

## THE EFFECT OF USING ANAGRAM TECHNIQUE ON STUDENTS' VOCABULARY MASTERY

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**Abstract :** *The aims of this research are to know: 1) the extent of using anagram technique in teaching vocabulary mastery to the fourth grade students of SD Swasta HKBP 2 Padangsidempuan; 2) the extent of the students' vocabulary mastery before and after being taught by using anagram technique to the fourth grade students of SD Swasta HKBP 2 Padangsidempuan; and 3) whether there is any significant effect of anagram technique on students' vocabulary mastery at the fourth grade student of SD Swasta HKBP 2 Padangsidempuan. Method of this research is quantitative research used experimental method with design one group pretest posttest design. The population of this research is all of the fourth grade of SD Swasta HKBP 2 Padangsidempuan, which consists of 35 students. Sample were 35 students which taken by using total sampling. To collect the data, the writer used an observation sheet and a test as instruments. The mean score of the application of anagram technique was 3, it was categorized "Good." The result of the data analysis shows that  $t_{test} = 4.67$  while  $t_{table} = 2.03$ . It means that  $t_{test}$  is higher than  $t_{table}$ . So, the hypothesis is accepted. It means that there is significant effect of anagram technique on students' vocabulary mastery at the fourth grade of SD Swasta HKBP 2 Padangsidempuan.*

**Keywords:** *Anagram Technique, Vocabulary Mastery*

**Abstrak :** Tujuan dari penelitian ini adalah untuk mengetahui: 1) sejauh mana penggunaan teknik anagram dalam mengajarkan penguasaan kata kepada siswa kelas empat SD Swasta HKBP 2 Padangsidempuan; 2) sejauh manakah pengujian kata siswa sebelum dan sesudah diajarkan dengan menggunakan teknik Anagram pada siswa kelas keempat SD swasta H KBP 2 padangsid impuan; dan 3) apakah ada efek yang signifikan dari teknik anagrama pada penguasa kata siswa di siswa kelas 4 SD Swesta HKB P2 Padangsidempuan. Metode penelitian ini adalah penelitian kuantitatif yang menggunakan metode eksperimental dengan desain satu kelompok pra-test posttest. Populasi penelitian ini adalah semua kelas keempat SD Swasta HKBP 2 Padangsidempuan, yang terdiri dari 35 siswa. Sample terdiri dari 35 siswa yang diambil dengan menggunakan sampel total. Untuk mengumpulkan data, penulis menggunakan lembar observasi dan tes sebagai alat. Skor rata-rata dari aplikasi teknik anagram adalah 3, itu dikategorikan "Bagus." Hasil analisis data menunjukkan bahwa  $t_{test} = 4,67$  sedangkan  $t_{table} = 2,03$ . Ini berarti bahwa  $t_{test}$  lebih tinggi dari  $t_{table}$ . Oleh karena itu, hipotesis diterima. Ini berarti bahwa ada efek yang signifikan dari teknik anagram pada penguasaan kosa kata siswa di kelas keempat SD Swasta HKBP 2 Padangsidempuan.

**Kata Kunci:** Anagram Technique, Vocabulary Mastery

## I. INTRODUCTION

Vocabulary refers to a language's variety or richness of words. When studying, you cannot avoid learning vocabulary because vocabulary plays a critical part in determining English fluency. One need for mastering English is the presence of a vocabulary. Mastering vocabulary well will increase a person's English mastery and language skills. Actually, various variables can influence students' vocabulary, including internal factors such as students' lack of knowledge in vocabulary learning, lack of motivation to learn, lack of interest in memorizing language, and so on. It can also be influenced by external factors such as teaching methods, curriculum, facilities, student environment, approaches, and so on.

A vocabulary is a set of words that are recognized to mean something and can be used by someone to communicate. According to Said (2021:7), vocabulary is a collection or correlation of words that have meaning. Next, Maimunah stated in Nasution (2020: 37) that the anagram technique is a sort of word play that results from rearranging the letters of a word or phrase to make a new word or phrase, using all of the original letters exactly once; for example, "orchestra" can be rearranged into "carthorse".

