

THE VOCABULARY MASTERY OF THE EIGHTH YEAR STUDENTS OF SMP BHAKTI MALANG USING ANAGRAM GAMES

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Abstract

The aim of the research is to know the English vocabulary mastery of the students of SMP Bhakti Malang taught by using anagram games, therefore this research used classroom action research (CAR). This research uses individual CAR that focuses only in one classroom. In addition, the researcher acts as the practitioner that conducts the teaching and learning activity by using Anagram game and as an observer that monitored the teacher's teaching and also the process of teaching. The subjects of the study are eighth grades of SMP Bhakti Malang in second semester at academic year 2019-2020 class 8A is chosen because their English achievement has not provided satisfactory result. The result shows that there was an improvement of the students' mean score from preliminary test 56.66 (under the minimum passing grade) increase to 74.25 (pass the minimum passing grade) in test 1 and up to 84.44 in test 2. The standard deviation which decreased from 12.50 in test 1 to 8.34 in test 2 indicates that the students' score close around the mean score which have passed the minimum passing grade. The success of the Anagram strategy in improving the students' vocabulary is also supported by the creativity of the teacher in designing appropriate media and material, designing the lesson plan, varying classroom activities and building the cooperation among the students.

Keywords: Vocabulary, Mastery, Anagram games

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Introduction

Teaching English for young learners covers four skills which are listening, speaking, reading, and writing. Those skills are taught in integrated way. It is because vocabulary is the basic aspect in learning English. Building up a useful vocabulary is central to the learning of foreign language at primary level (Cameron, 2005). It is also words are the starting point. Without words, children cannot talk about people, places, or things, or about actions, relations, or states. Without words, children have no sound structure, and no syntax, the lexical, then is central in language, and in language acquisition. In reality may students get difficulties in learning vocabulary. They feel tired and dragging on to keeping on their mind, the reason are they usually lost vocabularies that they ever kept on their mind. In order to learn vocabulary successfully or to keep the vocabulary

longer in the students' memory, we need effective teaching-learning techniques or strategies.

Based on the researcher's observation as a preliminary study conducted at SMP Bhakti Malang, some facts were found related to the teaching of vocabulary as follows: first, from the reading text, the students must be found the difficult words, and translated them into Indonesia, and then he/she assigned the students to memorize them. Meanwhile, the students were rarely given time to practice what they had learned into a real situation. Second, the strategies applied by the teacher there did not seem to be effective since they did not give much contribution in developing the students' mastery on vocabulary. It can be seen from the fact in the classroom, that there were still some problems in process of studying and teaching as follows: the students were difficult in memorizing,

pronouncing, and writing the words of the vocabulary.

The main problem is that the students have limited vocabulary, as indicated by the Grade eight students' low achievement in the English vocabulary test, of which average score is 50.57. In this case, the students difficult to increase their English capability, because they have limitation of vocabularies. Another reason is about the teacher strategy that always monotonous in the learning process, that effected to the result of learning.

Strategy needed for the students to improve their vocabulary, so the teacher must be given support with using the suitable strategy for learning vocabulary. As mentioned in the 1994 SD curriculum (GBBP) English teachers are supposed to use any kind of media, which can stimulate the teaching and learning process, for example: Games, pictures, flash cards, diagrams, maps, tape recordings, real objects, slide and filmstrips, overhead projectors, etc.

Strategy that used in this research to mastery vocabulary is games. Game is one kind of media that can motivate the students to learned foreign language, especially vocabulary. Using games, the students more interested to learn vocabulary. Wierus (in Uberman, 2001) said that games made students learning vocabulary more batter than before, because of they can memorized vocabulary faster. This media hypnotized students to concentration with materials, so can create positive learning.

According Wright et al (2004), using games make teacher develop the language have a purpose and beneficial. He said that students will get experienced more clearly about comprehension the meaning of language by reading, writing, speaking or listening, then they easy to memorized vocabulary. When respond of the

students felt happy or sad, motivated, disagreed, or impressed, so this case indicate that they understood well about the meaning of the content.

Based on the observation in learning language that using media as games were effective in leaning process, the researcher then decides to conduct research with a different kind of games, namely "Anagram" and different degree of learners. The game was selected, because of the consideration which "Anagram" which consists of two steps enables the students to increase their vocabulary and reinforces them at the same time.

Research Method

This research to improve the students' ability in mastering English vocabulary through a media namely Anagram, therefore this research used classroom action research (CAR). This research uses individual classroom action research that focuses only in one classroom. In addition, the researcher acts as the practitioner that conducts the teaching and learning activity by using Anagram game and as an observer that observed the teaching and learning process.

