



THE IMPLEMENTATION OF ANAGRAM GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT JUNIOR HIGH SCHOOL

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ABSTRACT

The objective of the research was to find out whether the implementation of anagram game can improve students' vocabulary mastery at seventh-grade students of MTS Manbaul Ulum. This research used a quantitative method and cluster sampling technique. The sample of this research was two-class as experimental class and control class, each class consisting of 30 students. The instrument was test. The pre-test and the post-test were given to the experimental class and control class. In this research, the writer used the normality test, and T-test to calculate and analyze data. Based on the data, it was found that the mean pre-test score in the experimental class was 29,53 and in control class was 27,22. Meanwhile, the mean post-test score in the experimental class was 59,46 and in control class was 35,66. For the Normality test, the Chi-Square in experimental class has statistic $\chi^2 = 4,5$ and in control class has statistic $\chi^2 = 4$. While the reference from the Chi-Square table with $\alpha = 0.05$ (5%) and degrees of freedom = 5 is 11,07. It means that the χ^2 table is higher than the χ^2 statistic. The difference between the two tests pre-test and post-test was evaluated using t-test analysis to prove hypothesis, where the significance level was alpha (α) 5% (0.05). The t-statistic 8,416 and t-table 2,021. The t-statistic > t-table means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, the writer concluded that anagram game can improve students' vocabulary mastery at seventh-grade of MTS Manbaul Ulum.

Keywords: *Vocabulary, Anagram Game*

Introduction

Vocabulary is a basic competency that must be learned by students to acquire competence in other skills such as reading, writing, listening, and speaking. Without enough vocabulary, students cannot understand others or express their ideas. They will never be able to listen, speak, read, and write without understanding vocabulary. For example, students need to listen to words or students need to find meaning in each word to convey meaning. Vocabulary is a word that must be mastered in any language in order to communicate both orally and in



writing. It will be very easy for students to translate some words into English or Indonesian and also at any time can talk to other people when students master vocabulary.

With enough vocabulary, they will understand English expressions. According to Thornbury, if learners spend most of their time studying grammar, their English will not improve very much. They will get the most improvement if they learn more words and expressions because language is not only in written form but also is spoken. Without mastering grammar, only a small part of the language can be acquired, but without vocabulary, nothing can be conveyed.

Natalin and Bhakti explained that vocabulary is considered to be one of the most important factors for comprehending lesson materials, especially when learning a foreign language. Through comprehending foreign language words, students will understand the meaning of words. Vocabulary knowledge is very important for students' academic success. If the students lack vocabulary and do not understand the meaning of the words in the text, they will have difficulty understanding the content.

Lack of vocabulary is a problem for students, and it will affect the development of their language skills. Students have various difficulties with mastering vocabulary, such as difficulty remembering new vocabulary, spelling words, determining the meaning of words. In this case, the teacher must use interesting methods to develop students' vocabulary, such as games. It will not make students bored, and also increase their experience in learning vocabulary.

Teachers are expected to create exciting new methods to increase students' interest and motivation in learning English. Good learning methods are essential to make the teaching and learning process in the class work fluently and make conditions more conducive. One of the great methods of teaching English is the use of word games.

Games have advantages and effectiveness in learning English vocabulary. First, games bring relaxation and fun to students, thereby helping them learn new words more easily. Second, games usually involve group competition and it keeps the students interested. This creates motivation for English learners to engage and actively participate in learning activities. Third, vocabulary games increase motivation to learn English.

Based on pre-observation at MTS Manbaul Ulum, the English teacher said that students' knowledge of English vocabulary was still low. In the learning and teaching process vocabulary, the teacher only gives meaning to some words during the lesson. That means the teacher does not make interesting media to teach vocabulary. In this case, the writer will use the game as media to teach English vocabulary. The writer hopes the students will feel fun in the learning process and can make it easier for them to understand the lesson. There are many games to teach vocabulary, one of the games that can be used to teach vocabulary is anagram game. Anagram game is game that can be used as a media for learning vocabulary.

The research that was conducted by Wardah Mutiah Nasution and Yusni Sinaga, students from the Institute Agama Islam Negeri Padangsidempuan. In their research about ‘Anagram Game to Enhance Students' Vocabulary Mastery’ stated that anagram games can improve students' English vocabulary. In addition,

anagram games are effective and interesting games for students. They suggest teachers use this game.

