

**THE EFFECT OF INTERACTIVE MAD LIBS ACTIVITIES ON
VOCABULARY MASTERY OF 8th GRADERS IN UPT SPF SMP NEGERI 40
MAKASSAR**

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ABSTRACT

This study aims to determine the effect of Interactive Mad Libs Activities on improving students' vocabulary mastery in English learning. The research was conducted at UPT SPF SMP Negeri 40 Makassar with the subject of class VIII students. This study used a pre-experimental design with one group pre-test and post-test. The instrument used was a vocabulary multiple choice test of 20 questions given before and after treatment. The treatment was conducted in four meetings through Interactive Mad Libs Activities with contextual stories that required students to fill in the blanks according to certain word classes such as nouns, verbs, and adjectives. The data from the pre-test and post-test were analyzed quantitatively using SPSS, including the calculation of the mean value, standard deviation, and paired sample t-test. The results showed a significant increase in students' vocabulary mastery, with an average pre-test score of 51.29 increasing to 81.14 in the post-test. The paired sample t-test results showed a significance value of 0.000 < 0.05 which means there is a significant difference between the pre-test and post-test scores. The findings prove that Interactive Mad Libs Activities is effective in helping students learn, remember, and use vocabulary in a fun and meaningful context, and can be used as an alternative interactive and engaging English vocabulary learning strategy.

Keywords: *Vocabulary Mastery, English Language Learning, Contextual Learning, Pre-experimental Design*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Interactive Mad Libs Activities terhadap peningkatan penguasaan kosakata siswa dalam pembelajaran Bahasa Inggris. Penelitian dilakukan di UPT SPF SMP Negeri 40 Makassar dengan subjek siswa kelas VIII. Penelitian ini menggunakan desain pre-eksperimental dengan one group pre-test dan post-test. Instrumen yang digunakan berupa tes pilihan ganda kosakata sebanyak 20 soal yang diberikan sebelum dan sesudah perlakuan.

Perlakuan dilaksanakan dalam empat pertemuan melalui Interactive Mad Libs Activities dengan cerita kontekstual yang mengharuskan siswa mengisi bagian kalimat yang kosong sesuai kelas kata tertentu seperti kata benda, kata kerja, dan kata sifat. Data hasil pre-test dan post-test dianalisis secara kuantitatif menggunakan SPSS, meliputi perhitungan nilai rata-rata, standar deviasi, dan uji paired sample t-test. Hasil penelitian menunjukkan adanya peningkatan signifikan penguasaan kosakata siswa, dengan rata-rata nilai pre-test sebesar 51,29 meningkat menjadi 81,14 pada post-test. Hasil uji paired sample t-test menunjukkan nilai signifikansi $0,000 < 0,05$ yang berarti terdapat perbedaan signifikan antara nilai pre-test dan post-test. Temuan ini membuktikan bahwa Interactive Mad Libs Activities efektif membantu siswa dalam mempelajari, mengingat, dan menggunakan kosakata dalam konteks yang menyenangkan dan bermakna, serta dapat dijadikan alternatif strategi pembelajaran kosakata Bahasa Inggris yang interaktif dan menarik

Kata Kunci: Penguasaan Kosakata, Pembelajaran Bahasa Inggris, Pembelajaran Kontekstual, Desain Pre-eksperimental.

A. Introduction

English has a very important role in various aspects of life in the current era of globalization. According to (Rachmah, 2023), English is one of the foreign languages that needs to be mastered to facilitate communication between countries. (Yuana et al., 2021), added that the ability to speak English can support academic success as well as provide additional skills that are useful in the world of work. In the English learning process, there are three important components that support the success of language mastery, namely pronunciation, vocabulary, and grammar.

(Runtuwene et al., 2021), Mastery of the three components is

supported by intensive practice and the role of professional educators so that it can support the achievement of optimal mastery of English. One of the indicators of English proficiency is vocabulary mastery. According to (Sulistiana et al., 2019), Vocabulary is a set of words used in a language to communicate and understand various contexts. (Fitriani et al., 2022), also states that vocabulary is an important element that supports language skills such as listening, reading, writing. (SARI & Pandiangan, 2021), also states that vocabulary is an important element that supports language skills such as listening, reading, writing, and speaking. (Ruzmetova & Kayumova, 2020), mentioned that learning

vocabulary is not an easy thing, as it takes extra effort to understand, produce and use the words appropriately.

