

The Effect of Using Jumbled Letter Game Toward Students' Vocabulary Mastery at MTs Terpadu Guguak Randah

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Abstrak

Penelitian ini dilakukan karena adanya beberapa permasalahan yang ditemukan peneliti. Yang pertama sebagian besar siswa mengalami kesulitan dalam memahami makna kosa kata, yang kedua guru masih menggunakan metode konvensional dalam pembelajaran di kelas, sebagian siswa mengatakan tidak tertarik dan yang terakhir sebagian besar siswa kesulitan dalam menghafal kosa kata baru. Untuk itu peneliti memberikan solusi dengan menggunakan strategi permainan Jumbled Letters terhadap pencapaian kosakata siswa. Permainan Jumbled Letters berkaitan dengan permasalahan ini karena permainan ini bertujuan untuk membantu penguasaan kosa kata siswa. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Jumbled Letters Game terhadap penguasaan kosakata siswa dalam pembelajaran bahasa Inggris. Dalam penelitian ini, peneliti menggunakan desain eksperimen semu dengan membandingkan dua kelas. Populasi penelitian ini adalah siswa kelas 8 MTs Terpadu Guguak Randah. Kemudian peneliti menggunakan teknik purposive sampling. Dalam pengumpulan data, instrumen penelitian ini adalah tes kosakata berupa 25 soal pilihan ganda dan pengisian gap, yang diujikan pada pre-test dan post-test. Data dianalisis dengan menggunakan SPSS 26. Berdasarkan hasil penelitian, peneliti menggunakan rumus uji-t dengan membandingkan post-test kelas eksperimen dan kelas kontrol melalui SPSS 26 dengan menggunakan uji Independent sample t-test. Berdasarkan keluaran Statistika nilai Sig. adalah $0,00 < 0,05$. Artinya H_0 diterima. Terdapat pengaruh yang signifikan terhadap siswa yang diajar dengan menggunakan Jumbled Letters. Berbeda dengan metode konvensional, Permainan Jumble Letters menunjukkan peningkatan hasil, terdapat perbedaan kinerja yang signifikan, dan siswa dalam Permainan Jumble Letters memperoleh nilai yang lebih tinggi. Hal ini ditunjukkan dengan nilai rata-rata hasil post-test kelas eksperimen (91,5) lebih besar dibandingkan nilai rata-rata post-test kelas eksperimen (84,5). Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan permainan Jumbled Letters terhadap penguasaan kosakata siswa kelas 8 MTs Terpadu Guguak Randah. Kata kunci: penguasaan kosakata, permainan huruf campur aduk.

Kata kunci: *Penguasaan Kosakata, Permainan Huruf Campur aduk.*

Abstract

This research was done due to several problems that found by the researcher. The first most students got difficulties in understanding the meaning of vocabulary, second the teacher still used conventional method in learning at the classroom, some students said that not interested and the last, most of students were difficult in memorizing new vocabulary. For that the researcher gave a solution by using Jumbled Letters game strategy on students' vocabulary achievement. Jumbled Letters game is related to this problem because this game was to help students vocabulary mastery. This research aimed to find out the effect of using Jumbled Letters Game toward students' vocabulary mastery in learning English. In this research, the researcher used quasi-experimental design by comparing two classes. The population of this research was the 8th grade students at MTs Terpadu Guguak Randah. Then the researcher used purposive sampling technique. In the collecting the data, the instrument of this research was vocabulary test in form of 25 multiple choice questions and gap filling, which were tested for pre-test and post-test. The data was analyzed by using SPSS 26. Based on the result of this research, the researcher used t-test

formula by comparing the post-test experimental class and control class through SPSS 26 by using Independent sample t-test. Based on the output of Statistics the value of Sig. is $0,00 < 0,05$. It means that H_a is accepted. There is a significant effect on students' who were taught by using Jumbled Letters. In contrast to the conventional method, the Jumble Letters Game shows improved outcomes, there were significant differences in performance, with students in the Jumble Letters Game achieving higher scores. The result is indicated by mean score of post-test result of experimental class (91,5) is bigger than the control post-test (84,5). It can be sum up, there is a significant effect by using Jumbled Letters game on students' vocabulary mastery at grade 8th of MTs Terpadu Guguak Randah. Key words: vocabulary mastery, jumbled letters game.

