Anagram Game to Enhance Students' Vocabulary Mastery

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Abstract   This research is focused on the effect of Anagram Game on the Students' Vocabulary Mastery at VII Grade MTs N 2 Padangsidimpuan. This research aims to know the suitable and effective technique in teaching vocabulary. The research was an experimental research that uses one group pre-test and post-test design consist of 39 students in experimental class and 39 students in control class. The data were collected from students' vocabulary test in the experimental class and control class. The result of this research have found from the t-test, which is t_{count} was higher than t_{table} (3.92>1.666). It was concluded that there was a significant effect of anagram game on the students' vocabulary mastery. It means that the alternative hypothesis was accepted which indicates that anagram technique was significantly effective in teaching vocabulary. Additionally, anagram is a good vocabulary learning technique. It is an interesting game for learners. Thus, it is strongly suggested that teachers apply this technique to help enrich students' vocabulary.

Keywords: Vocabulary Mastery; Noun; Anagram Game; Teachers' Technique; Teaching Vocabulary.

Abstrak   Penelitian ini fokus pada penggunaan anagram game terhadap penguasaan kosakata siswa kelas VII MTs N 2 Padangsidimpuan. Penelitian ini bertujuan untuk mengetahui teknik yang sesuai dalam mengajar kosakata. Penelitian ini adalah penelitian eksperimen yang menggunakan satu grup pre-test dan satu grup post-test desain yang terdiri dari 39 siswa sebagai kelas eksperimen dan 39 siswa sebagai kelas kontrol. Data dalam penelitian ini dikumpulkan dari tes yang diberikan kepada siswa dalam kelas eksperimen dan kelas kontrol. Hasil penelitian menemukan bahwa pada uji-t, t_{hitung} lebih besar dari t_{tabel} (3.92>1.666). Dapat disimpulkan bahwa ada pengaruh signifikan anagram game terhadap kosakata siswa. Artinya, hipotesis alternatif diterima yang menunjukkan bahwa anagram teknik secara signifikan efektif dalam mengajar kosakata. Selain itu, anagram adalah teknik pembelajaran kosakata yang baik. Game yang menarik bagi siswa. Jadi, disarankan agar guru menerapkan teknik ini untuk menambah kosakata siswa.

Kata Kunci: Penguasaan Kosakata; Kata Benda; Anagram Game; Teknik Guru; Mengajar Vocabulary.

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INTRODUCTION

Vocabulary is one of the important in English. It has an important role in English. By using vocabulary, it will be easier to understand what the conversation or writing of other people. It makes people be easier to express their thoughts in that language verbally or in writing. Vocabulary is one of the important things to teach a foreign language. Vocabulary is the proponent in language skills and grammar. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Teaching vocabulary in Junior High School has some problems. One of the problems that students face is they feel bored in the teaching and learning process. The students' boredom may come from the strategy or technique which is used in teaching vocabulary. The problems can make the teaching and learning process unsuccessful.

Based on the researcher's experience who implementing PPL at MTs N 2 Padangsidimpuan, one of the problems in this school is the students get difficulty in memorizing the vocabulary. They feel bored when teaching and learning English process. The students' weaknesses of vocabulary mastery also occur due to a lack of motivation in learning English, the students are also poor vocabulary. The same opinion comes from the English teacher in MTs N 2 Padangsidimpuan, the teacher said the students get difficulties in learning English and they are not interested in learning English. It makes the students feel bored when teaching and learning process.

Therefore, the researcher wants to know the use of suitable technique influences to what has been intended to the students' vocabulary mastery at seventh-grade MTs N 2 Padangsidimpuan becomes its purpose. In teaching vocabulary, the teachers should have many techniques to teach vocabulary to the students. They should be as creative as possible to teach vocabulary also creative to design many strategies or techniques in the classroom that urge and motivate students to study English especially in learning vocabulary. Besides to urge and motivate students, it can help students to memorize the vocabulary. It will suppose students to think that learning English is fun.

Based on the explanation and problems above, the researcher believes that the new technique will solve the students' problems in learning vocabulary. Therefore, the researcher chooses a game as the technique in teaching vocabulary to the students. The researcher

believes that the games can be a way to minimize the students' boredom in learning vocabulary. One of them is the anagram game.

