

The Use of the Jumbled-Letter Game to Improve the Students' Vocabulary Achievement at Junior High School

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Abstract: *The present study aims to improve the students' vocabulary achievement and active participation in the classroom using the Jumbled-Letter Game. Different from previous research, which generally investigated the improvement of the students' vocabulary achievements, this study wholly focused on both the achievement and active participation in learning of the students. Employing Classroom Action Research Design, the study was geared to solve the students' problem in learning vocabulary by using the Jumbled-Letter Game, how the technique was implemented to drive students' participation in learning process and could improve their vocabulary achievement. Data collection methods included vocabulary test and class observation for the primary data, while interview with the English teacher and documentation for the secondary data. The collected data were analyzed using percentage formula from test and observation. The findings unveiled that the Jumbled-Letter Game had improved the students' vocabulary achievement and active participation. In general, teaching learning process by using the Jumbled-Letter Game gave the advantages for the students. This technique could encourage the students' motivation and create positive atmosphere in the classroom. The finding underlined the importance of tailored instructional technique that promote students' active participation and vocabulary achievement. It was proven by the result of this research that indicated the use of the Jumbled-Letter Game improved the students' vocabulary achievement and their participation in the class.*

Keywords; Jumbled-Letter Game, Students' Vocabulary Achievement, Active Participation, Junior High School

1. INTRODUCTION

Vocabulary is an important English component that needs to be learned and mastered by students at the junior high school level. Vocabulary is one of the English components that many people are given how to speak, listen, write, and read correctly [23]. In addition, vocabulary is an English component that must be learned in spoken and written communication by students in order to be used correctly [6]. Many students are faced into some difficulties to expert the vocabulary because they are not aware of how important learning vocabulary. Many students do not focus and enthusiasm to learn vocabulary, because they think that learning vocabulary is considered bored and stressful. Therefore, they get bored and lack of vocabulary in the class.

Based on the result of the preliminary study by interviewing the English teacher on May 29, 2023 and the observation that was done in SMP Achmad Jani Puger, it was found that the VII-A grade students had some problems in learning vocabulary. She said that most of the students were passive in learning vocabulary. For example, she asked the students about the topic, they still had difficulties in learning the meaning, pronunciation, answering the teacher's questions orally from the material given. In addition, they still had problem with vocabulary because teaching techniques used by the teacher in teaching vocabulary was inadequate. In addition,

she never used any kinds of game to teach vocabulary learning only an English textbook or the students' worksheets in teaching vocabulary in the class.

The researcher also did informal conversation with some students. They said that English was a difficult subject because they could not understand the meaning of the words. They also lacked vocabulary because they often felt bored and the teacher rarely used an interactive technique to teach vocabulary. Based on those problems, the English teacher need to teach vocabulary by using the interesting technique to solve the students' problems. Therefore, the role of the teacher is important to increase the teaching technique by using interesting technique, so the students can learn vocabulary more easily and they can active in vocabulary teaching learning vocabulary process.

Some teachers needed to use an interesting technique in teaching vocabulary for students. There are many kinds of interesting techniques that can be used in teaching vocabulary to solve the students' vocabulary problems and enhance the students' vocabulary achievement [3]. One of the interesting techniques that can be used in teaching vocabulary is games. There are many types of games such as picture game, a word game, a guessing game, a puzzle, the jumbled letter game, etc. One of the types of games that can be used in the teaching vocabulary to increase their vocabulary achievement is jumbled-letter game. The Jumbled Letter Game is a game that used to improve the students' vocabulary achievement. A

Jumbled-Letter Game is a game, which gives an opportunity to the student to enhance their vocabulary in joyful steps. The step of this game is the students who are playing the game have to arrange the alphabet letters into correct order. By using the Jumbled-Letter Game, they are hoped will actively participate in teaching learning vocabulary because this game encourages their creative thinking to solve and arrange the letters in the target words [10].

