



## The Jumble Word Game and Its Effect on Vocabulary Mastery

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**Abstract** This study aims to determine whether or not a significant effect of jumble word game on vocabulary mastery. This quantitative research employed a pre-test post-test control group design. The population was grade VIII students at SMP N 8 Padangsidempuan, with 60 students as sample. A multiple-choice test was used as instrument. The experimental group's average score increased from 56.73 (pre-test) to 80.07 (post-test), indicating a shift from the "enough" to the "good" category. T-test results showed  $t_{\text{count}} (3.020) > t_{\text{table}} (1.671)$ , confirming the hypothesis. These findings indicate that Jumble Word Game has a significant effect on students' vocabulary mastery at the VIII grade students of SMP N 8 Padangsidempuan. Future researchers are advised to apply the game to a larger sample or to different levels to ensure its effectiveness and they are also advised to add clues when arranging words in the game, as this may encourage greater creativity in building students' vocabulary.

**Keywords:** *Jumble Word Game; Vocabulary Mastery.*

**Abstrak** Tujuan penelitian ini untuk mengetahui ada pengaruh signifikan permainan jumble kata terhadap penguasaan kosakata. Penelitian kuantitatif ini menggunakan desain pre-test post-test control group. Populasi penelitian adalah siswa kelas VIII SMP N 8 Padangsidempuan dengan sampel 60 siswa. Instrumen berupa tes pilihan ganda. Rata-rata nilai kelompok eksperimen meningkat dari 56.73 (pre-test) ke 80.07 (post-test), menunjukkan kategori "cukup" ke "baik". Hasil uji-t menunjukkan  $t_{\text{hitung}} (3.020) > t_{\text{table}} (1.671)$ , berarti hipotesis diterima. Temuan ini menunjukkan jumble word berpengaruh, signifikan terhadap kemampuan kosakata siswa kelas VIII SMP N 8 Padangsidempuan. Peneliti masa depan disarankan untuk menerapkan permainan ini pada sampel yang lebih besar atau tingkat yang berbeda untuk memastikan efektivitasnya dan juga disarankan untuk menambahkan petunjuk saat menyusun kata-kata dalam permainan ini yang akan mendorong kreativitas yang lebih besar dalam membangun kosa kata siswa.

**Kata Kunci:** *Permainan Jumble; Penguasaan Kosakata.*

## INTRODUCTION

Vocabulary is a part of language that is used as a communication tool and has to be learned (Milton, 2022). The more vocabulary students understand, it can get easily to improve their language skills (Nation, 2022). As stated by Stewart (2019), vocabulary is a set of familiar words within a person's language, a person uses is all words that person knows and uses. However, each word has a meaning and can be used in a variety of contexts. The whole of words that are known and used by a person in the language that students master. Remembering new words hard, it takes a lot of effort to keep them where you want them (Hadfield, 2020). If students have rich vocabulary enables effective communication and expression of ideas, thoughts, emotions, and information.

Vocabulary is a basis for communication because through words we can convey and receive messages clearly and effectively (Konchady, 2009). Therefore, developing vocabulary is very important to improve language and communication skills. 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. Vocabulary is a list of words, can defined as the sum total of words or understood by a particular person (Philip, 2020). 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. Students who understand better are better than students who do not understand why they are doing a certain activity and what the benefit come from it.

However, based on preliminary research involving English teacher interviews, Mrs. Listini Siregar and classroom observations at at SMP Negeri 8 Padangsidempuan many students still face problems in learning english. Low motivation to learn English causes students to be less active in learning vocabulary, so that vocabulary mastery results are low. Specifically, students in grade VIII at SMP Negeri 8 Padangsidempuan many students have difficulty remember and spell english words correctly. Therefore, the researcher proposes using the Jumble Word Game as an appropriate technique to improve students' vocabulary mastery.