Teaching vocabulary must be interesting and the teacher should be creative to create fun and meaningful learning because vocabulary is very essential in a language. Teaching technique is a fundamental factor in teaching and learning. It will influence the students to concentrate in the learning process. It is needed to make the teaching and learning process become an interested way in order to make the students are motivated and interested in learning English. (Harida, 2015). A game is an activity with rules, a goal and an element of fun (Jill Hadfield, 1998). El Shamy in Ibrahim defines a game as a "competitive activity played according to the rules within a given context, where players meet a challenge to achieve an objective and win"(Ibrahim, 2017). Blanka states that game is perceived as a meaningful fun activity governed by rules (Blanka Frydrychova, 2015). According to these definitions, it means game is an activity that has player also the rules to play it.

Anagram game is rearranging the word or letters by the students to create the new word or phrase from the letters of another word. Dale and O'Rourke in Richard stated one of the interesting ways for learning vocabulary is using word games exercises. There are several types of word games, such as puns, riddle, crossword puzzle, and anagram. One of the games is anagram game (Kumara, 2016). Sartika said Anagram is an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language (Sartika Manurung, 2013). Anagram game is very important to teach vocabulary.

Anagram helps the students more effective in learning and teachers easier to give the teaching of English (Muhamad Arrofi Rahman, 2016). It helps the students to form a new word based on letters, word or phrase given. From those definitions and researches stated that anagram game is good to vocabulary mastery. It has the positive effect and influence to students' vocabulary mastery. Based on the above explanation, the researcher wants to know the positive effect of anagram game on the students' vocabulary mastery.

Dale and O'Rourke in Richard stated one of the interesting ways for learning vocabulary is using word games exercises. There are several types of word games, such as puns, riddle, crossword puzzle, and anagram game. Anagram is the first type of word game that popular in Europe during the middle ages. Anagram art created by the Greek poet Lycophron. Before the era of computerization, anagram built using pen and paper from a

combination of letters and experiment with variations. Anagram comes from the Greek "ana," meaning "after" and "gramma," means "letter or writing".

According to Collins Cobuild English Dictionary in Ahdian, it is a word or phrase created by rearranging the letters of another word or phrase, in which every letter in the original is used in the creation of word and the new phrase (Ahdian Rosadi, 2017). This definition related with Maimunah that anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a word or new word or phrase, using all the original letters exactly once, for example orchestra can be rearranged into carthorse.

Someone who creates anagrams is called an anagrammatist. The original word or phrase is known as the subject of the anagram (Maimunah, 2016). The same thing also delivered in Oxford dictionary, anagram is word made by changing the order of the letters of another word (Hornby, 2010). It means that anagram is a type of word play to rearrange the letter into new word or created the word.

In addition, Chris T. Panagiotakopoulos and Menelaos E. Sarris stated that the goal in solving an anagram is to rearrange a set of given letters into an orthographically correct order that follows the orthotactic rules of the language. Solving anagrams tasks had been used to assess aspects of word recognition processes (Chris T. Panagiotakopoulos, Menelaos E. Sarris, 2013). From that definition, it means anagram is ordered to rearrange the word or phrase or set of letters to form a new word.

So, the students will know the new vocabulary after rearranging the word. The students can enrich their vocabulary mastery by using this game. The students also can learn vocabularies enjoy without any boredom. This game also can build students' self-confidence because this game is played in groups. From those definitions and researches stated that anagram game is good to vocabulary mastery. It has the positive effect and influence to students' vocabulary mastery. Based on the above explanation the researcher wants to know the positive effect of anagram game to the students' vocabulary mastery.

Anagram technique is important in teaching vocabulary. Anagram helps the students more effective in learning and helps the teachers to give material in teaching English (Muhammad Arrofi Rahman, 2016). Meanwhile anagram technique is a type of word play. Many words will be got through this technique. Automatically, this technique will increase students' vocabulary. By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play

(Ahdian Rosadi, 2017). So, anagram game is affective in teaching vocabulary because this game exercises the students to playing the word that can improve the students' vocabulary.