The Jumbled-letter Game has several benefits to teach vocabulary in the class. For example, the Jumbled-Letter Game can reduce the students' problems and difficulties during learning new vocabulary. The students who got lack vocabularies can improve their knowledge from this game. Then, it can be used to memorize their new vocabulary list and the correct pronunciation in a fun and entertaining steps. It can increase and encourage the students' active participation, cooperation and friendly competition during this game.

Those benefits are supported by the previous research result findings. First, the Jumbled-Letter Game could improve the students' vocabulary mastery and high motivation and interest in vocabulary learning process [11]. Second, the research entitled "Using Jumbled Letters to Improve the Students' Vocabulary Mastery" proved the result that the experimental group considerably improved their vocabulary mastery compared to the control group [23]. Another previous research entitled "Improvement of English Vocabulary Ability using Jumbled Words Media" found that the percentage of the teacher and students' activities in the teaching and learning process increased significantly: The teacher's percentage was from 60% to 86.1% and the students' percentage was from 50% to 90%. In addition, the percentage of the students' understanding and mastery was raised from 48.48% to 96.96% [6]. Also, the research demonstrated on students' positive perception of the English teacher Jumbled-Letter Games Strategy in the teaching learning process. It was reflected by the students' behavior that was very enthusiastic and unbored when they learnt vocabulary on animal name topic by using shuffled card. As a result, the students' vocabulary achievement improved [18].

It was hoped that students' vocabulary achievement improved by using the Jumbled-Letter Game as the teaching technique in teaching learning vocabulary because it provided the students' quality in recognizing the vocabulary. In the case, Nonili, Dayu & Aprizani (2021) stated that the successful learning also could be reached by using the Jumbled Letter Game. They said that the Jumbled-Letter Game is a technique that can make the students feel excited in learning vocabulary. Through this game, the students can do some activities; both learning new vocabularies and playing a game. In addition, the students can acquire new vocabularies and they will not feel difficult in learning vocabulary in the class.

Based on those findings of some researcher, the research conducted only focuses on students' vocabulary mastery. In contrast to the existing research on the use of the Jumbled-Letter Game, this research filled the gap by focusing on the use

of the Jumbled-Letter Game to improve the students' active participation and the vocabulary achievement in the vocabulary teaching learning process using Classroom Action Research. This research aimed to improve the students' vocabulary achievement and active participation in the classroom. Thus, the research questions were:

1. How can the use of the jumbled-letter game improve the students' participation in the vocabulary learning process in junior high school?

2. How can the use of the jumbled letter game improve the students' vocabulary achievement in junior high school students?

2. METHOD

The design of this research was a Classroom Action Research where used two kinds of data; the primary data by vocabulary test and class observation while the supporting data by interview with the English teacher and documentation. This research design was chosen because to know how the jumbled-letter game could improve the students' active participation and the vocabulary achievement in the vocabulary teaching learning process. The steps of this research include the preliminary study was done by interviewing the English teacher of the seventh grade. Second, planning the action before doing the implementation. Third, implement the action in the vocabulary teaching learning process by using the jumbled-letter game in the first cycle (meeting 1 and meeting 2). Fourth, observe and evaluate after doing the action. Last, analyze the result data from the action given. Data processing and analysis uses percentage formula from test and observation by using the Jumbled-Letter Game. A Classroom Action Research is important duties of the teacher to do in parallel with teach management to increase themselves and students systematically [17].

3. FINDINGS AND DISCUSSION

Findings

This research was intended to improve the students' participation and their vocabulary achievement. This research was conducted in one cycle in two meetings (meeting 1 and meeting 2). It was done collaboratively with the English teacher. The role of English teacher was to help the researcher to do the observation while the researcher taught vocabulary by using the Jumbled-Letter Game. The research data were collected by using vocabulary test and class observation in the first cycle. The results of the actions were reported in the following explanation.

The Results of the First Meeting

In the first meeting, there were the steps of action research using the Jumbled-Letter game to teach vocabulary covers the preliminary study, the planning of action, the implementation of the action, the observation and evaluation of the first meeting.

