

The Effect of Using Anagram Games of Students' English Vocabulary Mastery

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Abstract

The objective of this research was to find out the effect of using anagram game of students' english vocabulary mastery at the eighth-grades of SMP Negeri 2 Deli Tua Academic Year 2021/2022. The type of research was quantitative research, and it was conducted by using experimental design with two classes, in experimental class consisted of 30 students and control class consisted of 30 students. In technique of collecting data, the researcher conducted pre-test, treatment and post-test by vocabulary test. The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}$ (11,2) value was higher than the t_{table} in which $t_{observe} > t_{table}$ (11,2 > 1,68). The finding showed that the hypothesis was accepted. It can be concluded that there was significant difference score in vocabulary skill for the students who were taught by anagram media and who were not taught by anagram media. Based on the explanation above, the researcher concluded that Anagram Media is effective for teaching students' understanding in learning vocabulary skill of the eighth-grade students at SMP Negeri 2 Deli Tua Academic Year 2021/2022.

Keywords: *Anagram Media, Vocabulary skill. Experimental Design*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan permainan anagram terhadap penguasaan kosakata bahasa Inggris siswa di kelas delapan SMP Negeri 2 Deli Tua Tahun Ajaran 2021/2022. Jenis penelitian ini adalah penelitian kuantitatif, dan dilakukan dengan menggunakan desain eksperimen dengan dua kelas, kelas eksperimen terdiri dari 30 siswa dan kelas kontrol terdiri dari 30 siswa. Dalam teknik pengumpulan data, peneliti melakukan pre-test, treatment dan post-test dengan tes kosakata. Data dianalisis dengan menggunakan rumus uji-t. Hasil data menunjukkan bahwa nilai $t_{observe}$ (11,2) lebih tinggi dari t_{tabel} dimana $t_{observe} > t_{tabel}$ (11,2 > 1,68). Hasil penelitian menunjukkan bahwa hipotesis diterima. Dapat disimpulkan bahwa ada perbedaan skor yang signifikan dalam keterampilan kosakata untuk siswa yang diajar dengan media anagram dan yang tidak diajar dengan media anagram. Berdasarkan penjelasan di atas, peneliti menyimpulkan bahwa Media Anagram efektif untuk mengajarkan pemahaman siswa dalam mempelajari keterampilan kosakata siswa kelas delapan di SMP Negeri 2 Deli Tua Tahun Ajaran 2021/2022.

Kata Kunci : *Anagram Media, Keterampilan Kosakata.*

1. Introduction

Language becomes the most important thing in human life. Because we as humans need an interaction where we use the language to communicate. Since English as an international language, people all over the world needed to learn English. People all over the world need to learn English. In Indonesia, English is taught from elementary to university level. Unfortunately, even though English is taught for a long time, many students still find it difficult to communicate in English. The problem of communicating using English is due to lack of vocabulary. Lack of vocabulary results in several things that are not beneficial for students in Indonesia, especially for students in junior high school. Berne & Blachowicz (in Alqahtani 2015:21) said, "Vocabulary is the most important part for a foreign language because it has new words that are emphasized very often, both in books and in the classroom".

It is not an easy thing to teach vocabulary, to make students excited while learning and easy to understand requires a technique. Nguyen & Khuat (2003) stated that games in vocabulary pedagogy will make teaching and learning fun, students will also become more active in class and the target language can be achieved. So, a fun game is an Anagram game. Sutherland (2009 : 23) states that the Anagram Game is the right game because it gives students pleasure or challenge in learning a language and also encourages them to look at words or terms carefully. Sartika (2013) also states that Anagram is one of the expressions, an exciting, and fresh way to practice vocabulary because it offers laughter or tasks.

According to the points had been explained above, The research interested to know The significant Effect of the eight-grade students of SMP Negeri 2 Deli Tua in mastering vocabulary through anagram games. The research question to be answered here is : Is there any significant effect of using anagram games on students' vocabulary learning achievement?