Mentioned that learning vocabulary is not an easy thing, as it takes extra effort to understand, produce and use the words appropriately. (Yuldasheva et al., 2023), found that students tend to lose interest in language learning when the methods used by teachers are monotonous and do not involve active participation of students. As a result, students have difficulty in absorbing the new vocabulary taught. One solution that can be applied to overcome this problem is to create interesting and interactive learning. One of the activities that can be used is Interactive Mad Libs Activities, which is a sentence completion activity that involves students completing sentences with nouns, verbs, or adjectives without knowing the context of the whole story first (Hossain et al., 2020).

Through this study, the researcher wants to find out how effective Interactive Mad Libs Activities is as a learning solution that is more interesting, interactive, and not monotonous. This activity

encourages students to think actively and creatively in choosing the right words, as well as understanding the function of words in sentences. Based on the initial observation in class VIII UPT SPF SMP Negeri 40 Makassar through the English teacher, Mr. Rajap, it is known that many students have difficulty in understanding and remembering new English vocabulary. Students also feel bored with monotonous learning methods and more often use cellphones while learning, thus reducing focus and interest in learning English. This is increasingly seen when students prefer to do English assignments using cellphones compared to dictionaries or other references.

B. Research Methods

This study used a pre-experimental one-group pre-test and post-test design to examine the effect of Interactive Mad Libs Activities on the vocabulary mastery of eighth-grade students at UPT SPF SMP Negeri 40 Makassar. The population included all eighth graders, with class VIII.1 (35 students) chosen through purposive sampling. A 20-item multiple-choice test was given before

and after the treatment to measure students' vocabulary skills.

Data collection consisted of three stages: a pre-test, four treatment sessions using Interactive Mad Libs Activities, and a post-test. The treatment included concept introduction, completing Mad Libs worksheets, group discussions, and practicing sentence completion through presentations.

C. Research Findings and Discussion

This study aimed to determine the effect of Interactive Mad Libs Activities on the vocabulary mastery of class 8.1 students at UPT SPF SMP Negeri 40 Makassar. The study used a pre-experimental design with a one-group pre-test and post-test approach. The instrument used was a multiple-choice vocabulary test consisting of 20 items administered before (pre-test) and after (post-test) the treatment.

The data obtained from the pre-test and post-test were analyzed quantitatively using SPSS software. The data analysis included calculating the mean score, standard deviation, and conducting a paired sample t-test to identify whether there was a significant difference between

students' pre-test and post-test scores. The results of this analysis were used to determine the extent to which Interactive Mad Libs Activities influenced the improvement of students' vocabulary mastery.

1. Percentage of Students Pretest

Table 1 Pretest
Categori Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Poor	18	51.4	51.4	51.4
Poor	3	8.6	8.6	60.0
Fair	12	34.3	34.3	94.3
Good	2	5.7	5.7	100.0
Total	35	100.0	100.0	

Based on Table 1, it can be seen that during the pre-test, the majority of students were in the Very Poor category, totaling 18 students (51.4%). A total of 12 students (34.3%) were in the Fair category, 3 students (8.6%) were in the Poor category, and only 2 students (5.7%) were in the Good category. This indicates that students' vocabulary mastery before the treatment was still considered low.

2. Percentage of Students Posttest Scores

Table 2 Posttest
Kategoti Posttest

		Frequ ency	Perce nt	Valid Percent	Cumulati ve Percent
Valid	Poor	1	2.9	2.9	2.9
	Fair	12	34.3	34.3	37.1
	Good	21	60.0	60.0	97.1
	Very Good	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

The results of the post-test show an improvement in score categories. The majority of students, totaling 21 students (60.0%), achieved the Good category. A total of 12 students (34.3%) were in the Fair category, while the Poor and Very Good categories each consisted of 1 student (2.9%). This improvement in score categories indicates that the use of Interactive Mad Libs Activities has a positive effect on students' vocabulary mastery.

