

**THE EFFECT OF JUMBLE WORD GAME ON VOCABULARY  
MASTERY AT THE VIII GRADE STUDENTS  
OF SMP NEGERI 8 PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement  
of the Graduate Degree of Education (S.Pd) in English*

**Written By:**

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**SYEKH ALI HASAN AHMAD ADDARY**

**PADANGSIDIMPUAN**

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**2025**

## LETTER OF AGREEMENT

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Padangsidimpuan, 24 Juli 2025  
to:  
Dean Tarbiyah and Teacher Training Faculty  
In-  
Padangsidimpuan

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

After reading, studying and giving advice for necessary revise on thesis belongs to *Bunga Rizky Nauli Rangkuti*, entitled "*The Effect of Jumble Word Game on Vocabulary Mastery at the VIII Grade Students of SMP Negeri 8 Padangsidimpuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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### LEGALIZATION

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8 Padangsidempuan  
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## **ABSTRACT**

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The objectives of this research are 1) To determine students' vocabulary mastery before learning using the jumble word game. 2) To determine students' vocabulary mastery after learning using the jumble word game. 3) To determine whether or not there is a significant effect of the Jumble Word game on vocabulary mastery. This research is a quantitative research with an experimental method with a pre-test post-test control group design. The population of this research was the eighth grade students of SMP Negeri 8 Padangsidempuan. The sample of this research was 60 students that taken by random sampling, the classes are VIII-1 and VIII-4. The data were collected 50 multiple choice test. In analyzing the data, this research used SPSS V.26. The researcher found the mean score of the students in VIII-1 after using jumble word game was higher than the mean score before using jumble word game. The mean score before using jumble word game was 56.73 the category was enough. While after using jumble word game the mean score was 80.07 the category was good. After calculating the t- test, the researcher found the result of this research that was  $t_{count} 3.020 > t_{table} 1.671$ . It means hypothesis was accepted. It can be concluded that there is a significant effect of Jumble Word game on vocabulary mastery at grade VIII students of SMP Negeri 8 Padangsidempuan.

***Keywords:*** *Jumble Word Game, Vocabulary Mastery*

## ABSTRAK

Name : Bunga Rizky Nauli Rangkuti  
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Tittle of Thesis : Pengaruh Permainan Jumble Kata terhadap Penguasaan Kosakata Siswa Kelas 8 SMP Negeri 8 Padangsidempuan

Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan jumble kata. 2) Untuk mengetahui penguasaan kosakata siswa setelah pembelajaran menggunakan permainan jumble kata. 3) Untuk mengetahui ada pengaruh signifikan permainan jumble kata terhadap penguasaan kosakata. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen dengan desain pre-test post-test control group design. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 8 Padangsidempuan. Sampel penelitian ini adalah 60 siswa yang diambil dengan random sampling, kelas VIII-1 dan VIII-4. Instrumen dalam penelitian ini adalah tes pilihan ganda. Dalam menganalisis data, penelitian ini menggunakan SPSS V.26. Peneliti menemukan skor rata-rata siswa di VIII-1 setelah menggunakan permainan kata acak lebih tinggi daripada skor rata-rata sebelum menggunakan permainan kata acak. Skor rata-rata sebelum menggunakan permainan kata acak adalah 56,73 kategori cukup. Sementara setelah menggunakan permainan kata acak skor rata-rata adalah 80,07 kategori baik. Setelah menghitung uji-t, peneliti menemukan hasil penelitian ini yaitu  $t_{hitung} 3,020 > t_{tabel} 1,671$ . Itu berarti hipotesis diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari permainan Kata Jumble terhadap penguasaan kosakata pada siswa kelas VIII SMP Negeri 8 Padangsidempuan.

***Kata Kunci:*** Permainan Jumble, Penguasaan Kosakata

## ملخص البحث

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رقم التسجيل : ٢١٢٠٣٠٠٠٣٢

تأثير لعبة الكلمات المختلطة على إتقان المفردات لدى طلاب الصف الثامن في المدرسة : عنوان الرسالة

المتوسطة الحكومية الثامنة في بادانغ سيديمبوان

الملخص:

تهدف هذه الدراسة إلى

معرفة مستوى إتقان الطلاب للمفردات قبل التدريس باستخدام لعبة الكلمات المختلطة؛ (١)

معرفة مستوى إتقان الطلاب للمفردات بعد التدريس باستخدام لعبة الكلمات المختلطة؛ (٢)

معرفة وجود تأثير معنوي للعبة الكلمات المختلطة على إتقان المفردات (٣)

تعتمد الدراسة على المنهج الكمي باستخدام الطريقة شبه التجريبية وتصميم مجموعة ضابطة مع اختبار قبلي

تكون مجتمع الدراسة من طلاب الصف الثامن في المدرسة المتوسطة الحكومية الثامنة في بادانغ .وبعدي

تم تحليل البيانات باستخدام أداة البحث هي اختبار اختيار من متعدد .تكونت عينة الدراسة من ٣٠ طالبًا .سيديمبوان

أظهرت النتائج أن مستوى إتقان الطلاب للمفردات قبل التدريس .معامل ارتباط بيرسون وبرنامج الإصدار ٢٦

كما .باستخدام لعبة الكلمات المختلطة كان ضمن الفئة المتوسطة، بينما بعد استخدام اللعبة أصبح ضمن الفئة العالية

وجود تأثير معنوي للعبة الكلمات المختلطة على إتقان المفردات لدى طلاب الصف الثامن (ت) أظهرت نتائج اختبار

في المدرسة المتوسطة الحكومية الثامنة في بادانغ سيديمبوان

لعبة الكلمات المختلطة، إتقان المفردات :الكلمات المفتاحية

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Padangsidimpuan,        July 2025  
Researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problems**

Vocabulary is a list of words that have meanings. Vocabulary has an explanation of its meaning and is also arranged in the form of alphabets. Vocabulary is the plural form of the singular, and is a group of words that a person uses orally and in writing. Vocabulary is not only how to know what the meaning of the words, but also about how the words are used in sentences and their context.

In teaching English, vocabulary as one of the elements of language skills that has an important role for students. Students must be able to communicate well and be able to acquire a lot of words while also students are knowing how to use them. It is one way that connects the four skills, there are speaking, reading, listening and writing. Learning vocabulary is the ability or skill to get a lot of words. By knowing and having many vocabularies, it will make it easier to know what the meaning of the word is in the context.

Vocabulary is very important to learn because the step to mastering language skill is vocabulary. Before the students master the four skills, they have to know some vocabularies to support them so that students can communicate well in English both in written and spoken. By mastering vocabulary in English, students will find it easier to understand what people are saying, both verbally and in writing. Students can also express their feelings, ideas, and their opinions. In other words, vocabulary is the key to success in learning English and it can

improve our own vocabulary mastery. Without learning vocabulary, these language skills are impossible for students to master vocabulary.

To make teaching vocabulary process successful, the government give the efforts to improve students' vocabulary. The first is evolving curriculum, because it makes the influence in English learning. The second is teacher's role in learning is very important to increase their skill in teaching English. The teacher must have effective teaching methods, techniques, and strategies to help students learn better and be able to adjust teaching methods according to student needs. The third is teacher's evaluation, it also needs to have good evaluation skills to monitor student progress. Teacher must be able to create and correct assignments and test appropriately.

Based on interviews with the teacher of SMP Negeri 8 Padangsidimpuan, students are still lacking in learning vocabulary and students do not master much vocabulary, that means the vocabulary mastery of students was very low. The English teacher, Mrs. Listini Siregar, she said "Students do not have interest in learning English, because students have difficulty in memorizing vocabulary and also saying the vocabulary in English".<sup>1</sup> It means students' vocabulary is still poor. Another time with Sandra students of SMP N 8 Padangsidimpuan. The students said "I don't know the meaning of vocabulary", "I fell it's very difficult how to say the word", "I can't memorize the vocabulary".<sup>2</sup> Based on interviews above, it means students fell that English is difficult, so students do

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<sup>1</sup> Listini Siregar, *Private Interview*: English Teacher of SMP N 8 Padangsidimpuan on Saturday 7<sup>th</sup> of December 2024.

<sup>2</sup> Sandra Zelini, *Privat Interview*: Students of SMP N 8 Padangsidimpuan, on Saturday 7<sup>th</sup> of December 2024.

not have a great interest in learning English. Students often feel bored and unenthusiastic when learning. In learning there is need media that can help students to improve their ability. The importance of used media is to increase students' interest and understanding so that the teaching and learning process becomes more effective and students can receive the lesson material well.<sup>3</sup> It means the strategies used by teachers in teaching must be optimal, so the material that want to conveyed is conveyed effectively. It makes students enable to receive the material delivered by the teacher.

There are several factors that can build student's vocabulary. They are showing or drawing picture, miming the action in figure, practicing vocabulary, vocabulary games, and using dictionary.<sup>4</sup> There are popular word games for vocabulary building, they are: charades, pictionary, labelling, word bingo, cross word puzzles, riddles, word maker, word run, and jumble word.<sup>5</sup> It can be concluded the researcher wants to applying a new technique in the classroom. An appropriate technique delivered by the researcher is by using game, especially using jumble word game which has not been used by the teacher.

Jumble word is word game where a set of letters that are randomized to be arranged into a word and it must be structured to form a meaningful word.<sup>6</sup> It is

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<sup>3</sup> Fahad Sherwani, *Innovative Pedagogical Practices for Higher Education* (CRC Press, 2021), <https://books.google.co.id/books?id=y-8YEQAAQBAJ>.

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Fourth Edition, 2007), P: 229-239.

<sup>5</sup> Rosamma Philip, *Proceedings On Responsive & Resilient Quality Education* (Archers & Elevators Publishing House, 2020; P: 22).  
<https://books.google.co.id/books?id=NkltEAAAQBAJ>

<sup>6</sup> Nur Baeti Hidayati, *Metode Pembelajaran Scramble Untuk Meningkatkan Aktivitas Dan Hasil Belajar Menulis Kalimat Bahasa Inggris* (Penerbit NEM, 2021; p: 17), <https://books.google.co.id/books?id=CN9DEAAAQBAJ>.

an effective way helps build a strong sense of word spelling.<sup>7</sup> This not only helps one to get familiar with the new words, but also helps to memorize the spelling in a better way.

The important of jumble word game will make students motivated to continue learning because playing game is very entertaining dan challenging. Word game is one of the best ways to create context in which a language is used and practiced. Students can find out the situation and techniques for using a word in the English context, so the students not only memorize, but also understand when and where can be used.

The role of jumble word is the games that can help the teachers to create context in which the language is useful and meaningful. It suggested including game-based learning activities and techniques in the classroom hoping the educational games attract more attention and be applied in the classroom in order to learn and teach new vocabulary more effectively.

Based on explanation above, the researcher would like to know whether jumble word game has a significant impact on students' vocabulary mastery at the title "The effect of jumble word game on vocabular mastery at the VIII grade students of SMP Negeri 8 Padangsidempuan".

## **B. Identification of the Problems**

Vocabulary is very important to learned by students. Students cannot express a language if they do not understand and do not know what the meaning

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<sup>7</sup> Rosamma Philip, *Proceedings On Responsive & Resilient Quality Education* (Archers & Elevators Publishing House, 2020; P: 23).  
<https://books.google.co.id/books?id=NkltEAAQBAJ>



of the vocabulary. By having a lot of vocabulary, it will be easier to express what they want to convey when communicating.

As mentioned above there are several factors for building vocabulary through word games, they are charades, pictionary, labelling, word bingo, cross word puzzles, riddles, word maker, word run, and jumble word.

The problem to be solved are as follows:

1. Many students have difficulty to memorize vocabulary.
2. Many of them did not know the meaning of vocabulary
3. Students did not know how to spell the word in English correctly.

By identifying these problems, it is hoped that this research can provide solutions to improve students' vocabulary through the game of Jumble Word Game.

### **C. Limitation of the Problem**

From explanation about identification of the problems above, this research limited the problem are they have difficulty to memorize vocabulary and students did not know how to spell the word correctly. In this research the researcher used Jumble Word Game, because this game could improve students' vocabulary by arranging the randoms letters into a correct word and the word must also have a correct meaning.

### **D. Formulations of the Problem**

Based on background and identification above, researcher formulates the problem as follow:

1. How is the students' vocabulary mastery before using Jumble Word Game at

the VIII grade students of SMP Negeri 8 Padangsidempuan?

2. How is the students' vocabulary mastery after using Jumble Word Game at the VIII grade students of SMP Negeri 8 Padangsidempuan?
3. Is there any significant effect of the Jumble Word Game on students' vocabulary mastery at the VIII grade students of SMP Negeri 8 Padangsidempuan?

#### **E. Objectives of the Research**

From the formulation above, the objectives of the research are:

- a. To describe the students' vocabulary mastery before using Jumble Word Game at the VIII grade students of SMP Negeri 8 Padangsidempuan.
- b. To describe the students' vocabulary mastery after using Jumble Word Game at the VIII grade students of SMP Negeri 8 Padangsidempuan.
- c. To examine the significant effect of Jumble Word Game on vocabulary mastery at the VIII grade students of SMP Negeri 8 Padangsidempuan.

#### **F. Significances of the Research**

The significance of this research is expected to be useful:

- a. For the English Teacher, as the information to add this technique in teaching English especially in teaching Vocabulary Mastery by using Jumble Word Game at the VIII Grade Students of SMP N 8 Padangsidempuan.
- b. For the Headmaster, to know the information about students' ability in learning vocabulary enable and motivate students to learn by applying the technique given.
- c. For the Other Researcher, to give the information to other researcher who are

interested in reading the research and can be used for references in the future.

### **G. Outline of the Research**

The first chapter is introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the definition of the operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research.

The second chapter is Literature Review, this chapter presents the theoretical such us; definition of Vocabulary and the purposes, principles, kinds choosing, and assessing of vocabulary. It also consist of theoritical description which explain about jumble word game including components and procedures of Jumble Word Game. This chapter also explains the preview study of the research and frame of thought.

The third chapter is research methodology, and is consist of time and location of the research, research design, population and sample, research instrument of data collection are: pre- test and post test, research procedure, validity and reliability of the instrument, and the last of techniques of analyzing data.

The fourth chapter is The Research Findings and Discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using Jumble Word Game and control group which is taught by using conventional teaching, and the improvement of Jumble Word Game that found on both groups.

The last chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion, implication, and suggestion. Conclusion is sample statements and gives the answer to the research question directly. Implication explain the importance of the findings and what they mean for theory, practice, or future research. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Vocabulary

###### a. Definition of Vocabulary

Vocabulary as a part of language that is used as a communication tool which have to be learned. The more understanding students have, it can get easily to improve their language skills. In addition, everyone must have a lot of vocabulary, so the ability to communicate and convey ideas, desires, emotions, and feelings can be conveyed well. According to Philip “vocabulary is a list of words, can defined as the sum total of words or understood by a paticular person”.<sup>1</sup> It means vocabulary that known or understand by a person. In other words, vocabulary reflects the total number of words owned or mastered by a particular individual.

Based on Stewart “vocabulary is a set of familiar words within a person's language, a person uses is all words that person knows and uses”.<sup>2</sup> That means each word has a meaning and can be used in a variety of contexts. Vocabulary is the whole of words that are known and used by a person in the language he or she masters.

In curriculum junior high school, it is stated “vocabulary is contain a collection of words found in spoken and written texts that are used to

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<sup>1</sup>Rosamma Philip, *Proceedings On Responsive & Resilient Quality Education* (Archers & Elevators Publishing House, 2020; P: 21), <https://books.google.co.id/books?id=NkltEAAAQBAJ>.

<sup>2</sup>Caston Stewart, *History of the English Language* (EDTECH, 2019; P:149), <https://books.google.co.id/books?id=6YJJEAAAQBAJ>.

help students understand the text”.<sup>3</sup> It means, vocabulary includes all the words that a person knows and uses in everyday life, whether when speaking, writing, reading, or listening. By understanding the vocabulary, the meaning of a sentence that we read or hear can be understood.

Based on explanation above, it can be concluded that vocabulary is a collection of words that are known, understood, and can be used by individuals in communication. Students must master a lot of vocabulary because it is very important when communicating with others, without having many vocabularies students will have difficulty expressing what they want to convey to others.

#### **b. Purposes of Vocabulary**

In general purpose of vocabulary is as a basis for communication because through words we can convey and receive messages clearly and effectively. Therefore, developing vocabulary is very important to improve language and communication skills. There are general purposes of vocabulary:

- 1) Studying words to gain with a large vocabulary.
- 2) A large vocabulary will improve your skill to explain your thoughts more clearly.<sup>4</sup>

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<sup>3</sup> Ika Damayanti Lestari, *English For Nusantara* (Jakarta Selatan: Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), <https://www.bing.com/ck/a?!&&p=cdbbb4311a78407462e4adW0tb>

<sup>4</sup> M Konchady, *Learn English Vocabulary and Writing* (Lulu Press, Incorporated, 2009), <https://books.google.co.id/books?id=Ao-QAgAAQBAJ>.

Based on explanation above, vocabulary has a very beneficial contribution to the ability to read, listen, speak, and write. If students do not have a large vocabulary, they will have difficulty communicating with others. Without vocabulary, there will be little that can be conveyed when speaking.