The Preliminary Study

The preliminary study was done by interviewing the English teacher to know and identify the seven grade students' problem in learning vocabulary English. It was done in one of the Junior High Schools in Puger, Jember at May 2023 before constructed the background of thesis.

The Planning of the Action

The planning of the action were some stages before doing the implementation. First, constructing the module which was conducted in two meetings (meeting 1 and meeting 2), Second, preparing the material and the media used to teach vocabulary namely the Jumbled-Letter Game. Third, constructing the vocabulary test for the first cycle in the form of multiple choices and matching (20 items for multiple choices and 10 items for matching). Fourth, preparing the observation guide in the form of checklist to observe the students' participation during the vocabulary teaching learning process. Fifth, preparing the scoring rubric of the result of vocabulary.

The Action of Implementation the Jumbled-Letter Game in the First Meeting

The implementation of the action in the first meeting was done on January 11, 2024. It was done based on module 1 entitled "Things in the Classroom." The allocation time in the first meeting was 2x40 minutes. In the first meeting, the teacher did observation in the classroom while the researcher taught vocabulary by using the Jumbled-Letter Game.

The first stage was pre-instructional activity. After greetings the students, the researcher asked some leading questions related to the names of things in the school. Then, the researcher stated the objectives of teaching learning by using the Jumbled-Letter Game. The next stage was main activity. First, the researcher asked the students to say the vocabulary in the classroom, and gave the students 20 vocabularies of things in the school. They were consist of 8 nouns (classroom, desk, pencil, book, chair, broom, marker, clock), 5 verbs (tell, use, write, study, clean), 4 adjectives (blue, brown, comfortable, tidy), and 3 adverbs (right now, always, every day). After that, the students asked classified those vocabularies into noun, verb, adjective, and adverb. At the time of core learning, the researcher explained about the jumbled-letter game in teaching learning also the rules of this game. The students were asked to make a group consisted of 5 students in each group and played the game, that were group A, B, C D, and E. The researcher gave them in a group the worksheet of the jumbled-letter that consists of 10 jumbled-letters and they were asked to arrange them into correct words. The allocation time to do this task was around 15 minutes. During the discussion, the researcher gone around students who have difficulties in the game. After the discussion was over, the students in a group were asked to guess the answer which was asked by the researcher. The group who could guess the answer correctly got a point "100." The group who got the highest score was group B that consisted of "MZA,

RS, RDM, and SN" with the point 600. After the students did the game, they were asked to do the exercises in their group. There were two exercises; first, the students were asked to identify the vocabulary given into noun, verb, adjectives, or adverb. Second, the students in a group were asked to arrange the jumbled-letter game into correct order and make a simple sentence based on the answer. The students did the exercise in their group to measure the participation of the game. Some students dared the answer, while the others did not answer. The last stage of the action was closure. In this stage, the researcher reviewed the material given and concluded the lesson.

The Observation and Evaluation in the First Meeting

The English teacher conducted the observation during the vocabulary teaching learning process by using the Jumbled-Letter Game in each meeting to observe the students' participation in the vocabulary learning process by using the jumbled-letter game. The indicators of the students' participation are as follows:

1. Playing the jumbled-letter game in their groups.
2. Answering the teacher's question related the jumbled-letter game given.
3. Arranging the names of things at school and home in jumbled-letter game.
4. Discussing their work in task 1 of the jumbled-letter game in groups.
5. Discussing their work in task 2 of the jumbled-letter game in groups.

The students were categorized as the active students if at least 70% of the students fulfilled at least three indicators of five indicators in the observation guide, while they were categorized as passive students if they only did one or two indicators. The result of the observation for meeting 1 was presented in Table 1.1 below.

