Improving the Ability of Mastering Indonesian Vocabulary through Unjumble Media in Writing Learning for Grade 2 Students

* **Putu Tania Rizki Adistiani, Anak Agung Putu Putra, Made Sri Satyawati**

Linguistics Study Program, Masters Program, Faculty of Cultural Sciences, Udayana University, Jl. Kampus Bukit UNUD Jimbaran, Badung, Indonesia

*Corresponding Author e-mail: taniariski20@gmail.com

Abstract

Vocabulary mastery is key in developing good and correct writing skills. However, based on field observations, elementary school students in Bengkel Village, Buleleng, tend to be more accustomed to using their mother tongue, namely Balinese, both in everyday life and in the learning environment. This condition hampers their ability to write Indonesian effectively. The study aims to analyze and determine the increase in the ability to master Indonesian vocabulary through Unjumble media in writing learning for grade 2 students of SDN 3 Bengkel. The research method uses the One-Group Pre-Test and Post-Test Design. The research sample was 20 grade 2 students of SDN 3 Bengkel . The feasibility of the media was carried out through teacher and student response questionnaires to the media. Data analysis using quantitative analysis N-Gain calculation and qualitative analysis. The results of the study stated that pre-test and post-test results of students with an average pre-test score of 58.54 and increased in the post-test to 89.26. The percentage of student learning completion also increased in the pre-test stage with a percentage of 25% increasing to 100% in the post-test stage. The percentage of student activity increased from 40% in the pre-test stage to 95% in the post-test stage. The increase in activity occurred after the Unjumble learning media was applied. The calculation results using the N-Gain formula showed a value of 0.74 or a High category. The results of the media validity based on the teacher response questionnaire obtained a percentage of 95% with a Very Appropriate category. The results of the questionnaire showed that the overall percentage of student questionnaire answers obtained a result of 85% or fell into the Very Appropriate and Very Practical categories.

Keywords: vocabulary mastery, unjumble media, writing

INTRODUCTION

Education is a deliberate and systematic effort aimed at equipping learners to effectively confront the challenges of an ever-changing world. In the context This is contextual learning becomes very important, because capable to hook material with life real, good from aspect environment personal, social, and culture participant educate (Rahman, 2022). Education also holds role big in progress a country. In order to be able to compete in the era of globalization, it is necessary source Power quality and adaptive human resources to development of the times (Putri et al., 2022). The

national education standards serve as a reference in the development of curriculum, teaching personnel, and the learning process. Therefore, teachers are required to be more creative, particularly in utilizing instructional media as a means of delivering material so that learning objectives can be achieved optimally.

As the national language, Indonesian plays a vital role in the lives of the Indonesian people, whether in the context of learning, collaborating, or social interaction. Language functions as a tool for communication to convey thoughts, ideas, concepts, and emotions. The teaching of the Indonesian language is essentially the teaching of language skills, which include listening, speaking, reading, and writing. Among these four skills, reading and writing serve as fundamental foundations in the process of acquiring knowledge (Rahman, 2022).

The implementation of Indonesian language instruction at the elementary school level is crucial, as at this stage, students are in the process of recognizing letters, letter sounds, forming words, and constructing sentences. Vocabulary mastery is key to developing proper writing skills (Shanti, et al., 2025). However, based on field observations, elementary school students in Bengkel Village, Buleleng, tend to be more accustomed to using their mother tongue, Balinese, both in daily life and in the learning environment. This condition hinders their ability to write effectively in Indonesian. It not only affects their academic performance in Indonesian language subjects but also impacts their social skills and adaptability beyond the local context.

For answer challenge this, is required approach innovative, interesting and aligned learning with development technology. One of the the solution used is a learning medium *Unjumble* is available on the *Wordwall platform*. *Unjumble* is a media based on technique *Word Scramble*, namely technique jumbled words become complete and meaningful sentences. Advantages main media lies in its ability For practice student compile sentence in a way logical and contextual through a fun and interactive approach. Reasons for choosing *Unjumble* as the main media in study This is because of this media own simple structure but very effective For practice syntax sentences in children age school basic, different from Wordwall media others who tend to only nature quiz or Unjumble focus straight to the thinking process syntactic child in compile Indonesian sentences, which are in line with need strengthening ability write students in areas that are still strong use Language the area.

