, and the scores of the posttest without capital letters respectively.

Recommendations for Further Research

Based on the findings and conclusions of this study, the following recommendations are made for further research.

1. Another comparative study of jumbled words tests of Matthayomsuksa VI students in other programs, for example, the SociThai Program, the English-Chinese Program, and the Science-Math Program at Panyaworakun School can be conducted.

2. In addition to the comparative study of jumble words tests, another study on how to solve Matthayomsuksa VI students' problem on being unable to arrange jumble words into correct sentences can be conducted.

3. Based on the results of this study to compare jumble words tests for Matthayomsuksa VI students, another comparative study of direct testing and indirect testing of jumbled words tests for Matthayomsuksa VI students can be conducted.

4. The scope of the future study should contain other comparative studies in the area of Teaching English as a Foreign Language (TEFL), for example, a comparative study of jumble words games and other word games, such as words memories, words puzzles, words quizzes, words observation, spot the difference, etc. for Matthayomsuksa VI students can be conducted.

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Appendix

The Examples of the 4 Types of the Jumble Words Tests The Pretest with Capital Letters and Punctuation Directions: Write sentences by putting these words in the correct order.

1. coffee/ a lot of/ me/ gives/ energy. / Drinking
2. another/ for/ word/ is/ Peace/ contentment.
3. pace. / I/ keep up with/ can't/ your

The Posttest without Punctuation

Directions: Write sentences by putting these words in the correct order and add punctuation.

1. coffee/ a lot of/ me/ gives/ energy/ Drinking
2. another/ for/ word/ is/ Peace/ contentment
3. pace/ I/ keep up with/ can't/ your

The Posttest without Capital Letters

Directions: Write sentences by putting these words in the correct order. Use capital letters.

1. coffee/ a lot of/ me/ gives/ energy. / drinking
2. another/ for/ word/ is/ peace/ contentment.
3. pace. / i/ keep up with/ can't/ your

The Posttest without Capital Letters and Punctuation Directions: Write sentences by putting these words in the correct order. Use capital letters and add punctuation.

1. coffee/ a lot of/ me/ gives/ energy/ drinking
2. another/ for/ word/ is/ peace/ contentment
3. pace/ i/ keep up with/ can't/ your