**IMPROVING VOCABULARY MASTERY THROUGH ANAGRAM TECHNIQUE**

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***ABSTRACT***

*The objective of this research is to find out whether or not the vocabulary mastery of the students can be improved through anagram technique. This research uses quasi-experimental research design. The population was the second-grade students which were class B as the experimental group and class D as the control group. It consisted of 20 students selected by purposive sampling technique. Experimental group was given treatment, while the control group was not. The technique of data collection was test. It is pretest and posttest. The pre-test was given before the researcher conducted the treatment while post-test was given after the researcher conducted the treatment. The treatment was given for eight times. In analyzing the data, the researcher used 0.05 level of significance and 38-degree of freedom (df). The t-counted was 4.04 and t-table was 2.026. The t-counted was higher than t-table, and the hypothesis was accepted. Based on the results, it can be concludes that anagram technique gives a significant improvement in vocabulary. It means that the use of anagram technique can improve English vocabulary mastery of second grade at SMP Negeri 19 Palu.*

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

**INTRODUCTION**

Language is one of the means of communication among people. By using language we can express our ideas, emotion, and share information. Language is a part of the culture and also part of human behavior. It is used to communicate between people in the world. One of the languages which are used as an international language is English. English is an important language that is used in all world activities, such as conferences, sports events, and world trade. Moreover, English is also important in improving sciences, technology, education, and culture. In Indonesia, English is the first foreign language which is taught from elementary level up to high school level

In learning English, there are three language components should be learned. They are vocabulary, grammar, and pronunciation. One of the most important components is vocabulary. Vocabulary plays an important role in language. It helps people to communicate and comprehend language well. When people have a large number of vocabularies in mind, they will select word easily in certain occasions. The ability to listen, to speak, to read, and to write good English is influenced by people’s vocabulary mastery. The more words they know, the more easily they can express their ideas and understand oral or written words.

Vocabulary as one of the components of language has a necessary contribution to support the ability to the students in English as a foreign language. According to the curriculum of SMP which proposed by Kurikulum Tingkat Satuan Pendidikan (2006:11), “Agar dapat menguasai keterampilan bahasa (listening, speaking, reading, and writing) siswa perlu dibekali dengan unsur-unsur bahasa, misalnya kosakata, tata bahasa, dan ucapan”. It means that the students have to master vocabulary to support their ability in listening, speaking, reading, and writing.

In short, the quality of the students’ vocabulary is very important to help them acquire the four basic language skills. Therefore, the quality of the students’ language skills depends on the quantity of vocabulary possessed by the students. Furthermore, to make the students to be inspired in studying English especially vocabularies, the researcher used anagram technique and used some new words to help the students learn more and make the students fell interested in learning new vocabulary for junior high school. So the students knew the new words by using anagram technique.

Based on the reason above, the researcher conducted her research at the second-grade students of SMP Negeri 19 Palu by using anagram technique. The researcher chose SMP Negeri 19 Palu as a place of her research because based on the researcher experiences when she did teaching practice (PPLT) at that school the students had a lack of vocabulary. They got difficulties to know the meaning of the words, to understand the text easily because they faced unknown or unfamiliar words. The way commonly used in the class is that the students have to look for the meaning of the words in the dictionary, and they have to know it. Of course, some of them were bored and lazy to look for the meaning of the words in the dictionary, and usually, they forgot some of words after they learn the new topic. Therefore the researcher uses one technique in teaching English vocabulary, its anagram. Also, the researcher hopes that the students can enjoy their studying and improve their vocabulary continually and hopefully enjoy learning a foreign language.

**METHODOLOGY**

In conducting this research, the researcher used quasi-experimental research design which consists of two groups; they are experimental and control groups. Both groups are distributes pre-test and post-test. The experimental group got a treatment, while the control group did not. The two groups got the same form pre test and post-test. The design of this research proposed by Cohen, Manion, & Marisson, (2007:283)

Experimental O1 X O2

Control O3 O4

Where:

O1 O3 = Pre-test

O2 O4 = Post-test

X = Treatment

The population is needed by every researcher in conducting a research. Gay (1996:112) claims, “The population is the group of interest to the researcher, the group to which she or he would like to the results of the study to be generalizable. The defined population has at least one characteristic that differentiates from other groups”. The population of this research was the second grade VIII students at SMP Negeri 19 Palu. It consisted of 4 parallel classes. Each class consisted 0f 20-21 students. The total number of population was 81. So, all the second year of SMP Negeri 19 Palu was the population or research object.

