THE USING OF ANAGRAM TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY MASTERY
(A RESEARCH CONDUCTED AT ELEVENTH GRADE STUDENTS OF SCIENCE CLASS A IN SMA NEGERI 1 PAGUYAMAN)

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Abstract

The purpose of this study is to determine whether or not the use of anagram technique can improve the students' English vocabulary mastery in science class A SMA Negeri 1 Paguyaman eleventh-grade students. This study used a pre-experimental design with one group pre-test and post-test, with the difference between the pre-test and post-test score indicating the effects of treatments. The data sample consisted of eleventh grade students from Science class A at SMA Negeri 1 Paguyaman. Twenty-five students were chosen as the sample by the researcher. The data was collected by the researcher using an instrument test that included a pre- and post-test. The T-test is being used to analyze the data in this study. The pre-test mean score of the students is (45.6). By the end of the study, the students' mean score is (75.2). The t-test result tcount 2.747 was higher than ttable 1.711. The outcome indicates that the alternative hypothesis (Ha) has been accepted and the null hypothesis (Ho) has been rejected. As a result, it is possible to conclude that the anagram technique can help students improve their vocabulary mastery.

Kata kunci: Anagram; Mastery; Vocabulary

INTRODUCTION

We must be proficient in vocabulary when learning English because vocabulary is the most important aspect of mastering English. We can't speak or share ideas if we don't have a vocabulary. A vocabulary, according to Hatch and Brown (1995), is a list or set of words in a specific language or a list of words used by a single language user. If the vocabulary is limited, so will anyone's understanding. It is supported by Nunan's (1992) theory, which states that vocabulary acquisition is essential for the success of language as a foreign language.

According to the researcher's observations at SMAN 1 Paguyaman, the students had difficulties learning English in the eleventh grade. When students read something or read a text, their understanding and knowledge of English are poor, which means they do not understand the meaning of the words in the text. When the teacher asked them to create a conversation and practice it in front of the class, the students were unable to correctly pronounce the word.

Most of all teaching and learning vocabulary in the class is dominated by memorizing the written form words, which means answering the question to translate it. This condition and situation caused some of the students to feel bored and lazy to memorize vocabulary. Widyaningsih (2009, as cited in Fifah 2016) believes that one of the possible reasons for the poor performance of English as a second language is the teachers are still using traditional methods in teaching.

There are some ways to develop word meaning, one of them is play words like the Anagram. According to Capper (1999), anagram is a design in which a word consists of characters from the word is formed. For example, the word "word" consists of characters; w, o, r, d. The objects of anagram are to anagram or rearrange the letters to form a word for more letters. By using anagram as a technique to teach vocabulary, the students have the opportunity to understand each word carefully. Dale & O'Rourke (1971, as cited in Defara 2016). "The word play will require students to read each word carefully. This is an important aspect of building vocabulary. When the students have the opportunity to look

carefully on each word, the students will be able also to see the difference between words with the same spelling, pronunciation, and stressed syllable."

The objective of this research is "to find out whether or not the using of anagram technique can improve the students' English vocabulary mastery at the eleventh-grade students' of science class A SMA Negeri 1 Paguyaman."

RESEARCH METHOD

This research was used a quantitative method with a pre-experimental design in the form of one group pre-test post-test design. Creswell (2008) stated that the type of pre-experimental design of this research is comparing the result after and before giving treatment. The researcher only compared score of pretest and posttest, where the first is before using the anagram technique and the second is after using the anagram technique.

The population of the research is the eleventh-grade students' SMA Negeri 1 Paguyaman. The number of students consists of 112 (one hundred twelve). The technique used in taking the sample in this research was purposive sampling. The sample of the research was the eleventh-grade students' of class A. the number of students consists of 25 (twenty-five).

Brown (2004) states "Variable in the simplest term that is something that may vary or differ". Brown also elaborates that there are two types of variable, the independent variable and the dependent variable. Independent variable in this research was the Anagram technique, and the dependent variable was the student's vocabulary mastery.

The research has some techniques and some instruments to gain quantitative data. The techniques are test. According to Brown (2000) Test is a tool, technique, or method that is intended to measure students' ability, knowledge or their performance in a given domain. In this research, test can be considered as a form of assessment. In this research, the researcher used a written test form. The total numbers of test are 25. The kinds of tests are 10 transposes the letter, then 8 rearrange and gap filling (missing word), and 7 mention word by anagram.

The data was collected through pre-test and post-test. The following procedure was used:
1. Scoring the students' answer
2. Finding out the mean score
3. Calculating the rate percentage of the students score

4. Finding out the difference of the mean score between pre-test and post-test by Calculate the T-test value

RESULT AND DISCUSSION

The findings of this research deal with the result of students' pre-test and post-test scores. As the first step of this research, a pre-test is considered to be one of the primary data supporting this research. The pre-test results are designed to find out the detailed information of the students' vocabulary mastery through anagram techniques and then conduct a treatment.