Of the many Lots types of media available on Wordwall, *Unjumble* chosen Because own a number of superiority term length. First, this media can increase skills think logical student through compilation correct sentence grammatically. Second, *Unjumble* can used in a way flexible and repetitive by the teacher to various theme lessons, even can modified in accordance need context local students. Third, this media also facilitates strengthening ability of students digital literacy since early, which is one of the skills important 21st century. No less important, *Unjumble* designed with system gamification so that more easy accepted by students, making the learning process No boring and more participatory (Sari, et al., 2024). Research conducted by Sari et al. (2024) indicates that the use of Unjumble as a learning medium can enhance children's language abilities. Similarly, Bachtiar (2023) demonstrated that Wordwall media significantly improves early reading skills in young learners.

The integration of technology through the *Wordwall* platform, with *Unjumble* as the primary instructional strategy, offers a promising approach to enhancing

Indonesian language learning in a more engaging and meaningful manner. This approach simultaneously addresses the prevalent use of regional languages within students' social and learning environments. Accordingly, this study holds significant relevance and urgency, as it seeks to bridge linguistic gaps while supporting the national educational agenda of cultivating a generation proficient in the accurate and appropriate use of the Indonesian language.

METHOD

This study employs a mixed-methods approach, combining both qualitative and quantitative methods. Qualitative techniques were used to analyze the researcher's observations regarding the vocabulary mastery of Indonesian language among students at SDN 3 Bengkel. Meanwhile, quantitative techniques were employed to obtain students' scores and to conduct numerical analysis of their learning outcomes. The qualitative data served as the main foundation of the study, consisting of descriptive information obtained from data sources. Meanwhile, quantitative data were used to support and reinforce the findings derived from the qualitative analysis. These data included numerical values or scores from pre-tests and post-tests, which indicated improvements in students' Indonesian language learning after the use of anagram-based instructional media.

The sampling method used in this study was quota sampling. The selected sample consisted of second-grade students, as learners at this stage have developed better letter recognition skills and have begun to expand their vocabulary. There were a total of 28 students in the second grade, of whom 20 were selected as the sample based on the specific criterion of having limited vocabulary knowledge in everyday Indonesian language usage.

Data collection methods included questionnaires, pre-tests and post-tests, as well as observation. Data analysis was conducted using both quantitative and qualitative methods. The quantitative data were analyzed using the N-Gain test, while qualitative data were subjected to descriptive analysis. The N-Gain formula used in this study is as follows.

$$gain\ ternormalisasi\ [g] = \frac{S_{post} - S_{pre}}{S_{m-ideal} - S_{pre}}$$

Information:

$[g]$	: normalized average gain score
S_{post}	: average score of students' final test
S_{pre}	: average score of students' initial test
$S_{m-ideal}$	: ideal maximum score

Validity and suitability of *unjumble media* developed in this study were tested based on teacher assessment or response to the media and student response to the media. Therefore, the following are indicators of teacher and student assessment of the media as shows in Table 1 and Table 2.

Table 1. Response Questionnaire Regarding Media

Aspect	Indicator
Content Suitability	Suitability of the material presented in the media with basic competencies and learning indicators

Aspect	Indicator
	Suitability of the material presented in the media with the needs of students
	Suitability of the material presented in the media with teaching materials
	Suitability of the material presented in the media with the characteristics of students
Language	Clarity of information in the media
	Language used in the media
Material	Ease of understanding the concept
	Motivation of students to learn after participating in learning using media
	Clarity of learning topics
	Coverage of material contained in the media
Media	Use of clear writing on the media
	Accuracy of layout and layout owned by the media
	Availability of interesting illustrations, graphics, and images
	The appearance owned by the media is attractive
	Media is safe and comfortable to use

Source: Modified from Hakim, et al. (2021)

Table 2. Response Questionnaire Regarding Media

Aspect	Indicator
Contents	1. Media can stimulate interest in learning
	2. Material on easy media understood
	3. Media can improve students' vocabulary building skills
Language	4. Language used easy understood
Presentation	5. Attractive media display
	6. color composition used in the media is attractive and not flashy.
Graphics	7. The type of font used in the media is easy to read

Source: Purwono in Hakim, et al. (2021)

RESULTS AND DISCUSSION

The vocabulary mastery of Indonesian language among second-grade students at SDN 3 Bengkel demonstrates a low level of proficiency. Their reading abilities remain underdeveloped, as reflected in their limited vocabulary acquisition. Teachers also face challenges in addressing these reading difficulties, primarily due to time constraints and the large number of students in each class. According to the teachers, an appropriate medium to support the learning process is the Unjumble media, which can be designed to facilitate interactive instruction. Notably, Wordwall-based instructional media has not been previously implemented. Therefore, in this study, the researcher developed a vocabulary mastery enhancement media using the Unjumble format.