Meanwhile, in curriculum the purpose of vocabulary is to understand the meaning of words and also to help students to understand the words based on the context.<sup>5</sup> That means, the aim of teaching vocabulary is not just to memorize the meaning of words, but also to help students understand the meaning of words in depth and be able to recognize and interpret the words in various contexts, so that they can use and understand language more naturally and effectively.

Based on the purpose above, knowing the meaning of words directly and the ability to understand the meaning of words in different contexts so that language understanding becomes more precise and effective.

### **c. Principles of Vocabulary**

Developing vocabulary is very important in helping people better understand their language. According to Nation, there are several principles of learning vocabulary as follow keeping learning simple:

#### **1) Learning requires spaced repetition**

Learning the words and grammar of a language needs repetition. You need to come back to the same material several times to make sure that learning occurs. When beginning to learn something, it is good to have several repetitions one after the other.

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<sup>5</sup>Ika Damayanti Lestari, *For Nusantara* (Jakarta Selatan: Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

- 2) Try to find opportunities to use the language  
You need to listen to a lot of that language and read a lot of that language. Learn the words on some of your favorite English song so that you understand the songs when you listen to them.
- 3) Learning is strengthened by retrieval  
After you have tried to learn some new words, you should look at the words without seeing their meanings and try to retrieve their meanings from your memory.<sup>4</sup>

Based on the explanation above, students should know these principles and how to apply them. Understanding the principles of vocabulary learning makes students more informed. Students who understand better are better than students who do not understand why they are doing a certain activity and what the benefits come from it.

#### **d. Kinds of Vocabulary**

Vocabulary is the one of the basic elements in achieving language skills. It is impossible for the students to understand what their teacher explains without knowing many vocabularies. According to Siregar and Harida, there are kinds of vocabulary that the students should have basic knowledge in mastering vocabulary namely as receptive vocabulary or passive vocabulary and productive vocabulary or active vocabulary.

- 1) Receptive Vocabulary or Passive Vocabulary  
Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about receptive vocabulary because someone rarely uses the receptive and it is impossible to memorize all the vocabularies of a certain language but someone can understand the ideas of utterance contextually not word by word.
- 2) Productive Vocabulary or Active Vocabulary  
Productive vocabulary involves of knowing how to pronounce

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<sup>4</sup> I S P Nation, *Learning Vocabulary in Another Language*, Cambridge Applied Linguistics (Cambridge University Press, 2022).  
<https://books.google.co.id/books?id=iNduEAAQBAJ>.



the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.<sup>5</sup>

From the explanation above, students will be able to achieve language skills by mastering these kinds of vocabulary. Therefore, it allows students to be more effective in designing their learning methods, both to improve speaking skills and understand complex texts by knowing the differences between the two kinds of vocabulary.

#### **e. Choosing of Vocabulary**

Vocabulary includes words that students understand when listening and reading (receptive vocabulary), as well as vocabulary that students do not understand, that is rarely heard and not often used except in formal situations (expensive vocabulary). Graves stated these are the reference for determining the words to be taught, they are:

- 1) Essential words, crucial for comprehending the text students are reading. Without understanding the meaning of essential words, students' comprehension and learning from text will be impaired significantly.
- 2) Widely useful words, these words have broad, general utility for students' reading and writing, and thus have importance beyond the selection students are currently reading.
- 3) More common words, these are higher frequency words that are not likely to be understood by students who have limited vocabulary knowledge.
- 4) Imported words, these are words that enhance a reader's understanding, appreciation, or learning from a text but are not included in it.<sup>9</sup>

Based on quotation above, there are some situations in which teach

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<sup>5</sup>Fitri Rayani Siregar and Eka Sustri Harida, *Building a Better Vocabulary by Word Formation Process*, 2021., P: 5.

<sup>9</sup> M F Graves, *The Vocabulary Book: Learning and Instruction, Second Edition*, Language and Literacy Series (Teachers College Press, 2016).

words to students. That means vocabulary explains various categories of words that are prioritized to be taught to students, based on their importance to understanding of the language and role in improving the language skills.

#### **f. Assessing Vocabulary**

Vocabulary assessment is an important process of measuring or assessing a person's knowledge and mastery of vocabulary in a particular language. This process aims to determine the extent to which a person understands and uses words in the context of language learning. In the junior high school curriculum, vocabulary assessment covers several aspects, including “identifying, meaning, spelling, and memorizing.”

- 1) Identifying: Students recognize words, including recognizing new or unfamiliar words by using contextual clues around the word
- 2) Meaning: Student understand and know the meaning of words, which can be obtained through various means such as using the context of the sentence
- 3) Spelling: Students spell words correctly according to the spelling rules of the language
- 4) Memorizing: Students remember or memorize words and their meanings so that they can remember and used actively.<sup>9</sup>

This research did not discuss the all of the aspect of vocabulary in learning and teaching process. This research focus on three aspects, they are meaning, spelling, and memorizing. It means, the teacher will assess the

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<sup>9</sup> Lestari, *English For Nusantara*.

student's vocabulary using the three aspects above, to evaluate the student's understanding of the vocabulary being learned.

#### **g. Materials of Teaching Vocabulary**

There are many materials of teaching vocabulary in the textbooks for class VIII of SMP N 8 Padangsidimpuan. The syllabus is contained for VIII grade curriculum in second semester. The book used in SMP N 8 Padangsidimpuan is “English for Nusantara”. It divided into five chapters, each chapter have several units. They are: Celebrating Independence Day (chapter I), Kindness Begins with Me (chapter II), Love Our World (chapter III), No Littering (chapter IV), Embrace Yourself (chapter V).

The vocabulary materials used were limited to several categories, namely nature and beauty product, which were taught through jumble word games.

#### **The First Material of Vocabulary is No Littering**

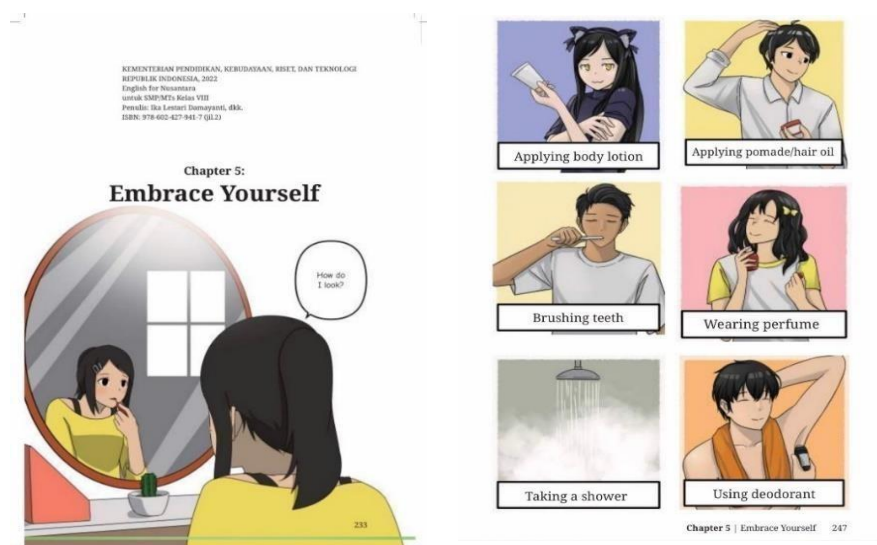


**Figure II.1: Vocabulary About Objects in Nature<sup>10</sup>**

<sup>10</sup> Lestari, *English for Nusantara*.

From the picture above, the example of vocabulary learn in class is vocabulary about no littering. Students are required to master vocabulary about object in nature.

### The Second Material of Vocabulary is Embrace Yourself



**Figure II.2: Vocabulary About Things Product Beauty**<sup>11</sup>

From the picture above the example of vocabulary learn in class is vocabulary about embrace yourself. Students are required to master vocabulary about things product beauty.

In this research, not all materials will discuss. This research only focused on chapters IV and V, namely things in nature and things beauty product. Based on the syllabus of curriculum, this chapter contains the materials to request and provide information about nature and beauty according to the context of its use.

<sup>11</sup> Lestari.

## 2. Jumble Word Game.

### a. Definition of Jumble Word

Word game is designed to test a person's language skills. This game is often used to fill free time because word game is very exciting and fun. It can also be used to learn some of a language device, namely vocabulary, structure and sentence patterns.<sup>12</sup> There are several word games that can improve students' vocabulary, including jumble word. Jumble game has three kinds, they are jumble word, jumble sentence and jumble paragraph.

According to Philip “jumble word game is a word game where a set of letters are given to the player in jumbled order, the letters are to be arranged to form meaningful word and it is an effective way to teach spelling”.<sup>13</sup> Jumble word is a language game that makes learning fun and enjoyable. By playing this game, students can practice and improve their language and communication skills.

Additionally Hidayati states that word game where a set of letters that are randomized to be arranged into a word and it must be structured to form a meaningful word.<sup>14</sup> This word game is very popular with school kids and teacher as it helps build a strong sense of word spelling. This not only helps one to get familiar with new words, but also help to memorize

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<sup>12</sup> Diyan Yulianto, *Mahir Bahasa Inggris Dengan Ragam Permainan Kata: Love English with Games!* (Diva Press, 2018; P: 5-6).

<https://books.google.co.id/books?id=cO1WEAAQBAJ>.

<sup>13</sup> Rosamma Philip, *Proceedings On Responsive & Resilient Quality Education* (Archers & Elevators Publishing House, 2020; p: 23).

<https://books.google.co.id/books?id=NkltEAAQBAJ>.

<sup>14</sup> Nur Baeti Hidayati, *Metode Pembelajaran Scramble Untuk Meningkatkan Aktivitas Dan Hasil Belajar Menulis Kalimat Bahasa Inggris* (Penerbit NEM, 2021; p: 17), <https://books.google.co.id/books?id=CN9DEAAQBAJ>.

the spellings in a better way.

The researcher conclude, jumble word game is word game where a set of letters are given to the player in jumbled order. The letters are to be arranged to form a meaningful word. It is an effective way to teach spelling or vocabulary.

#### **b. Purposes of Jumble Word**

The main focus of using games in the classroom is to help students learn more effectively, and game activities are intended to lighten the mood among students. Games are not just a distraction but a way to get students to use language during the game.<sup>15</sup> However, to use games in the classroom, before playing the rules of the game are clearly explained and well understood by the students.

In addition to having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation.<sup>16</sup> Students begin to realize that they must pronounce or enunciate words clearly if they want others to understand what they are saying.

From the explanation above, the purpose of Jumbled Word is to improve students' vocabulary mastery. Students will easily to memorize new vocabulary in the target language and spell it in the correct order and letters according to the explanation of the rules given by the teacher

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<sup>15</sup> Angkana Deesri, "Games in the ESL and EFL Class," *The Internet TESL Journal* 8, no. 9 (2002): 1–5, <https://iteslj.org/Techniques/Deesri-Games.html>

<sup>16</sup> Philip, *Proceedings On Responsive & Resilient Quality Education*. <https://books.google.co.id/books?id=NkltEAAAQBAJ..>

beforehand.

### **c. Procedures of Jumble Word**

The procedure of jumble word game is very simple and fun. Jumble word is educational game to train vocabulary, thinking speed and creativity. This game involves arranging random letters, to find as many correct and appropriate words as possible from the letters in a certain time. According to Watson there are several steps that must be applied and prepared by the teacher to make learning process is fun, they are:

- 1) Divided participants into terms of five
- 2) Explain how the game is played, using the following guidelines:  
One set of jumbled word papers is the middle of each group's table. When the game start, the participant try to arrange into the correct word, using all the jumbled letters on the paper
- 3) Set a time limit of two minutes. If the individual can not arrange the correct word, the other group members can help
- 4) Fasilitator asks the each group to defines it correctly.<sup>17</sup>

In this research, the researcher uses the procedures from Watson to teach vocabulary by using jumble word game, because Watson's procedure is clearly explained and easy to understand the steps from start until the end.

### **d. Advantages and Disadvantages of Jumble Word**

Word games are entertaining and are very useful in increasing vocabulary. They are commonly used when studying English as a second language, or with any area that introduces a considerable number of new vocabulary word. These activities include crossword puzzles,

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<sup>17</sup> Three Watson, *50 Activities for Developing Leaders* (HRD Press, 2020; P: 45-46).

anagram, jumble word, and other word games.

- 1) Students have high interest in following the teaching and learning process.
- 2) Students are motivated to be active in the class.
- 3) Easy to memorized the vocabulary for students.
- 4) Are low in cost.
- 5) Are fun.
- 6) Are excellent for improving vocabulary.<sup>18</sup>

From explanation above, it concluded that there are many benefits when learning vocabulary through jumble word, because it will make the learning process fun and not boring. This technique is used by teacher and by using this technique it will greatly help students to improve their vocabulary.

Besides the advantages of jumble word game, they are several disadvantages of jumble word game also:

- 1) Teachers must spend free time at home to prepare materials and design.
- 2) Takes time to develop.
- 3) Requires equipment to reproduce.
- 4) Sometimes considered a time-consuming job.<sup>19</sup>

From explanation above, disadvantages of jumble word game is take a lot of time and effort, so it is often considered a job that requires patience and careful planning. This shows that the teaching preparation process is not only done at school, but also requires time outside of class hours.

#### **e. Teaching Vocabulary by Using Jumble Word**

To make learning active through jumble word, the teacher must be

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<sup>18</sup> Hidayati, *Metode Pembelajaran Scramble Untuk Meningkatkan Aktivitas Dan Hasil Belajar Menulis Kalimat Bahasa Inggris* (Penerbit NEM, 2021; P:19-20).  
<https://books.google.co.id/books?id=CN9DEAAAQBAJ>.

<sup>19</sup> Hidayati.



able to make leaning atmosphere more exciting and interactive so that students are most enthusiastic about learning. The more teachers introduce game in class, the higher the change in students' vocabulary, because with that students can learn in a relaxed a fun away. So it is a great way to improve students' vocabulary. The procedures of using this jumble word game are as follow:

### 1) Pre-teaching

The process in pre-teaching, the teacher enters the classroom and ask the students to pray before begin the lesson. The teacher checks the students' attendance and gives icebreaking to students. After that the students pay attention to teacher's explanation and respond what is teacher says or ask to them.

### 2) While Teaching

The teacher uses the procedure of teaching vocabulary by using jumble word game. The teacher divides students to into some groups to work together. After that the teacher gives the students limit times to finish the game. The explain how to play the game and ask each group to say the correct answer.

### 3) Post-Teaching

The last process is post-teaching. The teacher asks about the students' understanding of the new material that has been taught and the teacher repeats the material taught to ensure that the students understand it well. The table can be see below:

**Table II. 1**  
**Teaching Vocabulary by Using Jumble Word**

Teacher	Procedure	Students
<b>A. Pre- Teaching</b>		
1. The teacher begins the class by giving a greeting and asking students to pray together		1. Students listen and answer the teacher's greeting and paying together
2. Teacher introduces the material with jumble word		1. Students pay attention to the teacher 2. Students listen the teacher explanation
3. Teacher decided the topic about jumble word		1. Students listen to the teacher explanation 2. Students remember the vocabulary
<b>B. While-Teaching</b>		
1. Teacher decides the students work in group	1. Teacher divided students into several groups that groups is 5 players in one group	1. Students pay attention to the teacher instruction 2. Students find their groups and sit on the chair with their group
2. Teacher tells and explains how to play the game	2. Teacher asks students to arrange the latter papers alphabetically on their table	1. Students know and understand how to play the game 2. Students identify the letter word by word and find the correct word

Teacher	Procedure	Students
3. Teacher gives times to arrange the alphabet letter	3. Students are able to arrange the letter within a specified time	1. Student must be able to arrange the letter into a correct word and check it together their work 2. Students remind the word
4. Teacher asks each group to explain the correct answer	4. Students are able to tell and explain the correct word	1. Students are able to know what is the correct answer
<b>C. Post-Teaching</b>		
1. Teacher asks the students understanding about the material		1. Students answer the teacher's question 2. Students say what their difficulties during learning
2. Teacher reflects and conclude the material of learning		1. Students listen to teacher's explanation 2. Students conclude learning and summarize the material.
3. Teacher close the learning		1. Students pray together to close the learning 2. Students answer the teacher' salam.

Based on statement above, it is explained the learning vocabulary using jumble word game is very interesting and fun. One of the games which using in this research was jumble word game. The purpose of play this game was to introduce some new words to the students of junior high school.

#### **f. Conventional Teaching**

##### **1) Definition of Conventional Teaching**

Conventional learning can be called a traditional learning. Conventional learning is centered on teachers, oriented to scientific disciplines and information.<sup>20</sup> Conventional learning is learning where the teaching and learning process is carried out in the old way, namely in delivering lessons the teacher still relies on lectures.

In the conventional teaching, the teacher plays a major role in determining the content and sequence of steps in delivering the material to students. Meanwhile, students listen carefully and note down the important points put forward by the teacher so that in this learning the teaching and learning process activities are dominated by the teacher.

##### **2) Procedures of Conventional Teaching**

There are some steps to teaching before showing this methods, they are:

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<sup>20</sup> Rajendra Kumar Shah, *Pedagogy in Practice* (Deep Science Publishing, 2020).  
<https://books.google.co.id/books?id=FD1REQAAQBAJ>.

