

การวิเคราะห์ข้อผิดพลาดเพื่อแก้ปัญหา นักเรียนชั้นมัธยมศึกษาปีที่ 6 ในเรื่องการเรียงลำดับคำ
ให้ถูกต้องตามโครงสร้างประโยค วิชาภาษาอังกฤษ

An Error Analysis for Solving Grade 12 Students' Problem of Inability
to Arrange Jumbled Words into Correct Sentences

ทศพร ไศภีธรรมกุล

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ โรงเรียนปัญญาวรคุณ สพม.กท 1

Thoseporn Sophitthammakul

Foreign Languages Department, Panyaworakun School, SESAO 1

บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) วิเคราะห์ข้อผิดพลาดของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ในการเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยค และ 2) แก้ปัญหาของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ที่ไม่สามารถเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยคจากการวิเคราะห์ข้อผิดพลาดของนักเรียน กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จากการเลือกแบบเจาะจง จากห้อง ม. 6/4 จำนวน 11 คน ซึ่งเรียนในวิชา E33201 (ภาษาอังกฤษอ่านเขียน 5) ในภาคการศึกษาที่ 1/2563 โรงเรียนปัญญาวรคุณ แบบทดสอบก่อนเรียน (ปัจจัยนำเข้า) ของการเขียนเรียงคำในประโยคของนักเรียน 11 คน ได้นำมาวิเคราะห์เพื่อออกแบบแบบฝึกหัดการจัดกระทำ (กระบวนการ) เพื่อที่จะช่วยนักเรียนมัธยมศึกษาปีที่ 6 จำนวน 11 คนนี้ ให้สามารถเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยค หลังจากนั้นให้นักเรียนทำแบบทดสอบหลังเรียน (ผลลัพธ์) และผลการวิจัยแสดงให้เห็นว่า การแก้ปัญหาด้วยวิธีแบบฝึกหัดการจัดกระทำ (กระบวนการ) ไม่สามารถช่วยนักเรียนได้มาก ทั้งนี้เนื่องจากนักเรียนเรียงลำดับคำโดยใช้ไวยากรณ์ของภาษาไทยที่คำคุณศัพท์จะวางไว้อยู่หลังคำนาม และนักเรียนบางคนไม่มีความรู้เพียงพอเกี่ยวกับองค์ประกอบพื้นฐานภาษาอังกฤษ ในเรื่องหน้าที่ของคำ ในการอธิบายแทนวิธีสอนแบบไวยากรณ์และแปลที่ใช้ในแบบฝึกหัดการจัดกระทำในฐานะที่เป็นกระบวนการหนึ่ง วิธีสอนแบบฟัง-พูด วิธีสอนแบบการตอบสนองด้วยท่าทาง และวิธีสอนตามแนวทางการสอนภาษาเพื่อการสื่อสาร ได้แนะนำให้นำมาใช้ในการจัดกระทำ

คำสำคัญ: กลวิธีสอนการเรียงลำดับคำให้ถูกต้องตามโครงสร้างประโยค การวิเคราะห์ข้อผิดพลาด การแก้ปัญหานักเรียน

Abstract

The purposes of the research were to 1) analyze Matthayomsuksa VI students' errors in arranging jumbled words into correct sentences and 2) solve Matthayomsuksa VI students' problem of inability to arrange jumbled words into correct sentences based on an analysis of their errors. Selected by purposive sampling, the sample in this study were 11 high-school students of Matthayomsuksa 6/4 who studied E33201 (Reading and Writing English 5) in the first semester of the academic year 2020 at Panyaworakun School. A pretest (input) of 11 written tests was analyzed to design a treatment exercise (process) to help the 11 high-school students of Matthayomsuksa VI arrange jumbled words into correct sentences. After that, a posttest (output) was done and it revealed that solving the students' problem by means of the treatment exercise (process) could not help the students much. This is because the students arranged the jumbled words by using grammatical rules of Thai language when an adjective will be appointed after a noun. And some students did not

have sufficient knowledge on the basic elements of parts of speech. To discuss, instead of Grammar-Translation Method (GTM) used in the treatment exercise as a process, the Audio-Lingual Method (ALM), Total Physical Response (TPR), and Communicative Language Teaching Approach (CLT) were suggested.

