

The Effect of Anagram Game Towards Students' Vocabulary Mastery at the Eighth Grade of SMPN 6 Malingping Lebak Banten in the Academic Year 2023/2024

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INFO ARTIKEL	ABSTRAK
<p><i>Sejarah Artikel:</i> Diterima: 2 October 2024 Direvisi: 23 October 2024 Disetujui: 29 October 2024 Tersedia Daring: 1 November 2024</p> <p><i>Kata Kunci:</i> Penguasaan Kosakata Permainan Permainan Anagram</p>	<p>Penelitian ini bertujuan untuk mengetahui Pengaruh signifikan Permainan Anagram Terhadap Penguasaan Kosakata Siswa di Kelas VIII SMPN 6 Malingping Lebak-Banten pada Tahun Pelajaran 2023/2024. Makalah peneliti menggunakan pendekatan kuantitatif dan desain eksperimen semu. Penelitian ini dilaksanakan sebanyak enam kali pertemuan dan peneliti memilih dua kelas yaitu kelas eksperimen dan kelas kontrol. Teknik pemilihan sampel adalah purposive sampling, peneliti menggunakan kelas VIII-A (30 siswa) sebagai kelas eksperimen dan VIII-B (32 siswa) sebagai kelas kontrol. Kelas eksperimen diajarkan menggunakan Anagram Game, sedangkan kelas kontrol diajarkan menggunakan Pictionary Game. Dalam teknik pengumpulan data, peneliti memberikan pre-test dan post-test. Skor pre-test kelas eksperimen sebesar 1965, skor pre-test kelas kontrol sebesar 1730. Kemudian, skor post-test kelas eksperimen sebesar 2340, skor post-test kelas kontrol sebesar 2335. Dalam menganalisis data, peneliti menggunakan perhitungan statistik SPSS 29 dan menggunakan hasil post-test kelas eksperimen dan kontrol untuk menganalisis uji hipotesis. Peneliti menemukan hasil Signifikan dua sisi = <0,001. Oleh karena itu, peneliti menyimpulkan bahwa penggunaan Permainan Anagram mempunyai pengaruh yang signifikan terhadap penguasaan kosakata siswa di SMPN 6 Malingping.</p>
Keywords:	ABSTRACT
<p><i>Vocabulary Mastery Game Anagram Game</i></p>	<p>This research aims to determine the significant Effect of Anagram Game Towards Students Vocabulary Mastery at the Eighth Grade of SMPN 6 Malingping Lebak-Banten in the Academic Year 2023/2024. The researcher paper used quantitative approach and quasi-experimental design. This research was conducted six meetings and the researcher has chosen two classes are a experimental class and control class. The technique in choosing the sample is purposive sampling, the researcher used VIII-A (30 students) as experimental class and VIII-B (32 students) as control class. The experimental class was taught used Anagram Game, while the control class was taught used Pictionary Game. In the collecting the data technique, the researcher gives pre-test and post-test. The score pre-test of experimental class are 1965, the score pre-test of control class are 1730. Then, the score post-test of experimental class are 2340, the score post-test of control class are 2335. In analyzing the data, the researcher used SPSS 29 statistical computation and used the result of the post-test both class experimental and control to analyze the hypothesis test. The researcher has found the result of Significant two-tailed = <0.001. Therefore, the researcher concluded that the usage of Anagram Game has a significant effect towards students' vocabulary mastery in SMPN 6 Malingping.</p>



1. Introduction

In this globalization era, language is important especially English. With English, individuals in various parts of the world can still communicate well even though they have different geographical and cultural backgrounds. For this reason, many countries have English as a second language. The primary reason why English became an international language was due to the strategy of the British Empire, including in the area of trade. At the time Britain had a vast territory and English was the main medium of communication. Conveying understanding is a difficult task. The best or most effective way to teach English vocabulary must be determined by the teacher. According to Shatz (2014:96), "The term language learning strategies refers to the processes and actions that language to learn or use a undertake to learn more effectively." Then, According to Matruty (2021:24), "Vocabulary is the building block of a language that contains all the information about the meaning and usage of words in that language. Therefore, it is important to learn vocabulary in order to understand the meaning of the information being conveyed."

A list or collections of vocabulary in a particular language is called vocabulary. It is the list of words that students use to communicate with each other. Learning a language requires a rich vocabulary to master the language skills, namely listening, speaking, reading and writing, as vocabulary is supporting element in conversational skills. According to Hamer & Rohimajaya (2018:169), "Vocabulary is central language skills and forms the foundation for learning to speaking, listening, reading and writing." Then, according to Novari at all (2021:30), "Vocabulary is a key component that must be acquired to master English."

