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## THE EFFECT OF USING ANAGRAM GAME ON STUDENTS' VOCABULARY MASTERY (A STUDY AT THE ELEVENTH GRADE OF SMA HARAPAN PADANGSIDIMPUAN 2020 – 2021 ACADEMIC YEAR)

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**Abstract:** *The objective of this research are to know: 1) The application of anagram game in teaching vocabulary mastery, 2) The students' vocabulary mastery before and after using anagram game, 3) Whether there is a significant effect of anagram game on students' vocabulary mastery at the eleventh grade students of SMA Harapan Padangsidimpuan. This research uses experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the eleventh grade students which consist of 104 students and the samples are 31 students gotten by using systematic sampling .In collecting the data, the researcher uses observation sheet to get the data of the application of anagram game and test to get the data of the students' vocabulary mastery. The result of the application of anagram game is 3.5, it is categorized "very good". The mean score of the students' vocabulary mastery is 40.09, it is categorized "fail". Meanwhile after using anagram game was 63.11, it is categorized "enough". The researcher uses statistic process in analyzing the data by using  $t_{test}$  formula. Based on the data that has been analyzed, the result of data analyzing showed that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 3.75 > t_{table} 2.04$ ). So, the hypothesis is accepted. It means that there is a significant effect of using anagram game on students' vocabulary mastery at the eleventh grade students of SMA Harapan Padangsidimpuan in 2020/2021 Academic Year.*

**Keywords:** *anagram game, vocabulary.*

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui: 1) Penggunaan permainan anagram dalam mengajar kosakata, 2) Penguasaan kosakata siswa sebelum dan setelah menggunakan permainan anagram, 3) Apakah ada pengaruh yang signifikan dari permainan anagram terhadap penguasaan kosakata siswa di kelas sebelas SMA Harapan Padangsidimpuan. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 104 siswa dan sampel terdiri dari 31 siswa dengan menggunakan teknik *systematic sampling*. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian permainan anagram dan tes untuk menjaring data mengenai penguasaan kosakata siswa. Hasil penggunaan permainan anagram dalam mengajar kosakata adalah 3.5, dikategorikan “sangat baik”. Nilai rata-rata penguasaan kosakata siswa sebelum menggunakan permainan anagram adalah 40.09, dikategorikan “gagal”. Sementara setelah menggunakannya adalah 63.11, dikategorikan “cukup”. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus  $t_{test}$ . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa  $t_{test}$  lebih besar daripada  $t_{table}$  ( $t_{test} 3.75 > t_{table} 2.04$ ). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan dari permainan anagram terhadap penguasaan kosakata di kelas sebelas SMA Harapan Padangsidimpuan pada Tahun Ajaran 2020/2021.

**Kata kunci:** *anagram game, kosakata.*

## I. INTRODUCTION

Vocabulary is one of the language aspects which the people should learn when they are learning language. Vocabulary is one of the language components that is important to support to be taught to use language well. So that, the students must understand word by word. Vocabulary has its own components, so vocabulary cannot be separated with refer four skills, because when the students listen, speak, read, or write they always involve their vocabulary to express their thought, idea or opinion.

In fact, not all students can use the vocabulary accurately. The students still have a low capability in mastering vocabulary. It can be seen at eleventh grade of SMA Harapan Padangsidimpuan. Researcher observed that there are still many students have weakness in using

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vocabulary by giving them some questions and also gave pretest in the end of January 2020.

The researcher asked the students to retell some activities they did before went to school at that day. When the students answered, the researcher found several mistakes in constructing sentence. For instance, one of students said “ I wake up, take a bath, breakfast and so on” .But when the researcher ask student to write that, they can’t write well. It means that students at the eleventh grade students of SMA Harapan Padangsidempuan still have low capability in mastering vocabulary. If the problem is not solved soon, the researcher worries the students can’t apply the using of vocabulary well. As the impact of that, students will fail in speaking, writing, listening and reading. In this case, the researcher is interested in doing research by using anagram game in teaching vocabulary. Anagram game is a type of word play, consisting of letters arranged in a grid, containing several hidden words written in any direction. To find a word, students must make a horizontal line, down or diagonally. So, the researcher hopes by using this technique, the students will be more active in studying especially in improving their vocabulary mastery.

### **1. Definition of Vocabulary**

Vocabulary is one of the most crucial elements in a language. Because without vocabulary we cannot deliver a message, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. According to Berne & Blachowicz (in Alqahtani 2015:21) says, “Vocabulary is an essential part in foreign language as the meanings of new words are very often emphasized, whether in books or in classrooms. It also central to language teaching and is of paramount importance to a language learner”

Based on the definition of vocabulary above, the researcher concludes that vocabulary is the collection of words which are important

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keys in learning language and communication in daily life to express the idea in language.