3. Statistik Deskriptif

Table 3 Statistik Deskriptif

Descriptive Statistics					
	N	Minim um	Maxi mum	Mean	Std. Deviation
Pretest	35	0.00	85.00	1.2857	19.52912
Posttest	35	50.00	95.00	1.1429	8.58228
Valid (listwise)	N35				

Based on the descriptive statistics of the test results, the minimum pre-test score was 0.00

while the maximum score reached 85.00, with an average score of 1.29 and a standard deviation of 19.53. After the treatment, the minimum post-test score increased to 50.00 and the maximum score reached 95.00, with an average score of 1.14 and a standard deviation of 8.58. These results indicate an improvement in the average score and a decrease in score variation, which means the students' learning outcomes became more evenly distributed.

4. Statistik Inferensial

Tabel 4 Statistik Inferensial

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest-posttest	-29.85714	15.41035	2.60483	-35.15078	-24.56350	-11.462	34	.000

The results of the paired sample t-test show that the significance value (Sig. 2-tailed) is $0.000 < 0.05$. This means there is a significant difference between the students' pre-test and post-test scores. The mean difference of -29.86 indicates a significant improvement after the treatment was

given. Therefore, it can be concluded that Interactive Mad Libs Activities are effective in improving the vocabulary mastery of class VIII.1 students at UPT SPF SMP Negeri 40 Makassar.

D. Discussion

The implementation of Interactive Mad Libs Activities is effective in improving the vocabulary mastery of eighth-grade students at UPT SPF SMP Negeri 40 Makassar. This can be seen from the increase in the students' average score from 51.29 in the pre-test to 81.14 in the post-test, with the result of the paired sample t-test showing a significance value of $0.000 < 0.05$. This improvement proves that the learning method through Mad Libs enables students to better understand and remember vocabulary in an enjoyable and meaningful context.

This finding supports the statements of (Hossain et al., 2020) and (Dorsch et al., 2021), who state that Interactive Mad Libs Activities not only serve as entertainment but also have pedagogical benefits for improving students' English language skills. Through this activity, students are engaged in filling in the missing parts of a story using nouns, verbs, or

adjectives, which encourages their active participation and creativity.

Based on the research results, it was found that among the three vocabulary components tested, adjectives showed the most significant improvement. A total of 15 students were able to answer correctly in the adjective section, indicating their understanding of how to use adjectives to describe characters, moods, and situations in a story. Vocabulary such as *peaceful*, *cute*, *graceful*, *ugly*, and *sad* were frequently used words, making students more familiar with and better able to apply them in sentences.

This result is in line with constructivist theory as stated by (Mesmer & Rose-McCully, 2018) which explains that learning is more effective when students construct their own knowledge through direct experience and meaningful activities. Through Mad Libs, students learn actively, both individually and in groups, by selecting the appropriate words and placing them within the context of a story.

In addition to the cognitive aspect, Interactive Mad Libs Activities also have a positive impact on students' affective aspects. Students

feel more enthusiastic and motivated because the material is presented in a fun and interactive way. This emotional engagement helps reinforce memory and understanding of new vocabulary, as explained by (Santika et al., 2022), who states that learning through engaging methods is more effective than conventional methods in increasing student engagement and learning outcomes.

E. Conculation

Based on the results and discussion, it can be concluded that the implementation of Interactive Mad Libs Activities is effective in improving the vocabulary mastery of eighth-grade students at UPT SPF SMP Negeri 40 Makassar. This is evidenced by a significant increase in the average pre-test and post-test scores and the result of the paired sample t-test, which shows a significant difference. The Mad Libs activity helps students understand and remember vocabulary, especially in the adjective category, through contextual, interactive, and enjoyable learning.

As a follow-up to this study, it is recommended that English teachers

utilize Interactive Mad Libs Activities as an alternative vocabulary learning method to increase students' interest and motivation in learning. Further research can be conducted by applying Mad Libs activities to other vocabulary topics or different grade levels and integrating digital media to align with advancements in educational technology. Additionally, future researchers may explore the impact of this activity on other language skills, such as speaking or writing abilities.

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