Nirwana Siska, a student from Faculty Tarbiyah Science and Teachers Training UIN-SU Medan. In her research about "Improving Students' Vocabulary Achievement by Applying Anagram Plus Flashcard in the First Grade of MTS Persatuan Amal Bakti (PAB), 1 Helvetia" stated that anagram games help students to be self-directed. This game can not only improve students' vocabulary but can also make learning more fun. In another statement, Herman, a student from Universitas HKBP Nommensen. In his research "The Effect of Anagram Game on Students' Vocabulary Achievement at SMP Negeri 8 Pematangsiantar" stated that Anagram as a medium for learning vocabulary games affects students' vocabulary achievement, especially in verbs. This game helps students to improve their vocabulary, and by using this game the students will not be bored.

Literature review

Definition of Vocabulary

Vocabulary can be defined in various ways. There are some vocabulary experts have proposed the definition of vocabulary. Hatch and Brown stated vocabulary is a list or a set of words that each speaker of the language uses. According to Hornby, vocabulary is the total number of words in a language a person knows and those words are used as language tools to express one's thoughts. Michael Lessard-Clouston mentioned that vocabulary is language words, including single items and phrases or collections of several words with specific meanings. Vocabulary is one of the important elements in the language system because it functions as the basis for language development. Vocabulary is known as the cornerstone of language and no language acquisition can occur without vocabulary mastery. Vocabulary studies prove that lexical deficiencies will interfere with daily communication. Second language learners generally believe that vocabulary is not grammar that prevents them from reading, listening, speaking, writing, and exchanging information with others in a foreign language. They argue that vocabulary carries the basic information they need to understand and express that information.

Haya stated that vocabulary is one of the keys to communication and developing students' language skills. The more vocabulary they master, the more complex the material they will use. Students' understanding of the meaning and use of vocabulary words helps them recognize words or use them in a basic way to have the ability to use words in many contexts. According to Ismatullaeva, vocabulary is summary of words or combination in particular language. Vocabulary is something that develops and deepens over a lifetime. A vocabulary usually develops with age and serves as a basic useful tool for communicating and acquiring knowledge. Language learners will find vocabulary in everyday life must be able to acquire and retain it.

Based on the definition of vocabulary above, the writer concludes that vocabulary is knowledge of the meaning of words that are used to communicate

effectively, both in spoken and written form. Vocabulary not only contains a list of words but also becomes the basis for them to communicate because without vocabulary an idea cannot be transmitted in communication.

Vocabulary Mastery

Mastery means complete knowledge or great skill that makes someone master in certain subject. According to Rodrigo, vocabulary must be mastered by students. It will be very easy for students to translate some words into English or Indonesian and also at any time can talk to other people when students master vocabulary. Mastery of vocabulary has positive impact on students. They can communicate in everyday life and will strengthen the belief that English can be used to express some of the ideas, thoughts, and feelings they want to convey.

Gede Sutrisna stated that mastery of vocabulary determines students' abilities in reading, writing, listening, and speaking. Moreover, it allows them to turn their ideas into broad sentences of the subject in writing. Having sufficient vocabulary also makes it easier for them to explain their concepts verbally while speaking, as well as understanding what others are talking about while listening. This ability cannot be achieved if they have a poor vocabulary. They will have difficulty reading and understanding spoken and written content which affects their ability to produce good written and spoken words. Without having sufficient and precise vocabulary, their ideas will be difficult to convey to others, and they will have difficulty understanding what other people are talking about. In all languages grammar is important, but if one lacks vocabulary it may result in a complete failure to convey the message. Vocabulary is a necessary material to communicate with other people.

Based on the explanation above, the writer concluded that vocabulary is a basic competence that must be mastered because the four skills in the language such as reading, writing, listening, and speaking require knowledge of words. Commonly, students who lack vocabulary have difficulty mastering other skills.

Kinds of Vocabulary

Kinds of vocabulary are divided into two groups, namely receptive and productive vocabulary.

1. Receptive Vocabulary

The receptive vocabulary is defined as the vocabulary types the reader encounters during reading and listening. They are the words that the readers and listeners use to comprehend given messages they are used in context, but they cannot produce. Receptive vocabulary is called passive vocabulary. It's word that learners understand when they hear or read but do not use in speaking and writing.

2. Productive vocabulary

Productive vocabulary refers to the collection of words used to generate messages. Writing and speaking activities are an example of skills in productive vocabulary. Productive vocabulary is called active vocabulary. It means the learners can produce the words to express themselves. Teachers can help the learner by giving them opportunities to practice using new vocabulary items in spoken

communication. As the learners learn more words is useful because they will have many vocabularies that help them to understand in reading context or listening material.

Games

a. Definition of Games

Jill Hadfield stated that games are activities with rules, goals, and elements of fun. Game is one of the media that can be used in the classroom in the learning process. Students will be more active in class if the teacher asks them to play games. The game can be used at any stage of the lesson after the target language is introduced and explained. Games have the advantage of being a memory aid and repetition exercise as a means to achieve learning goals in the classroom. Games help teachers to create contexts in which language is useful and has meaning. They can understand that certain words are important, because without words the goal of the game cannot be achieved.