- a) Preparation, create learning condition to students
- b) Implementation, teacher conveys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing
- c) Evaluation, give the test to students for looking students' comprehension about the material that learned.<sup>21</sup>

From the several steps above, it can be concluded conventional teaching is used to convey factual knowledge and maintain classroom order. Conventional learning is still used because it is considered effective in providing basic understanding.

Based on observation, that means procedure used by English teacher in SMP Negeri 8 Padangsidempuan are as follows:

- a) The teacher explains the material to students, like gives the example of vocabularies to students
- b) The teacher asks students to identify difficult words.
- c) The teacher asks the students to memorize the words.

## **B. Review of Related Finding**

In fact, this researcher is not the first time it has been done, there are several previous researchers who have completed this researcher. Below is completed study, the first Sitompul et.al it was concluded this study aims to find the effect of using jumble word in teaching vocabulary and students in learning English vocabulary. The result of the study showed that the mean score of student's post-test 73 is higher than the pre-test 71 and it is indicated that there was improvement after the treatment and giving the material from

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<sup>21</sup> Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, 4th ed. (Jakarta: PT RINEKA CIPTA, n.d.).

the researcher. Therefore, it can be concluded that there is a significant effect of using jumble word game to improving vocabulary mastery of the first student at state vocational high school 1 Pematangsiantar.<sup>22</sup>

The second has done by Rosa and Amelia the result of the research are 1) application of jumble model was 93% (very good category), 2) the mean score of students' vocabulary mastery before using jumble word game was 58.86 (bad category) and after using jumble word game was 80 (good category), 3) Data on students' vocabulary mastery analyzed using paired sample t-test and N- gain through SPSS 22. The pair sample t-test shows the significant value was 0.000, it's less than 0.05 ( $0.000 < 0.05$ ). Furthermore N-gain shows 0.51. It means there is any significant effect of Jumble Word on students' vocabulary mastery in medium category same as the research that was just written above.<sup>23</sup>

The third has done by Umasugi et.al In this research, the data on student's vocabulary were analyzed that is the mean score of students' post-test 7.83 is higher that the pre-test 61.05. The distance between pre-test and post-test is 12.7. It means significant and it can be concluded that the using of jumble word game is effective to be implemented in improving the students' vocabulary, and students' interested to learning vocabulary through jumble word game.<sup>24</sup>

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<sup>22</sup> Mega Silvia Sitompul et al., "The Effect of Scramble to Improving Vocabulary Mastery of the First Year Student at State Vocational High School 1 Pematangsiantar," *Journal on Education* 05, no. 04 (2023): 13884–92. <https://www.jonedu.org/index.php/joe/article/view/2405>

<sup>23</sup> Lollo Rosa and Rizki Amelia, "The Effect Of Scramble Model On Students ' Vocabulary Mastery". *Jurnal Liner, Institut Pendidikan Tapanuli Selatan* 4, no. 3 (2021): 199–209.

<sup>24</sup> Salfa Umasugi et al., "The Scramble Game in Improving Students ' Vocabulary" *Jurnal*

From the description above, the researcher conclude that jumble word can increase students' vocabulary mastery. So, the researcher hopes the jumble word game technique can increase the students' vocabulary mastery, so that the researcher interested to make the research about "The effect of jumble word game on vocabulary mastery at the VIII grade students' of SMP Negeri 8 Padangsidempuan.

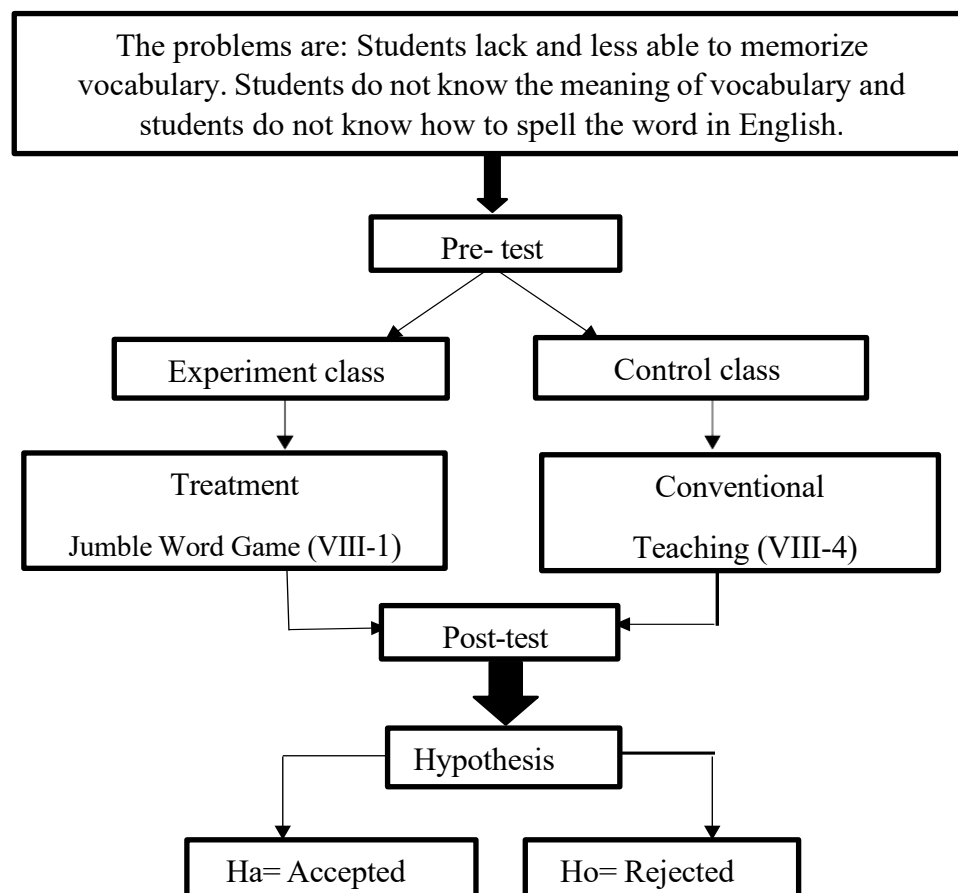
### **C. Conceptual Framework**

Many students are still lacking in vocabulary, students have difficulty memorizing vocabulary, students do not know the meaning of vocabulary, and students do not know how to pronounce words.

The concept of jumble word is to make students easier to learn vocabulary. The researcher wants to know the effect of this, there are two classes, pre-test and post-test used as the sample of collecting data. The first is pre-test, this activity is to conduct an initial test before being given treatment. By using jumble word game to teach experimental class and the conventional teaching used to teach the control class. After that, treatment is given, namely by giving a final test, it is post-test to find out the effect of jumble word game on vocabulary mastery at the VIII grade students' of SMP Negeri 8 Padangsidempuan.

This research wants to see there are  $H_0$  and  $H_a$ , there is significant effect of jumble word game on vocabulary mastery of students or there is no the significant effect of jumble word game on vocabulary mastery at the VIII

grade students' of SMP Negeri 8 Padangsidimpuan.



**Figure II.3 : Conceptual Framework**

#### **D. Hypothesis**

The hypothesis of the researcher is:

1. Alternative hypothesis (Ha): There is a significant effect of jumble word game on vocabulary mastery at the VIII grade students of SMP Negeri 8 Padangsidimpuan.
2. Null hypothesis (Ho): There is no a significant effect of jumble word game on vocabulary mastery at the VIII grade students of SMP Negeri 8 Padangsidimpuan.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Place and Time of the Research**

The location of this research is in SMP Negeri 8 Padangsidimpuan. It is located in Mandailing street KM. 7,8, Padangsidimpuan Tenggara. The location is around of Pijor Koling. The time of research has been done from November 2024 until June 2025.

#### **B. Research Design**

This research used quantitative research with experimental type. According to Boudah “experimental research is to identify cause-and- effect relationship, whether by doing X, the result is Y.”<sup>1</sup> It means the experimental research is a type of research that aims to find out the influence between one variable and another variable under condition that have been determined by the researcher before.

In experimental, this research used two classes, as an experimental class and a control class. The experimental class used by using Jumble Word Game and control class used by using conventional teaching.

The design used was Pretest and Posttest Control Group Design. The both groups that give pretest and each group receive treatment different. Both group posttest at the end of the study. Posttest scores were compered to determine the effectiveness of the treatment. The research design for pretest-

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<sup>1</sup>Daniel J.Boudah, *Conducting Educational Research: “Guide to Completing a Thesis, Dissertation, or Action Research Project”* (SAGE Publications, 2019; P:8). <https://books.google.co.id/books?id=WdWuDwAAQBAJ>.

posttest control group design by using one treatment can be seen below:

**Table III. 1**  
**Pretest-Posttest Control Group Design**

Class	Pretest	Treatment	Posttest
R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>	-	O <sub>4</sub>

(Source: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*)

Where: R = The sample of the research

O<sub>1</sub> = Pretest in experimental class

O<sub>2</sub> = Posttest in experimental class

X = Treatment

O<sub>3</sub> = Pretest in control class

O<sub>4</sub> = Posttest in control class<sup>2</sup>

Based on the explanation above, it can be concluded that experimental research is a type of research that aims to identify causal relationships between one variable and one more to other variable.

### C. Population and Sample

#### 1. Population

The population of this research is the VIII grade students of SMPN 8 Padangsidempuan. It consisted of five classes with 150 students, each class has 30 students. It can be seen in the following table:

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<sup>2</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*, 2020.

**Table III. 2**  
**The Population of VIII grade Students**  
**of SMP Negeri 8 Padangsidimpuan**

No	Class	Total
1	VIII-1	30 students
2	VIII-2	30 students
3	VIII-3	30 students
4	VIII-4	30 students
5	VIII-5	30 students
	<b>TOTAL</b>	<b>150 students</b>

Source: School Data Source Administration of SMP N 8 Padangsidimpuan<sup>3</sup>

## 2. Sample

Sugiyono stated that sample is part of number and characteristic possessed by the population.<sup>4</sup> It means sample was used to select the entire population. The sample was the students at grade VIII SMPN 8 Padangsidimpuan. This research used random sampling technique to take the sample of research because all of the population were at the same grade, same age, lesson, curriculum, and do not use placement test.

One of the simplest methods for collecting information from an entire population is lottery system. This research took two classes by using pieces of paper that written the name of all classes at the VIII grade students of SMP N 8 Padangsidimpuan were VIII-1, VIII-2, VIII-3, VIII-4, and VIII-5, put all paper into glass, and then shakes the glass, after that the researcher took one paper for experimental class and then the researcher have the name of the paper was VIII-1, thus VIII-1 as experimental class. Then the researcher took again one paper for control

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<sup>3</sup>School Data Administration of SMP N Padangsidimpuan

<sup>4</sup> Sugiyono.

class, and then the researcher have the name of the paper was VIII-4, thus, VIII-4 as control class. and two of piece of paper, one as an experimental class and the other one as a control class.

The researcher got two classes as the sample they were, class VIII-1 consist of 30 students such as control class and VIII-4 consist of 30 students such as experimental class. The total sample are 60 students.

**Table III.3**  
**Sample of Research**

<b>Class</b>	<b>Sample</b>
Experimental Class VIII-1	30
Control Class VIII-4	30
<b>TOTAL</b>	<b>60</b>

Source: School Data Administration of SMP N Padangsidempuan

#### **D. Definition (s) of Operational Variables**

##### **1. Jumble Word Game**

Jumble word is one of the games that can be applied to increase students' interest in learning is a word jumble game and assumes that word jumble is effective in making students interested and enjoy learning and motivating students to improve their vocabulary.

##### **2. Vocabulary Mastery**

Vocabulary mastery is the ability to understand, use, and remember words in listening, speaking, reading, and writing. Vocabulary mastery not only understanding the meaning of words, but also their form and how to use them in the right way.

### E. Instrument of Collecting Data

The data was collected by quantitative research and the instrument of collecting data was used by using test. The instrument that used in this research is vocabulary test and the test is multiple choice to the test for pre- test and post-test is instruction to choose the correct answer.

In this research the test is consist of 100 questions, where 50 multiple choice of pre-test and 50 multiple choice for post-test with the 4 option a, b, c, d in each question. The students' test scores are classified into several levels: very good, good, enough, low, and fail.<sup>5</sup> The table below provides an example of score level:

**Table III. 4**  
**Level of The Score**

No	Interval	Prediction	Description
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough
4	40-55	D	Low
5	0-39	E	Fail

(Source:Asriana, *Evaluasi Pembelajaran*)

The results of the students' tests will be assessed according to the vocabulary aspects listed below:

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<sup>5</sup> M P Asriana Harahap and P Adab, *Evaluasi Pembelajaran Berbasis HOTS Dalam Kurikulum Merdeka* (Bandung: Ciptapustaka Media, 2014).  
[https://books.google.co.id/books?id=\\_fL3EAAAQBAJ](https://books.google.co.id/books?id=_fL3EAAAQBAJ).

**Table III. 5**  
**The Indicators Test**

No	Topic	Indicator	Number of Items	Total Items	Score	Total Score
1.	Things Beauty Product	Memorizing	1,2,3,4,5, 6,7,8,9	9	2	18
		Meaning	17,18,19, 20,21,22, 23,24	11	2	22
		Spelling	45,46,47, 48,49,50	5	2	10
2.	Things in Nature	Memorizing	10,11,12,13, 14,15,16	10	2	20
		Meaning	25,26,27,28, 29,30,31,32, 33,34,35,36	10	2	20
		Spelling Memorizing	37,38,39,40, 41,42,43,44	5	2	10
				50		100

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{50} \times 100 = 2$$

B = number of question answer correctly

N = number of question<sup>6</sup>

Each question in this 50 question multiple choice test is worth 2 scores, so if all questions are answered correctly, the total score would be 100. To meet the completeness requirement, each student must answer the question correctly 50 questions to got the 100 score.

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<sup>6</sup> Asrul, Rusydi Ananda, and Rosinta, Evaluasi Pembelajaran, (Bandung: Ciptapustaka Media, 2014)

## F. Validity and Reliability of Instrument

### 1. Validity of the Test

Validity is one of the characteristics that make a good learning outcome test. It be able to determine whether a learning outcome test has the validity or accuracy of measuring. Sugiyono stated that valid means that the instrument can be used to measure what is supposed to measure.<sup>7</sup> To make it sure that the test is valid, this research will validate the test by using item validity. Used to test the feasibility of research instruments used to determine whether a test is valid or not. In validating the test, the researcher used the Pearson Product Moment formula.<sup>8</sup>

- a. If  $r$  value  $>$   $r$  table at the significance of 5 %, it means that the instrument is valid.
- b. If  $r$  value  $<$   $r$  table at the significance of 5 %, it means that the instrument is valid.

The formula:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Notes:

$r_{xy}$  = Pearson correlation coefficient between

instrument item to be used and the variable in

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<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta, 2017).

<sup>8</sup> Sugiyono, *Statistik Untuk Penelitian* (Bandung: Alfabeta, 2021).

question

$X$  = Score of instrument to be used

$Y$  = Score of all instrument items in the variable

$n$  = Total number of respondents.

In the test, 57 out of 100 questions were found to be valid, they are question numbers 1, 2, 3, 4, 5, 7, 8, 12, 16, 17, 22, 25, 26, 27, 30, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 73, 79, 80, 81, 82, 85, 86, 87. There were out the questions that were not valid, they are 6, 9, 10, 11, 13, 14, 15, 18, 19, 20, 21, 23, 24, 28, 29, 31, 32, 33, 34, 36, 37, 71, 72, 74, 75, 76, 77, 78, 83, 84, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Based on explanation above, this research selected 50 questions from the test to be used.

## 2. Reliability of the Test

Reliability is related to the accuracy of the instrument in measuring what is measured, the accuracy of the measurement result, and how accurate it is if a re-measurement is made.<sup>9</sup> Learning outcome test can be said to be reliable if they provide relatively consistent measurement result of learning outcomes.

In this context, this research tasted the reliability of instrument using the Cornbach Alpha formula.

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<sup>9</sup> S Siyoto and M A Sodik, *Dasar Metodologi Penelitian* (Literasi Media Publishing, 2015), <https://books.google.co.id/books?id=QPhFDwAAQBAJ>.



- a. If  $\alpha \text{ cornbach} > r_{\text{table}}$  at the level of significance 5%, it means that the instrument is reliable.
- b. If  $\alpha \text{ cornbach} < r_{\text{table}}$  at the level of significance 5%, it means that the instrument is not reliable.<sup>10</sup>

The formula:

$$r_n = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum Si^2}{Si^2} \right)$$

Notes :

$r_n$  = Test reliability coefficient

$n$  = Number of items issued in the test

$\sum Si^2$  = The number of variance scores for each item

$Si^2$  = Total Variance.

In this research, the result of reliability that found 0.9240. That means  $\alpha \text{ cornbach} > r_{\text{table}}$  ( $0.9240 > 0.3494$ ). So, it means that the instrument is reliable.

## G. Procedure of Data Collection

The researcher used quantitative data in this research. The researcher used test to collected the data that is given to students, it was divided into two kinds, pre-test and post-test.

### 1. Pre-test

In this research, the researcher gives the pre-test to the students before doing the treatment. The function is to know students' ability in control and experiment class before giving the treatment to experiment class. The researcher gives the pre-test by using some steps, they are:

- a. The researcher prepares the multiple choices test that answered

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<sup>10</sup> Sugiyono, *Statistik Untuk Penelitian*.

by the students. It consists about object in nature and things product beauty.