Sample is a small proportion of the population. In determining the sample, the researcher uses purposive sampling. According to Natoatmodjo (2005:88):

Pengambilan sampel secara purposive didasarkan pada suatu pertimbangan tertentu yang dibuat oleh penentu sendiri, berdasarkan ciri atau sifat-sifat populasi yang sudah diketahui sebelumnya.

Based on the definition, the researcher applied purposive sampling technique. The researcher applied that sampling technique because it is appropriate to the design of the research. Furthermore, the teacher that recommended to conduct the research in those two classes that have problems in learning English vocabulary. From four classes, the researcher only took two classes as the sample. They were class VIII B as an experimental group and class VIII D as a control group.

In this term, the researcher used two variables. They are independent and dependent variables. Independent variable is anagram technique as a teaching media and the dependent variable is the improving vocabulary mastery of second-grade students at SMP Negeri 19 Palu.

In conducting this research, the researcher used the test as a research instrument. There are two kinds of test, they are pretest and posttest. The pretest is distributed before the treatment, and posttest is contributed after the treatment. The researcher got the data after conducting the test.

**Table 1:** The Scoring Rubric

|  |  |  |
| --- | --- | --- |
| No | Explanation | Score |
| 1 | Correct answer | 1 |
| 2 | Wrong answer | 0 |
| 3 | No answer | 0 |

Source : *Adapted* *from KTSP (2006)*

The researcher gave the pre-test to both experimental and control class before the researcher giving treatment. Both of classes had the same test. The function of this test was to know the prior knowledge of the vocabulary of the students.

The treatment was conducted at the experimental class only. The researcher conducted treatment for eight times. She taught vocabulary to the experimental class by using anagram technique. She gave the same material to the control class as well. But the technique was different. At the first meeting in the experiment class, the teacher introduced anagram technique to the students. And then she explained about the noun, verb, and adjective. After that, the teacher played the anagram technique. So, they got vocabulary by their own.

After giving the treatment, the researcher conducted the post-test to both experimental and control class in order to assess the students’ progress and to find out whether the treatment is successful or not by applying anagram technique. Therefore, they were given posttest that the kind and difficulty level of posttest were same as a pre-test.

**FINDINGS**

In this research, the researcher applied two kinds of test for both experimental and control group. The tests are pre-test and post-test. The test are purposed to compare the vocabulary improvement of the two groups. There were 81 students of second grade at SMP Negeri 19 Palu, 20 students in the experimental group and 20 students in control group. All of them attended and had done the pre-test and post-test. To know the vocabulary mastery of the students, the researcher gave pre-test to the students before conducting the treatment while the post-test was given to the students after conducting the treatment. The researcher conducted the pre-test in the experimental group (VIII B) on Wednesday, August 31st 2016, and in the control group (VIII D) on Tuesday, August 30th, 2016 because both classes got different time and different schedule.

After conducting treatment to the experimental group, the researcher gave post-test to both groups. The post-test for the experimental group (VIII B) was conducted on Saturday, October 1st 2016 while the post-test in the control group (VIII D) was conducted on Wednesday, September 28th, 2016. The researcher conducted the posttest in different time because both classes had English Subject on different schedule.

After knowing the score from each student on the experimental and control groups, the researcher calculated the individual score. The students’ maximum score was 30. The computation of the result score in pre test and post test can be seen the following table:

**Table 2: Experimental Group’s Score on Pretest and Posttest**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initial  Names | Maximum  Score | Standard Score | |
| Pre-test | Post=test |
| 1 | ABM | 30 | 47 | 70 |
| 2 | AM | 30 | 50 | 80 |
| 3 | AA | 30 | 50 | 77 |
| 4 | AS | 30 | 23 | 67 |
| 5 | AST | 30 | 57 | 80 |
| 6 | DAA | 30 | 33 | 67 |
| 7 | FT | 30 | 50 | 80 |
| 8 | IA | 30 | 87 | 93 |
| 9 | IH | 30 | 50 | 83 |
| 10 | IN | 30 | 37 | 87 |
| 11 | MT | 30 | 47 | 73 |
| 12 | MR | 30 | 57 | 77 |
| 13 | NS | 30 | 33 | 87 |
| 14 | QPA | 30 | 27 | 73 |
| 15 | QP | 30 | 37 | 67 |
| 16 | RA | 30 | 47 | 80 |
| 17 | RNT | 30 | 53 | 73 |
| 18 | SCB | 30 | 30 | 67 |
| 19 | NY | 30 | 33 | 73 |
| 20 | YS | 30 | 40 | 83 |
| Total Score | |  | 888 | 1537 |