Keywords: Jumble Words Technique, An Error Analysis, Solving the Students' Problem

Background

There are the four basic language skills of listening, speaking, reading, and writing. Harmer (1992) states, receptive skills refer to listening and reading, while productive skills involve in speaking and writing. Pronunciation, vocabulary, and grammar are the language components to understand listening and then reading. Krashen (1982) hypothesized that speaking fluency is acquired by listening and reading. Also, a writing component is from oral communication skills and it depends on the goals and needs of the students to include a writing component (Krashen & Terrell, 2000, p. 149).

For competence standard, students cannot avoid the skill of writing whether they need it or not. Writing needs vocabulary and grammar and it is very important for students to learn vocabulary and grammar as parts of the language components to understand receptive skills for producing the language. For this reason, a supplementary workbook consisting of the exercises of matching, arranging jumbled words, completing sentences, writing the correct form of suffixes, and making sentences is developed from *New Weaving It Together 3* by the teacher-researcher for E33201: Reading and Writing English 5. Pertaining to the supplementary worksheet, among all exercises, the most frequent errors that the students have is in the exercises of

arranging jumbled words because the students are unable to arrange jumbled words into correct sentences.

Additionally, Michael Lewis and Jimmie Hill (Lewis & Hill, 1999: 85-87) disagreed that grammar will always be 'the boring bit' of a language course. They pointed out that most students enjoy playing almost all language games. A technique of jumbled words is an easy way to make grammar fun and to find out the cause of the students' errors in writing. For the cause of their problems, Phetdannuea and Ngonkum (2016) stated that errors are made because learners thought that the target language and their native language were the same; in fact, they were not the same from each other. Bhela (1999) indicated on L1 transfer in L2 writing that when the learners feel gaps in their L2 syntactical structures for writing in L2, they use syntactical structures of their first language and an error; therefore, occurs in L2. Pangestu (2018) explained that grammatical errors occur in arranging jumbled words into meaningful sentences and these grammatical errors are unavoidable. This is because the learners in L1 think about similarities between the structures of L1 and L2 when they construct jumble words into meaningful sentences. For this reason, a technique of jumbled words can define complicated grammar.

Objectives of the Study

This study was carried out with the following objectives:

1. To analyze Matthayomsuksa VI students' errors in arranging jumbled words into correct sentences at Panyaworakun School.
2. To solve Matthayomsuksa VI students' problem of inability to arrange jumbled words into correct sentences through an analysis of their errors.

Research Questions

This study aims to answer the following questions:

1. What kind of errors do Matthayomsuksa VI students at Panyaworakun School have in arranging jumbled words into correct sentences?
2. How to solve Matthayomsuksa VI students' problem of inability to arrange jumbled words into correct sentences through their errors analysis at Panyaworakun school?

Literature Review

Jumble Words Technique

With reference to Bungsumdi and Faliyanti (2016), jumble words technique is a word puzzle game method that a group of scrambled words is given to students to unscramble them to 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 when students cannot rearrange some words into a good and meaningful sentence. This technique challenges the students to make a sentence of words available and also train them to be active. The benefits of this technique applied in the sixth graders and the tenth graders are from the studies of Telaumbanua (2018) and Ibad (2018). Telaumbanua (2018) reported that "the teacher-researcher thinks a solution that teaching pupils which are considered still young may not totally serious. It may be fun, joyful and interesting for them" (Telaumbanua, 2018, p. 77). Ibad (2018) also pointed out that "The teacher-researcher convinces that scrambled word technique can attract students'

interest and curiosity in learning English" (Ibad, 2018, p. 50). However, a research titled on "An Error Analysis for Solving Matthayomsuksa VI Students' Problem of Inability to Arrange Jumbled Words into Correct Sentences" has been done with the twelfth graders.

An Analysis of Students' Errors in Arranging Jumbled Words into Correct Sentences

There were the two past studies on an analysis of students' errors in arranging jumbled words into correct sentences and these two past studies were applied in this present study.