Harmer (2007) stated that, "factors that can build student's vocabulary through using dictionary, showing or drawing picture, miming the action in figure, practicing vocabulary,

and vocabulary games". As supported by Silsupur (2017), language game effectively improves the learners' language skill and motivation. Thus, these factors help maximize the benefits of vocabulary games in helping students expand and master English vocabulary effectively and enjoyably. Games are not just a distraction but a way to get students to use language during the game (Deesri, 2002). Similarly ideas is also stated by Wright (2020), "game also provides language practice in various skills, helps students to make and sustain the effort language, challenge and motivate the students". Furthermore, this game encourages creativity, as players often have to try different letter combinations before finding the correct answer. This game involves arranging random letters, to find as many correct and appropriate words as possible from the letters in a certain time.

Furthermore, Watson (2020) stated that "jumble word is educational game to train vocabulary, thinking speed and creativity". Besides helping improve vocabulary, jumble word also trains thinking speed, as players need to think quickly to find the right word from the available letters. Jumble word is a learning method in the form of a game that can improve students' concentration and thinking speed (Shilphy and Octavia, 2023). This game gives beneficial in training students' concentration, as they must focus on the letters and try various combinations to find the right word. Furthermore, this game can improve students' thinking speed, as they are required to work quickly and efficiently in completing the given challenges.

Several previous studies support the effectiveness of the Jumble word can improve students' vocabulary mastery. Sitompul et al. (2023) found that the jumbel word game significantly improved the students' vocabulary mastery of the first year students at the State Vocational High School 1 Pematangsiantar using an experimental method with multiple-choice tests. Rosa & Amelia (2021) also showed positive effects of jumble word game on students' vocabulary mastery using a one-group pretest-posttest design at SMP N 3 Padangsidempuan. Wahyuni (2025) also showed positive effect of jumble letter is effective in improving students' vocabulary mastery. Tries to explore more about the key challenge of young learners. In summary, effective vocabulary instruction for young learners requires creativity, repetition, and engaging content. Therefore, jumble letters can be used as an effective strategy to help students improve their vocabulary mastery.

Similarly, Anggrianingsih et al. (2025) the data on student's vocabulary were analyzed that is mean score of students' post-test 88.3333 is higher that the pre-test 52.2917. The distance between pre-test and post-test is 36.0416. It means significant and it can be concluded

that the using of jumble word game is effective to be implemented in improving students' vocabulary, and students' interested to learning vocabulary through jumble word game.

Based on these findings, the researcher is motivated to investigate whether the Jumble Word can increase students' vocabulary mastery at the VIII grade students of SMP Negeri 8 Padangsidempuan. Its effective to be implemented in improving students' vocabulary, and students' interested to learning vocabulary through jumble word game. It aims jumble word game technique can increase the students' vocabulary mastery.

Vocabulary skills enable students to understand and learn material more make it easier for students to understand how to use the language. Vocabulary mastery supports students' ability to learn, not only in the language subject but also any other subject (Setiyo et al., 2021). Vocabulary mastery is understanding the meaning of words and how to use them in the right way. Vocabulary is defined as a set of all the words that are known and used by a person in the language he or she master (Clenton, 2020). It is true that mastery of vocabulary will affect the studens' ability in four language skills like listening, speaking, reading, and writing (Siregar and Harida, 2021). Vocabulary represents 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 (Graves, 2016). Therefore, vocabulary mastery is a person's ability to recognize, understand and use a collection of words in a particular language effectively.

Thornburry (2020) stated that "our first language is learning new word and learning new meanings for old words". The learning process occurs not only when we learn new words, but also when we discover new meanings for words we already know. Our first language continues to develop through the addition of new words and the understanding of new meanings for words we already know. Students must learn thousands of words that need for vocabular is the point to know well how important vocabulary is (Virginia, 2019). Vocabulary is crucial for understanding and mastering a language. Language proficiency depends not only on grammar, but also on how much vocabulary a student knows..

