

## IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH ANAGRAM ACTIVITY

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### ABSTRAK

This research is carried out In order to know how far the improvement of the students' vocabulary mastery taught by using anagram activity is. The writers only takes two classes as the sample of this research. It consists of 72 students. For getting the needed data, the writers applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 3 Padangsidempuan. And as the instrument for collecting the data the writers uses the written test. After getting the data, the next step which is done by the writers is analyzing it by using the statistical analysis. In the pre - test, the mean score of students on vocabulary test before using CAR and applying anagram activity in teaching vocabulary is 57.08. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (*seventy five*). So, mean score 57.08 is assumed as the incapable score category. Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 72.50. This is assumed as capable category score that the students got because they could pass the minimal standard score that the teacher declared. It can be said that the students' mean score from the pre-test to post-test improved. The improvement percentage is 27.01 %. However, from this percentage, the CAR has been failed. Because the criterion of the action success is 30%. Furthermore, the mean score of post-test 2 is 81.46. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 42.70%. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 30%. So, the cycle of CAR is stopped. It means, "There is a significant improvement of the students' vocabulary mastery taught by using anagram activity", so the hypothesis of this research is accepted.

**Kata Kunci: Anagram Activity, Vocabulary**

### I. INTRODUCTION

English Vocabulary holds a vital role as a means of communication since it is needed in all aspects of language skill. Moreover, communication in English language is impossible without having the ability of the vocabulary in English language. As stated by Wilkins at Thornbury (2002), "without

grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that when students try to communicate others in foreign language especially English, they have to be able to recognize and know the vocabulary since it is essential for them to deliver their message or information in a communication process.

As vocabulary is the substantial need

for people to communicate each other in order to deliver meaning and ideas it is important for students to have knowledge of vocabulary. In addition, when people want to deliver information, they need to choose the vocabulary that they want to use and put these words to create meaning in communication. Based on the reason explained earlier, vocabulary knowledge has often been viewed as a demanding language component from others.

In line with this, the government of Indonesia has also stated in the 2013 curriculum that the purpose of teaching-learning English is to make student able to communicate in English orally and in written form. In short, the goal of teaching learning process and having good English performance will be reached by the students once they mastered vocabulary.

The researcher conducted an observation at the Eighth Grade students of SMP Negeri 3 Padangsidempuan in 2019/2020 academic year. The researcher played a role as the teacher's assistance in the classroom by observing the situation of the students in the classroom while the teacher is teaching. It resulted that there are some problems faced by the students, among others:

First, students have lacks of motivation to learn English because the class situation is boring. It is caused by the teacher's teaching method, that is teacher-centered which is not arrange students to practice in the class. So that students difficult to express their feeling in English directly, and it is a common problem faced by students in the English class.

Second, the students have difficulty in memorizing vocabulary since the teacher often used their first language (Bahasa Indonesia) in teaching and learning English. In addition, students never be given an assignment in every meeting so that they have no chance to improve their English language and rarely to practice it.

The last is students did not have an

opportunity to practice vocabulary in teaching and learning in the classroom. It is because the teacher never gives them assignments in the teaching and learning process. In short, there are many barriers faced by students in learning vocabulary that becomes the teacher's obligation to decrease these factors.

However, those problems are also faced by other researcher, she found that some students are bored and lazy in teaching-learning English since the teacher used a monotonous method, that is, traditional method, which the student taught through memorizing and drilling in the teaching learning process.

Regarding to those problems, there have been some studies conducted in English Language Teaching. Most of the studies offer some alternative media, materials, and techniques. Among those studies, a study dealing with technique is interesting to be examined since there are many English teachers still use lecturing technique in teaching and learning activity. One of the techniques that can be used is anagram.

Anagram is a type of word play which the students rearrange the letters of a word or phrase to produce a new word or phrase by using all the original letters exactly once. Furthermore, there have been a study dealing with this technique which conducted by Rosada (2019) that describe the implementation of anagram to students' vocabulary mastery and to know the improvement of students' vocabulary mastery by the implementation of anagram game. In addition, the researcher has also chosen anagram technique since it can make students able to emphasize on the importance of letter position in relation to word meaning and gives students chance how to spell every word correctly.

Regarding to the explanation above the researcher is encouraged to conduct research entitled, "Improving the students' vocabulary mastery through anagram activity".

