

ABSTRACT

Salsabila, Arindya Putri, 2026. *The Effectiveness of Using Scramble Letter Games in Teaching English Vocabulary for Students with Intellectual Disability In Senior High School Level (A Quasi-Experimental Research at The 10th Grade of SLB C and C1 Yakut Purwokerto in The Academic Year of 2025/2026).* Thesis Supervisor 1: Dian Adiarti, S.Pd., M.Hum., Thesis Supervisor 2: Laxmi Mustika Cakrawati, M.Pd., Chief External Examiner: Slamet Riyadi, S.S., M.Pd., External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

Vocabulary mastery is a fundamental component in learning English, especially for students with intellectual disability who require appropriate and engaging teaching techniques. This research is aimed to find out the improvement in vocabulary mastery and to know the perceptions of 10th grade students at SLB C and C1 Yakut Purwokerto in the academic year of 2025/2026 on the use of scramble letter games as teaching technique to improve vocabulary mastery of students with intellectual disability. This research employed a quasi-experimental one-group pre-test–post-test design. The samples were 19 of 10th grade students, selected through purposive sampling. The instruments used were vocabulary tests and questionnaire. The data were analyzed using a paired sample t-test and a Likert scale. The test result showed that the mean score improved from 50.00 in pre-test to 76.32 in post-test. The paired sample t-test result showed the significance value of 0.001 ($p < 0.05$). The questionnaire results showed that students had positive perceptions toward the use of scramble letter games, finding the activity enjoyable, engaging, and helpful in understanding new vocabulary. Therefore, it can be concluded that (1) the use of scramble letter games has significantly improved the vocabulary skill of the students with intellectual disability; (2) most students showed positive responses with the percentage of 78.95% expressed that scramble letter games helped them understand new vocabulary more easily and stimulated interest and enjoyment in the learning process. It is suggested that teachers are encouraged to use scramble letter games as supportive teaching technique in vocabulary learning.

Keywords: *English vocabulary, scramble letter games, students with intellectual disability, teaching technique, vocabulary mastery*

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Penguasaan kosakata merupakan komponen penting dalam pembelajaran bahasa Inggris, khususnya bagi siswa dengan hambatan intelektual yang memerlukan teknik pembelajaran yang tepat dan menarik. Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata serta untuk mengetahui persepsi siswa kelas X SLB C dan C1 Yakut Purwokerto tahun ajaran 2025/2026 terhadap penggunaan permainan huruf acak sebagai teknik pembelajaran dalam meningkatkan penguasaan kosakata. Penelitian ini menggunakan kuasi eksperimen satu kelompok pra-test dan pasca-test. Sampel penelitian berjumlah 19 siswa kelas X yang dipilih menggunakan teknik purposive sampling. Instrumen penelitian berupa tes kosakata dan kuesioner. Data dianalisis menggunakan uji paired sample t-test dan skala Likert. Hasil tes menunjukkan bahwa nilai rata-rata siswa meningkat dari 50.00 pada pre-test menjadi 76.32 pada post-test. Hasil uji paired sampel t-test menunjukkan nilai signifikansi sebesar 0,001 ($p < 0,05$). Hasil kuesioner menunjukkan bahwa siswa memberikan persepsi positif terhadap penggunaan permainan huruf acak karena kegiatan tersebut menyenangkan, menarik, dan membantu siswa dalam memahami kosakata baru. Oleh karena itu, dapat disimpulkan bahwa (1) penggunaan permainan huruf acak secara signifikan meningkatkan penguasaan kosakata siswa dengan hambatan intelektual; (2) sebagian besar siswa memberikan respons positif dengan persentase 78,95% yang menyatakan bahwa permainan huruf acak membantu mereka memahami kosakata baru dengan lebih mudah serta meningkatkan minat dan kesenangan dalam proses pembelajaran. Disarankan agar guru menggunakan permainan huruf acak sebagai teknik pendukung dalam pembelajaran kosakata.

Kata kunci: kosakata bahasa Inggris, penguasaan kosakata, permainan huruf acak, siswa dengan hambatan intelektual, teknik pembelajaran.