Jumble word game design to test a person's language skills that often used to fill free time. It can also be used to learn some of a language device, namely vocabulary, structure and sentence pattern. Fudhla (2018) stated that "jumble word game is a language game used to teach or to learn vocabulary in language learning, especially in English language teaching". Similiarly, it is stated by Cahyono and Widiati (2015), "the jumble word mean the mixture of

words in a randomized way or in confusing or untidy group of words". Jumble word is a word game of arranging random letters to form a meaningful word which are used to develop and increase vocabulary spelling (Hidayati, 2021). This game helps one to get familiar with new words and also help to memorize the spellings in a better way.

According to Yulianto (2018) further explained, "jumble word is a language game that makes learning fun and enjoyable". In addition, (Samal, 2021) stated that jumble word aim is to develop spelling and simple reasoning. By playing jumble word, students can practice and improve their language and communication skills. According to Board (2025), jumble word is the word in which the letters are arranged in a wrong way. The letters add no meaning to the word formed. Hence, the word looks meaningless. This word game is very popular with school kids and teacher as it helps build a strong sense of word spelling. Jumble word not only helps one to get familiar with new words, but also help to memorize the spellings in a better way (Philip, 2020). 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.

According to Watson (2020), the Jumble Word Game in teaching vocabulary involves several steps: (a) teacher decides the students work in group, (b) teacher tells and explains how to play the game, (c) students to arrange the latter papers alphabetically on their table and set a limit time 2 minutes, (d) teacher asks each group to explain the correct answer. This step-by-step is clearly explained and easy to understand the steps from start until the end. It is important to note that the jumble word game provides a structure framework for teaching vocabulary, guide students through the correct steps while maintaining a fun learning process.

## **METHOD**

The purpose of this study was to determine whether the jumble word game has a significant effect on the vocabulary mastery of eighth-grade students at SMP Negeri 8 Padangsidimpuan. By using a pre-test post-test control group design, the researcher used a quantitative research method. The sample for this study consisted of 60 students from SMP Negeri 8 Padangsidimpuan VIII-1 and VIII-4 class. The information was gathered in two stages pre- test and post-test. The research instrument utilized in this study was a multiple choice with 100 questions. The treatment given for the students were explanations and exercises presented as jumble word. The collected data were examined using independent sample T-

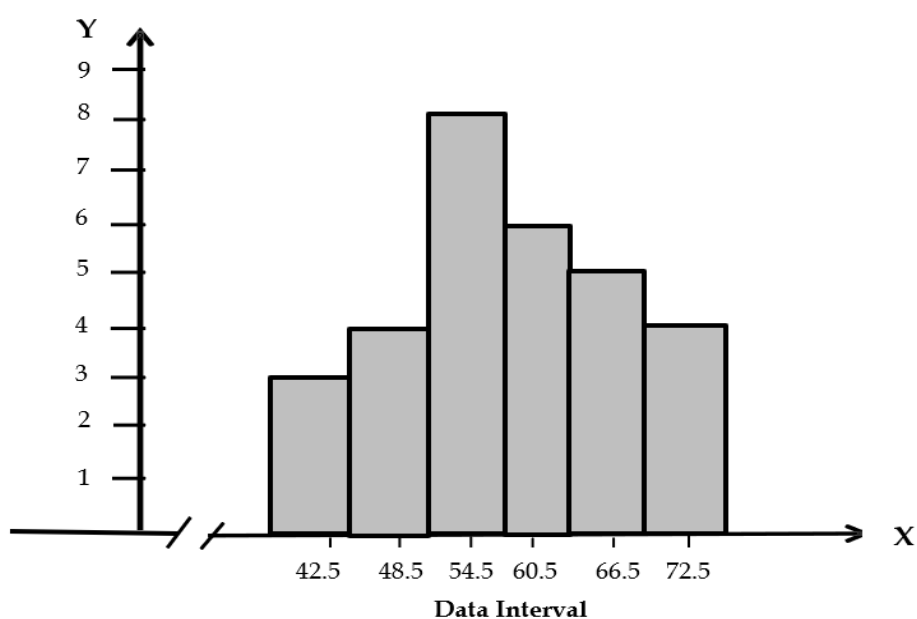
test on SPSS 26 Version to see whether there is a significant effect of using a jumble word game to teach vocabulary to student.

