The Effect of Anagram Game to Student Vocabulary at Junior High School

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Abstract

This research search is based on a preliminary study that I have researched about THE EFFECT OF ANAGRAM GAME TO STUDENT VOCABULARY AT JUNIOR HIGH SCHOOL. This study aims to determine the effectiveness of using the Anagram Game to improve vocabulary mastery of Grade 7 students at SMPN 02 Bondowoso in the 2022/2023 academic year. Researchers design grids that already exist in the curriculum, conduct treatments in class using anagram games, and provide questions so that we know the results that have been obtained when giving treatment to students. The research subject that I conducted was in grade 7 students at SMPN 02 Bondowoso, in the 2022/2023 academic year. The research that I did followed the existing procedures, namely planning in research, observing at school, conducting treatment, and collecting student data. To collect data, researchers used observation and test instruments. The data obtained is presented quantitatively. This study shows that Vocabulary Learning in the classroom with the Anagram Game method can increase students' vocabulary. This can be seen in the increase after each cycle. Prior to the research, none of the students scored above the KKM. In the first cycle, only a few students scored above the KKM. Whereas in the second cycle after conducting treatment using the Anagram Game, 14 out of 32 students scored above the KKM. That is, students give a positive response to the application of this method

Keywords: Anagram Game, Vocabulary

INTRODUCTION

One of the most vital languages in the world to learn is English, as it is essential for the exchange of information, the advancement of technology, the arts, and education. Because most young learners can learn quite well and because their minds and memory are ready for learning, it is crucial to prepare them for English language learning as early as possible. for the initial stage students must know about vocabulary because vocabulary is the most basic thing that can be learned by students at school. It is also the words that are the starting point. Without words, children cannot talk about person, place, or thing, or about actions, relationships, or circumstances.

Wright et al. (2004) stated that instructors can create meaningful and practical language by using games. According to him, reading, writing and speaking will make children understand the meaning of language better, making it easier for them to learn new words. Students demonstrate thorough understanding of a subject if their answers reflect feelings of happiness or sadness, motivation, disagreement, even admiration.

Teachers need to be involved in the class and maintain control over the class to motivate students to learn English, especially vocabulary. Instructors should use multimedia elements, such as anagrams, and introduce new language to arouse students' curiosity and help them gain more knowledge for the middle school years. Anagrams are used to teach students new words. Student expertise should guide topic selection. Teachers must emphasize the use of memory and imitation because students cannot apply much logical analysis, therefore at this time anagram games are really needed when learning students' vocabulary.

Based on the research I conducted while teaching during the research, the researcher found that grade 7 students at SMPN 2 Bondowoso had difficulty learning vocabulary. The difficulty is that students don't remember much when studying and are lazy about memorizing the vocabulary that the teacher has taught in front of the class. Of this research is to determine students' abilities in learning comprehension in the classroom so that we as

researchers are able to provide solutions for students who do not memorize vocabulary well. Therefore, researchers use the Anagram game method in learning student vocabulary in the classroom to make it easier for students to learn vocabulary.

because in the research that was conducted at SMPN 2 Bondowoso, students who did not use anagram games in vocabulary learning had a small score, namely an average of 60. And after the researchers used the anagram game method in learning for students in class, the score they got was 80 with satisfactory result.

Vocabulary has an important role in communication and language learning. In English, vocabulary is basic knowledge for students to support the four language skills, namely Listening, Speaking, Writing, and Reading. It can be concluded that without vocabulary, students will have difficulty mastering the four skills in English. Vocabulary mastery means that students are able to classify nouns, verbs, adjectives, and adverbs. Then, they are able to compose sentences, the basic language used to communicate and help students master the four language skills. Without vocabulary people can not communicate effectively and express their ideas.

In this research, Anagram game can be a valuable addition to foreign language learning classes, providing an interactive way for students to improve vocabulary skills in English learning using games. There are games that can improve the context of student learning in the classroom. Students can memorize and play happily using this method. Sutherland (2009, p.23) says that Anagrams provide pleasure or challenge to students in learning. Sutherland also said Anagram Games can also encourage students to look at words carefully. That way, students can practice forming other words, matching words with definitions, and giving spelling practice from the clues given. Many new words will be obtained by students through this game. In short, this game will improve students' vocabulary. Using these games also helps students to engage in class activities.

According From The World Book Dictionary (2006) Anagram is a word or Pharaprase formed from anther by Transporting 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.

METHOD

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data, the researcher used test and observation sheet as the instrument. The test is used to measure the students' vocabulary mastery and This research is also called the scientific method, because this research has applied scientific principles, there are concrete, empirical, objective, rational, and systematic. Mohajan (2020, p. 2) states that quantitative research explains phenomena by collecting detailed numerical data that does not change which are analyzed using math-based methods, especially statistics which raise questions of who, what, when, where, how much, and How. The goal of quantitative research is to classify the features it counts, and build a statistical model in an attempt to explain the observed.

