

**THE STUDENTS' PERCEPTION IN USING JUMBLES LETTER GAMES  
IN LEARNING ENGLISH VOCABULARY**

**(Descriptive Quantitative Research at the Eight Grade  
Students of SMPN 2 Alla)**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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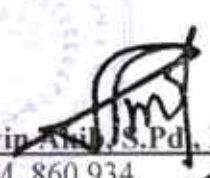
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LETTER GAMES IN LEARNING ENGLISH  
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## **MOTTO AND DEDICATION**

**Take the opportunities in front of you, got it or  
lose it leave it to Allah**



**I dedicated this thesis to  
my beloved family, especially  
to my mother and father**

## ABSTRACT

**Musdalipa 2021.** *The Students' Perception in Using Jumbles Letter Games in Learning English Vocabulary. ( Descriptive Quantitative Research at SMPN 2 ALLA ).* Under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Radiah Hamid and Andi Asri Jumiatty.

This research was conducted to know students' perception in learning English vocabulary by using Jumbles Letter Games at the Eight Grade of SMPN 2 ALLA. In this research, the researcher focuses on students' perception in using Jumbles Letter Games in Learning English Vocabulary.

The research methodology of this research was Descriptive Quantitative Research. The questionnaire were distributed to the students of the Eight Grade of Class VIII B. The data were conducted on August from 20 students of Eight Grade Class VIII B at SMPN 2 Alla. The Sample was 20 students, selected by Purposive Sampling Technique.

The result of this research concluded that the students of the Second Grade of SMPN 2 Alla had positive perception about using Jumbles Letter Games in Learning English Vocabulary. It is proved by average score 61,4.

**Keywords :** *Jumbles Letter Games, Students' Perception, Vocabulary*



## ABSTRAK

**Musdalipa 2021.** Persepsi Siswa dalam menggunakan Permainan Jumbles Letter dalam Pembelajaran Kosakata Bahasa Inggris. (Penelitian Deskriptif Kuantitatif di SMPN 2 ALLA). Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar di bawah bimbingan Radiah Hamid dan Andi Asri Jumiatty.

Penelitian ini dilakukan untuk mengetahui persepsi siswa dalam belajar kosakata bahasa Inggris dengan menggunakan Permainan Huruf Campur Aduk di Kelas II SMPN 2 ALLA. Dalam penelitian ini, peneliti fokus terhadap persepsi siswa pada penggunaan strategi permainan huruf campur aduk dalam pembelajaran kosakata Bahasa Inggris.

Metodologi penelitian dalam penelitian ini adalah Penelitian Kuantitatif Deskriptif. Kuesioner diberikan kepada siswa Kelas VIII B. Pengambilan data dilakukan pada bulan Agustus dari 20 siswa Kelas VIII B di SMPN 2 Alla. Sampel berjumlah 20 siswa yang dipilih dengan Teknik Purposive Sampling.

Hasil penelitian menyimpulkan bahwa siswa kelas II SMPN 2 Alla memiliki persepsi positif tentang penggunaan Permainan Jumbles Letter dalam pembelajaran kosakata Bahasa Inggris. Hal ini dibuktikan dengan skor rata-rata 61,4.

**Keywords :** *Permainan Huruf Campur Aduk, Persepsi Siswa, Kosakata*



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## CHAPTER I

### INTRODUCTION

#### A. Background

Listening, speaking, reading, and writing are the four main language skills that are often discussed in English Language Learning (ELL). These four abilities are all related to vocabulary and are equally essential. According to Wilkins in Thornbury (2002: 13), without grammar, very little can be communicated, and without vocabulary, nothing can be communicated. It means that even though someone has excellent grammar, it would be pointless if they lack a broad vocabulary. Furthermore, Ur (1996: 60) supports the idea that vocabulary is one of the most important things to learn while studying a foreign language since speaking without a range of words is difficult. These statements suggest that teaching vocabulary as a foreign language is important. In terms of studying English vocabulary, English vocabulary varies from Indonesian vocabulary in terms of pronunciation and spelling, as well as context and word use. Furthermore, the way the word *I* is pronounced differs significantly from the way it is written.

When it comes to teaching English, especially vocabulary, English teachers have used a variety of strategies. Since vocabulary mastery is one of the most important factors in language learning, the use of different techniques aims to help learners learn and improve their vocabulary. When it comes to language learning, vocabulary tends to be one of the most pressing issues, since language learning is a basic necessity for communicating our



thoughts, feelings, and desires. We'll need words or vocabulary in this situation. One of the language components that can influence macro skills is vocabulary.

That vocabulary, according to Richards and Willy (2002), offers a lot of fundamentals for someone learning to speak, listen, read, and write. Learners must use the appropriate learning strategy in order to master vocabulary. A game is one way to learn language skills, including vocabulary, while also engaging students. Students' active participation in the learning process, on the other hand, would improve their memory and help them appreciate the course. Jumbled letters is a method for learning vocabulary and for using as a platform in a language game. Jumbles Letter Games is an activity that involves arranging letters that have previously been scattered into a coherent phrase. It is divided into two terms, namely jumble and text, based on terminology of jumbles letter. Jumble means to mix things up or make an untidy group of things, while letter refers to a written or printed sign that represents a tone (Manser, 1995).

Based on the researcher's pre observation with the teacher in SMPN 2 ALLA, the majority of students are uninterested in learning English. When the teacher gave the answer, the students did not want to listen to them, according to the teacher. During class, the students also chat a lot with their peers. They normally discuss something unrelated to the lesson when the teachers ask the students to clarify what the teachers have said and they are unable to do so. Students who find their classes boring did not learn properly,

even though they had an inherent ability to learn a language. In reality, children learn best when they are involved in stimulating activities, and games are an excellent tool for teaching them a foreign language. As a result, Jumbles Letter Games is an excellent way for students to expand their vocabulary. And my opinion, Jumbles Letter Games are a form of language game that can be used to help students learn new words. It emphasizes vocabulary learning in a positive and engaging way for students.

Based on the data which got when do observation in SMPN 2 Alla, there was a statement from the teacher stating that the Jumbles Letter Games Strategy was positive when it was implemented to students and the researcher want to make sure and check whether this Jumbles Letter Games Strategy is really positive when it is implemented to students especially about students' perception focus on nouns. The students are able to learn the vocabulary more easily and even correctly spell the words. To summarize, learning vocabulary through games is a fun and efficient approach that can be used in any classroom. It is proposed that games be used not only for pure amusement, but also for useful practice and analysis of language lessons, resulting in enhanced communicative skill for learners. Therefore, the researcher conducted a study at SMPN 2 ALLA titled *"The Students' Perception in Using Jumbles Letter Games in Learning English Vocabulary"* with this goal in mind.

## B. Problem Statement

Based on the background above, the researcher formulates a research question as follow: How is students' perception in learning English Vocabulary of using Jumbles Letter Games at the Eight Grade of SMPN 2 ALLA?

## C. The Objective of the Research

In accordance with the research question above, the objectives of the research is to find out students' perception in learning English vocabulary of using Jumbles Letter Games Method at the Eight Grade of SMPN 2 ALLA.

## D. Research Significance

The researcher expects this research is useful practically and theoretically for:

1. Theoretically, the benefit of this research can be an additional reference for other writers in their research.
2. Practically, the benefits of this study can be used by teachers to choose the best approach for learning English vocabulary and students' perceptions. Second, the findings of this study will enhance awareness and provide experience for the researcher, allowing him or her to be more effective in future teaching.. Thirdly, the finding of this research can help the students to improve the student's vocabulary.