2. Literature Review

2.1 Vocabulary

Vocabulary is a fundamental element in addition to an crucial knowledge-based totally factor for language novices; Vocabulary is a language middle for ordinary language novices (Fauziati, 2010). Vocabulary is a mixture of phrases that a person is aware of and uses in a selected language (Hornby 2006 : 1645). There are four abilities which are emphasised in language, mainly English, particularly reading, writing, speaking, and listening. However, those four abilities may be mastered if language learners can master sufficient vocabulary to help them recognize and master the language. Which means learning a language can't be separated from studying vocabulary.

2.2 Vocabulary Mastery

Mastery of vocabulary is not best related to components of which means but additionally aspects of form and use (Meyer and Schmitt, 2002). Because of this, if the learner is said to have mastered sure vocabulary, he must understand its form (for instance, how it is spelled and said), its meaning (for example, not only the literal that means of a word but also different meanings), and its use (as an example, what words are mixed with different words). Mastery of vocabulary is an expert in information the meaning of words, spelling the proper words, writing words into sentences, and saying phrases efficiently.

2.3 Games in ELT

Games have a completely beneficial position in vocabulary learning because it could enhance students' capacity to memorize phrases, growth student interaction, improve their communicative capabilities and growth student motivation. Similarly, teachers may also effortlessly to produce contexts in which language is useful and meaningful through games (Derakhshan, 2015). Through the use of games, students are more interested by getting to know vocabulary. Wierus (in Uberman, 2001) says that games make students examine extra vocabulary than earlier than, because they can memorize vocabulary faster. This media hypnotizes students to pay attention at the material.

Furthermore, game can helps students to learn English Vocabulary in a amusing way. It additionally makes students feel loose from feeling depressed. Because of this , they do not realise that they are learning something while they are playing the games.

2.4 Anagram Games

An anagram game is a type of phrase sport by rearranging the letters of a word or phrase into a new word or phrase, the use of all of the unique letters exactly as soon as (Collins and Bachtiar, 2014). Anagram is very interesting to be carry out as a language getting to know approach, because anagram is a game. Anagram games can stimulate students' creativity. Students look for creative work on letters to locate and outline new words. Students' mistakes when playing anagram games are precious classes for them and from there they are able to immediately don't forget what they have got found out via the anagram recreation.

2.5 Teaching and Procedure Anagram Games

The procedures of using Anagram Game in teaching vocabulary based on Insan Bara Rosada (2016 : 28) are as follows.

- a. Students are divided into four or five groups.
- b. Each group has gets some words.
- c. After that, each groups must arrange the letters in one word into a new word.
- d. Students use all of the letters to form 1 or 2 or maybe three new words

Example :

1. FRIED : fired, fire, drie.
 2. LISTEN : silent, list, lite.
 3. HEART : earth, ear, tea.
 4. ALERT : later, late, taler
 5. NOTE : tone, one, not.
- e. The group with the most recent words is the winner

3. Method

3.1 Research Design

This research was conducted by using quantitative research. according to Sugiyono (2013, p.148) quantitative studies methods are techniques for testing certain theories by means of checking out the connection between variables. Consequently, this research makes use of Experimental, according to Sugiyono (2013:107) experimental studies is a studies technique use to locate the effect of a particular treatment on every other in a controlled situation and this studies has a treatment. In conducted, this reasearch was conducted by using experimental design. The design was pretest-posttest group design was use in this research, and the research to test and prove a hypothesis by giving treatment for the sample.

In this research, the researcher used two classes. One class as experimental class and the other class as a control class. In experimental class, treatment teaching through anagram game was applied. Meanwhile in the control class was taught by without using anagram game. But the studentds' would give pre-test to know their score vocabulary mastery before treatment, and the post-test would give after the treatment is done. The post-test was given to know their score vocabulary mastery after the treatment.

