# UPGRADING STUDENTS' VOCABULARY MASTERY THROUGH ANAGRAM GAMES AT EIGHT GRADE STUDENTS OF MTS MA'ARIF BALONG PONOROGO

**THESIS**



**By:**

**MUHAMMAD MIFTAKHUL AMIN**
**210917087**

**ENGLISH EDUCATION DEPARTMENT**
**FACULTY OF EDUCATION AND TEACHER TRAINING**
**STATE INSTITUTE OF ISLAMIC PONOROGO**
**JUNE**
**2022**

**MINISTRY OF RELIGIOUS AFFAIRS**
**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**APPROVAL SHEET**

This is to certify that the sarjana's thesis of :

| | |
|---|---|
| Name | : Muhammad Miftakhul Amin |
| Student Number | : 210917087 |
| Faculty | : Tarbiyah and Teachers Training |
| Departement | : English Education |
| Title | : Upgrading Students' Vocabulary Mastery Through Anagram Games At Eight Grade Of Mts Ma'arif Balong Ponorogo |

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

**Dr. Dhinuk Puspita Kirana, M.Pd**
NIP. 198303272011012007

Ponorogo, May 27, 2022

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Faculty
State Institute of Islamic Studies Ponorogo

**Dr. Dhinuk Puspita Kirana, M.Pd**
NIP. 198303272011012007

iii

**MINISTRY OF RELIGIOUS AFFAIRS**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**APPROVAL SHEET**

This is to certify that the sarjana's thesis of :

Name                    : Muhammad Miftakhul Amin

Student Number   : 210917087

Faculty                 : Tarbiyah and Teachers Training

Departement        : English Education

Title                     : Upgrading Students' Vocabulary Mastery Through Anagram Games At

Eight Grade Students Of Mts Ma'arif Balong Ponorogo

Has been approved by the board of examiners on

Day    : Friday

Date   : 17 June 2022

and has been accepted as the requirement for the degree the sarjana in English Education on :

Day    : Monday

Date   : 20 June 2022

Ponorogo, 20 June 2022

Certified by

The Acting Dean of The Faculty of Tarbiyah

and Teacher Training

**Dr. H. MOH. MIFTACHUL CHOIRI, M.A.**

NIP. 197404181999031002

Board of Examiners

1.    Chairman      : Dr. Ahmadi, M.Ag                              (                )

2.    Examiner 1    : Dra. Aries Fitriani, M.Pd                     (                )

3.    Examiner II    : Dr. Dhinuk Puspita Kirana, M.Pd      (                )

iv

# ABSTRACT

**Amin, Muhammad Miftakhul. 2022.** Upgrading Students' Vocabulary Mastery Through Anagram Games At Eight Grade Students Of Mts Ma'arif Balong Ponorogo. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN). Advisor Dr. Dhinuk Puspita Kirana. M.Pd.

**Keyword : Upgrading, Vocabulary Mastery, Anagram Games.**

The importance of English as a lingua franca is taught to junior high school students in Indonesia. The students are expected to master the four (4) English skills which are listening, speaking, reading, and writing. Nonetheless, there are still many students in MTs Ma'arif Balong Ponorogo who are less motivated to learn English. It is proved by only 55-60% students who could pass the minimum standard score (KKM). One of the causes is the teacher has not used an interactive learning medium. It gave rise to the researcher to use Anagram games as an English learning support, especially in vocabulary mastery.

This research aims to figure out how the Anagram games affect the vocabulary mastery of the VIII Mts Ma'arif Balong Ponorogo students.

This Research applies a quantitative research approach and uses an experimental method. The researcher conducted an interview, pre-test and post-test as the data collection techniques, and used an expert validation to assess the eligibility of the research instruments. In this reseacrh, the population was the eighth grade students of Mts Ma'arif Balong Ponorogo. The sample in this research was use simple random sampling. The sample was 54 students. The VIII C class as experimental class and the VIII A as the control class. Both of them consist of 36 students. Furthermore, SPSS version 25 is used to analyze the data quantitatively. Data analysis techniques used in this research are descriptive statistics test, normality test, paired sample t-test, homogeneity, independent sample t-test, and N-gain test.

The results of paired sample t-test and independent sample t-test shows the difference of the students' learning outcome between the students in the experimental class and control class. In addition, the results of the N-gain test by using SPSS version 25 to find out the success of the students' vocabulary mastery also shows that Anagram games are quite effective to upgrade the students' vocabulary understanding in the control class, proved by the Independent Sample T-test, the sig. value (2-tailed) is $0.004 < 0.05$. Thus, it can be concluded that Ha is accepted and Ho is rejected. Also proved by the N-gain experimental class value of 70,928 %. Meanwhile, the results in the control class which did not use Anagram games show that not using Anagram is less effective, proved by the N-gain control class value of 44,262%.Based on the findings of the data analysis, it is figured out that the hypothesis of this research "Ha = there is significant difference between students' who are taught by anagram games and those who are not in terms of improving students vocabulary mastery" is accepted.

# ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, first of all, I would like to thank Allah SWT. Who has given His Blessing to me for finishing this thesis entitled "Upgrading Students' Vocabulary Mastery through Anagram Games at Eighth Grade Students of MTs Ma'arif Balong Ponorogo". Furthermore, great thanks to Muhammad SAW, peace be upon him, who has taken us from the dark period into the brilliant period like now.

This thesis was written to fulfill one of the requirements for the S-1 program at the English Education Department Faculty of Education and Teacher Training State Institute of Islamic Ponorogo. In writing this thesis, I found various difficulties. This thesis would not be as it is now without any help and support from many parties.

1. Dr. Hj. Evi Muafiah, M.Ag as the Rector of State Institute of islamic Studies Ponorogo Faculty of Education and Teacher Training.
2. Dr. H. Moh. Munir, Lc, M.Ag as the Dean of Faculty of Education and Teacher Department.
3. Dr. Dhinuk Puspita Kirana, M.Pd as Head of English Education Department of IAIN Ponorogo and as the advisor who has given me support, good advice, motivation, guidance and give through feedback until this researcher is clear.
4. Muhammad Jalal Suyuti, S.Ag as the Headmaster of MTs Ma'arif Balong
5. Sumiati, S.Pd as the English Teacher of MTs Ma'arif Balong
6. All the lecturer of English Department of IAIN Ponorogo who have taught me from the beginning of semester until the last semester.

The researcher absolutely realize that this thesis is still outlying from being an expert. Thus, the researcher always needs criticism and suggestion from the reader in order to evaluate it.
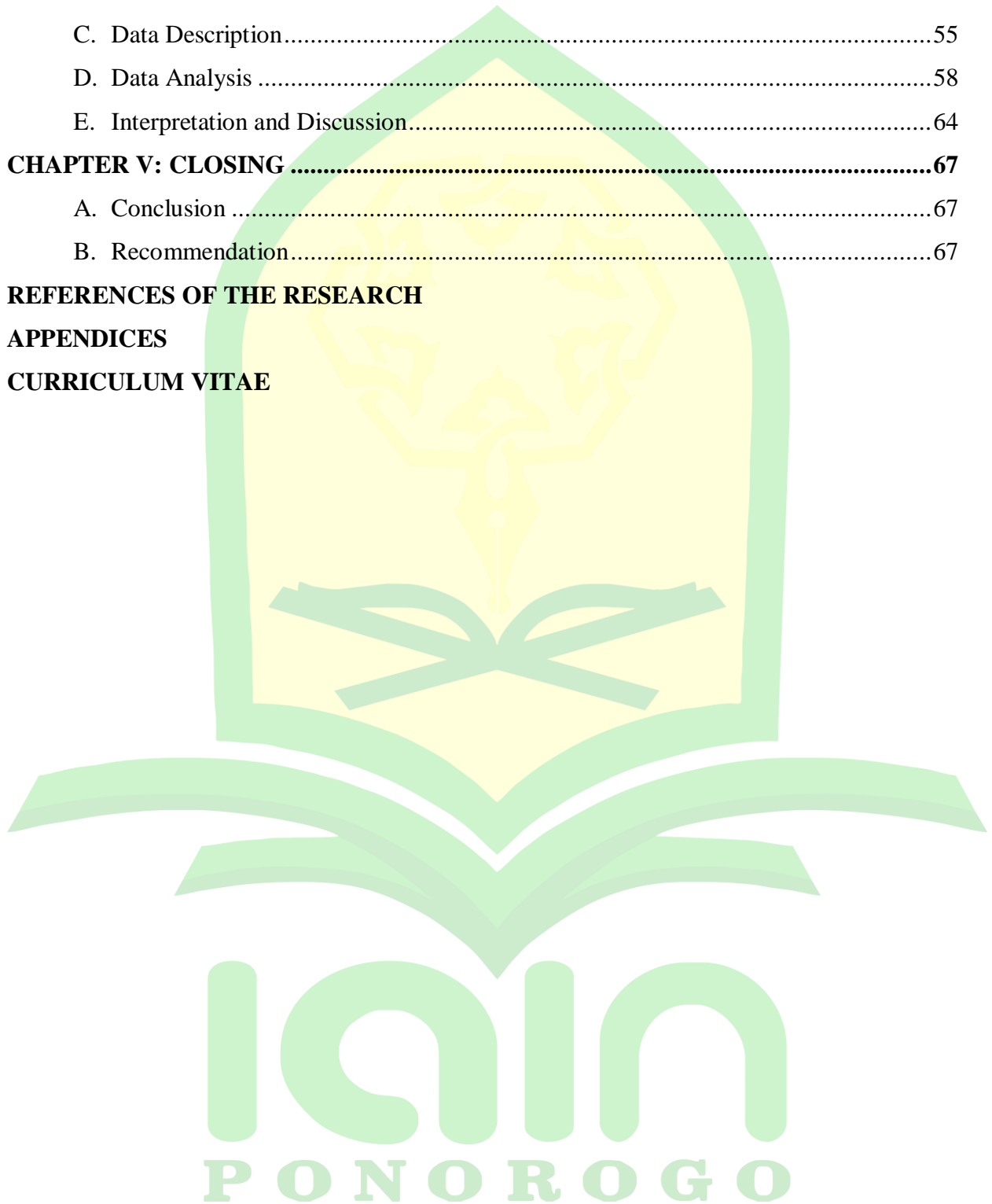
May, 27th 2022
The Researcher


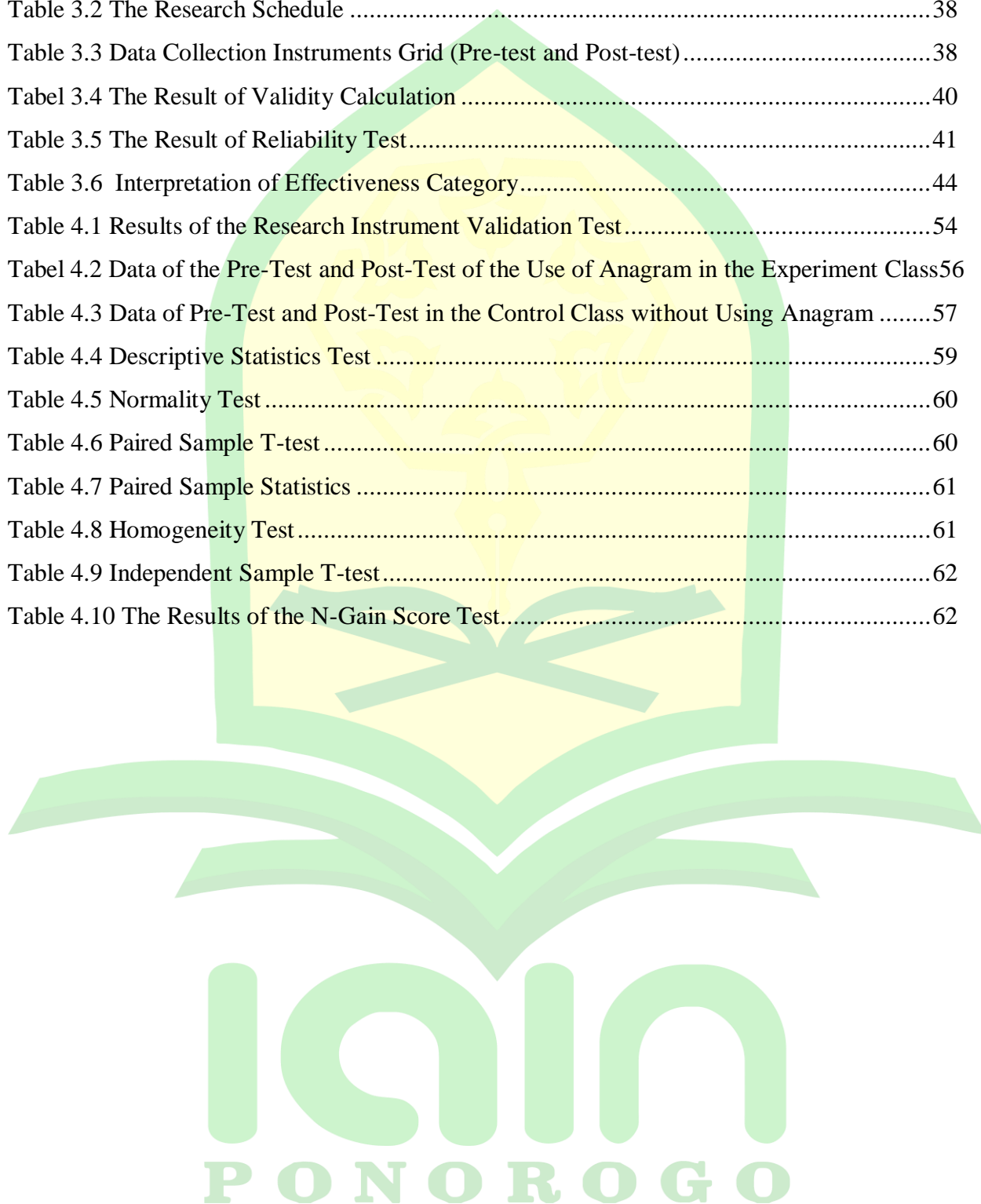Muhammad Miftakhul Amin
NIM. 210917087

v

# TABLE OF CONTENS

# LIST OF TABLES

# CHAPTER I

# INTRODUCTIONS

This chapter contains the Background of the Study, Scope and Limitation of the Study, Research Problems, Research Objectives, Significance of the Study, and Organization of the Thesis as the ground of this research.

## A. Background of the Study

Language is a systematic communication tool to express ideas, feelings, opinions, notions by using common signs, sounds, gestures, or signs which convey recognizable and understandable meaning. English as the international language has an important role to facilitate the communication among international people with different lingua-cultures.1 This is in line with the role of English as a lingua franca that is used to communicate between nations from diverse countries, whether as the primary (L1), second (L2), or foreign language.[1]

In Indonesia, most schools implement English language learning, starting from Kindergarten and Elementary Schools. This is intended to help the students in learning English from the basic level before achieving the advanced level in the higher level of education. It is because English has become a local-content subject and graduation examination in senior high school and university.

The Indonesian government has allocated foreign language learning since the first curriculum (Curriculum 1947) to the latest curriculum (Curriculum 2013).[2]

---

[1] D, Crystal 2003. *English as a Global Language Cambridge*, UK: Cambridge University Press.
[2] Fitri Alfarisy. Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam Perspektif Pembentukan Warga Dunia dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*. Vol 6 No 3, November 2021. p 303-313

Curriculum 2013 is the current curriculum applied in Indonesia. It is known as a character-based curriculum and the implementation has had some changes several times. [3]

Curriculum 2013 is intended to create productive, creative, innovative, affective Indonesian citizens through the integrated attitudes, skills, and knowledge. [4] It aims to prepare and help the younger generation in overcoming any future challenges, such as globalization, environmental problems, the advancements in information technology, and many others. Nonetheless, the allocation for foreign language learning in Curriculum 2013 is less than the previous curriculum. [5] It is then necessary for the students to be more active in studying the existing learning material; which means in learning English.