#### E. Scope of the Research

In collecting the data for this research, the researcher would limited this study focusing on students' perception in learning English vocabulary (noun) using Jumbles Letter Games at SMPN 2 Alla.





## C. Concept of Jumbles Letter Games

### 1. Definition of Game

Several linguists have identified the word "game." In a nutshell, according to Dobson in Gruss (2016), a game is an activity with rules, goals, and a collection of fun. According to Carrier in Tanggak (1991), there are many explanations for using games in language instruction:

- a. A game can be used to switch up the pace of the lesson and keep the students engaged.
- b. The game can be used to break up long formal teaching units and determine students' energy levels before they return to formal learning.
- c. The game may provide secret opportunities to learn unique language points.
- d. A game will inspire students to participate and remove inhibitions for those who are afraid of formal classroom circumstances.
- e. A game may turn the teacher's position from that of a formal instructor to that of a manager or organizer of events in which students enjoy participating. This is thought to be effective in minimizing teacher-student distance conflict.
- f. A game may serve as a testing tool, revealing flaws and the need for corrective action.

Simply put, games aren't just a distraction or a break from routine in the language classroom. They must also contribute to language proficiency in

certain respects, such as encouraging learners to use language during the games.

## 2. Benefit of Using Game in Teaching Vocabulary

According to Wallace in Munawir (2010), vocabulary games have been more commonly used recently for two key reasons: first, vocabulary games will encourage student motivation and create appropriate kinds of positive effective atmosphere in the classroom; Second, even in the artificial confines of the classroom, vocabulary games can arouse a sincere urge to communicate in the target language. Jones defines a game as an activity with rules, an objective, and an element of fun, according to Jumiaty (2003). A game is a form of art. As a result, the students are interested.

They will be able to learn while having fun. It can assist students in communicating effectively and effectively with their peers, and it can assist foreign language teachers in a variety of ways. It can help to enliven the classroom and add variety to language lessons, especially when teaching vocabulary. It can also offer a sense of fulfillment in terms of thought styles. On the one hand, it is suggested that the classroom should be a place of fun as well as teaching, and that using games to reinforce skills and concepts learned can improve student motivation. Effective teachers use games to enhance ability in small and large groups, as well as to measure mastery of skill or material. Games are also useful for teaching and reinforcing social skills, as well as for deepening subject discussion.

### 3. The Importance of Games in Learning Vocabulary

Learning vocabulary through games is important because it motivates students to learn and prevents them from being bored. There are several benefits of using games in the classroom, according to Su (1995):

- a. Games provide a welcome break from the language class's daily routine.
- b. They are energizing and demanding.
- c. Games assist students in making and sustaining a learning effort.
- d. Games allow you to practice your language skills such as speaking, writing, listening, and reading.
- e. They inspire students to connect and engage with one another.
- f. They provide a meaningful context for the use of words.

As a result of the reasons mentioned above, it can be concluded that using games in language learning, including vocabulary learning, is important. Learners may use games to help them learn vocabulary on their own.

### 4. The Role of Games

Games, especially in the realm of education, play an important role.

Games can accomplish this in two ways, according to Byrne (1986):

- a. They may be used to enhance a learner's command of a specific item or set of things in the language, such as sounds, vocabulary, spelling, grammatical structures, or functions. This type of game is all about



precision, and its aim is to reinforce and probably expand what has already been taught.

- b. They may be used to give learners chances to use language rather than only practice it; in other words, they are more concerned with fluency than accuracy.

According to Byrne's roles, games have the ability to shift students' learning behavior in the language classroom from passive to aggressive. In this scenario, the students are compelled to participate by issuing commands or at the very least responding to the queries.

#### 5. Jumbles Letter Games

Jumbled letters is a method for learning vocabulary and for using as a platform in a language game. Jumbles Letter Games is an activity that involves assembling letters that have previously been scattered into a coherent word. Jumbles letter is divided into two words, jumble and letter, according to terminology. Jumble means to mix things up in a jumbled manner or to create an untidy collection of items. And a letter is a written or printed symbol that represents a tone (Manser, 1995). "A Jumble Letter is combining to think together in an untidy way," according to Hornby (2004). Jumble Letter is a writing game and a vocabulary-teaching tool that encourages students to learn and memorize their vocabulary.

Jumbles Letter is a technique used to unlock the difficulty of the lesson, according to Basbas in Hamza (2019). The instructor will prepare pieces of



paper with one letter of the term to be specified on each piece. The class will be split into two classes, with one representative for each word to be identified in each group. The letters will be placed in a jumbled order on the board. The quiz master will read the meaning, and the delegate will jumble the letters to describe the term's meaning. One point will be awarded to the party whose leader finishes organizing the jumbled letters first. The party with the most points will be declared the winner.

#### a. Kinds of Jumbles Letter Games

According to Dasbas in Hamzah (2019), kinds of jumbles letter games into three kinds, they are:

##### 1) Shuffle

To make a new word, you shuffle existing tiles on a single line. For this alternative, the students will not use any of the tiles on the line. The simple scramble or, on the other hand, shuffles the tiles already on a line to make a new title.

For example :



## 2) Add

To make a new term, you must add tiles to a line. A maximum of two tiles can be added by the students. The students must draw one or two new tiles from the tile bag at the end of their turn so that they have a total of five tiles on the tray. For example :



## 3) Shuffle and Add

To make a new term, add tiles to a line and then shuffle those tiles on the line. On any given turn, the students can place a maximum of two tiles from their tray. The students must draw one or two new tiles from the tile bag at the end of their turn so that they have a total of four tiles on their tray.

For example:



## b. Jumbles Letter Games Preparation

According to Uherman in Fudhla (2013), there are several things that a teacher needs to prepare before using Jumbles Letter Games in teaching vocabulary. This preparation will help the teacher to the design and to use the language game smoothly in the classroom. They are:

- 1) The teacher should think about how and when to use the language game that was mentioned earlier.
- 2) The instructor should choose or pick the vocabulary material to be taught to the students, as well as the amount of new vocabulary that

will be offered to them. A instructor, for example, would instruct the first grade in senior high school. One of the vocabulary-related materials is about "Animal". The instructor then chooses the names of the animals to be taught later. The teacher can determine that only ten animal names, such as snake, duck, crocodile, rabbit, turtle, buffalo, horse, roaster, butterfly, and monkey will be given.

- 3) The teacher cuts out 26 pieces of small paper with a scale of 1,5 cm x 1,5 cm, equal to the number of alphabet letters. (In the event that a consonant or vocal alphabet appears more than once in a single word, such as crocodile, the teacher can prepare additional pieces of paper.)
- 4) Teacher writes down a letter of alphabet for each of this small paper



Figure 2.1

- 5) The teacher counts the number of students in the class and then determines if the game should be played individually, in pairs, or in groups. If there are 20 students in a classroom, each of whom operates independently, the teacher can prepare 20 sets of alphabet letter articles ( step 4 ). If a teacher and a student work in pairs, the teacher would need to prepare ten sets of alphabet letter articles. If

the instructor requires the students to work in groups of four, she should plan five sets of alphabet letters, for example. (If time and preparation are restricted, the teacher can instruct students to prepare their own alphabet letter papers after demonstrating how to do so or showing an example of the alphabet letter papers set.)

- 6) After playing the Jumbles Letter Game, the teacher prepares a note to record the students' achievements.

