THE EFFECTIVENESS OF USING ANAGRAM GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The objective of this research is to find out whether or not the use of anagram game effective to improve the students' vocabulary mastery. The researcher conducted a pre-experimental group design. The population of this research is the seventh-grade students of SMPN 1 Diwek Jombang in academic year 2023-2024. The total number of the first-class is 256 students. The sample in this study was class VII-A SMPN 1 Diwek Jombang, totaling 32 students. Based on the data normality test that has been carried out by the researcher, it shows that sig. 2-tailed in pre-test is 0.200 and post-test is 0.100 meaning that the data is normally distributed, the it will be continued with a simple paired t-test. Based on the testing of hypothesis terms, if the score of t is sig. <0.05, H1 is accepted and H0 is rejected. On the simple paired t-test calculation, the data shows sig. (2-tail) 0.000. the data is smaller than 0.05, meaning that H0 is rejected and H1 is accepted.

Keywords: *Effectiveness, anagram game, vocabulary*

INTRODUCTION

English is one of the international languages. English become the language of communication in the international world so that it is almost non-existent countries that do not learn the language of communication for student or businessman. Therefore, the need for understanding and communication skills by using that language. As said before, one of the basic things that is important to master in learning a language English is vocabulary mastery. If you master more vocabulary in English language, it will be easier to learn English that requires great knowledge of vocabulary.

Vocabulary is one of the languages that should be mastered by language learners. To be able to communicate well, vocabulary plays very important roles. The language learners cannot understand what people convey orally or in written if they have difficulties in choosing a word in which as a symbol of ideas.

"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).

Even though vocabulary is important in learning English, students are often faced with its vocabulary mastery problems. Based on several problems that students often encounter, there are several problems found related to vocabulary mastery. In reality may students get difficulties in learning vocabulary. They feel tired and dragging on to keeping on their mind, the reason are they usually lost vocabularies that they ever kept on their mind.

Then, the researcher conducts an observation in SMPN 1 Diwek, the teacher recommended class VII A as object to conduct the research. The teacher recovers that the students' vocabulary mastery still low and identifies some problems from students to improve their vocabulary mastery. First, students have less vocabulary knowledge. Second, teachers still use conventional methods in teaching English. Third, students have difficulty recognizing and understanding the meaning of words. Fourth, students have difficulty distinguishing between written and spoken forms. fifth, students have difficulty developing vocabulary. Basically, there are many ways to help students improve their vocabulary in class, and they should consider how to make lessons fun and simple for students. one of them is using the game. of the many games, the researcher looked for alternative strategies, such as anagram games, to increase students' vocabulary. By playing anagram games, children will acquire language that is easy for them to understand.

According to Rosadi (2017), 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. Anagrams have meaning and relate to the original subject. They can be polarizing, funny, rude, or flattering. So, with this game students will be excited and motivated in the learning process. This media is useful for teaching vocabulary specially to increase students' vocabulary. So, anagram games are very useful for teaching vocabulary mastery and can motivate students to be interested in the

teaching and learning process.

Based on previous research conducted by Yunus (2020), it shows that anagrams are an interesting way of learning to add to one's vocabulary, anagrams can motivate and encourage students' interest in learning vocabulary. Anagrams will help students to develop and enrich their vocabulary. It is designed to prevent students from feeling bored which can stop them from learning English. Therefore, the teaching and learning process through anagrams aims to increase students' achievement in vocabulary mastery.

Based on the explanations above, the writer is going to conduct research entitled: "The Effectiveness of Using Anagram Game to Improve Students' Vocabulary Mastery" of the Seventh Grade of SMPN 1 Diwek in the Academic Year of 2023/2024.

Some studies have investigated the use of anagram game to teach vocabulary for students. The results of previous research show that the anagram game is a game that requires students to compose new words or phrases from previous from previous words or phrases by following the teacher's instructions. One aspect that is very important to master is vocabulary. Using this anagram game can increase student's vocabulary mastery by making special references to noun and verbs. These researchers used quantitative research as the research method. The use of anagram games as a means of teaching vocabulary has a great influence on students' vocabulary mastery (Muntaha, 2018; Nasution & Sinaga, 2020; Nurjanah, 2018; Sinaga et al., 2020; Yunus, 2020).

The gap for this study was that based on problems that occurred in previous researchers, researchers consider creative learning media as a strategy to help class VII A at SMPN 1 Diwek students improve their vocabulary mastery. The media used as a learning strategy must be motivating and fun. meanwhile, the aims of this research are to know Whether the students' vocabulary mastery before being taught using anagram game, students' vocabulary mastery game after being taught using anagram game and whether or not is a significant difference of the students' vocabulary mastery between before and after being taught using anagram game to

improve vocabulary mastery.