The implementation of Curriculum 2013 in English lessons at junior high school (SMP/MTs) level expects the students to master the four English skills: listening, speaking, reading, and writing. [6] In learning English, SMP/MTs students must also achieve various Core Competencies (KI) and Basic Competencies (KD). Consequently, the students are expected to continuously develop their English skill and vocabularies for being proficient in English is important, so that they are able to compete in higher education levels and future global development.In the field observation conducted by the researcher from September to November 2019 when undergoing Internship II at MTs Ma'arif Balong, the researcher found some problems in the English learning. The problems are the lack of motivation in learning English, the less understanding and limited knowledge of vocabularies, and the different characteristics of each student. This is supported by the results of an interview with the Guidance Teacher of Grade IX who stated that:

"Basically, it is compulsory for the students to take the English class. Yet, sometimes it is still quite a difficult task when it comes to boosting their motivation in learning.

---

[3] Fauziah, Ulfa. 2021. *Pengembangan Modul Penunjang UKBM Sub Bidang Seni Musik Bagi Siswa Kelas XI MIA 1 MAN 2 Tulungagung*. Skripsi. Universitas Negeri Malang. p 1

[4] Mulyasa. 2013. *Pengembangan dan Implementasi Kurikulum* 2013. Bandung: Remaja Rosdakarya. p 65

[5] Fitri Alfarisy. Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam Perspektif Pembentukan Warga Dunia dengan Kompetensi Antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*. Vol 6 No 3, November 2021. p 303-313

[6] Kurniawati, Dewi. Studi Tentang Faktor-faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung Tahun Pelajaran 2015/2016. *Jurnal Tadris Bahasa Inggris UIN Raden Intan Lampung*. Vol 8 No 1, 2015. p 1-22

Many students are less focused or even do not focus at all in class. In addition, the students have problems in learning English because of the lack of knowledge and understanding of various English vocabularies. This is somehow quite reasonable since many students did not get this subject when they were in Elementary School, and also other external and internal factors."[7]

From the interview, it can be implied that there are several factors which affect the students' motivation in learning. There are two main factors that cause the lack of English proficiency, which are internal factors (comes from within the students themselves) and external factors (comes from outside).[8] The internal factors include health, feeling of secureness, intellectual ability, and effectiveness. For instance, it is about the students' feeling and self-confidence, motivation or intention to study, learning maturity, gender, age, social background, habits in learning, memory, sensory abilities (sight, hearing or taste). Besides, the external factors are social factors and non-social factors. The social factors are family environment, school environment, and society environment. Moreover, the non-social factors include school facilities and infrastructure, study time, home and nature.[9]

In the second interview with the same Guidance Teacher, some other information to support the previous interview was obtained as below.

"The pedagogical method used in the classroom is still dominated by the lecture method. As a consequence, the teacher must be smart in enhancing the students' participation in class to make them active. Sometimes, I ask the students to imitate or follow the teacher when reading a text or vocabulary, and then they memorize it without looking at the text. However, that method has not helped the students in memorizing vocabularies. Moreover, some classes at the ninth grade really need special attention because many students in the class have not reached the minimum standard score. With the minimum standard score of 70, there are only around 55-60% students who have reached it. Even with the number of assignments they were capable of doing, it still has not reached the optimal results."[10]

From the second interview, the researcher has obtained the important points of the problems that need to be solved. On the other hand, the researcher also figured out that the teachers are still unenthusiastic to use more interactive learning media; thus, the students feel

---

[7] Wawancara Guru Pamong Bahasa Inggris kelas IX MTs Ma'arif Balong. Oktober 2019

[8] Elis Solihat. Pengaruh Motivasi Belajar dan Penguasaan Kosakata terhadap Kemampuan Menulis Naratif Bahasa Inggris. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*. Vol 12 No 2, Januari 2021. p 120

[9] Siregar, E., & Nara, H. (2014). *Teori Belajar dan Pembelajaran*. Bogor: Ghalia Indonesia.

[10] Wawancara Guru Pamong Bahasa Inggris kelas IX MTs Ma'arif Balong. Oktober 2019

bored with the lesson in class. Given the fact that the students are still keen on games as the learning media in the classroom, the researcher chose anagram as the solution to enhance the students' motivation and vocabulary mastery.

Anagram is the activity of changing the arrangement of letters in a word to form another word.[11] Anagram is one of the media in the form of word games which can be utilized in teaching vocabulary.[12] Accordingly, anagram is a media (a word game) to learn vocabulary. To play the game, the students are asked to rearrange the letters of a word to create another word or group of words.

The advantage of anagram is that the teachers can boost the students' eagerness to learn vocabulary and give the students opportunities to focus on manipulating letters to form words.[13] In addition, the use of anagram in Indonesia from the previous research is still limited to learning Indonesian language at pre-kindergarten (PAUD) and elementary school (SD) levels. Therefore, a research on using anagram to learn English vocabulary for the higher education level, particularly SMP/MTs, is needed to be conducted.

MTs Ma'arif Balong is a junior high school located in a rural area, which is located at Jl. General Sudirman No. 01 Jalen Village, Balong District, Ponorogo Regency. This school contains grades VII, VIII, and IX. In the research to be conducted, the researcher chose a class VIII sample as the research subject. In class VIII, there are 3 classes, namely VIII A (18 students), VIII B (16 students), and VIII C (18 students).

The reason the researchers chose class VIII as the object of research is that class VIII is a transition period from class VII to class IX, Class VIII is a period where children are always

---

[11] Ayu Putri Ardhani. *Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indonesia. Jurnal Al-Bidayah.* Vol 3 No 1, Juni 2011. h 41-55
[12] Tarigan, Henry. 1989. *Pengajaran Kosakata*. Bandung: Angkasa. h 256
[13] Ibid.

curious and want to try new things. In addition, at the VIII grade level, students are still more easily directed in capturing the material given.

From the abovementioned background of the study, the researcher chose the research title of Upgrading Students Vocabulary Mastery Through Anagram Games At Eighth Grade Students of MTs Ma'arif Balong Ponorogo.

## B. Scope and Limitation of the Study

Scope in this study is to measure anagram affects the vocabulary mastery of grade VIII MTs Ma'arif Balong Ponorogo. This study also focus on anagram games to improve students vocabulary mastery, and this study just use Basic Competencies (KD) 11 & 12 in Even semester 2021/2022.

## C. Research Problem

Based on the aforementioned Background of the Study, the researcher has formulated one research problem as below.

1. Is there any significant difference between students who are taught by anagrams games and those who are not in terms of improving student vocabulary mastery?

## D. Research Objective

The purpose of this study is to determine how anagrams affect the vocabulary mastery of grade VIII MTs Ma'arif Balong students.

**E. Significance of the Study**

In this section, the researcher presents the significance of the study, both theoretical and practical significance.

**1. Theoretical Significance**

Theoretically, the significance of this study is to help teachers and students in improving English vocabulary mastery by using anagram as the learning media. It is also expected that this research can be a reference for future similar research.

**2. Practical Significance**

The practical significance of the study are as follows.

a. For English Education Department

This research is expected to contribute knowledge and references to the English Education Department to enhance the quality and knowledge in English vocabulary learning and mastery. This study is also expected to be a reference for the students of the English Education Department in conducting similar developmental research.

b. For English Teachers of MTs Ma'arif Balong

The findings of this research can be used as one of methods in improving English vocabulary learning and mastery. It is expected that the learning media can help the teachers in delivering materials to support the learning process.

c. For Grade VIII Students of MTs Ma'arif Balong

The learning media in this research can be used as a reference to help the students in the English vocabulary learning and mastery.

d. For the Next Researcher

This research is expected to be able to reference and can be developed into more perfect.

**F. Organization of Thesis**

In general, to write a good thesis, it is necessary to arrange it systematically, and the organization of this thesis provides the main issues discussed. This research is divided into five chapters as follows :

Chapter I : INTRODUCTION

This chapter presents Background of the Study, Scope and Limitation of the Study, Research Problem, Research Objective, Significance of the Study, and Systematic Research

Chapter II : REVIEW OF RELATED LITERATURE

This chapter presets Review of Related Previous Studies, Theoretical Study, and Research Hypothesis

Chapter III : RESEARCH METHODOLOGY

This chapter presets Research Design, Data Collection Technique, and Data Analysis Technique

Chapter IV : FINDING OF RESEARCH

This chapter presets General Description of the Research Location, Research Instrumens Validation Test, Data Description, Data Analysis, and Interpretation and Discussion

Chapter V : CLOSING

This chapter presets Conclusion and Recommendation

# CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter contains the Review of Related Previous Studies, Theoretical Study, Conceptual Framework, and Research Hypothesis to explore the previous studies related to this research, and theories used in this research.

## A. Review of Related Previous Studies

The first is Effect of Anagram Game on Students' Vocabulary Achievement at Grade Eight of SMP Negeri 8 Pematangsiantar by Heppy Sinaga, Herman and Eben Pasaribu. This research applies a quantitative (experimental) method. The results show that the use of Anagram on students' vocabulary achievement in the eighth grade of SMP Negeri 8 Pematangsiantar got a high level where the t-test score (4.65) was higher than t -table (1.679) at the 5% significance level for the two-tailed test. So, the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. After analyzing the data, the researcher concludes that using Anagram Game significantly affects students' vocabulary achievement.[14]

The second is Improving The English Vocabulary Mastery Through Anagram Media in Cooperative Methods of Study Teams Games Tournament Type by Hengki Yudha Barnaba and Asruddin Barori Tou. This research applies a Classroom Action Research method. The results show that the application of anagram media in cooperative learning

---

[14] Heppy Sinaga, Herman, Eben Pasaribu. Effect of Anagram Game on Students' Vocabulary Achievement at Grade Eight of SMP Negeri 8 Pematangsiantar. *Journal of English Educational Study*. Vol. 3 No 1, May 2020. p 51-60

method type of the Teams Games Tournament (TGT) can improve vocabulary mastery of fourth grade students at SD Negeri Sagan Yogyakarta.[15]

The third is *Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia dengan Menggunakan Permainan Anagram di Sekolah Dasar* by Miftahul Ulumiyah Kumala Sari, Suharmono Kasiyun, and H. Syamsul Ghufron, Sunanto. This research applies a Classroom Action Research method. In general, the research conducted to analyze the data of efforts to improve students' vocabulary mastery by using anagram games in the first cycle obtained 4.17% data and in the second cycle obtained 83.33% data. After the data is collected, the final results are categorized as very high.[16]

The fourth is *Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indonesia* by Ayu Putri Ardhani. This research applies a Quasi Experimental Design method. The result of this study is that using anagram media is more effective in learning Indonesian vocabulary than learning without using anagram.[17]

The fifth is The Use of Anagrams to Improve the Students' Vocabulary Learning Strategy in XI IPA 1 Class SMA Pangudi Luhur Sedayu by Richard Devara Candra Kumara. This research applies a Classroom Action Research method. Based on the observation, by the end of the study, the students had successfully achieved the learning goal. The students were able to remember the new words, understand the meaning, the spelling, the pronunciation, the synonyms, and the part of speech of the words. Then, the students were also able to apply the new words in written form. Furthermore, the students also reacted positively toward the implementation of anagrams for vocabulary learning. The students also expected that the English teacher would use anagrams again for vocabulary learning activity. Therefore, it

---

[15] Hengki Yudha Barnaba, Asruddin Barori Tou. Improving The English Vocabulary Mastery Through Anagram Media in Cooperative Methods of Study Teams Games Tournament Type. *Jurnal Prima Edukasia*. Vol 2 No 1, 2014. p 80-89

[16] Miftahul Ulumiyah Kumala Sari, Suharmono Kasiyun, H. Syamsul Ghufron, Sunanto. Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia dengan Menggunakan Permainan Anagram di Sekolah Dasar. *Jurnal Basicedu*. Vol 5 No 5, 2021. h 3614-3624

[17] Ayn Putri Ardhani. Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indonesia. *Jurnal Al-Bidayah*. Vol 3 No 1, Juni 2011. h 41-55

could be concluded that the use of anagrams improved the students' vocabulary learning strategy. There are also some suggestions for English teachers and future researchers.[18]

## B. Theoretical Study

This section explains some theories about English Learning, Teaching English as a Foreign Language (TEFL), Learning Media, Vocabulary Mastery, Anagram, and Recount Text.

### 1. English Learning

English is a tool to communicate orally and in writing. Hari explains that communicating is understanding and expressing information, ideas, feelings, developing science, technology, and culture.[19] Mohammad also explains that in recent times, English learning has grown in which it generally uses communicative teaching.[20] It means that in English lessons, the ability to communicate orally and in writing is the main basis for learning. Furthermore, Mohammad also states that the target of language teaching is focused on communication skills, language learning and curriculum including the ability to communicate in the target language, and an approach that needs to reflect and facilitate the target. In other words, classroom learning activities, syllabus, exercises, and teaching media and facilities, and activities should be geared towards full communication or interaction in accordance with the achievement of the target results.

According to Schultz and Bartz, there are three conditions that are important to achieve communicative abilities: 1) a student needs authentic meanings from real situations to practice language; 2) he needs motivation to express himself; and 3) he

---

[18] Richard Devara Candra Kumara. 2016. *The Use of Anagrams to Improve the Students' Vocabulary Learning Strategy in XI IPA 1 Class SMA Pangudi Luhur Sedayu*. Thesis. Yogyakarta: Sanata Dharma University.

[19] Hari Sudrajat. 2004. *Implementasi Kurikulum Berbasis Kompetensi* (KBK). Bandung: Cipta Cekas Grafika

[20] Mohammad Ansyar. 2001. *The Essence of Communicative Approach: Implication To Language Curriculum*. Forum Pendidikan Nomor 04 Tahun 26/Edisi Desember 2001.

needs the freedom to use language to create and conduct language experiments in a supportive classroom environment without being fear of ridicule, he is rewarded for what he said. The teacher expects that students will earnestly communicate freely in today's and tomorrow's foreign language classes.

Mohammad states that at the risk of simplification, the introduction to a communicative approach into senior high school English learning involves changes at different levels.[21] Applying a communicative approach with specified textbooks and syllabus makes the teacher's role more critical in increasing opportunities for teaching, because the two media must adapt the learning methods used. Mohammad also explains that there are five sections in each English learning unit as below.[22]

a. Structure which covers a certain scope of grammar;

b. Vocabulary which includes material related to reading;

c. Reading which includes a topic related to the category of knowledge to increase awareness and ability;

d. Conversation on selected topics according to language and situation;

e. Writing, this defines a variety of writing activities, ranging from writing to language communication.

Based on the description above, it is concluded that learning English requires the ability to communicate in a complete sense, which are the ability to discourse, the ability to understand and/or produce spoken and/or written texts that are realized in four language skills, such as listening, speaking, reading and writing. For students at the junior high school level, learning English is targeted at the functional level, which is communicating orally and in writing to solve problems in daily life. Thus, it is necessary to master vocabulary at that level.

2. **Teaching English as a Foreign Language (TEFL)**

---

[21] Ibid.

[22] Ibid.

Fachrurrazy states that it is important for anyone who wants to learn methods in teaching English to know basic terms in the field.[23] Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or in private institutions. TEFL teachers may be native or non-native speakers of English.

