THE EFFECT OF USING ANAGRAM GAME ON SEVENTH GRADE STUDENTS' VOCABULARY MASTERY OF MTS NEGERI 5 JEMBER IN THE 2018/2019 ACADEMIC YEAR

Fathikhul Hidayah Nuraini (1510231057)

Advisor 1: Fitrotul Mufaridah M.Pd

Advisor 2: Kristi Nuraini M.Pd

Faculty of Teacher Training and Education University of Muhammadiyah Jember

E-mail: **hidadagly@gmail.com**

ABSTRACT

This research is aimed to find the effect of using Anagram Game on seventh grade students' vocabulary mastery of MTs. Negeri 5 Jember. The design is quasi experimental research, Non-randomized control group, pretest-posttest design.

In the beginning of the research, both experimental and control groups were given pre-test to measure the ability of the students' vocabulary mastery in the form of a test consisted of 35 questions and post-test after the treatment. The hypothesis was tested using independent sample t-test. It is used the computer program SPSS 21 version.

The use Anagram Game could make students more motivated to study English and was effective in teaching learning process. Those caused the result of post-test experimental group achieved. It was seen from the mean score, in pre-test the mean was 44.09 increased to 78.18 in post-test. And the mean score of pre-test control group who was taught by without using anagram game was 45.86 and in post-test increased to 71.14.

Based on the result, it can be concluded that there is a significant effect in the students' vocabulary mastery of the students who were taught by using Anagram Game and who were without using Anagram Game. It means that the use Anagram Game has significant effect on the students' vocabulary mastery.

Keyword: vocabulary mastery, anagram

1. PENDAHULUAN

English learning has four language skills. There are reading, writing, listening, and speaking. English also has component those are vocabulary, pronunciation, and grammar. One of important elements is vocabulary.

Hornby (1995), states that vocabulary is study of word and word meanings. It is not only learning about definition, but also learning about accuracy meaning in a sentence. According to Wilkins (1987, p.135) "Out grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means, if we do not understand any vocabulary, we will not be able to catch the meaning,

and it will be hard to understand about English.

In English Foreign Language (EFL) learning vocabulary is the important thing, it is basic knowledge that must be mastered, Nunan (1991) states success in using of second language is influenced by broad vocabulary mastery. Without good vocabulary, students will not be able to use structure and function of language in good communication. Here means that good vocabulary will improve many aspects in learning English, such as the skills which include: writing, reading, speaking, and listening and also the language components like grammar and pronunciation.

One of ways in teaching vocabulary is using game. Nguyen & Khuat (2003) stated in his journal that teaching vocabulary using game makes teaching and learning fun, it can make the students active in class and target language can be achieved. One of fun games in teaching vocabulary is Anagram game.

Anagram is a type of word play, anagram is a word made by changing the other of the original word (oxford dictionary, 2008) here means, anagram is rearranging the original word or phrase to produce a new word or phrase, for example educational can form lion, action, due to, lie, tea, etc.

Based on the explanation above anagram is unique game that makes students more in active and creative thinking to create new word from the original word. According to Towell (1997-1998) anagram is the right game in vocabulary learning, with anagram students are trained to create new words. The students can get more new vocabulary that they created. It can make them more creative in learning vocabulary, so the vocabulary of the students will be improved. Rosada (2016) concluded in his journal entitle "Improving Students' Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTs N Karanganyar in the 2015/2016 Academic Year" using anagram game is very effective to improve the students' vocabulary mastery.

Referring to the explanation above, researcher would like to see the effect of using anagram game to students' vocabulary mastery of the seventh grade students of MTs Negeri 5 Jember in academic year 2018/2019.

a. Problem of the Research

Based on the background of the research above, the problem of the research can be formulated as "Is there any significant effect of using Anagram Game on Vocabulary Mastery on VII Grade Students of MTs Negeri 5 Jember in the 2018/2019 Academic Year?"

b. Operational Definition

An operational definition will become a guide to understand the concept of the research. It is important for the readers to get understanding term that are used in the title. The terms need to be clarified are Anagram Game and Vocabulary Mastery.