The aim of this research is to determine the extent of using the anagram technique in teaching vocabulary mastery to the fourth grade students of SD Swasta HKBP 2 Padangsidempuan, the extent

of the students' vocabulary mastery before and after being taught by the anagram technique to the fourth grade students of SD Swasta HKBP 2 Padangsidimpuan, and whether there is any significant effect of the anagram technique on the students' vocabulary mastery at SD Swasta HKBP 2 Padangsidimpuan. The population consists of fourth-grade students of SD Swasta HKBP 2 Padangsidimpuan.

## **II. METHODOLOGY OF RESEARCH**

A method is a way to prove something that's been done thoroughly. In this study, the researchers used the experimental method because this method is suitable for finding a relationship between the two factors. The researchers used a one-group pretest-posttest design. The researchers chose the location of the research at the fourth grade students' SD Swasta HKBP 2 Padangsidimpuan. The population of this study was 35 students, and the sample in this study amounted to 35 students. The researchers chose total samples since they were a technical sample in which all members of the population were included. This study's data collection method involves the use of observation sheets and tests. The total questions is 20 questions, with nouns, verbs, adjectives, and adverbs.

To obtain the answers or values to such queries, apply data analysis techniques such as descriptive and inferential analysis. Descriptive analytics is used to measure or extract information from

observation sheets and tests. Inferential analytics are used to determine whether there is a significant influence on the technique of anagram.

### **III. RESULT**

In this chapter, the problem which has been formulated on previous chapter would be answered. After conducting the research in SD Swasta HKBP 2 Padangsidempuan by used observation sheet and test to the fourth grade to figure out the effect of anagram technique on students' vocabulary mastery. Researcher collected the data from 35 students through a pretest to find out the students' vocabulary mastery before treatment by using anagram technique. Next, it was conducted the treatment and in the end of treatment was conducted posttest. For more description of data collected during implementation of the research can be described as follows:

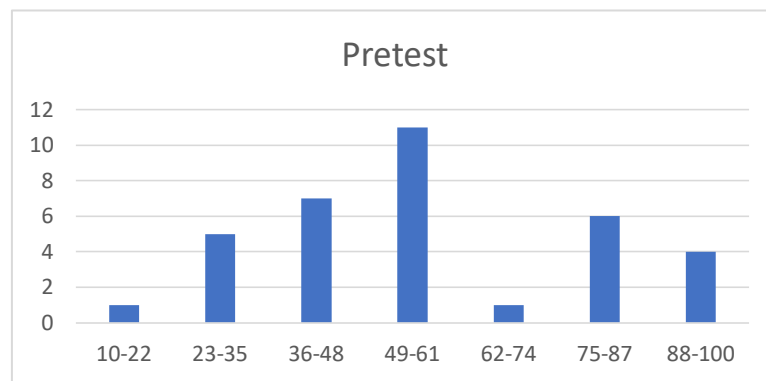
#### **Students' Vocabulary Mastery Before Using Anagram Technique**

After getting the data by giving pre-test on February which contained 20 questions about vocabulary mastery, it was found that the highest score was 95 and the lowest score was 10 (see appendix 6). The researcher shows the spesification of the calculation in the table below:

**Table 1.** Score of Mean, Median and Mode on Students' Vocabulary Mastery before using Anagram Technique at the Fourth Grade Students of SD Swasta HKBP 2 Padangsidimpuan

No	Criteria	Score	Category
1	Mean	56.71	Bad
2	Median	50.00	Bad
3	Mode	40.00	Fail

Furthermore, the frequency distribution of students, pretest results can be seen in the following table:



**Figure 1 :** Histogram of students' Vocabulary Mastery before using Anagram Technique

Based on the histogram above, it can be seen that the highest frequency was consist of 11 students on interval 49-61. The lowest score was is 10 and the highest is score was 95.