One was an error analysis on the sixth graders' ability to construct jumble words into correct sentences of SD Negeri 077278 Zari-Zari Kecamatan Sitolu Ori Kabupaten Nias Utara studied by Telaumbanua (2018). The research was a descriptive research design which referred to content analysis. An empirical data was done in the school as a field activity. The researcher administered a written test for students, that has jumble words. The obtained data was qualitatively described and the students' papers were quantitatively scored to get results. The errors made by the students were listed and analyzed in non-statistical analysis. The result answered the four research questions as follows:

1. type of errors commonly done by students in constructing jumble words into correct sentences;
2. errors are often dominantly done by students in constructing jumble words into correct sentences;
3. errors are rarely done by students in constructing jumble words into correct sentences; and
4. why and how students do continuously.

The other study was an analysis of students' grammatical errors in arranging jumbled words into meaningful sentences of the eighth grade at SMP Negeri 4 Banyuwangi in the academic year 2016/

2017 studied by Pangestu (2018). The research was descriptive quantitative where the results of this research are in form of description and score. The researcher analyzed the data from the student's writing test, that is jumble words. Later, there was a variety of interviewing forms ranging from formal interviews to more informal conversations. The research data were analyzed by descriptive quantitative formula to work out the students' grammatical errors in arranging jumbled words into meaningful sentences. The result answered the following research questions: what grammatical errors made by students in arranging jumbled words.

This research study mixed the two past studies together. One of the differences from the other two past studies was that this current research has no interviews because an interview takes a lot of time and costs, and an interview cannot explain complicated grammar in L2 writing as clearly as a test. Another difference was that an error analysis of the other two past studies were intended to answer the research questions on errors made by the students in arranging jumbled words into correct sentences, while an analysis of errors made by students of this research study on arranging jumbled words into correct sentences was planned to solve their problem of inability to arrange jumbled words into correct sentences.

A technique of jumbled words is used in this research study since students are interested in jumble words and they enjoy doing this activity. They do not feel that they are studying serious grammar. Particularly, there are both form and meaning when they learn through a technique of jumbled words. This technique does not emphasize only form alone or only meaning alone. Students can practice the language a lot to construct correct sentences with the syntactical language structures and they can see

a variety of syntactical language structures. Jumbled words which are their favorite game can define their grammatical errors.

Research Methodology

1. Participants

The sample in this study was 11 high-school students of Matthayomsuksa 6/4 who studied E33201 (Reading and Writing English 5) in the first semester of the academic year 2020 at Panyaworakun School. The sample of this study was selected by means of purposive sampling since an analysis of grammatical errors through arranging jumbled words into correct sentences can be done easily with a few students and this group of the students is language students who pay attention to studying English. Conducted by a qualitative research, this group of the students' grammatical problems can be defined and solved as a group or an individual student. It is too difficult for the teacher-researcher to check, analyze, define, and solve a lot of students' grammatical problems through arranging jumbled words into correct sentences. Because of a few students, the errors made by 11 Matthayomsuksa 6/4 students in English-Japanese Program can be identified and classified in details based on the students' 11 written answers in arranging jumbled words into correct sentences.

2. Instruments

The instruments in this research were written tests (Pretest and Posttest) for students, each test consists of 10 items of jumbled words. There were 9 declarative sentences (statements) and 1 imperative sentence (command, request). All items were simple sentences. 9 items were made of present simple tense, using verb to be, modal verbs, and main verbs. 1 item was made of past simple tense, using verb to be.

After the pretest was done, the pretest of 11 written tests was analyzed by way of an analysis of students' errors in arranging jumbled words into correct sentences adapted from the study of Telaumbanua (2018) and Pangestu (2018). Then, a treatment exercise is designed for solving 11 Matthayomsuksa 6/4 students' problem found in their pretest. The treatment exercise was designed by the pretest analysis which found out that most students did not understand the basic element of a sentence, the rules of grammar, and the meaning of the words. For this reason, the Grammar Translation Method (GTM) was taken to make the treatment exercise contain Thai translation in each sentence and parts of speech in each word of jumbled words. In the classroom, reading Thai translation and seeing parts of speech, the students were assigned to arrange jumbled words into correct sentences. While doing the treatment exercise, the students were told to notice capital letters, periods, and commas. After that, the posttest was done and analyzed by frequency, mean and percentage to see if the students' mean score of the posttest was above their mean score of the pretest.