The use of games in the teaching and learning process is quite popular because games are a medium that can be used to play, learn and increase creativity. Games have benefits because they can reduce student anxiety. In addition, it can also increase students' self-confidence because students are not afraid of punishment and criticism when making situations in class fun and can be ice-breakers in class, games are a fun thing to do in their spare time, they can reduce stress and become a mood booster. The game is a method to make learning activities fun.

According to Safura & Helmanda, Language games are activities that students will participate in during class as part of their language learning. Games can encourage students to build vocabulary mastery. Furthermore, students will be given lesson materials and activities during the learning process. The students can actively participate in the learning process by discussing misunderstandings in vocabulary with the teacher or classmates to get a better understanding of vocabulary mastery. The benefit of the game is that it attracts students to learn English because it is fun and makes them want to experiment, and interact with others.

From the explanation about game, the writer can conclude that teaching English vocabulary through games will make the teaching and learning process more interesting. Unforgettable moments when they play games will help students to memorize the acquired vocabulary easily. By playing games, students will be motivated in learning English vocabulary. The writer assumed that teaching English vocabulary through games will be fun, interesting, challenging, and effective.

b. Types of Games

Mina in her research '*Effects of Gamified Learning Activities in Enhancing Junior High School Students' English Vocabulary Retention*' categorizes games into three types, namely:

1. Puzzleology Games (crossword puzzle, anagram, word search)

This game strengthens students' vocabulary in using puzzles. In crossword puzzles, students can answer vocabulary games by filling in the boxes provided by

the teacher with clues. Then in an anagram, students rearrange the letters of the word to produce a new word. While in the word search, students find hidden words in the template which are assisted by statements or questions given

2. **Fun games** (charades, Pictionary, hot potatoes/taboo game)

The teacher creates something fun and interesting in the learning process to increase student motivation in learning. Game charades is a word guessing game, students have to give clues to their opponent, and find answers from some of the words that are displayed. Pictionary is a drawing game in which one person draws and another player tries to guess what is being drawn. Pictionary works with as few as four people or can be played with teams. Hot potatoes or taboo game is a game to practice word description skills

3. **Memory games** (word association, scramble word, parrot game)

This game involves students using bodily kinesthetics through task-based learning instructions. Students can help each other in learning new vocabulary and experience a sense of fun and belonging and experience a new learning environment without feeling anxious.

2. Anagram game

a. **Definition of Anagram Game**

Mirwana argued that anagram is a word or phrase by rearranges the letters of another word or phrase. The first is that the letter of the word or phrase must be rearranged, and the second new word or phrase must be created. Third, each original letter must be used in a new expression. Each letter can only be used as much as it appears in the original. Many new words that students will get through this game. In short, this game will improve students' vocabulary. Using this game also helps the students to get involved in classroom activities.

Anagram is the first type of word game popular in Europe during middle age. Anagram art was created by the Greek poet Lycophron. Before the era of computerization, an anagram was built using pen and paper from a combination of letters and experimented with variations. Anagram means the exchange of letters in words so that the word has another meaning of the word before.

Kurnia stated that anagram is a word or phrase created by rearranging the letters, where each letter in the original is used in the creation of a new phrase. Anagram comes from the Greek *ana* meaning 'after' and *gramma* meaning 'letter or writing'. Anagrams are a play on words that use memory. It helps students' English vocabulary to develop. Students have to play a word game, in which a word must be guessed given an anagram of that word into another word. To play this game, students need a dictionary to solve anagrams.

Based on the explanation of the anagram game, the writer concludes that the definition of anagram is a word game where students try to make some correct words that have meaning and make new words from the random letters given.

b. **Advantages of Anagram Game**

Anagram games can motivate students who are interested in learning English vocabulary. Students can also find new words by using anagrams, they can find new words by themselves from the words that must be arranged. Anagram

games 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.

Using an anagram game is considered effective, and interesting because it can provide fun or challenge for students in learning vocabulary and encourage them to pay attention to words carefully. Students can practice forming other words from the instructions given, match words by definition, provide spelling exercises, show students how the letters of many words can form other words.

c. Disadvantages of Anagram

There are disadvantages of anagram games. First, noise in the classroom is unavoidable because students will be involved in collaborative learning. Second, they must work in teams with other friends. Students who have little vocabulary need a dictionary, because without a dictionary they cannot find other forms of words. Last, before applying anagrams the teacher needs to adjust to what topics will be given before starting the game.

d. Teaching vocabulary by Using Anagram Game

English is not the mother tongue of Indonesians, there are many students who have many problems mastering English words. They do not realize the importance of learning vocabulary. The problem factor is that they feel bored with the way of teaching where they are asked to look up the meaning of difficult words in a dictionary and then they try to memorize the words. It seems that the use of different methods in teaching vocabulary is considered as one solution. One of the language games to teach vocabulary is to use anagrams. Teachers who teach vocabulary lessons to students can apply anagrams. This game has educational value. Using Anagram game makes students get lots of new words and enjoy word games as they learn vocabulary and will also motivate and encourage students in learning.