Table 1. The Students' Pre-test Score

Pre-test			
Interval		Frequency	Percents
28	36	7	28.00%
37	45	7	28.00%
46	54	6	24.00%
55	63	2	8.00%
64	72	2	8.00%
73	81	1	4.00%
	Sum	25	100.00%

According to the table above, the data of the students' vocabulary score in pre-test can be seen divided into 6 class intervals. There are 7 students in range score 28-36 with percentage 28%, score 37-45 are 7 students' or 28%, score 46-54 are 6 students' or 24%, score from 55-63 are 2 students' or 8%, score 64-72 are 2 students' or 8%, and score 73-81 only 1 student or 4%.

After finding out the students score in pre-test, the researcher calculated the mean score of the students score.

To find out the mean score used formula as follow:

$$x = \frac{\sum xi}{n}$$

$$x = \frac{1140}{25} = 45.6$$

So, the mean score (X1) of pre-test was 45.6

Table 2. The Students' Pos-test Score

Post-test			
Interval		Frequency	Percents
40	48	2	8.00%
49	57	4	16.00%
58	66	0	0.00%
67	75	1	4.00%
76	84	12	48.00%
85	93	6	24.00%
	Sum	25	100.00%

Based on the table above, the students' vocabulary mastery score had improvement where the students score in post-test higher than in pre-test. Most of the students' get score 76-84 and 85-93.

Table 3. The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (Df)
Pre-test	45.6	12.27
Post-test	75.2	15.53

The data in the table above indicates that there was an improvement while doing pre-test up to post-test. In pre-test the students' mean score 45.6 and the post-test mean score increased become 75.2. The standard deviation (SD) of pre-test was 12.27, while the standard deviation (SD) of the post-test was 15.53.

DISCUSSION

By looking at the pre-test finding, from the data provided in the table based on the vocabulary, clearly to see that only one student who got score 76 with percentage (4%), two students got score 64-72 (8%), two students score 55-63 (8%), six students got score 46-54 with percentage (24%), seven students got score 37-45 (28%), and seven students' got score 28-36 with percentage (28%). While in the post-test, there are six students score 85-93 (24%), twelve students got score 76-82 (48%), one students got score 67-75 (4%), no one students got score 58-66 (0%), four student's got score 49-57 (16%), and two students' got score 40-48 (8%).

The researcher concluded that one of the main factors contributing to the students' lack of vocabulary mastery was the monotony of the strategy or technique used in class. Because many vocabularies in vocabulary learning were unfamiliar to them, students rarely studied using a new technique in class. Students with limited vocabulary may find it difficult to deduce the meaning of a word from its context.

Some issues arose during the implementation of the Anagram technique to improve the student's vocabulary mastery. The first was related to time management, and the students were also disturbed by the noise, making it difficult for the researcher to control the students when explaining the vocabulary material. Aside from that, the disparity in vocabulary knowledge caused problems in the classroom. Given the importance of teaching vocabulary, a technique that promotes language learning should exist.

To overcome this problem, the researcher planned to give the students exercise vocabulary activities for each meeting. The students would answer the question of vocabulary in the form of Anagram, and the students had to focus. Whereas vocabulary activities only require the students to analyze in arrange the word become new vocabulary based on the topic that has given by the writer.

Teaching vocabulary by using anagram technique make the students enjoy while learning and capability to develop their vocabulary because this technique is the type of word play, so the student was not bored to learn it and also they had become braver to stand in front of the class to say the words and answer the question.

The impact through Anagram technique seems to be significant in students' improvement. At the beginning of the study, the mean score pre-test was 45.6. By the end of the study, the result through Anagram technique in post-test enhances after giving treatment. The mean score indicated 75.02. The result showed that the score of post-test was higher than the pre-test, and it can be concluded that the treatment had been effective.

In line with Kumara (2018), the finding in this research showed the advantage of Anagram: increasing students' English vocabulary, helping students to strengthen their memory, training students to be patients in learning anagram, and training students to control their emotions. The finding of the research proves this theory.

CONCLUSION

The result of the research showed by using the Anagram Technique was able to improve the students' vocabulary mastery where could increase their vocabulary knowledge, to know how to pronoun the vocabulary, to understand to classify the kind of vocabulary, especially word classes, and to recognize the vocabulary which suitable using in a sentence. By using the anagram in teaching vocabulary not just improve the students' sight word, but also improve the students' self confident in the teaching and learning process. Based on the description of the result in the chapter IV, the mean score of pre-test was 45.6, and it improved to 75.2 in the post-test. Then, the t-test (2.747) was greater than the t-table (1.711). it means that the Null Hypothesis (Ho) was rejected, and the Alternative Hypothesis (Ha) was accepted. It proved that the implementation of Anagram Technique in teaching vocabulary improved the students' vocabulary mastery.

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