THE EFFECTIVENESS OF JUMBLED LETTERS GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTs ADDIN AS SHIDDIEQ PADI PACITAN

THESIS

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2021

ABSTRACT

RACHMA, MELLISA AGUSTINA. 2021. *The Effectiveness of Jumbled Letters Game to Improve Students' Vocabulary Mastery at MTs Addin As Shiddieq Padi Pacitan.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institite of Islamic Studies Ponorogo. Advisor Fenty Andriani, M.Pd.

Keywords: *Media, Jumbled Letters Game, Vocabulary.*

Vocabulary is important for learners since it is the area of language learning that does not appear to be shown down by age. People use vocabulary to construct a sentence to express the idea. Unfortunately, in improving students' vocabulary mastery, English teacher uses traditional media by giving task to the students based on the book to clarify the vocabulary. Therefore, the teacher should provide interesting teaching media to improve students vocabulary. There are a lot of media that can be used. One of them is Jumbled Letters game. Jumbled Letters is a word puzzle in which a player is given a set of letters which the students have to arrange the word in the correct order.

The objective of this research is to find out whether there was a significant difference in vocabulary mastery between students who are taught by using Jumbled Letters game and those who are not taught by using Jumbled Letters game at the seventh graders at MTs Addin As Shiddieq Padi Pacitan in the academic year 2020/2021.

This research used a quantitative approach and used quasi experimental design. The researcher used one class as experimental class and one class as control class. The population was 90 students of the seventh grade at MTs Addin As Shiddieq. The researcher took VII A as the experimental class and VII B as the control class, both of them consisted of 30 students. The total sample was 60 students. The data was gathered through the test. This research was conducted by giving a pretest, applying the treatment, and giving a posttest. The data was analyzed by using the t-test formula in SPSS 26.

The result shows the mean score of the students' vocabulary who were taught by using Jumbled Letters game was 85.40. It was higher than the result of the mean score of students who were taught by using lecturing method and textbook media who got 64.53. It was concluded that the posttest of students who were taught by using Jumbled Letters game was better. The t-test shows 11.311 and the value of t-table of df 60 = 2.00. The value of the t-test was higher than the t-table (11.311 > 2.00). Thus, Ho was rejected and Ha was accepted. There was a significant difference in vocabulary achievement between students who are taught by using Jumbled Letters game and those who are not.

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                              Improve Students' Vocabulary Mastery at MTs
                              Addin As Shiddieq Padi Pacitan.

Has been approved by the board of examiners on:
Day   : Friday
Date   : November 19th, 2021
And has been accepted as the requirement for the degree the Sarjana
in English Education on:
Day   : Tuesday
Date   : November 29th, 2021

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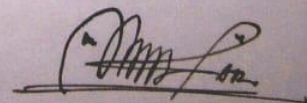
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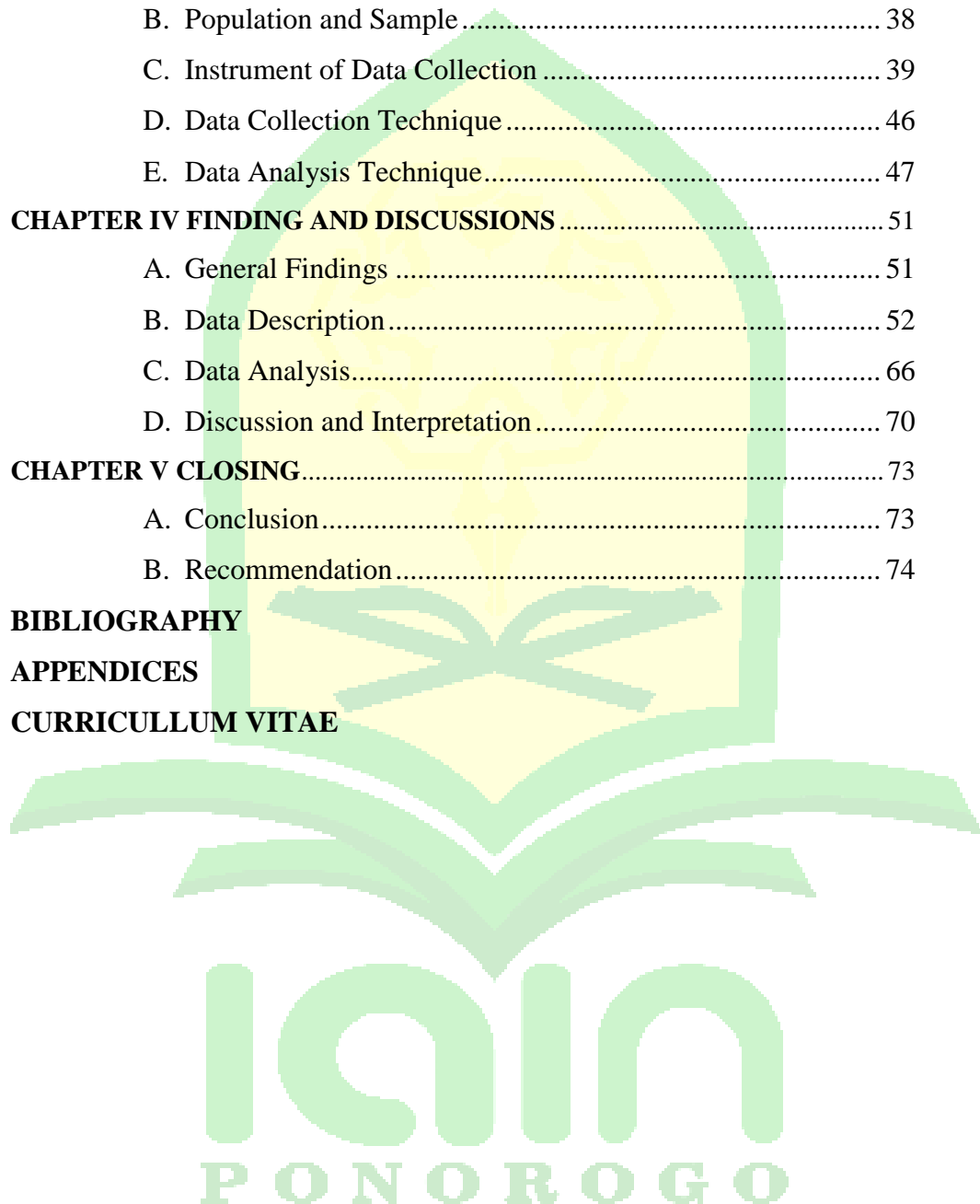
Yang membuat pernyataan

Mellisa Agustina Rachma

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CHAPTER 1

INTRODUCTION

This chapter deals with the general background of the study, the scope and limitation of the study, statement of the problem, research objective, significances of th e study, and organization of the study.

A. Background of the Study

In Indonesia, English is a foreign language. Indonesia uses English in school, office, and other places. In education, English has been introduced from elementary to university level. In School, English is also one of the subjects which is examined in National Examination.The teaching of English is important because it is one of the international languages. In learning English, there are four basic language skills namely listening, speaking, reading and writing. In terms of English teaching and learning, vocabulary is one of components, which support English linguistics skills.

Vocabulary is one of the English components taught to the learners and it has primary role for all language skills. Vocabulary is important for learners since it is the area of language learning that does not appear to be shown down by age.[1] It means that without a proportional amount of vocabulary, anyone will get trouble in listening, speaking, reading, and writing.

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[1]Misbahuddin, *The Correlation Between Students Mastery of Vocabulary and Their Reading Abiliy*, (Thesis UIN Syarif Hidayatullah, Jakarta, 2011)p. 1.

Vocabulary is the main content of language. People use vocabulary to construct a sentence to express the idea. By having a lot of vocabularies, people can express more ideas. The ability in English needs the mastery of vocabulary. However, most students of Mts Addin As Shiddieq Padi Pacitan faced problems in understanding the meaning of words. The students are difficult in learning English because of their limited vocabularies.[2] According to Dan Douglas, knowledge of vocabulary is one of the most important aspects that includes in language knowledge.[3]

Based on the preliminary study, the students have difficulty to master vocabulary due to some reasons. First, low performance of some students is caused by the lack of material and teachers are not motivated. Besides, it can obstruct such learning process, that the learning process cannot run well. Second, the students feel bored and confused in learning English. Third, the strategy used in Mts Addin As Shiddieq Padi Pacitan is monotonous. Fourth, the English teacher uses traditional strategy by giving task to the students and usually asking the students to read and comprehend the text from hand book. The teacher thinks that his ways are easy for their students.[4]

Vocabulary is central to language teaching and paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an

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[2] Research Observation at MTs Addin As Shiddieq Padi Pacitan.
[3] Dan Douglas, *Assesing   for Specific Purpose*, (Cambridge: Cambridge University Press, 2000), p. 35.
[4] Rita S. Dunn and Kenneth J. Dunn, *Learning Styles/Teaching Styles : Should They.. be Matched?,* Educational Leadership Journal, January 1979, p. 241.

instructional emphasis on word learning.[5] To gain a successful teaching and learning vocabulary mastery, a teacher should be aware of many factors that can influence the process or learning in the classroom and the students' ability. Those factors are the form of teaching methods used by the teacher, the learning material, classroom atmosphere, creativity, and interest from the students. Therefore, the teacher should provide interesting teaching media to improve vocabulary mastery.

In this case, there are a lot of media that can be used. One of them is Jumbled Letters game. Jumbled Letters is a word puzzle in which a player is given a set of letters which the students have to arrange the word in the correct order. Puzzle is a kind of various activities which involves the capability in contracting and arranging the letter based on the clue, guidance, which reduces the leather anxiety, shame, stress, frighted condition during the activities.

Jumble was created in 1954 by Martin Naydel, who was better known for his work on comic books. It originally appeared under the title "Scramble". Henri Arnold and Bob Lee took over the feature in 1962 and continued it for at least 30 years. As of 2013, Jumble was being maintained by David L. Hoyt and Jeff Knurek. There are many variations of puzzles from the Jumble brand including Jumble for Kids, Jumble Crosswords, Jumble Brain Busters Junior, Hollywood Jumble, Jumble Jong, Jumble Word Vault, Jumpin' Jumble, Jumble Solitaire, Jumble Word Web, etc. The current syndicated version found in most daily newspapers (under the official title Jumble-That

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[5]Mofareh Alqahtani, *"The Importance of Vocabulary in Language Learning and How to be Taught,"* *International Journal of Teaching and Education*, 3 (2015), p. 21.