### c. Steps in Playing Jumbles Letter Games

Basbas in Hamzah (2019), divides steps of jumble letter games, they are:

- 1) The teacher uses English to introduce and explain the jumble letter game's procedure, as well as to translate the words into Indonesian.
- 2) The teacher reads the text in English in accordance with the subject and then translates the words into Indonesian.
- 3) The instructor allows each student to choose an envelope from a box of 30 envelopes that have been numbered. Each envelope contains two jumbled letters as well as a hint.
- 4) Students must guess the jumble letter for four minutes according to the hint, write the answers on their paper, and then collect an envelope from the box individually.
- 5) Steps 3 and 4 repeated about four times. But in step 3. The teacher avoids the students in taking the same envelope with watching the withdrawal.



- 6) The students' collect their answers paper to the teacher.
- 7) Teacher discusses the 60 jumble letter; he writes the correct forms at the foolscap paper and asks the students to answer it one by one or together.

For example:

Arrange the word into the right term

Table 2.1. Example Jumbles Letter Games

• FRUIT: L-A-P-E-P	• ANIMAL; B-R-D-I
Clue: Red colour	Clue: Can fly
Answer: APPLE	Answer: BIRD

#### d. The Advantages of Using Jumbles Letter Game

Jumbles Letter Game has some benefits, according to Dorry in Hamza (2019). The first is that it is anticipated that using Jumbles Letter Game in the classroom can improve students' vocabulary, writing, and spelling. Second, students would not get bored during teaching and learning activities if they use Jumbles Letter Game. Third, students can learn the target language unintentionally by playing Jumbles Letter Games. The fourth, Jumbles Letter Games, will help students increase their self-confidence, be more imaginative, and reduce anxiety associated with language acquisition.

#### e. The Jumbles Letter Games for Teaching Vocabulary

According to Khan (1992), the teacher will present letters of a word in a jumbled form (letter jumbles), and the students will be asked to select an alternative that can form a word. The letters in the word's spelling are

numbered, and different combinations of the numbers are given as alternatives. Using Jumbles Letter Game, there are several steps to teaching vocabulary. The first is that each student is given a set of letter cards, each of which contains one letter from the target words. The second is that students are given letter cards in a random order and must organize them in the correct term.

#### **D. Concept of Perception**

Perception has a variety of senses, according to experts, among others:

According to Michael in Lele (2019) perception is a feeling and thought process directed at a thing. It means that everyone is capable of expressing what is on their mind. Furthermore, the concept of perception can be found in Robbins (1997), who states that perception is the mechanism by which individuals organize and interpret their sensory experiences in order to give them meaning. It refers to the process by which people organize and interpret their sensory experiences in order to give their surroundings significance. As a result, perception can be described as a person's perception of or attitude toward a specific entity. It is the method by which people organize and perceive their sensory experiences in order to attach importance to their surroundings. As a consequence, perception can be described as a person's attitude toward or perception of a specific object.

On the other side, according to Oxford Dictionary (2007), perception is defined as the way you notice things, especially with the sense. Perception is concerned with the human senses of sight (eyes), hearing (ears), touch (other

parts of the body), smell (nose), and taste, which produce signals from the environment (tongue). Perception and human sense are also concerned with the organization of acquired data or knowledge. To put it another way, human senses and responses are instinctive. Instinctive responses based on processed knowledge include the intensity at which a person bats his or her eye lids when seeing an object moving quickly in the direction of the eyes, as well as people's reactions to sound and sharp objects that strike the skin.

Furthermore, Angell in Lele (2019) states that perception is the consciousness of particular material things present to sense. As a result, perception can be characterized as the process of receiving stimuli through the senses, which is followed by the individual's ability to assess, perceive, and appreciate what is perceived, as well as how a person sees, views, or defines something. In addition, Wang (2007:1-2) says that perception is a collection of internal sensational cognitive processes in the brain's subconscious cognitive function layer that senses, relates, interprets, and searches internal cognitive knowledge in the mind, according to this definition. Perception is the recognition and understanding of sensory input by people. The way people respond to knowledge is also part of perception. People should think of perception as a mechanism in which they take in sensory input from their surroundings and use it to communicate with them.

Robbins, on the other hand, not only defines perception but also describes certain metrics of perception in order to understand how the process of



collecting knowledge through human perception works. Those indicators divided into two indicators as follows:

1. Acceptance

Acceptance or reabsorption is a physiology stage measure of perception; it refers to the role of the five senses in grasping external stimuli. This means that information sent from one person to another will be absorbed or accepted by the five senses, which include sight, hearing, touch, smell, and taste.

2. Understanding

It means as the result of analysis which is subjective, or different for each individuals.

3. Evaluation

External stimuli that has been grasped by the senses and then analyzed by individuals is referred to as evaluation. This assessment is highly subjective. Each person's interpretation of the world will be different. A stimulus may be difficult and boring to one person, whereas the same stimulus may be nice and enjoyable to another.

Table 2.2 : Level of Perception

Level of Perception	Score
Positive	60-100
Neutral	20-60
Negative	0-20

(Sugiyono, 2017)



### E. Conceptual Framework

In this conceptual framework below, the researcher take a study about "The Students' Perception in Using Jumbles Letter Games in Learning English Vocabulary.

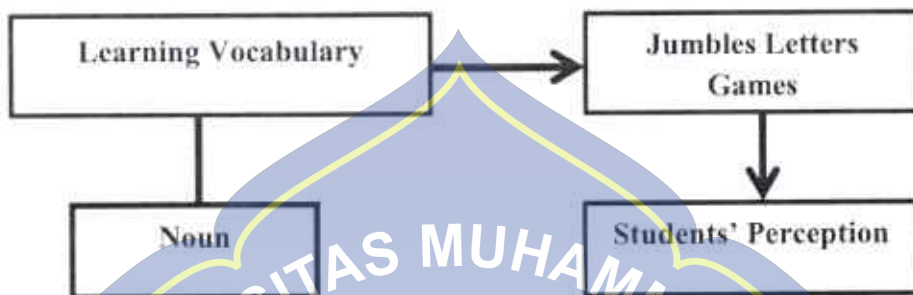


Figure 2.2 : Conceptual framework

Based on the conceptual above, it shows that the problem of this research is students get difficulties to understand in Vocabulary. Based on the problem, the teacher use Jumbles Letters Games as a strategy in Learning English Vocabulary. Jumbles Letters Games is kind of cooperative learning to help students in Vocabulary (Noun).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher used Descriptive Quantitative Research. It aimed to finding out the students' perception on the use Jumbles Letter Games in learning English vocabulary. This research employs the Descriptive Quantitative Method, which is a form of case study. According to Gay, et al. (2009), quantitative research uses numerical data to classify, justify, forecast, and monitor variables and phenomena of interest. According to Sugiyono (2015:13), Quantitative Research Method can be interpreted as a research method that is based on the philosophy of positivism, used to examine the population or a particular sample. The design variables of the research is given in the following figure.



Figure 3.1 : Design Variable

#### B. Subject of the Research

The subjects of this research were the Eight Grade, Class VIII B consist of 20 students of SMPN 2 ALLA. To determine the subject in this research, the researcher applied Purposive Sampling because in the Eight Grade consist of 5 classes that VIII a, VIII b, VIII c, VIII d and VIII e but only 3 classes that they have learned Jumbles Letter Games and the researcher choose class VIII B

because the students in the class VIII B more excellent and understand about Jumbles Letter Games and easier to get data.

### C. Research Instruments

Instrument was defined as a tool that used to obtain the research data. In this study to collect data the researcher used close-ended questionnaires. A questionnaire was a research tool that consists of a set of questions and other prompts for respondents to provide information. The aimed of the survey to obtain information about students' perceptions of the use of jumbled letter games in learning English vocabulary. Close format or closed-ended questions enable respondents to select from a restricted range of multiple choice choices. Questions are ideal for calculating statistical data and percentages, as the answers set was known. Closed-ended questions classify into 5 types and the researcher choose Likert question which can help the researcher to as certain how strongly the respondents agree to a particular statement.

