IMPROVING STUDENTS VOCABULARY BY USING ANAGRAM GAME

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Abstract

The objective of this research is to examine the effectiveness of using anagram game to improve the vocabulary mastery of the eighth grade students at MTS NEGERI 2 DONGGALA by using Anagram Game. This research applied quasi experimental research which consists of two groups, namely experimental and control group. The population of this research was grade VIIIB as the control group consisting of 27 students and grade VIIIA as the experimental group consisting of 27 students. The instrument of the data collection used in this research is test. There were two tests in this research, pre-test and post-test. The tests were given to both groups. The data of this research was analyzed statistically. After analyzing the data, the researcher found that there was significant difference between the score of experimental group and control group. The score of experimental group was higher than control one. Therefore, t-counted (4.63) is higher than t-table (1.675). In other words, anagram game can improve the vocabulary mastery of the eighth grade students by using anagram game.

Keywords: Improving, Vocabulary Mastery, Anagram Game.

Tujuan dari penelitian ini adalah untuk melihat efektivitas dari penggunaan permainan anagram untuk memperbaiki penguasaan kosa kata siswa kelas delapan di MTS Negeri 2 donggala dari penggunaan anagram game. Penelitian ini menggunakan desain penelitian eksperimen semua yang terdiri dari dua kelas, yaitu kelas eksperiman dan kelas control. Sampel dari penelitian ini adalah kelas VIIB sebagai kelas control yang terdiri dari 27 siswa dan kelas VIIA sebagai kelas eksperimen terdiri dari 27 siswa. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah tes. Ada dua tes dalam penelitian ini, pre-test and post-test. Tes diberikan kepada kedua kelas. Data penelitian ini dianalisis secara statis. Setelah menganalisis data, peneliti menemukan bahwa ada perbedaan yang signifikan antara skor kelas eksperimen dan kelas kontrol. Skor kelas eksperimen lebih tinggi dari kelas control. Dimana, t-hitung (4.63) lebih tinggi dari t-tabel (1.675). Dengan kata lain, permainan anagram bisa memperbaiki penguasaan kosa kata siswa kelas delapan MTS Negeri 2 Donggala

Kata kunci: memperbaiki, penguasaan kosa kata, permainan anagram

INTRODUCTION

Vocabulary is one of essential language components for studying English

because to communicate well in English, students should acquire plenty of words and should know how to use them accurately and appropriately. Without mastering a proportional amount of vocabulary, students experienced difficulties in their speaking, reading, listening, and writing. Moreover, students also cannot understand others or express their own ideas without sufficient vocabulary.

Based on curriculum 2013, one of the targets for junior high school level is students must be able to communicate in spoken and written.

The students have many vocabulary to make it easy for them to find out the meaning when they learned in the learning process. The students would be easier to understand the material if they learned. Therefore students are expected to communicate well and apply it in daily life.

Based on the preliminary observation, the researcher found some problems in the school First, lack of knowledge in the new vocabulary. Since the English teacher seldom teaches the students vocabulary. Second, the students find difficulty to understand the meaning of vocabularies. It can be seen when they read sentences or text most of the students unfamiliar with the word from sentence or passage. Third, the students find difficulty in using the word in making sentence. Based on these reasons, the researcher is interested in finding the solution to support the students improving their vocabulary.

Based on the problems, it is important use a new technique or media to help the students solve the problems. The researcher found the best technique to improve English vocabulary that can stimulate the students' motivation in learning vocabulary. The researcher choses anagram game as a technique to make learning process more interesting, especially in teaching vocabulary in junior high school. An anagram is a play on word created by rearranging the letters of the original wor\d to make a new word or phrase. For example 'anagram' transform "nag a ram". This is the basic rule of anagramming. Based on the problem above the researcher is interested in conducting Quasi experimental research entitled " *improving students' vocabulary of the Eighth grade of MTS NEGERI 2 DONGGALA by using anagram game.*

In Indonesia, students are expected to be able to mastery for language skills, so they need to know from the basic. It is vocabulary. Schmitt (2000:19) argues "one of language elements in learning a foreign language is mastering vocabulary." Vocabulary is a component of language that maintains all of the information about the meaning and using the word in the language.

The existence of vocabulary has an important role in any language. It is necessary to know the meaning or definition of vocabulary. Vocabulary is all about word. The word in a language or a special set of words you are trying to learn. Fauziati (2010) states, that vocabulary is a central to language and critical important to typical language learner. Without a sufficient vocabulary, one cannot communicate or express his idea both oral and written.