Beside the above reasons, the writers

has chosen the topic based on the following reasons :

1. The writers have chosen vocabulary because many students get the difficulty in remembering new vocabulary and technique in teaching vocabulary is less of variation and tend to be monotonous.
2. Students did not pay attention in the teaching learning process because unattractive technique and media used in teaching and learning English.
3. Students did not have an opportunity to practice vocabulary because the teacher never gives them an assignment related to vocabulary development.
4. The researcher has chosen anagram technique since it can make students able to emphasize on the importance of letter position in relation to word meaning and gives students chance how to spell every word correctly.
5. As far as he knows that the topic has never been researched by other researchers before. So that it is still a newest topic in the English educational research.

The problem is supposed relatively large based on the limitation of the writer, so that it is necessary for the writers to limit it into the smaller one. The limitation of this research can be seen below :

1. Vocabulary in the topic of this research means a set of word that used to express the ideas and learn new subject. It is a very important tool to master a language since without vocabulary an idea cannot be transferred in a communication. Therefore, vocabulary builds a sentence, and a sentence builds a language.
2. The anagram activity in the topic of this research means a word or phrase that formed another by transposing or rearranging the letter. In other words, students make up a new word by using

the letters from the words given.

3. This study was conducted at the eighth grade students of SMP Negeri 3 Padangsidempuan in 2019 – 2020 academic year. This research did not focus on teaching vocabulary in general but only focuses on teaching vocabulary using anagram activity which is specifically taught to the eighth grade students of junior high school.

The problem is assumed as one of the most important elements of a research. It is said so, because in carrying a research, a researcher can't be freed from the problem of the research, because there is no research without problem. Therefore, the problem should be formulated as well as possible.

As Komaruddin (1982) states : “ Formulating the problem is a very important work in writing a script. The identification of problem is also meant to separate the problem to something which are not problem”.

And research is carried out in order to study of the problem. As L.R Gay (1988) states : “Research is the formal, systematic, application of the scientific method to the study of problem”.

From the above quotation it is clear enough for us that problem is assumed as the most important element of a research, and we make a research in order to the study of problem.

The formulation of the problems of this research are as follow :

1. Can anagram activity improve the students' vocabulary mastery ?
2. How far is the improvement of the students' vocabulary mastery after they are taught by using anagram activity ?
3. How far is the students' mastery in vocabulary ?

It is absolutely known that every scientific research should have certain aims that should be achieved. Because this research

concerns with the educational research, so that it is directed to the study of educational problem. As L R Gay (1988) states : “Educational Research is the formal, systematic application of the scientific method to the study of educational problems.

Based on the above explanations, the writers conducts this research based on the following purposes :

1. In order to know whether anagram activity can improve the students’ vocabulary mastery or not.
2. In order to know how far the improvement of the students’ vocabulary mastery after they are taught by using anagram activity is.
3. In order to know how far the students’ mastery in vocabulary is.

The hypothesis is as a tentative answer of the researched problem, in which its truth should be tested empirically through the collection and the analysis of data. It will be accepted if the collected data can support it relevantly, and it will be rejected if the collected data shows otherwise. Accepted or not, the hypothesis is not as a measurement of the research itself. The research remains valid, eventhough the hypothesis is rejected (Sumadi Suryabrata, 1992). Therefore, a researcher should be consequent to his or her hypothesis.

Based on the explanation above, the hypothesis of this research can be formulated as “There is a significant improvement of the students’ vocabulary mastery after they are taught by using anagram activity”.

Every scientific research is conducted in order to get the uses, both for the researcher and the people. This research is conducted in order to get the uses as follows :

1. For the English teachers, they can apply this technique for handling students’ problem in vocabulary knowledge.
2. For the students, this study is that students will be motivated to learn and

have more vocabularies.

3. For the writer, the result of this study is expected to have benefits for the researcher to fulfill one of the requirements needed to get bachelor degree in English Education.
4. For other researcher, this research can be used as a reference for other researchers who are willing to conduct related study.

## **II. THE METHOD OF RESEARCH**

As we know that every scientific research should have the method in doing it, in which the method applied should be adjusted to the purposes carrying out the research. Because this research is assumed as the formal study, so that in carrying out this research the writer applies the scientific method by using classroom action research (CAR) method. According to Geoffrey E. Milles (2003), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that classroom action research (CAR) is the research methodology used by the people who work in educational field or teaching/learning environment in finding the information about the problems occurring in the process of teaching and learning and how to solve those problems.