The subjects of the study are eighth grades of SMP Bhakti Malang in second semester at academic year 2019-2020 class 8A is chosen because their English achievement has not provided satisfactory result. There are 72% (23 out of 30) students did not achieve the minimum passing grade of vocabulary test in the first semester at academic year 2019-2020. There are 30 students, 17 females and 13 males. They come from the same ethnic group (Javanese) but different economy status.

This action research will be conducted through the following procedures: a preliminary study and identifying problems as preparation

followed by action planning, implementing, observing and reflecting as a real cycling action.

The result of the preliminary study was used to set up a plan of action at the first cycle. In this phase, the researcher got the data by the students' vocabulary test, observation, and interview. The vocabulary test was administered to identify the students' basic vocabulary mastery. It was administered on April 12th, 2019. The test was in the form of twenty items in the form of essay. All of the twenty items were taken from the words that the students had studied before. The result of the preliminary study reveals that many problems occur in vocabulary learning and the average score of the vocabulary test is 50.57. In terms of personality, the students have problems such as lack of confident, motivation and reticence to mention the name of a thing in English.

The action planning that has been carried out. At this stage, the researcher prepares teaching strategy, prepares the program of study (lesson Plan), teacher doing some example to play this game, students play this game, the teacher controlling the learning process, evaluating and solving the problem based on the learner's activity during studying in the classroom. The teacher and students are expostulating together to solve the problems and also make conclusion about the lesson in the last learning and also make roster the new vocabulary.

The instruments that used in this research: observation sheets, field notes, test and questionnaire. The learning process can be success or not at all, we can see based on the criteria of success.

There are escort for the criteria of success: first, process is considered successful if at least 85 % from the learners energetic following the learning process. Meanwhile the product

assessment is in the form of achievement test. This action research is considered successful if students' achievement test results improve as indicated by class average score is equal to or greater than 75 out of 100 points for each of the students' abilities to understand the vocabularies at least 85% or 30 students. Second, the learners are energetic during learning process in the class. The CAR was stopped if the output has been appropriate with criteria of success.

This research used the qualitative and quantitative data. Qualitative data are gained from the records of observation, and field note during the implementation of in the class, while quantitative data are collected from the result of test and questionnaire. The first instrument used was a questionnaire in preliminary study. Next, observation sheet filled during process on studying and teaching. A field note was used right after the teaching and learning process to know the strength and weakness of. Last, an achievement test was used to know the student's mastery the vocabulary using anagram games.

Result and Discussion

Result

The result of pre-test was 50.57 while the mean score of vocabulary test in cycle 1 was 74.25. It means that there was an increase on the average score that was increase 17.59 point greater than previous score in preliminary study.

There was also an improvement in students' score. There was 1(3.70%) they obtained 100. There were 2 (7.40%) they obtained 95. 2 (7.40%) they obtained 90. 2 (7.40%) students obtained 85. 1(3.70%) student got 80. 7 (25.92%) students got 75. 6 (22.22%) students got 70. While 6 (22.22%) students got score under the minimum passing grade. It means that there was an improvement in the students' achievement. But however, the result of the test did not meet

criterion success. The criterion of success is if at least 85% or 25 of the obtain score at least 75.

In relation to the students' responses using anagram games for learning vocabulary, the students expressed their opinion through questionnaire. The questionnaire contained 8 items covered the students' impression toward the implementation of the strategy. The result of questionnaire showed the positive response of the students. Most of the students (64.3%) felt happy using Anagram game strategy. Moreover, most of the students (66.7%) strongly agree that Anagram game strategy make them more interested and never felt bored learning vocabulary, there were 71.4% of the students strongly agree felt motivated learning vocabulary using Anagram strategy.

The higher percentage was on the fourth items in which 83.3% of the students strongly agree that the activities in Anagram game strategy helps them more easily to memorized the new vocabularies. Followed by 80.9% of the students strongly agree that this strategy helps them to know about the new vocabularies. The last three items showed that most of the students (64.3%) strongly agree that Anagram game strategy helped them to share the opinion/idea related the topic, 71.4% strongly agree that the activities in this strategy helped them to improve cooperate with the other friends, and lastly, 69.1% of them strongly agree that this strategy can help them understand the topic.

Referring to the criteria of success, the study was considered successful if 85% or 23 of students obtain score at least 75. It is the minimal passing grade of English lesson at SMP Bhakti Malang. This study did not meet the criteria of success because only 77.77% students obtained score ≥ 75 , so this study was categorized unsuccessful.

There are some causes the cycle 1 fail: First, most students have problems to memorize about the new words, although the researcher give brainstorm the students to create a master list on an overhead. Second, the effect of individual learning to mastery. Individual learning made the students difficult to complete their Anagram sheet, because they cannot share their idea with their friends to complete their Anagram sheet.