The answer for every item of instrument that use Likert scale has gradation from Strongly Agree, Agree, Undecided, Disagree, And Strongly Disagree (Sugiyono, 2017: 136). In this study the instrument, respondents were asking to choose their retort to signify one of the numbers from 1 to 5 base explanation for the numbers, that were:

Table 3.1: Scale Likert

NO	Scale	Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

Sugiyono, 2017

Meanwhile, for negative statement, respondents was given opposite score. In this study, Questionnaires is using with the purpose of collect quantitative data, to make it was enable to statistical analysis. Private speech questionnaire was to identify students' opinion about the using jumbles letter games in Teaching English Vocabulary the Eight grade of SMPN 2 ALLA.

#### **D. Procedure of Data Collecting**

For data collection, the researcher used the questionnaire as instruments. The researcher gave questionnaires for the sample that consist of 15-30 close ended questions, the researcher gave 30 minutes for the students to answer the question. In gathering the data, the researcher use the following procedures:

- a) The researcher gave questionnaires to the sample of the research.
- b) The researcher collect the questionnaires.
- c) The researcher analyze the data.
- d) The researcher classify the answers based on the questions.



E. Data Analysis

Likert as cited in Gay (1981:126) states that every response is associated with a point value and an individual that has score is determined by summing the point value for each statement. The following points value might be assigned to response to positive statement 5 strongly agree, 4 agree, 3 for undecided, 2 for disagree, 1 for strongly disagree. To get the main score of the students, the researcher used the following formula.

- a. Calculating the Total Score of Each Respondent from Questionnaire.

Table 3.2: Likert Scale and Scoring

Items	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

(Sugiyono, 2017:136)

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

b. Category Table of Perception

Score of level perception students classify in 3 levels. Firstly, if the students get score 60-100 it is categorize in positive level. Secondly, if the students get score 20-60 it is categorize neutral level. Thirdly, if the students get score 0-20 it is categorize in negative level.

The results' questionnaires will be analyzed by using the following Percentage System :

$$\bar{x} = \frac{\sum x}{n}$$

Which

$\bar{x}$ : The mean of the score.

$\sum x$ : Total score

$n$ : Total sample.

If questionnaire consist of 20 items, the score is classify as follow:

$20 \times 5 = 100$  maximum score

$20 \times 3 = 60$  neutral

$20 \times 1 = 20$  undecided score / low score

Table 3.3: Level of Perception

Level of Perception	Score
Positive	60-100
Neutral	20-60
Negative	0-20

(Sugiyono, 2017)



## CHAPTER IV

### FINDINGS AND DISSCUSSION

#### A. Findings

There were a total of 20 questions on the questionnaire. The students were given a questionnaire to fill out. The researcher analyzed the data to obtain a percentage and then presented the information in the form of a table. The report on the students' perceptions of each item is the starting point for the analysis.

Students' Perception in Using of Jumbles Letter Games in the Learning of English Vocabulary.

The following statements elicited responses from students.

**Table 4.1**  
**Statement 1**

*I love when we were taught about animals' name by playing cards.*

No	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	8	40
2.	Agree	11	55
3.	Undecided	-	-
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that, 8 (40%) of students chose strongly agree (SA), 11 (55%) chose agree (A), none chose undecided (U), 1 (5%) chose disagree (D), and none chose severely disagree (SD) (SD). It



signifies that the majority of students say that they were pleased when they were taught animal names using playing cards.

Table 4.2

Statement 2

*I love when the cards were scrambled and we should find out the letter.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	14	70
2.	Agree	5	25
3.	Undecided	-	-
4.	Disagree	-	5
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that 14 (70) out of student choose strongly agree (SA), 5 (25%) choose agree (A), none choose undecided (U), 1 (5%) choose disagree (D) and none choose strongly disagree (SD). It means that the students strongly agree that they love when the cards were scrambled and they should find out the letter.

Table 4.3

Statement 3

*I was easier to remember the name of animals with card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	10	50
2.	Agree	9	45
3.	Undecided	-	-
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that 10 (50%) out of student choose strongly agree (SA), 9 (45%) choose agree (A), none choose undecided

(U), 1 (5%) choose disagree (D) and none choose strongly disagree (SD). It means that some student strongly agree that they easier to remember the name of animals with card games.

Table 4.4  
Statement 4

*I was easier to guess the name of animals in the card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	12	60
2.	Agree	7	35
3.	Undecided	-	-
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that 12 (60%) out of student choose strongly agree (SA), 7 (35%) choose agree (A), none choose undecided (U), 1 (5%) choose disagree (D) and none choose strongly disagree (SD). It means that almost all of the students strongly agree that they easier to guess the name of animals card games.

Table 4.5  
Statement 5

*I love when I can arrange animals' name quickly in a card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	7	35
2.	Agree	10	50
3.	Undecided	3	15
4.	Disagree	-	-
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that 7 (35%) out of student choose strongly agree (SA), 10 (50%) choose agree (A), 3 (15%) choose undecided (U), none choose disagree (D) and none choose strongly disagree (SD). It means that most of the students agree that they love when they can arrange animals' name quickly in a card games.

**Table 4.6**  
**Statement 6**

*I very enthusiastic learn by card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	12	60
2.	Agree	6	30
3.	Undecided	2	10
4.	Disagree	-	-
5.	Strongly Disagree	-	-
<b>Total</b>		<b>20</b>	<b>100</b>

The table above shows that 12 (60%) out of student choose strongly agree (SA), 6 (30%) choose agree (A), 2 (10%) choose undecided (U), none choose disagree (D) and strongly disagree (SD). It means that almost all of the students strongly agree that they very enthusiastic learn by card games.

**Table 4.7**  
**Statement 7**

*I am not sleepy when I arrange cards by animals' name.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	7	35
2.	Agree	11	55
3.	Undecided	1	5
4.	Disagree	1	5
5.	Strongly Disagree	-	-
<b>Total</b>		<b>20</b>	<b>100</b>

The table above shows that 7 (35%) out of student choose strongly agree (SA), 11 (55%) choose agree (A), 1 (5%) choose undecided (U), 1 (5%) choose disagree (D) and none choose strongly disagree (SD). It means that most of the students agree that they not sleepy when they arrange cards by animals' name.

Table 4.8

Statement 8

*I like when I can arrange animals' name quickly in a card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	6	30
2.	Agree	11	55
3.	Undecided	2	10
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that 6 (30%) out of student choose strongly agree (SA), 11 (55%) choose agree (A), 2 (10%) choose undecided (U), 1 (5%) choose disagree (D) and none choose strongly disagree (SD). It means that most of the students agree that they like when they can arrange animals' name quickly in a card games.

Table 4.9

Statement 9

*I am not bored of learning animals' name with shuffled cards.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	10	50
2.	Agree	9	45
3.	Undecided	-	-



4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table shows that 10 (50%) out of student choose strongly agree (SA), 9 (45%) choose agree (A), none choose undecided (U), 1 (5%) choose disagree (D) and none strongly disagree (SD). Some students strongly agree that they not bored of learning animals' name with shuffled cards.