Vocabulary has 4 indicators, they are noun, verb, adjective and adverb. According to Joseph (in Chai 2009:1), noun is word that belongs to a word class whose members can function as the head of a noun phrase, can in flex for plural, and can be preceded by determinatives and adjectives. While Aarts et al (2014:433) says, "A member of a major word class which is normally essential to clause structure (through small clause) and which can show (sometimes in combination with other syntactic elements) contrasts of tense, aspect, mood, voice, number, and person". According to Dykes (2007:53), the word adjective is from latin *ad jacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something. While Dykes (2007:62) says, "An adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective)"

## 2. Anagram Game

Anagram game is a type of word play, consisting of letters arranged in a grid, containing several hidden words written in any direction. To find a word, students must make a horizontal line, down or diagonally. According to Elson et al (2005:5) says, "Anagram game is a simple exercise but potentially powerful assessment tool".

According to Vossoughi and Zargar (2009:80), anagram game is one of many instructional games that reinforce word level onto a grid and persuades the class to make suggestions for the puzzle clues. A simpler but still popular alternative anagram game is the word search. The object of anagram game is to find the listed hidden words. This game is good to review general vocabulary, without ever tiring the students. In most of the puzzles, there are at least 40 words. The words may be hidden in any direction: horizontally, vertically, diagonally, and forwards and backwards". Anagram game is one of many instructional games that reinforce word level onto a grid and it has the objective to find the list hidden word that

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hidden is any direction: horizontally, vertically, diagonally, and forwards and backwards.

While Sukstrienwong and Vongsumedh (2013:37) said, "Anagram game is known as a word find game, which is well known for helping students to recognize words. It is a game that letters of a word lay in a grid and usually has a square shape. To play this game, players search and mark all hidden words inside the grid. In the most word search games, a list of hidden words is provided. Frequently, many words are related which are easy for players to search for. Listed words may be arranged in horizontal, vertical or diagonal directions in the grid. Sooner you complete every level, higher score you will get. In searching for words, users read and memorize the words while they are playing the game that helps them learn the words and spelling, letter by letter, in the puzzle".

## II. METHODOLOGY OF THE RESEARCH

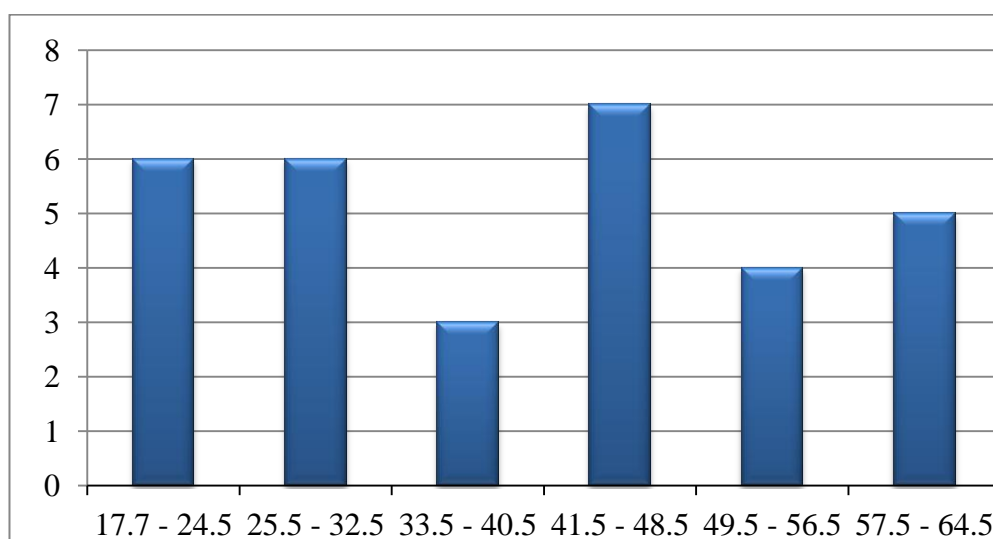
This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data, the researcher used test and observation sheet as the instrument. The test is used to measure the students' vocabulary mastery and the observation sheet is used to measure the application of anagram game. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of students' vocabulary mastery and observation sheet of anagram game. In analyzing the data, the researcher used  $t_{\text{test}}$  formula to look for the significant effect of anagram game on students' vocabulary mastery.