There are several types of transposition (letter rearrangement) in Anagrams. One of them is a Random Anagram where the letters of an English word are scrambled into a random pattern and students have to rearrange the original word and make a new word.

e. The Rules of Anagram Game

There are several rules in anagram game, those are:

- a. Students are divided into 4-5 groups where each group consists of six to ten students.
- b. Student gets some words from the teacher
- c. Students must make some new words by arranging the letters that randomized.
- d. Student uses all the letters to form a 1 until some new words.
- e. The group with the newest word is the winner.

Research method

This research was employed quantitative method and sampling technique. There were two samples class taken as sample, the seventh A & B and each of class consist of 30 students. Due to data collecting the test and treatment were conducted, meanwhile, VII A as a treatment class or experimental class and VII B as a control class, and then the test was taken before and after treatment. As in qualitative experiment research the data analyzing technique used validity test, normality test, and t-test for analyzing data.

Findings and Discussion

In this study, the experimental class was given a treatment of learning vocabulary using anagram game while the control class used the conventional method. The students who were taught using anagram games experienced an improve in vocabulary. The result of pre-test and post-test of the experimental class and control class students are in table 4.3. and 4.4. Students have been given a pre-test and post-test to assess vocabulary mastery in the both of class. Students have completed 30 multiple choice questions about adjectives.

Before the teaching and learning process in the classroom, the writer consulted with vocabulary experts to find out whether the instrument that would be used in the research was valid or not. Based on the results of the consultation, the instrument to be used is valid. For the results of statistical analysis of normality test with chi-square show the data in the experimental class and control class was distributed normal. The score was indicated that the Chi Square in the experimental class has a statistic of $\chi^2 = 4,5$ and in the control-class has a statistic of $\chi^2 = 4$. While the reference from the Chi-Square table with $\alpha = 0.05$ (5%) and degrees of freedom = 5 is 11,07. It means that χ^2 table is higher than χ^2 statistic.

The score of t-test the writer found that the post-test score in the experimental class was higher than the control class. The post-test score of the experimental class 1784 while the post-test score of the control class 1075. The mean of pre-test in the experimental class is 29,53 and post-test 59,46 while the mean of control class is 27,22 and post-test is 35,66. There was a significant difference score between the experimental class and the control class.

From the analysis of the data above, the writer can conclude that anagram games can improve students' vocabulary mastery, because the vocabulary test scores after the writer doing treatment is higher than before being taught using anagram games. In addition, several studies also prove that anagram games can improve students' vocabulary. First study was conducted by Wardah Mutiah Nasution and Yusni Sinaga, about '*Anagram Game to Enhance Students' Vocabulary Mastery*' stated that anagram games can improve students' English vocabulary. In addition, anagram games are effective and interesting games for students. Second study was conducted by Nirwana Siska about '*Improving Students' Vocabulary Achievement by Applying Anagram Plus Flashcard in the First Grade of MTS Persatuan Amal Bakti (PAB), 1 Helvetia*' stated that anagram games help students to be self-directed. This game can not only improve students' vocabulary but can also make learning more fun. Third study was conducted by

Herman about, “*The Effect of Anagram Game on Students' Vocabulary Achievement at SMP Negeri 8 Pematangsiantar*” stated that Anagram as a medium for learning vocabulary games affects students' vocabulary achievement, especially in verbs. It is clear that using anagram game to teach vocabulary is effective in improving students' vocabulary mastery

Conclusion

Based on the findings from the data review chapter IV showed that there was significant difference between scores of the experimental class and control class. The difference between the two tests (pre-test and post-test) was evaluated using t-test analysis to prove hypothesis, where the significance level was alpha (α) 5% (0.05). The t-statistic (8,416) and t-table (2,021). This study provides an interpretation that t_0 (t-statistic) is higher than t-table, $8,416 > 2,021$. This shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

The writer concluded that the answer of research question is proven that anagram game can improve students' vocabulary mastery of seventh-grade at MTs Manbaul Ulum. Previous research study also prove that anagrams can improve vocabulary. Even so, during the research the writer found difficulties such as making the class conducive because anagram game was in the form of groups.

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