Scrambled Word Game) has four base anagrams, two of five letters and two of six, followed by a clue and a series of blank spaces into which the answer to the clue fits. The answer to the clue is generally a pun of some sort. A weekly "kids version" of the puzzle features a three-letter word plus three four-letter words. In order to find the letters that are in the answer to the given clue, the player must unscramble all four of the scrambled words; the letters that are in the clue will be circled.[6]

According to Gertrude Nye Dorry, there are some advantages of jumbled letters game. First, by using jumbled letters game in the teaching vocabulary, it can improve students' vocabulary writing and spelling. Second, by using jumbled letters game the students will not get bored in the teaching and learning activities. Third, by using jumbled letters games the students are able to learn the target language unconsciously. Fourth, jumbled letters games can help the students to arouse their self confident, more creatively and decrease the anxiety from acquiring the language.[7]

By using interesting media or game, the students are not easy to get bored. Thus the researcher assumed that Jumbled Letters game learning media can be one of solutions to solve the students' difficulties in English vocabulary. Jumbled Letters Game has been proven significant in improving students' vocabulary. The research conducted by Nora Fudhla "Enhancing Student's Vocabulary by using Jumbled-Letter Game in English Language

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[6]https://en.wikipedia.org/wiki/Jumble#cite_note-1.
[7]Gertrude Nye Dorry, *Games for Second Language Learning,* (New York: Mc. Braw-Hill, Inc, 1966), p.21.

Teaching" shows that jumbled letters game improved students' vocabulary.[8] The other research was conducted by Metty Herawati. She wrote "The Students' Words Mastery using Jumbled Letter and Pictures". The result shows that jumbled letters game had good effect to help the students in learning English including in learning vocabulary.

Based on the statements above, the researcher would like to conduct a research title **"The Effectiveness of Jumbled Letters Game to Improve Students' Vocabulary Mastery at Mts Addin As Shiddieq Padi Pacitan"**.

B. Scope and Limitation of the Study

This study is limited on examining the effectiveness of Jumbled Letters game to improve vocabulary mastery at the seventh grade students at Mts Addin As Shiddieq Padi Pacitan in academic year 2020/2021. The material in teaching vocabulary is asking and giving information related to the subject person, objects and public buildings that are close to students' daily lives. The experimental class was taught by using jumbled letters game and the control class was taught by using a textbook.

C. Research Question

In this section, the researcher analyzes the use of jumbled letters game in teaching vocabulary at the seventh grade students of Mts Addin As

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[8]Nora Fudhia, 'Enhancing Student's Vocabulary by using Jumbled-Letter Game in English Language Teaching', 2017.

Shiddieq Padi Pacitan. The problem of this study can be formulated into specific problem as stated below: "Do the students who are taught by using jumbled letters game get better score in vocabulary achievement than those who are not?"

D. Research Objective

Concerning with the problem statement, this study has objective to know the effectiveness of Jumbled Letters game to improve vocabulary mastery of the seventh grade students at Mts Addin As Shiddieq Padi Pacitan.

E. The Significance of the study

The study is expected to have both academic and practical contributions. Academically, it can help teacher/researcher to find out the alternative way in teaching English as foreign language, especially knowing the effectiveness of Jumbled Letters game to improve vocabulary mastery of the seventh graders at Mts Addin As Shiddieq Padi Pacitan.

Practically, it can be used as a model to know the effectiveness of Jumbled Letters game to improve vocabulary mastery of the seventh graders at Mts Addin As Shiddieq Padi Pacitan. The result of this research is expected to be beneficial to :

a. The Teacher

The study is expected to be useful and helpful for the teacher if Jumbled Letters Game can be used in teaching activity especially in improving

vocabulary mastery. Thus, teaching and learning in the classroom is not monotonous and boring.

b. For the students

This study can motivate the students to be active and enjoy learning English, especially in improving vocabulary.

c. For the reader

This study is expected to give contribution to the readers to improve the vocabulary knowledge, particularly the students of IAIN Ponorogo.

F. Organization of the Study

The researcher has organized the process of this research report systematically. The organization of this research are:

Chapter I is an introduction. It confirms background of the study that explains the reasons behind conducting this research, some problems in teaching vocabulary for the seventh grade students, the importance of teaching and learning vocabulary and the basic pattern of the research. This chapter also discusses the limitation of the study, statement of the problem or research questions, research objectives, significances of the study, and the organization of the study.

Chapter II discusses an overview of the previous studies to support the theories about Jumbled Letters game and vocabulary mastery. The researcher took the teories from experts as references to support this research. This chapter also discusses the conceptual framework, and the hypothesis.

Chapter III is a research methodology. It explains about research design which was used by the researcher, shows the subject used as the population and sample, instruments used to obtain the data, the data collection technique, and the data analysis technique.

Chapter IV discusses the result of research findings and discussion of the study which contains the description of the data, data analysis, and then interpretation and discussion from the research findings.

Chapter V is closing. This chapter explains the conclusions of this study and suggestions for the next researchers or readers. This chapter answers the research objective that Jumbled Letters game is effective to improve students' vocabulary mastery.
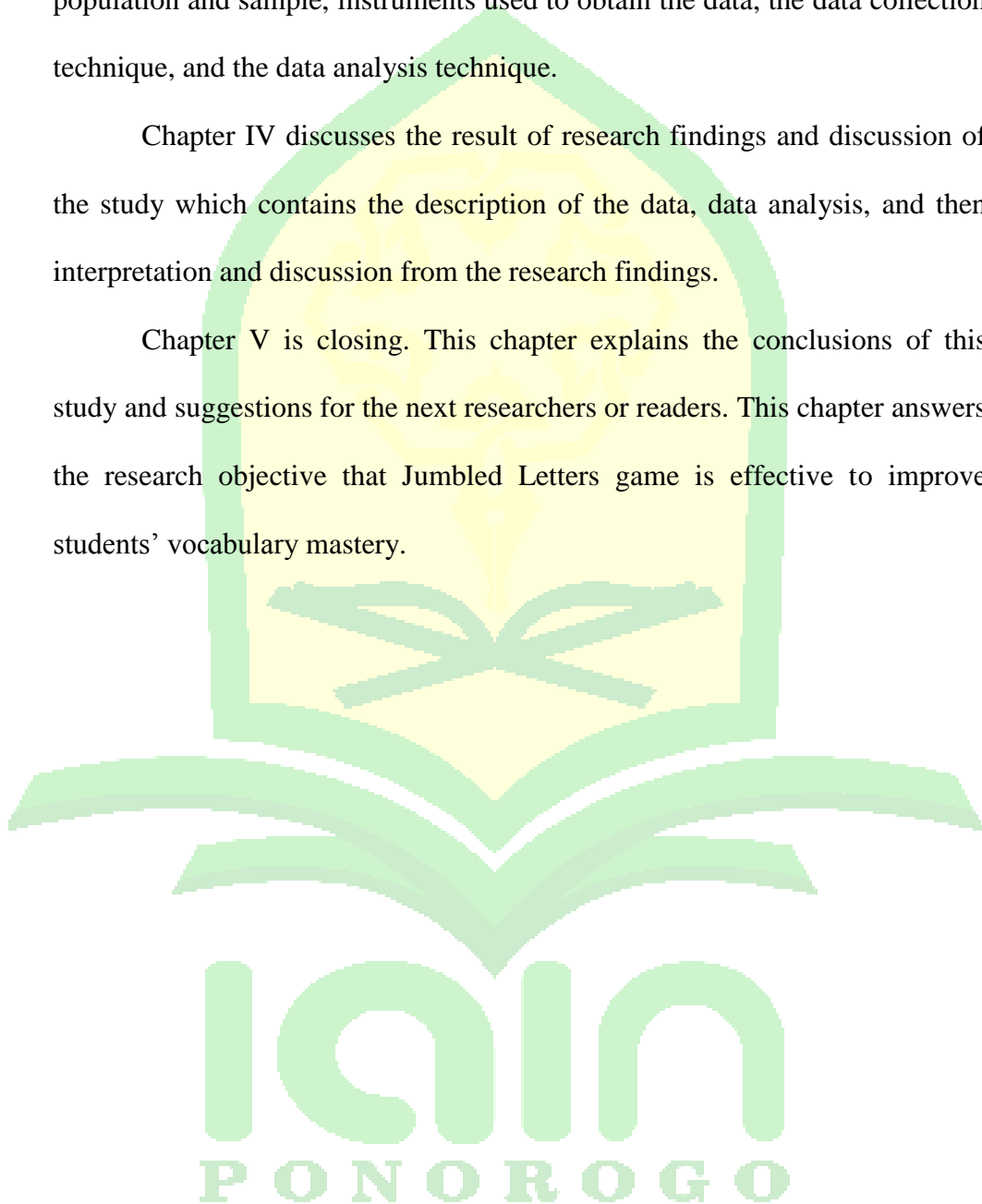
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher gives an overview of the previous studies, the literature review/theoretical background, conceptual framework, and hypothesis.

A. Previous Study

In writing this research, which discussed about learning by using games, the researcher found some related research using game in teaching vocabulary, as follows:

First, Ringe Ringe Preshqoury Limantain, entitled: "*The Effect of Jumbled Letters Game on Vocabulary Mastery of the Eight Grade Students at MTs Hidayatul Insan Palangkaraya Raya*" this research found that the value of tobserved was greater than the value of t-table at 1% and 5% significance level or $2.03 \leq 8.37 \geq 4.63$. It means Ha was accepted and Ho was rejeted. It could be interpreted based on the result of calculation that Ha stating that jumbled letters game gave effect on the students vocabulary mastery score was accepted and Ho stating that jumbled letters game does not gave effect on the students vocabulary mastery score was rejected. It means that teaching vocabulary with jumbled letters game gave significant effect on the students' vocabulary mastery of the eighth grade students at MTs Hidayatul Insan Palangka Raya. The difference between the previous study and this research

deals with the sample. This research was conducted at the seventh grade of MTs Addin As Shiddieq Padi Pacitan. Meanwhile, the previous researcher took the research in the eight grade students at MTs Hidayatul Insan Palangkaraya Raya. Both of the research have the similarity in using Jumbled Letters Game as the media in the teaching learning process to improve students' vocabulary mastery.

Second study was conducted by Partohap S.R. Sihombing, entitled: "*The Effect of Using Jumble Letters in Teaching Vocabulary in Grade Eight Students of SMP Negeri 7 Pemantangsiantar*" stated that the effect of using Jumbled letters in teaching vocabulary in grade eight students of SMP N 7 Pematangsintar is significant. The data shows that the students' vocabulary in grade VIII 8 increases significantly. It shows that by the improvement of the students' score from the pretest to posttest. In pretest of experimental group shows that the mean (M) in pretest is 65, the median is 62.5, the highest score is 75, and the lowest score is 60. While in posttest of experimental group, it shows that the mean (M) in posttest is 0.25, the median is 80, the highest score is 90, and the lowest score is 70. Based on the calculation of t – test, it was found out that t – observed is (8.46) and it is higher than t – table (1.66) at the level of significance (0.05). It means that teaching vocabulary with jumbled letters game gave significant effect on the students' vocabulary mastery. Both of the research have the similarity in using Jumbled Letters game as the media in the teaching learning process to improve students' vocabulary mastery. The difference between the previous study and this research deals with the method

of the research. The previous study applied classroom action research and this research applied quasi-experimental method.