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Population and Sample

Population refers to all groups of objects or subjects that have certain characteristics and qualities. Meanwhile, the sample is part of the population selected for study. In research, use samples to make inferences about the entire population, because examining the entire population directly may be impractical or time consuming.

Based on the explanation above, The population of this research is all students of Junior High School seven grade of SMPN 02 Bondowoso academic year which consists of 131 students from 6 class there are VII A until VII F. Class VII A is the experimental group because there are problems with low student learning outcomes and VII B is the control class.

Population

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Table 2.2 The Population of Sevent Grade Students

Classes	Total population
VII A	32
VII B	32
VII C	32
VII D	32
VII E	32
VII F	32
TOTAL	192 students

The Instrument of Collecting Data

The research instrument is a test. According to Hutauruk (2018: 54) a test is a set of stimuli presented to an individual to obtain a response on a numerical basis. score can be assigned. The test used is a multiple choice test which is intended to measure students' ability to remember student. There are two kinds of tests used to collect data; pre-test and post-test. Therefore, the researcher chose a test to collect data by using a blank fill-in test in the pre-test and post-test. There will be 40 questions.

The researcher used vocabulary test (multiple choice) as test is to find out whether students are affected or not in teaching English vocabulary using the anagram learning method. The test will be given through pre-test and post-test. The pre-test was used to find out the students' previous vocabulary knowledge before receiving the treatment which consisted of 40 numbers, with 160 vocabularies.

RESULTS AND DISCUSSION

Below is the result of the test that has been given to the 7th grade students at SMPN 02 Bondowoso. The result then will be use to get empirical evidence concerning the effect of using anagram game on seventh grade students' vocabulary mastery of SMPN 02 Bondowoso in the 2022/2023 academic year.

Data of Experimental Class

Experimental class that has been chosen is from 7A class. Next, researcher applied the formula of students' score and the mean score on chapter 3.8. And as table 4.1 display, the post-test score coloumn, 7A students acquire the lowest score at 75 points and the highest reached 92,5 points with total score of 2.587,5 points and the mean is 80,68 points. There are 32 students that will be joining the experimental class in this research. Post-test conducted after the treatment. Below is the table showing test score result from the students' post-test:

Table 3. 1 Experimental Class Students' Tests Score

Student Number	Post-test Score	Student Number	Post-test Score	Student Number	Post-test Score
1	80	13	77.5	25	85
2	85	14	80	26	85
3	82.5	15	92.5	27	75
4	77.5	16	82.5	28	77.5
5	75	17	85	29	75
6	77.5	18	82.5	30	87.5
7	80	19	77.5	31	85
8	87.5	20	75	32	85
9	80	21	77.5		
10	77.5	22	80	**Total**	**2587.5**
11	75	23	82.5	**Mean**	**80.86**
12	82.5	24	80		

Data of Controlled Class

Controlled class on this research is referring to 7B class at SMPN 02 Bondowoso. This class has 32 students which is the very same as the number of students from the experimental class. What differentiate on this controlled class is there will be no treatment on teaching the students about anagram game in an effort to improve their vocabulary knowledge. Here are the post-test result came from the controlled class:

Table 3.2 Controlled Class Students' Tests Score

Student Number	Post-test Score	Student Number	Post-test Score	Student Number	Post-test Score
1	65	13	72.5	25	70
2	67.5	14	75	26	82.5
3	72.5	15	80	27	72.5
4	70	16	75	28	77.5
5	67.5	17	80	29	75
6	65	18	80	30	80
7	77.5	19	70	31	72.5
8	72.5	20	72.5	32	77.5
9	70	21	67.5		
10	65	22	80	**Total**	**2,332.50**
11	62.5	23	67.5	**Mean**	**72.89**
12	77.5	24	72.5		

By giving the same action as the experimental class, researcher applied the formula of students' score and the mean score on chapter 3.8. And as table 4.1 display, Post-test score coloumn, 7B students acquire the lowest score at 62,5 points and the highest reached 80 points with total score of 2.332,5 points and the mean is 72,89 points.

CONCLUSION

In this research, anagram games are very interesting to use in student learning methods in class and anagram games can stimulate students' creativity. Students work creatively on letters to find and unscramble new words. Based on the results of the observation sheet on how anagrams are very effectively used in the classroom, researchers found that the score is the average score of students who have not used the anagram game method and can be called "FAILED" because the resulting score is low. while students who use the anagram game method can be called "SUCCESSFUL" because the scores produced by the students are high. Researchers concluded that this anagram game method is very effective when done in the classroom.

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