1. Anagram Game

Anagram is a game that rearrange of the letters of one word or phrase to form a new word. Anagram game can help students to achieve target language. In addition, in the process of teaching learning, it makes students becomes more active and have fun in learning. For example: the word *knowledge* can form *know, low, edge, dog, now, etc,* Wells (2001:45)

2. Vocabulary Mastery

Vocabulary mastery means that the students are able to classify about noun, verb, adjective, and adverb of word. Then, they are able to set up the sentences using them.

c. Hypothesis

Based on the theory from Wells (2001) anagram game is rearranging the letters in each word from the original word as many expression as you can. Towell (1997-1998) also stated in his book that anagram is right game in vocabulary learning.

Based on the explanation above, the alternative hypothesis (H_a) of the research is "There is significant different vocabulary mastery between the students who were taught by using Anagram Game and who were taught without using anagram game on the seventh grade students' vocabulary mastery of MTs Negeri 5 Jember in the 2018/2019 academic year" and the null hypothesis (H_0) of the research is "There is no significant different vocabulary mastery between the students who were taught by using anagram game and the students who were taught without using anagram game on the seventh grade students' vocabulary mastery of MTs Negeri 5 Jember"

2. RESEARCH METOD
a. Kind of the Research

This study is an experimental design. The researcher wants to look for the effect of something to something else. Creswell (2012, p.295) stated an experiment is testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. While Arikunto (2010, p.9) argued experimental research is the way to find the cause and the effect relation between two variables. In addition Ary et .al. (2010, p.265) stated the goal of experimental research is to determine whether a causal relationship exists between two or more variables.

Considering the explanation above, this study uses two groups; the

experimental and control group. The experimental group has get a treatment by using anagram game in teaching vocabulary mastery and for the control group was taught without using anagram game.

This study there are two variables; anagram game and vocabulary mastery. Anagram game is the independent variable, while vocabulary mastery is the dependent variable.

b. Design of the Research

The design of the research is non-randomized control group, pretest-posttest design. The non-randomized control group pretest-posttest design is one of the most widely used quasi-experimental design in educational research (Ary et.al. 2010, p.316). Thus, the design is appropriate with the purpose of this research that is to know the effect of anagram game on vocabulary mastery. The non-randomized control group, pretest-posttest design can be described with the diagram below:

Nonrandomized Control Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	-	Y_2

(Adopted from: Ary et al, 2010:316)

Notes:

E   : Experimental group (VII E)
C   : Control group (VII D)
Y_1 : Pre-tests
Y_2 : Post-test
X   : Treatment

Two classes were taken as the samples, one class becomes the experimental group (VII E) and the other class becomes the control group (VII D). The class which was selected to be experimental group has given the treatment (X). It was taught using anagram game, while the control group was taught without anagram game. Before the research, both groups were given pre-test. Then, they were given post test once the research has been done.

3. DISCUSSION

a. Description of the Research

This research was held in MTs Negeri 5 Jember on the seventh grade students. It was started on June 17th until June 22th 2019. In this study, VII E was used as experiment class that taught by using anagram game as a treatment and VII D was used as control group that was taught by using without anagram game. The test was matching test and total items of the test were 35 items.

The schedule of experimental and control group

Day and Date	Time	Activities
Monday, June 17th, 2019	08.10 – 08.45	Pre-test Experiment Group
	10.10 – 10.40	Pre-test Control Group
Tuesday, June 18th, 2019	07.34 – 08.10	Day 1 (Control Group)
	10.10 – 10.40	Day 1 (Experiment Group)
Wednesday, June 19th, 2019	10.10 – 10.40	Day 2 (Experiment Group)
Thursday, June 20th, 2019	08.45 – 09.20	Day 2 (Control Group)
Friday, June 21st, 2019	08.45 – 09.20	Day 3 (Control Group)
	10.10 -10.40	Day 3 (Experiment Group)
Saturday, June 22nd, 2019	07.00 – 07.35	Post-test (Control Group)
	07.35 – 08.10	Post-test (Experiment Group)

➢ **The Result of Pre-test Experimental Group**

Pre-test is used to know earlier knowledge of the students' on vocabulary mastery before the researcher gave the treatment. The result of pre-test is presented as follow.

