
Anagram Game to Teach Vocabulary Mastery for Islamic Junior High School Students

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Abstract

This research has investigated the students' vocabulary mastery using Anagram for the Islamic Junior High School students in Padangsidimpuan. It was done through experimental method with pre-test and post-test design, with multiple choice test. There was 39 students as experimental class as the sample of this research, and mean-score was used to analysis the data in this research. After getting the data, the mean score of pre-test result is 51.72 and after using Anagram became 62.09. It can be said that anagram game has given good effect to the students' vocabulary mastery of the VII grade students of the Islamic Junior high school students.

Keywords: *Vocabulary Mastery, Noun, & Anagram Game*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan anagram terhadap penguasaan kosakata siswa pada salah satu sekolah madrasah di Padangsidimpuan. Penelitian ini dilakukan dengan metode eksperimen yang menggunakan pre-test post-test desain, dengan instrument pengumpulan datanya tes kosakata dalam bentuk pilihan berganda. Sejumlah 39 siswa ditunjuk sebagai sampel dalam penelitian ini, dan menghitung nilai rata-rata dijadikan sebagai alat analisis datanya. Hasil penelitian menunjukkan nilai rata-rata penguasaan kosakata siswa dalam pre-test adalah 51.72 dan dalam psot-test adalah 62.09. Dapat disimpulkan bahwa terdapat pengaruh baik dari penggunaan *anagram game* pada penguasaan kosakata siswa kelas VII siswa madrasah di kota Padangsidimpuan.

Kata kunci: *Penguasaan Kosakata, Kata Benda, Anagram Game.*

INTRODUCTION

Vocabulary is essential to master a language. If the learners having much vocabularies, it will be easier to understand other people both in four skills: listening, speaking, reading and writing. It makes people more comfortable to express their thoughts in that language verbally or in writing. Vocabulary is the proponent in language skills and grammar; it plays an essential role, an element of the four skills. Students should acquire words and should know how to use them accurately to use in as communication tools.

Teaching vocabulary in Junior High School has some problems. One of the problems that students face is they feel bored in the process of education. 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.

However, there are some problems in mastering vocabularies, and it can be based on the students' factors or even the teachers'. From the students can be their motivation, their learning interest, their mastering on vocabularies, and soon. From the side of the teachers can be the teaching methods or teaching style. It needs to be solved, one of them by using games. As known that games can be exciting media to be used in English language teaching, and the researcher chose game as the technique in teaching vocabulary to the students. It is stated that the game can be useful for teaching English (Hui & Lin, 2020). They did not focus on one of English subject, but for language learning, meanwhile in this research focused on gaming in vocabulary mastery. So, it is believed that the games can be the solution to make the students' boredom lower in learning vocabulary; the example is anagram game.

Game is useful in teaching vocabulary. It is known from Hasibuan (2018) that puzzle has effective in improving students' vocabulary mastery. It is a set of exciting games, and it is related to Anagram, which is an exciting game for using in teaching vocabulary. As stated by Sartika (2013) that Anagram is one of the words, interesting, and fresh ways to teach vocabulary cause of giving enjoyment or challenge. It is a game in rearranging the students' words or letters to create new words or phrases from the letters of another name). One exciting way of acquiring vocabulary is using word games exercises. There are several types of word games, such as puns, riddle, crossword puzzles, and Anagram, and one of

the games is anagram game (Kumara, 2016). Anagram game is crucial to teach vocabulary; it will help the students be more effective in learning and make it easy to teach English more interesting (Rahman, 2016). It allows the students to form a new word based on letters, comments, or phrases given. From those definitions and researches stated that anagram game is suitable for vocabulary mastery. It has a positive effect and influence on students' vocabulary mastery. Based on the above explanation, the researcher wants to know the positive impact of the anagram game on the students' vocabulary mastery.