Third study was conducted by Evita Zahara, Urai Salam, Zainal Arifin, entitled : "*Improving English Vocabulary Mastery using Jumbled Letters Game*" It shows that there was an improvement of the students' English vocabulary mastery after applying the Jumbled letters game during teaching learning activity. This Classroom Action Research is conducted to improve students vocabulary mastery through Jumbled Letters Game. The subjects of this research were 35 class VIIA students of SMPN 1 Kembayan, Sanggau in academic year 2013/2014. The data analysis shows that class VIIA students got their progress in mastering vocabulary. Both of the research have the similarity in using Jumbled Letters game as the media in teaching and learning process to improve students' vocabulary mastery. The difference between the previous study and this research deals with the method of the research. The researcher applied classroom action research and this research applied quasi-experimental method.

The previous studies and this research are similar in terms of the usage of Jumbled Letters game to improve students' vocabulary achievement in the teaching and learning process. The difference between the first previous study and this research deals with the sample. This research was conducted at the seventh grade of MTs Addin As Shiddieq Padi Pacitan. Meanwhile, the previous researcher took the research in the eight grade students at MTs Hidayatul Insan Palangkaraya Raya. The difference between the second and

the third previous studies deals with the method of the research. The second and the third previous studies applied classroom action research and this research applied quasi-experimental method.

Based on the previous studies above, the researcher is sure that Jumbled Letters Game would be effective in teaching English especially teaching vocabulary mastery at MTs Addin As Shiddieq Padi Pacitan.

B. Literature Review

This subchapter presents some related theories about the topic of this study, including the definition of vocabulary, technique of teaching vocabulary, strategy of teaching vocabulary, assessing vocabulary. Exposure the Media of teaching vocabulary such as game and jumbled letters.

1. Vocabulary

a. Definiton of Vocabulary

According to Djalinus Syah and Azimar Enong, vocabulary is the treasury of the words, that is a list and a number of words which we have known.[9] Next, Dan Douglas states that knowledge of vocabulary is one of the most important aspects that includes in language knowledge,[10] that means that vocabulary is very important thing for everybody who learn languages. Penny Ur stated that vocabulary is as

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[9]Djalinus Syah and Azimar Enong, *Tata Bahasa Inggris Modern (Dalam Bentuk Tanya Jawab)*, (Jakarta: CV. Miswar, 1982), p.1.

[10]Dan Douglas, *Assesing for Specific Purpose*, (Cambridge: Cambridge University Press, 2000), p. 35.

the words we teach in the foreign language.[11] Based on definition above, it shows that vocabulary is a meaningful word where a language cannot have a function without its existence. Vocabulary is important in learning a language for students.Vocabulary is very necessary to study for the English language students. According to Harmer, vocabulary was seen as incidental to min purpose of language teaching, namely the acquisition or grammatical knowledge about the language.[12] And then vocabulary can be defined, roughly as the words we teach in the foreign language. However a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two on three words but express a single idea.[13] There many concept of vocabulary, some of them:

1) Vocabulary is the stock of words used by a people, or by a particular class or person.

2) Vocabulary is a list of collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.

3) Vocabulary is the words of a language,

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[11]Penny Ur, *A Course in Language Teachin,* (Cambridge: Cmbridge University Press, 1991), p. 60.
[12]Jeremy Harmer, *The Practice of English Language Teaching,* (New York:Longman, 1991), p. 154.
[13]Ibid.

4) Vocabulary is the sum or scope of one's expressive technique, as in arts.[14]

b. **Kinds of Vocabulary**

According to Ruth Gairns, there are two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is a language items which can only be recognized and comprehended in the context of reading and listening material. This item often called passive vocabulary. Whereas productive vocabulary is the language items whichlearner can recall and use appropriately in speech and writing. It usually called active vocabulary.[15]

Djalinus Syah and Azimar Enong divided vocabulary into two parts, namely: General Vocabulary, is the words used in general; there is no limit of field or user, general in meaning and use and Special Vocabulary is the words used in the certain field or job, profession or special science and technology: politicians, journalist and lawyers.

Aeborsold and Field also classified vocabulary into; active and passive vocabulary:

1) Active Vocabulary, refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put

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[14]Emyanti Hamid, *Increasing Students Vocabulary Through Poem Reading.* A Thesis S1 (pare-pare: 2004). P5.
[15]Ruth Gairns, et. Al., *Working withWords, A Guide to Teaching and Learning Vocabulary,* (4th Printed, Melbourne, Australia: Cambridge University Press), 1989, p.64.

into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped to be familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing.

2) Passive Vocabulary, refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary. [16]

Fries says vocabulary is of two, namely: *Function* and *Content Words*. The function words are a closed class. We cannot add to the prepositions or auxiliaries or modals or any structure words of the language the content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary.[17]

The content words can be divided into three general classes. There are Words naming things, ideas, entitles, that we might call them *nouns,* Words naming actions called *verb,* Words used to describe the qualities of those things or action called *adjectives* and *adverbs.* [18]Usually, students in the class learn new vocabulary based on the

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[16]Jo Ann Aeborsold and mary Lee Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1997), p. 139.

[17]Finnochiaro Mary and Bonomo Michael, *The Foreign Language Learner : A Guide for Teacher*, (New York: Regent Publishing Company inc, 1973), p. 86.

[18]Charles C. Fries, *Teaching & Learning English as a Foreign Language,*(USA: The University f Michigan, 194), p. 47.

topic which teacher gives from source book. Summarizing kinds of vocabulary elaborated.

a) Word classes

Word classed is well-known as parts of speech in grammatical English. Word classes divided in two parts, namely:

(1) Noun

Pora states that noun is the word which can be the name of place, and the name of things or idea.[19] In other hand, Fuad Mas'ud Masruddin's book said that noun is a word which represents people, thing, place, plant, animal, idea, and etc.[20]

Noun in number is divided two kinds, namely Countable noun and uncountable noun. Countable noun divided into two kinds, they are singular noun, such as pen, bag, etc. and plural noun, such as: pens babies, children, and mice. Uncountable noun such as rice, sugar, salt, and sand. Forms of noun are Concrete noun such as woman, Bandung, gold, fish and Abstract noun such as happiness, healthy, loneliness.

(2) Verb

Verb is a word which shows the activities and the chief of word a sentence. There are four kinds of verbs namely:

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[19]Yusran Pora, *Develop Your Vocabulary Grammar Idiom,* (Yogyakarta: Pustaka Pustaka Pelajar), 2003, p.268.
[20]Masrudin, *A Teaching Book and Exercise, Error Analysis,* (English Study Program of Tarbiyah Department, STAIN Palopo: LPS Press), 2010, p.23.

(a) Infinitive verbs

Infinitive with to and infinitive without to.

(b) Regular verb

Infinitive : Walk, stay

past tense : Walked, stayed

past participle : Walked, stayed

(c) Irregular verb

Infinitive : go

Past tense : went

Past participle : gone

(d) Transitive verb

(e) Intransitive verb

(f) Auxiliary and Linking verb

(3) Adjective

Adjective is the word which is used to give characteristic of thing and it is put before noun. There are ten kinds of adjectives namely:

(a) Adjective of quality

Wealthy

Elementary

(b) Adjective of quantity

Little

Any

(c) Adjective of number

Five

Many

Several

(d) Demonstrative adjective : this, that, these, those.

(e) Distributive adjective : each, every, either, whose.

(f) Interrogative adjective : what, which, whose.

(g) Possessive adjective : your, their, its, our, my, his, her.

(h) Emphasizing adjective : own, very.

(i) Exclamatory adjective : what. E.g : what a beauty.

(4) Adverb

Adverb is a word modified a verb, an adjective or another adverb or used to explain how, where, when and why an action is performed is known as an adverb. Or adverb is a word that's ads information to a verb, adjective, phrase or another adverb.[21]

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[21]Ibid., p.60.

According to A.J.Thomson and A.V.Martinet, there are eight kinds of adverbs[22] they are:

(a) Adverb of manner

Bravely

Happily

(b) Adverb of place

By

Here

(c) Adverb of time

Today

Then

Tomorrow

Ago

(d) Adverb of frequency

always

never

twice

usually

(e) Adverbs of sentence

certainly

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[22]AJ. Thomson et, al., *A Practical English Grammar,* (4th Edition, Oxford University Press), 1986, p.47.

definitely

luckily

obviously

(f) Adverb of degree

Totally

Really

Very

(g) Adverb of interrogative

When?

Where?

Why?

How?

(h) Adverb of relative

Where

When

Why

b) Function of word

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to teach others. The Articles such as a, an, the. The auxiliary verb such as to be, to do, to have, modals. Conjunctions such as and, but, either, neither, nor. Preposition such

as in, on, at, beside. Pronoun such as subject, object, possessive. Noun determiner such as the book, my book, this house. Substitute nous such as all, any, very, several. And Intensifier such as enough, quite, just, hardly.

c) Word Families

A word family compromises the base word plus in inflexions and is most common derivatives. Inflexion : plays, playing, played. Derivatives : player, replay, playful.

d) Word formation

Compounding such as second-hand, word-processor, typewriter. Blend such as information + entertainment = infotainment. Conversion such as she upped and left (preposition to verb) . Clipping such as email (electronic mail), flu (influenza)

e) Multi-words unit

Most well-known multi-words units are in the form of phrasal verbs or idioms. Phrasal verb : look for, look after. Idioms : busy body, lips service.

c. **Technique of Teaching Vocabulary**

According to Allen, the technique which can encourage students to use new vocabulary through such activities.[23] First, Guessing games in which members of the class are identified. Second,

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[23]Firginia French Allen, *Techniques in Teaching Vocabulary,* (New York: Oxford University Press, 1983), p. 21-30.

actions that are performed in response to commads. Third, match jumbled letters. And the last is discuss about the result of the game.

Teaching vocabulary in Junior High School, teachers must be able to create situations so that subject matter is always interesting, notboring. Educators must have a high sensitivity to immediately find out whether learningactivities have boring students. If this happens the educator must immediately find a way todeal with it.

Joyfull learning is one learning theory confirms that as difficult as any subject matterwhen studied in a atmosphere these lessons could be easily understood. Conversely, althoughthe subject matter is not too difficult to learn, but if the atmosphere is boring, not interesting,especially students learn under pressure, then the lesson will be difficult to understand. On the basis of these thoughts, so that students easily understand the subject matter, they mustlearn in an atmosphere that is fun, full of attraction, and full of motivation teacher has to have an interesting and enjoyable way in which the students can easily learn new vocabulary without forcing to remember them.

d. **Strategy of Teaching Vocabulary**

Sometimes,Teaching can mention such interpersonal activities because the teacher interacts with the students in the class. Communication will be efficient where the teacher is able to be influenced learners and learners can influence the teacher. One of the

compulsory subjects is English in school because English is a very important . Teaching English is not easy because it is not simple. As teachers, we need much effort to make the learning process become fun and students can be motivated at once. So that, applying technique or media when teacher is teaching or presenting materials, it will make the learners become attracted and mastered the subject.