- b. The researcher gives the test paper to experiment and control class.
- c. The researcher tells to students what students need to do to.
- d. The researcher gives the time to students to answer the test.
- e. The researcher collects the paper test.
- f. The researcher sees and checks the students' answers and calculated the students' score.

## 2. Treatment

The researcher gives the treatment to the students in experimental class twice and give the material to the students about vocabulary things. The way of teaching for two classes is different, in experimental class by used the Jumble Word Game and for the control class by used conventional teaching. The researcher used some steps, they are:

- a. The researcher divides students into a group, each group consist of 5 members.
- b. The researcher explains to the students how to play this game and tell the rules of game. After that, the researcher distributes the alphabets letter paper set and asks students to arrange into a correct word.
- c. The researcher set a time limit into 2 minutes. Other members can help the students if she can not arrange the word.
- d. The last, the researcher asks each group to tell the correct answer.

### 3. Post-test

The researcher conducted the post-test after giving the treatment to the students. The test given to control class and experimental class. Students in control class learn vocabulary which is usually done in the classroom. Meanwhile, the experimental class learn vocabulary that receive the treatment with use jumble word game. The function is to know that has an effect or not to the students, whether was significant or not and also to know the difference score between experiment class and control class.

## H. Technique of the Data Analysis

### 1. Normality Test

To analyzed research data, a normality test needs to be carried out. Normality test is used to assess whether the collected data has a normal or not. In this research, the researcher used SPSS 26. It is statistical program for science that used to analyzed statistic data with computer application. The criteria of acceptance and rejection of normality test are:

The distribution is normal, if  $\text{sig} > 0.05$

The distribution is nor normal, if  $\text{sig} < 0.05$ .

The results of the normality test for the experimental in pre-test was 0.209, it means  $0.200 < 0.05$ . So, the data is normal. The result can be seen in appendix 9.

## 2. Homogeneity Test

To find out whether the two experimental classes have the same variance or not, a homogeneity test will be carried out. If the two classes are the same, then it can be said to be homogeneous. To test whether the variants of the two samples are homogenous, this research used SPSS 26. The criteria of acceptance and rejection of homogeneity test are:

If  $\text{sig} > 0.05$ , the variance is homogeneous

If  $\text{sig} < 0.05$ , the variance is not homogeneous.

It showed that variance between groups based on mean have significances 0.089. It means  $\text{sig} > \alpha = 0.05$ ,  $0.089 > 0.05$ . the data of the groups were homogenous. The result can be seen in appendix 10.

## 3. Mean Score

The result can be seen from the mean score The mean score will show whether there is a difference between the mean score of the control class and the mean score of the experimental class, which means the method is useful or not. The table below is a table of interpretation of the mean score:

**Table III.6**  
**The Level Score Interpretation<sup>11</sup>**

No	Interval	Prediction	Description
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough
4	40-55	D	Low
5	0-39	E	Fail

(Source: Asriana, *Evaluasi Pembelajaran*)

From the table above, the researcher can conclude that the values 0-39 are conclude in the fail degree. The values 40-45 are include in the low degree. The values 56-65 are include in the enough degree. The values 66-79 are include in the good degree. The values 80-100 are include in the very good degree.

#### 4. Hypothesis Test

Hypothesis test is statistical method used to test claims or hypothesis about a population based on a sample of collected data.<sup>12</sup> In this research used SPSS 26. To test the hypothesis, this research used independent sample t-test. This research must make a hypothesis from the data that has been analyzed by looking at the  $t_{\text{count}}$  and comparing it with  $t_{\text{table}}$ .

If the  $t_{\text{count}}$  is higher than  $t_{\text{table}}$ , it can means the alternative hypothesis is accepted. While  $t_{\text{count}} < t_{\text{table}}$ , means the alternative hypothesis is rejected. It means there is significant effect between using

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<sup>11</sup> M P Asriana Harahap and P Adab, *Evaluasi Pembelajaran Berbasis HOTS Dalam Kurikulum Merdeka* (Bandung: Ciptapustaka Media, 2014).  
[https://books.google.co.id/books?id=\\_fL3EAAAQBAJ](https://books.google.co.id/books?id=_fL3EAAAQBAJ).

<sup>12</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 25th ed. (Bandung: Alfabeta, 2017).

jumble word game toward students' vocabulary mastery.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

This chapter presented the result of the research found, it talked about the effectiveness of Jumble Word Game on students' vocabulary mastery. This research calculated the data using pre-test and post-test. By using a quantitative research approach, this research used the t-test formula to test the hypothesis. The result be described based on the data that has been studied as follows:

#### **A. Description of Data**

Data description involves describing or interpreting data in a particular context. This includes determining the type of data, its source, its structure, and the meaning or use of the data.

##### **1. The Description of Data before Using Jumble Word Game**

###### **a. Score of Pre-Test in Experimental Class**

Class VIII-1 was selected as the experimental class for this research. In this research, 50 questions were given that had been prepared to be answered by students, after the questions were answered, then gave a score. After that, the researcher calculated the data using statistical formulas to interpret the students' scores. This research determines the range, intervals, mean, median, mode, variance, and standard deviation.

The total score in experimental class in pre-test was 1.702, range was 36, interval was 6, mean was 56.73, median was 57.00, modus was 54, variant was 102.75, and standard deviation was 10.13. This research got the highest score was 76, and the lowest score was 40. The score of

experimental class in pre-test can be seen in the following table below:

**Table IV. 1**  
**The Score of Experimental Class in Pre-Test**

<b>No.</b>	<b>Description</b>	<b>Statistics</b>
1.	Total Score	1.702
2.	Highest Score	76
3.	Lowest Score	40
4.	Range	36
5.	Interval	6
6.	Mean	56.73
7.	Median	57.00
8.	Mode	54
9.	Variant	102.75
10.	Standard Deviation	10.13

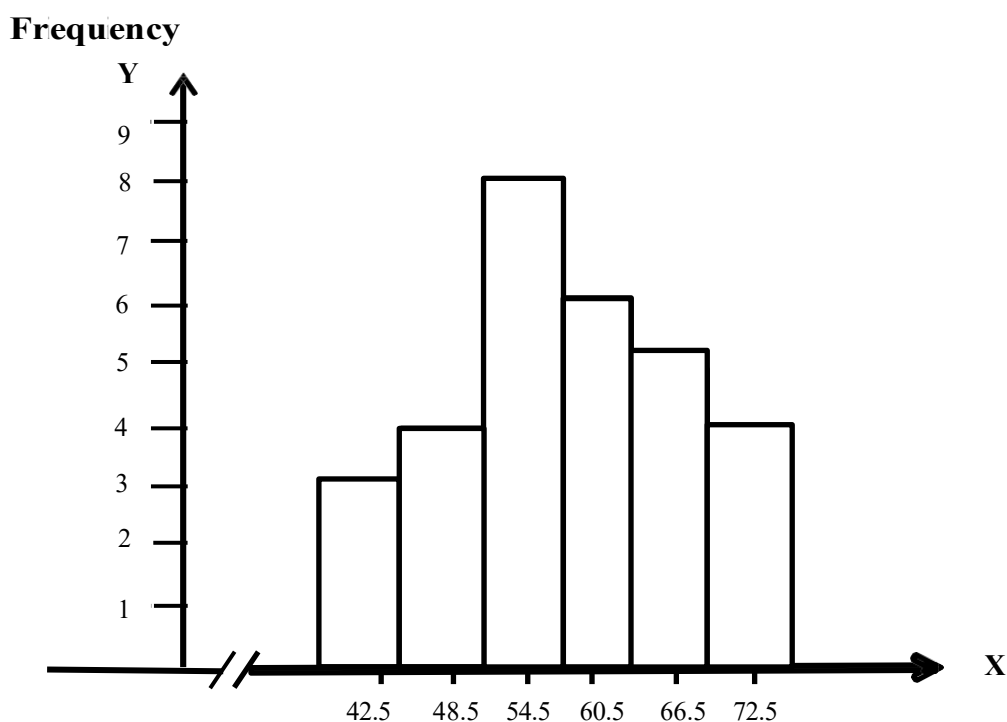
The score of students in interval class between 40-45 was 3 students (10.00%), interval class between 46-51 was 4 students (13.33%), interval class 52-57 was 8 students (26.66%), interval class 58-64 was 6 students (20.00%), interval class 64-69 was 5 students (16.66%), 70- 76 was 4 students (13.33%). The frequency distribution of the students' score of experimental class in pre-test could be into table frequency distribution as follow:

**Table IV.2**  
**Frequency Distribution of Students' Score**

<b>No</b>	<b>Interval</b>	<b>Mid-Point</b>	<b>Frequency</b>	<b>Percentage</b>
1.	40-45	42.5	3	10.00%
2.	46-51	48.5	4	13.33%
3.	52-57	54.5	8	26.66%
4.	58-64	60.5	6	20.00%
5.	64-69	66.5	5	16.66%
6.	70-75	72.5	4	13.33%
	<b>I=6</b>		<b>30</b>	<b>99.98%</b>



Then, this research also presented the data in the form clearly and completely, the data is presented in the form of a histogram as shown below:



**Figure IV.1: Data Description of Students' Vocabulary Mastery in Experimental Class (Pre-test)**

From the histogram above, it can see that the X-axis shows the score obtained by the students, while the Y-axis shows the number of students who got the score. There were 3 students who got score in mid point 42.5, 4 students who got score in interval 48.5, 8 students who got score in interval 54.5, 6 students who got score in interval 60.5, 5 students who got score in interval 66.5, 4 students who got score in interval 72.5.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 56.73. It means the students' vocabulary in pre-test experimental class is enough (see from table III.6).

### b. Score of Pre-Test in Control Class

In control class, class VIII-4 was selected. This research gave 50 questions were given that had been prepared to be answered by students, after the questions were answered, then gave a score. After that, the researcher calculated the data using statistical formulas to interpret the students' scores. This research determines the range, intervals, mean, median, mode, variance, and standard deviation.

The total score in control class in pre-test was 1.670, range was 36, interval was 6, mean was 55.67, median was 55.00, modus was 52, variant was 113.67, and standard deviation was 10.66. This research got the highest score was 74, and the lowest score was 38. The score of experimental class in pre-test can be seen in the following table below:

**Table IV.3**  
**The Score of Pre-Test in Control Class**

No.	Description	Statistics
1.	Total Score	1.670
2.	Highest Score	74
3.	Lowest Score	38
4.	Range	36
5.	Interval	6
6.	Mean	55.67
7.	Median	55.00
8.	Mode	52
9.	Variant	113.67
10.	Standard Deviation	10.66

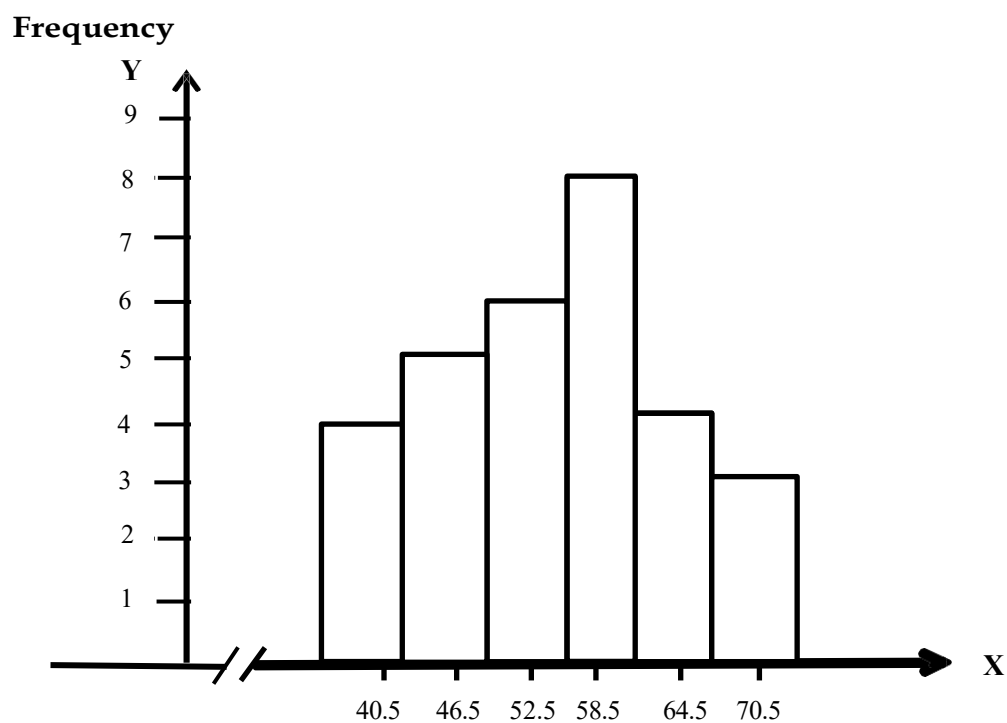
The score of students in interval class between 38-43 was 4 students (13.33%), interval class between 44-49 was 5 students (16.66%), interval class 50-55 was 6 students (20.00%), interval class 56-61 was 8 students (26.66%), interval class 62-67 was 4 students (13.33%), 68-

74 was 3 students (10.00%). The frequency distribution of the students' score of control class in pre-test could be into table frequency distribution as follow:

**Table IV.4**  
**The Score of Control Class in Pre-Test**

No	Interval	Mid-Point	Frequency	Percentage
1.	38-43	40.5	4	13.33%
2.	44-49	46.5	5	16.66%
3.	50-55	52.5	6	20.00%
4.	56-61	58.5	8	26.66%
5.	62-67	64.5	4	13.33%
6.	68-73	70.5	3	10.00%
	<b><i>I=6</i></b>		<b>30</b>	<b>99.98%</b>

Then, this research also presented the data in the form clearly and completely, the data is presented in the form of a histogram as shown below:



**Figure IV.2: Data Description of Students' Vocabulary Mastery in**

### **Control Class (Pre-test)**

From the histogram above, it can see that the X-axis shows the score obtained by the students, while the Y-axis shows the number of students who got the score. There were 4 students who got score in mid point 40.5, 5 students who got score in interval 46.5, 6 students who got score in interval 52.5, 8 students who got score in interval 58.5, 4 students who got score in interval 64.5, 3 students who got score in interval 70.5.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 55.67. It means the students' vocabulary in pre-test control class is enough (see from table III.6).

## **2. The Description of Data after using Jumble Word Game**

### **a. Score of Post-Test in Experimental Class**

After the pre-test, 50 questions were given that had been prepared to be answered by students, after the questions were answered, then gave a score. After that, the researcher calculated the data using statistical formulas to interpret the students' scores. This research determines the range, intervals, mean, median, mode, variance, and standard deviation.

The total score in control class in pre-test was 2.402, range was 32, interval was, mean was 80.07, median was 80.00, modus was 78, variant was 60.54, and standard deviation was 7.78. This research got the highest score was 92, and the lowest score was 60. The score of experimental class in pre-test can be seen in the following table below:

**Table IV.5**  
**The Score of Post-Test in Experimental Class**

No.	Description	Statistics
1.	Total Score	2.402
2.	Highest Score	92
3.	Lowest Score	60
4.	Range	32
5.	Interval	6
6.	Mean	80.07
7.	Median	80.00
8.	Mode	78
9.	Variant	60.54
10.	Standard Deviation	7.78

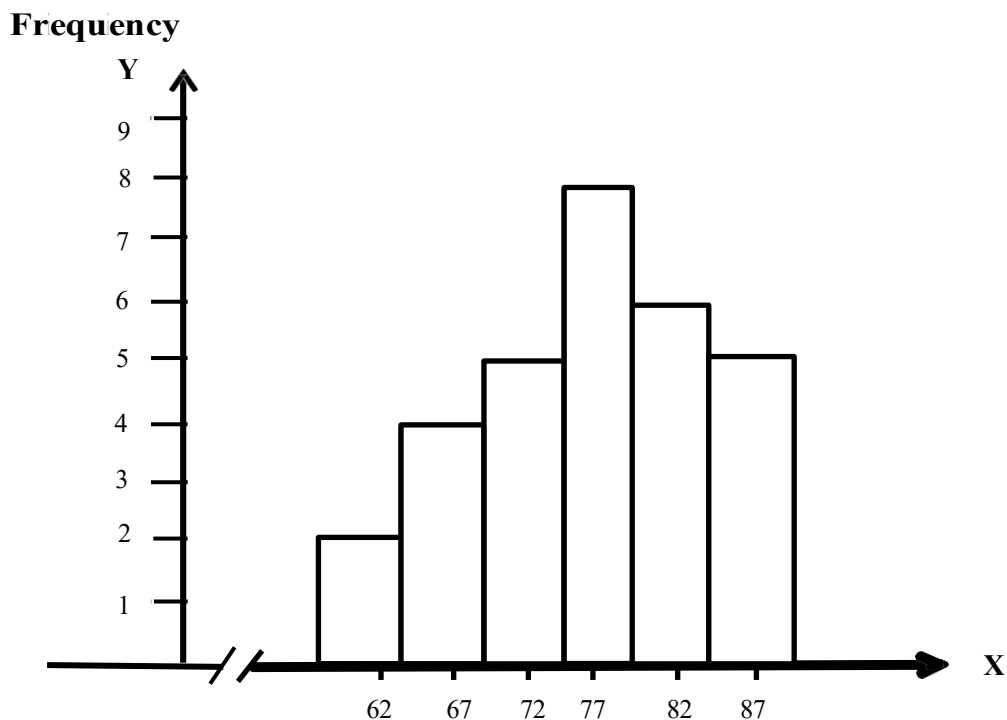
The score of students in interval class between 60-64 was 2 students (6.66%), interval class between 65-69 was 4 students (13.33%), interval class 70-74 was 5 students (16.66%), interval class 75-79 was 8 students (26.66%), interval class 80-84 was 6 students (20.00%), 85-89 was 4 students (13.33%). The frequency distribution of the students' score of experimental class in post-test could be into table frequency distribution as follow:

**Table IV.6**  
**The Score of Experimental Class in Post-Test**

No	Interval	Mid-Point	Frequency	Percentage
1.	60-64	62	2	6.67%
2.	65-69	67	4	13.33%
3.	70-74	72	5	16.66%
4.	75-79	77	8	26.66%
5.	80-84	82	6	20.00%
6.	85-90	87	5	16.66%
	<b><i>I=6</i></b>		<b>30</b>	<b>99.98%</b>

Then, this research also presented the data in the form clearly and completely, the data is presented in the form of a histogram as shown

below:



**Figure IV.3: Data Description of Student 's' Vocabulary Mastery in Experimental (Post-test)**

From the histogram above, it can see that the X-axis shows the score obtained by the students, while the Y-axis shows the number of students who got the score. There were 2 students who got score in mid point 62, 4 students who got score in interval 67, 5 students who got score in interval 72, 8 students who got score in interval 77, 6 students who got score in interval 82, 5 students who got score in interval 87.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 80.07. It means the students' vocabulary in post-test experimental class is good (see from table III.6).