Keywords: *Vocabulary Mastery, Jumbled Letters Game.*

INTRODUCTION

Vocabulary is an important thing that must be considered in learning English. To master English, a learner should master the vocabulary of English. Vocabulary is a word that someone must know to communicate effectively. According Neuman and Dwyer, vocabulary can be defined as the words someone must know to communicate effective in their life, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Harmer stated that vocabulary is very helpful for someone to master the four language skill. It means that vocabulary is very important for a mastering in learning English, without vocabulary someone cannot speak and write something in English, there is no much value in producing grammatical sentence if someone has not got vocabulary needed to convey what they want to say, so vocabulary is one of skill has to master in learning English.

In mastering English, students need to master vocabulary. Vocabulary is a language systems which is taught integrating into the four English skills which are listening, reading, speaking and writing. In fact, it is what makes the essence of the language. Without vocabulary speaker cannot convey meaning and communicate one another in particular language. Large vocabularies help students to express their ideas precisely in communication. Vocabulary mastery is one of the factors to master English as a foreign language. It means that students need to have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform the language. On the other hand, by having a limited vocabulary, the students will find difficulties in mastering English.

The mastery of vocabulary is closely related to the ability of the learner in acquiring it. Mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing. It means that learner who learns English as the second language must comprehend the meaning of the words. Learning vocabulary is largely about remembering and students generally need to see, say and write newly learned words many times before they can be said to have learned them. Learning vocabulary is not as simple as the people thought. There are many difficulties to learn vocabulary. Besides, the way to teach vocabulary also influences the teaching learning process, the teaching model also influences the way to master vocabulary. According to Brown, teacher should emphasize relationship and be sure that the students become familiar with the words both orally and visually. In addition, the teacher must feel sure that the words are well explained before the students begin learning them.

To teach vocabulary for students, make the interesting media can capture the students' interest and attention. It also will activate the class. Teacher needs to make the atmosphere in the class more enjoyable and interesting. Media have function as aids in teaching learning process that can influence the atmosphere and situation in the class. Then Hotma stated that the reason why we need teaching aids in teaching learning process is very obvious because there a lot of advantages can be gained from them. In the reality, teaching in MTs Terpadu Guguak Randah at 8th grade, some students are poor in word. They are still passive and shy to get involve in class activity. They cannot pronoun words by words and do not know the meaning of the words.

In addition teaching media also can help the teacher easy to teach and explain the material or the topic effective and efficiently. Teaching vocabulary to the students is really important and not easy. The teacher needs to create good atmosphere at the classroom in order the students feel

enjoy in learning. It is a challenge for the English teacher, especially in teaching vocabulary. In conclusions, media in teaching is really important because it will help the learners understand and enjoy their lesson.

One of the media that can be used by teacher in teaching vocabulary is using games. Games are gainful and effective in learning vocabulary. They are motivating because they usually involve friendly competition and make a cooperative learning atmosphere so students have a chance to collaborate. Azar says that games improve students' communication skills and has an opportunity to use the target language . There are many kinds of games which can be used in learning vocabulary; one of them is jumbled letters game.

Bruner said that vocabulary can improve by using jumbled letters game, jumbled Letters is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. Then Umstatter stated that the games for activities in learning English that is jumbled letters can be improve students vocabulary in the class, because it's fun activities. It's mean jumbled letters can be make students make some word to improve their vocabulary mastery.

The researcher found some fact of the problem in the MTs Terpadu Guguak Randah that is the students lack of vocabulary, so the students were difficult understanding the meaning of context of learning English. Then, the students had low score under KKM score. Next, the student just silent when the teacher gave several questions in English, because they were not familiar with English. Futhermore, students didn't understand when the teacher ask them to do something in English. They often ask the teacher to translate it in Indonesian language.