3. Data Analysis

The analysis of data is as follows:

4.1 The data of the pretest, the treatment exercise, and the posttest were analyzed by frequency, mean, and percentage.

4.2 An analysis of students' errors in arranging jumbled words into correct sentences was presented in the form of Table 1 and descriptions.

4.3 The result of the pretest (input), the treatment exercise (process), and the posttest (output) was shown in the form of Table 2 and descriptions.

Results

1. An Analysis of Students' Errors in Arranging Jumbled Words into Correct Sentences

After collecting the data from the pretest, the teacher-researcher found some errors which were partially wrong made by the students. They are:

- Misordering of using adjective followed by noun,
- Misordering of using noun come after adjective,
- Misordering of using article "a",
- Misordering of using demonstrative adjective,
- Misordering of using preposition followed by noun phrase,
- Misordering of using subject complement,
- Misordering of using noun come after a quantifier,
- Misordering of using model verb, and
- Misordering of using an imperative sentence, only the expressed predicate.

These errors are included in table 1.

Concerning the first research question: What kind of errors do Matthayomsuksa VI Students at Panyaworakun School have in arranging jumbled words into correct sentences?, as to Telaumbanua (2018) and Pangestu (2018) is demonstrated in table 1.

Table 1: Type of errors the students have in arranging jumbled words into correct sentences in their pretest (input)

NO	Name	No. of the Students' Sentences	Errors			Mark
			Misordering of Using ...	Partially Wrong	Totally Wrong Lexical and Grammatical Errors	
1.	W, P	1.	Drinking a lot of coffee gives me energy.	-	-	4
		2.	Peace is another word for contentment.	-	-	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a new business is difficult a enterprise.	c.	-	
		5.	Long-distance runners need endurance.	-	-	
		6.	Please tie newspapers in those small bundles.	d.	-	
		7.	In spring, the flowers emerge from the under snow.	e.	-	
		8.	You can suggest you're an own at price auction.	-	/	
		9.	My brother was elder important an inspiration.	-	/	
		10.	A large nose is a prominent nose.	f.	-	
2.	B, T	1.	Drinking coffee gives me a lot of energy.	-	-	3
		2.	Peace another for word is contentment.	-	/	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a new business is a difficult enterprise.	-	-	
		5.	Long-distance need runners endurance.	b.		
		6.	Please in newspapers tie those bundles.	-	/	
		7.	The spring from emerge in the snow.	-	/	
		8.	Can you suggest at your price own an auction.	-	/	
		9.	My was brother important an my elder.	-	/	
		10.	A nose prominent is a large nose.	a.	-	
3.	S, K	1.	Drinking a lot of coffee gives me energy.	-	-	3
		2.	Peace is another word for contentment.	-	-	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a enterprise is a new business difficult.	-	/	
		5.	Long-distance need endurance runners.	b.	-	

Table 1: Type of errors the students have in arranging jumbled words into correct sentences in their pretest (input)

NO	Name	No. of the Students' Sentences	Errors			Mark
			Misordering of Using ...	Partially Wrong	Totally Wrong	
					Lexical and Grammatical Errors	
		6.	Those newspapers small tie please in bundles.	-	/	
		7.	The emerge flowers in spring under from the snow.	-	/	
		8.	You can suggest your price an own at auction.	-	/	
		9.	My brother was elder an important inspiration.	a.		
		10.	Nose large prominent is a nose.	-	/	
4.	N, K	1.	Drinking coffee gives me a lot of energy.	-	-	3
		2.	Peace is another for word contentment.	g.	-	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a new business is a difficult enterprise.	-	-	
		5.	Long-distance need runners endurance.	b.	-	
		6.	Those newspapers please tie in small bundles.	-	/	
		7.	The spring flowers emerge from under in the snow.	-	/	
		8.	Can you suggest at your price own an auction.	-	/	
		9.	My brother was important an elder inspiration.	-	/	
		10.	A nose prominent is a large nose.	a.	-	
5.	N, T	1.	Drinking coffee gives me a lot of energy.	-	-	4
		2.	Peace is another word for contentment.	-	-	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a new business is a difficult enterprise.	-	-	
		5.	Long-distance need runners endurance.	b.	-	
		6.	Please tie those newspapers small in bundles.	a.	-	
		7.	The flowers emerge from under the spring, snow.		/	
		8.	You can suggest at your own price an auction.	e.	-	
		9.	My brother was elder an inspiration.	-	/	
		10.	Nose is a large prominent a nose.	-	/	