Table 1.1 The Result of Observation in Cycle 1 (Meeting 1)

No.	Name	Meeting 1						
		1	2	3	4	5	A	P
1	ARU	✓	✓	✓	✓	✓	✓	
2	AR	✓	✓	✓	✓	✓	✓	
3	AKN	✓		✓	✓	✓	✓	
4	AR	✓		✓	✓	✓	✓	
5	BD	✓		✓		✓	✓	
6	DKSJ			✓		✓		✓
7	EW	✓		✓		✓	✓	
8	EWN	✓	✓	✓	✓	✓	✓	
9	ENS	✓	✓	✓	✓	✓	✓	
10	FNA			✓		✓		✓
11	GFAP	✓		✓	✓	✓	✓	
12	HNA	✓	✓	✓	✓	✓	✓	

13	JM	✓		✓	✓	✓	✓	
14	JAC	✓	✓	✓	✓	✓	✓	
15	KM			✓		✓		✓
16	MFR			✓	✓			✓
17	MIM	✓	✓	✓	✓	✓	✓	
18	MAL	✓	✓	✓	✓	✓	✓	
19	MRIA	✓		✓		✓	✓	
20	MZA	✓	✓	✓	✓	✓	✓	
21	RS			✓	✓			✓
22	RDM	✓		✓		✓	✓	
23	SN	✓	✓	✓	✓	✓	✓	
24	SDSV	✓	✓	✓	✓	✓	✓	
25	ZM	✓	✓	✓	✓	✓	✓	
Total		20	12	25	18	23	20	5

Note:

Meeting 1	Active students	= 20	$\frac{20}{25} \times 100\%$	= 80%
	Passive students	= 5	$\frac{5}{25} \times 100\%$	= 20%

Based on the result of observation in the first meeting in cycle 1, there were 20 of 25 students who played the Jumbled-Letter Game. Besides, there were 12 of 25 students who answered the questions actively. Then, all of the students arranged the names of things at school and home in the Jumbled-Letter Game but the students who discussed their work in task 1 from the game were 18 of 25 students. Furthermore, 23 of 25 students discussed their work in task 2; the result showed that 92% students did not have difficulties in the vocabulary lesson given. The result of the observation showed that 80% of 25 students were active and 20% of 25 students were passive during the vocabulary teaching learning process by using the Jumbled-Letter Game in VII-A classroom.

The Results of the Second Meeting

In the second meeting, the researcher did the same game with the first meeting. The researcher prepared the list vocabularies about Things at Home.

The Implementation of the Second Meeting

The implementation of the second meeting was done on January 18, 2024. It was done based on module 2 entitled "Things at Home." The allocation time in the second meeting was 2x40 minutes.

In the second meeting, the teacher and the researcher did collaboration to teach the students by using the jumbled-letter. The teacher did the game in the first time while the researcher observed the students' active participation. After that, the researcher took turn teach the lesson by using the Jumbled-Letter Game. The procedures of teaching learning were same as those in the first meeting. The researcher asked the students to say the vocabulary in the classroom, and gave the students 20 vocabularies of things in the school. They were consist of 8 nouns (house, bedroom, pillow, doll,

blanket, desk, door, dresser), 3 verbs (spend, clean, sleep), 7 adjectives (big, small, comfortable, soft blue, white, brown, lovely), and 2 adverbs (always, every day). The exercises in the second meeting were also same as those in the first meeting but the topic was about things at home. The results of the group which could guess the answer correctly and got the highest score was group D that consisted of "GFAP, HNA, JM, JAC, MFR" with the point 700. The discussion went very well, many students very actively and enthusiastic in completing the Jumbled-Letter Game. All groups could complete the exercise and present the results well.

The Observation and Evaluation in the Second Meeting**A. Observation**

The results of the observation in meeting 2 were presented in Table 1.2.