Students can enrich their vocabulary mastery by using the game. The students also can study vocabulary enjoy without any boredom. Its game also can build students' self-confidence cause of play in groups. From those definitions and researches stated that anagram game is suitable for vocabulary mastery. It has a positive effect and influence on students' vocabulary mastery. Solving the students' problems is interested in proposing the anagram game as the technique in teaching vocabulary. It believes that one technique can teach vocabulary easier and interestedly and improve students' vocabulary mastery. The researcher wants to know the anagram game will have a significant effect on students' vocabulary mastery.

THEORETICAL DESCRIPTION

Vocabulary is one of the knowledge-based for language learning. It is used in every language as basic and to support in using language well. Vocabulary is the aspect that is important to be learned when learning a language; it is also one aspect that is owned by every student to make them understand and master the language. Hornby said, "vocabulary is all the words that person know or use, the words that people use when they are talking about a particular subject" (Hornby, 2010). It is all the words in a language that are perceived by a specific individual or gathering of individuals (Nordquist, 2019). Language is arranged by many words that are produced by vocabulary, which include in the language component. It gives information or explanation in language terms. Vocabulary refers to all of the words in all languages or the words or phrases used in a specific variety; it plays a big role in acquiring a language (Alqhatani, 2015). It is one of the language components to supports the speaker in communication. It means vocabulary plays a very important role in developing and reaching the four language skills.

Mastering vocabulary is an important part of English; it is more than grammar for communication. If students have less vocabulary, they will get many problems using language (Budi Setiawan, 2010). A generalization of requiring the words can measure someone's mastering in vocabulary; that's the ability to find the definition of words and apply or select appropriate usage. Vocabulary mastery is one of the important aspects of language learning, as well as English. It is a good understanding of English vocabulary.

There are two main types of vocabulary: active and passive (Nordquist, 2019). Active vocabulary comprises of the words we comprehend and use in regular talking and composing. Passive vocabulary is comprised of words that we may perceive however don't, for the most part use in ordinary correspondence (Nordquist, 2019). In addition Active vocabulary alludes to words that students see however are not yet ready to utilize, and passive vocabulary is the words that students comprehend and use in talking or composing (Kaufmann, 2017).

Moreover, the researcher points out that vocabulary mastery is the complete skill or comprehension to understand the stock of words and their meanings of a particular language. It can be said vocabulary mastery is a good understanding of the words and the meaning.

The teachers must do an interesting way to teach vocabulary; they must be creative in creating a funny and meaningful learning to make the students acquire it cause of the essential or vocabulary in a language. Teaching technique is fundamental in teaching and learning that will affect the students' concentration in the learning process. It is useful for making the teaching and learning process interested in making the students motivated and interested in studying English (Harida, 2015). A game is an activity with rules, goals, and elements of funny activities (Hadfield, 1998). El Shamy in Ibrahim defines a game as a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win"(Ibrahim, 2017). Blanka states that gaming can perceive as a meaningful, funny activity governed by rules (Blanka Frydrychova, 2015). According to these definitions, a game is an activity that has players also the rules to play it.

There are several types of word games, such as puns, riddle, crossword puzzles, and Anagram. One of the games is an anagram game (Richard Kumara, 2016). An anagram is words or phrases that create by using re-arrangement of the

letters to another word or phrase; every original is used to create a new word and phrase (Ahdian Rosadi, 2017). This definition related with Maimunah that anagram technique is a type of word playing, 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, an orchestra can be rearranged into carthorse. The original word or phrase is known as the subject of the Anagram (Maimunah, 2016). The same thing is also delivered in the Oxford dictionary, Anagram is a word made by changing the order of the letters of another word (Hornby, 2010). It means that Anagram is a type of wordplay to rearrange the letter into a new word or created the word; the purpose of giving an anagram is to rearrange given letters into the right order following the good rules of the language.

In conclusion, an anagram game is a type of word game or wordplay. The game aims to rearrange the words or phrases to create a new word or phrase. This game is one of the interesting games that can motivate and increase the students' vocabulary mastery.