Table 1: Type of errors the students have in arranging jumbled words into correct sentences in their pretest (input)

NO	Name	No. of the Students' Sentences	Errors			Mark
			Misordering of Using ...	Partially Wrong	Totally Wrong	
					Lexical and Grammatical Errors	
6.	C, P	1.	Drinking a lot of coffee gives me energy.	-	-	4
		2.	Peace is another word for contentment.	-	-	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting new a business is a enterprise difficult.	-	/	
		5.	Long-distance runners need endurance.	-	-	
		6.	Please tie in small those newspapers bundles.	-	/	
		7.	Flowers in the spring, emerge from the under snow.	-	/	
		8.	You can an suggest price own your at auction.	-	/	
		9.	My was important an my elder inspiration.	-	/	
		10.	A nose prominent is a large nose.	a.	-	
7.	S, P	1.	Drinking coffee gives me a lot of energy.	-	-	4
		2.	Peace is contentment for another word.	-	/	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a new business is difficult a enterprise.	c.	-	
		5.	Long-distance runners need endurance.	-	-	
		6.	Please tie those newspapers in small bundles.	-	-	
		7.	Spring flowers emerge from the under in snow.	-	/	
		8.	You can suggest an price at your own auction.	-	/	
		9.	Elder brother an my inspiration important.	-	/	
		10.	Is a nose large nose prominent.	-	/	
8.	J, R	1.	Drinking a lot of coffee gives me energy.	-	-	2
		2.	Another word is contentment for peace.	-	/	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting a new business is difficult a enterprise.	c.	-	
		5.	Long-distance need runners endurance.	b.	-	
		6.	The newspapers please tie a small those.	-	/	
		7.	Spring in the snow under the ...	-	/	

Table 1: Type of errors the students have in arranging jumbled words into correct sentences in their pretest (input)

NO	Name	No. of the Students' Sentences	Errors			Mark
			Misordering of Using ...	Partially Wrong	Totally Wrong	
					Lexical and Grammatical Errors	
		8.	...	-	/	
		9.	... elder as my was an inspiration brother.	-	/	
		10.	A nose prominent is a large nose.	a.		
9.	A, S	1.	Drinking a lot of coffee gives me energy.	-	-	1
		2.	Another is peace for word contentment.	-	/	
		3.	I keep up with can't your pace.	h.	-	
		4.	Starting is a new business difficult a enterprise.	-	/	
		5.	Long-distance need runners endurance.	b.	-	
		6.	Those newspapers tie small please bundles.	-	/	
		7.	The flowers in spring under the from emerge snow.	-	/	
		8.	Can you at price suggest own you an auction.	-	/	
		9.	Brother was elder important an my inspiration.	-	/	
		10.	Prominent is a nose large a nose.	-	/	
10.	L, D	1.	Drinking a lot of coffee gives me energy.	-	-	4
		2.	Peace is another word for contentment.	-	-	
		3.	I can't keep up with your pace.	-	-	
		4.	Starting new a business is a difficult enterprise.	c.	-	
		5.	Long-distance runners need endurance.	-	-	
		6.	Please tie newspapers those in small bundles.	d.	-	
		7.	Flowers in the spring, emerge from the under snow.	-	/	
		8.	You can an suggest price own your at auction.	-	/	
		9.	My elder brother was important an inspiration.	a.	-	
		10.	A nose prominent is a large nose.	a.	-	