In order to solve the students' problems in learning vocabulary, the researcher is interested to propose the anagram game as the technique in teaching vocabulary. The researcher thinks that anagram game is one of the techniques that can teach vocabulary effectively also can improve students' vocabulary mastery. The researcher wants to know anagram game will give significant effect to students' vocabulary mastery.

METHOD

This research used quantitative with experimental method. This research was experimental research with quantitative method. The researcher did the research at MTs N 2 Padangsidimpuan. This research used one group pre-test and post-test design. Two classes were chosen randomly as the sample. The sample of this research was the seventh-grade students of MTs N 2 Padangsidimpuan. The sample were class VII-2 (39 students) as experimental class and class VII-3 (39 students) as control class. To collect the data, the researcher used test as the instrument to get data. The kind of the test is multiple choice tests. The test consists of 40 items after validity, 20 items for pre-test and 20 items for post-test. The students asked to be able in identifying the name of the things in the classroom and in the kitchen.

The researcher administered test to find out whether there is a positive effect of anagram game to students' vocabulary mastery after the implementation of this technique. The researcher checked the quality of the subjects firstly by giving a pre-test. Then, the researcher gave a treatment for the experimental class; in this research the researcher gave anagram game technique as the new treatment. Meanwhile the control class was given nothing, the researcher just taught the control class as usual. Means, the teaching process in control class did without anagram game technique. The procedure used in teaching process is conventional strategy. In this research, the technique for analyzing the data used quantitative data. Quantitative data is used to analyze the score of the students test.

RESULT AND DISCUSSION

The researcher collected the data and gave vocabulary test to the sample. The sample of this research was VII-2 as experimental class and VII-3 as control class. The researcher gave a test to the students, then collected the students' answer sheet and the last researcher

checked the students' answer sheet and gave the score. The test was divided into two aspects, they are pre-test and post-test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher describes the data as follow:

Table 1
The Pre-Test score of Experimental Class and Control class in Pre Test

Result	Experimental Class	Control Class
Total Score	1890	1625
Highest score	75	75
Lowest score	20	20
Mean	51.72	47.40
Median	54.42	59
Modus	81.15	49.77
Range	55	55
Interval	9	9
Standard deviation	14.31	17.73
Variant	182.82	296.42

Based on the above table 1, the total score of experimental class in pre-test was 1890, mean score was 51.72, standard deviation was 14.31, variant was 182.82, median was 54.42, range was 55, modus was 81.15, and interval was 9. The highest score was 75, and the lowest score was 20. Based on the above table 1, the total score of control class in pre-test was 1625, mean score was 47.40, standard deviation was17.73, variant was 296.42, median was 59, range was 55, modus was 49.77, and interval was 9. The highest score was 75, and the lowest score was 20. From the table 1 above, the students' scores of experimental class was same with the students' scores of control class. It is categorize in low category.

Table 2
The Pre-Test score of Experimental Class and Control class in Post Test

Result	Experimental Class	Control Class
Total Score	2645	2290
Highest score	95	95
Lowest score	50	50
Mean	62.09	53.84
Median	72.09	63.15
Modus	81.15	59.3
Range	45	45
Interval	7	7
Standard deviation	11.90	19.95
Variant	150.64	168.92

Based on the above table 2, the total score of experimental class in post-test was 2645, mean score was 62.09, standard deviation was 11.90, variant was 150.64, median was 72.09, range was 45, modus was 81.15, and interval was 7. The highest score was 95, and the lowest score was 50. Based on the above table 2, the total score of control class in post-test was 2290, mean score was 53.84, standard deviation was 19.95, variant was 168.92, median was 63.15, range was 45, modus was 59.3, and interval was 7. The highest score was 95, and the lowest score was 50. From the scores of data distribution of experimental class and control class, it can be seen from the mean score of both groups they have. From the table 2 above, the students' scores of experimental class was higher than the students' scores of control class.