According to Umstatter, Jumbled Letters is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. Jumbled letter can make students' time in the classroom informative, enjoyable, and entertaining. This game can make students' be active to introduce and review the various language arts skills including word development, vocabulary, research, critical thinking, and creative. Afterthat, the game can make students' felt fun, creative in learning English in the classroom.

Step of using jumbled letters game according to Umstater said that: (1) The class is divided into pair or groups. (2) The teacher writes some words about a topic on the blackboard and gives each group a set of small cards where students write each letter of the words written on the blackboard. (3) Then they have to mix the letters and then recompose each word. (4) Last, the teacher walks around checking the words and asking the children to read out the words. For older students, the teacher can write sentences better than words and pupils have to recompose the sentence word by word, stead letter by letter.

METHOD

This research used quantitative approach in the form quasi-experiment design which aimed to establish a cause-and-effect relationship between an independent and dependent variable. The population in this research were eighth-grade MTs Terpadu Guguak Randah students in the 2023/2024 academic year and the sample was 8.3 as the experiment class and 8.1 as the control class. The instrument that used in this research was in the form test which is divided into pretest and posttest. Then in analyzing the data, researchers analyzed data from experimental class and control class by using the t-test.

FINDINGS AND DISCUSSION

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperiment	16	48	76	58.50	6.512
Post-Test Eksperimen	16	80	100	91.50	6.346
Valid N (listwise)	16				

Table above shows the data from pre-test and post- test of pre-experimental class. In the pre-test of experimental class there were 16 students, the maximum score was 76, the minimum score was 48, mean was 58,5 and Std.deviation was 6,512. Post-test experimental class there were 16 students, maximum score was 100, minimum score was 80, mean score was 91,5 and Std.deviation score was 6,346. According to the data, the post-test score outperformed the score of pre-test. It indicates that pupils who participated in a jumbled letters game had greater vocabulary mastery than those who did not.

Based on Shapiro-Wilk test output result on SPSS version 26 and in the table, the normality test results in the post-test experiment class was 0,075. The table normality test results in the post-test control class was 0,066. It can be conclude that the data of sig value of class was more than 0,05. So it was categorized that the data were normally distributed. Therefore, the data was qualified to be analyzed..

To determine whether there are significant mean differences between the score of post-test and score of pre-test so that the null hypothesis can be accepted or rejected, the paired sample t-test is used to test the hypothesis. The researcher used SPSS to determine that table showed that Df (Degree of freedom) is 15. Therefore, the way to test whether the null hypothesis can be rejected is to compare the p-value with the standard of significant level (0,05). It means that alternative hypothesis was accepted and the two tailed significant showed that $p < 0,05$ ($p = 0,05$). It can be calculated that there was significant differences of students' vocabulary mastery who were taught by using Jumbled Letters Game. Therefore, null hypothesis was rejected and alternative hypothesis was accepted.

Discussion

Vocabulary is one of the important aspect in English. The students need to mastering vocabulary because vocabulary is a toll to communicate and share information in English effectively and also important skill in English, the students master in vocabulary will be easier in understanding the language and will be easier to communicate with other people if the students do not know about the vocabulary they will be difficulty in understanding what they are see, read. learn and also they cannot communicate and receive the message from other people effectively. According to Richards and Renandya, Vocabulary is a crucial component of language ability because it influences how well speakers, listeners, readers, and writers communicate. Further more according to Fauziati Vocabulary is a basic of language and it is crucial for most language learners. Because the most important of vocabulary, the teacher should choose and used effective method in teaching vocabulary to improve students vocabulary mastery, there are many way and method that teacher can used to teach and increse students vocabulary mastery, one of the method that teacher can used in the classroom to improve students vocabulary mastery is by using Jumbled Letters Game.

In this research, the researcher would like to describe and discus the findings of the research based on the related theories. All the data collected from the instrument provided information of the research findings. The result of the students' score was calculated by using t-test. Based on the result on the data analysis, it was proven that students vocabulary mastery by using Jumbled Letters Game was better. It could be seen by the comparison between the post-test result of the experimental and control class which the mean score was 91,5 and 84,5.