Game is one of the fun ways of teaching vocabulary. It makes students more active and interested in learning. Game is also appropriate to be used in teaching vocabulary (Nur Hidayat, 2016). It helps the teaching and learning process easier and fun. Ali stated that games are advantageous and effective in learning vocabulary. It is motivating because it usually involves friendly competition and creates a cooperative learning environment. This game is not only for teaching vocabulary, but also for another kinds of English skills, such as reading comprehension. Based on Sulistianingsih et.al (2020) this games gave significant effect on reading achievement of the students. It means that anagram can give positive effect to many kinds of language fields. Games can improve students' communicative skills, and they have a chance to use the target language. (Derakhshan & Elham Davoodi Khatir, 2015). The game makes students motivate and enjoy the learning process because it a fun way of learning. It will sustain the students' interest and motivate them.

There are some advantages of Anagram. It helps the students be more effective in learning; it also helps them give the material in teaching English (Rahman, 2016). Meanwhile, anagram technique is a type of wordplay, which can increase students' vocabulary. Using this technique, the learners will not be boring because of the appropriate technique to their characteristics that ask the

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

There are some advantages of using Anagram. They are 1) giving the students an enjoyable way or challenge in studying language; 2) encouraging students to pay attention carefully to words, 3) practicing to form different words from the given clues, 4) matching to the definition, 5) providing to practice spelling, 6) emphasizing the letter position concerning the meaning of words, 7) increasing vocabulary, 8) giving motivation, and 9) encouraging vocabulary learning interest (Manurung, 2013). Thus, anagram technique is one of the word games that have many advantages. It is a fun way to teach vocabulary by playing a word. Using anagram game technique can decrease students' boredom. It can improve students' learning motivation.

Based on the explanations above, anagram game is the teaching vocabulary technique that can benefit students' vocabulary mastery. It can increase students' vocabulary mastery. On the other hand, it can motivate students to learn vocabulary and decrease students' boredom when teaching and learning.

Some ways can be applied in anagram game, such as:

- 1) By forming another word from the words given. For examples:
 - a) Interesting : in, teers, gin, etc.
 - b) Motivate : eat, ate, motive, etc.
 - c) International : internal, ate, earn, on, it, etc.
- 2) By rearranging, the letters become sentences from the given words. For example:

| | |
|----------|--------|
| Bftaeilu | Ldouyl |
| | Shlcoo |

- a) Don't speak too loudly, please.
 - b) She is a beautiful girl wearing that goldy silver dress.
 - c) His school is in the back of my house
- 3) By omitting one or some letter. Example:
 - a) Words: perceive
Definition: got or accepted something
New word: receive
- 4) By matching the scramble words to its' arrangement

| | |
|---------|--------|
| ytr | Pencil |
| lcielpn | Ball |
| evig | Try |
| lbal | Give |

From the above quotation, many ways can be applied in anagram game. In this research, the researcher focused on the fourth way. The learners make a match for the scrambling word on the left to its arrangement on the other side.

The procedures of applying anagram game as below:

- 1) Dividing the students to groups.
- 2) Giving the anagram list to every group.
- 3) Getting some words to consist of a few random words.
- 4) Asking the students to arrange and form the randomized words given into a new word correctly.
- 5) Asking the students to match the random word on the left to its arrangement on the right (Insan Bara Rosada, 2016).

RESEARCH METHOD

It was an experimental method with one group pre-test and post-test design. The sample of this research was the seventh-grade students of MTs N 2 Padangsidempuan, they were class VII-2 (39 students). To collect the data, multiple choice test in vocabulary mastery as the instrument, it was used after doing construct validity. In analyzing the data, the researcher used mean-score.

FINDINGS AND DISCUSSION

Findings

After giving the score to the students on pre-test and post-test, the data gathered calculated as follows:

Table 6
The score in Pre-Test and Post-Test

| | | |
|---------------|-------|-------|
| Total score | 1890 | 2645 |
| Highest score | 75 | 95 |
| Lowest score | 20 | 50 |
| Mean | 51.72 | 62.09 |
| Median | 54.42 | 72.09 |
| Modus | 81.15 | 81.15 |
| Range | 55 | 45 |

| | | |
|--------------------|--------|--------|
| Interval | 9 | 7 |
| Standard Deviation | 14.31 | 11.90 |
| Variant | 182.82 | 150.64 |

Based on the table it can be seen that the lowest score of the students in pre-test was 20, meanwhile after giving the treatment was 50. It is also seen from the highest score that the range are 20 points, from 75 to 95. If it is looking for the mean-score of the students' vocabulary mastery of the students, it is seen that in pre-test the students' score are 51.72, while in post-test the students got 62.09. Although it is not so highly different, the anagram game proved give good effect to the students' vocabulary mastery.