### b. Score of Post-Test in Control Class

In control class, class VIII-4 was selected. This research gave 50 questions were given that had been prepared to be answered by students, after the questions were answered, then gave a score. After that, the researcher calculated the data using statistical formulas to interpret the students' scores. This research determines the range, intervals, mean, median, mode, variance, and standard deviation.

The total score in control class in pre-test was 2.216, range was 28, interval was 5, mean was 73.87, median was 73.00, modus was 68, variant was 65.91, and standard deviation was 8.11. This research got the highest score was 88, and the lowest score was 60. The score of experimental class in pre-test can be seen in the following table below:

**Table IV.7**  
**The Score of Post-Test in Control Class**

No.	Description	Statistics
1.	Total Score	2.216
2.	Highest Score	88
3.	Lowest Score	60
4.	Range	28
5.	Interval	5
6.	Mean	73.87
7.	Median	73.00
8.	Mode	68
9.	Variant	65.91
10.	Standard Deviation	8.11

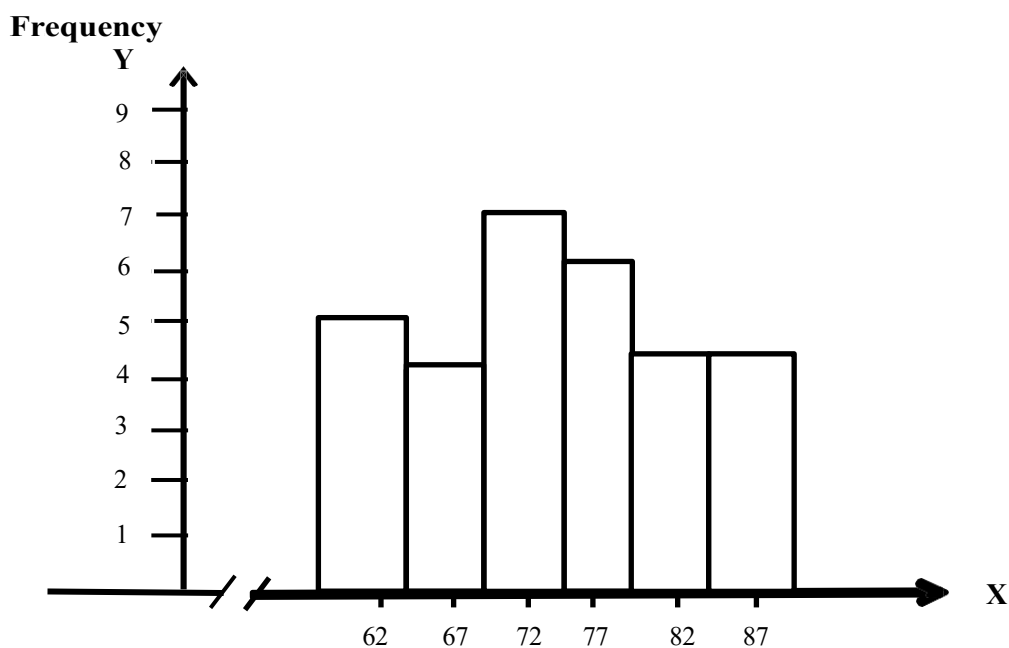
The score of students in interval class between 60-64 was 5 students (16.66%), interval class between 65-69 was 4 students (13.33%), interval class 70-74 was 7 students (23.33%), interval class 75-79 was

6 students (20.00%), interval class 80-84 was 4 students (13.33%), 85- 88 was 4 students (13.33%). The frequency distribution of the students' score of control class in post-test could be into table frequency distribution as follow:

**Table IV.8**  
**The Score of Control Class in Post-Test**

No	Interval	Mid-Point	Frequency	Percentage
1.	60-64	62	5	16.66%
2.	65-69	67	4	13.33%
3.	70-74	72	7	23.33%
4.	75-79	77	6	20.00%
5.	80-84	82	4	13.33%
6.	85-90	87	4	13.33%
	<b><i>I=6</i></b>		<b>30</b>	<b>99.98%</b>

Then, this research also presented the data in the form clearly and completely, the data is presented in the form of a histogram as shown below:



**Figure IV.4: Data Description of Students' Vocabulary Mastery in**



### **Control (Post-test)**

From the histogram above, it can see that the X-axis shows the score obtained by the students, while the Y-axis shows the number of students who got the score. There were 5 students who got score in mid point 62, 4 students who got score in interval 67, 7 students who got score in interval 72, 6 students who got score in interval 77, 4 students who got score in interval 82, 4 students who got score in interval 87.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 73.87. It means the students' vocabulary in post-test control class is good (see from table III.6).

### **3. Description of Comparison the Score of Pretest and Posttest**

#### **a. Comparison Score of Pre-test and Post-test In Experimental Class**

After obtaining the pre-test and post-test scores from the experimental class, this research compared the score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below:

**Table IV.9**  
**Comparison of Score Pre-test and Post-test in**  
**Experimental Class**

No	Description	Pre-Test	Post-Test
1	Total Score	1.702	2.402
2	Highest Score	76	92
3	Lowest Score	40	60
4	Range	36	32
5	Interval	6	5
6	Mean	56.73	80.07
7	Median	57.00	80.00
8	Mode	54	78
9	Varian	102.75	60.54
10	Standard Deviation	10.13	7.78

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 40. But after got the treatment the lowest score in post-test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

**b. Comparison of Score Pre-test and Post-test in Control Class**

After obtaining the pre-test and post-test scores from the experimental class, this research compared the score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below:

**Table IV.10**  
**Comparison of Score Pre-test and Post-test in Control Class**

No	Description	Pre-Test	Post-Test
1	Total Score	1.670	2.216
2	Highest Score	74	88
3	Lowest Score	38	60
4	Range	36	28
5	Interval	6	5
6	Mean	55.67	73.87
7	Median	55.00	73.00
8	Mode	52	68
9	Varian	113.67	65.91
10	Standard Deviation	10.66	8.11

Based on the table above, this research found the different score pre-test and post-test in control class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 38. But after got the treatment the lowest score in post test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

## **B. Requirement and Hypothesis Test**

### **1. Requirement Test**

#### **a. Normality Test**

After got the pre-test and post-test scores from both the experimental and control class, this reseacrh calculated the normality test. The Shapiro-Wilk was used for the normality test, and the data were calculated using SPSS 26. The results of the normality test can be seen in table below:

**Table IV. 11**  
**Normality Test**

<b>Kolmogorov-Smirnov</b>			
<b>Class</b>	<b>Statistic</b>	<b>Df</b>	<b>Sig.</b>
Pre-test Experiment	.097	30	.200
Post-test Experiment	.110	30	.200
Pre-test Control	.101	30	.200
Post-test Control	.116	30	.200

In this research used the Kolmogorov-Smirnov that the test is used for sample sizes greater than 50. If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances  $> 0.05$ . So,  $200 > 0.05$  it means that the data is normal.

#### **b. Homogeneity Test**

The homogeneity test is a statistical test used to assess whether two or more data groups have same or homogeneous variance. This test ensures that the variation in different groups is similar, which is essential for valid comparisons between groups. The results of this calculating the data can be seen in table below:

**Table IV.12**  
**Homogeneity Test**

<b>Result</b>	<b>Levence Statistic</b>	<b>df 1</b>	<b>df 2</b>	<b>Sig</b>
Based on Mean	2.224	3	116	.089
Based on Median	2.200	3	116	.092
Based on Median and with adjusted df	2.200	3	111.584	.062
Based on trimmed mean	2.190	3	116	.093

From the table above, based on mean of post-test experimental class and post-test control class, sig is 089. So,  $089 > 0.05$ . It means that there is no

significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is met.

## 2. Hypothesis Test

Based on the result of the data analysis requirements test, it can be seen that both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent Sample T-test. Researchers used the SPSS version 26 application to calculate the hypothesis statistically. Hypothesis alternative  $H_a$  : It means there is significant of Jumble Word Game effect on Vocabulary Mastery at the VIII Grade Students of SMP Negeri 8 Padangsidempuan.

**Table IV.13**  
**T-test of both averages in post-test**

		<b>F</b>	<b>Sig</b>	<b>t</b>
Students learning outcomes	Equal variance assumed	.529	.470	3.020
	Equal variances not Assumed			3.020

To see the effect of Jumble Word game to student's vocabulary mastery. This research got  $t_{count}$  3.020 and  $t_{table}$  was 1.671, to see whether a research is successful or not, it can look at the  $t_{count}$  and  $t_{table}$ , if  $t_{count} > t_{table}$  then  $H_a$  is accepted and  $H_o$  is rejected, and if  $t_{count} < t_{table}$  then  $H_a$  is rejected and  $H_o$  is accepted.

**Table IV.14**  
**The Result of T-test**

<b><math>t_{count}</math></b>	<b><math>t_{table}</math></b>
3.020	1.671

And for hypothesis of this research can be seen from the data, where

tcount was 3.020 and ttable was 1.671. It means that  $t_{count} > t_{table}$  ( $3.020 > 1.671$ ) so  $H_a$  is accepted and  $H_o$  is rejected. So there is significant effect of jumble word game on vocabulary mastery at the VIII grade students of SMP Negeri 8 Padangsidempuan.

In this case gain of mean score in pre-test and post-test in experimental class and control class can be seen in table below:

**Table IV.15**  
**Gain of Score in Experimental Class and Control Class**

	Pretest	Posttest	Enhancement	Gain Score
Experimental Class	56.73	80.07	23.34	5.14
Control Class	55.67	73.87	18.2	

The score of control class for pre test was 55.67 and post test 73.87. Then, the enhancement was 18.2. In experimental class it was 56.73 for pre test and 80.07 for post test. The enhancement value was 23.34 and the difference in scores between control class and experimental class was 5.14.

Based on the data above, it can be concluded that experimental class that used Jumble Word Game as a media in learning had a positive effect of increasing students grades.

### **C. Discussion**

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and  $H_a$ . The result of the research proved theory from Philip<sup>1</sup> which stated that jumble word

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<sup>1</sup>Rosamma Philip, *Proceedings On Responsive & Resilient Quality Education* (Archers &

game can be used to increase students' vocabulary.

In this research, the result of experimental class was found in pre-test and post-test, before using the jumble word game, the mean score of pre-test in experimental class was 56.73, the highest score was 76, and the lowest score was 40. After using jumble word game, the mean score of pre-test in experimental class was 80.07, the highest score was 92, and the lowest score was 60. So, the post-test score higher than pre-test score. It concluded this research can prove the theory from Philip.

To strengthen the discussion, this research also included cases related to this research. The first Sitompul et.al, the result of the study showed that the mean score of student's post-test 73 is higher than the pre-test 71.<sup>2</sup> It can be concluded that there is a significant effect of using jumble word game to improving vocabulary mastery. Based on the findings above, the similarity between this research and other research is in the influence on students' vocabulary mastery, but have different results. In this research, the mean score in experimental class during the pre-test was 56.73, while the post-test increased to 80.07. This shows that the experimental class achieved a higher score compared to the control class.

Besides that, these differences can be seen from the number of samples, the sample in this research were 60 students consisting of 2 classes, namely

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Elevators Publishing House, 2020), <https://books.google.co.id/books?id=NkltEAAAQBAJ>.

<sup>2</sup> Silvia Sitompul et al., "The Effect of Scramble to Improving Vocabulary Mastery of the First Year Student at State Vocational High School 1 Pematangsiantar." <https://www.jonedu.org/index.php/joe/article/view/2405>

the experimental class of 30 students and the control class of 30 students. But in Rosa and Amelia research, the sample taken was only one class, namely 14 students.<sup>3</sup> In addition, the difference also can be seen from achievement, in this research jumble word game was used to measure student achievement in learning vocabulary about noun beauty products and nature, in Rosa and Amelia's study to measure student achievement in learning adjectives, verbs, nouns, and adverbs of time.

In conclusion, this research has shown that jumble word game can improve students' vocabulary mastery. However, this research found the result have a significant difference. The score of experimental class higher in pre-test and post-test, with a mean score 56.73 and 80.07. The difference in result can be observed in the number of samples in Sitompul et.al study. Additionally, the differences in achievement measures, such as vocabulary of beauty product and things in nature, also observed in use.

#### **D. Threats of the Research**

There are some threat that has found in this research, including the following:

1. Students' focus is easily distracted during the game, so that learning concentration decreases.
2. Researcher lack supervision when students play in groups, which can cause students to not focus on learning vocabulary.

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<sup>3</sup> Lollo Rosa and Rizki Amelia, "The Effect of Scramble Model On Students' Vocabulary Mastery". Jurnal Liner, Institut Pendidikan Tapanuli Selatan 4, no. 3 (2021): 199-209  
<https://www.bing.com/ck/a?!&&p=dde66b2c7573542d571c4ba29478df>



3. Some students were not serious in answering the pre-test and post-test questions, but they still worked on the questions by themselves.

## **CHAPTER V**

### **CLOSING AND SUGGESTION**

#### **A. Conclusions**

Based on the result of the research, it can be concluded that:

1. The students' vocabulary mastery before using Jumble Word game, the mean score of pre-test in experimental class was 56.73 and mean score for control class was 55.67. So, students' vocabulary mastery was enough.
2. The students' vocabulary mastery after using Jumble Word game, the mean score of experimental class was higher than using conventional teaching. The mean score of post- test was 80.07 and the mean score of post-test control class taught by conventional teaching was 73.87. So, students' vocabulary mastery was good.
3. The result found that  $t_{\text{count}}$  was higher than  $t_{\text{table}}$ .  $T_{\text{count}}$  was 3.020 and  $t_{\text{table}}$  was 1.671 ( $3.020 > 1.671$ ).  $H_a$  is accepted. It means, there is a significant effect of Jumble Word game at the VIII grade students of SMP Negeri 8 Padangsidempuan.

#### **B. Implications**

Based on the result of this research, the implication provided the use of Jumble Word game in the learning process has a positive impression on students. Through this game, students can significantly improve their mastery of English language knowledge because they actively arrange random letters into meaningful words. In addition, Jumble Word also stimulates students' critical and creative thinking skills in solving word puzzles.

This game creates a fun and challenging learning atmosphere, thereby increasing students' motivation and interest in learning. Success in completing the game can also increase students' confidence in using new vocabulary. Thus, Jumble Word not only helps students remember vocabulary more easily, but also becomes an alternative effective and interactive learning method, which encourages collaboration and communication between students in the classroom.

### **C. Suggestions**

After completing the research, this research obtained a lot of information in English learning. Therefore, from the experience, this research shows some things that need to be proven. This makes the researcher provide some suggestions, as follows:

1. For Headmaster of school, as the information about students' ability in learning vocabulary, enable and motivate students to learn by applying the technique given.
2. For English Teacher, as the information about the technique in teaching vocabulary and about jumble word game to vocabulary mastery in learning English.
3. For Researcher, as a reference to the next researchers who are interested in reading and taking the same title, can be use references in the future.

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## CURRICULUM VITAE



### A. Identify

Name : BUNGA RIZKY NAULI RANGKUTI  
Nim : 212300032  
Place and Birthday : Padangsidempuan, 22 Mei 2003  
Gender : Female  
Religion : Islam  
Address : Jl. Teuku Umar, Padangsidempuan Selatan

### B. Parent

1. Fathers name : Irfan Beri Rangkuti  
2. Mother name : Enriati Jambak

### C. Educational Background

1. Elementary school : SD. Negeri 200222 Padangsidempuan  
2. Junior High School : SMP Negeri 2 Padangsidempuan  
3. Senior High School : SMK S Panca Dharma Padangsidempuan  
4. College : UIN SAYAHADA Padangsidempuan

## **APPENDIX 1**

### **EXPERIMENTAL CLASS**

#### **LESSON PLAN**

Sekolah : SMP N 8 Padangsidempuan  
Kelas/Semester : VIII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Vocabulary  
Alokasi Waktu : 2 x 45 Menit

##### **A. Kompetensi Inti**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai. Responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, procedural dalam ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait fenomena kejadian memecahkan serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

##### **B. Kompetensi Dasar**

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai pengantar komunikasi internasional yang dapat diwujudkan dalam semangat belajar
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.
3. Memahami fungsi sosial, struktur teks dan kebahasaan teks intertransaksional lisan dan tulis yang melibatkan penggunaan times and days dalam kehidupan sehari-hari sesuai dengan konteks penggunaannya.