TEFL methodology is highly developed and the most up-to-date training courses turn out teachers who use a communicative approach and a student-centered style of teaching. In these key respects, TEFL courses are different from the way English is taught in most mainstream compulsory education. To understand TEFL methodology, we should familiarize ourselves with some basic terms, such as, first, second, and foreign language. First language is a language that is firstly learned by children after they are born. First language is often called the mother tongue, native tongue or L1. The term 'mother tongue' is used to refer to the language used by the mother of a child which is often firstly learned by the new-born baby. 'Native tongue' is used to refer to the language used by people surrounding the child. It is assumed that the language that is firstly learned by the baby is the language used by people around the baby. L1 means the first language that is the language firstly learned by the child.

Foreign language is a language acquired and spoken by a person after the first and second language.[24] The language is not used in daily life of the society where the person lives. For the Javanese child whose first language is Javanese and who lives in Java, English is a foreign language. In Java and Indonesia, in general, English is not spoken in daily life.

Related to the teaching of language, we are familiar with the terms 'language skills' and 'language components.' Language skills consist of listening, speaking, reading

[23] Fachrurrazy. 2011. *Teaching english as a foreign language for teachers in Indonesia*. Malang: UM Press
[24] Zuliati Rohmah. 2013. *Teaching English as a Foreign Language*. Surabaya: UIN Sunan Ampel. p 10.

and writing. Listening and reading are usually grouped into receptive skills, and speaking and writing are seen as productive skills. Language components consist of pronunciation, which includes stress, rhythm, and intonation, grammar or structure, and vocabulary.[25]

In TEFL, teachers may intend to target specifically one skill or one component to teach. However, in reality the teaching of one skill or component can never be isolated from other skills and components. When teaching listening, for example, teachers often ask students to speak to check whether they can listen to certain materials, and when speaking, a student needs to apply their ability in pronunciation, vocabulary and grammar. Hence, the teachers and students cannot avoid entirely other skills and components.[26]

## 3. Learning Media

The word media comes from Latin, the plural form of the word medium. It has the literal meaning of intermediary or conveyer, which is the intermediary of the message source with the recipient of the message. According to Briggs, the media is a tool to motivate students so that the learning process occurs.[27] More generally, learning media can be interpreted as everything that can be used to channel messages that can stimulate students' ideas, feelings, concerns and abilities to encourage the learning process in students.[28]

Learning media is also a tool to support the teaching and learning process and function to clarify the meaning of the message conveyed, so that it can achieve the learning objectives better and more perfectly.[29]

Therefore, it can be concluded that learning media is a tool to convey knowledge from teachers to students so that it can boost students' interest and motivation in thinking

---

[25] Ibid.
[26] Ibid.
[27] Rudi Susilana dan Cepi Riyana, 2008. *Media Pembelajaran*. Bandung : Wacana Prima. p 5
[28] Hidayatullah, et al, 2012. *Development of Media and Learning Resources*. Serang, p 4
[29] Cecep Kustandi dan Bambang Sutjipto. 2013. *Media Pembelajaran*. Bogor: Ghalia Indonesia, p 8

and achieve the learning objectives effectively. The learning media used in this research is anagram game media in learning English.

The use of learning media in the teaching and learning process can increase students' learning motivation. There are several reasons why learning media can increase students' learning motivation, according to Sudjana and Riva'i, as below:[30]

1) The learning process will be more attractive for students, so that it can encourage the students' learning motivation;

2) The learning materials will be more understandable for the students and it will help them to master and achieve the learning objectives;

3) The teaching methods will be more varied, not merely verbal communication by the teacher's utterances; hence, the students will not get bored and the teacher will not run out of energy, especially if the teacher teaches every day lesson hours;

4) Students can do more learning activities because they do not only listen to the teacher's lectures, but also do other activities, such as observing, doing, demonstrating, acting, and others.

In education, the media facilitates the learning process to achieve learning objectives.[31] It has clear functions to clarify, facilitate and create interesting learning messages that will be delivered by the teacher to the students to encourage their learning motivation and the learning process will be more efficient.

In fact, in the field, especially in the English learning at MTs Ma'arif Balong, the use of learning media in class is still not popular. They still use traditional ways in the learning process which make the students not motivated to take part in the learning process. Hence, it is important to solve this problem by using creative learning media in order to encourage the students' learning motivation.

---

[30] Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran*.p 22
[31] Rusman, Deni Kurniawan, dan Cepi Riyana, 2012. *Pembelajaran Berbasis Teknologi Inormasi dan Komunikasi*, Jakarta : Raja Graindo Persada, p 65

4. **Vocabulary Mastery**

A language skill cannot be separated from vocabulary mastery because the core of a language is words. Vocabulary refers to the word wealth of a particular language. Accordingly, there are many definitions of vocabulary proposed by linguists. Soedjito (in Tarigan) suggests vocabulary as. (1) the whole collection of words of a language; (2) word wealth owned by a speaker or writer; (3) words used in a field of science; and (4) a list of words arranged like a dictionary followed by brief and practical explanation.[32]

Djiwandono argues that vocabulary is a treasury of words in various forms which include free morphemes (words) with or without affixes and words which are a combination of the same or different words, each with its own meaning.[33] Vocabulary is the word wealth possessed by a speaker, writer, or a language. Vocabulary is also a component of language that contains all information about the meaning and use of words in language.[34]

In short, vocabulary is a collection of words used by someone in language activities. Vocabulary mastery is needed to understand the use of the collection of words to express ideas and feelings in various aspects of life, such as in language activities.

Tarigan argues that the quality of a person's language skills depends on the quantity and quality of the vocabulary he has.[35] The richer the vocabulary we have, the more likely we are to be proficient in a language. Therefore, teaching vocabulary in schools must be the basis for the development of students' language skills.

Vocabulary as one of the elements of learning English in schools is the basis for students to master English lessons. Vocabulary mastery will affect students' thinking and

---

[32] Tarigan, D. (1991). *Materi Pokok Pendidikan Bahasa Indonesia 1*. Jakarta. p 441

[33] Djiwandono. (2011). *Tes Bahasa:Pegangan bagi Pengajar Bahasa*. Jakarta: Indeks. p 126

[34] Firman A.D., Heksa Biopsi Puji Hastuti, Sukmawati, Rahmawati. Analisis Hubungan Penguasaan Kosakata Dan Kemampuan Memahami Unsur Intrinsik Cerpen Siswa Smp Di Kota Kendari. *Jurnal Kajian Bahasa*. Vol 8 No 1, Juni 2019. p 123-142

[35] Tarigan, D. (2015*). Pengajaran Kosakata*. Bandung: Angkasa. p 2

creativity in the language learning process so that it can determine the quality of a student in language.[36]

This statement defines that the quality and quantity of vocabulary owned by students will assist students in absorbing various information delivered by teachers or from other learning sources. Good vocabulary mastery greatly affects students' ability to communicate, both verbally and in writing. Without adequate vocabulary mastery, it is difficult for the person to interact properly. Reading and listening activities required comprehension skills, while writing and speaking activities the ability to use vocabulary is needed.

In her book, Ur Penny gives some elements that need to be taught in teaching vocabulary which will indicate students‟ vocabulary mastery.[37] They are:

1) Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what a word looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, he might also give its past form, if this is irregular „think‟ „thought‟ and he might note if it is transitive or intransitive.

---

[36] Kasno. (2014). *Kamus sebagai Sumber Rujukan dan Pengajaran Kosakata*. Jakarta: Pusat Bahasa.
[37] Ur, Penny. 1996. *A Course in Language Teaching. Cambridge*: Cambridge University Press. p 60-62

3) Collocation

Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The collocations typical on particular items are another factor that makes a particular item sound „right" or „wrong".

For example: People will express „spend the time" or „spend the money" than „use the time" or „use the money".

4) Aspect of meaning

a. Denotation

The meaning of a word is primarily what it refers to in the real word and this is often the sort of definition that is given in a dictionary. This is denotation or conceptual meaning. For example, „dog" denotes a kind of animal.

b. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its" purely conceptual content. For example, „slim" has favorable connotations, while „thin" has unfavorable; so that one could describe something as „slim body" not „thin body".

c. Appropriateness

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or tends to be used in writing but not in speech, or

is more suitable for formal than informal discourse. For example, the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

    d.  Synonyms: means that two or more words have the same meaning

        For example: the synonym of smart is clever, „bright" may serve as the synonym of „intelligent".

    e.  Antonyms: the term antonym is used for opposite meaning of word.

        For example: big is an antonym of small.

    f.  Hyponyms: items that serve as specific examples of a general concept.

        For example: the hyponyms of animal are dog, cat, horse.

    g.  Co-hyponyms or co-ordinates: other item that are the „same kind think"; red, blue, and yellow are the co-ordinates.

    h.  Super ordinates: general concepts that „cover" specific items; animal is the super ordinate of lion, cat, dog.

    i.  Translation: words or expression in the learners" mother tongue that are (more or less) equivalent in meaning to the item being taught; for example: rose" in Indonesia has equivalent meaning with „mawar".

5)  Word formation

    Word formation or the arrangement of words put together is another aspect of useful information in teaching perhaps mainly for the advanced learners. Teacher may wish to teach the common prefixes and suffixes: for example, if learners know meaning of sub-, un-, and –able, this will help them guess the meaning of words like „substandard", ungrateful", and untranslatable".

    When those factors are fulfilled, it can be said that someone has achieved vocabulary mastery. In other words, it can be said that if students have sufficient

vocabularies and the other aspects of language, a foreign language would be easier to be learnt.

At the junior high school level, especially eight grade, students undertake the Core Competencies and Basic Competencies related to narrative.[38] In this case, students need to master vocabulary. Not only for reading, but also for writing and speaking.

However, MTs Ma'arif Balong needs more attention. The less use of creative learning media and the old-fashioned learning methods have affected the students' learning motivation. This has an impact on the students' lack of English vocabulary mastery.

5. **The Type of Vocabulary and Teaching Vocabulary**

a. **Type of Vocabulary**

Vocabulary is an essential part of mastering a second language. One of the requirements to communicate well in a foreign language, students should have an adequate number of words.[39] Hatch and Brown mention that vocabulary can be divided into two types, they are:

a. Active vocabulary (productive) is the words which the learner can use appropriately in speaking or writing. To use the productive vocabulary, the students are supposed to know how to pronounce it well. They must know and be able to use grammar of the target language. The students are also hoped can be familiar with the collocation and understand the connection meaning of the words. This type is often used in speaking and writing skill.

---

[38] Lampiran Kompetensi Inti Dan Kompetensi Dasar Bahasa Inggris SMP/Mts K13 Kelas IX

[39] Dani, Yuni Lutfita. 2015. *The Effectiveness of Eat Bulaga Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of MTs PP Darul Qurro Kawanganten in Academic Year 2014/2015).* Thesis. Muhammadiyah University of Purwokerto.

b. Passive vocabulary (receptive) refers to language items that can be recognized and understood on the context of reading or listening.[40]

**b. Teaching Vocabulary**

Teaching is the most important thing in learning process. Through teaching a teacher can help the students to understand about the lesson given. The word teaching according to Brown is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand.[41]

Vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. If the learners do not know the meaning of words, they will have difficulties in understanding what they see, read and learn. According to Napa, vocabulary is very important in making up language.[42] It is one of the basic elements and that is why no language exists without words.

According to Twaddel as cited in Dani, teaching vocabulary is very important task in teaching English.[43] It is one of the least efficient ways of developing learners vocabulary knowledge.

a. Vocabulary Teaching Strategies

According to the study of Hatch and Brown, learners strategies for learning vocabulary fall into five essential steps:

1. having sources for encountering new words;

[40] Hatch, Evelyn and Brown, Cheril. 1995. *Vocabulary, Semantic, and Language Education*. Australia: Cambridge University Press. p 370.

[41] Brown, H. Douglas, 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*, New York: Pearson Education. p 7.

[42] Napa, P A. 1991. "*Vocabulary Developing Skill*". Yogyakarta: Yayasan Kanisius. p 6.

[43] Dani, Yuni Lutfita. 2015. The Effectiveness of Eat Bulaga Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of MTs PP Darul Qurro Kawanganten in Academic Year 2014/2015). Thesis. Muhammadiyah University of Purwokerto.

2. getting the forms of the new words;

3. learning the meanings of the words;

4. making a strong memory of the words;

5. using the words based on the vocabulary acquisition theory

While teaching vocabulary, teachers should take into account the three important aspects of vocabulary learning word form, word meaning and word use. In other words, vocabulary teaching should cover both the central features of lexical items and their relations with other words.

b. Stages of Teaching Vocabulary

According to Doff, there are four stages in teaching vocabulary, namely presentation, practice, production, and review.[44]

1. Presentation

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. The title of this stage indicates clearly its function is introducing new lexical items to learners. As suggested by Thornbury, learners need to learn both the meaning and the form of a new word.[45] He also emphasizes some major factors subject to the number of word to be presented such as The learners' level (beginner, intermediate, or advanced)

According to Gairns and Redman, there are three techniques used in the presentation of new vocabulary items.[46] The first one is visual techniques including mime, gestures, and visuals such as flashcards, photographs, blackboard drawings, wall charts, and realia. The second one is verbal techniques: (1) use of illustrative situations, (2) use of synonymy and definition, (3) contrasts and opposites, (4) scales, and (5) examples of the type. The last one

---

[44] Doff, Adrian. *Teaching English.* Cambridge: Cambridge Yniversity Press. 1999. p 98.

[45] Thornbury, Scott, How to Teach Grammar, Malaysia: Pearson Education limited, 2006. p 75-76.

[46] Gairns, R., and Redman, S. 1986. Working with Words. A Guide to Teaching Learning Vocabulary. Cambridge University Press. p 73-75.

is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary.

Similarly, Thornbury suggests a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations.[47] Doff groups these techniques into four categories: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation.[48] He adds that a combination of the techniques should be implemented when it comes to the effectiveness of presenting meaning of new words.

2. Practice

When the teacher presents the meaning of the words, they can only become students' passive vocabulary, and students may easily forget them or do not know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities. Thornbury underlines the popular belief that practice makes perfect‖.[49] Additionally, he emphasizes the action of moving from short-term memory into permanent memory. In order to ensure long- term retention, words or lexical items need to be put into practice.

Teacher plays an important role in helping students' vocabulary motivated. According to Scivener, some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using

[47] Thornbury, Scott, *How to Teach Grammar*, Malaysia: Pearson Education limited, 2006. p 77.
[48] Doff, Adrian. *Teaching English.* Cambridge: Cambridge Yniversity Press. 1999. p 96.
[49] Thornbury, Scott, *How to Teach Grammar*, Malaysia: Pearson Education limited, 2006. p 93.

given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, guessing the words, filling in gaps in sentences and memory games.[50]

3. Production

Developing fluency with known vocabulary is essential to help learners make the best use of what they have already known. In this stage students are advised to complete high-level tasks namely production tasks.[51] He recommends that learners should produce something as a product of their own.in this way, the learner will turn words from receptive to productive and put them into long-term memory. For production taks, there are two major types that teachers may have used very often : completion and creation. According to Hunt and Beglar, fluenci building activities recycle already known words in familiar gramatical and organizational patterns so that students can focus on recognizing or using word with out hesitation.[52] Activities used to develop learner production of vocabulary may also include the following: first and second language comparisons and translation carried out for chunk- for chunk, rather than word-for-word aimed at raising language awareness; repetition and recycling of activities, such as summarizing a text oraly continuously to keep words that have been learned.

4. Review

This process aims at helping students acquire active, productive vocabularies. According to Davies and Pearse, reviewing is new work on old language‖, a challenge, requiring ingenuity and creativity‖.[53] It produces better

[50]Scrivener, Jim, 1994. *Learning teaching: A guidebook for English Language Teacher second edtn*, Macmilland book. p 127.

[51] Thornbury, Scott, *How to Teach Grammar*, Malaysia: Pearson Education limited, 2006. p 100.