No.	Name	Meeting 2						
		1	2	3	4	5	A	P
1	AHP			✓		✓		✓
2	AR	✓	✓	✓	✓	✓	✓	
3	AKN	✓		✓	✓	✓	✓	
4	AJ	✓		✓	✓	✓	✓	
5	AR	✓		✓	✓	✓	✓	
6	BD		✓	✓		✓	✓	
7	CYY	✓	✓	✓	✓	✓	✓	
8	EWN	✓	✓	✓	✓	✓	✓	
9	ENS		✓	✓	✓	✓	✓	
10	MF	✓		✓	✓	✓	✓	
11	GFAP	✓	✓	✓	✓	✓	✓	
12	GBFH			✓		✓		✓
13	HNA	✓		✓				✓
14	JM	✓	✓	✓	✓	✓	✓	
15	KM	✓		✓	✓	✓	✓	
16	MFA			✓	✓	✓	✓	
17	MAM	✓	✓	✓	✓		✓	
18	MFR	✓	✓	✓	✓	✓	✓	
19	MRR	✓		✓		✓	✓	
20	MIM			✓		✓		✓
21	MAL	✓	✓	✓	✓	✓	✓	
22	MFM	✓	✓	✓	✓		✓	
23	MRIA	✓	✓	✓		✓	✓	
24	MZA	✓	✓	✓	✓	✓	✓	
25	RS	✓	✓	✓		✓	✓	
26	RDM	✓		✓	✓	✓	✓	
27	SN	✓	✓	✓	✓	✓	✓	
28	SDSV	✓		✓	✓	✓	✓	
29	WSA		✓	✓		✓	✓	
30	ZM	✓	✓	✓	✓	✓	✓	
Total		24	18	30	21	28	26	4

Note:

Meeting 2	Active students	= 26	$\frac{26}{30} \times 100\%$	= 86,7%
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$$\text{Passive students} = 4 \times \frac{\frac{4}{30}}{100\%} = 13,3\%$$

The second meeting was conducted on January 18, 2024 with the same procedures as the first meeting showed that there 24 of 30 students who played the Jumbled-Letter Game. The students who answered the teacher's oral question related the game increased into 18 students. Then, all of the students arranged the names of things at school and home game but the students who discussed their work in task 1 from the game were 21 of 30 students. Furthermore, in the second meeting, most of the students discussed the results of their works, and it was proved by 86.7% of 30 students who were active students in vocabulary-learning process by using the jumbled-letter game and 13.3% students were passive students. It could be concluded that the students who were active in the second meeting increased to 86.7% compared to the first meeting.

B. Evaluation

The evaluation used in this research consisted of two namely process evaluation and product evaluation. The process evaluation was done during the vocabulary learning process by using the Jumbled-Letter Game to evaluate the students' participation in class. Table 1.3 in Cycle 1 reported the process evaluation.

No	Meeting	Participants		Percentage	
		Active	Passive	Active	Passive
1	Meeting 1	20	5	80%	20%
2	Meeting 2	26	4	86.7%	13.3%
	Average			83%	17%

Based on the results of observations, it could be concluded that in the first meeting, there were 20 of 25 students (80.0%) actively participated in the vocabulary learning process. Meanwhile, in the second meeting as many as 26 of 30 students (86.7%) participated in the vocabulary teaching learning process. Therefore, the average result of the students' active participation in the first cycle was 83%. From the result of observation, it could be concluded that the students' active participation in the vocabulary teaching learning process by using the jumbled-letter game had been achieved.

Then, the product evaluation was done through vocabulary test in cycle 1 done on January 25, 2024 to measure the students' vocabulary achievement after being given the action in two meetings. The vocabulary test were classified in 20 items of matching that consisted of 10 questions from the material in the first meeting and 10 questions others from the second meeting, while the another task was 10 items of matching that consisted of 5 questions

from the first meeting and 5 questions from the second meeting.

The results of the students' vocabulary achievement test were presented in the following table.

