THE EFFECT OF ANAGRAM GAME ON THE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY AT SMPN 3 BALARAJA

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Abstract

This research was aimed to know the effect of Anagram Game on students' vocabulary mastery. This research used quantitative method, with quasi- experimental design. This research was conducted in SMPN 3 Balaraja. The number of the sample of the research was 70 students of eighth grade. The instrument in this research was divided into two steps of test, namely pretest and posttest. Based on the criteria of hypothesis test that if $t_{count} < t_{table}$ then H_o is accepted, it means that there is no significant difference students' result of learning vocabulary mastery between students in experiment class who were taught by using Anagram Game and the students in control class who were not taught by using Anagram Game. Otherwise, if $t_{count} > t_{table}$ then H_1 is accepted, it means there is any significant difference of students' result of learning vocabulary mastery between students in experiment class who were taught by using Anagram Game and students in control who were taught by using Anagram Game. The result of the calculation was t – count of α = 5% was 2.04, and for t – table was 1.99. It proved that Anagram Game gave effect on students' vocabulary mastery.

Keywords: Anagram, Game, Vocabulary

INTRODUCTION

English is an international language that is widely used by all people in the world. Learning English is very important because it can be used in giving or receiving information and to communicate with other people around the world. There are four skills in English: Reading, Speaking, Listening, and Writing. In Indonesia, English is taught from school to college. Although English is studied by students in Indonesia for a very long period of time, there are still many students in Indonesia who do not master English and find English very difficult to learn. One of the obstacles is because people lack vocabulary.

Vocabulary has an important role in life, especially in language. Without vocabulary, it will be difficult to communicate and interact with each other. According to Richard and Renandya (2002) "Vocabulary is one of the most crucial elements in a language. Because without vocabulary we cannot deliver a message, especially in English that becomes a foreign language in Indonesia. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (Nurjanah, 2018: 1). In short, vocabulary is one of the important of language parts in learning English. Due to those reasons, learning vocabulary can be the students' need as a process of learning language and to support their English mastery, Arjulayana (2018).

Even though the vocabulary is important in learning English, the students are often faced with problems of vocabulary mastery. Based on the preliminary observation of the eighth-grade students of SMPN 3 Balaraja, there are some problems that have been found regarding vocabulary mastery. First, the students have lack vocabulary knowledge. Second, the teacher still uses the conventional method

to teach English. Third, students are difficult to identify and understand the meaning of words. Fourth, students have difficulty distinguishing written and oral forms.

Therefore, as a teacher, it is necessary to find an interesting strategy. Teachers have to find the best strategy for teaching vocabulary. Commonly, there are several strategies in teaching vocabulary. The teacher must be able to create teaching strategies that can attract the attention of students and make students able to remember vocabulary easily. Furthermore, one of the strategies in teaching vocabulary is by using games as teaching media. Games are one of the ways to help students learn and remember the words. One example of a suitable game to help the students is Anagram game.

Anagram is a game that is suitable for learning vocabulary. Anagram is a word game. In Anagram game, the letters in the first word are randomized to find another word or sentence. It means the students can get new vocabulary. According to Echols & Shadily (2003) anagram means "Exchange of letters in words so that the word has another meaning of the word before" (Rosada, 2016: 28). From the explanation above, anagram is changing the sequence of letters a word into another word that has meaning. Based on the explanation above, the researcher was interested to conduct research entitled "The Effect of Anagram Game on Eighth Grade Student's Vocabulary Mastery at SMPN 3 Balaraja".

THEORETICAL FRAMEWORK
Vocabulary Mastery

Vocabulary has an important role in communication and language learning. In English, vocabulary as a basic knowledge for students to support the four skills of language, there are Listening, Speaking, Writing, and Reading. It can be concluded that without vocabulary, students will find it difficult to master the four skills in English.

Vocabulary is one of the most important things to be mastered in learning English. Hanson & Padua (2011) support that vocabulary is the words that people used for communication both oral and written form (Susanty, 2019: 5). In addition, Hiebert and Kamil (2005) said that vocabulary is the knowledge of words that we can use in speaking and writing (Susanty, 2019: 5). Vocabulary is the basic of language used to communicate and help student master four skills in language. Without vocabulary people cannot communicate effectively and express their idea.

According to Butterfield (2007:56), mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based on approach to design of classroom environments that is currently creating controversy in the educational research and development community. So, mastery is related one's ability, skill knowledge, proficiency, understanding capacity. According to Longman (2007:984), mastery is complete control or power over someone or something through understanding or great skill. Knowledge is important thing to the students to get more information and minimalist misunderstanding. Based on the explanation above, it comes to the conclusion that mastery is knowledge and skill that the students have in English vocabulary (Lestari, 2017: 6).