[52] Hunt Alan and Beglar David. (2002). *Current Research and Practice in Teaching Vocabulary*. Methodology in Langue Teaching an Anthology in Current Practice. Richard J.C. dan Renandya W.A. Cambridge University Press. p 261.

[53] Davies, P. & Pearse, E. (2002). *Success in English teaching*. Shanghai: Shanghai Foreign Language Education Press. p 103.

results for teaching and learning vocabulary. In the reviewing stage, students have more opportunities to use language and receive feedback‖. Methodologists agree that games and communicative activities are the best ways to help students review vocabulary. Besides, visual aids can make vocabulary revision more interesting and effective.

c. Step of Teaching Vocabulary

According to Nunan there are some steps in teaching vocabulary:[54]

1. Whenever a familiar word is met in a new context, it should be taught again and practiced. A review or mention of the known meaning of the words should be made so that students will understand the contrast. If possible, only one context should be taught at one time.

2. Vocabulary items should be taught in the some way the teacher teach everyday else. Teacher gives the students understanding of the meaning in many ways.

3. Vocabulary should be practiced as structures are practiced in substitution drills, question and answer, etc.

4. Vocabulary items should be reintroduced many times with all the structure and in all the situations in which they can logically be used.

5. Students should be encouraged to learn and use nouns, verbs, adjective, and adverbs, which contain the some roots.

d. Technique for Teaching Vocabulary

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students

---

[54] Nunan, David. 1991. *Second Language Teaching & Learning. Boston*, MA: Heile &h Heinle Publishers. p 116.

can learn vocabulary effectively. According to Harmer, there are some technique for teaching vocabulary as follows:[55]

1. Using Realia

   Realia means the use of real object that can be seen by the students. The teacher gives such a real thing in the classroom, so the word can be easily explained.

2. Showing The Pictures

   Pictures are indispensable media for the language teaching since they can be used in so many ways. They can be a wall pictures, blackboard, drawing, charts, flash cards, table or statistic and the other non-technical visual representation.

3. Mime, Action and Gesture

   Frequently, it is difficulty or even possible to explain the meaning of words using the reality or picture. In this matter, teacher can choose mime action or gesture.

4. Enumeration

   When the teacher find difficulty in explaining word she/ he can enumerates a word.

5. Word

   Association In teaching new vocabulary, a teacher mentions the things connected to the words.

6. Explanation or Definition

   In this technique, teacher gives example or definition of a word.

7. Translation

---

[55] Harmer, Jeremy. 2001. *The Practice of English Language Teaching*, New York: Pearson Education Limited.

When there is no other ways to explain a word, teacher sometimes has to translate that word into the student's language.[56]

8. Game

Game is technique, which helps and encourages many learners to sustain their interest and work. Games also help the teacher to know which the language is useful and meaningful.[57]

It can conclude from the explanation above that to teach English vocabulary in the beginning level it needs suitable a technique. The teacher must choose the techniques, which make the students easy to understand the material and enjoy in their study. One of the techniques, which can make the students easy to understand the material and enjoy their study, is though game.

## 6. Anagram

In teaching vocabulary, teachers have to be more creative in designing the learning materials. To be more creative means teachers are able to design interesting materials that can make the learning process more fun and enjoyable for students. Dale & O'Rourke, state that an important objective of vocabulary instruction is to develop an interest in words.[58] One of the interesting materials for learning vocabulary is using word games exercises. According to Dale & O'Rourke, there are several types of word games, they are puns, riddles, crossword puzzles, anagrams, and palindromes.[59] In this research, the researcher particularly chose only one type of word games. It is anagrams.

According to Dale & O'Rourke, anagrams is words made by transposing letters of one word to form another. There is a clue in anagrams. Sometimes, there are two clues.

---

[56] Harmer, Jeremy. 2001. *The Practice of English Language Teaching*, New York: Pearson Education Limited. p 86.

[57] Wright, Andrew, et.al., *Games for Language Learning*, New York: Cambridge University Press, 1983. p 1.

[58] Dale, E., & O'Rourke, J. (1971). *Techniques of teaching vocabulary.* San Fransisco: The Benjamin/Cummings Publishing Company.

[59] Ibid.

The clues show the meaning or the synonym of the word. The clues are given to help the students answer the question easier.[60]

Anagram comes from the Greek *ana* which means to return; backwards and *grams* which means letters. Hence, anagram is the activity of changing the arrangement of letters in a word to form another word.[61] Anagram is one of the media in the form of word games that can be used in teaching vocabulary.[62] According to the Grolier Encyclopedia, anagram is *A word or phrase formed by rearranging the letter of another word or phrase is an anagram.*[63] On account of this, anagram is defined as rearranging the letters of a word into another word or group of words. In addition, Nurhadi states that anagram is a vocabulary learning game by asking students to change the order of the letters of a word to form another word.[64]

Briefly, anagram is a form of word game media in vocabulary learning. To play the game, students are asked to change the arrangement or order of the letters of a word to form another word or group of words. Anagram as a game medium has several advantages and disadvantages. According to Tarigan, the advantage of anagram is that anagram can be utilized by teachers to encourage students' interest in words (vocabularies) and give students the opportunity to focus on manipulating letters to form words.[65] Soeparno also argues about the advantages of language games such as anagram as follows.

> 1) to increase CBSA levels in the teaching and learning process. The activities carried out by the students in this language game are not only physical activity, but also mental activity; 2) to revive students' enthusiasm for learning when they start to feel lethargic; 3) the competitive nature of the game can encourage students to compete; 4) in addition to creating excitement and training certain skills, language games can also foster a sense of solidarity (especially for team

[60] Ibid.

[61] Ayn Putri Ardhani. Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indonesia. *Jurnal Al-Bidayah*. Vol 3 No 1, Juni 2011. p 41-55

[62] Tarigan, Henry. 1989. *Pengajaran Kosakata*. Bandung: Angkasa. p 256

[63] Grolier Incorporated. *The grolier encyclopedia of bnowlage*. USA: Gloilier Inc. p 356

[64] Nurhadi. (1995). *Tata bahasa pendidikan, landasan penyusunan buku bahasa*. Semarang: IKIP Semarang. p 331

[65] Tarigan, Henry. 1989. *Pengajaran Kosakata*. Bandung: Angkasa. p 256

games), 5) the material communicated through language games is usually impressive so that it is difficult to forget.[66]

In line with this statement, Arif Sadiman, et al also states that the advantage of game media such as anagram is that it is entertaining.[67] Games allow students to actively participate in learning and provide immediate feedback. Games also apply the concepts of real situations in society. Besides, games (anagram) can be easily expanded and reproduced. A relaxed atmosphere created through games makes students faster and better at remembering things.[68]

Furthermore, Soeparno suggests several downsides of game media such as anagram as below.

1) the large number of students will cause difficulties to involve all students in the game; 2) not all subjects can be communicated through game media; 3) language games usually produce crowd sound that may disturb other classes; 4) many treat language games as activities to fill their free time only; 5) language games contain a lot of speculation, students who win in the game are not the exact measurement that they are smarter than other students.[69]

Despite those downsides, anagram is a cheap medium. The specialty of anagram is that it creates joy as the main point in enhancing students' learning motivation. By using anagram, students will not only get happiness, but also learning experiences and challenges that occur in the game. Students will also learn a certain skill. In addition, students will be more motivated to increase their learning motivation.

To create an anagram is not easy. One category of a word can change into another category of a word. A noun can turn into a verb or it can also remain another noun, an adverb can turn into an adjective, and so forth. The teacher can determine one word, then with the same letters, the students must change it into another word. Below are the examples of anagram.

---

[66] Soeparno. (1988). *Media pengajaran bahasa*. Klaten: Intan Pariwara. p 64
[67] Arif Sadiman, dkk. (2009). *Media pendidikan*. Jakarta: Rajawali Pers. p 78-80
[68] Uberman. (1998). *The use games. Forum*. Vol. 36. No 1 Januari, March 1998, p 20
[69] Soeparno. (1988). *Media pengajaran bahasa*. Klaten: Intan Pariwara. p 64

- act – cat

- case – aces

- café – face

- diary – dairy

- march – charm

Those word formations can be applied in phrases or sentences. The benefit of anagram is to cultivate or increase vocabulary. In addition to requiring foresight, this game also requires great vocabulary mastery. Not all English words can be rearranged into other words. This game will be more interesting if it is played competitively together in class. Students will compete to find the answer. While relaxing they can increase their vocabulary. Anagram can also be used as a tool to see if the words found are in a dictionary.

By using anagram in teaching vocabulary, students not only get happiness but also get a learning experience. A skill also trains certain skills.[70] When someone is playing, he will feel happy and try to overcome the challenges without feeling the time that has been through. The challenge is sometimes in the form of a problem that needs to be solved or sometimes in the form of competition.

By implementing anagrams, the teacher can help the students to increase their self-confidence. It is because the students feel more confident when they answer the word correctly. In addition, Harmer states that the games give the learners a feeling of competition to participate in the process of vocabulary learning and motivate them to learn with enthusiasm.[71] In relation with the use of angarams, the researcher states that the use of anagramsgives positive effects for the students. There are two positive effects when the teachers implement anagramsas teaching media to teach vocabulary.

a. The Students are Aware of the Difference between Words

---

[70] Soeparno. 1988. *Media pengajaran bahasa*. Klaten: Intan Pariwara. p 61
[71] Harmer, J. (2002). *The practice of English language teaching*. New York: Cambridge University Press

In English, there are some words that are close enough. It means that some words have the same spelling, same pronunciation, or even same stressed syllable but they share different meaning. Some English learners are facing the same difficulty to differ words in the same spelling, the same pronunciation, or the same stressed syllable with different meaning. By using anagrams as teaching media to teach vocabulary, the students have the opportunity to understand each word carefully. The researcher's statement is in line with the statement of Dale and O'Rourke, "Word games will require the students to look carefully at each word.[72] This is an important aspect of vocabulary building," 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. In anagrams, there are clues provided".[73] Those clues make the students understand the correct word. Although the jumbled letter can be formed into another word, the clues give the information about the correct word. It also gives the students the opportunity to understand that the letters can be manipulated to form new word. This is supported by Dale & O'Rourke, showing the students how the letters of many words can be manipulated to form another words.[74]

b. The Students Understand Deeply about The Words and Their Meaning

In order to master vocabulary, English learners should understand deeply the words. It means that the students are able to classify the words based on the context and the meaning. In order to be able to understand the words in context, the students should be able to at least generalize the concepts of words. By using anagrams as the teaching media to teach vocabulary, anagrams encourage the

[72] Dale, E., & O'Rourke, J. (1971). *Techniques of teaching vocabulary*. San Fransisco: The Benjamin/Cummings Publishing Company.
[73] Ibid. p 302
[74] Ibid.

students to classify and generalize concepts. Dale & O'Rourke summarized that word games encourage the students to classify and generalize concepts.[75]

Learning English at MTs Ma'arif Balong, especially eighth grade, requires effective learning media to improve vocabulary mastery. With anagram, it is expected to increase students' learning motivation. Thus, students can improve their English vocabulary understanding and mastery.

## C. Conceptual Framework

Referring to the presented literature review above, it is understood that English is a foreign language in Indonesia. In its implementation, English is taught in junior high school until university level as a subject. It aims to not only be a compulsory subject, but also to create Indonesian generations who are competent and capable to live, coexist and contribute in the global/international environment.

English learning needs learning media to achieve the learning objectives effectively. A learning medium does not only facilitate the teachers in the learning process, but also attracts the students to enhance their learning motivation in English lessons. With the students' learning motivation, the teachers can easily deliver the English lesson material, especially vocabulary skills, which contains English macro and micro skills.

One of the effective learning media to upgrade the students' vocabulary skills is anagram. Anagram is a word-play game that needs the students to think more critically to play the game. Besides, anagram also helps the students to remember and improve the students' vocabulary skills fluently, particularly the new vocabularies.

As for the English learning process using anagram as the learning support, the researcher uses recount text material. Recount text is a text telling a story, action, or activity that occurs in the past and aims to entertain or inform the reader. In writing a recount text,

---

[75] Ibid.

there are a lot of new vocabularies used. Thus; it is expected to facilitate the students to learn new vocabularies, especially from a recount text using the anagram learning support.

## D. Research Hypothesis

Hypothesis is a supposition or prediction that explain made on basis as a starting point for further research. Freankel and Wallen state that a hypothesis is a prediction, a statement of what specific result or outcomes are expected to occur. The hypothesis of a study should clearly indicate any relationships expected between the variables (the factors, characteristics, or condition) being investigated and be stated that they can be tested within a reasonable period of time.[76]

Based on the review of previous studies and the theoretical study above, the researcher formulates the following hypothesis.

Ho = There is no significant difference between students' who are taught by anagram games and those who are not in terms of improving students vocabulary mastery

Ha = there is significant difference between students' who are taught by anagram games and those who are not in terms of improving students vocabulary mastery

---
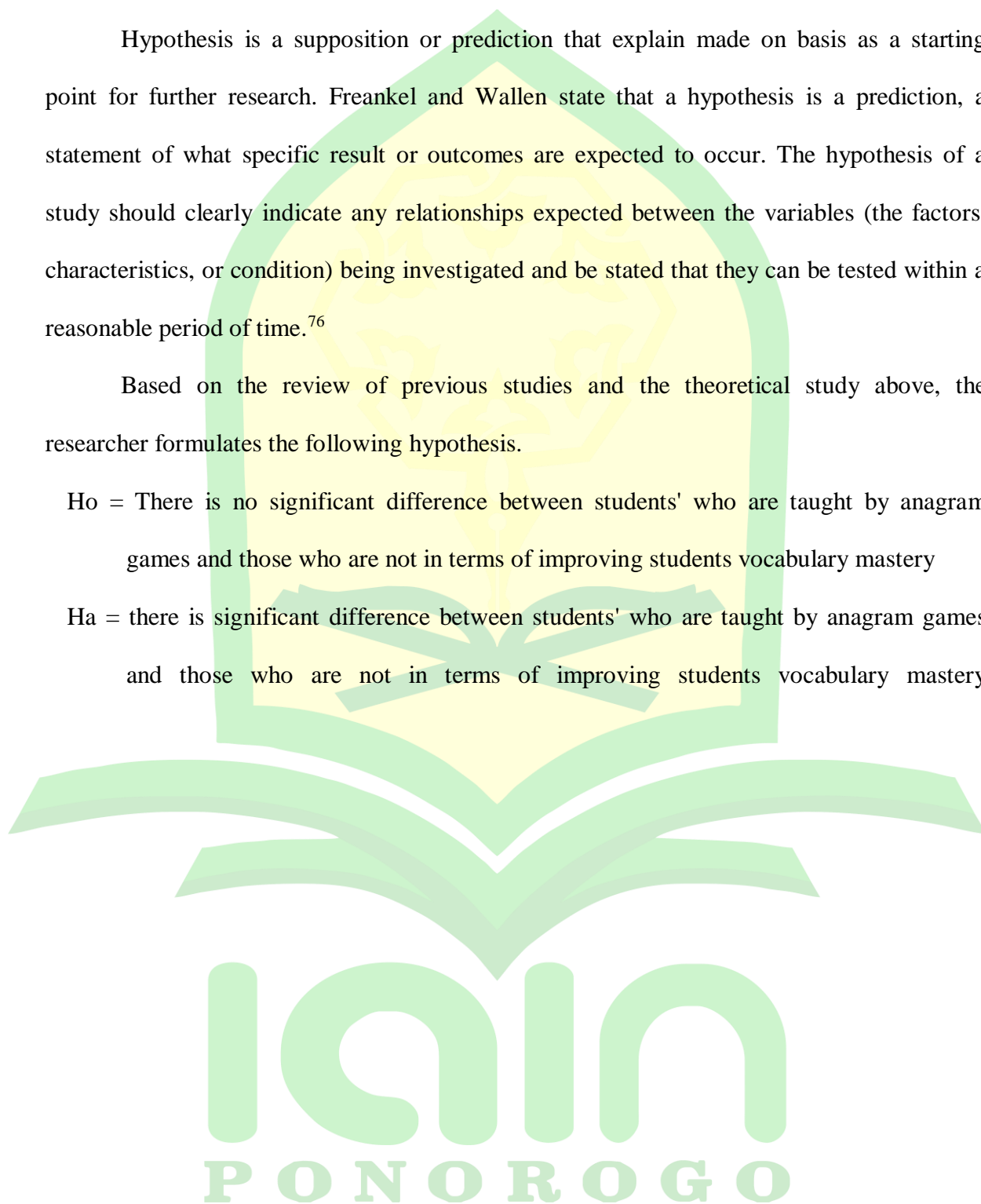
[76] Jack R. Frankel, 2012. *How to Design and Evaluate Research in Education*, Singapore: Megraw Hill.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter contains Research Design, Data Collection Technique, and Data Analysis Technique to present the methods used in this research to find out the answer to the research problem.