After knowing the score students’ of pretest and posttest in experimental groups, the researcher calculated the individual score. After calculated the data, the score of pre-test in experimental group was 44.4 and posttest in experimental group was 76.85. The computation above indicates that there is a significant change in students’ score after giving the treatment.

**Table 3: Control Group’s Score on Pretest and Posttest**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initial  Names | Maximum  Score | Standard Score | |
| Pre-test | Post=test |
| 1 | AP | 30 | 43 | 63 |
| 2 | AA | 30 | 43 | 63 |
| 3 | AY | 30 | 33 | 60 |
| 4 | CR | 30 | 27 | 63 |
| 5 | F | 30 | 37 | 50 |
| 6 | HK | 30 | 50 | 57 |
| 7 | L | 30 | 17 | 47 |
| 8 | MD | 30 | 33 | 50 |
| 9 | MR | 30 | 13 | 40 |
| 10 | ND | 30 | 40 | 50 |
| 11 | NF | 30 | 33 | 43 |
| 12 | PA | 30 | 43 | 57 |
| 13 | SN | 30 | 40 | 50 |
| 14 | SNA | 30 | 30 | 50 |
| 15 | SR | 30 | 27 | 60 |
| 16 | T | 30 | 50 | 60 |
| 17 | VR | 30 | 13 | 47 |
| 18 | W | 30 | 23 | 57 |
| 19 | YN | 30 | 40 | 60 |
| 20 | ZF | 30 | 23 | 43 |
| Total Score | |  | 658 | 1070 |

The table above showed that the students’ score of pretest and posttest in control groups was 658 and 1070. After the researcher calculated the data the score of pre-test in control group was 32.9 and posttest in control group was 53.5. It indicates that the control group had problems in vocabulary mastery.

After getting the mean score of pretest and posttest both in experimental and control groups, the researcher continued to finding out the deviation and the square deviation. Based the result of pretest and posttest in the experimental group is 649. Then the researcher computed the mean deviation of the pre-test and post-test in the experimental group is 32.45. The deviation of pre-test and post-test in the control group is 412. After knowing the result, the researcher counted the mean deviation of the pre-test and post-test in the control group is 20.6.

After getting the deviation and the square deviation of experimental and control group, the researcher calculated the mean deviation of both classes. Furthermore, the researcher computed the square deviation of both experimental and control classes. Next, the researcher computed the t-counted to find out the significant difference between the control and experimental class.

After analyzing the value of t-counted by using t-test formula, the researcher compared the value of t-countedwith the value of t-table in order to find out the significance difference between the value of t-counted and t-table. The purpose of testing hypothesis is to know whether the hypothesis of this research is accepted or rejected. There are two criteria to measure data. First, if the t-counted is higher than t-table, so the hypothesis of this research is accepted. Second, if the t-counted is lower than t-table, so the hypothesis of this research is rejected. The researcher uses 0.05 two tailed test level of significance to measure the significance of difference between the mean score of experimental and control group after the treatment.

By using df 38 and level of significance, she finds that the value of t-counted is 4.04 and value of t-table is 2.026. The result of the test showed there was significance different of the students’ achievement before getting the treatment and after getting the treatment. This has been proved by testing hypothesis. The researcher found that t-counted (4.04) was higher than t-table (2.026). It means that the research hypothesis was accepted. In other words, the use of anagram technique can improve the vocabulary mastery of the second-grade students of SMP Negeri 19 Palu.

**DISCUSSION**

The objective of this research is to find out whether or not the use of anagram technique can improve the vocabulary mastery of the second grade students at SMP Negeri 19 Palu. After knowing the result of the research, the researcher analyzed all the data and described the finding of the research. The finding of this research is related to the use of anagram technique to improve the students’ English vocabulary mastery and focused on knowing about nouns, verbs, adjectives including their meaning and the use of words in a sentence.