Assessing Vocabulary

Vocabulary mastery in learning languages is very important for learners to master the language skills. Therefore vocabulary knowledge must be tested. According to Pavlu (2009: 30-37), in her journal there are many techniques to testing vocabulary (Utami, 2017):

 a) Multiple choice
   This technique is easy to mark but quite difficult to design. We can use it either for testing single words, words in sentences or in texts.
 b) Cloze test

Another way how vocabulary can be tested is *cloze test.* This type examines active vocabulary because students are not given any options; they just have a text with gaps.

c) Word formation

Students have to change the form of word so that it fits to a particular sentence. They have to show that they understand the context and that they know various forms of a word.

d) Matching
This can be prevented by giving more options in one column than in the other one. There are also other possibilities than just matching words of opposite meaning. We can design a test where words and pictures are being matched,

e) Odd one out
This kind of exercise is easy to prepare, however, the teacher must know which words her students know so that they could find the odd one. It also test only the meaning of words, but it can be both useful and interesting for the students.

f) Writing sentences
This is a very interesting exercise which is worth trying but teachers must bear in mind that it will not be easy to mark such exercise easily.

g) Dictation
Here the teacher dictates words or sentences to students.

h) Sentence completion
Students are given incomplete sentences containing words that we need to test.

i) Definitions
The teacher gives her students a list of definitions of words she needs to test. However, not every word can be easily defined and sometimes there can be more than one possible answer. Moreover, the definitions should be clear so that students understand the definition and can come to the right answer.

j) Reading
Through reading we can test passive vocabulary mostly which is also useful for students as they learn to guess meaning of words from context, they will need this ability a lot in their future studies of English.

k) Writing
This type of testing is productive, students have to show their word knowledge, so the test is valid but two teachers would not probably come to exactly the same result in scoring which means that such testing is not very reliable.

l) Placing
Students underline those words which relate to e.g. movement: "think, run, keep, walk, jump, and answer".

m) Synonyms and antonyms
Students have to write down words of the same meaning:
"Clever _____ (bright)
Important _____ (significant)"
Students have to write down words of the opposite meaning:
"Beautiful _____ (ugly)
Happy _____ (sad)"

Games

In teaching English, in this case vocabulary, the teachers have to plan some activities that make the students enjoy, convenient, comfortable and interesting in learning vocabulary. This enjoyable situation will be found by the students when the teacher using fun activities such as games. As (Bakhsh, 2016: 120) said:
"Teaching young learners is very difficult compared with teaching teenagers or adults because young learners get distracted very fast. Children love to have fun and play, so teachers should choose suitable teaching methods that cater to children's nature. Games are one of the methods that could be used in order to avoid boredom in the classroom."

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According to Wright (1984) "Game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. (Rahmah, 2016)." It means game is a fun activity that is played by several people to complete a challenge and the goal of game.

Types of Game

Moursund (2007:6) suggest the activity using the variety of techniques in presenting word play (Scramble, crosswords, Anagram, guessing game, etc) makes the students are easy to understand the material and there are many type games of vocabulary (Fifah, 2016: 22):

1. **Board games** this game shows the path that the players must follow and the English phrases that the players must produce orally. Each board game has a theme that requires the students to produce certain types of expression, so they practice a variety of vocabulary, grammatical patterns and functional meanings. This is some board games as follows: Scrabble, Upwords, Bananagrams, Scramble slam, scattergories etc.
2. **Card games**, teaching use card game not only builds language, but also builds cultural knowledge. The card game we have assembled here are not only timeless, but they are also perfect teaching tools for an ESL classroom. This is some card games as follows: Uno, Memory, Kings, Dictatorship, etc.
3. **Word games** a form of play concerning competition, rules and fun. Therefore, teachers should use games in teaching to attract students' attention, decrease students' stress and give them the opportunity to communicate effectively. This is some word games as follows: Word association, Tops and tails, Add a letter, etc.
4. **Puzzle** is something, such as a game, toy, or problem that requires ingenuity and often persistence in solving or assembling.

Anagram Game

Anagram is a type of word play. In playing this game, the letters in the original word will be randomized and allow players to form and get new words or sentence. Rifiani (2012) in her blog said games that use anagram such as Scrabble and Boggle. In both games, the player tries to form words from the letters provided. However, anagram is not only used as games. Anagram is often used to form secret codes by creating keywords as well. Anagram can be found in novel or movie, such as *The Da Vinci Code Novel, Harry Potter and the Chamber of Secret Movie, and Shutter Island Movie.*

Fifah (2016: 23) said that "Anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once' for example *orchestra* can be rearranged into *carthorse.*

According from The World Book Dictionary (2006) anagram is a word or phrase formed from another by transposing or rearranging the letter. Meanwhile, Webster's School Dictionary (1980) anagram is a word or phrase made out of another by changing the other of the letters. Furthermore, Echols and Shadily (2003: 28) said anagram means "Exchange of letters in words so that the word has another meaning of the word before" (Rosada, 2016: 28).