## A. Research Design

This section presents the Approach and the Type of the Research, and Data Sources as the design of this research.

### 1. Approach and Type of Research

In conducting a research, a researcher must use the right type of research approach. It is important to get a clear picture of the research problems and use the accurate methods in solving the problems.

This researcher applies a quantitative approach. Quantitative research is designed to test objective theories by examining the relationship between variables.[77] Variables can be analyzed by using statistical procedures. Quantitative research is research with data in the form of numbers and analyzed by using statistics.

The variables in this study are the independent variable (X) and the dependent variable (Y). Independent variables are variables that are considered to be the cause of changes in the dependent variable,[78] namely Anagram (X). The dependent variable is a

---

[77] Creswell, JW (2011). *Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research*. Boston: Pearson Education. p 4

[78] Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. p 172

variable that is influenced because of the independent variable,[79] namely vocabulary mastery (Y).

Furthermore, this research uses experimental research methods. Experimental research is to examine the impact of a treatment or intervention on an outcome by controlling for all other factors that may influence the outcome.[80] According to Sugiyono, the experimental method is a research method used to find the effects of certain treatments.[81]

In addition, there is a requirement that must be met in experimental research. It is the presence of another group that does not receive any experimentation and observation. The existence of another group or comparison group can certainly expose the results obtained from the group that receive treatment and the group which does not receive treatment. Accordingly, the research design can be presented as follows.

$$
\begin{array}{ccc}
E & X & O_1 \\
K & & O_2
\end{array}
$$

Notes:

E     : Experimental Class

K     : Control Class

X     : Treatment

O1    : The impact of anagram treatment

O2    : The impact of conventional learning.

The figure shows that there are two groups selected: the experimental group (E) and the control group (K). The experimental group receives anagram treatment (X), while the control class do not receive any treatment or continue to use conventional learning. The impacts of treatment are symbolized by O1 and O2. Through the control class that

---

[79] Ibid. p 173

[80] Cohen, L. M. L and Morrison K. (2007).*Research Methods in Education, 6theds*. New York: Routledge. p 270

[81] Sugiyono. 2010. *Motede Research Research*. Bandung: Alphabeta. h 6

applies conventional learning, the impact of anagram on students' vocabulary mastery can be figured out.

## 2. Population and Sample

a. Population

Population is a big group which the generalization can be made. It is well defined as a whole subjects, class of people, events or objects.[82] The population of this research is the eight grade students of MTs Ma'arif Balong Ponorogo. In MTs Ma'arif Balong Ponorogo, there are 3 classes for eight grade. In VIII A and C class consist 18 students, and VIII B consist 16 student. Total the students of grade eight is 52 students.

b. Sample

The small group that is observed is called a sample. Sample is a portion of population.[83] Sample in a research study is the group on which information is obtained.[84] It means that sample is a small group that which is obtained by population. The sample of this study is eight grade students of MTs Ma'arif Balong Ponorogo in the academic year of 2021/2022. There are two groups as the sample of this research. VIII A as the control group with 18 students, and VII C as the experimental group with 18 students.

## 3. Data Sources

Data source is the subject in which the data can be obtained.[85] Data source can be from primary data and secondary data.

a. Primary Data

---

[82] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, Introduction to Research in Education 8th edition (USA: Wadsworth Cengage Learning, 2010), p. 148.

[83] Ibid.

[84] Jack R. Frankel, How to Design and Evaluate Research in Education, (Singapore: Mcgraw Hill, 2012), p. 91.

[85] Suharsimi Arikunto, *Research Procedure*, (Jakarta: Rineka Cipta, 2010), p. 174

It is a data source that directly provides data to the researcher.[86] The primary data source in this study were Grade VIII students of MTs Ma'arif Balong with Class VIII C as the experimental class and Class VIII A as the control class. The data obtained from the students is the score of impact of anagram on English vocabulary mastery by using pre-test and post-test questions.

b. Secondary Data

Secondary data do not directly provide data to the researcher.[87] The secondary data source in this study was information about the students who participated as the research subject. The information is obtained from the English teachers, documentation and literature to support this quantitative research.

## B. Data collection technique

Data collection technique is used to collect data according to research procedures in order to obtain the required data. Sugiyono explains that data collection techniques are the most strategic steps in research because the main purpose of research is to collect data.[88] This study uses tests as the data collection techniques.

According to Hutauruk, a test is a set of stimuli presented to an individual to obtain responses based on the numerical score. The test used is a fill-in test which is designed to measure the students' vocabulary mastery ability. There are two types of tests used to collect data: pre-test and post-test. The researcher will provide 15 questions with the following assessment.[89]

$$\text{Student's Score} = \frac{Accepted\ Score}{Maximal\ Score} \text{ X } 100$$

[86] Suharsimi Arikunto 2010, *Prosedur Penelitian*, Jakarta: Rineka Cipta. p 172

[87] Tim Laboratorium Jurusan, *Pedoman Penyusunan Skripsi STAIN Tulungagung*, (Tulungagung: STAIN Tulungagung, 2012), p. 30

[88] Sugiyono. 2012. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta. p 224

[89] Arikunto, S. 2009. *Prosedur Penelitian Suatu Pendekatan Praktik .Edisi Revisi 6*. Jakarta: RenikaCipta. p 236

with the following scoring criteria.

**Table 3.1**
**Criteria of the scores**

| No | Items | Criteria |
|----|-------|----------|
| 1. | 80-100 | Very Good |
| 2. | 70-79 | Good |
| 3. | 60-69 | Fair |
| 4. | 0-59 | Fail |

1. Pre-Test

   Pre-test is conducted to determine the results and the average score of the group. The experimental group (VIII-C) and the control group (VIII-A) fill out a question sheet consisting of 15 questions. The test is distributed to the students in the control and experimental groups to determine the students' vocabulary mastery.

2. Giving Treatment

   Different treatments are given to the control and experimental groups. The experimental group receives treatment by learning vocabulary through anagram and the control group is not given this treatment. The control group is only taught by the lecture method.

3. Post-test

   After the treatment is given, the researcher gives a post-test to the students. The type of the test is the same as the pre-test, but the questions are different. Then, the post-test scores will be compared with the previous pre-test. Thus, the two scores will be used as numerical data to measure the effect of anagram on the students' learning motivation and vocabulary mastery.

Below is a schedule for activity research in the experimental class and control class in Table 3.2.

**Table 3.2 The Research Schedule**

| No | Class | Date | Activity |
|---|---|---|---|
| 1 | Experiment | 28 March 2022 | Pre Test and First Treatment |
| | | 1 April 2022 | Second Treatment |
| | | 4 April 2022 | Third Treatment |
| | | 8 April 2022 | Fourth Treatment and Post Test |
| 2 | Control | 29 March 2022 | Pre Test and First Treatment |
| | | 30 March 2022 | Second Treatment |
| | | 5 April 2022 | Third Treatment |
| | | 6 April 2022 | Fourth Treatment and Post Test |

Below is a data collection instruments grid of the pre-test and post-test for eksperiment and control class in Table 3.3.

**Table 3.3 Data Collection Instruments Grid (Pre-test and Post-test)**

| Variable | Indicator | Subject | Technique | Question Numbers |
|---|---|---|---|---|
| Anagram Learning Media (X) | | Students of Class VII A dan VII C | Pre-test and post-test | |
| Vocabulary Mastery (Y) | Recognizing a past tense verb | Students of Class VII A dan VII C | Pre-test and post-test | Part 1 (1-5) |
| | Understanding the meaning of a vocabulary | Students of Class VII A dan VII C | Pre-test and post-test | Part I (1-5) and Part II (1-10) |

In the quantitative research, a good instrument has two criteria, there are validation and reliability.

## a) Validation

### 1) Expert Judgement

Before the research instruments which were in the form of pre-test and post-test given to the respondents, the researcher did a validation test. An expert validation was used to validate, assess and evaluate the instruments in this research. An expert judge is usually from academics and practitioners from the field or industry to determine if the newly designed product is suitable and validated.[90] The expert judges of this research were the thesis supervisor and guidance teacher.

The expert judges assessed and evaluated the research instruments which were English Lesson Plan (RPP), Anagram Riddle, Recount Text Material, Pre-Test and Post-Test questions by filling out the Thesis Counseling Form and having the thesis counseling. Suggestions from the expert judges were used to validate the eligibility and reliability of the research instruments. If there were any mistakes or deficiencies found, then the researcher would revise them. Otherwise, if the research instruments were validated and suitable, then the researcher did not need to revise and the research instruments could be straight applied to the research subjects.

### 2) Validity Test

A validity test is used to measure the validity or validity of a question.[91] A question is declared valid if the question can reveal something that is measured from the question. Therefore, the validity test is concluded as a measurement of the question which measures what we want to measure.

In this study, the validity test was used to measure the validity of the pre-test and post-test questions for students' vocabulary mastery of learning using anagram media. The validity test in this study uses the help of SPSS version 25, which is said to be valid

---

[90] Sugiyono. (2015). *Metode Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*. Bandung: Alvabeta CV. Hal 414.

[91] Ghozali, Imam. 2018. Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25 Edisi 9. Semarang : Undip. P 51

if the significance of Alpha < 0.05.[92] As for the initial calculations, the researcher used manual calculations (excel), with the results being said to be valid if r count > r table. That is how to determine r table.

$$df = N - 2$$

$$df = 18 - 2 = 16$$

If the significance level is 0.05, then r table = 0.4683 (see at appendice).[93] Bellow the results of the calculation of the validity of this study are shown in Table 3.4.

**Tabel 3.4 The Result of Validity Calculation**

| Item | R Count | R Tabel | Criteria |
|------|---------|---------|----------|
| 1 | 0.679 | 0.4683 | valid |
| 2 | 0.837 | 0.4683 | valid |
| 3 | 0.765 | 0.4683 | valid |
| 4 | 0.534 | 0.4683 | valid |
| 5 | 0.643 | 0.4683 | valid |
| 6 | 0.959 | 0.4683 | valid |
| 7 | 0.614 | 0.4683 | valid |
| 8 | 0.711 | 0.4683 | valid |
| 9 | 0.683 | 0.4683 | valid |
| 10 | 0.5008 | 0.4683 | valid |
| 11 | 0.6464 | 0.4683 | valid |
| 12 | 0.7649 | 0.4683 | valid |
| 13 | 0.7107 | 0.4683 | valid |
| 14 | 0.6232 | 0.4683 | valid |
| 15 | 0.7649 | 0.4683 | valid |

---

[92] Appendice 6     : Correlation
[93] Appendice 5     : R Table

b) **Reliability Test**

Reliability is a tool to measure a question which is an indicator of research variables. A question is said to be reliable or reliable if someone's answer to the question is consistent or stable; from time to time.[94] A question is said to be reliable if the Cronbach's Alpha value is > 0.60. The following are the results of the reliability test of this study in table 3.5 with the help of SPSS version 25.

**Table 3.5 The Result of Reliability Test**

**Case Processing Summary**

|       |           | N  | %     |
|-------|-----------|----|-------|
| Cases | Valid     | 18 | 100.0 |
|       | Excluded[a] | 0  | .0    |
|       | Total     | 18 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .919             | 15         |

**C. Data Analysis Technique**

Data analysis is defined as statistically processing the present data to answer the research problems.[95] It means that data analysis technique is a system of analyzing data to process it to answer research problems or hypotheses. Furthermore, since this research used quantitative data, then the researcher used SPSS version 25 as the data analysis technique. In addition, these are the steps of the data analysis test used in this research as below.

1. Descriptive Statistics Test

---

[94] Ghozali, Imam. 2018. Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25 Edisi 9. Semarang : Undip. P 45

[95] Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. p 113

Descriptive statistics is statistics which is used to analyze data by describing or representing the collected data as how they are without interpreting them as how general issues happen (generalization).[96] In this research, a descriptive statistics test was used to describe or view data from its mean, standard deviation, variance, maximum and minimum values.

2. Normality Test

The use of normality tests aims to test whether the residuals in this research had normal distribution or not. Normality test is used for parametric equations to find the hypothesis test conclusion in the paired t-test and independent t-test. Moreover, to test the normality of the pre-test and post-test result was by using Liliefors test. Normality test defines that if sig. value in the output > 0.05 (α significance (5%)), then the data was from a population with normal distribution.[97] Furthermore, the normality test in this research used Kolmogorov-Smirnov and Shapiro Wilk with the help of SPSS version 25.

3. Paired Sample T-Test

Paired sample test is a part of comparative hypothesis test. Comparative hypothesis test is defined as a population parameter test in the form of comparison. Moreover, data used in paired sample t-tests is in a ratio scale. Paired sample t-test aims to find out if there are any differences of mean of two samples in a paired situation.

4. Homogeneity

Homogeneity test aims to figure out whether the samples are from the same variance or not.[98] Homogeneity test uses F test. To do a homogeneity test, data are

---

[96] Sugiono. (2012). *Metode Penelitian Bisnis*. Cetakan Ke- 16. Penerbit Alfa Beta. Bandung. Hal 206
[97] Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif*, (Jakarta: Bumi Aksara, 2014) hal. 167
[98] Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif*, (Jakarta: Bumi Aksara, 2014) hal. 167

divided into two (2) different classes, which are experiment class and control class before and after giving treatment. If F value < 0.05, then the variance is homogen. Whereas, if F value > 0.05, then the variance is not homogen. To test the homogeneity of this research, the researcher used SPSS version 25.

5. Independent Sample T-Test

Independent sample t-test aims to compare the mean of two groups not in a paired situation (control class and experiment class), to find out if both samples significantly have the same mean or not.[99] The researcher used SPSS version 25 to do an independent sample t-test in this research. Criteria of hypothesis can be determine as follow

a. If the value of Sig (2-tailed) < 0.05, H0 is rejected and Ha is accepted

b. If the value of Sig (2-tailed) > 0.05, H0 is accepted and Ha is rejected

7. N-Gain Test

Average normalized gain or N-gain is the average results of a treatment, which is used to show the estimated effectiveness of the treatment undertaken to bring an understanding of a concept.[100] The treatment carried out in this research was using anagram media to enhance the students' vocabulary understanding in English lessons. Below is the formula of N-gain proposed by Hake (1999) which is used in this research.

$$N\text{-}gain = \frac{Post\ Test\ Score - Pre\ Test\ Score}{Ideal\ Score - Pre\ Test\ Score}$$

[99] Sahid Raharjo, "Panduan Lengkap Uji Analisis Regresi Linear Sederhana dengan SPSS," SPSS Indonesia, accessed on 3 April 2022 , https://www.spssindonesia.com/2017/03/uji-analisis-regresi-linear-sederhana.html.

