ABSTRACT

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This study is limited on the elementary students' vocabulary achievement after teaching by applying Jumble Letters Strategy. The objective of the study is the investigation of the effect of applying Jumble Letters Strategy on the elementary students' vocabulary achievement. The study was obtained by conducting experimental research that needed two groups of sample, experimental group and control group. The subject of this study was the 2013/2014 fifth grade students of SDN 104214 Delitua. The sample that was involved in this research was 60 students that were chosen randomly, that in each group there were 30 students. The experimental group was taught by applying Jumble Letters Strategy, while control group was taught without applying Jumble Letters Strategy. The instrument used in this study was an objective test. The data were taken by administering the pre-test and post-test to both of experimental and control groups. Kudar Richardson (KR) 21 Formula was applied to acquire the reliability of the test. Based on the calculation, it shows that the reliability of the test was **0.46**, categorized as moderate reliability. The data were statistically analyzed by using t-test formula at the level of significance α (0.05) = 2.002 with the degree of freedom (df) = 58. It was found that the $t_{observed}$ was higher than t_{table} ($t_{observed}$= 2.548 > t_{table} = 2.002; α = 0.05). It means that Jumble Letters Strategy significantly affect the students' vocabulary achievement.