

## The Implementation of Anagram Technique to Enhance the Seventh Grade Students Vocabulary Mastery

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### Abstract

This research was mainly conducted in order to prove that anagram technique could improve students' vocabulary mastery of the seventh grade students of SMP Santo Thomas Medan in the Academic Year of 2021/2022 and to describe their responses towards the implementation of anagram technique during the processes of learning teaching. The quantitative data analysis showed the mean score increases from 78 in Pre-test with 65% of the students got score  $\geq 75$ , to do the post test one with 74% of the students got score  $\geq 75$ . From post test one 80 risen up to 92 in post test two with 97% of the students got score  $\geq 75$ . Nearly all the students pass the minimum completion criterion which is 75. Their mean score is much higher than that. As for the qualitative data, they showed their enthusiasm in learning with anagram technique because above 60% of students agree and 23% of students are strongly agree. The research findings showed that teaching vocabulary by using anagram technique to the seventh grade students of SMP Santo Thomas 3 Medan could improve their vocabulary mastery significantly.

**Keywords:** *Implementation; Vocabulary mastery; Anagram technique.*

### Abstrak

Penelitian ini bertujuan untuk membuktikan bahwa teknik anagram dapat meningkatkan penguasaan kosa kata siswa kelas VII SMP Santo Thomas Medan Tahun Pelajaran 2021/2022 dan untuk mendeskripsikan tanggapan siswa terhadap penerapan teknik anagram selama proses berlangsung. dari belajar mengajar. Analisis data kuantitatif menunjukkan nilai rata-rata meningkat dari 78 pada Pre-test dengan 65% siswa mendapat nilai  $\geq 75$ , untuk melakukan post test satu dengan 74% siswa mendapat nilai  $\geq 75$ . Dari post test satu 80 naik menjadi 92 pada post test dua dengan 97% siswa mendapat nilai  $\geq 75$ . Hampir semua siswa lulus kriteria ketuntasan minimal yaitu 75. Nilai rata-rata mereka jauh lebih tinggi dari itu. Sedangkan untuk data kualitatif, antusias mereka dalam belajar dengan teknik anagram dilontarkan karena di atas 60% siswa setuju dan 23% siswa sangat setuju. Temuan penelitian menunjukkan bahwa pengajaran kosa kata dengan menggunakan teknik anagram kepada siswa kelas tujuh SMP Santo Thomas 3 Medan dapat meningkatkan penguasaan kosa kata mereka secara signifikan.

**Kata kunci:** *Implementasi; Penguasaan kosakata; Teknik anagram.*

## I. INTRODUCTION

Learning of foreign language like English requires a lot of effort because one is faced with vocabulary grammar, pronunciation, structures, reading, speaking, etc. But first of all, vocabulary is presented without which students count understand what each word means in their native language. Therefore, vocabulary has an important role in learning a language no matter foreign or second one as there is nothing much to say without it. Students cannot speak, write, listen as read well if their vocabulary is limited. The more vocabulary students have, the more freely they can express their ideas. (Ghazal, 2007) state that vocabulary learning is one of the major challenges foreign learners face during the process of learning a language. It means a vocabulary covers all the aspects language skills which the students have to master and comprehend.

As a matter of fact, one of the most common challenges students face when learning English is vocabulary. The writer discovered issues with the students' vocabulary mastery through observation. When the writer carried out internship 3 at Santo Thomas 3 Junior High School, the writer observed that the students did not comprehend the English teacher's explanation. As a result, the instruction or explanation had to be translated into Indonesian by the teacher due to the students' lack of vocabulary. The student's boredom during the teaching and learning process is also one of their issues. The strategy or method used to teach vocabulary may be the source of the students' boredom. The difficulties may result in a failure of the teaching and learning process. (Haycraft, 1978) state that active vocabulary is words that the speaker can understand and pronounce correctly and use constructively in speaking and writing skills, while passive vocabulary is words that the speaker recognizes and understands in context, but the speaker cannot produce with appropriate in speaking and writing skills. (Folse, 2008) state that English language learners need to increase their vocabulary knowledge.