3.2 Population and Sample

The population in this research was grade VIII SMP Negeri 2 Deli Tua who are registered in 2021/2022, which was divided into 8 classes and the total number is 240 students. Then, The sample of this research was taken from two classes which are VIII-6 with 30 studentds as a control class that was taught without Anagram technique and VIII-7 with 30 studentds as an experimental class that is taught by using Anagram technique. Therefore, the researcher use simple random sampling.

3.3 Instrument of the Research

in this research, the researcher gave the pre-test by using multiple choice. A test in easy terms was a method of measuring a person ability, knowledge or performance in a given domain. Then, the post-test used with the same test namely multiple choice. in scoring the multiple-choice test, the researcher determines the cumulative score ranging forms 0-100 by counting the correct answers and applying this formula.

$$s = \frac{R}{n} \times 100$$

Note :

S = Score of the test

R = Number of the correct answer

Scorex	Criteria
90 – 100	Excellent
70 – 80	Good
50 – 60	Fair
40 – 50	Poor
0 – 30	Failure

3.4 Technique of Collecting Data

The data is collected by gave the test to the students. Several steps are used to collect the data.

1. Giving pre-test to experimental and control class.
2. Giving treatment to experimental class by using Anagram Media.
3. Giving post-test to experimental and control class.
4. Correct the students' answer thread.
5. Compare the score.

3.5 Technique of Analyzing Data

In analyzing the data, the result of the data was analyzed by using statical system which of consisted of mean, standard deviation (SD), standard error, testing the hypothesis. Data analysis techniques in this research are as follows. First, correcting the results of student answers on each indicator. Second, record the scores on each indicator, Third, draw the conclusion and testing the hypothesis.

4. Research Finding and Discussion

4.1 Findings

Table 4. 1 The Stsudents' Score Pre-Test of Experimental Group

No	Students initial names	Score		D (x2-x1)	D ²
		Pre-Test	Post-Test		
1.	AKN	40	70	30	900
2.	AAJ	80	90	10	100
3.	AR	30	60	30	900
4.	AAD	60	80	20	400
5.	AK	40	70	30	900
6.	AA	70	80	10	100
7.	AD	40	75	20	400
8.	AK	25	80	25	625
9.	AKN	55	90	45	2025
10.	AF	65	70	25	625
11.	ASN	55	75	20	400
12.	AR	30	85	55	3025
13.	ANH	70	95	25	625
14.	AM	45	85	40	1600
15.	CG	50	85	35	1225
16.	CQA	55	90	35	1225
17.	DPL	60	85	25	625
18.	DD	50	75	25	625
19.	HF	35	80	45	2025

20.	IP	50	85	35	1225
21.	MRA	40	65	25	625
22.	MW	20	80	60	3600
23.	N	60	75	15	225
24.	NM	45	85	40	1600
25.	RF	50	85	35	1225
26.	RW	60	80	20	400
27.	RP	40	90	50	2500
28.	SP	30	75	45	2025
29.	SU	65	90	25	625
30.	SIL	60	80	20	400
	Total	1470	2330	850	29500
	Mean	49	77.66	28	983.33

The of the value of pre-test above is which

result total the table 1470

consists of the names of students (sample) and for the mean is 49. The total score on the post-test was 2330 and the mean score was 77,66. The aim of the researcher is to analyze the Standard Deviation in order to get the difference between the pre-test and post-test. So, experimental group get the total of Standard Deviation is 13,63. The result of this value can be used to find out applying t-test formula. The t-test showed that the value is 11.2 and t-table is 1.68. It's mean that the t-test is higher than t-table (11.2 > 1.68).