**C. Indikator**

1. Siswa mampu memahami dan mengetahui nama produk kecantikan dan nama di alam sesuai yang diajarkan
2. Siswa diharapkan mampu mengingat nama produk kecantikan dan nama di alam sesuai yang diajarkan
3. Siswa mampu menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks

**D. Tujuan Pembelajaran**

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks transaksional memberi dan meminta informasi terkait keberadaan orang, benda, dan alam dengan benar.
2. Menggunakan unsur kebahasaan, tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

**E. Materi pembelajaran**

Vocabulary about name of product beauty and name of nature

**F. Media Pembelajaran**

1. Buku “English for Nusantara”
2. Spidol
3. Papan tulis
4. Kertas

**G. Metode Pembelajaran**

1. Jumble Word

**H. Kegiatan Pembelajaran**

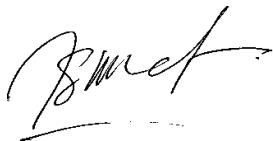
Guru	Prosedur	Siswa
<b>A. Kegiatan Pendahuluan</b>		
1. Guru memulai kelas dengan memberikan salam dan meminta siswa untuk berdoa bersama		1. Siswa mendengarkan dan menjawab salam dan pembayaran guru bersama
2. Guru memperkenalkan		1. Siswa memperhatikan guru 2. Siswa mendengarkan

<b>Guru</b>	<b>Prosedur</b>	<b>Siswa</b>
materi dengan kata campur aduk		penjelasan guru
3. Guru memutuskan topik tentang kata campur aduk		1. Siswa mendengarkan penjelasan guru 2. Siswa mengingat kosakata
<b>B. Kegiatan Inti</b>		
1. Guru memutuskan siswa bekerja dalam kelompok	1. Guru membagi siswa menjadi beberapa kelompok yang mengelompokkan adalah 5 pemain dalam satu kelompok	1. Siswa memperhatikan instruksi guru 2. Siswa menemukan kelompok mereka dan duduk di kursi bersama kelompok mereka
2. Guru memberi tahu dan menjelaskan cara bermain game	2. Guru meminta siswa untuk menyusun huruf yang diacak di atas meja mereka	1. Siswa tahu dan memahami cara bermain game 2. Siswa mengidentifikasi huruf kata demi kata dan menemukan kata yang benar
3. Guru memberikan waktu untuk menyusun huruf alfabet	3. Siswa dapat menyusun kata dalam waktu yang ditentukan	1. Siswa harus dapat menyusun huruf menjadi kata yang benar dan memeriksanya bersama-sama pekerjaan mereka 2. Siswa mengingatkan kata-kata
4. Guru meminta setiap kelompok untuk	4. Siswa mampu membedakan dan	1. Siswa dapat mengetahui apa jawaban yang benar

<b>Guru</b>	<b>Prosedur</b>	<b>Siswa</b>
menjelaskan jawaban yang benar	menjelaskan kata yang benar	
<b>C. Kegiatan Penutup</b>		
1. Guru meminta siswa memahami materi		1. Siswa menjawab pertanyaan guru 2. Siswa mengatakan apa kesulitan mereka selama belajar
2. Guru merenungkan dan menyimpulkan materi pembelajaran		Siswa mendengarkan penjelasan guru 1. Siswa menyimpulkan pembelajaran dan meringkas materi
3. Guru menutup pembelajaran		1. Siswa berdoa bersama untuk menutup pembelajaran 1. Siswa menjawab salam guru

Padangsidempuan, Mei 2025

Mengetahui  
Guru Mata Pelajaran



Listini Siregar

Peneliti



Bunga Rizky Nauli

## APPENDIX 2

### CONTROL CLASS

#### LESSON PLAN

Sekolah : SMP N 8 Padangsidempuan  
Kelas/Semester : VIII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pembelajaran : Vocabulary  
Alokasi Waktu : 2 x 45 Menit

##### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mengembangkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai. Responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, procedural dalam ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait fenomena kejadian memecahkan serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

##### B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai pengantar komunikasi internasional yang dapat diwujudkan dalam semangat belajar
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi dengan guru dan teman.
3. Memahami fungsi sosial, struktur teks dan kebahasaan teks intertransaksional lisan dan tulis yang melibatkan penggunaan times and days dalam kehidupan sehari-hari sesuai dengan konteks penggunaannya.

**C. Indikator**

1. Siswa mampu memahami dan mengetahui nama produk kecantikan dan nama di alam sesuai yang diajarkan
2. Siswa diharapkan mampu mengingat nama produk kecantikan dan nama di alam sesuai yang diajarkan
3. Siswa mampu menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks

**D. Tujuan Pembelajaran**

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks transaksional memberi dan meminta informasi terkait keberadaan orang, benda, dan alam dengan benar.
2. Menggunakan unsur kebahasaan, tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

**E. Materi pembelajaran**

Vocabulary about name of product beauty and name of nature

**F. Media Pembelajaran**

1. Buku "English for Nusantara"
2. Spidol
3. Papan tulis
4. Kertas

**G. Metode Pembelajaran**

1. Teacher Center

**H. Kegiatan Pembelajaran**

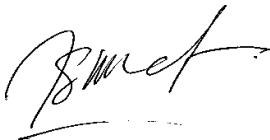
Guru	Prosedur	Siswa
<b>A. Kegiatan Pendahuluan</b>		
1. Guru memulai kelas dengan memberikan salam dan meminta siswa untuk berdoa bersama.		1. Siswa mendengarkan dan menjawab sapaan guru dan membayar bersama.
2. Guru menyapa siswa dengan		1. Siswa mendengarkan guru dan menyatakan

Guru	Prosedur	Siswa
menanyakan bagaimana keadaan mereka dan memeriksa kehadiran mereka.		kehadiran dengan mengatakan hadir.
3. Guru bertanya kepada siswa tentang materi terakhir dan menghubungkannya dengan materi baru.		1. Siswa menjawab pertanyaan guru tentang materi terakhir.
<b>B. Kegiatan Inti</b>		
1. Guru meminta siswa membuka buku pelajaran Bahasa Inggris mereka	1. Siswa menunjukkan buku pelajaran sesuai dengan perintah guru.	1. Siswa memperhatikan guru.
2. Guru menunjukkan kata kerja (regular dan irregular) dari buku dan menyebutkan kata kerja tersebut, lalu meminta siswa mengulangnya.	2. Siswa mendengarkan penjelasan dan instruksi yang diberikan oleh guru	1. Siswa mendengarkan guru dan siswa mengidentifikasi huruf kata demi kata dan menemukan kata yang tepat.
3. Guru meminta siswa menuliskan kata kerja beserta artinya di buku mereka sekaligus memeriksanya.	3. Siswa mengambil buku tulis mereka.	1. Siswa menuliskan kata kerja di buku mereka.
<b>C. Kegiatan Penutup</b>		
1. Guru menanyakan kepada siswa tentang pemahaman mereka terhadap materi baru yang telah diajarkan	1. Menutup pelajaran	1. Siswa menjawab pertanyaan guru dan menyebutkan kesulitan yang dialami selama pembelajaran.
2. Guru melatih kembali,		1. Siswa berdoa bersama untuk menutup

Guru	Prosedur	Siswa
memberikan umpan balik, dan menyimpulkan pembelajaran. Setelah itu menutup pembelajaran dengan doa.		pembelajaran dan menjawab salam dari guru.

Padangsidimpuan, Mei 2025

Mengetahui  
Guru Mata Pelajaran



Listini Siregar

Peneliti



Bunga Rizky Nauli

### APPENDIX 3

#### INSTRUMENT VOCABULARY PRE-TEST

Name :

Class :

#### **Petunjuk Umum:**

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Jawab dan pilih jawaban yang benar dengan menandai (x) pada pilihan ( a,b,c,d)!

***Choose the correct vocabulary from the picture below!***

1. What is the name of this picture?



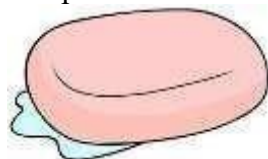
- a. Perfume
- b. Powder
- c. Comb
- d. Sunscreen

3. What is the name of this picture?



- a. Soap
- b. Shampoo
- c. Toothpaste
- d. Toothbrush

2. What is the name of this picture?



- a. Shampoo
- b. Soap
- c. Perfume
- d. Toothpaste

4. What is the name of this picture?



- a. Toothpaste
- b. Toothbrush
- c. Comb
- d. Soap



5. What is the name of this picture?



- a. Toothpaste
- b. Toothbrush
- c. Shampoo
- d. Soap

6. What is the name of this picture?



- a. Perfume
- b. Powder
- c. Soap
- d. Shampoo

7. What is the name of this picture?



- a. Deodorant
- b. Perfume
- c. Soap
- d. Shampoo

8. What is the name of this picture?



- a. Pomade
- b. Mirror
- c. Powder
- d. Perfume

9. What is the name of this picture?



- a. Make up
- b. Bodylotion
- c. Pomade
- d. Perfume

10. What is the name of this picture?



- a. Sea
- b. Garden
- c. Park
- d. Island

11. What is the name of this picture?



- a. Leaf
- b. Flower
- c. Park
- d. Sea

12. What is the name of this picture?



- a. Leaf
- b. Flower
- c. Park
- d. Sea

13. What is the name of this picture?



- a. Garden
- b. Park
- c. Flower
- d. Sea

14. What is the name of this picture?



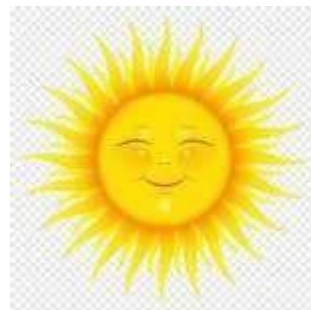
- a. Ricefield
- b. Sea
- c. Island
- d. Flower

15. What is the name of this picture?



- a. Sand
- b. Sun
- c. Moon
- d. Leaf

16. What is the name of this picture?



- a. Flower
- b. Sea
- c. Moon
- d. Sun

***Choose the correct answer from the meaning of the vocabulary!***

17. What is the meaning of “comb”?
- Sisir
  - Bedak
  - Kaca
  - Lipstik
18. What is the meaning of “veil”?
- Hijab
  - Cermin
  - Parfum
  - Bedak
19. What is the meaning of “hair dryer”?
- Pengering badan
  - Pengering rambut
  - Minyak rambut
  - Minyak badan
20. What is the meaning of “mascara”?
- Pelentik bulumata
  - Cermin
  - Parfum
  - Bedak
21. What is the meaning of “lipstick”?
- Make up
  - Parfum
  - Pomade
  - Lipstik
22. What is the meaning of “mask”?
- Maker
  - Sisir
  - Lemari
  - Parfum
23. What is the meaning of “bracelet”?
- Gelang
  - Cermin
  - Hijab
  - Make up
24. What is the meaning of “necklace”?
- Kalung
  - Make up
  - Parfum
  - Pomade
25. What is the meaning of “tree”?
- Pohon
  - Kayu
  - Bukit
  - Batu
26. What is the meaning of “water”?
- Api
  - Hujan
  - Air
  - Tanah
27. What is the meaning of “rubbish”?
- Pohon
  - Sampah
  - Banjir
  - Batu

28. What is the meaning of “flood”?

- a. Banjir
- b. Hujan
- c. Laut
- d. Gunung

29. What is the meaning of “moon”?

- a. Bulan
- b. Matahari
- c. Pohon
- d. Bunga

30. What is the meaning of “langit”

- a. Sky
- b. Land
- c. Flower
- d. Water

31. What is the meaning of “nature”

- a. Danau
- b. Alam
- c. Matahari
- d. Laut

32. What is the meaning of “plastick”

- a. Sampah
- b. Plastik
- c. Limbah
- d. Hujan

33. What is the meaning of “rain”?

- a. Hujan
- b. Bulan
- c. Matahari
- d. Awan

34. What is the meaning of “stone”?

- a. Bunga

- b. Batu
- c. Pohon
- d. Air

35. What is the meaning of “mountain”?

- a. Laut
- b. Danau
- c. Gunung
- d. Sawah

36. What is the meaning of “wood”?

- a. Pohon
- b. Bunga
- c. Tanah
- d. Kayu

***Arrange the words below with a good vocabulary spelling!***

37. English spelling of “bintang”

- a. S-T-A-R
- b. T-A-S-R
- c. S-A-T-R
- d. S-A-R-T

38. English spelling of “rumput”

- a. R-A-A-G-S
- b. G-R-A-S-S
- c. S-S-A-R-G
- d. S-G-A-A-R

39. English spelling of “tanah”

- a. L-N-A-D
- b. L-D-A-N
- c. D-A-N-L
- d. L-A-N-D

40. English spelling of “bukit”

- a. H-L-L-I
- b. H-I-L-L
- c. L-L-I-H
- d. H-L-I-L

41. English spelling of “pulau”

- a. I-S-L-A-N-D
- b. D-N-A-L-S-I
- c. I-N-D-L-A-S
- d. S-A-L-N-I-D

42. English spelling of “polusi”

- a. P-L-L-O-T-I-O-N-U
- b. U-N-O-I-T-O-L-L-P
- c. P-L-L-O-U-N-O-I-T
- d. P-O-L-L-U-T-I-O-N

43. English spelling of “bumi”

- a. E-A-R-T-H
- b. A-E-R-T-H
- c. H-T-R-A-E
- d. T-H-R-A-E

44. English spelling of “asap”

- a. S-O-M-K-E
- b. E-K-M-O-S
- c. S-M-O-K-E
- d. E-K-M-S-O

45. English spelling of “tanco”

- a. P-E-M-O-E-D
- b. D-A-E-M-O-P
- c. E-D-A-M-O-P

d. P-O-M-A-D-E

46. English spelling of “tisu”

- a. T-I-S-S-U-E
- b. U-E-S-S-I-T
- c. U-E-I-T-S-S
- d. T-U-S-S-U-I

47. English spelling of “cincin”

- a. N-I-R-G
- b. I-R-N-G
- c. R-I-N-G
- d. G-N-I-R

48. English spelling of “handuk”

- a. T-O-W-E-L
- b. L-E-W-O-T
- c. E-W-L-O-T
- d. T-O-L-W-E

49. English spelling of “pelembab kulit”

- a. B-O-D-Y-L-O-T-I-O-N
- b. N-O-I-T-O-L-Y-D-O-B
- c. I-O-N-T-L-O-B-D-Y-O
- d. O-Y-D-B-O-L-T-N-O-I

50. English spelling of “cream wajah”

- a. R-E-I-Z-I-R-U-T-S-I-O-M
- b. M-O-I-S-T-U-R-I-Z-I-E-R
- c. R-I-Z-I-E-R-M-O-I-S-T-U
- d. M-O-I-S-T-R-I-Z-I-E-R-U

## APPENDIX 4

### INSTRUMENT VOCABULARY POST

Name :

Class :

#### **Petunjuk Umum:**

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Jawab dan pilih jawaban yang benar dengan menandai (x) pada pilihan ( a,b,c,d)!