Descriptives				
			Statistic	Std. Error
nilai pre tes ex	Mean		44.09	2.243
	95% Confidence Interval for Mean	Lower Bound	39.43	
		Upper Bound	48.75	
	5% Trimmed Mean		44.50	
	Median		40.00	
	Variance		110.658	
	Std. Deviation		10.519	
	Minimum		17	
	Maximum		63	

			Statistic	Std. Error
	Range		46	
	Interquartile Range		11	
	Skewness		-.360	.491
	Kurtosis		1.001	.953

➢ **The Result of Pre-test Control Group**

Descriptives				
			Statistic	Std. Error
nilai pre test control	Mean		45.86	2.551
	95% Confidence Interval for Mean	Lower Bound	40.56	
		Upper Bound	51.17	
	5% Trimmed Mean		46.30	
	Median		43.00	
	Variance		143.171	
	Std. Deviation		11.965	
	Minimum		17	
	Maximum		66	
	Range		49	
	Interquartile Range		15	
	Skewness		-.218	.491
	Kurtosis		.329	.953

The mean score in pre-test of experimental group which was 44.09 and the mean score of control group which was 45.86. Both groups have almost similar mean score.

➢ **The Result of Post-test Experiment Group**

Post-test is used to know earlier knowledge of the students' on vocabulary mastery after the researcher gave the treatment. The result of post-test is presented as follows.

Descriptives				
			Statistic	Std. Error
nilai pos tes ex	Mean		78.18	1.727
	95% Confidence Interval for Mean	Lower Bound	74.59	
		Upper Bound	81.77	
	5% Trimmed Mean		78.51	

	Statistic	
Median	80.00	
Variance	65.584	
Std. Deviation	8.098	
Minimum	60	
Maximum	90	
Range	30	
Interquartile Range	15	
Skewness	-.454	.491
Kurtosis	-.199	.953

> **The Result of Post-test Control Group**

Descriptives

			Statistic	Std. Error
nilai postes control	Mean		71.14	2.156
	95% Confidence Interval for Mean	Lower Bound	66.65	
		Upper Bound	75.62	
	5% Trimmed Mean		70.98	
	Median		70.00	
	Variance		102.219	
	Std. Deviation		10.110	
	Minimum		55	
	Maximum		90	
	Range		35	
	Interquartile Range		11	
	Skewness		.153	.491
	Kurtosis		-.287	.953

The mean score of experimental group post-test which was 78.18 and control group which was 71.14. The mean scores of experimental and control groups were different. Experimental group resulted 7.04 points higher than control group. Therefore, the result of post-test between experiment and control group are significantly different.

b. Hypothesis Testing

> **Independent Sample T-test for Hypothesis Testing**

In this study, *independent sample test* was used because there were two different groups and to compare the post-test result after the treatment. If

significance value in the (sig 2 tailed) is more than >0.05 in the level significance, the null hypothesis (H$_0$) is accepted and alternative hypothesis (H$_a$) is rejected. Meanwhile, if the significance value in the (sig 2 tailed) is less than <0.05 level significance, the null hypothesis (H$_0$) is rejected and the alternative (H$_a$) is accepted and the test criterion is if the significant α (sig 2 tailed) more than < 0.05, it means there is effect. The result of *t-test* post-test is presented as follows:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil ujian	Equal variances assumed	595	445	2.551	42	.014	7.045	2.762	1.472	12.619
	Equal variances not assumed			2.551	40.089	.015	7.045	2.762	1.464	12.627

Based on independent samples test, the sig. (2-tailed) is 0.014 and it is less than 0.05 (0.014 < 0.05) it means there was significant effect of anagram game on students' vocabulary mastery. Therefore, it can be concluded that the null hypothesis (h$_0$) is rejected and the alternative hypothesis (H$_a$) is accepted.

4. CONCLUSSION

Based on the hypothesis and discussion above, it can be known that there is significant different between students who were taught by using anagram and students who were taught without using anagram. It showed in the result of pre-test and post-test both groups. The result of mean score of pre-test experiment group was 44.09 increased to 78.18 in the post-test. While the mean score of pre-test control group was 45.86 increased to 71.14, the result of post-test the experimental group resulted 7.04 point higher than control group. So, it can be concluded that there is significant different between students who were taught by using anagram game and students who were taught without using anagram game on the seventh grade students' vocabulary mastery of MTs. Negeri 5 Jember in the 2018/2019 academic year.

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