THE EFFECT OF ANAGRAM GAME ON STUDENTS' VOCABULARY ACHIEVEMENT AT GRADE EIGHTOF SMP NEGERI 8 PEMATANGSIANTAR

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Abstract: This research is aimed to find out whether using Anagram Game reflect significant effect on students' vocabulary achievement at grade eight of SMP Negeri 8 Pematangsiantar. Problem raised in this research is: What is the effect of Anagram Game on students' vocabulary achievement at grade eight of SMP Negeri8 Pematangsiantar?". To answer this problem the researcher uses some theories, namely: Bachtiar (2014), Harmer (2002), Hiebert and Kamil (2005), Hatch and Farhady (1982) and Sutherland (2009). This research is quantitative research design. Experimental was conducted as the method. The sample of this research are two classes which are VIII-4 as a control class because they are active with better achievement than other class and VIII-9 as an experimental class because they have lower achievement. The result shows that using Anagram game on students' vocabulary achievement at grade eight of SMP Negeri 8 Pematangsiantar got high level where as the score of t-test (4.65) was higher than t-table (1.679) at level of significant 5% for two tailed test. So, Null Hypothesis was rejected and Alternative Hypothesis was accepted. After analyzing the data, the researchers conclude that using Anagram Game significantly affect the students' vocabulary achievement and her suggestion is English teacher should have creative method in teaching English to their students especially to increase their vocabulary by using Anagram Game, so that they are not boring to learn English and make the enjoy on it.

Keywords: Anagram game; effect, vocabulary, narrative

INTRODUCTION

Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2004:5). Hence, Hutajulu and Herman (2019:29) stated that language is as the tool of communication that has the essential part in making communication. Because language has the important role in communication, so there is a specific study to discusslanguage. In conclusion language is a communication tool that is always used by human. There are many languages used in international communication, one of them is English. English is important for our life besides in building relationship with others, English is very important for our education because English has become one of the subject of national examination that demands the students must comprehend English.

The importance of English can be seen from some sides of life, for example job requirement, one of the requirements is language competence, both of spoken and written form. Then, there are a lot of education books that are written in English, so it can be said that English

is very important in our life.English has become the lingua franca in many fields, including trading, business, politic, science, technology and entertainment. English as international communication plays an important role all over the world. In Indonesia, English is taught in junior high school until senior high school and becomes compulsory subjects.

English has four skills namely listening, speaking, writing and reading. On achieving that skills, they cannot be separated with vocabulary. It means that vocabulary is the basic element in achieving all four skills. Listening skill makes us able to listen the word what speaker say. So, we must know many vocabularies to get the information. In speaking skill, we are able to use the word to communicate with others. Reading skill makes us able in getting information by reading written text like books, magazines, newspaper and so on. Writing skill makes us able to write and arrange some words. Richards and Rogers (2002:37) stated that vocabulary was one of the most important aspects in foreign language.

Vocabulary is the basic of English lesson that make us understanding what we write. According to Linse (2005:121), vocabulary is also the collection of words that individuals knows. So, vocabulary is all the words known and used by particular person. It means that vocabulary is one of the key that must be comprehended by the students if they want to have a good knowledge in the four skills. vocabulary learning is that if the learning is enjoyable, then it can be memorable (Phillips, 1993:8).

Vocabulary is not something that can ever be fully mastered. In reality, it is difficult to be learned. Problems that usually faced on young learners are having limited ability in learning and memorizing the vocabulary. Lack vocabulary is one of the main problem often is faced by students in learning English. This statement also supported by Effendi cited in Restina (1997) stated that one of students' weaknesses in using English is they lack of vocabulary. She asks the Students to make random sentences but they have difficulty practicing.

Based on the one of researchers' experienced during her teaching time for more than a month, the researcher found that the students in class eight of Junior High School (SMPN 8 Pematangsiantar) got difficulties in comprehending vocabulary. The difficulties were students did not know the meaning of words in a sentence, they had a lack of vocabulary because students were difficult to memorize the word and also lazy to memorize. When researcher asked them to find the difficult words and researcher gave the meaning of word the students still asked the meaning whereas the researcher has translated it. As consequency, the average students' score in English was 60. Even though the minimum completeness criteria (KKM) determined by the school in English subject was 70. Exactly the result of students test is under the minimum completeness criteria. The problems above appeared in the assumption the use of strategy. Teacher need to improve their teaching strategy from other method. The same things were also

depicted by other researcher, that said students lack of vocabulary as big problem in learning English. From Lubis (2017) " factors that Affecting Students Difficulties in Completing Daily English Vocabulary" she stated that students are required to master vocabulary in order to able to write daily English vocabulary which has the relation to four integrated skill in English.