Table 1: Type of errors the students have in arranging jumbled words into correct sentences in their pretest (input)

NO	Name	No. of the Students' Sentences	Errors			Mark
			Misordering of Using ...	Partially Wrong	Totally Wrong	
					Lexical and Grammatical Errors	
11.	K, N	1.	Drinking coffee gives me a lot of energy.	-	-	2
		2.	Peace is another word for contentment.	-	-	
		3.	I keep up with pace can't you.	-	/	
		4.	Starting a new enterprise is a difficult business.	f.	-	
		5.	Long-distance need endurance runners.	b.	-	
		6.	Those newspapers please tie in small bundles.	i.	-	
		7.	The spring, flowers emerge from under in the snow.	-	/	
		8.	Can you suggest at your price own an auction.	-	/	
		9.	My brother was important an my elder inspiration.	-	/	
		10.	A nose prominent is a large nose.	a.	-	

In this study, the teacher-researcher found some partially wrong errors. There were: (1) 9 misordering of using adjective followed by noun with the percentage of 81.82%, (2) 7 misordering of using noun come after adjective with the percentage of 63.63%, (3) 4 misordering of using article "a" with the percentage of 36.36%, (4) 2 misordering of using demonstrative adjective with the percentage of 18.18%, (5) 2 misordering of using preposition followed by noun phrase with the percentage of 18.18%, (6) 2 misordering of using subject complement with the percentage of 18.18%, (7) 1 misordering of using noun come after a quantifier with the percentage of 9.09%, (8) 1 misordering of using modal verb with the percentage of 0.09%, and (9) 1 misordering of using an imperative sentence,

only the expressed predicate with the percentage of 0.09%.

As for totally wrong errors, the teacher researcher discovered some totally wrong errors that some students did not understand at all the way words are combined, the verb form, tense, and the sentence structure. They were 47 or 42.72% lexical and grammatical errors.

2. How to Solve the Students' Problem on Being Unable to Arrange Jumbled Words into

Correct Sentences

With regard to the second research question: How to solve Matthayomsuksa VI students' problem of inability to arrange jumbled words into correct

sentences through their errors analysis at Panyaworakun School?, an analysis was revealed that in arranging jumbled words into correct sentences, most students did not understand the basic elements of a sentence, the rule of grammar or structure and the meaning of the words. Telaumbanua (2018) stated on the reason why the students cannot arrange jumbled words into correct sentences that “the students do not recognize the basic elements of a sentence which is related to eight parts of speech or vocabulary” (Telaumbanua, 2018, p. 92) and Telaumbanua (2018) also suggested identifying the eight parts of speech for each sentence in detail. To solve this problem, the

Grammar-Translation Method (GTM) was taken to use as a treatment exercise (process). To make the students understand the meaning of new words and grammar, each sentence in jumbled words included Thai translation and parts of speech. The treatment exercise (process) was written tests (like Pretest and Posttest) with Thai translation and parts of speech. After the treatment exercise had been done, the posttest (output) was administered, distributed and collected by the teacher-researcher. To find the result, the pretest (input), the treatment exercise (process), and the posttest (output) were indicated in Table 2.

Table 2: The Result of the Pretest (Input), the Treatment Exercise (Process), and the Posttest (Output)

No	Name	The Pretest (Input)	The Treatment Exercise (Process)	The Posttest (Output)
1.	W, P	4	7	7
2.	B, T	3	5	9
3.	S, K	3	7	7
4.	N, K	3	4	5
5.	N, T	4	5	5
6.	C, P	4	1	2
7.	S, P	4	5	4
8.	J, R	2	5	6
9.	A, S	1	2	2
10.	L, D	4	5	5
11.	K, N	2	6	7
Total		34	52	59
Mean		3.09	4.73	5.36
%		30.90%	47.27%	53.63%

Table 2 disclosed that the pretest (input) had mean score (M) at 3.09 (30.90%). The treatment exercise (process) had mean score (M) at 4.73 (47.27%). The posttest (output) had mean score (M) at 5.36 (53.63%).