In order to determine the level of ability of class 2 students based on learning outcomes, testing was carried out in the form of *a pre-test.* in order to determine the ability of students in mastering vocabulary before media is applied in learning. Pre-test is data collection carried out before treatment or intervention is carried out. There are 15 pre-test questions with details of 4 questions choosing a simple sentence structure that matches the sentence structure with pictures presented, 4 questions arranging random words into sentences that match the structure, 4 questions writing

random words into sentences that match the structure, 3 questions writing sentences that have been adjusted to one of the elements equipped with pictures.

Pre-test results shows the average value of learning outcomes of 20 students as a research sample in vocabulary mastery material of 58.54 with learning completeness only reaching 25% (KKM 75). As for student activities, the percentage is 40% or shows results that are still low because there are still many students who are not focused on learning, playing alone, and chatting with other friends during learning activities before *the Unjumble media is applied*. These results indicate that the learning outcomes of class 2 students of SDN 3 Bengkel on vocabulary mastery material are still low so that it is necessary to use effective and interactive learning media to improve vocabulary mastery skills.

Unjumble learning media applied to learning activities as many as 4 meetings to ensure that the material has been optimally studied. Indonesian in class. Based on the researcher's observations, during the implementation of learning media, students' enthusiasm for learning increased. They became more focused and concentrated in participating in learning activities. Interest and motivation to learn increased, learning independence, and activeness also increased. Grade 2 students showed an increase in vocabulary mastery skills by composing sentences through the *Unjumble media* better than before. This shows that affectively, the *Unjumble learning media* able to increase students' activeness and interest in learning vocabulary mastery material.

In order to determine the effectiveness of using *Unjumble* learning media after the media is applied. Then testing is carried out through test results in the form of *a post-test* on the entire research sample. *The post-test* was conducted 1x after the treatment was completed. *The post-test* was conducted with the aim of measuring the ability of the material to write sentences according to the sentence structure after the application of the *Unjumble* sentence media using the website *wordwall*. The *post-test questions* consist of 15 questions with details of the correct sentence choices accompanied by pictures, random words arranged according to the sentence structure, random words written according to the sentence structure, and writing sentences whose elements have been adjusted with the help of pictures.
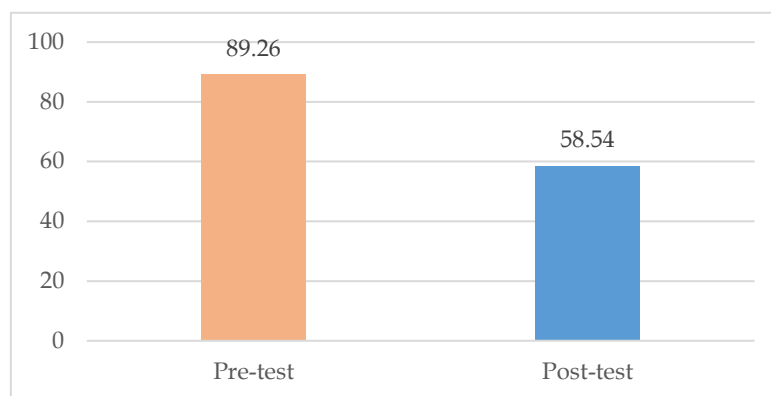
Figure 1. Average *Pre-test Results* and *Post-test*

Post-test results shows the average value of learning outcomes from the entire research sample of 89.26 with learning completeness only reaching 100% (KKM 75). The level of student activity got a percentage of 95% or increased higher than in *the pre-test stage* . This percentage is shown by the attitude of students who are more

focused on learning, enthusiastic about participating in learning using media, and focused on teacher instructions during learning activities . These results indicate that the *Unjumble learning media* able to improve the vocabulary skills of grade 2 students of SDN 3 Bengkel in vocabulary mastery material. The improvement of students' vocabulary skills can be presented in Figure 1.

The analysis of the increase in vocabulary mastery ability is calculated using the N-Gain formula as follows.

$$gain\ ternormalisasi\ [g] = \frac{89,26 - 58,54}{100 - 58,54}$$
$$gain\ ternormalisasi\ [g] = \frac{30,72}{41,46}$$
$$gain\ ternormalisasi\ [g] = 0,74$$

The calculation results using the N-Gain formula show a value of 0.74. This result is included in the High category based on the N-Gain criteria. This result shows that the increase in vocabulary mastery skills of grade 2 students of SDN 3 Bengkel with the application of *Unjumble learning media* falls into the High category.

Effectiveness of using *Unjumble* media not only analyzed using N-Gain media, but also through a questionnaire by students as a form of response to the feasibility and practicality of the media. The results of the questionnaire showed that the overall percentage of students' questionnaire answers obtained results of 85% or fell into the Very Feasible and Very Practical categories. These results indicate that grade 2 students agree that the *Unjumble learning media* very suitable and practical to use to improve vocabulary mastery skills in Indonesian language material.