RESEARCH METHOD

The quantitative method was used in this research with quasi-experimental design. The purpose of the design is to find out the cause- effect between two variables. Suwartono (2014: 159) states that experimental research begin with make hypothesis causal consists of independent variables and dependent variable, next step is doing pre-test, followed by give treatment (stimulus) into experiment group, and the last measure dependent variable after given post-test (stimulus). The purpose of experimental study is to determine cause and effect relationship (Utami, 2017). The researcher conducted the research at eight grade students' of SMPN 3 Balaraja which is located on Jl. Sentul Jaya No. 03, Tobat, Balaraja, Tangerang, Banten 15610. The sample of this research was taken from two classes which are VIII.C as a control class that was taught without Anagram Game and VIII.A as an experimental class that was taught by using Anagram Game. Class VIII.A consist of 35 students and class VIII.C consist of 35 students. The research used purposive sampling.

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The data collecting instruments in this research was taken from test. In collecting the data, the researchers gave the students' pre-test and post-test for both experiment and control class. The types of test are multiple choices consist of 24 items. The vocabulary that will be tested in the instruments are spelling, and meanings. The meanings consist of denotation, synonym, antonym, hyponim, and translation.

After collecting the data, the researchers analyzed the students' pre-test and post-test scores. After getting the data, the researcher has to analysis the data using parametric analysis. Based on the data analysis, it was found that the data was normally distributed and homogeneous. Since the data normal and homogeneous, the researcher calculated the data to test the hypothesis that whether there is a significant difference between students' vocabulary in experimental class and students' vocabulary in the control class by using t-test formula

RESEARCH FINDING AND DISCUSSION

The purpose of this research is to find out the cause- effect between two variables. The purpose of t-test formula is to know whether there is a significant difference between students' vocabulary in experimental class and students' vocabulary in the control class.

Based on the research calculation result of pre-test data from experimental class and controlled class by using T-test, the result showed that the students' vocabulary mastery of experimental class and controlled class in the beginning had no different by using significant level of 5% ($α = 0{,}05$). The data analysis was started by calculating the central tendency of pre-test data. From the calculation, the central tendency obtained result that the average score or mean of experimental class was 56.04 while the average score or mean of controlled class was 51.68. The standard deviation score of experimental class was 14.20, while the standard deviation score of controlled class was 19.40. After that, the researcher conducted hypotheses test where the result showed that t_{count} (1.09) < t_{table} (1.99), it means t_{count} is less than t_{table}. It indicated that H_0 is accepted where there is no significant difference of the students' vocabulary mastery between the students in experimental class and the students in controlled class.

After giving the pre-test, the researcher gave the learning treatment in the experimental class by using Anagram Game. In the controlled class, the researcher taught without Anagram Game. After that, the researcher conducted the post-test for both classes. Based on the research calculation result of post-test data from experimental class and controlled class by using T-test, the result showed that the students' vocabulary mastery in experimental class who were taught by using Anagram Game had improved rather than the students in controlled class who were not taught by using Anagram Game.

The post-test data analysis was started by calculating the central tendency of post-test data. From the calculation, the central tendency obtained result that the average score or mean of experimental class was 73.62, while the average score or mean of controlled class was 65.21. The standard deviation score of experimental class was 15.70, while the standard deviation score of controlled class was 19.10. After that, the researcher conducted hypotheses test where the result showed that t_{count} 2.04 > t_{table} 1.99, it means t_{count} is more than t_{table}. It indicated that H_1 is accepted where there is any significant difference of the students' vocabulary mastery between the students in experimental class who were taught by using Anagram Game and the students in controlled class who were not taught by using Anagram Game.

CONCLUSION

Based on the result of this research, it can be concluded that there is any significant different result between the students who are taught by using Anagram Game and the students who are taught without Anagram Game in term of English vocabulary mastery the eighth grade students of SMPN 3 Balaraja in academic year 2020/2021.

The result of this research is any significant in post-test of experimental class who taught using Anagram Game, it can be seen on the result of T-test with significant level $α = 5\%$ or 0.05 showed that t_{count} 2.04 > t_{table} 1.99, then H_0 is rejected and H_1 is accepted. To sum up, Anagram Game is effective in improving students' vocabulary mastery because the value of t-test is higher than t-table. Finally, Anagram Game is effective to be applied in teaching vocabulary.

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SUGGESTIONS

Here are suggestions which the researcher deliver for future researches. Hopefully, the suggestions are useful for the students, teacher and other researchers who are interested in conducting teaching activities by using anagram technique. The suggestions as follows:

1. Teachers
    The teacher should give clear explanation about anagram before the students use it in learning vocabulary. The way anagram used might make the students confused moreover for the students that knowing English for the first time, and the teacher should know the personality of the students in the class. This is needed to handle them while learning vocabulary.
2. Students
    Anagram Game can facilitate students in increasing their English vocabulary. Anagram Game can foster students' creativity. Students can expand their English Vocabulary in a fun way and Anagram Game can be practiced anywhere and anytime.
3. Researchers
    The result of this research can be used as basic information or reference about implementation anagram technique for other research in conducting the similar research.

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