[100] Hake, R.R. (1998). Interactive-engagement versus traditional methods: A six-thousand student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, (66) 64. doi: 10.1119/1.18809.

The score of N-gain obtained from SPSS was then classified into several interpretations of effectiveness categories presented in Table 3.6, by applying the category of N-gain effectiveness in the form of percentage according to Hake (1999).

**Table 3.6  Interpretation of Effectiveness Category**

| Percentage (%) | Interpretation |
|----------------|----------------|
| < 40 | Not effective |
| 40 - 55 | Less effective |
| 56  - 75 | Quite effective |
| >76 | Effective |

Source: Hake, R. R, 1999
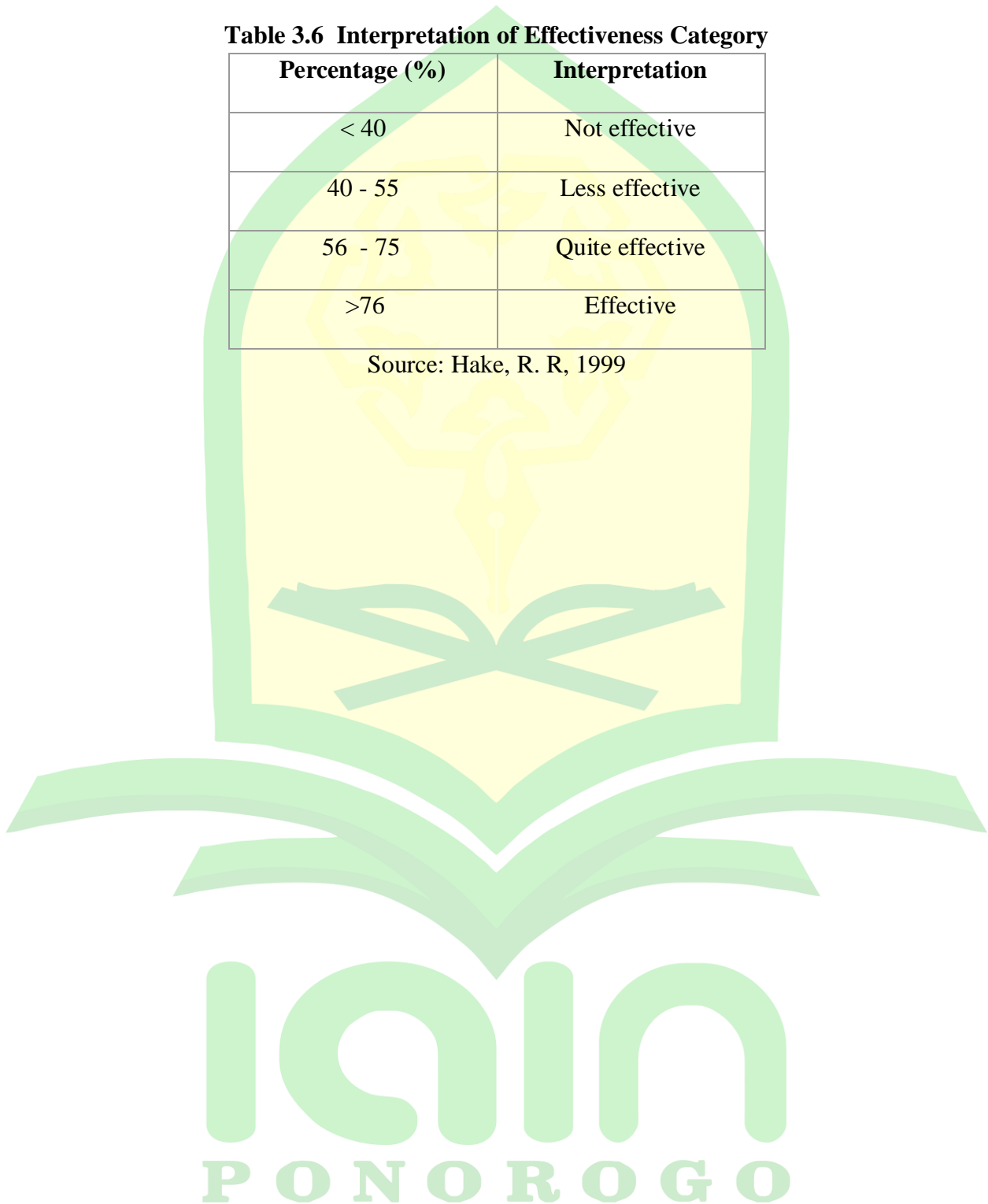
# CHAPTER IV

# FINDINGS OF RESEARCH

In this chapter, the General Description of the Research Site, Research Instruments Validation Test, Data Description, Data Analysis, and Interpretation and Discussion are presented to give general information about the research site and to elaborate the findings of the research and answer the research problem.

## A. General Description of the Research Location

This section contains the (1) Brief Information about Madrasah Tsanawiyah Ma'arif Balong; (2) The Condition of the Madrasah; (3) Vision Mission, and Goals of the Madrasah; and (4) Profile of the Madrasah.

### 1. Brief Information about Madrasah Tsanawiyah Ma'arif Balong

Madrasah Tsanawiyah (MTs) Ma'arif Balong Ponorogo is an Islamic formal education institution that organizes education and teaching by integrating religious studies into lessons and unit plans. It is located at Jalen village, Balong sub-district, Ponorogo Regency. MTs Ma'arif Balong Ponorogo was organized by Ma'arif NU Education Foundation Chapter Ponorogo with MUNYATI SULLAM,SH No.04/2013; SK Menkumham Number: AHU-119.AH.01.03/2013 on June 26th, 2013 at Jalan Sultan Agung No. 83, Ponorogo.

MTs Ma'arif Balong operationally started the learning activities on July 17th, 1995 with the SK (Certificate) of School Establishment from the Regional Office of the Ministry of National Education/Department of Education/Ministry of Religion Number 9303251. The first president of MTs Ma'arif Balong was Burhanudin, the second was

Dawam Muchid, and the third was Mohammad Junaidi. Then, the next president was Muhammad Jalal Suyuti, S.Ag (term of office in 2011-2023). MTs Ma'arif Balong has been accredited A since October 26th, 2016, based on the Decree (SK) from the National Accreditation Agency for School/Madrasah (BAN-S/M) Number : 200/BAP-S/M/SK/X/2016.

Since it was established, the infrastructure and education system of MTs Ma'arif Balong has been developing sustainably. The progress and development of MTs Ma'arif has always been strived in every aspect including the learning activities (KBM), facilities and infrastructure, and other aspects. Hence, it is expected that the students can enrich themselves with knowledge by learning new things daily to always develop and improve themselves.

Along with the advancement of knowledge and technology, a quality, competent and skillful person is always needed. It can be achieved by providing adequate and quality educational resources and facilities. Therefore, MTs Ma'arif Balong is committed to facilitate and support students to be a quality well-being intelligently and spiritually (religious).

2. **The Condition of the Madrasah**

To deal and always keep it up to date with today's complex conditions and to actively contribute to the government's program of enhancing the quality of human resources in Indonesia through education, MTs Ma'arif Balong always endeavors to continuously improve its quality and develop itself to be a professional education institution. MTs Ma'arif Balong always provides and upgrades its facilities and infrastructure to raise the students' learning motivation, give students inspiration to do and fulfill the obligations upon Muslims, and strengthen the relationship between the students and teachers.

MTs Ma'arif Balong has some flagship programs, such as tahlil (dhikr) and muhadhoroh (preaching) to create the competent and skillful Imam tahlil (someone who leads the tahlil) and Dai (preacher) younger generation in the future. Moreover, MTs Ma'arif Balong also cooperates with Nurul Hayat Orphanage Foundation Chapter Madiun in order to give coaching and donations in the form of "SAYANG" (Santunan Yatim Cemerlang) scholarship.

MTs Ma'arif Balong also has accomplished some achievements, such as the Winner of Women's Chess Championship at MTs level in Ponorogo, Winner of Volleyball Competition at MTs level in Ponorogo, 4th Runner Up of Calligraphy Competition at MTs level in Ponorogo, 4th Runner Up of 400 m Men's Running Competition at MTs level in Ponorogo, 5th Runner Up of 100 m Women's Running Competition at MTs level in Ponorogo, 4th Runner Up of Sponge Volleyball SOBO CUP 2019.

However, there are still some challenges that need to be solved, such as lack of facilities and infrastructure to support the education system, including the unfinished buildings. Despite that, MTs Ma'arif Balong Ponorogo has achieved some other accomplishments, such as the good quality and quantity of students. The establishment of facilities and infrastructure for the learning activities has also been gradually implemented although the present accomplishment still needs much effort.

3. **Vision, Mission, and Goals of the Madrasah**

The 9-Year Basic Education is compulsory for all Indonesian citizens to have the nine years basic education consisting of 6 years primary school, 3 years junior high school, and 3 years senior high school. Junior high school level (SMP/MTs) is a formal education institution to achieve the vision and mission of a madrasah to accomplish the madrasah's programs. Vision and mission of MTs Ma'arif Balong are as below.

**a. Vision**

To make the students become religious, intelligent, and have good achievements and noble characters.

**b. Mission**

1. Organizing a religious and scientific education system by following the concept of "*ahlus sunnah wal jamaah*";

2. Creating intellectual generation with a good physical and spiritual health condition;

3. Giving education about how to contribute to society, nation, and state in life.

**c. Goals**

In general, the goals of MTs Ma'arif Balong is to organize the education system in order to as below.

1. Be a religious and devout muslim to Allah SWT, have noble characters, live and practice the religion in life;

2. Be a good and responsible citizen for the welfare of society, nation, and state;

3. Be a well-being who has a divine personality, confidence, and a good physical and spiritual health condition;

4. Enrich themselves with knowledge and master technology to keep up with the development of globalization era;

5. Be competent and skillful to do and solve daily life tasks to achieve balance in life.

**4. Profile of the Madrasah**

This subsection contains information about the Identity, Students, Academics, Organization Structure, and Condition of the Facilities and Infrastructure of the MTs Ma'arif Balong.

**a. Identity**

1) Name                              : Madrasah Tsanawiyah MA'ARIF BALONG

2) Statistics Number (NSM)     : 121  2  35 02  0007

3) Address

   Street                           : Jenderal Sudirman No.01

   Village                          : Jalen

   Sub-district                     : Balong

   Phone number                     : (0352) 372448

4) Year of Establishment        : 1995

5) Latest Status                 : A Accredited

6) Decree of Accreditation      : Badan Akreditasi Nasional Sekolah / Madrasah

   (BAN-S/M)  Nomor: 200/BAP-SM/SK/X/2016

7) Date of Accreditation        : October 26th, 2016

**b. Students**

Period 2021-2022 (the condition on January 3rd, 2022 )

| Grade | M | F | Total |
|:---:|:---:|:---:|:---:|
| **VII** | 46 | 26 | 72 |
| **VIII** | 28 | 24 | 52 |
| **IX** | 20 | 32 | 52 |

| | Total | 94 | 80 | 174 |
|---|---|---|---|---|

c. **Academics**

1) Principal

| | |
|---|---|
| Name | : MUHAMMAD JALAL SUYUTI, S.Ag |
| Place & Date of Birth | : Ponorogo, 03 – 12 – 1973 |
| Latest Education | : S. 1, Department of PPAI, Graduated in 2000 (akta IV) |
| Latest Appointment Decree | : Nomor 68/SK-2/LPM/VI/2019 |
| Date of Appointment | : June 28th, 2019 |
| Valid until | : June 29th, 2023 |

2) Teachers

| Status | L | P | Total |
|---|---|---|---|
| GTY | 14 | 8 | 22 |
| PNS dpk | - | - | - |
| GTTpns | - | - | |
| GTT | - | - | |
| **Total** | **14** | **8** | **22** |

3) Employers

| Status | L | P | Total |
|---|---|---|---|
| PT | | | |
| PTT | | | |
| PTY | 1 | | 1 |

| | Total | 1 | | 1 |
|---|---|---|---|---|

d. **Organization Structure**

Based on the Decree of Madrasah Principal Number MTs.558/001.B-03/VII/2021 Date July 12th, 2021 about Organization Structure of Madrasah Tsanawiyah Ma'arif Balong Ponorogo is as below.

Principal : Muhammad Jalal Suyuti, S.Ag

Vice Principal of Public Relations/BP : Drs. Purwono

Vice Principal of Curriculum : Pardi, S.Pd.I

Vice Principal of Facilities and Infrastructure: Hasyim As'ari, S.Pd.I

Vice Principal of Students : Purwanto, S.Pd.SD

Head Librarian : Liyep Wijayanti, S.Pd

Head Laboratory of Natural Sciences : Amanah Puspaningtyas, S.Pd

Head Laboratory of Multimedia Computing : Edy Sutrisno, S.Kom

Treasurer of Madrasah : Dra. Yuniasri

Head of Administration : Lilik  Herlinawati, S.Pd.I

Administration Staff : Langgeng Hartono

HOMEROOM TEACHERS:

1. HOMEROOM TEACHER OF VII A : Siti Umi Harnik, S.Ag

2. HOMEROOM TEACHER OF VII B : Sumiati, S.Pd

3. HOMEROOM TEACHER OF VII C : Muh.Choirul Fatoni, S.Pd.I

4. HOMEROOM TEACHER OF VIII A : Lina Rahmawati, S.Si

5. HOMEROOM TEACHER OF VIII B : Joko Priyatno, S.Pd

6. HOMEROOM TEACHER OF VIII C : Siti Nurul Rohmah, S.Ag

7. HOMEROOM TEACHER OF IX A : Drs. Moh. Junaidi

8. HOMEROOM TEACHER OF IX B : Budianto, S.Pd

9. HOMEROOM TEACHER OF IX C : Munir Farohi, S.Pd.I

**e. Condition of the Facilities and Infrastructure of the Madrasah**

1) Surface Area

| Authority Status | | Total Surface Area | Land Use | | | |
|---|---|---|---|---|---|---|
| | | | Buildings | School Yard | Sports Field | Others |
| Owner | Certificate | 3,335 m² | 1,204 m² | 904 m² | - | 1,227 m² |
| | Not yet | - | - | - | - | - |

2) Administrative Supplies

| Computer /Laptop | Printer | Scanner | Cupboard | Tables | Chairs | Teacher Tables | Teacher Chairs |
|---|---|---|---|---|---|---|---|
| 4 | 2 | 1 | 4 | 3 | 3 | 20 | 20 |

3) Learning Activities Supplies (Theory and Practice)

| Computer | Printer | LCD | TV/Audio | Cupboards | Students Tables | Students Chairs |
|---|---|---|---|---|---|---|
| 2 | 2 | 3 | 3 | 6 | 120 | 140 |

4) Rooms (Parts, Authority Status, Condition, and Surface Area)

| No | Room Parts | Authority | | | | | |
|---|---|---|---|---|---|---|---|
| | | Good | | Slightly Damaged | | Severely Damaged | |
| | | Total | Area (m2) | Total | Area (m2) | Total | Area (m2) |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| 1. | Classroom | 3 | 168 | 3 | 168 | 3 | 168 |
|---|---|---|---|---|---|---|---|
| 2. | Laboratory of Natural Sciences | 1 | 63 | | | | |
| 3. | Laboratory of Chemistry | | | | | | |
| 4. | Laboratory of Physics | | | | | | |
| 5. | Laboratory of Biology | | | | | | |
| 6. | Laboratory of Language | | | | | | |
| 7. | Laboratory of Social Sciences | | | | | | |
| 8. | Laboratory of Computer | 1 | 63 | | | | |
| 9. | Laboratory of Multimedia | | | | | | |
| 10. | Conventional Library | 1 | 126 | | | | |
| 11. | Multimedia Library | | | | | | |
| 12. | Art and Craft Room | | | | | | |
| 13. | Hall | 1 | 119 | | | | |
| 14. | Medical Room | 1 | 28 | | | | |
| 15. | Workspace | | | | | | |
| 16. | Workshop | | | | | | |
| 17. | Engine/Diesel Room | | | | | | |
| 18. | Gallery | | | | | | |
| 19. | Drawing Room | | | | | | |
| 20. | Cooperation | 1 | 18 | | | | |
| 21. | Counseling Room | 1 | 72 | | | | |
| 22. | Principal Room | 1 | 56 | | | | |
| 23. | Teachers Room | 1 | 56 | | | | |
| 24. | Administration Room | 1 | 15 | | | | |
| 25. | Student Council Room | 1 | 20 | | | | |

| No. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 26. | Toilets for Male Teachers | 1 | 20 | | | | | |
| 27. | Toilets for Female Teachers | 1 | 20 | | | | | |
| 28. | Toilets for Male Students | 1 | 20 | | | | | |
| 29. | Toilets for Female Students | 1 | 20 | | | | | |
| 30. | Storage Room | | | | | | | |

## B. Research Instruments Validation Test

This research used expert validation to test the validation of the research instrument. The expert judges were Dr. Dhinuk Puspita Kirana as the English lecturer in IAIN Ponorogo and Mrs. Sumiati, S.Pd as the English guidance teacher in MTs Ma'arif Balong Ponorogo. The validation test was undertaken by giving the research instrument to the expert judges. The results of the validation test were collected in a validation sheet in a form of Thesis Counseling Form. Table 4.1 presents the result of the research instrument validation test.