Table 4.10  
Statement 10  
*My vocabulary increased after learning by arranging shuffled cards.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	11	55
2.	Agree	8	40
3.	Undecided	-	-
4.	Disagree	1	5
5.	Strongly Disagree	-	-
Total		20	100

The table above shows that 11 (55%) out of student choose strongly agree (SA), 8 (40%) choose agree (A), none choose undecided (U), 1 (5%) choose disagree (D) and none choose strongly disagree (SD). It means that most of the students strongly agree that their vocabulary increased after learning by arranging shuffled cards.

Table 4.11  
Statement 11  
*I was not interested when learning animals' name with card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	1	5

3.	Undecided	1	5
4.	Disagree	12	60
5.	Strongly Disagree	6	30
<b>Total</b>		<b>20</b>	<b>100</b>

The table above shows that none student choose strongly agree (SA), 1 (5%) choose agree (A), 1 (5%) choose undecided (U), 12 (60%) choose disagree (D) and 6 (30%) choose strongly disagree (SD). It means that most of the students disagree that they not interested when learning animals' name with card games.

Table 4.12

Statement 12

*I am lazy to learn the card is scrambled and we are asked to find the letter.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	5
2.	Agree	1	5
3.	Undecided	2	10
4.	Disagree	8	40
5.	Strongly Disagree	8	40
<b>Total</b>		<b>20</b>	<b>100</b>

The table above shows that 1 (5%) out of student choose strongly agree (SA), 1 (5%) choose agree (A), 2 (10%) choose undecided (U), 8 (40%) choose disagree (D) and 8 (40%) choose strongly disagree (SD). It means that some students disagree that they lazy to learn the card is scrambled and they are asked to find the letter.

Table 4.13

Statement 13

*Card games makes it difficult for me to remember the animals' name.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-

2.	Agree	1	5
3.	Undecided	2	10
4.	Disagree	10	50
5.	Strongly Disagree	7	35
Total		20	100

The table above shows that none student choose strongly agree (SA), 1 (5%) choose agree (A), 2 (10%) choose undecided (U), 10 (50%) choose disagree (D) and 7 (35%) choose strongly disagree (SD). It means that some of the students disagree that they difficult to remember animals' name with card games.

Table 4.14

## Statement 14

*Card games make me difficult to guess the animals' names.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	1	5
2.	Agree	-	-
3.	Undecided	4	20
4.	Disagree	10	50
5.	Strongly Disagree	5	25
Total		20	100

The table above shows that 1 (5%) out of student choose strongly agree (SA), none students choose agree (A), 4 (20%) choose undecided (U), 10 (50%) choose disagree (D) and 5 (25%) choose strongly disagree (SD). It means that most the students disagree that they difficult to guess the animals' name with card games.

Table 4.15

## Statement 15

*Arranging animals' name on a card games quickly make me feel normal.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-

2.	Agree	3	15
3.	Undecided	3	15
4.	Disagree	7	35
5.	Strongly Disagree	7	35
Total		20	100

The table above show that none of student choose strongly agree (SA), 3 (15%) choose agree (A), 3 (15%) choose undecided (U), 7 (35%) choose disagree (D) and 7 (35%) choose strongly disagree (SD). It means that some students disagree that they feel normal if they arranging animals' name on a card games.

Table 4.16  
Statement 16  
*Card games make me discouraged in learning.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	1	5
3.	Undecided	4	20
4.	Disagree	8	40
5.	Strongly Disagree	7	35
Total		20	100

The table above shows that none of students choose strongly agree (SA), 1 (5%) choose agree (A), 4 (20%) choose undecided (U), 8 (40%) choose disagree (D) and 7 (35%) choose strongly disagree (SD). It means that some students disagree that card games make their discouraged in learning.



Table 4.17

Statement 17

*Composing animals' name with card games me sleepy.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	2	10
3.	Undecided	4	20
4.	Disagree	4	20
5.	Strongly Disagree	10	50
Total		20	100

The table above shows that none of students choose strongly agree (SA), 2 (10%) choose agree (A), 4 (20%) choose undecided (U), 4 (20%) choose disagree (D) and 10 (50%) choose strongly disagree (SD). It means that almost the students strongly disagree that composing animals' name with card games makes their sleepy.

Table 4.18

Statement 18

*I was not interesting when I found animals' name in card games.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	1	5
3.	Undecided	4	20
4.	Disagree	11	55
5.	Strongly Disagree	4	20
Total		20	100

The table above shows that none of students choose strongly agree (SA), 1 (5%) choose agree (A), 4 (20%) choose undecided (U), 11 (55%) choose disagree (D) and 4 (20%) choose strongly disagree (SD). It means that almost the students disagree that they not interesting when their found animals' name in card games.

Table 4.19

Statement 19

*Learning animals' name with card games make me bored.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	1	5
3.	Undecided	3	15
4.	Disagree	8	40
5.	Strongly Disagree	8	40
Total		20	100

The table above shows that none of student choose strongly agree (SA), 1 (5%) choose agree (A), 3 (15%) choose undecided (U), 8 (40%) choose disagree (D) and 8 (40%) choose strongly disagree (SD). It means that some students disagree that learning animals' name with card games make their bored.

Table 4.20

Statement 20

*My vocabulary was not increased after learning by arranging shuffled cards.*

No.	Opinion	Frequency	Percentage (%)
1.	Strongly Agree	-	-
2.	Agree	1	5
3.	Undecided	3	15
4.	Disagree	8	40
5.	Strongly Disagree	8	40
Total		20	100

The table above shows that none of students choose strongly agree (SA), 1 (5%) choose agree (A), 3 (15%) choose undecided (U), 8 (40%) choose disagree (D) and 8 (40%) choose strongly disagree (SD). It means that some students disagree that learning animals' name with card games make their bored.



Figure 4.1 : Mean Score

Based on the chart above we can calculate the mean score of the research are:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1228}{20}$$

$$\bar{X} = 61.4$$

If questionnaire consisted of 20 items, the score was classified as follow:

$$20 \times 5 = 100 \text{ maximum score}$$

$$20 \times 3 = 60 \text{ neutral}$$

$$20 \times 1 = 20 \text{ undecided score/ low score}$$

Table 4. 21

## Category of the Students' perception in Using Jumbles Letter Games

Score Classification	Percentage	Frequency	Category
60-100	61,4	20	Positive
	<b>100%</b>	<b>20</b>	<b>Positive Perception</b>

The table above shows that 20 students (100%) think that using Jumbles Letter Games to learn English vocabulary is positive. Based on the data analysis of the questionnaire, it was discovered that the mean score of the Students' Perceptions in using Jumbles Letter Games in Learning English Vocabulary is 61,4, indicating that the students have a positive perception in using Jumbles Letter Games in Learning English Vocabulary. If the mean score is more than neutral (60), the categorized are positive, according to the Likert scale.

#### B. Discussion

The current research was conducted on Eight grade students at SMPN 2 Alla, with a sample size of 20 students from the VIII B class. The objective of this research was to find out how student perception in using Jumbles Letter Games in Learning English Vocabulary. The research reveals that nouns help students learn vocabulary, as seen by the fact that 70% of students chose Strongly Agree and 25% chose Agree. The data from the questionnaire item 2 : I love when the cards were scrambled and we should find out the letter, and item 3 : I was easier to remember the names of animals in card



games” shows that 10 (50%) students chose strongly agree and 9 (45%) students chose agree. According to Dorry in Hamzah (2019), practicing the Jumbles Letter Game in the classroom can help students improve their vocabulary, writing, and spelling. Based on this information, it can be stated that Jumbles Letter Games are extremely beneficial to students vocabulary development. Students remember new words easily because the learning process is interesting, so they are not bored, and at “item 6 : I very enthusiastic learn by card games,” 12 (60%) students chose strongly agree and 6 (30%) students chose agree, indicating that the students like and enjoy it when the teacher use Jumbles Letter Games in Learning English Vocabulary.