English can be learned in different ways. People learn English by using interaction in their daily life when English is spoken. Vocabulary teaching strategy there are Verbal Strategy: use of illustrative situations, Visual Strategy: use flash cards, photographs, realia, mine, and gesture, using dictionary, Translation, Contextual guesswork., Asking others teacher or friends, Thematic Vocabulary.

In learning vocabulary, Scott Thornbury states that students get some difficulties because some problems : Pronunciation, Spelling, Grammar, Meaning.

e. **Assessing Vocabulary**

The Assessment is part our research study is finding the object of data. Assessment is collecting information about the quality or quantity of a change in a student, group, teacher or administrator.[24] To get information about the quality or quantity of a change in student, the

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[24]David W. Johnson and Roger T. Jo hnson, *Meaningful Assessment: A Manageable and Cooperative Process* (Boston: A Pearson Education Company, 2002), p.6.

teacher can measuring it by test, but the test certainly not the only form of assessment.

Some types of vocabulary test proposed by Heaton include: synonyms, definition, gap filling (multiple choice) as passive and active vocabulary test.[25]

Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. Inaddition, there is a range of well-known item types that are convenient to use forvocabulary testing. According to John Read, here are some examples:[26]

a. Multiple-choice (Choose the correct answer)

b. Completion (Write in the missing word)

c. Translation

2. Media of Teaching Vocabulary

Media can be something material (software) and tools (hardware). Media also used to learning process to be succesful in teaching and learning English in the classroom. Besides, media help students to remember vocabulary with easily.

According to Fachrurrazy, media can be subdivided into 3 kinds, they are Visual Media e.g : picture, realia, map. Miniature, graphic, and poster. Audio Media e.g : radio,cassette recorder, and tape recorder. And Audio Visual Media e.g : Television.

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[25]Hugles, A, *Testing for Language teachers* (London: Cambridge University Press, 1989), p. 147-149.

[26]John, Read, *Assessing Vocabulary* (London: Cambridge University Press, 2000), p. 2.

The researcher used the visual media. The used of visual media in teaching learning process need to attract students' attention and make teaching and learning process more interesting. The researcher used game and jumbled letters as the media.

a. Definition of Game

In teaching and learning proces, especially in this case learning vocabulary, the teachers usually prepare some materials for their students to enrich their vocabulary by using drills or exercises, but if the teachers keep using this monotony methods, it will occur and make students get bored.

The teacher have to plan some activities that make the students feel enjoy, conveinent, comfortable and interesting in learning vocabulary. It will be found by the when the teacher using fun activities such as games. As Andrew Wright said "...it is generally accepted that young learners and adults are very willing to play game".[27]

According to Oxford advance dictionary, games are "A form of competitive play or sport with rules". [28] Jill Hadfiel stated that "A game is an activity with rules, a goal

[27]Andrew Wright, et al., "*Games for Language Learning*" (New York: Cambridge University Press. 1984) p.2.

[28]A S Hornby, "*Oxford Advanced Learners' Dictionary*" fifth edition (Oxford: Oxford University Press, 1955), p. 486.

and element of fun".[29] Based on Michael J. Wallace: "The basic aims of vocabulary games and vocabulary exercise are usually very similar: to develop the students' vocabulary, perhaps by extending students' vocabulary or perhaps by giving the students practice in using what students already know. In vocabulary game there will be the additional aim of adding fun, relaxa tion and enjoyment to the lesson".[30]

From the definition above, game is an activity to get fun and relax, which is carried out by cooperating with a set of rules, in this case to develop students' vocabulary.

The advantages of using games in English learning, such as help the students to reduce the students' boredom and improving students' interest in learning new vocabulary, make the students feel enjoy and comfortable.

Andrew Wright stated that the advantages of games, there are[31]: First, Games help and encourage many learners to sustain their interest and work and also create context in which the language is useful and meaningful. Second, Many games cause as much density

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[29]Jill Hadfield, *Elementary Vocabulary Game, (*Nealson, 1985*),* p. 4.

[30]Michael J Wallace., *Teaching Vocabulary,* English Language Book Society (Lon don: Heinemann Education, 1987), p. 104.

[31]Andrew Wright, David Betterdige and Michael Bucbey, "*Games for Language Learning*" new edition, (Cambridge: University Press 1984), p.1-2.

of practice as more conventional drill exercise. Third, Games can be found to give practice in all the skills (listening, speaking, reading, writing). Fourth, By making the language convey information and opinion, games provide the key feature of 'drill' with the opportunity to sense the working of language as living communication.

Games make the learners encourage to communicate. In the ease, relaxed atmosphere created by using games, students remember, think faster and better, games to be a good way of practicing language for they provide a model of what students will use the language for in real life in the future. Playing games involves more interactions among the students and their friends.

The disadvantages of games in teaching and learning process as follow, the teacher assumes that game is difficult to use, because the teachers have to know the principles of games and choosing the suitable of language games. The class should be planned so that there is a minimum of formal drilling and a maximum of activities. According to Drs. Soeparno, the disadvantages of using games, generally if the students numbers' number is too much,   it will surface to involve all of the students in that game, a student whom did not invilved will disturb the

process. Not all materials of study can communicated by game. And game usually makes a noise.[32]

From the statements above, the researcher concludes that games are difficult to apply in a big class, some materials of study couldn't be communicated by games, games usually make a noise, games should be used only for a short time, and games merely frivolous activity.[33]

Teaching vocabulary using games is not only as an effective tool for bringing out students from the monotony or boring situations in learning process, but also for developing students' vocabulary.

b. Jumbled Letters Game

According to Burner, 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. A word jumble is a common type of word puzzle in which you have

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[32]Soeparno, "*Language Teaching Media*", (Yogyakarta: PT. Intan Pariwara, 1982), p.64.

[33]Stephen Mark Silver, "*Games for the Classroom and English-Speaking Group*", *English Teaching Forum,* Vol XX (April, 1982), p. 29.

a jumbled word or group of words. Students must unscramble them to form a real word or phrase. Some word jumble games give you a category, such as movies or books.[34]

According to Leonara D. Basbas, Jumbled letters is a strategy used to unlock the difficulty of the lesson. The teacher will prepare pieces of the paper where in each piece one letter of the term to be defined. The class will be divided into two and each group will posted on the board in jumbled order. The quiz master will read the meaning the the representative will arrange the jumbled letters to define the meaning of the term. The first representative to finish arranging the jumbled letters will earn one point for their group. The group who has the highest point will be the winner.[35]

a) Kinds of Jumbled Letters Game

There are three types of Jumbled Letters game:

(1) Shuffle

It is by the shuffle existing tiles on a single line to create a new word. The students will not use

[34]Bruner, J. (1983), *Learning to use Language,* New York W. W Norton & Company.
[35]Leonora D. Basbas, *Learning and Living and Living in the 21st Century,* (Philippine: Rex Book Store, Inc, 2007), p.151.

any one the tiles on the line for this option. Instead, the simple scramble or shuffle the tiles already on a line to create a new word. For example:

A	C	T

C	A	T
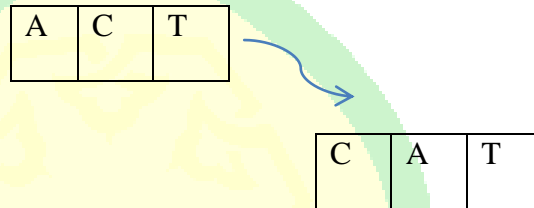
(2) Add

It is by adding tiles to a line to create a new word. The students may add a maximum of two tiles. The students must draw one or two new tiles from the tile bag so the students have a total of five tiles on the tray at the end of their turn. For example:

A	C	T

F	A	C	T	S
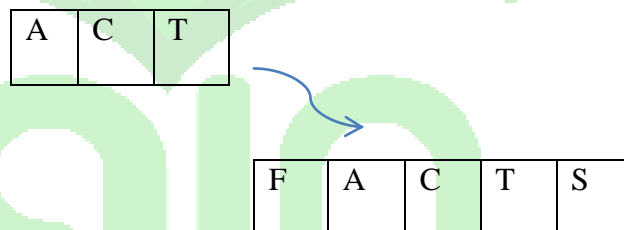
(3) Shuffle and Add

It is by adding tiles to a line and also shuffle those tiles on the line to create a new word. The students may add a maximum of two tiles from

their tray on any given turn. The students must draw one or two new tiles from the tile bag so they have a total of five tiles on their tray at the end of their turn. For example:

A	C	T

T	R	A	C	K	S
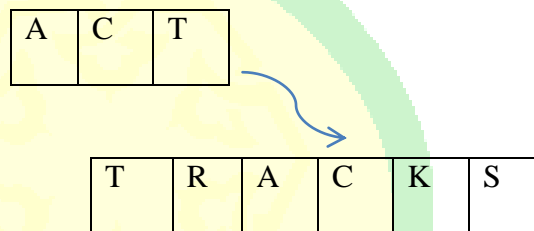
The researcher used the suffle. The students will not use any one the tiles on the line for this option. Instead, the simple scramble or shuffle the tiles already on a line to create a new word.

According to Gertrude Nye Dorry, there are some advantages of jumbled letter game. First, by using jumbled letters game in the teaching vocabulary, it can improve the student's vocabulary writing and spelling. Second, by using jumbled letters game the students will not get bored in the teaching and learning activities. Third, by using jumbled letters games the students are able to learn the target language unconsciously. Fourth, jumbled letters games can help the students to arouse their self confident,

more creatively and decrease the anxiety from acquiring the language.[36]

The disadvantages of Jumbled Letters game. First, the process of giving Jumbled Letters game can consume much time, it will surface to involve all of the students in that game, a student whom did not invilved will disturb the process. Second, not all materials of study can communicated by game. And game usually makes a noise.[37]

There are several steps of teaching vocabulary by using Jumbled Letters Game. First, every student is given letter cards, each cards containing one letter of the target words. Second, letter cards are given out of random order and that student has to arrange them in the correct word.

C. Conceptual Framework

The conceptual framework is a concept about how theories can be related to the factors which are identified as important problem. This research has two variables, independent and dependent. Symbol X and Y are used to

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[36]Gertrude Nye Dorry, *Games for Second Language Learning,* (New York: Mc. Braw-Hill, Inc, 1966), p.21.
[37]Soeparno, "*Language Teaching Media*", (Yogyakarta: PT. Intan Pariwara, 1982), p.64.

distinguish between two variables, X is used for independent   variable and Y is used for dependent variable, such as:

X : Jumbled Letters game

Y : Vocabulary Mastery

Vocabulary is central to language teaching and paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where   to begin to form an instructional emphasis on word learning.

Therefore, the teacher should provide interesting media in order to develop the students activity in learning vocabulary. It is important to mention that the game helps students to improve their English vocabulary. It is hoped that the objective of teaching and learning process can be achieved.

Based on the problem that the researcher found at Mts Addin As Shiddieq Padi Pacitan, especially at the seventh grade students, some of them think that learning English is difficult. Therefore the researcher concerned on the vocabulary with Jumbled Letters game to make the students understand the vocabulary. It can be used to combine vocabulary and game. It is considered could effective to improve students are able to master vocabulary.