Vocabulary is one of aspects important to learn. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas According to John (2000), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary- type definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

Vocabulary mastery is an ability to understand the words and implement the words in communicating with others. Nunan (2003: 130-132) states, "that the students who have vocabulary mastery are the students who know multi-word units, word

families and core meanings." Thus, when English learners know about multi words, what the meaning is, how to pronounce, and where should be.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

Based on the definition above. It can be concluded that learners should master the words of the language because language consists of words it is in order to able to use language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

Based on the explanation above, a learner of a language should be taught word classes that belong to a language. The language learners are able to modify and acquire more vocabulary if they know the word class's different kinds or classes of the words are called parts of speech. Parts of speech are differentiated into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions. However in this research the researcher only focuses in three parts: nouns class, verb class, and adjective class.

1. Nouns

Nouns are words that name a person, place, thing or idea. Muschla (2011), we can classify or group nouns into the categories.

a. Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Dian

- A girl who stand in front of the door is Dian.

b. Common nouns label general groups, places, people, or things. Example: Garden

- My father and I will go to the garden tomorrow

c. Concrete nouns label things experienced through the senses of sight, hearing, taste, smell, and touch. Example: Hamburger

- I like eat hamburger.

d. Abstract nouns label things not knowable through the senses. Example: Love many people say that love is never flat.

e. Collective noun label groups as a unit. Example: Class

- She asks the class to submit the exercise.

f. Compound nouns label a single concept composed of two or more words. Example: Toothpaste

- I don't like the taste of this toothpaste, it's weird!.

g. Countable nouns are nouns that can be counted. Example: cars, tables, chair, people, trucks

- There are two tables and four chairs.

h. Non countable nouns are usually mass nouns (butter, sugar, oil, water-categories or items that we usually measure) or abstract nouns (honesty, love concepts that are difficult to quantify). Non countable nouns are always singular

Example:
- This sugar is too sweet for me.
- Her boyfriend has so much love for her.

2. Adjectives

Adjectives describe nouns and pronouns, adding color and clarity to sentences. Adjectives are often called "describing words" because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause. Examples of adjectives: size (tall), color (red), shape (round), appearance (beautiful), material (wooden) and so on.

Example:
- A beautiful tall girl.
- She buys a red bag.
- People believe that the earth was not flat.
- She has beautiful eyes.
- I have a dream live in wooden house.

3. Verbs

A verb is a word that shows action (run, hit, swim) or state of being (is, are, was, were, am and so on)

Example:
- I run when the rain came.
- He hit my shoulder very hard.
- I swim in the pool.
- He is playing football.
- Your room was cleaned this morning.

4. Adverb

Adverbs are words that can modify a verb, an adjectives, another verb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as how, when, where, and how much. Example of the adverb: beautify, bravely, brightly etc.

Teaching is the process of inculcating moral values, abilities, skills by an experienced person to an inexperienced person in order to ensure positive change in behavior useful in developing oneself and the society. In teaching in the classroom the teacher should be find the way to make learning process more interesting and effective to the students. One way to make learning process interesting though game.

game is an activity usually involving skill, knowldge,or chance, in which you follow fixed rules. According to Sudono (2000: 1), "The game is an activity that is carried out with or without using a tool that generates the sense or provides information, gives pleasure as well as give the imagination of the child". Using games more effective in help the students in learning one of game as effective to learn vocabulary is anagram. Anagram game is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once. An anagram is the first type of word game popular in Europe during the middle ages.

Anagram is the art in 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. According to The World Book Dictionary (2006) anagram is a word or phrase formed from another by transposing or rearranging the letter. (Rosada:2016) Anagram is a good technique in teaching vocabulary. There are many ways of applying anagram to the students, such as:

1. The students form other words from the keyword given. For example:

    a. Grandmother = mother, other, her, ear, etc

    b. Learning = earn, lean, liar, etc

    c. Reader = dear, read, ear, red, etc

    d. Handsome = dome, hand, some, name, etc

2. The students rearrange the letters in bracket. After that they fill in each blank with the appropriate anagram to complete the sentence.

For example

Thecare	Bfiaueilu	Idoyl
Pnhuis		Schloo

a. Please speak loudly, so I can hear your voice.

b. You are beautiful wearing that grown.

c. My English teacher is very friendly.

d. The teachers will punish us if we don't do our homework.

e. My school is in front of my house.