From Table 2, there was a marginal increase in the students' mean score from the pretest (input) to the posttest (output). For this reason, the Matthayomsuksa VI students' problem rate of inability to arrange jumbled words into correct

sentences could be solved a little bit. Clearly, the treatment exercise (process) designed from the result of the pretest or input cannot help the students to improve their posttest (output).

However, Table 2 showed that some students slightly rise from the treatment exercise (process) to the posttest (output) at 1 point, while one student little decreases from the treatment exercise (process) to the posttest (output) at 1 point. Also, Table 2 demonstrated that most students steadily maintain from the treatment exercise (process) to the posttest (output). One reason for a little bit rise or fall at 1 point or staying the same from the treatment exercise (process) to the posttest (output) is that including Thai translation in the treatment exercise (process) causes the students to arrange jumbled words into correct sentences based on the rule of Thai language structure which adjectives come after nouns, such as an inspiration important, inspiration an important, a nose prominent, nose a prominent, a nose large, My brother elder, a business new, business a new, price your own, and newspapers those. The other reason is that some students don't have good knowledge in parts of speech. They don't know what nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections are.

Conclusions

11 Matthayomsuksa 6/4 students could not do the exercises of arranging jumbled words into correct sentences; therefore, a pretest (input) was designed for the students to analyze their problem on arranging jumbled words into correct sentences. After their problem was found that there were both partially wrong errors and totally wrong errors, in line with an analysis of the pretest (input), a treatment exercise (process) was constructed to solve their

problem by means of adding Thai translation and parts of speech in each sentence of jumbled words. Next, the students did the treatment exercise (process) and then the posttest (output) was followed after the treatment exercise (process). These three instruments were analyzed by frequency, mean, and percentage. The result revealed that the treatment exercise could not help improve students' knowledge. This is because the students arranged the jumbled words by applying Thai language structure which adjectives come after nouns in this treatment exercise of the Grammar-Translation Method (GTM). Moreover, some students also did not know the basic elements of parts of speech.

Discussions

1. Larsen-Freeman (2001b, 2003) suggested studying grammar in 3 dimensions consisting of form, meaning, and use. In terms of the Grammar Translation Method (GTM), there are form and meaning in GTM. Due to lack of use in GTM and in a technique of jumbled words, there are not any speaking skills in daily life. However, in GTM, students can understand the meanings of words very quickly and assessment is done very easily. With GTM, the treatment exercise is simply made. Teachers do not prepare much in GTM when compared to other techniques. For example, Communicative Language Teaching Approach (CLT) needs providing communicative activities and simulating situations in the classrooms as real world. To be easy, GTM and a technique of jumbled words can be used in the classrooms without spending too much time preparing instruction and thinking about lesson plans.

2. Instead of GTM, there are 3 dimensions containing form, meaning, and use in the Audio-

Lingual Method (ALM), Total Physical Response (TPR), and Communicative Language Teaching Approach (CLT). In ALM, the language is used in daily life. Students have chances to speak and practice speaking all the time until they can use the language automatically. In TPR, students get direct experience from real performance. They understand, enjoy, and remember the language in everyday life and they can communicate. In CLT, students can communicate appropriately in daily life. CLT emphasizes activities for students to use the language through their thoughts in true communication. Students experience the language use and their language can be highly productive. With GTM, the results of this research study found out that the treatment exercise could not help improve students' knowledge, while for less time to prepare, GTM and a technique of jumbled words are still easy to implement.

3. One example of the Audio-Lingual Method (ALM) or Total Physical Response (TPR) activities adapted from the treatment exercise is that The Audio-Lingual Method (ALM) or Total Physical Response (TPR) can be used in place of the Grammar-Translation Method (GTM). In ALM, one of the techniques Larsen-Freeman (2001) suggested is backward build-up (expansion) drill. For example, A asks B that "Who was your important inspiration?" and B replies to A that "My elder brother was an important inspiration." In B's reply, the sentence can be broken down into several parts for students to repeat like inspiration, an important inspiration, was an important inspiration, and my elder brother was an important inspiration. In TPR, Larsen-Freeman (2001) devised role reversal. An example of role reversal in TPR is "One big family" designed by Hadfield (2000). In this activity, students draw a family tree and tell their friends who was a/ an ... together with performing some actions. For instance,

one of the students says "My aunt was an important cook." and performs his or her cooking action to his or her teacher and classmates.