Teachers should use classroom activities that reinforce previously studied material in addition to explicit vocabulary instruction because many students are limited on vocabulary. Students can easily share their ideas about the meaning of words when they learn vocabulary. English language vocabulary has been classified into both receptive and expressive (productive) knowledge competence. (Schmitt, 2004). As he states receptive knowledge competence regard to both listening and reading skills, while productive knowledge competence is concerned with speaking and writing skills. (Henry and Pongrantz, 2006), state that mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing. It means that a student learning English as a second language must understand the terms' meanings and be able to use them in sentences. The importance of vocabulary in improving a learner's proficiency in English cannot be overstated, as it affects not only their speaking abilities but also their reading and writing abilities.

Anagram who selected by the writer as a medium for resolving the problem issue in this instance. An anagram is a type of wordplay in which all of the original letters are used exactly once to create a new word or phrase by rearranging the letters of an existing word or phrase. In order to motivate and encourage students to learn vocabulary, the writer believes that it can pique their interest and relax them. This indicates that after using Anagram technique to learn vocabulary, students will anticipate being able to expand their vocabulary in a fun and challenging manner. Anagram Game is appropriate because anagram will give the students enjoyment or challenge in studying language and also encourage them to look carefully at words. (Sutherland, 2009). Students can practice matching words to their definitions, form another word from clues, and practice spelling. An Anagram technique is a type of word play in which all of the original letters are used exactly once to create a new word or phrase by rearranging the letters of an existing word or phrase. (Collin as cited in Bachtiar, 2014, p. 32-39). For example, listen can be rearranged into silent, but it would be better if that word is rearranged into several words such as line, list, lie, ten, intel, etc, because it makes students more creative to think the other words. Some research findings have shown good of applying Anagram technique to increase student vocabulary mastery.

One of the research conducted by (Indrawati, Febya Resty, 2017) entitled "Using Anagram Technique to Develop Students' Vocabulary Mastery to the Seventh Grade Students MTS Pangkalpinang 2016/2017". They conclude that there is significant difference between the test result of control and experimental group. It could be seen from the mean score (80.89) of post-test in experimental group which was higher than the mean score (72.86) of the post-test in control group. Thus, it can be inferred that the null hypothesis was rejected and the research hypothesis was accepted. Consequently, Anagram is one of the ways in developing students' vocabulary mastery.

## **II. METHODS**

The research subjects are the seventh-grade students of SMP Santo Thomas 3 Medan seventh Class in the Academic Year of 2022/2023 which is located at Road. Gatot Subroto. Bull Gang No. 7A, Medan Helvetiah District, Medan City, North Sumatra. This research conducted with Classroom Action Research method which is action research in the classroom where a teacher explores or becomes an investigator of his or her own teaching setting, while at the same time being one of the

participants in it. It means that one of the main aims of action research is to identify problematic situation or issue the participants are faced with. It can be teachers, students, managers, administrators, or even parents. The data are collected in the form of qualitative data and quantitative data. The qualitative data are used to describe the situation during teaching and learning process. They are collected by using observation, sheet fields note, and questionnaire. The quantitative data are obtained from students' pre-test and post-test scores. To know the mean score of the student's score of each test, the writer applies the following formula which is formula:

$$M = \frac{\sum x}{N} \times 100\%$$

Explanation:

M = the mean of the students' score

$\sum x$  = the total score

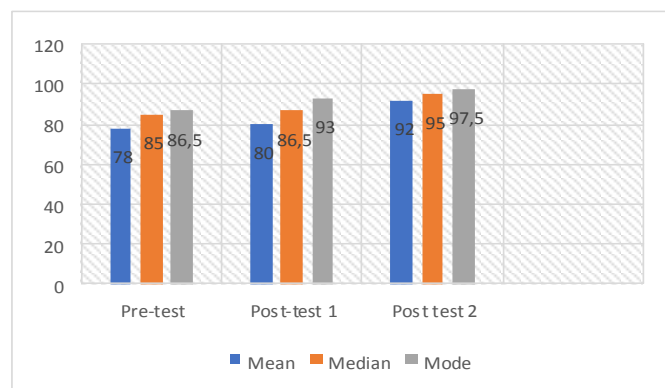
N = the total number of students who do the best

### III. RESULTS AND DISCUSSION

The result of this research showed that anagram technique could improve students' mean score from pre-test until post-test 2. It could be seen from the mean score pre-test, post-test 1, and post-test 2. In pre-test, the students' mean score is 78 while the students' mean score in post-test 1 is 80 and in post-test 2 is 92. Then the mode and median of the students' score in post-test is higher than pre-test and post-test 1. It means that there is an improvement of the students' vocabulary through anagram technique.