When it is seen in the histogram the figured out of the students' vocabulary score can be seen as follows:

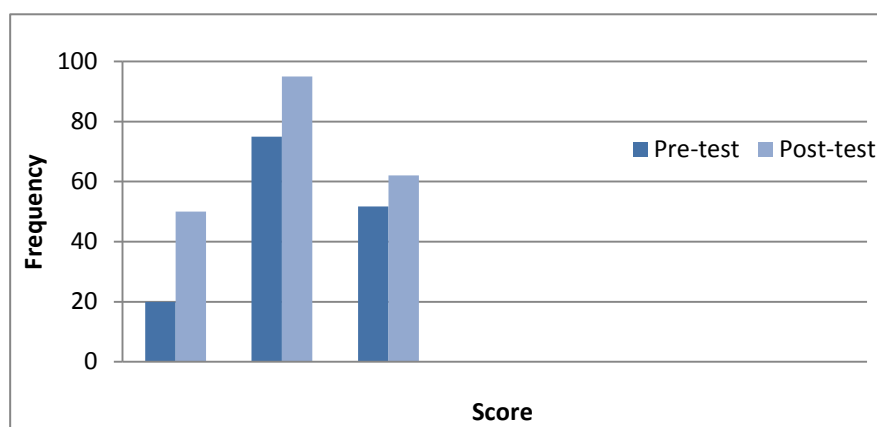


Figure Comparison in Pre-test and Post-test

From above histogram, the students' scores of pre-test is lower than post-test.

DISCUSSION

Based on this research result, the researcher found that anagram game positively affects teaching vocabulary. It was also supported what has been done by some researchers such as Fanti Maria Fifah (2016) with research result anagram has a significant effect to the students' vocabulary mastery. It is also related to research done by Sartika Manurung result of the research showed that anagram game can improve the mastering vocabulary mastery of students (Manurung, 2013). Moreover, anagram can also improve students' vocabulary mastery (Siska, 2017). The above also proved in this research; there is the effect of

anagram game on students' vocabulary mastery, which can be seen from the mean-score.

What has been stated before is related to what has been stated by Dale and O'Rourke in Richard. One of the interesting ways of learning vocabulary is using word games exercises (Richard, 2016). One of the games is anagram game. In Richard, Dale and O'Rourke summarized that students could enjoy game and exercise when using Anagram (Richard, 2016). However, what have been stated in this research that the mean-score of pre-test and post-test was different; unfortunately, it is not such high differences. There is a different mean-score, but only from 51.72 to 63.09; it means that the teacher in this school must be more creative in using various teaching techniques and games if needed.

This finding is one opportune that game is useful for showing jargon, particularly rearranged word game. It was demonstrated that the understudies who were educated by rearranged word game improved outcomes. In rundown, the scientist discovered all the connected discoveries uphold this exploration. It very well may be reasoned that a rearranged word game is suitable to educate jargon. It was discovered that there is a huge impact of a rearranged word game to the understudies' jargon authority in this exploration. In light of the above clarification, the analyst reasoned that speculation elective was acknowledged, and there was a critical impact of Anagram Game to the understudies' jargon authority.

CONCLUSION

Based on the research result, this research's conclusions are the students' vocabulary mastery at grade VII MTs Negeri 2 Padangsidimpuan before using anagram game was low. The students' mean score of pre-tests was 51.72 and in post-tests were 62.09. It can be seen from mean-score that the research results showed that anagram game positively affects students' vocabulary mastery. There was a significant effect of anagram game on students' vocabulary mastery at grade VII MTs N 2 Padangsidimpuan. The researcher concluded that Anagram Game effectively teaches vocabulary mastery of the Islamic junior high school students.

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