To solve these problems above, the Anagram Game is very appropriate to be used. Sutherland (2009:23) said that Anagram Game is appropriate because anagram will give the the students enjoyment or challenge in studying language and also encourage them to look carefully at words. Students can practice to form another word from given clues, match words with definition and provide spelling practice.According to Collins in Bachtiar (2014), the term anagram game is a word or phrase letters which can be rearranged into another word or phrase. For example, *orchestra* can be rearranged into *carthorse.*

Referring to the condition above, the researcher as one of the English teachers candidate is interested in teaching the students by using Anagram Game, so that they can comprehend vocabulary. So the researcher formulates a research entitled " the Effect of Anagram Game on Students' Vocabulary Achievement at Grade Eight of SMP N 8 Pematangsiantar."

METHOD
A.Research Design

This research is quantitative research design. According to Creswell (2011:4), a quantitative research is a mean for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments so that numbered data can be analyzed using statistical procedures. A quantitative research strives for testable and confirmable theories assumption. It seeks scientific explanation that includes the discovery of laws governing not only the behavior. The final written report has a set structure consisting of introduction, literature and theory, method,result and discussion.

Furthermore, the data are taken by using the experimental design. According to Cohen and Morrison (2007:270), experimental research is to test the impact of a treatment or intervention on an outcome controlling for all other factors that might influence that outcome.In conducting the experimental research, the sample was divided in experimental group and control group. It is figured as following:

Table 1. Research Design

Group	pretest	Treatment	Post test
Experimental	x_1	X	x_2
Control	y_1	Y	y_2

X   :   The application of anagram games

Y   :   The application of conventional strategy
x_1, y_1 :   Pre-test in experimental and control group
x_2, y_2 :   Post-test in experimental and control group

B. Population and Sample

1. Population

According to Creswell (2011:142), population is a group of individuals who have the same characteristic. The population of this research was grade eight students of SMP Negeri 8 Pematangsiantar. There were nine classes, each class consists of 21 up to 32 students, with the total are 287 students. Below is the table of the population of the grade eight students of SMP Negeri 8 Pematangsiantar.

Table 2. The Population of Grade Eight Students

Classes	Total population
VIII-1	31
VIII-2	31
VIII-3	31
VIII-4	24
VIII-5	31
VIII-6	31
VIII-7	31
VIII-9	28
VIII-9	24
VIII-10	21
TOTAL	283students

2. Sample

Sample is a subgroup of the target population that the research plans to study for the purpose of making generalization about the target population (Creswell, 2011:142). The sample of this research are two classes which are VIII-4 as a control group because they are active with better achievement than other class and VIII-9as an experimental class because they have lower achievement. It can be prove based on the previous explanation in background that average of score that the students get when the teacher gives the test is 60. Even though the minimum completeness criteria (KKM) determined by the school in English subject is 70.

This class is suitable to applied anagram to improve their achievement. So the total of the sample is 48 students.

Table 3.The Total Counter of the Sample

Group	Class	Students
Control	VIII-4	24
Experimental	VIII-9	24
Total		48

C. The Instrument of Collecting Data

1. Test

The instrument of this research is a test. According to Hutauruk (2018:54) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test used is filled in the blank test intended to measure writing ability of students. There are two kind of test used to collect the data; pre-test and post-test. The researcher chooses test for collecting the data is by using fill the blank test in pre-test and post-test. There will be 20 questions.

2. Scoring the Test

The researcher conducted the test consist of 20 questions, with the score as follows

$$\text{Students' score } = \frac{Accepted\ Score}{Maximal\ Score} \text{ X } 100$$

(Arikunto, 2009:236)

The criteria of the scores

No	Items	Criteria
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Fair
4.	0-59	Fail

3. Media

There are some media that researchers using in this research;

1. Handphone, the researchers are using handphone in this research to takes a picture and record the students to know their difficulties during the treatment as the research documents.

2. The other documents as the instrument of the research are the lesson plans, class materials, the paper test that collect during the research.

D. Technique of Data Collection

There were some steps in collecting the data for this research. for the data collection technique researcher used test. Test is used to measure the competence of a person and also to

achieve the objective. The data was collected by giving vocabulary test, the test was conducted twice.

1.   Pre-test

Pre-Test conducted to find out the result and the mean scores of the group. The experimental group (VIII-9) and the control group (VIII-4) do fill in the blank test which is consist of 20 questions. The test was distributed to the students in the control and the experimental groups, in order to know the students' vocabulary.

In the pre-test, the following steps will be used:

-   The question and answer sheet are distributed to the students

-   They asked to write down their names

-   The researcher read the instruction once and explain how to do the test.

-   The researcher make sure the students have really understood the procedure or not.

2.   Treatment/Teaching

The different treatment was given to the control and experimental group. The experimental group receive the treatment by learning vocabulary through anagram game and the control group was not exposed to this treatment and they were only taught by lecturing teaching.