**Table 4.1 Results of the Research Instrument Validation Test**

| No | Research Instruments | Lecturers | Guidance Teacher |
|---|---|---|---|
| 1 | English Lesson Plan (RPP) | ✓ | ✓ |
| 2 | Recount Text Material | ✓ | ✓ |
| 3 | Anagram Riddle | ✓ | ✓ |
| 4 | Pre Test – Post Test | ✓ | ✓ |

The RPP validation test was conducted on February 28th 2022 to lecture Mr. Dedi Hasnawan. It was undertaken to figure out the eligibility of the RPP that would be given to the target location (MTs Ma'arif Balong). Then, the RPP was validated by the lecturer. Therefore, the researcher could continue creating material for recount text, anagram riddle, pre-test and post-test questions. The validation test was conducted by interview.[101]

---

[101] Appendic, 1.    Expert Validation Test by the Lecturer

The RPP validation test to the guidance teacher Mrs. Sumiati, S.Pd was conducted on March 14th 2022. It was undertaken to find out if the RPP was eligible to conduct the research in MTs Ma'arif Balong. The RPP was also validated without any revision; hence, it was eligible to do research in Class VIII C. The researcher carried out the validation in MTs Ma'arif Balong on March 21th 2022.[102]

Validation test for the eligibility of recount text, anagram riddle, pre-test and post-test questions that were going to be implemented to the research subjects were conducted on February 16th 2022to the lecturer Dr. Dhinuk Puspita Kirana, M.Pd. Those research instruments were also validated; therefore, the researcher could directly undergo the research to the research subject. The validation was undertaken via interview.[103]

The validation test of the recount text, anagram riddle, pre-test and post-test questions to the guidance teacher Mrs. Sumiati, S.Pd were also undertaken on March 2th 2022. The validation was needed to test the eligibility of the research instruments first before implementing them to the research subjects in Class VIII A and VIII C MTs Ma'arif balong. The research instruments were validated and eligible to be implemented. The researcher undertook the validation test in MTs Ma'arif Balong on March 2th 2022.[104]

## C. Data Description

The data measurement of the use of anagram in the English learning activities to enhance the vocabulary mastery skill used a written test consisting of 5 multiple choice questions and 10 essay questions. The score for the multiple choice questions were 6 points if the answer was correct and 0 point if the answer was false, whereas the score for the essay questions were 7 points if the answer was correct and 0 point if the answer was false. Hence, the scores obtained by the respondents were in the range of 0-100. The scores of the pre-test

---

[102] Appendic. 2.    Expert Validation Test by the Guidance Teacher
[103] Appendic, 1.    Expert Validation Test by the Lecturer
[104] Appendic. 2.    Expert Validation Test by the Guidance Teacher

and post-test questions of the use of anagram to enhance the vocabulary mastery skill in the experiment class are presented in Table 4.2 and 4.3 as follows.

1. **Data of the Pre-Test and Post-Test of the use of Anagram in the Experiment Class**

The data measurement of the use of anagram in the English learning activities to enhance the vocabulary mastery skill used a written test consisting of 5 multiple choice questions and 10 essay questions. The score for the multiple choice questions were 6 points if the answer was correct and 0 point if the answer was false, whereas the score for the essay questions were 7 points if the answer was correct and 0 point if the answer was false. Hence, the scores obtained by the respondents were in the range of 0-100. The scores of the pre-test and post-test questions of the use of anagram to enhance the vocabulary mastery skill in the experiment class are presented in Table 4.2 as follows.

**Tabel 4.2 Data of the Pre-Test and Post-Test of the Use of Anagram in the Experiment Class**

| No | Name | Pre-test | Post-test |
|----|------|----------|-----------|
| 1 | Alawi Al Madani | 72 | 100 |
| 2 | Aliska Putri Saskia Ramadani | 65 | 82 |
| 3 | Arga Adi Saputra | 70 | 94 |
| 4 | Bintang Rizky Ega Fernanda A | 76 | 100 |
| 5 | Isnaini Rifda Laili | 63 | 86 |
| 6 | Marcel Dwi Aditya | 65 | 82 |
| 7 | Maysilla Amelya Novana Putri | 79 | 100 |
| 8 | Miftachul Huda | 72 | 93 |
| 9 | Muhammad Addinul Musthofa | 70 | 86 |
| 10 | Moza Noprrilia Putri | 70 | 82 |
| 11 | Noviano Andro Sahertian | 65 | 93 |
| 12 | Putra Ramadhan | 76 | 94 |

| 13 | Russadah Amalia | 58 | 86 |
| 14 | Syarfa Hanum Abidah | 56 | 82 |
| 15 | Muh. Marselino Lu'ay Gufrol M | 76 | 100 |
| 16 | Sultan Taqiyuddin M | 70 | 86 |
| 17 | Wahyu Ihsanul Rahmadhani | 72 | 93 |
| 18 | Zakiyah Darojat | 65 | 86 |

From the data in Table 4.2, it can be figured out that there were 2 students in the experiment class who **failed**, 5 students got a **fair** score, and 11 students got a **good** score, with a total mean of 68.89. Whereas, all the students in the pos-test got a **very good** score with a total mean of 90.28.

2. **Data of the Pre-Test and Post-Test in the Control Class without using Anagram**

The scores of the pre-test and post-test of the English lesson without using anagram to enhance the vocabulary mastery skill in the control class are presented in Table 4.3 as follows.

**Table 4.3 Data of Pre-Test and Post-Test in the Control Class**
**without Using Anagram**

| No | Name | Pre-test | Post-test |
|---|---|---|---|
| 1 | Adik Wahyu Nur Rama | 72 | 93 |
| 2 | Agus Irawan | 63 | 76 |
| 3 | Chika Ananda Ramadani | 58 | 79 |
| 4 | Lina Masruroh | 70 | 100 |
| 5 | Maryani Sholikatus Azizah | 65 | 82 |
| 6 | Muhammad Aji Saputra | 76 | 86 |
| 7 | Muhammad Johar Ardiansyah | 70 | 86 |
| 8 | Muhammad Jaenuri | 65 | 82 |

| 9 | Nadhifa Rahma Dewanti | 58 | 76 |
|---|---|---|---|
| 10 | Novita Fitri Ramadani | 65 | 82 |
| 11 | Nyanik Febriana Tri Wulandari | 63 | 82 |
| 12 | Rahmawati Dwi Aryati | 72 | 86 |
| 13 | Syah Reza Putri Maharani | 79 | 82 |
| 14 | Widhi Wirayuda | 72 | 82 |
| 15 | M. Chusein Sabilil Hikam | 80 | 86 |
| 16 | M. Ali Almurtadlo | 76 | 86 |
| 17 | Miftahul Huda | 72 | 82 |
| 18 | Muhammad Haikal | 79 | 82 |

From the data in Table 4.3, it can be found out that in the control class, there were 2 students who **failed**, 5 students got a **fair** score, 10 students got a **good** score, and 1 student got a **very good** score, all with a total mean of 69.72. Meanwhile, in the data of post-test score, there were 3 students who got a **good** score and 15 students who got a **very good** score, all with a total mean of 83.89.

## D. Data Analysis

There are some data analysis techniques used to obtain the quantitative results of this research, such as descriptive statistics test, normality test, paired sample t-test, homogeneity, independent sample t-test, and N-gain test. All results of the tests used are obtained from SPSS version 25. The results of the tests are presented as follows.

1. **Descriptive Statistics Test**

**Table 4.4 Descriptive Statistics Test**

## Descriptive Statistics

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-Test Eksperimen | 18 | 56 | 79 | 68.89 | 6.267 |
| Post-Test Eksperimen | 18 | 82 | 100 | 90.28 | 6.832 |
| Pre-Test Kontrol | 18 | 58 | 80 | 69.72 | 6.901 |
| Post-Test Kontrol | 18 | 76 | 100 | 83.89 | 5.645 |
| Valid N (listwise) | 18 |  |  |  |  |

Descriptive statistics test is a test used to present and analyze the data descriptively or view the data from the aspects of mean, standard deviation, variance, maximum and minimum value.

In Table 4.4 above, it shows that there were 18 respondents (N) in the experiment class who did the pre-test, and from the 18 respondents there was a minimum score (minimum) of 56 of the students, and the maximum score (maximum) of 79 of the students. The mean was 68.89 with a standard deviation of 6.267. Furthermore, the score of the post-test in the experiment class in Table 4.4 also shows that there were 18 respondents (N), and from the 18 respondents, the minimum score of the students was 82, the maximum score was 100, and the mean of the score was 90.28 with a standard deviation of 6.832.

The score of the pre-test in the control class in Table 4.4 also shows that there were 18 respondents (N), and from the 18 respondents, the minimum score of the students was 58, the maximum score of the students was 80, and the mean of 69.72 with a standard deviation of 6.901. In addition, the score of the post-test in the control class presented by Table 4.4 also shows that there were 18 respondents (N), and from the 18

respondents, the minimum score of the students was 76, the maximum score of the students was 100, the mean of the scores of 83.89 with a standard deviation of 5.645.

2. **Normality Test**

**Table 4.5 Normality Test**

**Tests of Normality**

| | Kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Hasil Belajar Siswa | Pre-Test Eksperimen | .181 | 18 | .121 | .949 | 18 | .412 |
| | Post-Test Eksperimen | .234 | 18 | .240 | .863 | 18 | .140 |
| | Pre-test Kontrol | .142 | 18 | .200* | .941 | 18 | .301 |
| | Post-Test Kontrol | .243 | 18 | .080 | .838 | 18 | .060 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality test is used as a requirement to calculate the parametric equations to figure out the hypothesis test conclusion from a paired t-test and independent t-test. The results of the pre-test and post-test were obtained by using the Liliofers test. The criterion for normality test is if sig. value in the output > 0.05 (significance α (5%)), then the data is from a normal distribution population. From the data in Table 4.5, it can be concluded that it was distributed normally since the sig. value is > 0.05, either by using the Kolmogorov-Smirnov method or the Shapiro-Wilk.

3. **Paired Sanple T-test**

**Table 4.6 Paired Sample T-test**

**Paired Samples Test**

| | | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Pre-Test Eksperimen - Post-Test Eksperimen | -21.389 | 4.680 | 1.103 | -23.716 | -19.062 | -19.392 | 17 | .000 |
| Pair 2 | Pre-Test Kontrol - Post-Test Kontrol | -14.167 | 6.845 | 1.613 | -17.571 | -10.763 | -8.781 | 17 | .000 |

**Table 4.7 Paired Sample Statistics**

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-Test Eksperimen | 68.89 | 18 | 6.267 | 1.477 |
| | Post-Test Eksperimen | 90.28 | 18 | 6.832 | 1.610 |
| Pair 2 | Pre-Test Kontrol | 69.72 | 18 | 6.901 | 1.627 |
| | Post-Test Kontrol | 83.89 | 18 | 5.645 | 1.331 |

From the output of the Pair 1 in Table 4.6, the sig. value (2-tailed) is $0.000 < 0.05$. It means that there is a **different** Mean of the students' learning outcome in the pre-test experiment class and post-test experiment class.

From the output of the Pair 2 in Table 4.6, the sig.value (2-tailed) is $0.000 < 0.05$. It means that there is also a **different** mean of the student's learning outcome in the pre-test control class and the post-test control class.

4. **Homogeneity**

**Table 4.8 Homogeneity Test**

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Based on Mean | 3.388 | 1 | 34 | .074 |
| | Based on Median | 3.658 | 1 | 34 | .064 |
| | Based on Median and with adjusted df | 3.658 | 1 | 28.327 | .066 |
| | Based on trimmed mean | 3.561 | 1 | 34 | .068 |

According to the output in Table 4.8 above, it is figured out that the significance (sig.) value Based on Mean is 0.074 > 0.05, so that it can be interpreted that the variance of the post-test data in the class experiment and the post-test data in control class is HOMOGEN.

5.  **Independent Sample T-test**

**Table 4.9 Independent Sample T-test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Hasil Belajar Siswa | Equal variances assumed | 3.388 | .074 | 3.058 | 34 | .004 | 6.389 | 2.089 | 2.143 | 10.634 |
| | Equal variances not assumed | | | 3.058 | 32.832 | .004 | 6.389 | 2.089 | 2.138 | 10.640 |

According to the output in Table 4.9 above, the sig. value (2-tailed) is 0.004 < 0.05, it can be implied that there is a different Mean of the students' learning outcomes among the students who learned English with anagram and who did not in the vocabulary mastery. If criteria of hypothesis can be determine as follow

If the value of Sig (2-tailed) < 0.05, H0 is rejected and Ha is accepted

If the value of Sig (2-tailed) > 0.05, H0 is accepted and Ha is rejected

Thus, it can be concluded that Ha is accepted and H0 is rejected

6.  **N-Gain Test**

The N-Gain test is used to find out the success of the students' vocabulary understanding. Below is the N-gain formula (Hake, 1999) which is used in this research and the scores obtained.

$$N\text{-}gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

**Table 4.10 The Results of the N-Gain Score Test**

| The Results of the N-Gain Score Test | | | | |
|---|---|---|---|---|
| No | Experiment Class<br>N-Gain Score (%) | | No | Control Class<br>N-Gain Score (%) |
| 1 | 100 | | 1 | 75 |
| 2 | 48,57 | | 2 | 35,14 |
| 3 | 80 | | 3 | 50 |
| 4 | 100 | | 4 | 80 |
| 5 | 62,16 | | 5 | 48,57 |
| 6 | 48,57 | | 6 | 41,67 |
| 7 | 100 | | 7 | 53,33 |
| 8 | 75 | | 8 | 48,57 |
| 9 | 53,33 | | 9 | 42,86 |
| 10 | 40 | | 10 | 48,57 |
| 11 | 80 | | 11 | 51,35 |
| 12 | 75 | | 12 | 50 |
| 13 | 66,67 | | 13 | 14,29 |
| 14 | 59,09 | | 14 | 35,71 |
| 15 | 100 | | 15 | 30 |
| 16 | 53,33 | | 16 | 41,67 |
| 17 | 75 | | 17 | 35,71 |
| 18 | 60 | | 18 | 14,29 |
| Mean | 70,92888889 | | | 44,26277778 |
| Min | 40 | | | 14,29 |
| Max | 100 | | | 80 |

The results of the N-gain calculation by using SPSS are presented below and then it will be classified into several effectiveness categories, shown in Table 3.6. It uses the category of N-gain effectiveness by Hake (1999).