RESEARCH METHOD

In this research, the researcher used quantitative method applied pre-experimental research which is the type of research that has only one class as an object. The aim of this method is to help the students of seventh grade of SMPN 1 Diwek in learning vocabulary mastery by using anagram game. Design in this research will give group pretest-posttest design. The researcher took research at one of the schools in Jombang. Researcher chose junior high school, specifically SMPN 1 Diwek Jl. Raya Bandung No. 56, Ceweng, kec. Diwek, Kab. Jombang, Prov. Jawa Timur. The researchers conducted the research in November 2023. The participants of this research are students of class VII A. The population of this research is the seventh-grade learners at SMP Negeri 1 Diwek Jombang. The total number of the first-class students at SMPN 1 Diwek is 256 students. And this research will just be conducted in one class. The sample of this research is the students of the class VII-A of SMPN 1 Diwek Jombang, in which the total of them are 32 students. The research uses purposive sampling because the class is the recommendation from the teacher and the head master. There are some steps that is done in the research procedure, they were; observation, determining the anagram game as learning media, preparing instrument of research, pre-test, treatment and post-test. The data was collected by giving a vocabulary test. The test was conducted twice, they were pre-test and post-test. In quantitative research, before the researcher conducts a pre-test and post-test for the researcher used, the questions must be valid and reliable. The researcher conducted a validity test of the test and measurement. Then, the researcher also conducted a reliability test to ensure that the test could be understood. The researcher analyzed the data after collecting the data. The scores obtained by students in vocabulary mastery were calculated using descriptive statistics to determine the average of pre-test and post-test scores.

FINDINGS AND DISCUSSION

Students' Vocabulary Mastery Before Being Taught Using Anagram Game

After the result of the pre-test and post-test questions are valid and reliable. The researcher gave pre-test questions to class VII-A students, which consist of 32 students. In the pre-test, the students must answer 20 questions, ten questions are multiple choice and other ten questions are matching sentences. This test was intended to know the students' vocabulary mastery before given treatment. The students' vocabulary mastery in pre-test was presented in table 4.2 below:

Descriptive Statistic of Pre-Test Score

Pre-test	N	Minimum	Maximum	Sum	Mean
	32	20	85	1460	45,625

Based on the data in table 4.2 above it showed that the descriptive statistic of the pre-test, which aims to determine students' vocabulary mastery before students were given treatment. from the data above N = 32, which mean a total of the sample. the minimum score is 20, the maximum score is 85, the sum is 1460, and the mean score is 45,625.

Based on the KKTP scores at SMPN 1 Diwek, if the score obtained is less than 75, it indicates that their abilities have not met the achievement criteria. This showed that most of the students in grade VII-A was still low in vocabulary mastery. In order to determine whether or not the media was significant effectiveness in improving students' vocabulary mastery, the researcher conducted a study utilizing the anagram game.

This shows that the majority of students in this class still have low vocabulary mastery. This is caused by limited exposure, knowledge and practice during elementary school due to the implementation of the 2013 Curriculum which no longer requires English as a core subject. As a result, students often have difficulty understanding certain vocabulary.

According to Nunan as cited by Wahyudin (2021), "vocabulary is a collection of words that a person knows". Therefore, if students' vocabulary is low then they will experience difficulties in learning a language. To understand

English, we need vocabulary as the most important aspect of a language, including foreign languages. how can we speak English, if we don't have the vocabulary to speak it. Based on this fact, we can conclude that vocabulary is a very important aspect in learning English, especially for applying the four basic language skills.

In addition, many students experience difficulties in spelling. As well as the way students pronounce words, when asked to spell the words, they write them wrong. Students do not know the correct spelling of the words they use in writing. When they write simple sentences, they have difficulty arranging words according to context. This is shown when students compose several sentences, they experience difficulty in constructing these sentences (Rosada, 2016).

Pronunciation can also be a source of confusion for students, as they may find it difficult to pronounce certain words correctly. According to this problem occurs because students have difficulty recognizing and producing foreign sounds. Differences in sound production between languages can cause pronunciation errors, especially for Indonesian students who study English only for understanding. So, they don't know how to pronounce every English word correctly, because there are significant differences in pronunciation styles between Indonesian and English (Sariani, 2021).

External factors include the teaching methods used by teachers during the learning process. According to Rosada (2016), The way the teacher teaches is not interesting and makes the students get bored and the teaching and learning process is running monotonous. The teacher does not promote vocabulary learning by using an interesting media. As the result, in the class, some students sometimes are seemed to lean over their head on the table and talk to each other. Additionally, students were afraid to make mistakes when pronouncing word. So, they were shy to speak and express their opinions and thoughts in English. And makes students less confident (Fahira, 2022).