D. **Hypothesis**

Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the

researcher to explain the phenomenon of interest. Hypothesis can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypothesis is that each must make a prediction. Remember that hypothesis are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied.[38]

From the explanation, the researcher takes the hypothesis that:

Ha **:** There is a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

Ho : There is no significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

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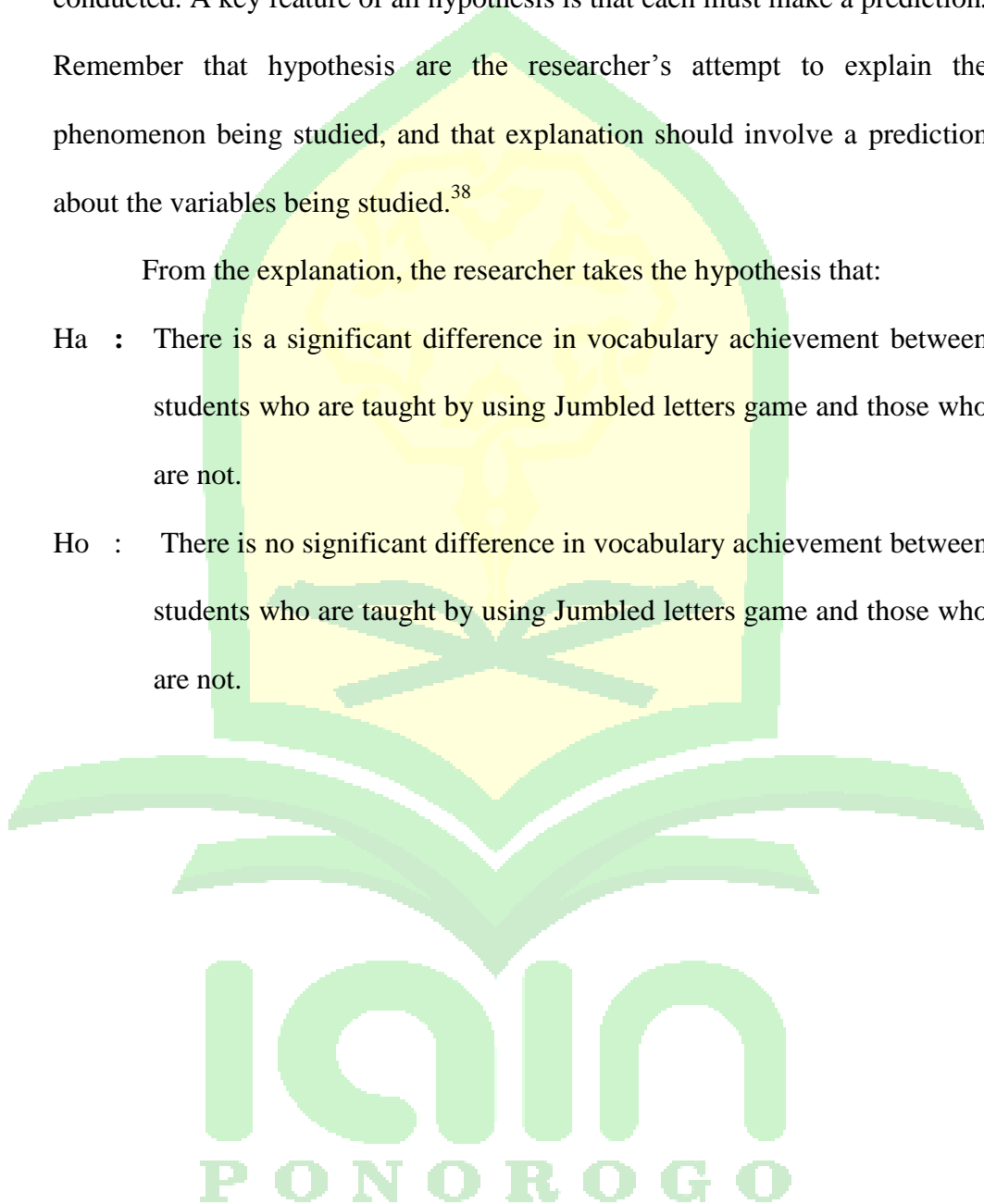
[38]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc, 2005), p.8.

CHAPTER III

RESEARCH METHODS

This chapter provides the research methodology. It consists of research design, the population and sample, the research instrument, the data collection technique, and the data analysis technique.

A. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. According to Kerlinger research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance.[39]

This research used a quantitative and quasi experimental. Quantitative research is a systematic collection of data that results in quantifications of characteristics of participants in the study.[40] To find out the impact between X and Y variables. According to Yuwono, quantitative research is concerned with testing hypotheses derived from theory and being be able to estimate the size of a phenomenon interest.[41] Quasi experimental research design is an experimental research design that does not provide for full control of potential confounding variables.[42] Quasi experimental involves some types, such as

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[39]Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools and Techniques,* (Romania: Bridge Center, 2015), 18.

[40]Donna M. Metens & John A. McLaaughlin, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2004), 52.

[41]Dolar Yuwono, *Writing for Pactice to Theory: Gerring Smart and Creative to Writ,* Yogyakarta: Magnum Pustaka Utama, p. 92.

[42]Johson, R, Burkhe and Christensen Larry, *Educational Research: Quantitative, Qualitative and Mixed Approach* (USA: SAGE Publications, 2014), 476.

nonequivalent (pre-test and post-test) control group design, single group interrupted time series design, and control group interrupted time series design.[43]

The researcher used Pre Test and Post Test control group design. In this design, the experimental class A and the control class B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.[44]

One of the most commonly used quasi experimental designs in educational research can be represented as:[45]

Experimental	*O*1	*X*	*O*2
- - - - - - - - - - - - -			
Control	*O*3		*O*4
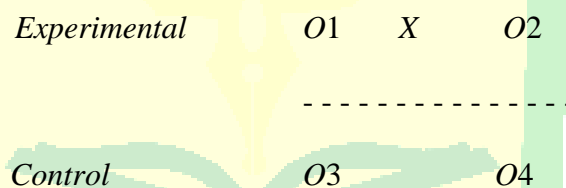
Notes:

X : Treatment by using Jumbled Letters Gamestrategies

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

O2 : Post-test for the experimental class

O4 : Post-test for the control class

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[43] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE, 2009), p. 160.
[44] Ibid, p. 160.
[45] Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), p. 283.

There are procedures in quasi experimental design. Firstly, it defined the accessible population of the research (all seventh grade students of MTs Addin As Shiddieq Padi Pacitan). Secondly, select two classes out of all the existing classes which were of equivalent level seventh A and B class. Thirdly, randomly selected one of the classes into the experimental group and the other one into control group (seventh A as experimental and seventh B as control class). Fourthly, given the treatment jumbled letters game media for seventh A, and textbook for seventh B in teaching vocabulary. Fifthly, assessed the result of the treatments of both groups. The last, calculated the difference between the average score of the seventh A as the experimental class and seventh B as the control class.

In this research, the researcher conducted three steps, they are:

1. Pre research step

   The first step is preparation. The researcher determined the experimental class and control class, prepared lesson plan and instrument to get the data.

2. Research step

   The second step is acting. The researcher applied the treatment in experimental class. The researcher taught the class by using jumbled letters game. To get data from two tests, the tests are pre-test and post-test.

   Before giving the treatment in each class, the researcher gave the pre test for both classes to know the students' ability. After conducting the treatment, the researcher gave a post test with the same item of test for

experimental and control class. it was aimed to know students' achievement after giving treatment.

3. Data analysis step

The third step is collecting data. The data which collected was analyzed by researcher as follows:

a. Collect the post-test score from experimental class and control class.

b. Test the data using T-test

T-test is one of statistical tests used to test the correctness or error of null hypothesis which declares between two samples mean which randomly taken from same population.[46]

B. The Population and Sample

1) Population

According to Ary et. al., population is a big group which the generalization can be made. It is well defined as a whole subjects, class of people, events or objects.[47] The population is all of the students who were observed by the researcher. The population of this reserach was taken from the seventh grade of Mts Addin As Siddieq Padi Pacitan. The seventh grade students of MTs Addin As Shiddieq Padi Pacitan consist of 3 classes. A, B and C class consist of 30 students in each class. Thus, total students of the seventh grade of MTs Addin As Shiddieq are 90 students.

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[46] Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.
[47] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition* (USA: Wadsworth Cengage Learning, 2010), p. 148.

2) Sample

The small group observed is called a sample. Sample is a portion of population.[48] The researcher used cluster random sampling. Cluster sampling is determined based on the sampling groups such as class and cluster sampling was easier in implementation at school. The researcher took two classes as the sample, they were class VII A and VII B. There are 30 students of VII A class as experimental class. Then, there are 30 students of VII B class as control class. So that, this sample of the research is 60 students.

C. The Instrument

According to Creswell, an instrument is a tool for measuring, observing, or documentation quantitative data. The instrument may be in the form of test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument.[49] The instruments used in this research is tests. The form of a test is an multiple choice. The tests consist of pretest and posttest.

Table 3.1 Indicators of Test

Indicators based on lesson plan	Questions	Number
3.4.1 Students can identify and mention various subject person,	• Guess a subject person, objects, animals, and public buildings in the	1, 2, 3, 4, 5.

[48]Ibid, p. 148.

[49]John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition.* (Boston: Pearson Education, Inc., 2012), 151.

objects, animals, and public buildings in the surrounding environment.	surrounding environment.	
3.4.2 Students can identify and mention various subject person, objects, animals, and public buildings in the surrounding environment by paying attention to linguistic elements and vocabulary related to articles a, an and the, plural and singular.	• Find the correct articles a, an or the, in mention various subject person, objects, animals, and public buildings in the surrounding environment.	15, 16, 17, 18, 19.
3.4.3 Students can Observe several short sentences containing the mention of objects in the classroom and school.	• Guess the meaning of vocabulary.	11, 12, 13, 14.
4.4.1 Students can arrange the Jumbled Letters	• Arrange the Jumbled Letters into the right	6, 7, 8, 9, 10, 21, 22, 23, 24, 25.

written by the teacher on the whiteboard into the right words according to the information obtained regarding the names of animals, objects and public buildings that are close to students' daily lives.	words.	

a. Pre-test

Pre-test was given before treatment. The pre-test is used to find out the students' abilities in vocabulary before applying Jumbled Letters Game. By pre-test, differences before and after the treatment are known. The researcher created a pre-test for both experimental and control class. The test uses multiple choice questing. It consists of 25 items of multiple choices. Students must answer those questions.

b. Post-test

The post-test was given after the researcher gave the pre-test and treatment. The function of the post-test is used to know the students' abilities in vocabulary mastery after applying Jumbled Letters Game. The researcher created a post-test for both the

experimental class and control class. It consists of 25 items of multiple choices.

Based on the instrument of data collection by using pre-test and post-test, the researcher used 25 items of multiple choices. In scoring the students' work, the researcher used the criteria as follows:

1) 4 score was assigned if the students answer the multiple choice test correctly.