2. The students match the scramble word on the left to its arrangement on the right.

a. Acdr	Flower
b. Eflowrs	Gift
c. fgit	Card
d. aehrt	Chocolate
e. accehloot	Heart

In this case, one of the techniques that the researcher use is anagram game. Using the anagram game can solve the students' problem. The Anagram is an interesting way of learning to increase one's vocabulary, anagram can motivate and encourage the students' interest in learning vocabulary. Siti Nurjanah (2018), indicates there are three types of transpositions (letter re-arrangement) in anagram. One of them is random anagram where the letters of an English word being scrambled into a random pattern and the players must rearrange the original word.

The rules of the Anagram Game as follows:

1. Students are divided into groups where each group consists 2 person.
2. Student gets some words.
3. The student must arrange the letters that were randomized into a new word.
4. Student uses all letters to form a 1 or 2 even 3 new word

Example:

a. Malp: lamp. Palm
b. Tapel: petal, plate, pleat
c. Erosh : horse, shore

There are three criteria, or rules, that must be met in order to classify something as an anagram:

1. The letters of word or phrase must be re-arranged.
2. A new expression must be created.
3. Every letter of the original must be used in the new expression

Game has advantages and disadvantages in the learning process such as anagram game. That game can be used in the process of teaching and learning activities. The students can enjoy in studying language and encourage them to be more creative and innovative in the learning process because students not feel bored in learning, but anagram need a little time to be able to arrange and find the correct words because the students need dictionary to help arrange the word. The students can not make a new word other than word itself, and it limit researcher expectation. Anagram needs a dictionary for beginner, because without dictionary they cannot find another word

Based on the background study above, the research problem in this study is that *"can anagram Game improve the student's vocabulary mastery of the eighth grade of MTS Negeri 2 Donggala?"*

RESEARCH METHOD

According to Arikunto (2006:84) research design is a design made by the researcher as the guidance in carrying out the research study. The research design aims to give responsibility for setting the next steps to make the results more accurate and objective.

In this research, the researcher used a quasi-experimental design to the eighth grade students of MTSN NEGERI 2 DONGGALA. There were two classes used in this research, they were experimental class and control class. The experimental class was given pre-test, treatment, and post-test. Meanwhile, the control class was given pre-test and post-test without treatment. These two classes was given the same pre-test and post-test. The design of this research is proposed by Arikunto (2006:87).

E	**O1**	**X**
O2		
C		**O3**
O4		

Where

E : Experimental group/class

C : Control group/class

X   : Treatment
O1 O3 : Pre-test
O2 O4 : Post-test

The population of this research was the eighth grade students at MTS Negeri 2 Donggala the population used all of the eight grade MTS Negeri 2 Donggala. consisting of class VIII A, class VIII B, and class VIII C. . Each class consists of 27 students. The data of the Eighth grade students of MTS NEGERI 2 DONGGALA can be seen as follows.

Table 1 Data of the Eighth grade students of MTS NEGERI 2 DONGGALA.

NO	CLASS	NUMBER OF STUDENTS
1	VII A	27
2	VII B	27
3	VII C	27
TOTAL		**81**

In this research, the researcher used purposive sampling. Purposive sampling is a sample that is selected based on characteristics of a population and the objective of the study. The researcher chose purposive sampling because of the students final score, many of students of VIII A get minimum score in the final test than VIII B and VIII C. The researcher choose Class VIII A as class experimental and class VIII B as class control.

In collecting the data for the research, the researcher needs a research instrument. instrument is the tool used to collect data to make the researcher easily to obtain the data. In this research, the researcher used a test as instrument to measure the student's achievement in vocabulary mastery. Test is any series of questions or exercises of other means of measuring skill, knowledge, intelligence, capacities of aptitudes or individual or groups.. A test was given to determine students' knowledge of vocabulary through pre-test dan post-test.The Pre-test used to measure the participant's attributes or characteristic in an experimental before they receive treatment. The researcher gave pre-test to measure the ability of students in vocabulary mastery and After giving treatment, the researcher gave a post-test to the students. Post-test is a test given at the end of the research. The purpose is to measure the ability of the students in understand the material after giving treatment and also to found out the result in applying anagram game in vocabulary mastery. The kind of test and difficulty level which were used in the post-test is the same as pre-test. The researcher provide two kinds of test, they were completion test and a match test

Table 2 Scoring rubric of multiple choice test and simple completion test

No	Criteria	Score
1.	Right answer	1
2.	Wrong/no answer	0

Table 3 Scoring rubric simple sentence test

No	Explanation	Score
1.	Correct answer, correct structure, and correct vocabulary.	3
2.	Correct answer, incorrect structure, and fairly vocabulary 1-2 letter place incorrectly.	2
3.	Fairly correct answer, incorrect structure, and incorrect vocabulary all letters are placed incorrectly	1
4	and fairly. No answer.	0

Table 4 The Scoring System

No	Types of test	Number of item	Score of item	Total score
1	Completion	15	1	15
2	Matcing	10	1	10
3	Simple sentence	5	3	15
	Total	30		40

In taking a sample in this research, the researcher used purposive sampling.