## RESULTS AND DISCUSSIONS

### The Description of Data Before Using Jumble Word Game

The students in class VIII-1 was selected as experimental class for this research., students' scores were analyzed using SPSS v.26. The total score was 1.702, with a mean of 56.73, indicating an "enough" level. The highest score was 76 and the lowest was 40, with a range of 36. The standard deviation was 10.13 and the variance was 102.75. The median score was 57.00, and the mode was 54. Frequency distribution showed most students (26.66%) scored between 52-57, while the rest were spread across higher intervals. These results indicate that the understanding of vocabulary mastery before treatment was relatively moderate and varied. The researcher presents the data in a histogram in the following figure:

### Frequency

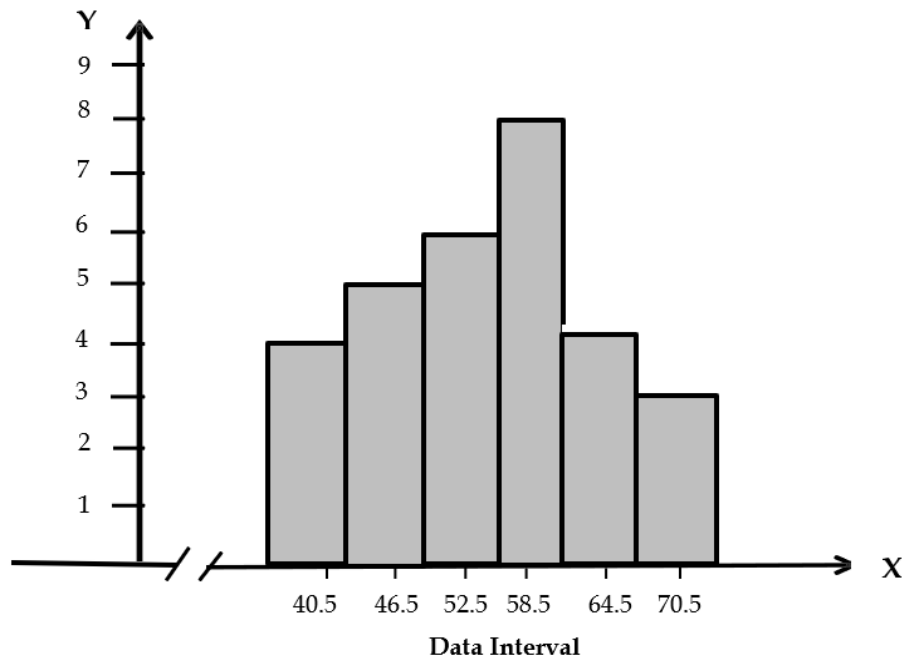


**Figure 1. Pre-Test Score of Experimental Class**

Class VIII-3 was selected as the control class for this research., students' scores were analyzed using SPSS v.26. The total score was 1.670, with a mean of 55.67, indicating an "enough" level. The highest score was 74 and the lowest was 38, with a range of 36. The standard deviation was 10.66 and the variance was 113.67. The median score was 55.00, and

the mode was 52. Frequency distribution showed most students (26.66%) scored between 56-61, with the rest distributed across higher intervals. These results indicate that vocabulary mastery in the control class was generally moderate before treatment. The researcher presents the data in a histogram in the following figure

#### Frequency



**Figure 2. Pre-Test Score of Control Class**

The students' vocabulary mastery before using jumble word game, the mean score of the experimental class in pre-test was 56.73 and mean score for control class was 55.67. This indicates that the students' initial vocabulary mastery was in the enough category.