There were three points on the effect of using Jumbled Letters Game. The points are: there was significant effect of using jumbled letters game, the significant difference between the post test result of experimental and control class , then Jumbled Letters Game is better than conventional technique.

1. There was significant effect of using Jumbled Letters Game toward students' vocabulary mastery
From the result the researcher found there was significant effect of using Jumbled Letters Game and it proven by the result from pre-test and post-test in experiment class.
2. There was significant difference between the students' who were taught by using Jumbled Letters Game and the students who were not taught by using Jumbled Letters Game.

From the result, the researcher found there was the significant difference between the students who were taught by using Jumbled Letters Game and the students who were not taught by using Jumbled Letters Game. In Jumbled Letters Game activity, students get some advantages as stated by Umstatter, Jumbled Letters is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide hints about the answer phrase. Jumbled letter can make students' time in the classroom informative, enjoyable, and entertaining. This game can make students' be active to introduce and review the various language arts skills including word development, vocabulary, research, critical thinking, and creative.

3. Using Jumbled Letters Game is better than conventional model.

Based on the result, the researcher found that Jumbled Letters Game is better than conventional model, as stated by Nonili, etc, on they research the result of students' pre-test and posttest in the seventh grade of SMP Negeri 23 Banjarmasin, the researcher found that the students who were taught vocabulary through Jumbled Letters Game technique got higher result than the students who were not taught vocabulary through Jumbled Letters Game.

Based on explanation above, the researcher had answered the hypothesis. The result meant that null hypothesis was rejected and there was a significant difference between post-test score of the experimental and control class in learning vocabulary used explanation text. In other words, the used of Jumbled Letters Game was better than conventional model. To sum up, Jumbled Letters Game had a significant effect on students' vocabulary mastery at 8th grade at MTs Terpadu Guguak Randah.

CONCLUSION

The purpose of this study was to investigate the effect of using Jumbled Letters on students' vocabulary mastery. There was significant effect of using Jumbled Letters Game toward students' vocabulary mastery at 8th grade of MTs Terpadu Guguak Randah. It can be seen from the score improvement in experimental class after taught by using Jumbled Letters Game in three meeting.

The study's results are consistent with previous research, which shown that Jumbled Letters can be an effective way to improve vocabulary mastery. The use of Jumbled Letters game in learning can create a pleasant atmosphere and make it easier for student to understand the lesson.

In conclusion, the findings of this study provide evidence that the Jumbled Letters Game can be a valuable tool for improving vocabulary mastery. The result of this study have significant implications for educators who are looking for innovative ways to improve vocabulary mastery.

Based on findings of the research, the researcher would like to purpose some suggestion as follow:

1. The English teacher is recommended to use Jumbled Letters Game to improve students vocabulary mastery. And if the teacher uses Jumbled Letters Game, the teacher will be more easily to managing the students
2. Students also need to improve their vocabulary mastery by using Jumbled Letters Game in order to improve their knowledge.
3. Further the researcher are suggested to conduct the study on the effect of using Jumbled Letters Game in teaching the skills of English.

The researcher used a pre-experiment research as one type of experimental research to determine whether the use of Jumbled Letters game had a significant impact on the vocabulary mastery of MTs Terpadu Guguak Randah 8th grade. Thus, it can be demonstrated via the data findings and discussion. Using a significance level of 0.05. It indicates that the null hypothesis was rejected in favor of the alternative hypothesis. It can be concluded that jumbled letters game instruction had a significant effect on vocabulary mastery in comparison to traditional instruction.

Based on the preceding conclusion, the researcher would like to suggest the following: First, it is suggested that the English instructor use the Jumbled Letters Game to enhance students' vocabulary, and the teacher should convey the material in an engaging, easily-understood manner, especially for vocabulary mastery. Students must also play Jumbled Letters Game in order to increase their vocabulary. Further, it is suggested that researchers examine the impact of Jumbled Letters Game on students' vocabulary mastery in order to investigate the strategy's applicability in other contexts. Therefore, the researcher expects that all readers will embrace and implement these recommendations.

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