The mean score of the students' perception in Using Jumbles Letter Games in Learning English Vocabulary is 61,4 based on the data analysis of the questionnaire, indicating that the students had a positive perceptions in Using Jumbles Letter Games in Learning English Vocabulary. The majority of students found that Jumbles Letter Games Strategy gave a positive response in learning English Vocabulary as a result of the findings, because all of the students agree that the Jumbles Letter Games Strategy implemented by the teacher in learning English Vocabulary is very well received by the students, because it can assist students in the process of learning vocabulary. Fudhla (2013), the benefit of playing jumbles letter games in teaching and learning is that it allows students to memorize new vocabulary and correct spelling in a pleasant and interesting method. Learning vocabulary through

games is a fun and productive method that may be used in the classroom. According to Agoestyowaty in Sihombing, (2019), employing games in the classroom not only changes the dynamic of the classroom, but it also rejuvenates kids and helps the brain learn more effectively.

This research is backed up by Sihombing, (2019) who stated in the research results that students are more effective when they use the Jumbles Letter Games method, and Idham, (2011) who stated in his research that using Jumbles Letter Games can boost students' vocabulary. It may be determined that Jumbles Letter Games were beneficial in improving second-grade students' vocabulary. This study offers a positive perception in using Jumbles Letter Games in Learning English Vocabulary based on the results of prior research.

In general, using the Jumbles Letter Games Strategy to acquire vocabulary in class provided several benefits to students. The vocabulary games can help to enliven the classroom and offer diversity to language lessons, especially when teaching vocabulary, by encouraging students motivation and creating appropriate types of positive effective atmosphere in the classroom. This is evidenced by the average score of 61,4 on the questionnaire, indicating that Jumbles Letter Games Strategy has a significant impact on students' learning of English Vocabulary. According to the results of a poll, the majority of students favored the Jumbles Letter Games Strategy. As a result, the researcher can conclude that second-graders at SMP Negeri 2

Alla had a positive perception toward using Jumbles Letter Games in learn English vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher concluded that the Eight Grade Students of SMPN 2 Alla had a positive perception of the English teacher's Jumbles Letter Games Strategy based on the data and discussion in the previous chapter. Students love when the cards were scrambled and they should find out the letter, students easier to remember the name of animals with card games, students easier to guess the name of animals in the card games, students very enthusiastic learn by card games, students not bored of learning animals' name with shuffled cards and students vocabulary increased after learning by arranging shuffled cards. The average students questionnaire score was 61.4%, indicating that the majority of students agreed with the use of Jumbles Letter Games Strategy in Learning English Vocabulary in terms of nouns. It means that when the teacher uses the Jumbles Letter Games Strategy in English Vocabulary Learning, the students like and enjoy it.

#### B. Suggestion

The researcher made the following recommendations based on the above conclusion:

1. For English teachers at SMPN 2 Alla Eight Grade Class VIII B, recommends using this technique to teach students about vocabulary because students enjoy and are enthusiastic in studying English vocabulary.



2. Use this research as an additional reference in the same field for future researchers.



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Appendices 1 : Questionnaire

Name :

NIS :

Class :

Silahkan beri tanda (√) pada pernyataan-pernyataan yang sesuai dengan kondisi anda.

Keterangan:

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Undecided (Bimbang)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

No	Question	Answer				
		5	4	3	2	1
		SA	A	U	D	SD
1.	I love when we were taught about animals' name by playing cards. (Saya senang ketika diajar tentang nama-nama binatang dengan permainan kartu).					
2.	I love when the cards were scrambled and we should find out the letter. (Saya suka sekali ketika kartu-kartu tersebut diacak dan kita diminta untuk menemukan huruf tersebut).					
3.	I was easier to remember the name of animals with card games. (Saya mudah mengingat nama-nama binatang dengan permainan kartu).					

4.	I was easier to guess the name of animals in the card games. (Saya mudah menebak nama-nama binatang pada permainan kartu).								
5.	I love when I can arrange animals' name quickly in a card games.  (Saya senang ketika saya bisa menyusun nama-nama binatang dengan cepat pada permainan kartu).								
6.	I very enthusiastic learn by card games.  (Saya lebih semangat belajar dengan permainan kartu).								
7.	I am not sleepy when I arrange cards by animals' name.  (Saya tidak mengantuk ketika saya menyusun kartu tentang nama-nama binatang).								
8.	I like when I can arrange animals' name quickly in a card games.  (Saya senang ketika saya bisa menyusun nama-nama binatang dengan cepat pada permainan kartu).								
9.	I am not bored of learning animals' name with shuffled cards.  (Saya tidak bosan belajar nama-nama binatang dengan kartu yang diacak).								
10.	My vocabulary increased after learning by arranging shuffled cards.  (Kosakata saya bertambah setelah belajar dengan cara menyusun kartu-kartu yang diacak).								
11.	I was not interested when learning animals' name with card games.								



	(Saya tidak tertarik ketika belajar nama-nama binatang dengan permainan kartu).					
12.	<p>I am lazy to learn the card is scrambled and we are asked to find the letter.</p> <p>(Saya malas belajar ketika kartu-kartu tersebut diacak dan kita diminta untuk menemukan hurufnya).</p>					
13.	<p>Card games makes it difficult for me to remember the animals' name.</p> <p>(Permainan kartu membuat saya sulit mengingat nama-nam binatang).</p>					
14.	<p>Card games make me difficult to guess the animals' name.</p> <p>(Permainan kartu membuat saya sulit menebak nama-nama binatang).</p>					
15.	<p>Arranging animals' name on a card games quickly make me feel normal.</p> <p>(Menyusun nama-nama binatang pada permainan kartu membuat saya merasa biasa saja).</p>					
16.	<p>Card games make me discouraged in learning.</p> <p>(Permainan kartu membuat saya tidak bersemangat dalam belajar).</p>					
17.	<p>Composing animals' name with card games makes me sleepy.</p> <p>(Menyusun nama-nama binatang dengan permainan kartu membuat saya mengantuk).</p>					
18.	<p>I was not interesting when I found animals' name in card games.</p> <p>(Saya merasa tidak tertarik ketika menemukan</p>					

	nama-nama binatang pada permainan kartu).					
19.	Learning animals' name with card games make me bored.  (Belajar nama-nama binatang dengan permainan kartu membuat saya bosan).					
20.	My vocabulary was not increased after learning by arranging shuffled cards.  (Kosakata saya tidak bertambah setelah belajar cara menyusun kartu-kartu yang diacak).					