Students' Vocabulary Mastery After Being Taught Using Anagram Game

After conducting of the pre-test, the researcher gave post-test questions to class VII-A students, which consist of 32 students. Post-test question was given

after researcher give treatments or experiments to students. The data of the post-test is shown in the table below:

Descriptive Statistic of Post-Test Score

Post-test	N	Minimum	Maximum	Sum	Mean
	32	45	100	2405	75,15625

Based on the data in table 4.4 above it showed that the descriptive statistic of the post-test, which aims to determine students' vocabulary mastery before students were given treatment. From the data above N = 32, which means a total of the sample. The minimum score is 45, the maximum score is 100, the sum is 1640, and the mean score is 75,15625.

Based on the KKTP scores at SMPN 1 Diwek, if the score obtained is more than 75, it indicates that their abilities have met the achievement criteria. The results that the majority of students' abilities obtained from the post-test state that more students have met the criteria achieved than those who have not met the criteria achieved. It means the students have an improved score in the posttest than the score in the pretest.

The factors that cause the majority of class VII-A students to meet the results criteria after using Anagram game can be caused by various factors. First, Rosada (2016) states that playing games to learn cognitive and kinesthetic skills works for the same reasons. When we are in a positive frame of mind, we are present to that moment. It is in that state of acceptance that we are most open to new experiences and new knowledge.

Secondly, an engaging game. According to Jannah (2011), by using games, the students to improve vocabulary and they seemed have fun. The second, performed by Rosada (2016), stated that anagram games can improve students' vocabulary mastery because anagram games are a fun way for students to practice their English while playing. Then, Sartika (2016) also found the result of the research showed that anagram game can improve students' vocabulary mastery. Nurjanah (2018) points the positive effect in using anagram game to students'

vocabulary. Moreover, Nasution & Sinaga (2020) found that anagram game has the significant effect to teach vocabulary.

Additionally, anagram game medium offers a collaborative learning environment. According to Hadist & Rosdiana (2021), anagram game also help students to work in teams. The group that gets the most vocabulary is the winner. Collaborative learning will help students to improve their social intelligence. In addition, applying this game means helping students improve vocabulary and making students have the ability to develop their vocabulary. Students have the opportunity to work together and exchange ideas and strategies, which fosters teamwork and communication skills. So that students with low knowledge of vocabulary can learn new words from teamwork.

Significant Difference of the Students' Vocabulary Mastery Between Before and After Being Taught Using Anagram Game

After collecting the result of students' scores of pre-test and post-test data in the class, it can be said that after being taught using anagram game, students' vocabulary mastery improved because the mean score from the pre-test to post-test increased.

To determine the significance of the effect of using anagram game on students' vocabulary mastery, the pre-test and post-test were analyzed using paired sample t-test. However, before analyzing students' scores, the data must be normally distributed. After the data vocabulary scores of pre-test and post-test were in the normal distribution, then, the difference of their average was calculated. The following table presents the result of its calculation.

Paired Sample T-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Interval		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-posttest	-29.53125	4.08762	72260	-31.00500	-28.05750	-40.868	31	.000

Based on the data in table 4.6 it shows that a significant value (2-tailed) of 0.000 (<0.05) so it can be said that the underlying "Hypothesis is accepted". In addition, it can be that there is a difference in the value of students' vocabulary mastery before and after being taught using anagram game. Because there is a significant difference, it can be said that using anagram game is effective to teach vocabulary for class VII-A of SMPN 1 Diwek.

During the application of Anagram games in the learning process, researchers have identified several positive impacts of learning through Anagram games. Students are actively involved in the learning process while enjoying the game. Many students who were initially quiet became enthusiastic and participated actively during learning. In addition, because this medium is relatively new to them, they understand the instructions and quickly compose answers on paper with their friends. This anagram game has created an interesting experience for students. However, it cannot be denied that some students face challenges in learning vocabulary, especially in distinguishing verbs from nouns.

This research was in line with previous studies by (Muntaha, 2018; Nurjanah, 2018; Yunus, 2020), which found that Anagram game was effective in improving vocabulary mastery, with positive student responses and interest in learning vocabulary. Meanwhile, Rosadi (2017) found that "by using Anagram game, the students will not be bored because this game is appropriate to their characteristics which is they incline more interested to play, because anagram technique is a type of word play. Many words will be got through this game. Automatically, this game will increase students' vocabulary".

CONCLUSION

Based on the study's findings, teaching vocabulary used anagram games can be caused by several factors. First, students' cognitive abilities. Second, interesting games also increase students' interest and enthusiasm for learning. Meanwhile, high concentration and focus also play an important role. Next is collaborative learning, where students work together to solve problems, fostering teamwork and communication skills. It helps students with low vocabulary

knowledge learn more new words through teamwork. Anagram games also offer an interactive learning environment with gamification that makes the learning experience more fun and engaging.

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