2) 0 score was assigned if the students answer the test incorrectly.

The difficulty level of posttest is similar with the pretest.

A good instrument must have two requirements, there are validity and reliability.

a. **Validity**

According to Creswell, validity is the individual's scores from an instrument make sense are meaningful, and enable you, as the writer to draw good conclusions from the sample you are studying.

In this research, the researcher conducted the test of validity to know whether the instrument of vocabulary mastery is valid. The researcher put the total sample of 30 students from VII C as respondents. The researcher gave 25 multiple choices to measured items. To count the validity of the instruments, the researcher used program SPSS version 26.

According to Gronlound, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[50]

$$rxy = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Information:

rxy :Coefficient correlation between variable x and y

N :Total respondent

ΣXY :Total product score with score total

ΣX :scores item total

ΣY :scores total

(ΣX^2) :quadrate score item total

(ΣY^2) :quadrate score total

The result calculation item validity instrument, could be seen in the table as follows:

Table 3.2 The Result of Validity Calculation

Item	"r" Calculated	"r" index	Criteria
1	0,861	0.361	VALID
2	0,647	0.361	VALID
3	0,647	0.361	VALID
4	0,861	0.361	VALID

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[50]*Ibid.*, 22.

5	0,682	0.361	VALID
6	0,682	0.361	VALID
7	0,647	0.361	VALID
8	0,861	0.361	VALID
9	0,538	0.361	VALID
10	0,647	0.361	VALID
11	0,864	0.361	VALID
12	0,526	0.361	VALID
13	0,526	0.361	VALID
14	0,864	0.361	VALID
15	0,675	0.361	VALID
16	0,675	0.361	VALID
17	0,526	0.361	VALID
18	0,864	0.361	VALID
19	0,651	0.361	VALID
20	0,526	0.361	VALID
21	0,864	0.361	VALID
22	0,409	0.361	VALID
23	0,409	0.361	VALID
24	0,526	0.361	VALID
25	0,620	0.361	VALID

The item said valid if r-value more than r-table. When the r-value is under from r-table, it could be concluded that the item of the instrument was not valid. The value of r-table based on table product moment with significant 5% and N= 30 their index is 0,361.

Based on the table 3.2 above, it can concluded that all of item was valid. Because r-value more than r-table. The value of r-table based on table product moment with significant 5% and N= 30, the index is 0,361.

b. **Reliability**

Reliability is consistency throughout a series of measurements.[51] It is consistent and dependable if the researcher give the same of test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.[52] It means reliability is a score from an instrument are consistant and stable. In this research, the researcher used SPSS version 26 to measure the reliability of items of the test.

According to James Dean, reliability is the extent to which the result can be considered or stable.[53] In reliability by K-R. 20 (Kuder-Richardson 20) formula as follows:

$$rxx = \frac{K}{K-1}\left(\frac{s\frac{2}{x} - \Sigma pq}{s\frac{2}{x}}\right)$$

Information:

rxx :reliability of the whole test

K   :Number of items on the test

$s\frac{2}{x}$:variance of scores on the total test (acquired standard deviation)

P   :Proportion of correct responses on a single item

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[51]Prabhat Panday and Meenu Mishra Pandeyl, Research Methodology: Tools and Technique, (Romania: Bridge Center, 2015), 21.

[52]*Ibid.*, 20-21.

[53]James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment,* (New York: McGraw-Hill ESL/ELT, 2005), 175.

Q   :Proportion of incorrect responses on a single item

Table 3.3 The Result of Reliability Statistics

Cronbach's Alpha	N of Items
0,951	25

The result of reliability is the value of students' reliability instrument of multiple choice. The sample in the reliability test is VII C (n), n = 30 and the significance of the table in 5% was 0,361. Based on the calculation, the reliability of students' instruments were 0.951. From the calculation table 3.3 above, because of the value of r-count is more than r-table (0,951 > 0,361) so the test is reliable.

D. The Technique of Data Collection

The data in this study was gathered from pre-test and post-test which were given to experimental and control grup before and after treatment. In this research, the researcher computed the data by using t-test formula. After collecting and calculating the data, the researcher found that the mean score of pre-test and posttest for experimental group.

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring

rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.[54] Test is an instrument to collect the data that gives a response to the questioning the instrument. The researcher conducted the test to collect data. The kind of test is multiple choice which consists of 25 questions.

E. The Technique of Data Analysis

The data was collected by using a research instrument to be analyzed. The researcher count the data by using SPSS. Before testing the hypothesis, the data must fulfill the assumption test.

1. Assumption Test

After the test was given to the students in pre-test and post-test, the results of test was analyzed with assumption test. They are: test of normality and test of homogeneity.

a. Normality test

The purpose of normality test is to know the data distributed normal or not. Normality test is used to know whether the data from both group sample which examined comes from the population or distribution or not.[55] In this research, the researcher used SPSS 26 program for windows to calculate the normality test.

The steps to find out the normality of the test such as:

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[54]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), p. 3.
[55]James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment,* (New York: Mc Graw Hill, 2005), p. 27.

1) Open the SPSS program

2) Input the data into the data view by first fill the variable view with write down the name of the class.

3) Click of analyze next non parametric and then sampleK-S.

4) Drag the data into test variable.

5) Click ok

     After calculation, it determines the following criteria:

1. If value was under than t table (t-value<t-table), it means that Ho is accepted and Ha is rejected

2. If value was higher than t-table (t-value>t-table), it means that Ho is rejected and Ha is accepted.

     That is the hypothesis of data:

Ho: data is not normally distributed

Ha: data is normally distributed

b. **Homogeneity test**

     Homogeneity test is used to know the similarity of the populations. Homogeneity test is used to know before comparing some groups.[56] In this research, the researcher used SPSS 26 program for windows to calculate the homogeneity test. The formula of the homogeneity test as follows:

$$F = \frac{Var \max = SD^2 max}{Var \min \quad SD^2 max}$$

[56]Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), p. 212.

2. **Testing Hypothesis**

For testing hypothesis, the research used the t-test. The researcher used SPSS 26 program for windows to analyze the t-test. The researcher analyzed the data by comparing the score between the experimental class and control class in the post-test.

The criteria of testing hypothesis, as follows:

Ho : if t-test < t-table in significant degree 5%. There is no significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

Ha : if t-test > t-table in significant degree 5%. There is a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

F. **Statistical Hypothesis**

$H_0 = c \leq \mu_2$

$H_a = \mu_1 > \mu_2$

Where:

μ_1 : The mean scores of students who used Jumbled letters game

μ_2 : The mean scores of students who did not useJumbled letters game

Null hypothesis (H0) stated there is no significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

Alternative hypothesis (Ha) stated there is asignificant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

If t-test (to) > t-table in significant degree of 0.05, H0 (Null hypothesis) is rejected.

If t-test (to) < t-table in significant degree of 0.05, H0 (Null hypothesis) is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presented the general findings,the data description which had been collected from the research, data analysis, and discussion.

A. General Findings

1. Background of School

   Mts Addin As Shiddieq / MTs TERPADU AS SHIDDIEQ is an educational unit with MTs level in Padi, Kec. Tulakan, Kab. Pacitan, East Java. In carrying out its activities, MTs TERPADU AS SHIDDIEQ is under the auspices of the Ministry of Religion.

2. The geographical location of Mts Addin As Shiddieq

   Mts Addin As Shiddieq / MTs TERPADU AS SHIDDIEQ is located at Krajan RT.3 RW. 1, Padi Village, Kec. Tulakan, Padi, Kec. Tulakan, Kab. Pacitan, East Java.

   School name   : Mts Addin As Shiddieq

   SK Date   : KD.13.01/4/PP/00/2080/2021

   Established   : November 19th 2012

   Operational SK Number : MTsS/01.0048/2017

   Operational SK Date   : 15 Mei 2017

   Accreditation   : B

   Accreditation SK Numb. : 200/BAP-S/M/SK/X/2016

   Accreditation SK Date   : 25 Oktober 2011

Curricullum   : K-13

Surface area   : 1649

Building area   : 1125

Address   : Krajan Padi, Tulakan

Postal code   : 63571

Country/City   : Pacitan

Province   : East Java

School Status   : Swasta

Educational level   : MTs

3. Vission and mission of the institute

   a. Vission:

      "ISTIQOMAH"

      Islamic, skilled, competitive, and trustworthy.

   b. Mission:

      ➢ Realizing Islamic and Trustworthy Education in the Frame of Ahlus Sunah Wal Jamaah.

      ➢ Realizing Educational Outputs that are Knowledgeable and Beneficial to the Community.

B. Data Descriptions

   The researcher used quasi experimental in this research. Population of this research was seventh grade students of Mts Addin As Siddieq in academic year 2020/2021. The researcher chose two classes for the sample of this

research. These classes are VII A for experimental class and VII B for control class. VII A was taught by using Jumbled letters game media and VII B was not taught by using Jumbled letters game media. The experimental class was 30 students and the control class was 30 students too.

Before and after giving the treatments of Jumbled Letters Game, the researcher gave pretest before treatments and post test after treatments to experimental and control class to get data from students. Thus, the result of calculating can compare the score of experimental class and control class.

1. **Research Schedule**

    This research was conducted on April 23rd 2021 – May 8th 2021. There were four meetings of learning in experimental class. There was a pre-test for the first. Then, there were two treatments (first treatment and second treatment by using Jumbled Letters Game) and the last meeting was post-test. Also, in the control class schedule was the same as the experimental class where the first was given pre test to students. Then, there were two treatments too (first treatment and second treatment using teachers' lecturing) and the last meeting was post-test.

Table 4.1 Experimental Class (VII A)

Date	Activity
April, 24th 2021	Pre-Test
April, 26th 2021	First Treatment
April, 28th 2021	Second Treatment
April, 30th 2021	Post-Test

Table 4.2 Control Class (VII B)

Date	Activity
May, 3rd 2021	Pre-Test
May, 4th 2021	First Treatment
May, 5th 2021	Second Treatment
May, 8th 2021	Post-Test

2. **Procedures of Research for Experimental and Control Class**

Preparation :

a. Before conducting the test. The researcher consulted to the headmaster Mts Addin As Shiddieq Padi Pacitan and asked the permission to conduct the test on the selected students of the seventh grade.

b. The implementation of instrument test was conducted by the help of English teacher to get the data.

c. Before the test, the respondents were given the instruction and explanation related with the test.

Experimental class is the class where the teacher taught the students using Jumbled Letters Game. To get the data, the researcher gave the pretest in the first meeting. The researcher gave a pretest before the material using the media Jumbled Letters game. The pretest consists of 25 items of multiple choices. The treatment was given in the classroom.