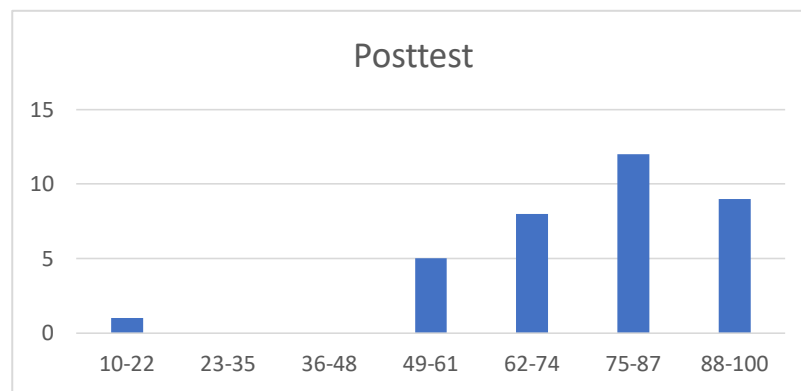
**Students' Vocabulary Mastery After Using Anagram Technique**

After collecting the data about the students' vocabulary mastery at the fourth grade of SD Swasta HKBP Padangsidimpuan after using anagram technique, the researcher calculated the score. The researcher found that the highest score is 100 and the lowest score is 10 (see appendix 7). The researcher shows the specification below:

**Table 2.** Score of Mean, Median and Mode on Students' Vocabulary Mastery after using Anagram Technique at the Fourth Grade Students of SD Swasta HKBP 2 Padangsidempuan

No	Criteria	Score	Category
1	Mean	75.43	Good
2	Median	75.00	Good
3	Mode	70.00	Good

Furthermore, the frequency distribution of students, posttest results can be seen in the following table:



**Figure 2 :** Histogram of students' Vocabulary Mastery before using Anagram Technique

Based on histogram above, it can be seen that the highest frequency is consist of 5 students on interval 49-61. The lowest score is 10 and the highest score 100.

### Hypothesis Testing

To know the truth of the hypothesis that has been formulated on Chapter II to know whether there is a significant effect of chinese whispers game on students' vocabulary mastery at eighth grade of SMP Negeri 2 Angkola Selatan. The data had been collected by the

researcher from the students would be used to answer the hypothesis. The researcher used t-test formulation to prove it.

Based on the result, it can be seen that ttest was 4.67 and table 2.03 at 5% significances level with degree of freedom (df) =  $N-1 = 35-1 = 34$ . The researcher found that ttest was higher than ttable (ttest 4.67 > ttable 2.03). It means that there was a significant effect of anagram game on students' vocabulary mastery at fourth grade of SD Swasta HKBP 2 Padangsidimpuan. The researcher could say that Alternative Hypothesis ( $H_a$ ) was accepted.

#### **IV. DISCUSSION**

Based on the observation sheet result of anagram technique on students' vocabulary mastery, the researcher found that the score was 3 and it was categorized as "Good" criterion. Furthermore, the result of students vocabulary mastery before taught by used anagram technique was 56.71 and it was included in "bad" category. While, the result of students vocabulary mastery after taught by used anagram technique was 75.43 and it was included in "Good" category where the recapitulation data in appendix 7 show that value of the students in noun is 138, in verb is 119, in adjective is 96 and in adverb is 58. The researcher concludes that the anagram technique suitable in teaching learning especially in noun where the most of the student get the high score in answering the question about noun.

To prove that this technique is suitable to be used on students' vocabulary mastery, the researcher tested it by using ttest formulation.

From this testing, the researcher got the ttest score about 4.67 while the ttable was 2.03 at 5% significances level. It means that anagram technique was suitable to be used and increased the students' achievement in vocabulary mastery.

## CONCLUSION

Based on the research result on Chapter IV, the researcher describes the conclusion as follows:

- a. The application effect of anagram technique on students' vocabulary mastery at the fourth grade students of SD Swasta HKBP 2 Padangsidempuan is 3, it is categorized "good".
- b. The students' vocabulary mastery before and after using anagram technique at the fourth grade of SD Swasta HKBP 2 Padangsidempuan is 56.71, it is categorize "bad" and 75.43 categorize "good".
- c. There is a significant effect of students' vocabulary mastery after using anagram technique at the fourth grade students of SD Swasta HKBP 2 Padangsidempuan. It shows that ttest is higher than ttable (ttest 4.67 > ttable 2.03). In other hand  $H_a$  is accepted.

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