Table 4. 2 The Students' Score Pre-Test of Control Group

No	Students initial names	Score		D (x2-x1)	D ²
		Pre-Test	Post-Test		
1.	ARL	30	35	5	25
2.	ASS	40	50	10	100
3.	AS	35	40	5	25
4.	ADR	20	35	15	225
5.	BRP	40	45	5	25
6.	BA	25	30	5	25
7.	CSU	45	50	5	25
8.	DZM	55	60	5	25
9.	DN	15	30	15	225
10.	FTA	55	60	5	25
11.	GAP	45	50	5	25
12.	IA	30	40	10	100
13.	ISN	35	40	5	25
14.	IF	45	55	10	100
15.	KWS	40	45	5	25
16.	MD	10	15	5	25
17.	MU	50	55	5	25
18.	MJ	55	60	5	25
19.	MFS	15	40	25	625
20.	NAK	10	35	25	625
21.	NSL	20	30	10	100
22.	PA	35	40	5	25
23.	RAR	75	80	5	25
24.	RA	50	55	5	25
25.	SD	45	60	15	225
26.	SYY	65	70	5	25
27.	TN	30	45	10	100
28.	TRS	40	60	15	225

29.	TP	15	35	20	400
30.	ZA	35	40	5	25
Total		1105	1380	270	3500
Mean		37	46	9	116.67

Conclusion from the table above is that the total score of pre-test is 1105 and the mean of score is 37. the total score in post-test was 1380 and the mean of the score is 46. it means that, score of the total and mean in post-test in the experimental group is higher than the score of the total and mean in post-test in control group. In control group the value of the Standard Deviation was 10.85. Then, to find out the result of applying t-test formula can be used from those value. The t-test showed that the value is 8.18.

Discussion

Based on the researcher that had been conducted during the researcher did this research in teaching vocabulary by using Anagram Games. The students could be motivated and enthusiastic in the learning process. The student felt easy to memorize the words was given by researcher. After collecting and analyzing the data and giving treatment In this research findings shows that there was significant effect of Using Anagram Games in students' vocabulary learning achievement in VIII grade students of SMP Negeri 2 Deli Tua. The result is, in Experimental Group, teaching vocabulary using Anagram Media was more increase than teaching vocabulary were not taught by using Anagram Media. By looking at the results of student achievement the score of both group were different, however the differences were tested by using t-test. The t-test value in Experimental group was higher than t-observe value in Control group 11,2 and 8,18 (11,2 >8,18). Its mean that Anagram Media affects on students' understanding in learning vocabulary skill.

5. Conclusion and Suggestions

Conclusion

There are some conclusions drawn based on the data above :

1. Anagram games is very interesting to be carry out as a language getting to know approach. Anagram games can stimulate students' creativity. Students look for creative work on letters to locate and outline new words. Then, anagram games is very suitable in teaching English in the classroom.
2. The experimental research is one of good research design to know the progress of students' vocabulary skills because the writer has got the data from the students' multiple choice test directly, either in the pre test or in post test. The writer also did the treatment especially in experimental class to know the students' skill after doing the treatment by using Anagram Games.
3. After analyzed the data, it is found that there was significant effect of Using Anagram Games in students' vocabulary learning achievement. The data analysis by using t-test was proved. the result of computation in t-test was 11,2, while the critical value of 0.05 significant level was 1.68. The conclusion shows that the data analysis is the value of t-test (11,2) is higher than the t-table (1.68). its mean that using Anagram Media significantly effects on students' vocabulary learning achievement and the alternative hypothesis (H_a) is accepted, than using Conventional Method. Besides that, students who are taught by using Anagram Media have many chances their ability to memorized new vocabulary and a new way to learn english vocabulary with the creative media.

Suggestion

On this occasion, the researcher suggests that :

1. For the teacher should apply anagram game as one model of learning in learning vocabulary, because it can improve student's vocabulary mastery and teacher should make the class atmosphere was more fun to make the students enjoy in learning vocabulary. Because if they are enjoy, it will make them easier in memorize vocabulary

2. For the students does not less motivation in learning English language, always practice and also should apply anagram game while in the house, as taught in schools to improve creativity in forming word, and don't forget to know the benefits of studying English, so you can be more interested in studying English.
3. For the other research, this research can be used as basic information or reference about implementation Anagram Games for other research in conducting the similar study.

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