4. In addition to GTM, ALM, and TPR which are traditional methods, Saengboon (2004) supported Communicative Language Teaching Approach (CLT) since CLT is learner-centered and meaning-focused and CLT uses meaningful tasks, authentic materials, and language in context. One of the activities recommended by Larsen-Freeman (2001) is a problem-solving task. For instance, choosing four people or relatives in the family to live in a closed biosphere for one day is a kind of problem-solving tasks and in groups, each student gives reasons for his or her choices. In this activity, useful expressions are provided for the students to discuss in groups, for example, my younger sister was an important medical doctor, my elder brother was a significant college student in computer science, my father was a vital botany professor, and my mother was an essential biochemist specializing in nutrition and food science. This activity is adapted from *Skyline Student's Book 5* (Brewster, Davies, and Rogers, 2002, pp. 54-55).

Recommendations for Further Research

Based on the findings and conclusions of this study, another action research on solving Matthayomsuksa VI students' problem of inability to arrange jumbled words into correct sentences can be conducted with the 3 cycles of the Audio-Lingual Method (ALM), Total Physical Response (TPR), or Communicative Language Teaching Approach (CLT) so that use which is one of the three dimensions can improve the students.

References

- Amilia, N. (2018). *An error analysis of students in arranging the jumbled words into the correct sentences at the second semester of the eighth grade at SMP 31 Bandar Lampung*. (A thesis proposal). Raden Intan State Islamic University. Lampung.
- Bhela, B. (1999). Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage. *International Education Journal*, 1(1), 22-31.
- Brewster, S., Davies, P. & Rogers, M. (2002). *Skyline student's book 5*. Oxford: Macmillan.
- Bungsudi & Faliyanti, E. (2016). The comparison of using jumble words and word order techniques toward students' grammar mastery, *Proceedings of the 2nd SULE-IC, FKIP* (pp.211-220). Palembang: Sriwijaya University.
- Hadfield, J. (2000). *Classroom dynamics* (8th impression). Oxford: Oxford University Press.
- Harmer, J. (1992). *The practice of English language teaching* (3rd impression). England: Longman.
- Ibad, P. (2018). Using scrambled 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. *Journal of Foreign Language and Educational Research*, 1(2), 47-56.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Krashen, S. & Terrell, T. (2000). *The natural approach language acquisition in the classroom* (2nd impression). Harlow: Pearson Education Limited.
- Larsen-Freeman, D. (2001a). *Techniques and principles in language teaching*. 2nd ed. Oxford: Oxford University Press.
- Larsen-Freeman, D. (2001b). Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. 3rd ed. Boston: Heinle & Heinle.
- Larsen-Freeman, D. (2003). *Teaching language: from grammar to grammaring*. Boston: Heinle & Heinle.
- Lewis, M. & Hill, J. (1992). *Practical techniques for language teaching*. England: Language Teaching Publications.
- Pangestu, D. A. (2018). An analysis of students' grammatical errors in arranging jumbled words into meaningful sentences of the eighth grade at SMP Negeri 4 Banyuwangi in the academic year 2016/ 2017. *Lunar Language and Art Journal*, 2(1), 1-6.
- Phetdannuea, F. & Ngonkum, S. (2016). An analysis of interlingual errors and intralingual errors in Thai EFL students' writing at Khon Kaen University. *KKU Res J HS (GS)*, 4(2), 35-51.
- Saengboon, S. (2004). Second language acquisition (SLA) and English language teaching (ELT). *PASAA*, 35, 11-34.
- Telaumbanua, Y. A. (2018). An error analysis on the sixth graders' ability in constructing jumble words into correct sentences of SD Negeri 077278 Zari-Zari Kecamatan Sitolu Ori Kabupaten Nias Utara. *Cahaya Lingua*, 7(1), 75-94.