After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class were normal and homogenous. The hypothesis of this research was h_a and h_0. The hypothesis alternative of the research was "there is the significant effect of anagram game on the students' vocabulary mastery at grade VII MTs N 2 Padangsidimpuan". While the hypothesis nol of the research was "there is no the significant effect of anagram game on the students' vocabulary mastery at grade VII MTs N 2 Padangsidimpuan. The result of t-test was as follow:

Table 3
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.40	1.66691	3.92	1.66691

Based on researchers' calculation, researcher found that t_{count} 3.92 while t_{table} 1.66691 with opportunity $(1 -_\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 37 + 35 - 2 = 70$. Cause $t_{count} > t_{table}$ (3.92 > 1.66691), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was the significant effect of using anagram game on the students' vocabulary mastery. In this case, the mean score of experimental class by using anagram game was 62.09 and mean score of Control Class was 53.84.

Based on the result of this research, the researcher found that anagram game has the significant effect to teach vocabulary. The researcher discussed the result of this research and compared with related findings. The First, the research by Fanti Maria Fifah with research result anagram has the significant effect to the students' vocabulary mastery (Fanti Maria Fifah, 2016). The second, performed by Sartika Manurung result of the research showed that

anagram game can improve students' vocabulary mastery (Sartika Manurung, 2013), than Siti Nurjanah points the positive effect in using anagram game to students' vocabulary (Nurjanah, 2018). Moreover, Mirwana Siska also found the improvement of the students' vocabulary mastery by using anagram game in teaching vocabulary (Mirwana Siska, 2017). The last is performed by Kartini this study found that using anagram was effective in teaching vocabulary (Kartini, 2010). It can be known from the increased of students' achievement. As mention by Dale and O'Rourke in Richard stated one of the interesting ways for learning vocabulary is using word games exercises (Richard, 2016). One of the games is anagram game. Dale and O'Rourke in Richard summarized that students are able to enjoy game and exercise when using anagram (Richard, 2016). In other hand, Ahdian (Ahdian Rosadi, 2017) and Rahman (Muhamad Arrofi Rahman, 2016) stated that anagram is type of word play that can give effect to students' vocabulary mastery also helps students more effective in learning.

From the result of the research that is previously stated. It was proved that the students who were taught by anagram game got better result. In summary, the researcher found all the related findings support this research. The researchers found the positive effect to the students' vocabulary mastery. Anagram game can improve students' vocabulary mastery as found by Fanti Maria Fifah (Fanti Maria Fifah, 2016), it can increase the students achievement in vocabulary mastery (Kartini, 2010). Anagram helps the students more effective in learning and teacher easier to give the English learning (Muhamad Arrofi Rahman, 2016).

Sartika stated that anagram is an enjoyable, effective and interesting way to teach vocabulary because it can give enjoyment and challenge in studying language (Sartika Manurung, 2013). It can be concluded from the above explanation that anagram game is appropriate in teaching vocabulary to the students also can enrich the students' vocabulary mastery because anagram game is type of game to playing words. It was found the significant effect of anagram game to the students' vocabulary mastery in this research. It can be seen from the mean score of experimental class was 62.09 and control class 53.84. It means the result and hypothesis testing showed anagram game had the effect, and the hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It was indicated that score of experimental class was higher than control class (62.09 > 53.84), and also indicated $t_{count} > t_{t\ able}$ (3.92 > 2.617). Based on the above explanation, the researcher

concluded that hypothesis alternative was accepted and there was a significant effect of anagram game on the students' vocabulary mastery.

CONCLUSION

Based on the result of the research, the conclusions of this research are the students' vocabulary mastery at seventh-grade MTs Negeri 2 Padangsidimpuan before using anagram game was low. The students' mean score of pre-test was 54.42 in experimental class. The students' vocabulary mastery at the seventh-grade MTs N 2 Padangsidimpuan in using anagram game had higher score. It can be seen from the mean score of post-test, 62.09 in experimental class. The result of the research showed that anagram game give good effect to students' vocabulary mastery. The researcher found that the result of T-test where t_{count} was higher than t_{table} (3.92 > 1.66691). It means that H_a was accepted and H_0 was rejected.

In other words, there was significant effect of anagram game to students' vocabulary mastery at seventh-grade MTs N 2 Padangsidimpuan. It can be seen from mean score of experimental class in post-test was 62.09, it was higher than control class (62.09 > 53.84). So, the researcher concluded that anagram game had an effect or effective on the students' vocabulary mastery.

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