According to Nasution P.S (2019:2), "Vocabulary is key element when learning a foreign language. It is fundamental skill that enables students to learn other skills such as listening, speaking, reading and writing." Vocabulary cannot be separated from other elements of English language, English language learning ability is especially affected in junior high school. Students can communicate well and express their thoughts, emotions and feelings well with an appropriate number of words stored in their memory. Based on several vocabulary definitions above, the researcher concluded that vocabulary is the most important part of language skills, without vocabulary students will experience difficulties in speaking, writing and vocabulary is a basic competency for students to obtain other competencies such as listening, speaking, reading and writing.

2. Method

This research uses quantitative approach with experimental methods. According to Creswell (2014:247), "A mean for testing objective theories by examining the relationship among variables." Some of these variables can be measured, usually using instruments so that the numbered data can be analyzed using statistical procedures. Quantitative research seeks theoretical assumptions that can be tested and confirmed. And looking for scientific explanations that involve discovering laws that do more than just govern behaviour. The final written report has a structure consisting of an introduction, literature and theory, methods, results and discussion.

In addition, data was taken using an quasi experimental design. According to Creswell (2015). "Quasi-experiments are experimental plans that are: carried out without randomization, but involves assigning participants to groups. The quasi-experimental approach used was a one

group pre-test and post-test design.” Based on the statement above, the researcher can conclude that this quantitative approach is a researcher approach used as a measuring tool that uses variables and the data taken will use a quasi experimental design. In conducting experimental research, the sample will be divided into an experimental group and a control group. This is explained as follows:

Table 1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	X (Anagram Game)	X2
Control	Y1	Y (Pictionary)	Y2

In which :

- X : The Application of Anagram Game
- Y : The Application of Pictionary Game
- X1,Y1 : Pre-test in experimental and control class
- X2,Y2 : Post-test in experimental and control class

There are some types technique for collecting data

a. Pre-test

Before administering treatment, the researcher offered the students a pre-test. The form of the test is multiple choice of vocabulary. There are twenty numbers in each test. The researcher distributed tests to identify students' vocabulary mastery and the students did the test.

b. Treatment

The researcher gave treatment to the experimental class and control class. With different application, the experimental class used Anagram Game, while the control class used Pictionary Game. Researcher used the Anagram Game in the experimental class. The researcher teach students vocabulary by translating, arranging the letters in a word so that the word has the meaning of the previous words. While the control class also used Pictionary Game by translating, guessing pictures. The experimental class and control class are though with interesting game, the experimental class uses Anagram Game, while the control class uses Pictionary Game. Treatment was carried out for five meetings.

c. Post-test

The investigator then administered a post-test following the course of treatment. The post-test contains twenty in a multiple choice. The researcher gave four minute for each number, so students had ninety minutes to de the test, giving a post-test to found out the results of applying the Anagram Game.

The data's results will be analyzed by the following tests:

1. Normality

Normality testing is a test of the normality of the data distribution”.The form is adopted from Novari (2014:202).The researcher analysis the normality data in Kolmogorov-Smirnov in SPSS software 29 by comparing p-value with $\alpha = 0.05$.

2. Homogeneity

“The measurement of homogeneity involves evaluating the consistency or homogeneity of items within an overall test. However, other internal consistency measures are not used to determine whether tests are reliable or not.”, of the items Novari (2014:262).



3. Hypothesis Test

The purpose of a hypothesis test, according to Ozdemir (2016:168), “is to determine if, given a data sample, we may reasonably infer that a particular condition holds true for the entire population”.

3. Result and Discussion

This research used a quantitative approach and the method used was a quasi-experimental with pre-test and post-test design. There were two variables in this study, the independent variable (X) was the anagram game and the dependent variable (Y) was vocabulary acquisition. This research was conducted at SMPN 6 Malingping Lebak-Banten, the researcher conducted research class VIII student's of SMPN 6 Malingping Lebak-Banten in Academic year 2023/2024. The researcher chose this place to conducted the research because found many problems in the students vocabulary mastery the problem is that students were lacked vocabulary, the students are difficulty in learning English, the students are not interested in learning English, the students feel bored during the teaching and learning process and the students are boredom may stem from the strategies or technique used vocabulary teaching.

The activities compared in this research are learning media. The experimental class used the Anagram Game and the control class used the Pictionary Game. The subject matter taught in these two classes is about vocabulary mastery second semester. This learning activity was carried out in nine meetings included pre-test and post-test. The population of students in this research was 92 students of VIII SMPN 6 Malingping Lebak-Banten. Class VIII A is an experiment class consisting of 30 students and class VIII B as a control class consisting of 32 students, the total sample in this study is 62 students.

