



The Effect of Jumbled Letters Game on Vocabulary Mastery of Seventh Grade Students At Smpn 11 Mataram

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Abstract: This study aims to determine the effect of using the jumbled letters on the vocabulary mastery of seventh-grade students at SMPN 11 Mataram. This research was pre-experimental research with a one-group pre-test post-test design. The population in this study was all seventh-grade students at SMPN 11 Mataram and used a purposive sampling, which included 24 students from VII A. Data collection was divided into three stages, namely pre-test, treatment, and post-test. Data were analyzed using paired sample t-test SPSS version 27. The result obtained from the data analysis showed that the average pre-test value was 57.2917, and after treatment, the average post-test value increased to 88.3333. A paired sample t-test was used to test the hypothesis and showed a significance value of 0.00. The significance value was lower than the alpha value of 0.05. This means that H_0 is rejected and H_a is accepted. The use of jumbled letters is very effective in teaching vocabulary to students and can effectively improve students' vocabulary mastery.

Keywords: Vocabulary Mastery, Jumbled Letters, Effect.

Introduction

A strong command of vocabulary mastery is one of the important aspects of English language skills (Ekayanti, 2019). At all provided an additional definition of vocabulary, stating that it is the group of words that make up a language (Melani, 2025) at all stated Vocabulary is a fundamental component of learning English. Before students can effectively develop their language skills, they must acquire a basic vocabulary. Students must have a lot of vocabulary in order to understand and use English effectively. Lack of vocabulary knowledge can make it difficult for students to use language skills. According to (Farmasi, 2021) et al, someone will be able to understand the content or messages in a foreign language text if it has a basis or sufficient vocabulary input. Vocabulary is a collection of English words that play an important role in forming a sentence, which expresses thoughts and

feelings about the content perfectly, both orally and in writing.

According to (Jeremy, 1983), as cited in (Husnaini, 2024) et al, one of the most crucial parts of learning English, particularly for students who are only learning grammar, is vocabulary. The need to learn vocabulary in addition to grammar is crucial for developing abilities like speaking, listening, reading, and writing. (Baihaqi, 2019) et al, stated one of the most crucial aspects of any language instruction is teaching vocabulary. Thus, vocabulary is a key component of learning any language, but English in particular. Students can improve their English language skills more easily if they have a strong vocabulary. Vocabulary as an essential component of all uses of language without it. Vocabulary is one of component of language exist in English learning. In addition, (Lail, 2018) also mentioned that students need to increase their vocabulary to help them communicate effectively. It means, in order to use the language well, it takes a

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number of vocabulary words to be mastered by students. Without adequate vocabulary, it will be difficult for students to communicate well using English. Words are signs or symbol for ideas. They are the means by which people exchange their through. The more words we learn, the more idea we should have, so we can communicate the ideas more effectively.

According to the English teacher at SMPN 11 Mataram, most students in grade seventh have relatively poor vocabulary. Vocabulary is very important to learn language because people can't not communicate without enough vocabulary. Everyone's ability to master a vocabulary can be different from one another. These differences give rise to many models of vocabulary learning that can be used by teachers in teaching, one of which is game. Similarly, a study by Sihombing dan Th (2019) in her research, which used classroom games including jumble word, hangman game, and bingo game. After analyzing the data, she found the result of her research showed that there were significant differences between the pre-test and post-test of the experimental group. It means that the application of classroom games in teaching vocabulary can increase student's motivation to learn more about vocabulary. Furthermore, the use of games in the teaching of fruits, animals, road signs, parts of the body, and things in the classroom has improved after the puppet was given. It was supported by the significantly different result of the pretest that was lower (56.64%) than the post-test (96.19%).

The differences between this study and the present study are that the related study used several games, while the present study only focused on the Jumbled Letters Game and only focused on the improvement of students' vocabulary mastery. Game according to (Hadfield, 1998) is an activity in which there are rules, goals, and full of excitement. In line Basri (2017) et al stated that games are very motivating because it is very amusing and challenging at the same time. Games are one of the learning models that can invite students to be actively involved in learning activities. Students who are active and involved in learning activities can make the material being taught conveyed easily. Jumbled letters according to (Reynolds, 2020) is one method that can help students acquire better vocabulary skills and increase learning motivation. By using jumbled letters game, learning activities will become more attractive to students and bring them to be actively involved in the learning activities. In addition Agoestiawaty (2007) said that using of games in a learning environment was not only change the dynamic of the class, but it will also

rejuvenate students and help the brain to learn more effectively.

Word games in the form of jumbled letters can help students remember vocabulary that is new to them. In other word, the use of jumbled letters in teaching can help in enriching students' vocabulary. According to (Bruner, 1985), jumbled letters are word puzzles with clues, pictures with clues, pictures, clue illustrations, and collections of words. It can also train students' problem solving and help them to be interactive in class. Jumbled letters in learning can help to train students' skills in enriching their vocabulary and strengthening their memory (Bahtiar, 2020). According to (Nation, 1997) et al they stated that word games such as the jumbled letters game can help improve students' vocabulary skills. The use jumbled letters in teaching and learning activities can assist teachers in delivering teaching materials according to context. Jumbled letters is a game which can liven up the classroom atmosphere and invite students to get involved in learning so that students don't get bored easily.

To sum up everything, this research aims to investigate the effect of utilizing a game-based learning approach, specifically employing jumbled letters game, to enhance the vocabulary proficiency of seventh-grade students at SMPN 11 Mataram. The researcher is interested in examining whether the use of jumbled letters is effective in teaching vocabulary to the seventh-grade students at SMPN 11 Mataram.