In this research, the researcher applied quasi-experimental research. She divided the class into experimental and control group. Both of the group consisted of 20 students. It was chosen by purposive sampling in second-grade students. It was chosen by purposive sampling in second-grade students. VIII B was chosen as an experimental group, while VIII D was chosen as a control group. Both of the group got pre-test and post-test. The pre-test of the control group received the pre-test on 30th August of 2016 while the experimental group received the pre-test on 31th August of 2016. The pre-test was given to the students before the researcher conducted the treatment.

After getting the data, the researcher analyzed the data by using the certain formula. The results of the data analysis showed that the pre-test means score result of the experimental group was 44.4 and the pre-test mean score result of the control group was 32.9. These result of the pre-test mean score indicated that almost students in experimental and control groups were a lack of vocabulary.

After giving the pre-test to both groups, the researcher gave treatment only for the experimental group. In this case, she used anagram technique for eight meetings. First, she taught the students during the treatment that focused on vocabulary to identify the nouns, verbs, adjectives, and the meaning. Second, she divided the students into five team, the teams consisted of four students. Third, she explained the vocabulary material and asks the students to pay attention to the lesson, because they have to master the lesson which is about vocabulary. Fourth, the students answered the questions given by the teacher. Then, she corrected their answers. Finally, she gave the reward for the winner.

After giving the score, the researcher asked the students to answer the questions individually based on their understanding. Next, she corrected the answer of each student. After that, she gave the reward for the students to get a higher score.

After conducting the treatment, the researcher gave the post-test to experimental and control group in order to measure the students’ achievement after the treatment. The researcher found that most students in experimental got a higher score than the students in control group. The posttest means score of the experimental group is 76.85 while the score of the control group is 53.2. It shows that the mean score of the post-test of the experimental group was higher than post-test of the control group, because they got the treatment, while in control group without treatment. It clearly indicated that the technique given could improve the students’ English vocabulary mastery.

By looking at the finding in this research and also in the previous researcher, the researcher shows that anagram technique is one of the effective techniques for improving student’s English vocabulary mastery.

**CONCLUSION AND SUGGESTION**

After discussing and analyzing the data statistically in the previous chapter, the researcher drew the conclusion as finding of the research. The hypothesis stated by the researcher that the use of anagram technique can improve the student’s vocabulary at the eighth grade students’ at SMP Negeri 19 Palu. It shows when the researcher conducted pretest and the result was very low. Before the applying the treatment, the students cannot distinguish some classes of words such as noun, verb, and adjective. Then, after the researcher implementing the treatment, the students started to know the differences word classes. Also they found one joyful way in improving their ability. In this case the use of anagram technique is intended to make learning atmosphere is more interesting and enjoyable. Teaching vocabulary through anagram technique could involve the students in the process of teaching and learning activity. This technique makes them fun and enjoyable in teaching learning process. Also, at the same time, it provided a lot of opportunities for the students to enrich their vocabulary especially the word classes (noun, verb, and adjective).

The researcher concluded that the result of the data analysis indicates that the research hypothesis was accepted. It was proved by comparing the score between t-counted and t-table, where the result of t-counted (4.04) was higher than t-table (2.026). In short, the researcher concludes that the use of anagram technique is effective to improve the students’ vocabulary mastery of second-grade students at SMP Negeri 19 Palu.

Based on the conclusions above, some suggestions are provided for the improvement of English teaching in general by using anagram technique. Firstly, the Students should learn more words by beginning with words related to the things around them both at school and around their environment. They need to practice English words through anagram, because during the research, the students’ vocabulary in the class was easier through anagram technique. They were interested in studying English vocabulary because it makes them feel fun and enjoy while studying English vocabulary using anagram technique. It helps them in getting a new word from anagram technique. Secondly, the teacher should motivate the students to learn English and provide them with more classroom practices. They should also solve the students’ learning problem. The teacher can apply anagram technique as one of the ways in teaching. When using anagram technique, the teacher can make a variation in teaching vocabulary, so that the students do not get bored in learning English, especially in vocabulary. Thirdly, for other researcher, anagram is very useful as the information in conducting in-depth research related to this study. They should be creative not only preparing the media but also motivating the students in learning English especially in vocabulary.

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