Adopted from Hamzah (2019)



## Appendices 2 : Students Answer

### Questionnaires

Name: Kecik-Gawa, Eka

NIS: 0085 2 61 340

Class: mat. 6

Silahkan beranda ( ) pada pernyataan-pernyataan yang sesuai dengan kondisi anda

Keterangan

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Undecided (Bimbang)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Question	Answer				
	5	4	3	2	1
	SA	A	U	D	SD
1. I love when we were taught about animals name by playing cards. (Saya senang ketika diajar tentang nama-nama binatang dengan permainan kartu)					✓
2. I love when the cards were scrambled and we should find out the letter. (Saya suka sekali ketika kartu-kartu tersebut					✓

	diacak dan kita diminta untuk menemukan huruf tersebut).								
3	I was easier to remember the name of animals with card games. (Saya mudah mengingat nama-nama binatang dengan permainan kartu).	✓							
4	I was easier to guess the name of animals in the card games. (Saya mudah menebak nama-nama binatang pada permainan kartu).	✓							
5	I love when I can arrange animals' name quickly in a card games. (Saya senang ketika saya bisa menyusun nama-nama binatang dengan cepat pada permainan kartu).	✓							
6	I very enthusiastic learn by card games. (Saya lebih semangat belajar dengan permainan kartu).								
7	I am not sleepy when I arrange cards by animals' name. (Saya tidak mengantuk ketika saya menyusun kartu tentang nama-nama binatang).	✓							
8	I like when I can arrange animals' name quickly in a card games. (Saya senang ketika saya bisa menyusun nama-nama binatang dengan cepat pada permainan kartu).	✓							
9	I am not bored of learning animals' name with shuffled cards. (Saya tidak bosan belajar nama-nama binatang dengan kartu yang diacak).	✓							



10	My vocabulary increased after learning by arranging shuffled cards.	
	(Kosakata saya bertambah setelah belajar dengan cara menyusun kartu-kartu yang diacak)	✓
11	I was not interested when learning animals' name with card games.	
	(Saya tidak tertarik ketika belajar nama-nama binatang dengan permainan kartu)	✓
12	I am lazy to learn the card is scrambled and we are asked to find the letter.	
	(Saya malas belajar karena kartu-kartu tersebut diacak dan kita diminta untuk menemukan hurufnya)	✓
	Card games makes it difficult for me to remember the animals' name.	
	(Permainan kartu membuat saya sulit mengingat nama-nama binatang)	✓
14	Card games make me difficult to guess the animals' name.	
	(Permainan kartu membuat saya sulit menebak nama-nama binatang)	✓
15	Arranging animals' name on a card games quickly make me feel normal.	
	(Menyusun nama-nama binatang pada permainan kartu membuat saya merasa biasa saja)	✓
16	Card games make me discouraged in learning.	
	(Permainan kartu membuat saya tidak bersemangat dalam belajar)	✓



Questionnaires

Name : Ram Prasetyo

NIS :

Class : W 8

Silahkan beri tanda (✓) pada pernyataan-pernyataan yang sesuai dengan kondisi anda:

Keterangan:

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Undecided (Bimbang)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

NO	Question	Answer				
		5	4	3	2	1
		SA	A	U	D	SD
1	I love when we were taught about animals' name by playing cards. (Saya senang ketika diajar tentang nama-nama binatang dengan permainan kartu).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	I love when the cards were scrambled and we should find out the letter. (Saya suka ketika ketika kartu-kartu tersebut diacak dari atas di bawah untuk menemukan huruf tersebut).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	I was easier to remember the name of animals with card games. (Saya mudah mengingat nama-nama binatang dengan permainan kartu).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	I was easy to guess the name of animals in the card games. (Saya mudah menebak nama-nama binatang pada permainan kartu).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>







### Questionnaires

Name : Sinawati

NIS :

Class : VI

Silahkan beri tanda (✓) pada pernyataan-pernyataan yang sesuai dengan kondisi anda.

Keterangan

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

U = Undecided (Tidak Pasti)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

NO	Question	Answer				
		5	4	3	2	1
		SA	A	U	D	SD
1	I love when we were taught about animals' name by playing cards. (Saya senang ketika diajar tentang nama-nama binatang dengan permainan kartu).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I love when the cards were scrambled and we should find out the letter. (Saya suka sekali ketika kartu-kartu tersebut dicak dan kita diminta untuk menemukan huruf tersebut).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I was easier to remember the name of animals with card games. (Saya mudah mengingat nama-nama binatang dengan permainan kartu).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I was easier to guess the name of animals in the card games. (Saya mudah menebak nama-nama binatang pada permainan kartu).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>







### Appendices 3 : The Formula of Analyzing the Data

**Statement 1**

$$SA = \frac{8}{20} \times 100\% = 40\%$$

$$A = \frac{11}{20} \times 100\% = 55\%$$

$$U = -$$

$$D = \frac{1}{20} \times 100\% = 5\%$$

$$SD = -$$

**Statement 2**

$$SA = \frac{14}{70} \times 100\% = 20\%$$

$$A = \frac{5}{20} \times 100\% = 25\%$$

$$U = -$$

$$D = \frac{1}{20} \times 100\% = 5\%$$

$$SD = -$$

**Statement 3**

$$SA = \frac{10}{20} \times 100\% = 50\%$$

$$A = \frac{9}{20} \times 100\% = 45\%$$

$$U = -$$

$$D = \frac{1}{20} \times 100\% = 5\%$$

$$SD = -$$

**Statement 4**

$$SA = \frac{12}{20} \times 100\% = 60\%$$

$$A = \frac{7}{20} \times 100\% = 35\%$$

$$U = -$$

$$D = \frac{1}{20} \times 100\% = 5\%$$

$$SD = -$$

**Statement 5**

$$SA = \frac{7}{20} \times 100\% = 35\%$$

$$A = \frac{10}{20} \times 100\% = 50\%$$

$$U = \frac{3}{20} \times 100\% = 15\%$$

$$D = -$$

$$SD = -$$

**Statement 6**

$$SA = \frac{12}{20} \times 100\% = 60\%$$

$$A = \frac{8}{20} \times 100\% = 40\%$$

$$U = \frac{2}{20} \times 100\% = 10\%$$

$$D = -$$

$$SD = -$$

Statement 7

$$\begin{aligned}
 SA &= \frac{3}{20} \times 100\% = 15\% \\
 A &= \frac{11}{20} \times 100\% = 55\% \\
 U &= \frac{1}{20} \times 100\% = 5\% \\
 D &= \frac{1}{20} \times 100\% = 5\% \\
 SD &= -
 \end{aligned}$$

Statement 8

$$\begin{aligned}
 SA &= \frac{6}{20} \times 100\% = 30\% \\
 A &= \frac{11}{20} \times 100\% = 55\% \\
 U &= \frac{3}{20} \times 100\% = 15\% \\
 D &= \frac{1}{20} \times 100\% = 5\% \\
 SD &= -
 \end{aligned}$$

Statement 9

$$\begin{aligned}
 SA &= \frac{10}{20} \times 100\% = 50\% \\
 A &= \frac{9}{20} \times 100\% = 45\% \\
 U &= - \\
 D &= \frac{1}{20} \times 100\% = 5\% \\
 SD &= -
 \end{aligned}$$

Statement 10

$$\begin{aligned}
 SA &= \frac{11}{20} \times 100\% = 55\% \\
 A &= \frac{8}{20} \times 100\% = 40\% \\
 U &= - \\
 D &= \frac{1}{20} \times 100\% = 5\% \\
 SD &= -
 \end{aligned}$$

Statement 11

$$\begin{aligned}
 SA &= - \\
 A &= \frac{1}{20} \times 100\% = 5\% \\
 U &= \frac{1}{20} \times 100\% = 5\% \\
 D &= \frac{10}{20} \times 100\% = 50\% \\
 SD &= \frac{6}{20} \times 100\% = 30\%
 \end{aligned}$$

Statement 12

$$\begin{aligned}
 SA &= \frac{1}{20} \times 100\% = 5\% \\
 A &= \frac{1}{20} \times 100\% = 5\% \\
 U &= \frac{3}{20} \times 100\% = 15\% \\
 D &= \frac{8}{20} \times 100\% = 40\% \\
 SD &= \frac{8}{20} \times 100\% = 40\%
 \end{aligned}$$