The pre-test and post-test given to the experimental class and control class were 20 questions and were in the form multiple choice. The result of the post-test given can be used compare students learning out comes the vocabulary mastery material between the experimental class and control class. In this research there there are two second is class VIII B as the control class. Class VIII A and class VIII B had 62 students with different pre-test and post-test scores.

Table 2 Descriptive of the Data

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	30	50	85	65.50	10.533
Post-Test Experiment	30	60	90	78.00	8.469
Pre-Test Control	32	30	70	54.06	10.195
Post-Test Control	32	60	90	72.97	8.018
Valid N (listwise)	30				

From the table 2 above, the minimum number of points achieved by the experimental class on the pre-test is 50 and maximum experimental pretest class 85, the mean this score 65.50 and the standard deviation is 10.533. Meanwhile, the experimental class post-test requires a minimum score of 60 and the maximum score of 90, the mean this score 78.00 and the standard deviation is 84.69. A minimum score of 30 and a maximum score of 70 were required for the control class pre-test, the mean this score 54.06 and the standard deviation is 10.195. The control class achieved a minimum score of 60 and a maximum score of 90 on the post-test, with a mean of 72.97 and a standard deviation of 8.018.

Table 3 the Result of Normality

	Test of Normality					
	Kolomogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig	Statistics	df	Sig
Pre-Test Experiment	0.135	30	0.174	0.937	30	0.073
Post-Test Experiment	0.128	30	.200*	0.935	30	0.071
Pre-Test Control	0.145	30	0.108	0.943	30	0.110
Post-Test Control	0.142	30	0.126	0.946	30	0.130

*. This is a lower bound of the true significance

a. Liliefors Significance Correction

Based on the data above, it can be seen that the significant of data experimental and control class used Kolmogorov-Smirnov is higher than 5% (>0.05), where for pre-test experimental class is $0.174 > 0.05$ and post-test $0.200 > 0.05$, while pre-test control class is $0.108 > 0.05$ and post-test is $0.126 > 0.05$. As the result, that the score of data each class is in normal distribution.

Table 4 The Result of Homogeneity of Pre-Test Experiment and Control

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	0,000	1	60	0.987
Experiment	Based on Median	0.001	1	60	0.979
and Control	Based on Median and with adjusted df	0,001	1	59.707	0.979
	Based on trimmed mean	0.000	1	60	0.995

Based on the table above, the pre-test data for both the experimental and control classes are homogeneous because the significance value is higher than the significance level. The score is $0.987 > 0.05$. As a result, the pre-tests for the experimental and control classes contain identical variants.

Table 5 The Result of Homogeneity of Post-Test Experiment and Control

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	0,050	1	60	0.824
Experiment	Based on Median	0.038	1	60	0.847
and Control	Based on Median and with adjusted df	0,038	1	59.739	0.847
	Based on trimmed mean	0.037	1	60	0.848

Based on the table above, the post-test data of both the experimental and control classes are homogeneous because the significance value is higher than the significance level. The score is $0.824 > 0.05$. As a result, the post-tests of the experimental and control classes show identical variants.

Table 6 Paired Samples Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	PreTest	-	5.981	1.092	-	-	-	29	<0.001
	Experiment-PreTest	12.500			14.733	10.267	11.447		
Pair 2	PreTest	-	9.481	1.676	-	-	-	31	<0.001
	Control-PostTest	18.906			22.325	15.488	11.280		

Based on the output SPSS 29 on table 4.5. Conclusion the significance value (P-Value) = <0.01 at pair. H_a is accepted and H_o is rejected so that there is an influence Anagram Game on vocabulary mastery.

4. Conclusion

Based on the prove accumulated and the hypothesis put forward within the going before chapter, the researcher would need to draw the taking after conclusion. According to the test results, students' vocabulary acquisition in SMPN 6 Malingping Lebak-Banten, the total score of the experimental class in the pre-test was 1965 points and the total score of the control class in the pre-test was 1730 points. The experimental class scored 2340 points in the post-test while the control class scored 2335 points. This shows that the experimental class had better vocabulary acquisition than the control class. The researcher treated the classes with Anagram Game in the experimental classes and Pictionary Game in the control classes. Use of Anagram Game in SMPN 6 Malingping Lebak-Banten in terms of vocabulary acquisition, it was shown that the mean score of the experimental class was higher than that of the control class (2340-2335). The researcher's results using SPSS 29 t-test showed a significance level of 0.00 to 0.05, which means H_o was rejected and H_a was accepted, which shows that the anagram game has an impact on students' vocabulary acquisition.

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