Based on the research results that have been described previously, it can be concluded that the *Unjumble media* can improve the vocabulary mastery skills of grade 2 students of SDN 3 Bengkel. These results are shown through *the pre-test* and *post-test* students with average *pre-test scores* 58.54 and increased in *the post-test* to 89.26. The percentage of student learning completion also increased at the *pre-test stage.* with a percentage of 25% increasing to 100% at the *post-test stage.* The percentage of student activity increased from 40% at the *pre-test stage.* to 95% at the *post-test stage.* Increased activity occurred after the *Unjumble learning media was applied.*

The results of this study are in line with Sari, et al. (2024) that the *Unjumble* learning media able to improve children's language skills, especially in early childhood or children in lower grades. Learning with *Unjumble media* is very effective in improving children's understanding. Before the intervention, children's language skills tended to be less than optimal, marked by difficulty in identifying, composing, and understanding word and sentence structures. After the intervention using *Unjumble*, there was an increase in these aspects, such as children's ability to recognize sentence patterns, understand the meaning of words in context, and construct sentences logically.

Factors that influence the improvement of children's language skills include the appeal of interactive and fun learning media, which can increase learning motivation. In addition, media formats that encourage children to think critically and practice repeatedly play an important role in building their language skills. Assistance from facilitators during the learning process is also a supporting factor that helps children understand the material better.

These results are in line with Piaget 's *Constructivism theory*, which states that children learn actively through exploration and interaction with their environment. In this context, *Unjumble media* provides a conducive learning environment for children to develop language skills through direct experience. In addition, the interactive media-based learning approach is also supported by the *Edutainment theory*, which combines education and entertainment, making the learning process more interesting and effective. Overall, this study confirms the importance of using innovative learning media such as *Unjumble media* to improve children's language skills (Sari, et et al., 2024).

This study also supports Mayer's (2020) multimedia learning theory which states that the combination of text, images, and sound can improve understanding and retention of information. *Unjumble* combines these multimedia elements to create an engaging and enjoyable learning experience for children. The use of engaging visual and auditory elements can increase children's motivation and engagement in learning, in accordance with the theory of intrinsic learning motivation (Ryan & Deci, 2020).

CONCLUSION

The findings of this study concluded that the *Unjumble learning media Wordwall* based effective in improving students' vocabulary mastery skills, especially for grade 2 students of SDN 3 Bengkel. This result is shown through an increase in the average test score at the *pre-test stage* by 58.54 to 89.26 at the *post-test stage*. Based on the N-Gain criteria, the calculation results get a score of 0.73 or the High category. Media *Unjumble* can be developed into one of the learning media for children's language development. Not only implementing educational aspects, but also integrating them with entertainment so that the learning process becomes more interesting and interactive. Development of *Unjumble media* also makes the learning process more active where students are given the opportunity to explore and interact with their environment.

The limitation of this study lies in the research instrument, as the effectiveness of the learning media was measured solely based on pre-test and post-test results. It is recommended that future research expand beyond a one-group design by employing alternative methods that allow for a broader evaluation of media effectiveness. Furthermore, this study did not fully follow the stages of the research and development (R&D) model, in which the media to be implemented in the field should first undergo expert validation and feasibility assessment.

RECOMMENDATION

Unjumble learning media is expected to improve students' vocabulary mastery skills and be a solution to the problem of low mastery of Indonesian vocabulary so that students' reading skills can improve well. Through this media, students can also be trained independence study it as well as motivation arises to improve reading ability.

Unjumble learning media can be a supporting media for teachers to create an interesting and enjoyable learning atmosphere for students. In addition, teachers can improve their innovation by utilizing and develop this *Unjumble* learning media more widely in accordance with the needs and developments of the times.

Unjumble learning media can improve the quality of learning as well It is hoped that the school will be willing facilitate its development to support teachers to improve the quality of learning.

It is hoped that this product research and development can be disseminated so that it can be further developed by teachers both in learning activities, Teacher Performance Group (KKG) activities or Continuous Professional Development (PKB), as well as developed by researchers next with a more diverse vocabulary.

Author Contributions
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Conflict of interests
The researcher stated that there was no conflict of interest or that this research was fully developed to achieve the learning objectives of improving vocabulary mastery of students who experience obstacles in their language skills. The results of the study were then presented as a form of report, source of insight, and written evidence of the research so that it can become a treasure trove of knowledge in the development of education and science in the future.

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