Based on the result of cycle 1, the data indicate that in cycle 1 has many problems about the implementation anagram games, so the researcher decided to develop and repaired the strategy. Because of the cycle 1 failure, this research was continued to cycle 2. The researcher made the students worked in pairs to complete their Anagram sheet. So, they can share their idea to finish the Anagram sheet. In this Cycle 2, the researcher provided pictures the instructional media in each meeting. With pictures, the students' more interesting and easily to memorized every words. Researcher also gave more motivation for students.

That among the 30 students, the higher score of preliminary tests is 75, test 1 is 100, and test 2 is 100, mean while the lowest score of preliminary tests 40, test 1 is 50, and test 2 is 75. It shows the improvement of the students' achievement in vocabulary. In this case, we can see the improvement of the students' mean score from preliminary test 56.66 (under the minimum passing grade) increase to 74.25 (pass the minimum passing grade) in test 1 and up to 84.44 in test 2. The standard deviation which decreased from 12.50 in test 1 to 8.34 in test 2 indicates that the students' score close around the mean score which have passed the minimum passing grade.

The questionnaire used for take the data from cycle 2, to know the response of the learners. The students

express their opinion through questionnaire which showed that they had positive responses to the process of teaching and learning vocabulary using Anagram game. Their responses varied from strongly agree to agree. There were 86.2% of the students strongly agree that they felt happy using Anagram game strategy. There were 85.3% of the students strongly agree that Anagram game strategy make them more interested and never felt bored learning vocabulary. The next, there were 85.1% of the students strongly agree felt motivated learning vocabulary using Anagram strategy.

In terms brainstorming activity, there were 86.3% of the students strongly agree that the activities in Anagram game strategy helps them more easily to memorized the new vocabularies and there were 85.7% of them strongly agree that this strategy helps them to know about the new vocabularies. Related to the goal, 86.4% of the students strongly agree that Anagram game strategy helped them to share the opinion/idea related the topic.

The greatest point that there were 88.1% of the students strongly agree that Anagram strategy helped them to improve cooperate with the other friends. Lastly, there were 85.7% of the students strongly agree that Anagram game helped them understand the topic. Based on the obtained data from the analyze in learning process, the researcher did not find any difficulties in this cycle 1. The students understood the rule of the Anagram game than Cycle 1. According to the teachers' observation sheet, she did all the rules of Anagram game. In the second and third meeting of Cycle 2 almost learner in the class are enthusiastic to mention about the vocabularies, because the researcher explained the material with showed pictures. So, the students were very interesting to respond the pictures, they

tried to mention, spell and also memorize it and also all of the students that were able to completed their Anagram sheet, because the students worked with their pairs.

The researcher can be considered successful if at least 85% of students obtain score at least 75, it is the minimal passing grade of English lesson at SMP Bhakti Malang. In cycle 2 indicated from the data vocabulary test are 84.44. The result of vocabulary test in Cycle 2 met the criteria of success. So, it is successful and can be reported.

Discussion

The researcher using anagram games in cycle 1, to increase the vocabulary students at SMP Bhakti Malang. These actions are still having many discomfited, so this cycle was categorized unsuccessful. First, most leaners have problems to memorize about the new words, although the researcher give brainstorms the students to create a master list on an overhead. Second, the effect of individual learning to mastery. Individual learning made the students difficult to complete their Anagram sheet, because they cannot share their idea with their friends to complete their Anagram sheet.

Base on the data, the result in the action cycle 1 still unsatisfied and required to innovation. In this case, the researcher decided to continue to next cycle. The researcher made the students worked in pairs to complete their Anagram sheet. So, they can share their idea to finish the Anagram sheet. In this Cycle 2, the researcher provided pictures the instructional media in each meeting. With pictures, the students' more interesting and easily to memorized every words. Researcher also gave more motivation for students.

The result from the data of second cycle showed that students increased their vocabulary. First meeting

only 20 of students' active to mention about the vocabularies, but in the second and third meeting, all of the students became active to mention about vocabularies.

From the data presented, it was known that the students' achievement

from the preliminary study to Cycle 2 had improved. The following table shows comparison between student's pre-test, posttest cycle 1 and posttest cycle 2.

Table 1. Comparison between student's pre-test study, post first and second Cycle score

No	Description	Pre-test	Post test Cycle 1	Post test Cycle 2
1.	The highest score	75	100	100
2.	The lowest score	40	50	70
3.	The mean Score	56.66	74.25	84.44
4.	Standard deviation	9.68	12.50	8.34

Table 1.1 shows that among the 30 students, the higher score of preliminary test is 75, test 1 is 100, and test 2 is 100, mean while the lowest score of preliminary test 40, test 1 is 50, and test 2 is 70.