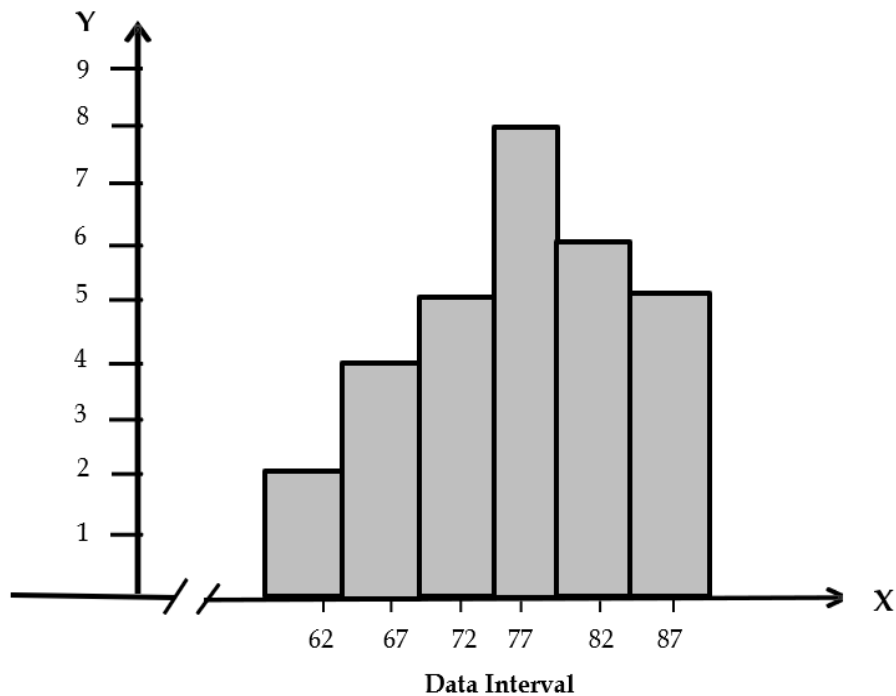
#### The Description of Data After Using Jumble Word Game

After applying Jumble Word game in the experimental class took a post-test consisted of 50 multiple-choice questions. Using SPSS V.26, the researcher analyzed scores to obtain statistical data. The total score was 2.402, with a mean of 80.07, indicating an "good" level. The highest score was 92 and the lowest was 60, with a range of 32. The standard deviation was 7.78 and the variance was 60.54. The median score was 80.00, and the mode was 78. Frequency distribution showed that most students (26.66%) scored between 75-79, while others were distributed across intervals from 60-92. The histogram illustrates the score distribution.



Overall, the average score of 80.07 indicates a high level of achievement. The researcher presents the data in a histogram in the following figure.