In addition, Arikunto (2009) states that CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside of solving diagnosed problems in conditional classroom activity, CAR helps the teacher through any new methods and skills and helps to build self-awareness especially through pair-teaching regarding as collaborative study between the researcher and the teacher. In this sense, classroom action research is used to

diagnose the problems that arise in the classroom activities and to solve those problems in one time by using new methodologies or techniques or strategies.

For getting the needed data the writer applies the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and information concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMP Negeri 3 Padangsidempuan. It is relevant to the statements of Komaruddin (1982) that states : “A scientific writer, before and during writing can’t be freed from results of the library research and field research”

And for getting the needed data from the field the writer applies the written test to the students. The test is applied in order to get the data about the students’ mastery in vocabulary both before CAR (pre-test) and after CAR (post-test). Moreover, the writer also collects and analyzes data then reports the result of the research.

In conducting the classroom action research, the writer used Kurt Lewin’s model of CAR. It consists of four components, they are; 1) planning, 2) acting, 3)observing and 4) reflecting.

In this classroom action research, the writer conducted two cycles. It means when the writer finished conducting the first cycle, and the result of study has not been improved yet, or there were any problems that have not been solved, then the writer continued to conduct the second cycle. Both the first cycle and the second cycle use the same step which consists of planning, acting, observing, and reflecting.

### III. THE RESULT OF RESEARCH

At it has been explained in the preceding chapter that the hypothesis is still as a tentative answer or the prediction of the researched problem. So that it needs testing to

prove its truth. The testing is done in order to know whether the hypothesis is accepted or rejected.

Through the analysis of data it has been known that the students’ mean score of post-test 2 showed the higher improvement than the comparison of mean score in post-test 1, the percentage is 42.70%. However, from this percentage, the CAR has been succeeded. Because the criterion of the action success is 30%. It means, “There is a significant improvement of the students’ vocabulary mastery taught by using anagram activity”, so the hypothesis of this research is accepted.

The interpretation of the data results among pre-test, the pos-test of cycle 1 and the post-test of cycle 2 as follows :

In the pre - test, the mean score of students on vocabulary test before using CAR and applying anagram activity in teaching vocabulary is 57.08. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (seventy five). So, mean score 57.08 is assumed as the incapable score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 72.50. This is assumed as capable category score that the students got because they could pass the minimal standard score that the teacher declared. It can be said that the students’ mean score from the pre-test to post-test improved. The improvement percentage is 27.01 %. However, from this percentage, the CAR has been failed. Because the criterion of the action success is 30%.

Furthermore, the mean score of post-test 2 is 81.46. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 42.70%. From that percentage, it can be concluded that the CAR is success because the percentage of students’ mean score of post-test 2 could pass

the criterion of CAR success, 30%. So, the cycle of CAR is stopped.

#### **IV. THE CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

There is a significant improvement of the students' vocabulary mastery taught by using anagram activity", it can be seen from the percentage of students' improvement of vocabulary test score between pre-test and post-test 2 is 42.70%.

Before applying anagram activity in teaching, the students' vocabulary score can be categorized into the incapable category. It can be seen from the value of vocabulary mean score of pre test, that is 57.08.

After applying anagram activity in cycle one and two, the students' vocabulary score can be categorized into the capable category. It can be seen from the students' mean score of post-test cycle one and two, they are : 72.50 and 81.46.

Using anagram activity in teaching can improve the students' vocabulary mastery. It can be seen from the value of students mean score from 57.08 become 81.46.

The percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2019 - 2020 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 81.94 %. The hypothesis of this research is accepted.

##### **Suggestions**

After the writer carried out the research, he would like to offer some suggestion that may relate to the research findings and discussion. The result of this research showed that anagram activity can improve the students' vocabulary mastery. There are some points that the writer might suggest:

For English teacher, they should be creative in developing the teaching learning activities and strategies in classroom to make

the class alive and the students do not get bored. Besides, English teachers should encourage the students to be active to participate in class learning activities so that the students will get more effective vocabulary learning and easier to understand the new vocabulary taught. English teachers also should motivate the students that learning English especially vocabulary is such an easy and interesting to learn. The use of instructional media should be encouraged.

For Students, they should always be active in the process of teaching and learning and not afraid or lazy in the English lesson, so the students should develop their motivation. Besides, the students should give more attention and keep their attitude when the teacher explained the lesson and teach them. The students also should study hard to reduce their difficulties in learning English.

For the other researcher, researcher should develop the study using the media or strategies in vocabulary understanding to make the students interested and understand the material easily. For example: using card, song, picture and anagram activity.

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