Purposive sampling is a sample that is selected based on characteristics of a population and the objective of the study. The researcher chose purposive sampling because of the students' final score, many of students of VIII A get minimum score in the final test than VIII B and VIII C. The researcher choose Class VIII A as class experimental and class VIII B as class control.

In this research, there are two types of variables: dependent variable and independent variable.

The independent variable is the use of anagram game. The researcher wants to find out the use of the anagram game which is used as technique can improve the vocabulary mastery of the students or not.

The dependent variable is students' vocabulary mastery. The researcher wants to find out the result of using anagram game in learning vocabulary mastery.

FINDINGS

In collecting the data for the research, the researcher used test as the instrument of the research. The researcher used pre-test and post-test at two classes; experimental class and control class, which VIII A as the experimental class and VIII B as the control class. The pre-test was given before the treatment. It was used to find out the student's pre- knowledge about vocabulary mastery. Moreover the post-test was given after the treatment was done. It was used to find out the effectiveness of the treatment that had been done by the researcher.

The researcher gave the pre-test in the first meeting to the experimental group and the control group. The test items consisted of three parts, the first was making a match, completion, and the last was making sentences. Each test had its maximum score. Making a match was 10, completion was 15, and making sentences was 15. Therefore, the maximum score for all of the test were 40

points. Then, the researcher conducted treatment to the both class. In experimental class, the researcher used anagram game as a method, while in control class, the researcher used another method.

The researcher conducted treatment six times or eighty minutes for each treatment. In treatment, the anagram game was used as a method in teaching vocabulary.

After that, the researcher gave post-test. The test was used in the pre-test is similar to post-test. The post-test was given to know the use of anagram game could improve the ability of the eighth grade students in using anagram game.

The result of the pre-test and post-test of experimental classThe result of the pretest and posttest of experimental class is presented in table 5.

Table 5. Deviation and Square Deviation of the experimental group (Class A)

No	Initial	Score		Deviation (X)
		Pretest (X1)	Posttest (X2)	
1	ABDN	65	82.5	17.5
2	ALS	70	77.5	7.5
3	AFZL	50	72.5	22.5
4	ADLS	65	75	10
5	ALM	70	65	-5
6	ASH	50	70	20
7	ARD	37.5	75	37.5
8	AAM	52.5	80	27.5
9	DNR	50	75	25
10	DNM	75	80	5
11	ERA	60	82.5	22.5
12	EAD	67.5	80	12.5
13	FLR	50	70	20
14	HAH	67.5	77.5	10
15	KHS	52.5	82.5	30
16	LYA	67.5	75	75
17	MDH	60	72.5	12.5
18	MHF	42.5	65	22.5
19	NMC	52.5	70	17.5
20	RTH	45	80	35

No	Initial	Pretest	Posttest	Deviation
21	RDN	70	72.5	2.5
22	RNL	40	70	30
23	RAA	47.5	75	27.5
24	RKS	77.5	82.5	5
25	TPM	55	62.5	7.5
26	SDC	55	70	15
27	VRR	65	70	5
Total				**450**

Based on table 5, it shows that highest deviation of the experimental group is 37.5 and the lowest is 2.5. Then, the highest of square deviation is 1406.25 while the lowest is -5. Furthermore, the mean score is 16.67

Table 6. Deviation and Square Deviation of the control group (Class B)