Table4. Teaching procedure in Experimental Group (Anagram Game)

Teacher's Activity	Students' Activity
1. Giving each students malin kundang text.	1. Receiving the text given
2. Asking the students to find the difficult words.	2. Students try to find the difficult word
3. Explaining the anagram game	3. Listen the teacher's explanation
4. Mention the procedure of anagram	4. Listen the teacher's explanation
5. Asked the students to rearrange the letter become the word. For example: awsh become wash. Then translate it.	5. Doing the teacher's instruction
6. After the teacher finished, the teacher giving a complete summary of the anagram game.	6. Paying attention to the teacher,
7. Asking the students to answer the exercise.	7. Doing the teacher's instruction

Table5. Teaching Procedure in Control Group (Explaining Method)

Teacher's Activity	Students' Activity
1. Giving each students malin kundang text.	1. Receiving the text
2. Asking the students to find the difficult words.	2. Students try to find the difficult word
3. The teacher asked the students to discuss	3. Listen to the teacher's instruction

Teacher's Activity	Students' Activity
about the text with their friend.	
4. Asking the students to find out the meaning of difficult words.	4. Finding out the meaning of difficult words
5. Asking the students to answer the exercise.	5. Doing the teacher's instructioin.

3.　Post-test

After the treatment given, the researcher gave the post-test to the students. The type of test would be the same as the pre-test but different questions. Then, the score of the post-test would be compared with the pre-test before. So those two scores would be used as numerical data to measure the effect of anagram on students' vocabulary.

E. Technique of Data Analysis

After the researcher collect the data and then the researcher analyzes the data by following steps:

1.　Finding mean score of each group

$$\overline{X} = \frac{\sum fx}{N}$$

$\overline{X}$　　= the average score
$\sum fx$　= sum of the raw score
N　　= number of students

2.　Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S　　= standard deviation
$\sum d^2$　= sum of mean deviation
N　　= number of students
1　　= constant number

(Hatch and Farhady, 1982:112)

3.　Finding standard error of difference of mean

$$SE = (xe - xc) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE = (xe - xc) =$ standard error
$se =$ standard deviation of experimental
$sc =$ standard deviation of control
$N1 =$ number students of experimental
$N2 =$ number students of control

(Hatch and Farhady, 1982:59)

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4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\ (xe-xc)}$$

$\bar{X}e$	= Mean of post test in experimental
$\bar{X}c$	= Mean of post test in control

(Hatch and Farhady, 1982:59)

FINDING AND DISCUSSION

FINDING

Based on the work of the analysis on the data, the researchers found that there was a significant effect of using Anagram Game on Students' vocabulary achievement at grade eight of SMP Negeri 8Pematangsiantar in reading Narrative text, the difference or the improvement as the whole students got in post-test from control to experimental group was230or 9.583 point in average, the total sum squares of the respondents at the time of administering the post-test in experimental group was 865.625 points where its standard deviation was 6.13, meanwhile, the total sum squares of the respondents at the time of administering the post-test in control group was 748.958 points where its standard deviation was 5.706. Testing hypothesis showed that t-test (4.65) was higher than t-table (1,679) at level of significant 5% for two tailed test.

DISCUSSION

To know the effect of Anagram Game on to the students in teaching English vocabulary, the researcher gave them a test, and in this test they found new vocabulary by using Anagram Game that have been studied by them previously. Finally, after analyzing the data, the researcher finds the answer of the problem what is to knowwhat games more effective in teaching vocabulary. And as the result in experimental group (group by using Anagram Game) is more effective than control group (group without using Anagram Game) on students vocabulary achievement at grade eight of SMP Negeri 8Pematangsiantar since to score obtained from the result of calculating hypothesis (Ha) is accepted and hypothesis (Ho) is rejected.

CONCLUSION

After analyzing the data presented in the previous chapter, it is found out that using Anagram Game significantly affects the students' vocabulary achievement at grade Eight of SMP Negeri 8 Pematangsiantar. It can be seen from the result showed that the value of t-test is higher than value of t-table.(4.65>1.679($\alpha = 0.05$)) with the degree of freedom (df)= 46. Based

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on the data analysis of the study, the result indicated that the alternative hypothesis (Ha) was accepted. It means that there is the significant effect of using Anagram Gameon students' vocabulary achievement in reading.Related to the conclusion, the researchers suggest for English teacher to consider by using Anagram Game as a media in teaching vocabulary to their students because it will be possible to guide the students because it will be possible to guide the students in increasing their vocabularies. By having this result, it is proven that the use of Anagram Game significantly affects the students' vocabulary achievement especially in verb. The success in teaching does not depend on the lesson program only, but more important is how the teacher present the lesson and uses various method to manage the class more lively and enjoyable.

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