THE EFFECT OF ANAGRAM GAME ON STUDENTS' VOCABULARY MASTERY AT MTs BAHRUL ULUM GENUKWATU NGORO

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Abstract

The objective of this research is to find out the effect of anagram game on students' vocabulary at the eighth grade students of MTs Bahrul Ulum Genukwatu Ngoro. Theoretically the result of this research hopefully gives contribution in teaching learning process especially in teaching vocabulary, it is hoped to develop the theories in order to make education better than before. In practically significance, the result of this study is expected to be useful for the English teachers as additional information of a new strategy in teaching vocabulary on the text given. This study is expected to be reference for other researchers who want to conduct similar research. The researcher got the result of students' vocabulary size score between students in experiment class and students in control class without by comparing the post test score of these two classes. After the researcher calculated the data, the researcher analyzed the data by using T- test. Based on the data analysis, the researcher got -2.712 < 2.002, it means t-test was lower than t-tabel, and 0.009 (P value) < 0,05. then the alternative hypothesis (H_a) is accepted. It means teaching vocabulary size by using Anagram game is effective than without using Anagram game. Finally, the use of Anagram game effective to teach students vocabulary size to second grade of MTs Bahrul Ulum Genukwatu Ngoro academic year 2019/2020.

Keywords : Game, vocabulary

A. Background

Vocabulary as one of language components is a very important thing to make people able to say anything. People with many vocabulary are more proficient in language skills than people with little vocabulary. Vocabularies makes a significant contribution to almost all of the aspects of language. It shows that vocabulary is very important, even though people have good ability in structures, but they do not have enough vocabulary to express their idea, the structures are useless. Considering the problems in teaching and learning vocabulary, this research is purposed to answer the following question: "Is there any effect of Anagram game on students' vocabulary?"

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result of this study is expected to be useful for the English teachers as additional information of a new strategy in teaching vocabulary on the text given. This study is expected to be reference for other researchers who want to conduct similar research.

B. Research Method

This study was seeing the effect of independent to the dependent variables from the treatments which given to the sample, it will be used as a research hypothesis and finally compare whether anagram game to improve students Vocabulary. Independent variable is anagram game and dependent variable is Vocabulary. The results of this study will help us to find the most effective between anagram game (experimental group) and without anagram game (control group). There were two classes in this research namely an experimental class (VIII A) and a control class (VIII B). The researcher limit this study on Vocabulary using anagram game at second grade of MTs Bahrul Ulum Genukwatu Ngoro, academic year 2019/2020.

The obtained from the test use to know how effective teaching vocabulary use anagram game, it will gain from the students' scores. The two result from both of group will compared by applying SPSS for windows 16.0. The researcher uses T-test to find out the differences score of students' achievement in teaching vocabulary using anagram game and teaching vocabulary without using anagram game. The experimental class and the controlled classes were taught with different technique in teaching reading. The experimental class was taught using the Anagram game, whereas the controlled class used conventional strategy. In the experimental class, the writer applied Anagram game. The students were brainstormed by questioning and viewing the pictures related to the text. The statement of the problem is "Is there any effect of Anagram game on students' vocabulary mastery?" answer the question the researcher obtained two kinds of data. *T- test* was used to answer the research question and conducted in both the experimental class and controlled class.

C. Result

The researcher got the result of students' vocabulary size score between students in experiment class and students in control class without by comparing the post test score of these two classes. After the researcher calculated the data, the researcher analyzed the data by using T- test. Based on the data analysis, the researcher got -2.712 < 2.002, it means t-test was lower than t-tabel, and 0.009 (P value) < 0,05. then the alternative hypothesis (H_a) is accepted. It means teaching vocabulary size by using Anagram game is effective than without using Anagram game. Finally, the use of Anagram game effective to teach students vocabulary size to second grade of MTs Bahrul Ulum Genukwatu Ngoro academic year 2019/2020.

D. Discussion

In this section, it will interpret the research findings and draw conclusion. The research was held to answer the question "Is there any effect of Anagram game on students' vocabulary?" Based on the analysis of the data, it found that there was a significant difference between students' achievement in vocabulary size in experimental class which were given Anagram game and the control class which were not. It could be seen from students' pre-test and post- test score. The pre-test mean score of students in experimental class was 58.33333 and the post-test mean score of

students' in experimental class was 71. Meanwhile, the pre-test score in control class was 60, and the post-test mean score in control class was 64.33333. It was showed by students' vocabulary size after given the treatment of using Anagram game were higher than students' reading achievement before they were given the treatment.

After each of mean gained score was found, the researcher calculated it into the t-test. From the calculation, it showed that result of t-test (t_o) was -2.712. The score was the value that is needed in testing the hypothesis with the t-table. To find the value of t-table, the researcher should find the degree of freedom (df). It was found that the degree of freedom (df) was 58. In the t-table, based on the degree of significance of 5%, it was obtained the value of t-table was 2.002. It means that the value was lower than the result of t-test. Comparing the result of the t-test score with the value degree of significance, the researcher got -2.712 < **2.002**, it means t-test was lower than t-tabel, and 0.009 (P value) < 0,05.

According to the analysis of the results above, there was a significant difference between the post-test score in the experimental class and controlled class. The results show that the experimental class got higher post-test score that the controlled class which the result reports that the *t-test* was higher than *t-table* (-2.712 < **2.002**). It can be seen that teaching vocabulary size of narrative text by using Anagram game was more effective than teaching vocabulary size without Anagram game since alternative hypothesis (Ha) was accepted and the null hypothesis was rejected. In other words, teaching vocabulary size by using Anagram game gave positive influence on the students' achievement of the second grade in MTS BAHRUL ULUM GENUKWATU NGORO.

Findings of the current study replicates the findings of WeiXu (2018:131) says that a game anagram is a word-playing game. The game gets a given word, scrambles the order of characters in the given word, and display it as a scrambled characters of the scrambled word and guess what the original given word is. There are some researcher make a research about anagram, first Rosadi (2017:43) explains that anagram is a word or phrase created by re-arranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase. It facilitates the students to make a new word by looking the dictionary based on the word or phrase given. So the students will know the new vocabulary after re-arranging the word. Sartika (2017) explain anagram plus flashcards are a good strategy of learning that could be apply on every subject of lesson, especially in English.

E. Conclusion

Based on the analysis of this study, the researcher comes to the conclusion whether Anagram game effective to teach vocabulary size. For experimental class the researcher used Anagram game and for control class the researcher did not use Anagram game, but the researcher only explanation the material then students and teacher feedback activity and the last student's discussion. After doing the experiment used Anagram game, the researcher analyzing the data of experiment, and then the researcher continues to conclude it. Based on the data which has been processed, the researcher looks that there is a significance difference of students' vocabulary size

score between students who are taught by Anagram game and students who are taught without using Anagram game. It was getting from the results of statistic calculation.

The researcher got the result of students' vocabulary size score between students in experiment class and students in control class without by comparing the post test score of these two classes. After the researcher calculated the data, the researcher analyzed the data by using T- test. Based on the data analysis, the researcher got -2.712 < 2.002, it means t-test was lower than t-tabel, and 0.009 (P value) < 0,05. then the alternative hypothesis (H_a) is accepted. It means teaching vocabulary size by using Anagram game is effective than without using Anagram game. Finally, the use of Anagram game effective to teach students vocabulary size to second grade of MTs Bahrul Ulum Genukwatu Ngoro academic year 2019/2020.

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