The procedures in teaching Experimental Class at the first treatment are as follows:

a) The researcher gave some Jumbled letters on the whiteboard. She gave examples of Jumbled letters with clues about objects in the classroom and students are invited to string together the Jumbled letters into words that match the clues which have been given.

b) After students understood, the researcher instructed students to make 6 groups, each consists of 5 people. Then they were instructed to discuss what words matched the Jumbled letters on the whiteboard.

c) Each representative of 1 group who has the answer comes in front of the class to write the correct word from the Jumbled letters on the whiteboard.

d) The researcher also reminded students to write a summary about the vocabulary material that had been discussed. Besides, the researcher also gave the time for the students to ask if they did not understand some vocabulary about something around. The researcher wanted the students to write such difficult words to discuss together next meeting.

The procedures in teaching Experimental Class at the second treatment are as follows:

a) The researcher explained the material that was going to be shared in the class. She gave a sheet of vocabulary and the researcher explained about the material.

b) The researcher and the students discussed the material. The researcher wrote random letters on the whiteboard and then the students were asked to string the letters into a word by looking for the answer on the vocabulary sheet that had been given.

c) Every student was given letter cards. Each card contained one letter of the target words. Next, letter cards were given out of random order and student has to arrange them in the correct word.

d.) The researcher gave time to students to ask if they did not understand such difficult words or difficult vocabulary.

Post-test was the last meeting that the researcher gave to students. Actually, the researcher gave a post test to students for measuring how much the students have understood about the vocabulary material.

In Control Class, after conducting pretest, the teacher applied the treatments. The first and second treatment's material focused on book. After the treatments have given, the students did a post-test.

3. **The Result of students' Score of Experimental Class (VII A)**

The researcher used written test. The table 4.3 below shows the score of the students'vocabulary achievement before the students were taught by using jumbled letters game.

Table 4.3 Scores of Experimental Class

No	Name	Pretest	Posttest
1	AFF	60	80
2	AB	56	86
3	ATBM	64	84
4	AA	62	72
5	AM	56	84

|			
6	ACF	52	80
7	BKA	58	86
8	CAC	52	80
9	DHY	60	84
10	DAS	52	80
11	EHS	64	92
12	GL	60	88
13	JR	56	82
14	KL	48	76
15	LH	68	88
16	MOL	64	92
17	NBL	60	92
18	NNF	56	84
19	NAK	60	96
20	PVH	52	96
21	PL	48	84
22	PH	52	84
23	RAI	60	92
24	RADC	52	76
25	RPL	48	80
26	RSS	56	88
27	RH	48	84
28	SNR	68	92
29	SA	52	88
30	SN	52	92
Total		1696	2562
Mean		56.53	85.4

It can be seen from table 4.3 above, that the highest score pretest of the experimental class was 68, and the lowest score pretest was 48. The highest score for the posttest of experimental class was 96 and the lowest score was 72. Then, the mean score of the pretest was 56.53, and the mean score of post test was 85.4.

**Table 4.4 Frequency Distribution of Pretest Score in
Experimental Class**

PreTestExperimental				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	4	13,3	13,3	13,3
	52	8	26,7	26,7	40,0
	56	5	16,7	16,7	56,7
	58	1	3,3	3,3	60,0
	60	6	20,0	20,0	80,0
	62	1	3,3	3,3	83,3
	64	3	10,0	10,0	93,3
	68	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

From the table 4.4 above, it could be seen that there was various score on the students' vocabulary achievement in experimental class. There were 13.3 % or 4 students gained score 48, 26.7% or 8 students gained score 62, 16.7% or 5 students gained score 56, only 3.3% or 1 student gained score 58, 20.0% or 6 students gained score 60, 3.3% or 1 student gained score 62, 10.0% or 3 students gained score 64, 6.7% or 2 students gained score 68. Based on table 4.4 above, the histogram can be seen below :

**Histogram 4.1 Histogram of Pretest in Experimental Class
(VII A)**
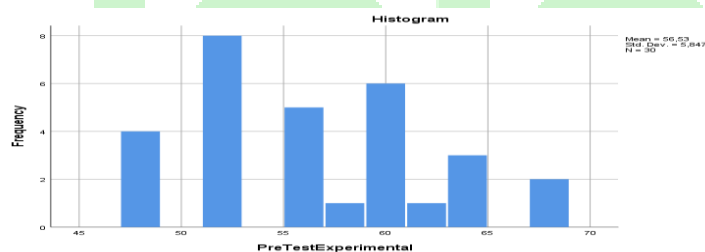
Based on the Histogram 4.1 above, it shows that the pretest in experimental class got mean 56.53 and Standard Deviation 5.847. To

determine the category of the students was good, medium or low, the researcher grouped the score by using standard as follows:

a. Pretest score more than M + 1. SD (56.53+ 5.847=62.377) was categorized good

b. Pretest score between M – 1. SD (56.53-5.847=50.683) to M + 1. SD (56.53+ 5.847=62.377) was categorized medium

c. Pretes score less than M – 1. SD (56.53-5.847=50.683) was categorized into low

Thus it could be seen that the pretest score 62.377 was categorized good, the pretest score between 50.683 to 62.377 was categorized medium, and the pretest score 50.683 was categorized low.

Table 4.5 Table Frequency Distribution of Posttest in Experimental Class

PostTestExperimentalClass					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	3,3	3,3	3,3
	76	2	6,7	6,7	10,0
	80	5	16,7	16,7	26,7
	82	1	3,3	3,3	30,0
	84	7	23,3	23,3	53,3
	86	2	6,7	6,7	60,0
	88	4	13,3	13,3	73,3
	92	6	20,0	20,0	93,3
	96	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

From the table 4.5, it could be seen that there was better scores after being given treatment by using jumbled letters game in teaching learning process. From the table 4.5 above, it shows that the scores on the students' vocabulary. There were only 3.3% or 1 student gained score 72, 6.7% or 2 students gained score 76, 16.7% or 5 students gained score 80,

3.3% or 1 student gained score 82, 23.3% or 7 students gained score 84, 6.7% or 2 students gained score 86, 13.3% or 4 students gained score 88, 20.0 or 6 students gained score 92, and 6.7% or 2 students gained score 96. Based on table 4.5 above, the histogram can be seen below :

Histogram 4.2 Histogram of Posttest in Experimental Class (VII A)
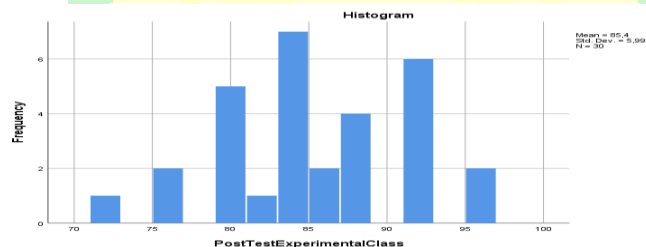
Based on the Histogram 4.2 above, it shows that the posttest in experimental class got mean 85.4 and Standard Deviation 5.992. To determine the category of the students was good, medium or low, the researcher grouped the score by using standard as follows:

a. Posttest score more than M + 1. SD (85.4+ 5.992=91.392) was categorized good.

b. Posttest score between M − 1. SD (85.4-5.992=79.408) to M + 1. SD (85.4+ 5.992=91.392) was categorized medium.

c. Posttest score less than M − 1. SD (85.4-5.992=79.408) was categorized into low.

Thus, it could be seen that the posttest score 91.392 was categorized good, the posttest score between 79.408 to 91.392 was categorized medium, and the posttest score 79.408 was categorized low.

4. **The Result of students' Score of Control Class (VII B)**

The researcher used written test. The table 4.6 below shows the score of the students'vocabulary achievement before the students were taught by the traditional method.

Table 4.6 Scores of Control Class (VII B)

No	Name	Pretest	Posttest
1	ABP	68	72
2	AS	64	64
3	ASP	60	60
4	AYRA	80	82
5	ANS	76	78
6	A	60	68
7	AA	60	62
8	AST	48	52
9	ARR	48	64
10	AR	52	56
11	BS	52	62
12	DY	48	54
13	DS	52	56
14	EK	60	68
15	ES	56	60
16	FAR	56	62
17	IRA	64	70
18	JCR	52	56
19	MRM	68	80
20	MRU	52	60
21	MRV	56	62
22	MMA	56	68
23	MFR	64	74

24	MMA	52	56
25	NR	56	58
26	RA	52	60
27	REA	56	72
28	SUBS	48	56
29	SAS	64	68
30	SU	64	76
Total		1744	1936
Mean		58.13	64.53

It can be seen from table 4.6 above, that the highest score for the pretest of the control class was 80, and the lowest score was 48. The highest score for the posttest of control class was 82 and the lowest score was 52. Then, the mean score of the pretest was 58.13, and the post test was 64.53.

Table 4.7 Frequency Distribution of Pretest Score in Control Class

				PretestControlClass	
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	4	13,3	13,3	13,3
	52	7	23,3	23,3	36,7
	56	6	20,0	20,0	56,7
	60	4	13,3	13,3	70,0
	64	5	16,7	16,7	86,7
	68	2	6,7	6,7	93,3
	76	1	3,3	3,3	96,7
	80	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

From the table 4.7 above, it could be seen that there was various score on the students' vocabulary achievement in control class pretest. There were 13.3 % or 4 students gained score 48, 23.3% or 7 students gained score 52, 20.0% or 6 students gained score 56, 13.3% or 4 students

gained score 60,16.7% or 5 students gained score 64, 6.7% or 2 students gained score 68, just 3.3% or 1 student gained score 76, and 3.3% or 1 student gained score 80.

Based on table 4.7 above, the histogram can be seen below:

Histogram 4.3 Histogram of Pretest in Control Class
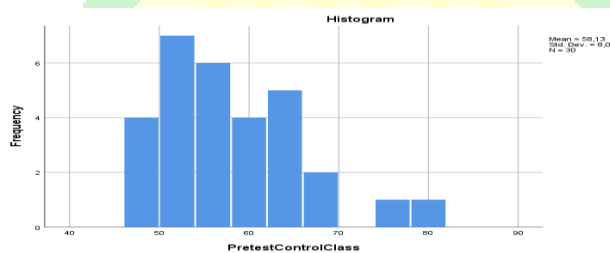
Based on the Histogram 4.3 above, it shows that the pretest in control class got mean 58.13 and Standard Deviation 8.05. To determine the category of the students was good, medium or low, the researcher grouped the score by using standard as follows:

a. Pretest score more than M + 1. SD (58.13+8.05=66.18) was categorized good.

b. Pretest score between M – 1. SD (58.13-8.05=50.08) to M + 1. SD (58.13+8.05=66.18) was categorized medium.

c. Pretest score less than M – 1. SD (58.13-8.05=50.08) was categorized into low.

Thus it could be seen that the pretest score 66.18 was categorized good, the pretest score between 50.08 to 66.18 was categorized medium, and the pretest score 50.08 was categorized low.