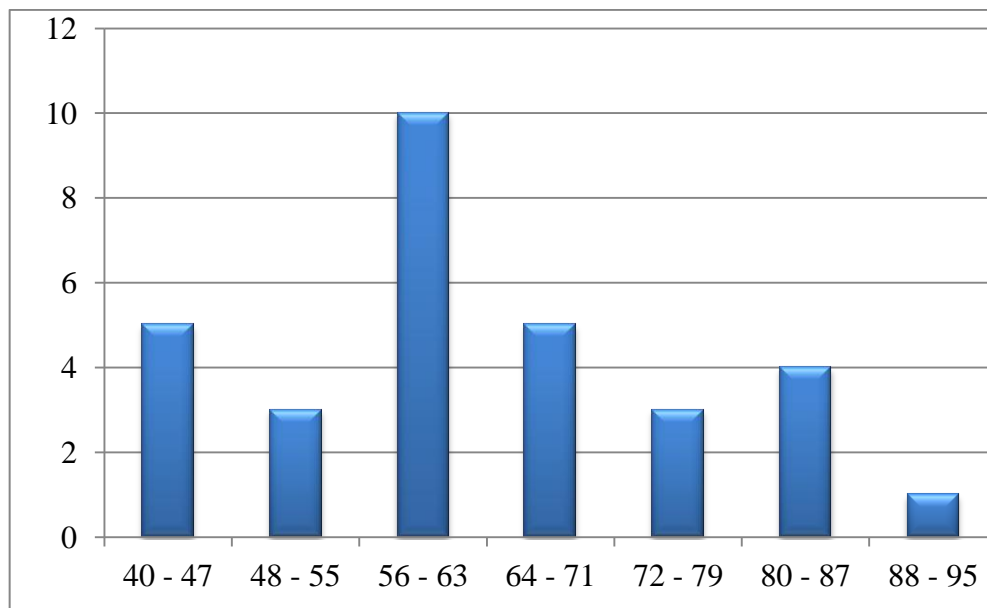
### III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of anagram game at the eleventh grade students of SMA Harapan Padangsidempuan, the average score was 3.5 and it is categorized in “very good” category. It means the researcher applied anagram game well.

The mean score of the students’ simple past tense mastery before taught by using mistake buster technique was 40.09. It is categorized as “fail” category. From the test, researcher found the lowest score is 7 for to be and 25. Therefore, after taught by using anagram game, the mean score of the students’ vocabulary mastery was 60.11. It is categorized as “enough” category. From the test, researcher found the lowest score is 16 for to be and 36.



**Students' Vocabulary Mastery before using Anagram Game**



### Students' Vocabulary Mastery after using Anagram Game

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $3.75 > 2.04$ ). It means that there is a significant effect of anagram game on students' vocabulary mastery at the eleventh grade students of SMA Harapan Padangsidempuan in 2020/2021 Academic Year.

## IV. DISCUSSION

Based on the result of observation sheet in applying anagram game, the researcher found that the score is 3.5. It is categorized as "very good" category. The result of average score of students' vocabulary mastery before taught by using anagram game is 40.09. It is categorized as "fail" category. Furthermore, the average score of students' vocabulary mastery after using anagram game is 63.11. It is categorized as "enough" category. It means that there is an improvement of students' vocabulary mastery after using anagram game. Then, the result of  $t_{\text{test}}$  is higher than  $t_{\text{table}}$  ( $3.7 > 2.04$ ). The researcher concludes that the students' vocabulary mastery is higher after using anagram game than before using it at the eleventh grade students of SMA Harapan Padangsidempuan.

The reason why the students vocabulary mastery is higher after taught by using anagram game is because based on the some theories that had been discussed in chapter II and conceptual framework and also supported by related findings, the researcher expected that anagram game will improve the students' vocabulary mastery. This teaching technique gives sense accomplishment for them when they can find the mistake. So, the alternative hypothesis is accepted.

## CONCLUSION

There are 3 conclusions, as follow: 1) The result of the application of anagram game on students' vocabulary mastery at the eleventh grade students of SMA Harapan Padangsidimpuan in 2020/2021 Academic Year is very good, 2) The mean score of students' vocabulary mastery after taught by using anagram game at the eleventh grade students of SMA Harapan Padangsidimpuan in 2020/2021 Academic Year is higher than before taught by using that technique, 3) There is a significant effect of anagram game on students' vocabulary mastery at the eleventh grade students of SMA Harapan Padangsidimpuan in 2020/2021 Academic Year.

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