It shows the increased of the learners' achievement in vocabulary. The improvement of the learners' mean score from preliminary test 50.57 (under the minimum passing grade) increase to 74.35 (pass the minimum passing grade) in test 1 and up to 84.44 in test 2. The standard deviation which decreased from 12.50 in test 1 to 8.34 in test 2 indicates that the students' score close around the mean score which have passed the minimum passing grade.

Conclusion and Suggestion

Conclusion

Anagram games was applied with two cycles, and the result is anagram games has improved the vocabulary of eighth graders of SMP Bhakti Malang. First, Anagram strategy helps the students become self-directed learners since this strategy provides a framework that was relevant to topic. It allows the students to seek and select words that were relevant to topic and fill in the Anagram sheet. In this process of

searching, the students found the meaning of each word. When the students become self-directed learners, it can easy them in memorize each word.

Second, Anagram games is believed to make the students be active and motivated learners. The Anagram games makes the students be active and motivated learners. The Anagram games makes the learners motivated to study vocabulary. By theoretical point of view, active learning is important because it promotes independent, and creative thinking, and collaboration.

Third, The Anagram strategy is emphasized on improving the students' vocabulary. By applying Anagram strategy the students' experiences and practices to do identifying, make a list the new words related the topic, find the meaning, memorizing, and also make a simple words. Briefly, the Anagram strategy is clearly designed to assist students through the learning event (before, during and after activities).

The improvement of students' vocabulary is shown by the increase number of students who get score higher or equal to 75. In preliminary study only 22 students (81.48%). But, it could be increased to become 5 students (18.51%) in Cycle 1. Additionally, all students'

(100%) obtained score ≥ 75 in cycle 2. There is also an improvement in learners' mean score, start 56.66 in pre-test, 76.25 in the first cycle, and 84.44 in the second cycle. The improvement is also reflected in the gain of the students' achievement from preliminary test. The gain the students got in the tests 1 and 2 from the preliminary test was 27.78 points in average. Moreover the percentage of students' involvement achievement achieved 100% in the third meeting of cycle 2. It means that the implementation of the strategy had reached the criteria of success.

This strategy does not only give good effect on the students' achievement but also their attitude including their motivation in learning. The result of the post questionnaire shows that anagram games influence the attitude of the learner. They enthusiastic in learning vocabulary using Anagram games. By the helps of Anagram games, the students can overcome the difficulties of vocabulary, activate their prior knowledge through great brainstorming and integrate them to the new topics that are going to be learned. Furthermore, the implementation of this strategy can help the students in formulating goals in vocabulary and expand their knowledge by seeking and finding new words related the topic. Briefly, Anagram games helps the students to improve their vocabulary. Moreover, this strategy gives an equal participation to the students. Even for silent students who were uncomfortable expressing their ideas to the whole class. It is because they were assigned to share and record what they have already known about the topic and what they expected to know about the topic before entering learning activities.

The success of the Anagram games in improving the students' vocabulary is also supported by the creativity of the teacher in designing

appropriate media and material, designing the lesson plan, varying classroom activities and building the cooperation among the students.

Suggestion

This research is valuable in improving the students' vocabulary, so it is recommended to the English teachers who face the same problem to use this strategy in teaching vocabulary. However, material must be suitable with the characteristic of the learner. The main point to be considered are intimate and difficult words in the material, make the student enjoyed the learning process. It is better to the teacher to prove various instructional media to facilitate students in understanding the words. Moreover, time management must be attention by teacher with considered the level of difficult material in studying the vocabulary. The teacher has to be cautious in varying activities in a class with a large number of students and make sure that the time allotment can accommodate all the students' activities and all the students or pair of students get the opportunity to have teacher conference.

Due to the difficulty to found the meaning of each word, it is better for the teacher to provide a glossary for the topic. It can also be done by making glossary together with the students in the activity, especially in the pre-activities and whilst-activities stage to support the students' vocabulary building. In terms of pre-activities can be done by stimulating the students' prior knowledge to predict possible vocabulary related to the topic that will be learned, and in terms of whilst-activities stage, the teacher can assign the students to make a list of specific vocabulary related to the topic and then discuss the most appropriate meaning of the vocabulary.

The second is addressed to further researchers. The development of appropriate procedures of Anagram strategy can changes in terms of pictures, and topics in another action research can be conducted with different level of proficiency and different skills such as reading, writing, and speaking since Anagram has demonstrated that it is very useful to increase achievement of the students especially in getting the students interest and motivation toward a certain object. Further researchers need to modify the strategy to find the best modification which can accommodate the students' need.

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