***Choose the correct vocabulary from the picture below!***

1. What is this picture?



- a. Tree
- b. Garden
- c. Park
- d. Island

2. What is this picture?



- a. Stone
- b. Flower
- c. Park
- d. Sea

3. What is this picture?



- a. Leaf
- b. Flower
- c. Park
- d. Moon

4. What is this picture?



- a. Garden
- b. Mountain
- c. Flower
- d. Sea

5. What is this picture?



- a. Ricefield
- b. Sea
- c. Island
- d. Flower

6. What is this picture?



- a. Wood
- b. Sun
- c. Moon
- d. Leaf

7. What is this picture?



- a. Flower
- b. Sea
- c. Moon
- d. Sky

8. What is this picture?



- a. Perfume
- b. Powder
- c. Comb
- d. Hair dryer

9. What is this picture?



- a. Lipstick
- b. Soap
- c. Perfume
- d. Toothpaste

10. What is this picture?



- a. Comb
- b. Shampoo
- c. Toothpaste
- d. Toothbrush

11. What is this picture?



- a. Toothpaste
- b. Toothbrush
- c. Comb
- d. Soap

12. What is this picture?



- a. Mascara
- b. Perfume
- c. Shampoo
- d. Soap

13. What is this picture?



- a. Perfume
- b. Powder
- c. Soap
- d. Shampoo

14. What is this picture?



- a. Deodorant
- b. Perfume
- c. Soap
- d. Shampo

15. What is this picture?



- a. Pomade
- b. Mirror
- c. Powder
- d. Perfume

16. What is this picture?



- a. Mask
- b. Bodylotion
- c. Pomade
- d. Perfume

***Choose the correct answer from the meaning of the vocabulary!***

17. What is the meaning of “rain”?

- a. Hujan
- b. Kayu
- c. Bukit
- d. Batu

18. What is the meaning of “water”?

- a. Api
- b. Hujan
- c. Air
- d. Tanah



19. What is the meaning of “rubbish”?
- Pohon
  - Sampah
  - Banjir
  - Batu
20. What is the meaning of “flood”?
- Banjir
  - Hujan
  - Laut
  - Gunung
21. What is the meaning of “flower”?
- Bunga
  - Matahari
  - Pohon
  - Bunga
22. What is the meaning of “sun”
- Matahari
  - Land
  - Flower
  - Water
23. What is the meaning of “nature”
- Danau
  - Alam
  - Matahari
  - Laut
24. What is the meaning of “plastick”
- Sampah
  - Plastik
  - Limbah
  - Hujan
25. What is the meaning of “sun”?
- Hujan
  - Bulan
  - Matahari
  - Awan
26. What is the meaning of “leaf”?
- Daun
  - Batu
  - Pohon
  - Air
27. What is the meaning of “sea”?
- Laut
  - Danau
  - Gunung
  - Sawah
28. What is the meaning of “sand”?
- Pasir
  - Bunga
  - Tanah
  - Kayu
29. What is the meaning of “shampoo”?
- Sisir
  - Sampo
  - Kaca
  - Lipstik
30. What is the meaning of “veil”?
- Hijab
  - Cermin
  - Parfum
  - Bedak
31. What is the meaning of “parfume”?
- Pengering badan

- b. Pengereng rambut
- c. Minyak rambut
- d. Parfum

32. What is the meaning of “toothpaste”?

- a. Pasta gigi
- b. Cermin
- c. Parfum
- d. Bedak

33. What is the meaning of “soap”?

- a. Sabun
- b. Parfum
- c. Pomade
- d. Lipstik

34. What is the meaning of “make up”?

- a. Make up
- b. Sisir
- c. Lemari
- d. Parfum

35. What is the meaning of

“bracelet”?

- a. Gelang
- b. Cermin
- c. Hijab
- d. Make up

36. What is the meaning of “necklace”?

- a. Kalung
- b. Make up

- c. Parfum
- Pomade

***Arrange the words below with a good vocabulary spelling!***

37. English spelling of “bintang”

- a. S-T-A-R
- b. T-A-S-R
- c. S-A-T-R
- d. S-A-R-T

38. English spelling of “rumpun”

- a. R-A-A-G-S
- b. G-R-A-S-S
- c. S-S-A-R-G
- d. S-G-A-A-R

39. English spelling of “tanah”

- a. L-N-A-D
- b. L-D-A-N
- c. D-A-N-L
- d. L-A-N-D

40. English spelling of “bukit”

- a. H-L-L-I
- b. H-I-L-L
- c. L-L-I-H
- d. H-L-I-L

41. English spelling of “pulau”

- a. I-S-L-A-N-D
- b. D-N-A-L-S-I
- c. I-N-D-L-A-S
- d. S-A-L-N-I-D

42. English spelling of “polusi”

- a. P-L-L-O-T-I-O-N-U

- b. U-N-O-I-T-O-L-L-P
  - c. P-L-L-O-U-N-O-I-T
  - d. P-O-L-L-U-T-I-O-N
43. English spelling of “bumi”
- a. E-A-R-T-H
  - b. A-E-R-T-H
  - c. H-T-R-A-E
  - d. T-H-R-A-E
44. English spelling of “asap”
- a. S-O-M-K-E
  - b. E-K-M-O-S
  - c. S-M-O-K-E
  - d. E-K-M-S-O
45. English spelling of “tanco”
- a. P-E-M-O-E-D
  - b. D-A-E-M-O-P
  - c. E-D-A-M-O-P
  - d. P-O-M-A-D-E
46. English spelling of “tisu”
- a. T-I-S-S-U-E
  - b. U-E-S-S-I-T
  - c. U-E-I-T-S-S
  - d. T-U-S-S-U-I
47. English spelling of “cincin”
- a. N-I-R-G
  - b. I-R-N-G
  - c. R-I-N-G
  - d. G-N-I-R
48. English spelling of “handuk”
- a. T-O-W-E-L
  - b. L-E-W-O-T
  - c. E-W-L-O-T
  - d. T-O-L-W-E
49. English spelling of “pelembab kulit”
- a. B-O-D-Y-L-O-T-I-O-N
  - b. N-O-I-T-O-L-Y-D-O-B
  - c. I-O-N-T-L-O-B-D-Y-O
  - d. O-Y-D-B-O-L-T-N-O-I
50. English spelling of “cream wajah”
- a. R-E-I-Z-I-R-U-T-S-I-O-M
  - b. M-O-I-S-T-U-R-I-Z-I-E-R
  - c. R-I-Z-I-E-R-M-O-I-S-T-U
  - d. M-O-I-S-T-R-I-Z-I-E-R-U

## **APPENDIX 5**

### **Key Answer in Experimental and Control Class**

#### **Key Answer of Pre-Test**

- |                          |                                |
|--------------------------|--------------------------------|
| 1. A. Perfume            | 27. B. Sampah                  |
| 2. B. Soap               | 28. A. Banjir                  |
| 3. B. Shampoo            | 29. A. Bulan                   |
| 4. B. Toothbrush         | 30. A. Sky                     |
| 5. A. Toothpaste         | 31. B. Alam                    |
| 6. B. Powder             | 32. B. Plastik                 |
| 7. A. Deodorant          | 33. A. Hujan                   |
| 8. B. Mirror             | 34. B. Batu                    |
| 9. A. Make up            | 35. C. Gunung                  |
| 10. C. Park              | 36. D. Kayu                    |
| 11. A. Leaf              | 37. A. S-T-A-R                 |
| 12. B. Flower            | 38. B. G-R-A-S-S               |
| 13. D. Sea               | 39. D. L-A-N-D                 |
| 14. A. Ricefield         | 40. B. H-I-L-L                 |
| 15. A. Sand              | 41. A. I-S-L-A-N-D             |
| 16. D. Sun               | 42. D. P-O-L-L-U-T-I-O-N       |
| 17. A. Sisir             | 43. A. E-A-R-T-H               |
| 18. A. Hijab             | 44. C. S-M-O-K-E               |
| 19. B. Pengeri rambut    | 45. D. P-O-M-A-D-E             |
| 20. A. Pelentik bulumata | 46. A. T-I-S-S-U-E             |
| 21. D. Lipstik           | 47. C. R-I-N-G                 |
| 22. A. Masker            | 48. A. T-O-W-E-L               |
| 23. A. Gelang            | 49. A. B-O-D-Y-L-O-T-I-O-N     |
| 24. A. Kalung            | 50. B. M-O-I-S-T-U-R-I-Z-I-E-R |
| 25. A. Pohon             |                                |
| 26. C. Air               |                                |

#### **Key Answer of Post-Test**

- |                   |                  |
|-------------------|------------------|
| 1. A. Tree        | 13. B. Powder    |
| 2. A. Stone       | 14. A. Deodorant |
| 3. D. Moon        | 15. B. Mirror    |
| 4. B. Mountain    | 16. A. Mask      |
| 5. A. Ricefield   | 17. A. Hujan     |
| 6. A. Wood        | 18. C. Air       |
| 7. D. Sky         | 19. B. Sampah    |
| 8. D. Hair dryer  | 20. A. Banjir    |
| 9. A. Lipstick    | 21. A. Bunga     |
| 10. A. Comb       | 22. A. Matahari  |
| 11. B. Toothbrush | 23. B. Alam      |
| 12. A. Mascara    | 24. B. Plastik   |

- 25. C. Matahari
- 26. A. Daun
- 27. A. Laut
- 28. A. Pasir
- 29. B. Sampo
- 30. A. Hijab
- 31. D. Parfum
- 32. A. Pasta gigi
- 33. A. Sabun
- 34. A. Make up
- 35. A. Gelang
- 36. A. Kalung
- 37. A. S-T-A-R

- 38. B. G-R-A-S-S
- 39. D. L-A-N-D
- 40. B. H-I-L-L
- 41. A. I-S-L-A-N-D
- 42. D. P-O-L-L-U-T-I-O-N
- 43. A. E-A-R-T-H
- 44. C. S-M-O-K-E
- 45. D. P-O-M-A-D-E
- 46. A. T-I-S-S-U-E
- 47. C. R-I-N-G
- 48. A. T-O-W-E-L
- 49. A. B-O-D-Y-L-O-T-I-O-N
- 50. M-O-I-S-T-U-R-I-Z-I-E-R

## APPENDIX 6

### 1. Students' score of Pre-Test and Post-Test in Experimental Class

No	VIII-1	Experiment Class	
	Inisial	Pre-Test	Post-Test
1	AS	42	68
2	ARH	58	78
3	AT	54	70
4	AK	60	62
5	AH	68	68
6	AA	58	66
7	AH	52	78
8	BS	54	76
9	DR	40	76
10	DN	70	84
11	FA	62	80
12	FW	64	82
13	GMN	44	80
14	MA	50	92
15	MS	46	86
16	NQ	48	60
17	NE	50	66
18	NBNK	56	78
19	NK	52	64
20	PM	58	76
21	RA	60	76
22	RP	52	82
23	RAP	72	88
24	RH	70	90
25	SBL	64	86
26	SNS	76	74
27	VM	66	70
28	ZS	64	72
29	ZU	52	76
30	RP	56	86

## 2. Perhitungan Data Nilai Pre-Test Eksperimental

- a. High Score = 76  
Low Score = 40  
Range =  $76 - 40 = 36$
- b. Total of Class =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \log 30$   
 $= 1 + 3.3 \times 1.4$   
 $= 5.87$   
 $= 6$
- c. Length of Class =  $\frac{R}{K} = \frac{36}{5.87}$   
 $= 6.13$   
 $= 6$

<b>o</b>	<b>Interval</b>	<b>Mid-Point</b>	<b>Frequency</b>	<b>Percentage</b>
1.	40-45	42.5	3	10.00%
2.	46-51	48.5	4	13.33%
3.	52-57	54.5	8	26.66%
4.	58-64	60.5	6	20.00%
5.	64-69	66.5	5	16.66%
6.	70-76	72.5	4	13.33%
	<b><i>I=6</i></b>		<b>30</b>	<b>99.98%</b>

### 3. Perhitungan Data Nilai Post-Test Experimental

a. High Score = 92  
Low Score = 60  
Range =  $92 - 60 = 32$

b. Total of Class =  $1 + 3.3 \log n$   
  
 $= 1 + 3.3 \log 30$   
 $= 1 + 3.3 \times 1.4$   
 $= 5.87$   
 $= 6$

c. Length of Class =  $\frac{R}{K} = \frac{32}{5.87}$   
 $= 5.45$   
 $= 5$

No	Interval	Mid-Point	Frequency	Percentage
1.	60-64	62	2	6.66%
2.	65-69	67	4	13.33%
3.	70-74	72	5	16.66%
4.	75-79	77	8	26.66%
5.	80-84	82	6	20.00%
6.	85-92	87	5	16.66%
	<b><i>I=6</i></b>		<b>30</b>	<b>99.98%</b>



**APPENDIX 7****1. Students' score of Pre-Test and Post-Test in Control Class**

No	VIII-4	Control Class	
	Inisial	Pre-Test	Post-Test
1	AW	44	78
2	AN	52	80
3	ANP	50	62
4	AS	68	60
5	ASR	74	74
6	AH	72	78
7	FW	66	70
8	IP	62	76
9	IJL	44	70
10	JTU	38	72
11	MAF	40	74
12	NA	48	72
13	NR	42	70
14	NH	58	62
15	PS	56	80
16	RA	60	82
17	RD	56	90
18	SH	60	86
19	SM	58	84
20	SAS	62	60
21	SNP	56	64
22	SBL	60	86
23	VM	50	88
24	WHP	44	82
25	YAI	38	76
26	YS	62	68
27	ZS	54	76
28	ZSR	46	66
29	ZI	50	66
30	ZY	56	70

## 2. Perhitungan Data Nilai Pre-Test Control Class

a. High Score = 74  
Low Score = 38  
Range =  $74 - 38 = 36$

b. Total of Class =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \log 30$   
 $= 1 + 3.3 \times 1.4$   
 $= 5.87$   
 $= 6$

c. Length of Class =  $\frac{R}{K} = \frac{36}{5.87}$   
 $= 6.13$   
 $= 6$

No	Interval	Mid-Point	Frequency	Percentage
1.	38-43	40.5	4	13.33%
2.	44-49	46.5	5	16.66%
3.	50-55	52.5	6	20.00%
4.	56-61	58.5	8	26.66%
5.	62-67	64.5	4	13.33%
6.	68-74	70.5	3	10.00%
	<b><i>I=6</i></b>		<b>30</b>	<b>99.98%</b>

### 3. Perhitungan Data Nilai Post-Test Control Class

a. High Score = 88  
Low Score = 60  
Range = 74-38  
= 28

b. Total of Class =  $1 + 3.3 \log n$   
  
=  $1 + 3.3 \log 30$   
=  $1 + 3.3 \times 1.4$   
= 5.87  
= 6

c. Length of Class =  $\frac{R}{K} = \frac{28}{5.87}$   
= 4.77  
= 5

No	Interval	Mid-Point	Frequency	Percentage
1.	60-64	62	5	16.66%
2.	65-69	67	4	13.33%
3.	70-74	72	7	23.33%
4.	75-79	77	6	20.00%
5.	80-84	82	4	13.33%
6.	85-92	87	4	13.33%
	<b>I=6</b>		<b>30</b>	<b>99.98%</b>

## APPENDIX 8

### Score of Experimental Class and Control Class in Pre-Test and Post-Test

#### Pre-Test Experiment Class Statistics

pretestex

Valid	30
Missing	0
Mean	56.73
Median	57.00
Mode	54 <sup>a</sup>
Std. Deviation	10.137
Variance	102.754
Range	36
Minimum	40
Maximum	76
Sum	1702

#### Pre-Test Control Class Statistics

pretestcon

N	Valid	30
	Missing	0
Mean		55.67
Median		55.00
Mode		52 <sup>a</sup>
Std. Deviation		10.662
Variance		113.678
Range		36
Minimum		38
Maximum		74
Sum		1670

### Post-Test Experiment Class Statistics

posttestex

N	Valid	30
	Missing	0
Mean		80.07
Median		80.00
Mode		78
Std. Deviation		7.781
Variance		60.547
Range		32
Minimum		60
Maximum		92
Sum		2402

### Post-Test Control Class Statistics

posttestcon

N	Valid	30
	Missing	0
Mean		73.87
Median		73.00
Mode		68 <sup>a</sup>
Std. Deviation		8.119
Variance		65.913
Range		28
Minimum		60
Maximum		88
Sum		2216

## APPENDIX 9

### SPSS Normality Result

Tests of Normality						
	kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	Sig.
hasil belajar vocabulary	pre-test experiment (Jumble word)	.097	30	.200*	.962	.354
	pre-test control (Conventional)	.110	30	.200*	.960	.301
	post-test experiment (Jumble word)	.101	30	.200*	.945	.123
	post-test control (Conventional)	.116	30	.200*	.961	.329

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**APPENDIX 10**  
**SPSS Homogeneity result**

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
hasil belajar vocabulary	Based on Mean	2.224	3	116	.089
	Based on Median	2.200	3	116	.092
	Based on Median and with adjusted df	2.200	3	111.584	.092
	Based on trimmed mean	2.190	3	116	.093

## APPENDIX 11

### SPSS T-test result

	Pretest	Posttest	Enhancement	Gain Score
Experimental Class	56.73	80.07	23.34	5,14
Control Class	55.67	73.87	18.2	

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
hasil belajar vocabulary	Equal variances assumed	.529	.470	3.020	58	.004	6.200	2.053		2.090	10.310
	Equal variances not assumed			3.020	57.896	.004	6.200	2.053		2.090	10.310



## APPENDIX 12

**T-table**

df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

## APPENDIX 13

### VALIDATION INSTRUMENT TEST

No.	r hitung	r tabel	Hasil
1	0.5181	0.3494	Valid
2	0.5742	0.3494	Valid
3	0.6202	0.3494	Valid
4	0.6217	0.3494	Valid
5	0.5741	0.3494	Valid
6	-0.0870	0.3494	Tidak Valid
7	0.5350	0.3494	Valid
8	0.5948	0.3494	Valid
9	-0.0651	0.3494	Tidak Valid
10	-0.0714	0.3494	Tidak Valid
11	0.1617	0.3494	Tidak Valid
12	0.6032	0.3494	Valid
13	-0.2484	0.3494	Tidak Valid
14	-0.1734	0.3494	Tidak Valid
15	-0.0287	0.3494	Tidak Valid
16	0.5691	0.3494	Valid
17	0.5559	0.3494	Valid
18	-0.3070	0.3494	Tidak Valid
19	-0.1342	0.3494	Tidak Valid
20	-0.1041	0.3494	Tidak Valid
21	-0.2802	0.3494	Tidak Valid
22	0.7522	0.3494	Valid
23	-0.1369	0.3494	Tidak Valid
24	-0.0999	0.3494	Tidak Valid
25	0.5768	0.3494	Valid
26	0.6229	0.3494	Valid
27	0.5638	0.3494	Valid
28	-0.0617	0.3494	Tidak Valid
29	-0.0830	0.3494	Tidak Valid
30	0.6028	0.3494	Valid
31	0.0128	0.3494	Tidak Valid
32	0.1351	0.3494	Tidak Valid
33	0.0714	0.3494	Tidak Valid
34	-0.3808	0.3494	Tidak Valid
35	0.6041	0.3494	Valid
36	-0.1298	0.3494	Tidak Valid
37	-0.0032	0.3494	Tidak Valid
38	0.6706	0.3494	Valid
39	0.5484	0.3494	Valid
40	0.5350	0.3494	Valid
41	0.5639	0.3494	Valid
42	0.5146	0.3494	Valid
43	0.5681	0.3494	Valid
44	0.7804	0.3494	Valid
45	0.6459	0.3494	Valid
46	0.6001	0.3494	Valid
47	0.7179	0.3494	Valid
48	0.6045	0.3494	Valid
49	0.6459	0.3494	Valid
50	0.6310	0.3494	Valid