## Statement 13

$$SA = -$$

$$A = \frac{1}{20} \times 100\% = 5\%$$

$$U = \frac{2}{20} \times 100\% = 10\%$$

$$D = \frac{10}{20} \times 100\% = 50\%$$

$$SD = \frac{7}{20} \times 100\% = 35\%$$

## Statement 14

$$SA = \frac{1}{20} \times 100\% = 5\%$$

$$A = -$$

$$U = \frac{4}{20} \times 100\% = 20\%$$

$$D = \frac{10}{20} \times 100\% = 50\%$$

$$SD = \frac{5}{20} \times 100\% = 25\%$$

## Statement 15

$$SA = -$$

$$A = \frac{5}{20} \times 100\% = 25\%$$

$$U = \frac{8}{20} \times 100\% = 40\%$$

$$D = \frac{7}{20} \times 100\% = 35\%$$

$$SD = \frac{1}{20} \times 100\% = 5\%$$

## Statement 16

$$SA = -$$

$$A = \frac{1}{20} \times 100\% = 5\%$$

$$U = \frac{4}{20} \times 100\% = 20\%$$

$$D = \frac{8}{20} \times 100\% = 40\%$$

$$SD = \frac{7}{20} \times 100\% = 35\%$$

## Statement 17

$$SA = -$$

$$A = \frac{5}{20} \times 100\% = 25\%$$

$$U = \frac{4}{20} \times 100\% = 20\%$$

$$D = \frac{7}{20} \times 100\% = 35\%$$

$$SD = \frac{10}{20} \times 100\% = 50\%$$

## Statement 18

$$SA = -$$

$$A = \frac{1}{20} \times 100\% = 5\%$$

$$U = \frac{4}{20} \times 100\% = 20\%$$

$$D = \frac{10}{20} \times 100\% = 50\%$$

$$SD = \frac{5}{20} \times 100\% = 25\%$$

## Statement 19

$$SA = -$$

$$A = \frac{1}{20} \times 100\% = 5\%$$

$$U = \frac{3}{20} \times 100\% = 15\%$$

$$D = \frac{8}{20} \times 100\% = 40\%$$

$$SD = \frac{8}{20} \times 100\% = 40\%$$

## Statement 20

$$SA = -$$

$$A = \frac{1}{20} \times 100\% = 5\%$$

$$U = \frac{3}{20} \times 100\% = 15\%$$

$$D = \frac{8}{20} \times 100\% = 40\%$$

$$SD = \frac{8}{20} \times 100\% = 40\%$$

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## Appendices 5 : Certificate of Turnitin



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(DESCRIPTIVE QUANTITATIVE RESEARCH AT THE EIGHT GRADE STUDENTS OF SMPN 2 ALLA)"

From author/researcher

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NBM. 977 807



- : 4219/05/C.4-VII  
: 1 (satu) Rangkap Proposal  
: Permohonan Izin Penelitian

16 Dzulhijjah 1442 H  
26 July 2021 M

Kepada Yth.

Bapak / Ibu Bupati Enrekang

Cq. Ka. Kantor Penanaman Modal & Pelayanan Terpadu Satu  
di –

Enrekang

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 6181/FKIP/A.4-II/VII/1442/2021 tanggal 17 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : MUSDALIPA  
No. Stambuk : 10535-1135516  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"The Students' Perception in Using Jumbles Letter Games in Learning English Vocabulary"

Yang akan dilaksanakan dari tanggal 30 Juli 2021 s/d 30 September 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

  
Ketua LP3M,  
Dr. H. Abubakar Idhan, MP.

NBM 101 7716



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Musdalipa  
NIM : 105351135516  
Judul Penelitian : *The Student's Perception in Using Jumbles Letter in Learning English Vocabulary*

Tanggal Ujian Proposal : 02 juni 2021  
Tempat/Lokasi Penelitian : SMP Negeri 2 Alla

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	02/08/21	Membawa surat penelitian kesekolah dan bertemu guru bahasa Inggris	Mahariah Syarif, S.Pd	
2	03/08/21	Bertemu dengan siswa untuk di bagian instrumen penelitian	Mahariah Syarif, S.Pd	
3	07/08/21	Bertemu Kepala Sekolah	Drs. H. Nasaruddin Taga, M.Pd	
4				
5				
6				
7				
8				
9				
10				

Baroro, 09 Agustus 2021

Mengetahui,

Ketua Jurusan,

Umami Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



Pimpinan/Kepala sekolah,

Drs. H. Nasaruddin Taga, M.Pd

NIP. 196904061993031009





**PEMERINTAH KABUPATEN ENREKANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UNIT PELAKSANA TEKNIS (UPT)  
SMP NEGERI 2 ALLA**



Alamat: Jl. Pendidikan, Baroko Kec. Baroko Kab. Enrekang KP. 91753  
NPSN: 40305799, NSS: 201191650321, Akreditasi: A, E-mail: [allanegeri02@gmail.com](mailto:allanegeri02@gmail.com)  
HP 08124104196

**SURAT KETERANGAN MELAKSANAKAN PENELITIAN**

Nomor: 070/051/SMPN 2 Alla/VIII/2021

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Alla, menerangkan:

Nama	MUHAMMADIYAH
NPM	105351133516
Tempat/Tanggal Lahir	Beljen, 06 Mei 1997
Jenis Kelamin	Percempuan
Instansi/Pekerjaan	Mahasiswa
Alamat	Desaun Serang Bulu, Kel. Kuloi Kec. Alla

Telah melaksanakan penelitian di SMP Negeri 2 Alla Kabupaten Enrekang dari tanggal 30 Juli s.d 08 Agustus 2021, dengan judul skripsi: **"THE STUDENTS' PERCEPTION IN USING JUMBLES LETTER GAMES IN LEARNING ENGLISH VOCABULARY"**

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Beljen, 9 Agustus 2021

Kepala UPT SMP Negeri 2 Alla,

**DR. NASARUDDIN TAGA, M.Pd**  
NIP.19690406.199303.1.009





MAJELIS DIKILITBANG PP MUHAMMADIYAH  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LETTER OF ACCEPTANCE**  
0344/BG-FKIP/LOA/B/XI/1443/2021

Dear MUSDALIPA

It is our pleasure to inform you that, after reviewing your paper  
**THE STUDENTS' PERCEPTION IN USING JUMBLES LETTER GAMES IN  
LEARNING ENGLISH VOCABULARY**

The manuscript ID: 517

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The author has submitted the manuscript through the open journal system (OJS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript according to the limitation or description of the journal LoCT has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript has followed the existing templates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The article processing charge (APC) has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>

has been ACCEPTED to publish with **English Language Teaching Methodology**,  
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

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[elms@bg.umuhm.ac.id](mailto:elms@bg.umuhm.ac.id)

Makassar, 25 November 2021 M  
20 Rabiul Akhir 1443 H

Head of English Education Department  
Faculty of Teacher Training and Education

  
**Dr. Ummi Khaerati Svam, S.Pd., M.Pd.**  
NBM 977 807



Terakreditasi Institut

BBB-PT

## Appendices 6 : Documentation

### Research,s Location



## CURRICULUM VITAE



**Musdalipa** was born on May 06, 1997 in Belajen, Enrekang South Sulawesi. She was the third child from the marriage of Mansyur and Sarlina. She has tree sister and two brother. She began her study at SDN 132 Malele and graduated in 2009. Then, she continued her education at SMPN 3 Alla and graduated in 2012. Afterwards, she continued her study at SMAN 1 Alla and graduated in 2015. In year 2016, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *The Students' Perception in Using Jumbles Letter Games in Learning English Vocabulary (Descriptive Quantitative Research at the Eight Grade Students of SMPN 2 Alla)*.