### Frequency

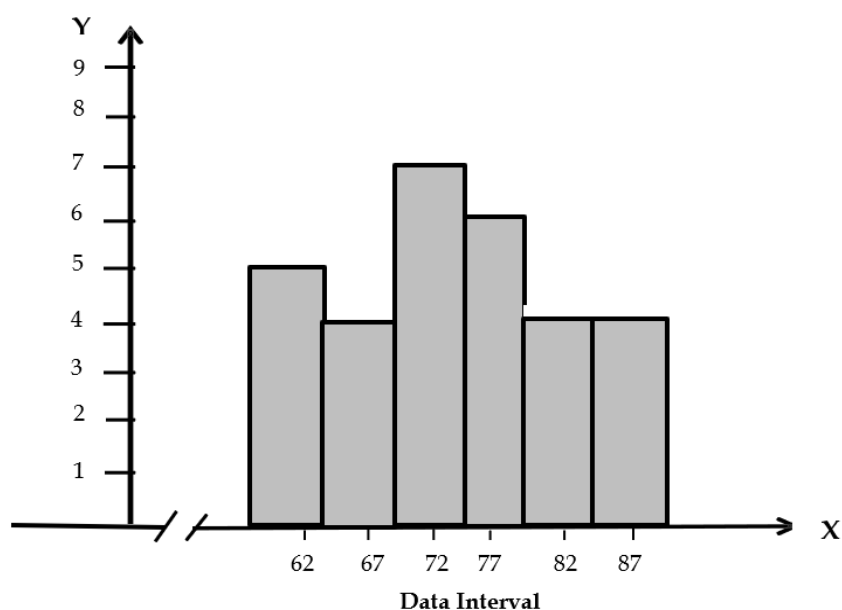


**Figure 3. Post-Test Score of Experimental Class**

After receiving treatment through the teacher's method, students in the control class took a post-test consisting of 50 multiple-choice questions. The researcher analyzed the scores using SPSS V.26. The total score was 2.216, with a mean of 73.87, indicating an "good" level. The highest score was 88 and the lowest was 60, with a range of 28. The standard deviation was 8.11 and the variance was 65.91. The median score was 73.00, and the mode was 68. Frequency distribution showed that most students (20.00%) scored between 75-79, while others were distributed across intervals from 60-88. The histogram shows the score distribution. Overall, the average score of 73.87 indicates a high level of achievement. The researcher illustrates the data using a histogram in the figure below:



## Frequency



**Figure 4. Post-Test Score of Control Class**

The histogram above shows that students' scores were different. The X-axis shows the score obtained by students, while the Y-axis shows the number of students who got those scores. This representation confirms the distribution of the data and highlights the most common score ranges among students.

The students' vocabulary mastery after using jumble word game, the mean score of the experimental class in post-test was 80.07 and mean score for control class was 73.87. This indicates that the students' initial vocabulary mastery was in the good category.

## Description of Score Comparison in Post-test Experimental Class and Control Class

The comparison of pre-test and post-test scores in the experimental class showed a significant improvement. The total score increased from 1.702 to 2.402, the mean rose from 56.73 to 80.07, and the highest score improved from 76 to 92. This indicates that students' vocabulary mastery improved after being taught using Jumble Word Game.

In the control class, the total score increased from 1.670 to 2.216. The mean also rose from 55.67 to 75.41, and the highest score improved from 74 to 88. Although there was improvement, the experimental class showed a greater increase overall.

The range difference between pre-test and post-test scores in the experimental class was 23.34. In contrast, the control class had a smaller range of 18.2. This indicates that Jumble Word Game had a more significant effect on students' vocabulary mastery.

## **Data Analysis**

### **Hypothesis Test**

**Table 1 : Independent Sample Test**

| <b>T - test for Equality of Means</b> |              |
|---------------------------------------|--------------|
| <b>Component</b>                      | <b>Value</b> |
| <b>t-count</b>                        | 3.020        |
| <b>t-table</b>                        | 1.671        |

After ensuring the data met the assumptions of normality and homogeneity, the hypothesis was tested using the Independent Sample T-Test. Calculations using SPSS version 26 showed a calculated t count was 3.020, while the t table was 1.671. Because t count > t table, the alternative hypothesis was accepted, which means Jumble Word Game has a significant effect on students' vocabulary mastery at SMP Negeri 8 Padangsidempuan.

The results of this study support the conclusion that using Jumble as a teaching tool significantly enhances vocabulary mastery. The result of the research proved theory from Philip (2020) which stated that jumble word game can be used to increase students' vocabulary. To strengthen the discussion, this research also included cases related to this research. The first Sitompul et al. (2023) based on the findings, theory that Jumble Word Game helps students more easily to know the meaning and memorize the vocabulary. Through experimental research, this research confirms that Jumble Word Game significantly improves students' vocabulary mastery.

Similarly, Anggrianingsih et al. (2025), the data on student's vocabulary were analyzed that is the mean score of students' post-test 88.3333 is higher than the pre-test 52.2917. The distance between pre-test and post-test is 36.0416. 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.

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. This reinforces Sitompul's theory and used Jumble Word Game practical impact in the classroom.

## CONCLUSION

Based on the results, it can be concluded that the students' vocabulary mastery before using Jumble Word Game at the VIII Grade Students of Negeri 8 Padangsidempuan was 56.73, categorized as "enough." After applying Jumble Word Game, the post-test score increased to 80.07, which falls into the "good" category. The hypothesis test showed that t-count (3.020) was greater than t-table (1.671), indicating a significant effect of using Jumble Word Game on students' vocabulary mastery.

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