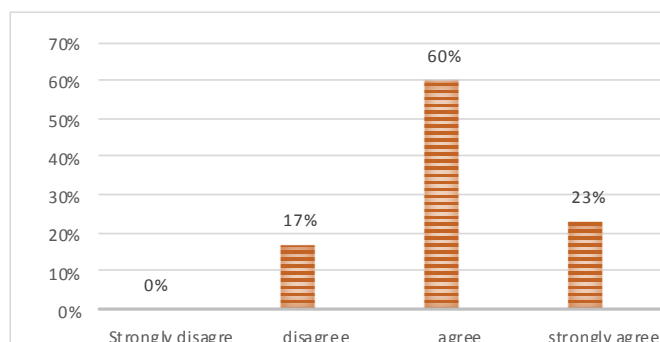
**Table 1.** Result of Pretest and Posttest

| Test       | Students who got score $\geq 75$ | Percentage |
|------------|----------------------------------|------------|
| Pretest    | 20                               | 65%        |
| Posttest 1 | 23                               | 74%        |
| Posttest 2 | 30                               | 97%        |



**Chart 1.** Histogram of Quantitative Data

From the result of the students' mean score, it was conclude that the mean score increase. The percentage of the students' score increase from Pre-test to Post-test 1 is 3%, Post-test 1 to Post-test 2 is 15%, and from Pre-test to Post-test 2 is 18%. The qualitative data were taken from observation sheet, fields notes, and questionnaires. Questionnaire was give to know the students' responses in teaching learning process through anagram technique weather it was appropriate with improvement of their vocabulary or not.



**Chart 2.** Histogram of Qualitative Data

Based on the results of the questionnaire, it was concluded that students' responses to the teaching and learning process of increasing students' vocabulary using the anagram technique were good, and their vocabulary also enhance using the anagram technique. The use of anagram technique was applied to enhance the students' vocabulary mastery to the seventh-grade students SMP Santo Thomas 3 Medan. As the collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of anagram techniques can be an effective way to help students improve their vocabulary. It was shown in histogram and table. In which the mean score of each test improved. The mean score of pre-test was 78, post-test one 80, and the post-test two 92. Meanwhile, the students' score percentage who passed Mastery Minimum from pre-test was 65%, post-test one 74%, and the post-test two was 97%. Those scores showed that the second cycle was better that the first cycle. Besides that, the improvement can be seen from the observation sheet, field notes and questionnaire. Most of students are more active and enthusiastic during the process of teaching and learning.

In the implementation of anagram technique, the writer faced some problems. Some problems faced by the writer, for example when the writer tried to approach some students, other students made noise. However, there are so many students in that class. Thus, the writer faced difficulty in managing them. The next problem is the background of their knowledge. Although every student has different background of knowledge, but almost all of the students in that class are not so clever. But nevertheless, the writer could apply this media very well because the students had willingness to study, they were also active in asking some questions to the writer. The writer often motivates the students to study English as this language plays an important role in the global world. It is understandable that they have no good motivation in learning since they are still not mature enough.

#### IV. CONCLUSION

Anagram technique is able to improve the students' vocabulary mastery. It was found that the students' vocabulary mastery improved from pre-test, post test one, and post-test two after the writer applied Anagram technique. The improvement of the students' total mean score pre-test was 78, post-test one 80, and the post-test two was 92. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria from pre-test was 65%, post-test one 74%, and the post-test two was 97%. The students' score percentage continuously improve in each test. Therefore, it is concluded that anagram technique is able to improve students' vocabulary mastery successfully. Based on the analysis of qualitative data, it was found that the students' responses towards the use of anagram technique to improve their vocabulary mastery are very positive. Besides that, the result of questionnaire shows the students agree that anagram technique is interesting and suitable to improve their vocabulary mastery. This is shown by 60% of the students who agree, and 23% who strongly agree.

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