Table 1.4 The students' vocabulary achievement test scores in cycle 1

No.	Name	Score	Achievement	
			Achieved	Not Achieved
1	AR	100	✓	
2	AKN	100	✓	
3	AR	97	✓	
4	BD	94	✓	
5	CYY	100	✓	
6	DKSJ	100	✓	
7	EW	67		✓
8	EWN	94	✓	
9	ENS	100	✓	
10	MF	88	✓	
11	FNA	94	✓	
12	GFAP	100	✓	
13	GBFH	100	✓	
14	HNA	67		✓
15	JM	97	✓	
16	JA	91	✓	
17	KM	88	✓	
18	MFA	100	✓	
19	MFR	100	✓	
20	MIM	91	✓	
21	MAL	100	✓	
22	MFM	88	✓	
23	MRIA	97	✓	
24	MZA	100	✓	
25	RS	100	✓	
26	RDM	94	✓	
27	SDSV	100	✓	
28	ZM	100	✓	
Total	28 (N)	2647 ($\sum x$)	26	2

Based on the table above, the mean score of the VII-A students' vocabulary test could be counted:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2647}{28}$$

$$M = 94.5$$

Then, the percentage of VII-A students who got scores ≥ 70 in the vocabulary test could be counted:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{26}{28} \times 100\%$$

$$E = 92.5\%$$

Based on the results, it was known that the percentage of the students who got the score ≥ 70 in the vocabulary test was 92.5% or 26 of 28 students. It means that the actions of the vocabulary teaching learning process by

using the jumbled-letter game could improve the students' vocabulary achievement in the VII-A classroom. Therefore, it is not necessary to conduct the action in second cycle or the action was stopped in since the research objectives the first cycle had been achieved.

Discussion

The results of data analysis showed that teaching vocabulary by using the jumbled-letter improved on student' vocabulary achievement and their participation on the seventh grade students in the junior high school.

The jumbled-letter game successfully improved the students' participation and vocabulary achievement. The jumbled-letter game helps the students to memorize and spell the vocabulary correctly; it increases the students' motivation in learning vocabulary. The jumbled-letter game can make the students active in teaching learning process because the students feel challenged to guess the word [11].

The students in the two meetings in the cycle had enthusiasm to learn vocabulary. The first step was focusing the words of the jumbled-letter. The researcher explained noun, verb, adjectives, and adverb. The second step was reading the text. After that, the students were asked to repeat the researcher said by reading the text given referred to noun, verb, adjective, and adverb. From this activity, the students could be excited and motivated during the teaching learning process. Therefore, the atmosphere of the classroom used English-Indonesian language in explaining the material, so the students understood the lesson given. The third step was played the game. In this step, the students divided into some groups where they asked to play the game in the jumbled-letter. Each group was given a paper which consist ten vocabulary, while the teacher wrote the name group in the board; group A, group B, etc. The group was given 15 minutes to discuss their answer and arrange the letter into correct word. After that, the teacher asked the students to write their result in the board refers their name group. From this activity, the students have a chance to memorize vocabulary, knowing the correct spelling of the vocabulary learned, and the students motivate to competitive about them who will be the first one can arrange into correct word. Fudhla (2018), the benefits of the jumbled-letter game make the students interest and encourage in learning vocabulary, also they can reduce the difficulty to arrange the correct word spelling. The the Jumbled-Letter game was effective to boost learners' vocabulary mastery and learning interest supported this research [10].

In general, teaching learning process by using the Jumbled-Letter Game gave the advantages to the students. This technique could encourage the students' motivation and create positive atmosphere in the classroom. It was proven by the result of this research that indicated the use of the jumbled-letter game improve the students' vocabulary achievement and their participation in the class.

4. CONCLUSION

Based on the results of the data analysis of vocabulary test and observation in the first cycle discussion above, it could be concluded that the use of the jumbled-letter game could improve the VII-A students' active participation in the vocabulary teaching learning process at junior high school. The results of observation showed that the percentage of the students' was 83% in cycle 1, which in the first meeting about 80% of 25 students in the VII-A students and the second meeting was 86.7% of 30 students'. It means that the students actively participated in the vocabulary teaching learning and the requirement of 70% of students' active participation had fulfilled. Additionally, the use of the jumbled-letter game could improve the VII-A students' vocabulary achievement in the vocabulary teaching learning process at junior high school. The students who got the score ≥ 70 were 92.5% or 26 of 28 students. It means that the actions of the teaching learning process by using the Jumbled-Letter Game to improve the students' vocabulary achievement in VII-A classroom had achieved.

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