No	Initial	Score Pretest (X1)	Score Posttest (X2)	Deviation (X)
1	ADM	57.5	67.5	10
2	AJR	52.5	57.5	5
3	AKS	62.5	67.5	5
4	ADG	57.5	60	2.5
5	AGN	62.5	70	7.5
6	AMF	70	72.5	2.5
7	DNP	60	82.5	22.5
8	DNK	67.5	70	2.5
9	GAA	62.5	65	2.5
10	GTA	70	72.5	2.5
11	HRL	62.5	65	2.5
12	HII	67.5	70	2.5
13	ISR	62.5	75	12.5
14	IIT	60	65	5
15	MGD	72.5	80	7.5
16	MHA	62.5	65	2.5
17	MHT	60	62.5	2.5
18	MCI	60	72.5	12.5
19	MHF	60	65	5
20	MSN	72.5	82.5	10
21	NBL	65	75	10
22	NNM	67.5	70	2.5
23	RZP	62.5	65	2.5
24	RNH	62.5	65	2.5
25	STA	60	62.5	2.5
26	SYN	67.5	82.5	15
27	YVM	70	75	5
Total				165

Based on table 4.6, it shows that highest deviation of the control group is 22.5 and the lowest is 2.5 then, the highest of square deviation is 506.25 while the lowest is 6.25.the mean score is 6.11

This research was to prove that the use of anagram game can improve the mastery of English vocabulary at the eighth grade of MTS NEGERI 2 DONGGALA. In order to prove whether the hypothesis was accepted or not, the researcher did the hypothesis testing. If the $t_{counted}$ was higher than t_{table} value, the hypothesis was accepted. In other word, the treatment that researcher did to improve the students' vocabulary mastery was effective. However, if $t_{counted}$ was lower than the t_{table} value, the hypothesis was rejected.

DISCUSSION

The objective of this research was to find out whether the use of anagram game can improve the students vocabulary mastery of the eighth grade of MTS Negeri 2 Donggala. Moreover, the scope of this research was focused on the meaning of word and the use in making simple sentence. the researcher used quasi experimental research consisting of two classes. They were experimental group (a group which was given a treatment) and control group (a group which was not given a treatment). Both of the groups were given two kinds of the test, they were pre- test and post-test. There are 30 items of tests: 10 items of matching word, 15 items of completion, 5 items of making sentence. The result of pre-test in both groups indicated that in experimental group, the highest score in the pre-test was 56.85. While in the control group the highest score was 63.61 while the minimum standard was 70. Then the researcher provided the result of error rate of pre-test in experimental group

which was 20% in nouns, 45.66% in adjectives, and 89.66% in verbs.

After giving pre-test, the researcher gave the treatment to both of the experimental and control groups for six meetings and for each group. In the experimental group, the researcher use anagram game as a technique. While the control group not used anagram game as a technique. During the treatment in experimental group, the researcher introduced the students the rule of anagram game. In each meeting the researcher gave a test in using anagram game to the students. In process of giving treatment to the experimental group, the researcher found some problems, First, at the first meeting, the researcher had difficulty to get the students attention in learning especially in doing the exercise. To solve this problem, the researcher asked the students to work in group. By working with group they could work with their friends and focused on their exercise. The second problem is that the researcher had limited time in teaching the students vocabulary by using anagram game because most of the time was speeded in exercise. To minimize this problem the researcher provided the list of vocabulary related to the material, so they did not have to Search the vocabulary in dictionary which takes more time. The third is that the students found it more difficult in understanding verb than adjective and noun so to overcome this problem the researcher chose vocabulary which familiar with students or the vocabulary that they usually use in their daily life.

After giving the treatment, next the researcher gave the students post-test for both classes. The tests were the same as the pre-test. Although, the contents were different. The tests were used in order to find out the significant improvement of the groups. However, the improvement that they had was different. It could be seen by percentage of the post-test for both classes. Moreover, the result of the post-test in control group can be seen in following explanation. There highest error rate is in verb, there were 60% of students made error in this category, the second error that students made was in adjective. There are 34.66%. The third error that students made in this class was in noun. The percentage is 13.66%. The error that students made in posttest in control group was quite similar to experimental group however the percentage in control class was higher than experimental.

Based on the result of the post-test for both classes and the result of students who achieve the standard score of the school, the researcher concluded that the experimental class had high progress in vocabulary mastery than control class. This progress was influenced by anagram game. In other words anagram game can improve the student's vocabulary mastery at the eighth grade of MTS Negeri 2 Donggala. This finding was similar to Rosada (2016) that anagram is a good technique in teaching vocabulary.

CONCLUSION

After collecting and analyzing the data, the researcher draws conclusion. Based on the problem statement in chapter one, the researcher stated that anagram game can improve vocabulary mastery of the eighth grade of MTS NEGERI 2 DONGGALA. It can be seen from the result of data analysis in which t- counted was (4.63). t- table was (1.675). It means that the t-counted was higher than t-table. And also it means that the researcher hypothesis is accepted.

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