Method

The purpose of this study was to determine whether the jumbled letter game has a significant effect on the vocabulary mastery of seventh-grade students at SMPN 11 MATARAM. By using a pre-experimental research design, the researcher used a quantitative research method. Pre-experimental designs include whole group comparisons, one-shot case studies, and one-group pretest-posttest designs, according to (Kuantitatif, 2016) as cited in (Yuliyanti, 2025) et al. A sample is a subset of the population. A sample, according to (Kuantitatif, 2016), is a subset of the population's size and makeup. The sample for this study consisted of 24 students from SMPN 11 Mataram VII A. The information was gathered in two stages i.e. pre- test and post-test. The research instrument utilized in this study was a multiple choice with 25 questions and a jumbled letters as a teaching medium. The treatment given for the students were explanations and exercises presented as jumbled letters containing picture clues and also phrases/sentences clues. The

collected data were examined using a paired sample T-test on SPSS 27 Version to see whether there is a significant effect of using a jumbled letters to teach vocabulary to the student.

Results and Discussion

The main objective of this study was to examine the impact of using jumbled letter on students' vocabulary mastery at SMPN 11 Mataram. The research was carried out in VII A class, involving a total sample of 24 students.

To evaluate the effect of using jumbled letters for teaching new vocabulary to students, the researchers required both pre-test and post-test scores for analysis. The students' pre-test and post-test scores are presented in the Table 1.

Table 1. The result of student

Category	Score	Frequency	
		Pre-test	Post-test
Very Good	89-100	0	13
Good	77-88	0	8
Enough	65-76	9	3
Less	53-64	8	0
Fail	0-52	7	0
Highest Score		70	100
Lowest Score		40	75
Mean Score		57.2917	88.3333

According to Table 1. above, the pretest's mean score was 57.2917. From the table above, it is evident that the majority of students failed the English course at SMP Negeri 11 Mataram, where the passing score is 75. The table above demonstrates that the mean score of the post-test has increased to 88.3333 following treatment with jumbled letters in a learning exercise.

Table 2. Paired Sample Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair								Lower	Upper
1	Pre-test - Post-test	-31,04167	8,96602	1,83018	-	-27,25565	-16,961	23	,000
					34,82768				

Table 2 indicates that In the paired samples test, the average difference between the pre-test and post-test was -31.04167 with a t-value of -16.961 and a significance level (p-value) of 0.000 ($p < 0.05$), which indicates that there is a significant average difference between the pre-test and post-test values. These results also prove that the treatment or intervention carried out has a significant effect on the increase in pre-test results to post-test.

Based on the analysis above, it can be seen that the significance values (2- tailed) was 0.00 which was lower than the 0.05. From that, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is an effect of using jumbled letters on the vocabulary mastery of seventh grade students at SMP Negeri 11 Mataram.

The research purpose of this study was to determine whether using jumbled letters affected the vocabulary mastery of seventh-grade students at SMP Negeri 11 Mataram. To gather data, the researcher divided the procedure into three steps: first, the students were given a pre-test to determine their level

of ability prior to the treatment; second, the jumbled letters were used in teaching and learning activities and third, the students were given a post-test to determine whether using jumbled letters in learning activities had any effects.

Scores from students' pre-test and post-test were needed to see the effect of using jumbled letters on students' vocabulary mastery. From the research finding above, it can be seen from the results of the analysis that there was an increase in student scores before and after the treatment. The average score of the student before being given treatment was 57.2917. The score from the pretest shows that the students' ability in English was quite low. The score was below the passing grade set by the school, i.e., 75. Then students are given treatment by applying jumbled letters in learning, and the average score increase became 88.3333.

The increase in scores obtained before and after the treatment shows the effect of using jumbled letters as a medium in teaching new vocabulary to students. It can be seen from the result of data analysis above that the students' scores before the treatments were below

the minimum passing grade. After jumbled letters were applied in teaching, there was an increase in student learning outcomes, which can be seen from the scores that passed the minimum passing grade in the English subject at SMP Negeri 11 Mataram. Based on the results obtained, it can be said that using jumbled letters in teaching new vocabulary has a positive influence in seventh grade at SMP Negeri 11 Mataram. The result obtained is in line with the result of previous study conducted by (Sihombing, 2019) entitled "The Effect of using jumbled letters in teaching vocabulary in grade eight Students of SMP Negeri 7 Pematangsiantar." The results from Sihombing showed that jumbled letters have significant effect on the students' vocabulary mastery achievement at SMP Negeri 7 Pematangsiantar.

From the preceding description of the research findings, it is clear that jumbled letters are an effective way to teach students vocabulary. As demonstrated by the research findings, there was a substantial change in the students' scores before and after receiving the treatment (Milin, et al., 2016). Thus, it can be said that using jumbled letters to teach vocabulary to seventh-grade pupils at SMP Negeri 11 Mataram was successful.

Conclusion

The use of jumbled letters affects students' vocabulary development at SMP Negeri 11 Mataram in a good way, according to the research findings detailed in chapter four. It may be concluded from the research findings that the alternative hypothesis (H_a), according to which "the uses of jumbled letters have a significant effect on students' vocabulary mastery," is agreed upon. The paired sample test result indicates that the data's significance values were at 0.00, which is less than the t-table 0.05. Data is said to be valid if the significance value is <0.05 (Ghozali, 2011) as cited in Dhewi et al 2025. The discrepancy between the pre-test and post-test scores demonstrates this. It demonstrates that the mean score was 57.2917 prior to therapy and increased to 88.3333 following treatment. The data analysis result indicates that teaching children new vocabulary through the use of jumbled letters was successful.

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