No.	r hitung	r tabel	Hasil
51	0.6202	0.3494	Valid
52	0.5597	0.3494	Valid
53	0.5638	0.3494	Valid
54	0.6213	0.3494	Valid
55	0.5334	0.3494	Valid
56	0.6567	0.3494	Valid
57	0.5569	0.3494	Valid
58	0.6064	0.3494	Valid
59	0.5170	0.3494	Valid
60	0.5870	0.3494	Valid
61	0.5264	0.3494	Valid
62	0.5681	0.3494	Valid
63	0.5338	0.3494	Valid
64	0.5611	0.3494	Valid
65	0.5642	0.3494	Valid
66	0.5642	0.3494	Valid
67	0.5256	0.3494	Valid
68	0.6265	0.3494	Valid
69	0.5783	0.3494	Valid
70	0.5780	0.3494	Valid
71	0.0980	0.3494	Tidak Valid
72	0.0502	0.3494	Tidak Valid
73	0.5997	0.3494	Valid
74	0.1399	0.3494	Tidak Valid
75	0.1689	0.3494	Tidak Valid
76	0.1941	0.3494	Tidak Valid
77	0.0331	0.3494	Tidak Valid
78	0.0623	0.3494	Tidak Valid
79	0.5427	0.3494	Valid
80	0.5698	0.3494	Valid
81	0.5140	0.3494	Valid
82	0.5178	0.3494	Valid
83	0.0271	0.3494	Tidak Valid
84	0.1255	0.3494	Tidak Valid
85	0.5251	0.3494	Valid
86	0.5527	0.3494	Valid
87	0.5221	0.3494	Valid
88	0.0829	0.3494	Tidak Valid
89	-0.0005	0.3494	Tidak Valid
90	0.0858	0.3494	Tidak Valid
91	0.0632	0.3494	Tidak Valid
92	-0.0980	0.3494	Tidak Valid
93	0.0245	0.3494	Tidak Valid
94	0.0400	0.3494	Tidak Valid
95	0.0402	0.3494	Tidak Valid
96	-0.0835	0.3494	Tidak Valid
97	0.0913	0.3494	Tidak Valid
98	0.0913	0.3494	Tidak Valid
99	0.1309	0.3494	Tidak Valid
100	-0.0755	0.3494	Tidak Valid

## APPENDIX 14

## The Validity of the Test

			I	T	E	M	&	S	C	O	R	E			
Siswa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	0	0	1	1	1	1	0	1	1	0	0	0	0	0	0
2	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0
3	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1
4	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0
5	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0
6	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1
7	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0
8	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1
11	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1
12	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1
13	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1
14	1	0	1	1	0	1	0	0	1	1	0	0	1	1	1
15	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
16	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
18	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0
19	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1
20	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
21	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	0	0	0	0	0	1	1	0	1	1	1	0	1	1	1
24	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1
25	0	1	0	0	0	1	0	0	1	1	1	0	1	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1
29	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1
30	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0
r hitung	0.5181	0.5742	0.6202	0.6217	0.5741	-0.0870	0.5350	0.5948	-0.0651	-0.0714	0.1617	0.6032	-0.2484	-0.1734	-0.0287
r table	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494
hasil	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid
varians	0.1655	0.2483	0.2483	0.2023	0.2575	0.0644	0.2023	0.2172	0.1195	0.1195	0.1655	0.1655	0.1437	0.1655	0.1851
J	21.6379														
CA	0.9240														

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0	1	1	1	0	1	1	0	1	0	1	0	1		1
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
0	1	1	1	1	0	1	1	1	0	1	0	1	1	0
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0
0	0	0	0	0	0	1	1	1	1	1	0	1	1	1
1	1	0	1	1	1	1	1	1	0	0	0	0	0	1
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
1	0	1	1	1	0	1	1	1	1	0	1	1	1	1
1	1	1	0	1	1	1	1	1	0	1	1	0	1	0
0	1	1	1	1	1	1	1	0	0	0	0	0	0	0
0	1	1	1	1	0	1	1	1	1	1	0	1	1	1
1	1	0	1	1	0	1	1	1	1	1	1	0	1	1
0	1	1	1	1	1	1	1	1	0	1	0	1	1	1
1	0	1	1	1	1	0	1	1	1	0	0	1	1	0
1	0	1	1	1	1	1	1	1	1	1	0	1	1	0
0	0	1	0	1	1	1	1	1	1	0	0	1	1	0
1	1	0	1	1	0	1	1	1	1	1	1	1	1	1
1	1	0	1	1	1	1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1	0	1	1	1	1	0	1
1	0	1	1	1	1	1	1	1	0	0	0	1	1	1
1	1	0	1	1	1	1	1	0	1	1	0	1	1	1
1	0	1	0	1	1	0	1	1	0	1	0	1	1	0
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
0	0	1	1	1	1	0	1	1	0	0	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	0	1	1	1	1	1	0	1	1	1	1	0	1
0	0	1	1	1	1	0	1	1	0	0	0	1	1	0
0	1	0	1	1	1	0	1	1	0	0	0	1	1	0
0	0	1	1	1	1	0	1	0	0	0	0	0	0	0
0.5691	0.5559	-0.3070	-0.1342	-0.1041	-0.2802	0.7522	-0.1369	-0.0999	0.5768	0.6229	0.5638	-0.0617	-0.0830	0.6028
0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494
Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid
0.2402	0.2402	0.2023	0.1437	0.0644	0.1851	0.1655	0.0931	0.1437	0.2483	0.2299	0.2540	0.1655	0.1655	0.2483

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
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1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	0	0	1	1	1	0	1	1	1	1	1
1	1	1	0	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
1	0	0	0	1	1	0	1	1	1	1	1	0	1	1
0	0	0	0	0	1	1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	1	1	1	1	1	0	0	1	1
1	0	1	1	1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1	1	0	1	1
1	1	1	1	0	1	0	1	1	1	1	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	0	1	0	1	1	1	1	1	1	1	0	1	1	1
0	1	1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	0	0	0	0	0	0	0
0	1	0	1	1	1	1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	0	0	0	0	0	0	0	0
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	0	0	1	0	1	1	1	0	0
1	1	1	0	1	0	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	0	1	1	0	1	1	0	0	1	0	0	0	0	1
1	1	1	1	0	1	1	0	0	0	0	0	0	0	0
0	0	0	1	0	1	1	0	0	0	0	0	0	0	0
0.0128	0.1351	0.0714	- 0.3808	0.6041	- 0.1298	-0.0032	0.6706	0.5484	0.5350	0.5639	0.5146	0.5681	0.7804	0.6459
0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494
Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
0.1655	0.2172	0.1437	0.1851	0.2172	0.0931	0.1655	0.1851	0.2172	0.2023	0.2023	0.2299	0.2483	0.2023	0.2172

46	47	48	49	50	50	51	52	53	54	55	56	57	58	59	60
1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0
0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0
1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0
1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1
1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0
0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1
1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0
0.600 1	0.7179	0.604 5	0.6459	0.631 0	0.620 2	0.55 97	0.563 8	0.621 3	0.533 4	0.656 7	0 5 5 6 9	0.606 4	0.5170	0.587 0	0.5264
0.349 4	0.3494	0.349 4	0.3494	0.349 4	0.349 4	0.34 94	0.349 4	0.349 4	0.349 4	0.349 4	0. 3 4 9 4	0.349 4	0.3494	0.349 4	0.3494
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
0.240 2	0.2023	0.240 2	0.2172	0.240 2	0.248 3	0.22 99	0.248 3	0.254 0	0.248 3	0.248 3		0.258 6	0.2586	0.254 0	0.2 483

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
1	1	0	1	1	0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	1	0	1	1	1	1	0	1	1	0	1	1	1	0
1	1	1	1	1	1	1	1	0	1	0	1	1	1	1
0	1	1	1	1	1	1	1	1	1	0	0	1	0	1
1	1	0	1	1	0	1	1	1	0	0	0	0	0	0
1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	0	1	1	1	1	0	1	1
1	0	1	1	1	0	1	0	0	0	0	0	0	0	0
1	1	0	1	1	0	1	0	1	1	1	0	1	1	1
0	0	0	1	1	1	1	0	0	1	0	1	1	0	1
0	1	0	1	1	1	1	1	1	1	0	1	1	1	0
1	0	0	0	0	0	0	0	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	0	1	0	0	0	0	0	0	1	1	1	1	1	1
1	1	0	1	1	0	1	1	1	0	0	1	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
0	1	0	1	1	1	0	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1	1	0	1	1	1
0	1	0	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1	1	0	1	0	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
0.5681	0.5338	0.5611	0.5642	0.5642	0.5256	0.6265	0.5783	0.5780	0.0980	0.0502	0.5997	0.1399	0.1689	0.1941
0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid
0.2483	0.2402	0.2483	0.2299	0.2299	0.2586	0.2402	0.2575	0.2402	0.2172	0.2540	0.2575	0.2299	0.2575	0.2299

76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
1	0	0	0	1	1	0	0	1	0	1	1	0	1	0
0	1	1	1	0	0	0	0	0	1	1	0	0	0	0
0	1	1	0	1	0	1	0	0	0	0	0	1	0	1
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	0	0	1	1
1	0	1	1	1	1	1	1	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
1	0	1	0	0	1	1	1	1	1	1	1	0	0	0
1	0	1	1	1	1	0	1	0	1	1	0	1	1	1
0	0	0	0	0	0	0	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	1	1	1	1	1	1	0	1	1	0	1	0	1	0
0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
1	1	1	0	0	0	0	0	0	0	0	1	1	1	1
0	1	1	1	1	1	0	1	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	1	1	1	1
1	1	1	1	1	1	0	0	1	1	1	1	1	0	1
1	1	1	1	1	1	0	0	0	0	1	0	0	0	0
1	0	1	1	1	1	1	1	1	0	0	0	0	0	0
0	0	1	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	0	1	1	0	1	0	0	0	0	0
1	1	1	1	1	1	0	1	1	1	1	1	1	0	0
1	1	0	0	0	0	1	1	0	0	0	0	0	0	0
0	1	1	1	1	0	0	1	1	1	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	0	0	0
1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	1	1	0	0	0	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
0.0331	0.0623	0.5427	0.5698	0.5140	0.5178	0.0271	0.1255	0.5251	0.5527	0.5221	0.0829	- 0.0005	0.0858	0.0632
0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494
Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid
0.2540	0.2575	0.2402	0.2575	0.2540	0.2575	0.2540	0.2586	0.2540	0.2575	0.2483	0.2540	0.2172	0.2299	0.2299



92	93	94	95	96	97	98	99	100	Total
1	0	1	1	0	1	0	1	1	60
0	0	1	1	1	1	1	0	0	69
0	1	1	0	1	1	1	1	1	57
1	1	1	1	0	1	1	1	1	63
0	0	0	0	0	0	0	0	1	76
0	0	0	0	0	0	0	0	1	67
0	0	1	1	0	1	1	1	1	72
0	0	0	0	0	0	0	0	0	71
1	0	1	1	1	1	1	1	1	79
1	0	1	1	1	1	0	1	1	65
0	0	0	0	0	0	0	0	0	50
0	0	0	0	0	0	1	0	1	77
0	0	0	0	1	1	1	0	0	56
1	0	0	0	0	0	0	0	0	47
0	1	1	1	0	0	0	0	0	60
0	0	0	0	0	0	0	0	1	50
1	1	1	1	1	1	1	0	1	75
0	0	0	0	0	0	0	0	0	73
0	0	0	0	0	1	1	0	1	68
1	1	1	1	1	1	1	0	1	83
0	0	1	0	0	0	0	0	1	43
0	0	0	0	0	0	0	0	0	67
0	0	0	0	0	0	0	0	0	45
0	0	0	0	0	0	0	0	0	83
0	0	0	0	0	0	1	0	1	37
0	0	0	0	1	1	1	0	0	77
0	0	0	0	0	0	0	0	1	86
0	0	0	0	1	0	1	0	1	37
1	1	0	1	1	1	1	0	1	38
1	0	1	1	1	1	0	0	1	26
-0.0980	0.0245	0.0400	0.0402	-0.0835	0.0913	0.0913	0.1309	-0.0755	
0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	0.3494	
Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	Tidak Valid	
0.2172	0.1655	0.2483	0.2402	0.2402	0.2575	0.2575	0.1655	0.2402	

## APPENDIX 15

### DOCUMENTATION

#### IN EXPERIMENTAL CLASS

Students did the Pre-test



**Researcher explained the material**





Students played the game







**Students did the Post-Test**

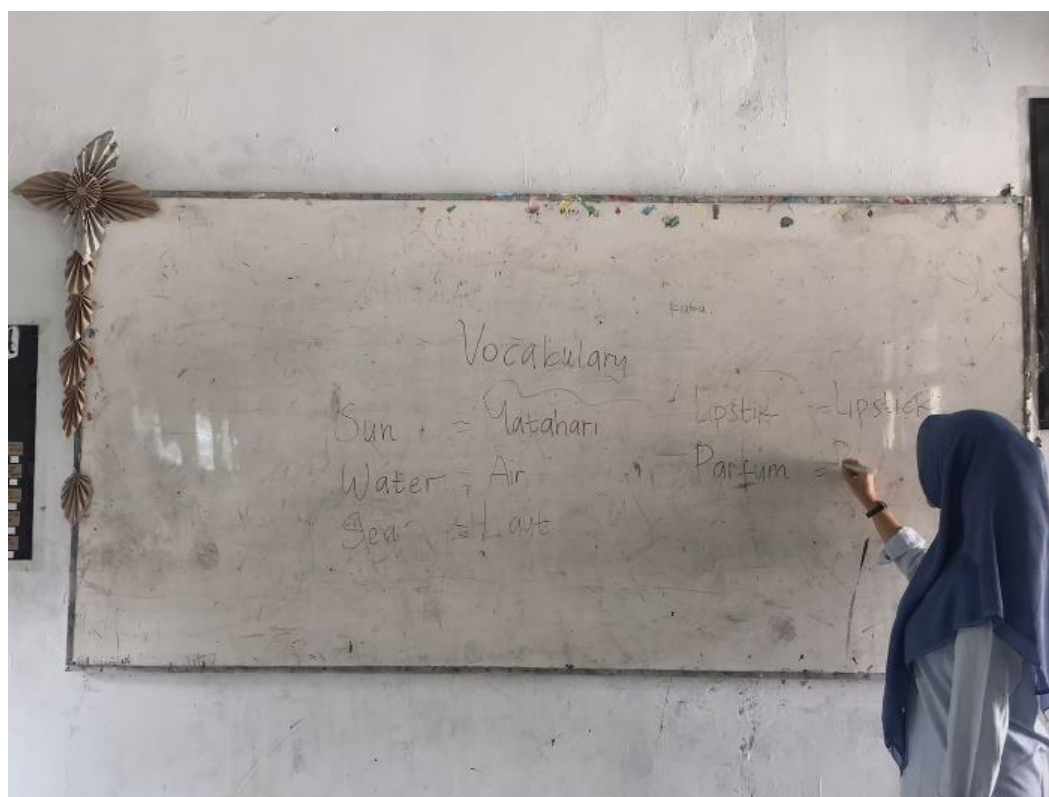


## IN CONTROL CLASS

### Students did the Pre-Test



### Researcher explained the material





**Students did the Post-test**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B 7728/Un.28/E.1/PP.00.9/10/2024  
Lamp : -  
Perihal : **Pengesahan Judul dan Penunjukan  
Pembimbing Skripsi**

31 Oktober 2024

Yth.

- |                                     |                 |
|-------------------------------------|-----------------|
| 1. <b>Dr. Fitriadi Lubis, M.Pd.</b> | (Pembimbing I)  |
| 2. <b>Ida Royani, M.Hum</b>         | (Pembimbing II) |

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Bunga Rizky Nauli Rangkuti
NIM	: 2120300032
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Jumble Word Game on Vocabulary Mastery at the VIII Grade Students of SMP Negeri 8 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing -I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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14 Mei 2025

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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Jumble Word Game on Vocabulary Mastery at the VIII Grade Students of SMP Negeri 8 Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



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Benar telah mengadakan penelitian pada hari Sabtu, 17 Mei 2025 untuk penulisan skripsi di SMP Negeri 8 Padangsidempuan dengan judul : **"The Effect of Jumble Word Game on Vocabulary Mastery at the VIII Grade Students of SMP Negeri 8 Padangsidempuan."**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidempuan, 17 Mei 2025

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