Table 4.8 Table Frequency Distribution of Posttest Score in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
PosttestControlClass					
Valid	52	1	3,3	3,3	3,3
	54	1	3,3	3,3	6,7
	56	5	16,7	16,7	23,3
	58	1	3,3	3,3	26,7
	60	4	13,3	13,3	40,0
	62	4	13,3	13,3	53,3
	64	2	6,7	6,7	60,0
	68	4	13,3	13,3	73,3
	70	1	3,3	3,3	76,7
	72	2	6,7	6,7	83,3
	74	1	3,3	3,3	86,7
	76	1	3,3	3,3	90,0
	78	1	3,3	3,3	93,3
	80	1	3,3	3,3	96,7
	82	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

From the table 4.8 above, it could be seen that there was various score on the students' vocabulary achievement in control class posttest who were not taught by using jumbled letters game. There were 3.3 % or 1 student gained score 52, 3.3% or 1student gained score 54, 16.7% or 5 students gained score 56, 3.3% or 1 student gained score 58,13.3 % or 4 students gained score 60, 13.3% or 4 students gained score 62, 6.7% or 2 student gained score 64, and 13.3% or 4 students gained score 68. 3.3% or 1 student gained score 70, 6.7% or 2 students gained score 72, 3.3% or 1 student gained score 74.3.3% or 1 student gained score 76, 3.3% or 1 student gained score 78, 3.3% or 1 student gained score 80, and 3.3% or 1 student gained score 82.

Based on table 4.8 above, the histogram can be seen below:

Histogram 4.4 Histogram of Posttest in Control Class
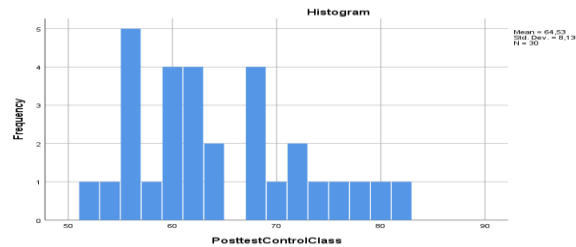
Based on the Histogram 4.4 above, it shows that the posttest in control class got mean 64.53 and Standard Deviation 8.136. To determine the category of the students was good, medium or low, the researcher grouped the score by using standard as follows:

a. Posttest score more than M + 1. SD (64.53+8.136=72.666) was categorized good.

b. Posttest score between M – 1. SD (64.53-8.136=56.394) to M + 1. SD (64.53+8.136=72.666) was categorized medium.

c. Posttest score less than M – 1. SD (64.53-8.136=56.394) was categorized into low.

Thus, it could be seen that the posttest score 72.666 was categorized good, the posttest score between 56.394 to 72.666 was categorized medium, and the posttest score 56.394 was categorized low.

Table 4.9 The Summary of Mean, Median, Standard Deviation, Minimum, and Maximum Score of pretest and posttest experimental class, pretest and posttest control class.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	30	48	68	56.53	5.847
Post-Test Experiment	30	72	96	85.40	5.992
Pre-Test Control	30	48	80	58.13	8.050
Post-Test Control	30	52	82	64.53	8.136
Valid N (listwise)	30				

Based on the table 4.9, the result shows the mean score of the students' vocabulary who were taught by using jumbled letters game was 85.40. It was higher than the result of the mean score of students who were taught by using lecturing method and textbook media which got 64.53. it was concluded that the posttest of student who were taught by using jumbled letters game was better.

C. Data Analysis

In this research, the researcher used SPSS version 26 program windows for testing normality, homogenous, and t-test.

1. Normality test

   Normality test is to know the data can be distributed normally or not. There are many ways to conduct a normality test : Colmogorov-Smirnov, Lilieforsc, and Chi-Square.[57] Researcher used SPSS 26 with

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[57]Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2004), p. 205.

Kolmogorov-Smirnov and Shapiro-Wilk to analyze the normality. it can

be seen in the following table below:

Table 4.10 Normality test of Experimental Class and Control Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment	.181	30	.013	.935	30	.068
	Post-Test Experiment	.131	30	.198	.961	30	.331
	Pre-Test Control	.171	30	.025	.912	30	.016
	Post-Test Control	.156	30	.062	.945	30	.123
a. Lilliefors Significance Correction							

Based on the data output above, it is known that the value (sig) for

all the data both on the Kolmogorov-Smirnov and the Shapiro-Wilk >

0.05, it can be concluded that the research data is normal distribution. On

the other hand, if the highest value of the Kolmogrov-Smirnov and the

Shapiro-Wilk table significance was lower than value of statistics (0.05), it

can be concluded that the data was not in normal distribution.Because the

research data is normally distributed, the researcher used parametric

statistics (paired sample t test and independent sample t test) to analyze

research data.

2. Homogeneity Test

A homogeneity test is used to know whether a test is homogeneous

or not. Homogeneity can be used to know the similarity of the population.

The researcher used SPSS 26 versions for the windows program for

calculating homogeneity test as follow:

Table 4.11 The Result of Homogeneity

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	3.723	1	58	.059
	Based on Median	2.238	1	58	.140
	Based on Median and with adjusted df	2.238	1	52.598	.141
	Based on trimmed mean	3.408	1	58	.070

Based on the output above, it is known that the value (Sig) based on mean > 0.05, so it can be concluded that the variance of the experimental class Post test data and control class Post test data is the same or homogeneous. Thus, one of the requirements (not absolute) of the independent sample t test has been fulfilled.

3. Testing Hypothesis

The researcher used SPSS version 26 program for calculating the hypothesis. The data should have normality and homogeneity before calculating the t-test. Table 4.12 is the result for calculating:

Table 4.12 Mean Score of Experimental and Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	56.53	30	5.847	1.068
	Post-Test Experiment	85.40	30	5.992	1.094
Pair 2	Pre-Test Control	58.13	30	8.050	1.470
	Post-Test Control	64.53	30	8.136	1.485

The result of this research shows that the mean score from students' experimental class (VII A) who are taught by jumbled letters

game was better than students' mean control class (VII B) who are not taught by using jumbled letters game.

Table 4.13 Calculation of T-Test Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	3.723	.059	11.311	58	.000	20.867	1.845	17.174	24.559
	Equal variances not assumed			11.311	53.309	.000	20.867	1.845	17.167	24.566

Based on the table 4.13, the result of the T-Test was 11.311 and the degree of freedom (df) was 58, which refers to the total of sample each group minus 1 (N-2) 60-2=58 was 2.00. to define the data above, the researcher made a test from hypothesis below:

Null Hypothesis : There is no significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

Alternative hypothesis : There is a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

The criteria of testing hypothesis:

a) H0 : if t-test < t-table in significant degree 5%

b) Ha : if t-test > t-table in significant degree 5%

The t-test shows 11.311 and the value of t-table of df 60 = 2.00. That means, the value of the t-test was higher than the t-table (11.311 > 2.00). Thus, the conclusion was "Ho was rejected and Ha was accepted". The result was "there was a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not."

D. Discussion and Interpretation

This research was conducted to find out the effectiveness of teaching strategy especially in teaching vocabulary. It has been discussed that jumbled letters game is one of the effective ways which can be applied in teaching vocabulary.

The researcher has given a pretest for taking data. Related to the computation data,the result was used to find out whether there was a significant coeficiant or not.There are two hypotheses of this research:

Null Hypothesis   : There is no significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

Alternative hypothesis : There is a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

The t-test shows 11.311 and the value of t-table of df 60 = 2.00. The value of the t-test was higher than the t-table (11.311 > 2.00). Thus, the conclusion was "Ho was rejected and Ha was accepted". The result was "there was a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not."

Dan Douglas states that knowledge of vocabulary is one of the most important aspects that includes in language knowledge,[58] it means that vocabulary is very important for everybody who learns languages. Penny Ur stated that vocabulary is as the words we teach in the foreign language.[59]

Based on definition above, it shows that vocabulary is a meaningful word where a language cannot have a function without its existence. Vocabulary is important in learning a language for students.Vocabulary is very necessary to study for the English language students.

Based on Michael J. Wallace, "The basic aims of vocabulary games and vocabulary exercise are usually very similar: to develop the students' vocabulary, perhaps by extending students' vocabulary or perhaps by giving the students practice in using what students already know. In vocabulary game there will be the additional aim of adding fun, relaxation and enjoyment to the lesson".[60] From the definition above, game is an activity to get fun and relax, which is carried out by cooperating with a set of rules, in this case to develop

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[58]Dan Douglas, *Assesing for Specific Purpose*, (Cambridge: Cambridge University Press, 2000), p. 35

[59]Penny Ur, *A Course in Language Teaching,* (Cambridge: Cmbridge University Press, 1991), p. 60

[60]Michael J Wallace., *Teaching Vocabulary,* English Language Book Society (Lon don: Heinemann Education, 1987), p. 104.

students' vocabulary. One of the games used to improve vocabulary mastery is Jumled Letters game. According to Leonara D. Basbas, Jumbled Letters is a strategy used to unlock the difficulty of the lesson.

There are some advantages of jumbled letter game. First, by using jumbled letters game in the teaching vocabulary, it is expected can improve the student's vocabulary writing and spelling. Second, by using jumbled letters game the students will not get bored in the teaching and learning activities. Third, by using jumbled letters games the students are able to learn the target language unconsciously. Fourth, jumbled letters games can help the students to arouse their self confident, more creatively and decrease the anxiety from acquiring the language.[61]

Related to the above theory and the result of the research, it is proven that the students who were taught by using jumbled letters game got better score than those who were not. It means that there is a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not. Overall, Ho was rejected and Ha was accepted.

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[61]Gertrude Nye Dorry, *Games for Second Language Learning,* (New York: Mc. Braw-Hill, Inc, 1966), p.21.

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research.

A. Conclussion

The result of this research found that there is a significant effect of Jumbled letters game in teaching vocabulary. It was supported by the scores achieved by the students of experimental class in which they got high scores after the researcher gave the treatment Jumbled letters game as a media for teaching vocabulary. The result shows the mean score of the students' vocabulary who were taught by using jumbled letters game was 85.40. It was higher than the result of the mean score of students who were taught by using lecturing method and textbook media which got 64.53. It was concluded that the posttest of students who were taught by using jumbled letters game was better. The t-test shows 11.311 and the value of t-table of df 60 = 2.00. The value of the t-test was higher than the t-table (11.311> 2.00). Thus, the conclusion was "Ho was rejected and Ha was accepted". In short, there was a significant difference in vocabulary achievement between students who are taught by using Jumbled letters game and those who are not.

B. Recommendation

Based on the result above, the researcher gives some recommendation as follow:

1. For the English Teacher

   The teachers should be using innovative and creative media for teaching and learning English to make the students interest in the course and they don't feel bored. The presentation of the course should be creative, and innovative. The teacher should also give motivation to increase students' confidence and spirit in learning English.

2. For students

   The researcher hopes that the students ask for the teacher if they still don't understand the material. Besides, the researcher hopes the students have a spirit in learning English by using media.

3. For readers

   The writer hopes, the result of this research can make a reference or basic information. The researcher hopes that the result of this research can give advantages to the reader, students, and the researcher herself.

4. Future researchers

   The researcher who is interested in using media such as game, they have to understand the steps. Hopefully, the researcher can find out a new strategy about teaching vocabulary by using interesting media.

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