**Table 3.6 Interpretation of N-Gain Effectiveness Category**

| Percentage (%) | Interpretation |
|---|---|
| < 40 | Not effective |
| 40 - 55 | Less effective |
| 56 - 75 | Quite effective |
| >76 | Effective |

Source: Hake, R. R, 1999

The results of the N-gain calculation by using SPSS are as follows.

N-gain Experiment     : 70.928 %

Interpretation          : Quite Effective

N-gain Control          : 44.262 %

Interpretation          : Less Effective

## E. Interpretation and Discussion

In the data analysis, it is found out that in the experiment class, the Mean value of the pre-test is 68.89 and the Mean value of the post-test is 90.28. Besides, in the class control, the Mean value of the pre-test is 69.72 and the Mean value of the post-test is 83.89. Therefore, in the experiment class which used anagram as the learning medium has an increasing Mean value of 21.39 and the Mean value in the control class which did not use anagram as the learning medium has an increasing number of 14.17.

The results of the N-gain test by using SPSS version 25 to find out the success of the students' vocabulary understanding shows that anagram is quite effective to enhance the students' vocabulary understanding in the experiment class, proved by the Independent Sample T-test, the sig. value (2-tailed) is 0.004 < 0.05, it can be implied that there is a different Mean of the students' learning outcomes among the students who learned English with anagram and who did not in the vocabulary mastery. Thus, it can be concluded that Ha is accepted and H0 is rejected.

Also proved from the score of N-gain Experiment 70.928%. Meanwhile, the control class which did not use anagram shows that it is less effective, proved by the N-gain Control score of 44.262%. It is implied that the hypothesis of this research "Ha = there is significant difference between students' who are taught by anagram games and those who are not in terms of improving students vocabulary mastery" is accepted.

Media in a narrow definition means a material component and tools component in a learning system.[105] In a broad definition, media means the maximum utilization of all system components and learning sources above to achieve a particular learning objectives to enhance the students' learning competencies to achieve the learning goals.

Anagram is a learning medium in the form of word games in vocabulary learning.[106] To play the game, the students are asked to rearrange the order of the letters of a word to form the other meaningful words or phrases. Therefore, anagram is a vocabulary game to enhance the vocabulary mastery skills to improve the quality of a student's language acquisition.[107]

According to the research that has been conducted in the experiment class which used anagram as the learning medium, it is figured out that the use of anagram can improve the

---

[105] M. Miftah. Fungsi dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa. *Jurnal KWANGSAN* Vol. 1 No 2, Desember 2013.

[106] Ayn Putri Ardhani. Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indonesia. *Jurnal Al-Bidayah.* Vol 3 No 1, Juni 2011. h 41-55

[107] Maftuhatul Ulumiyah Kumala Sari1, et al. Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia dengan Menggunakan Permainan Anagram di Sekolah Dasar. *Jurnal BASICEDU.* Vol 5 No 5. 2021. Hal 3614-3624

condition of the learning activities from passive to active and the students are able to overcome the problems in understanding the English vocabularies. It is because the use of anagram is an understable strategy, is attractive to the students, and motivates the students to be more active in the classroom.

From the aforementioned findings, it is concluded that the use of anagram helps the students to remember the English vocabulary material which has been taught because the students do not feel bored. Moreover, the game also attracts the students' attention; hence, the students are more motivated to learn new English vocabularies.
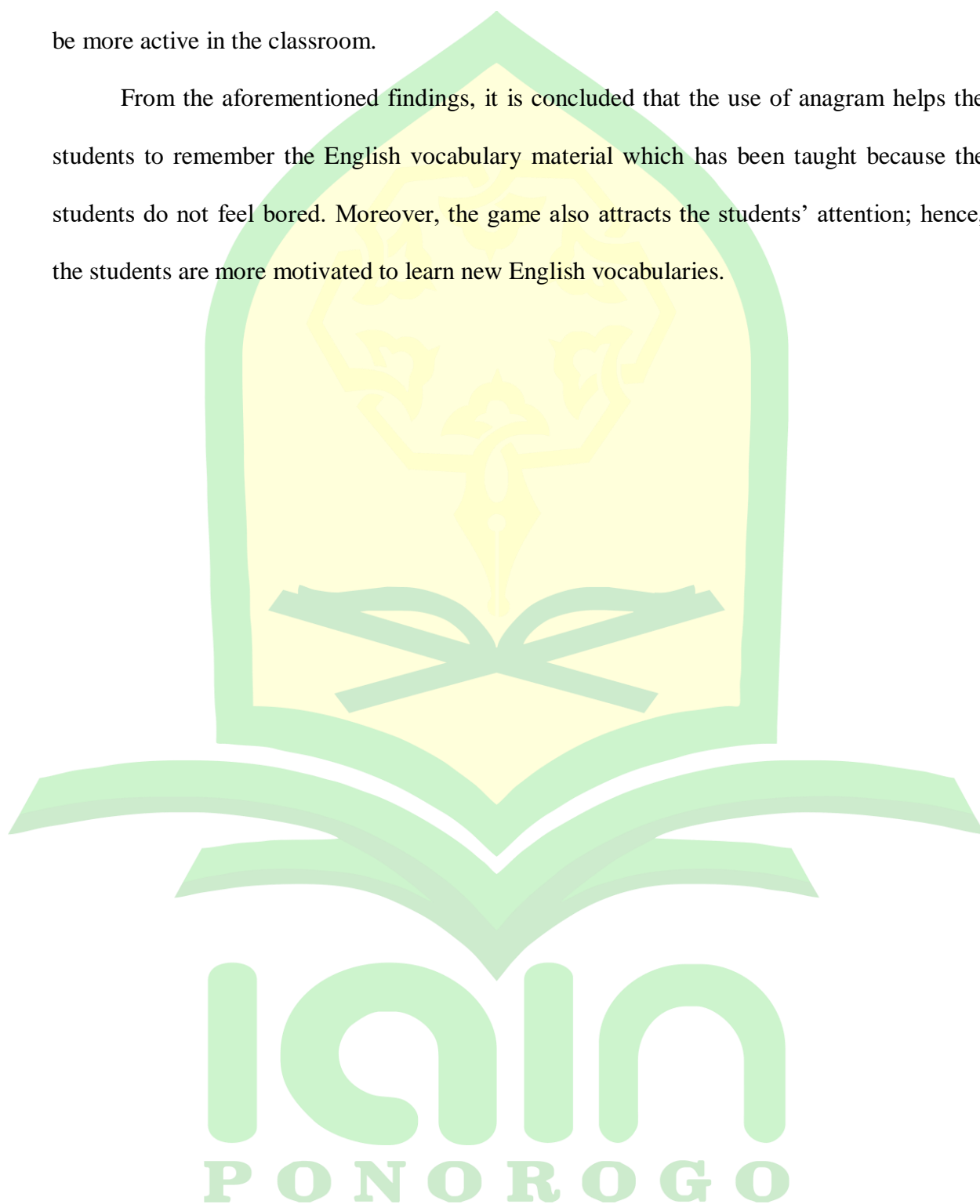
# CHAPTER V

# CLOSING

## A. Conclusion

Based on the data analysis of the research, it is concluded that anagram can enhance the students' vocabulary mastery skill in the English lesson in Class VIII MTs Ma'arif Balong. It is proved by the results of the paired sample t-test and independent sample t-test in the experiment class and control class.

The results of the N-gain test by using SPSS version 25 is also used to figure out the success of the students' vocabulary understanding and show that anagram is quite effective to enhance the students' vocabulary understanding in the experiment class, proved by the Independent Sample T-test, the sig. value (2-tailed) is $0.004 < 0.05$, it can be implied that there is a different Mean of the students' learning outcomes among the students who learned English with anagram and who did not in the vocabulary mastery. Thus, it can be concluded that Ha is accepted and H0 is rejected.

Also proved by the N-gain Experiment score of 70.928%. Whereas, in the control class which did not use anagram, it shows that the learning activities are less effective, proved by the N-gain Control score of 44.262%. It is implied that the hypothesis of the research "Ha = there is significant difference between students' who are taught by anagram games and those who are not in terms of improving students vocabulary mastery" is accepted.

## B. Suggestions

There are some suggestions that are recommended based on the findings of the research, such as below.

1. For Schools

The researcher expects that the findings of this research will be references in enhancing students' vocabulary mastery, especially in English lessons, so that it will give good impacts for the future of the MTs Ma'arif Balong students.

2. For Teachers

Based on the findings of the research, it is expected that the use of anagram can be one of options for teachers to find a fun way in the English learning activities.

3. For the Future Researchers

The findings of this research still need any developments to use anagram for other variables and subjects.
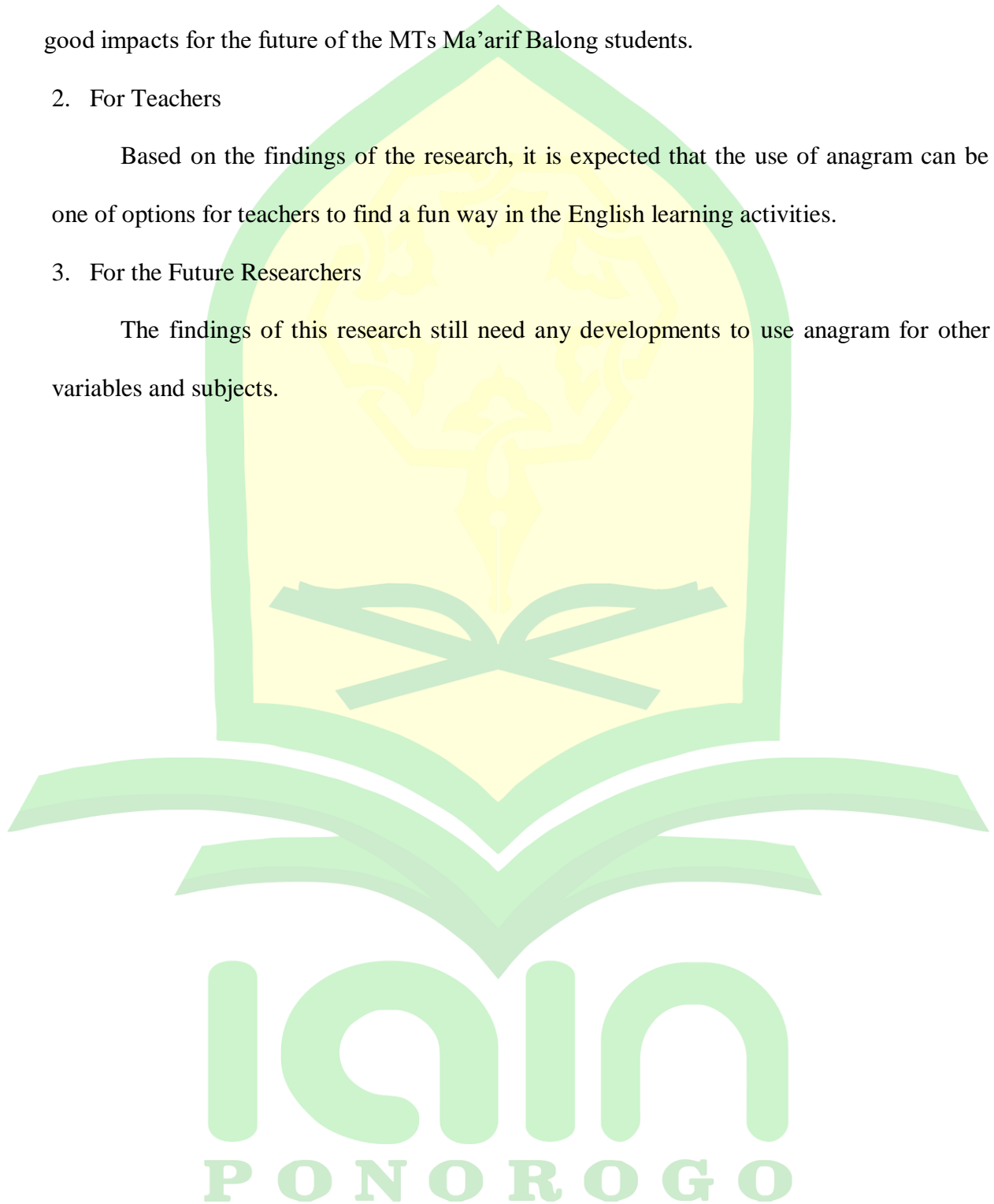
# REFERENCES OF THE RESEARCH

Achmad Syarifuddin, Developing English Vocabulary Mastery through Meaningful Learning Approach, International Journal of Linguistic, Vol. 5, No.5, (State University of Gorontalo, 2013), p 81

Arif Sadiman, dkk. (2009). Media pendidikan. Jakarta: Rajawali Pers

Arikunto, S. (2009). Prosedur Penelitian Suatu Pendekatan Praktik .Edisi Revisi 6. Jakarta: RenikaCipta

Ayn Putri Ardhani. Keefektifan Penggunaan Media Anagram Dalam Pembelajaran Kosakata Bahasa Indonesia. Jurnal Al-Bidayah. Vol 3 No 1, Juni 2011. h 41-55

Brown, Douglas, H. 1994. Principles of Language Learning and Teaching. New Jersey: Englewood Cliffs

Brown, H. Douglas, 2001. Teaching by Principles an Interactive Approach to Language Pedagogy, New York: Pearson Education

Cecep Kustandi dan Bambang Sutjipto. 2013. Media Pembelajaran. Bogor: Ghalia Indonesia

Cohen, L. M. L and Morrison K. (2007).Research Methods in Education, 6theds. New York: Routledge

Creswell, J. W. 2011. Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research. Boston: Pearson Education

Dale, E., & O'Rourke, J. (1971). Techniques of teaching vocabulary. San Fransisco: The Benjamin/Cummings Publishing Company

Dani, Yuni Lutfita. 2015. The Effectiveness of Eat Bulaga Game for Teaching Vocabulary (An Experimental Research at Seventh Grade Students of MTs PP Darul Qurro Kawanganten in Academic Year 2014/2015). Thesis. Muhammadiyah University of Purwokerto.

Davies, P. & Pearse, E. (2002). Success in English teaching. Shanghai: Shanghai Foreign Language Education Press.

D, Crystal 2003. English as a Global Language Cambridge, UK: Cambridge University Press.

Djiwandono. 2011. Tes Bahasa:Pegangan bagi Pengajar Bahasa. Jakarta: Indeks

Doff, Adrian. Teaching English. Cambridge: Cambridge Yniversity Press. 1999.

Elis Solihat. Pengaruh Motivasi Belajar dan Penguasaan Kosakata terhadap Kemampuan Menulis Naratif Bahasa Inggris. Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara. Vol 12 No 2, Januari 2021. h 120

Fachrurrazy. 2011. Teaching english as a foreign language for teachers in Indonesia. Malang: UM Press

Fauziah, Ulfa. 2021. Pengembangan Modul Penunjang UKBM Sub Bidang Seni Musik Bagi Siswa Kelas XI MIA 1 MAN 2 Tulungagung. Skripsi. Universitas Negeri Malang.

Firman A.D., Heksa Biopsi Puji Hastuti, Sukmawati, Rahmawati. Analisis Hubungan Penguasaan Kosakata Dan Kemampuan Memahami Unsur Intrinsik Cerpen Siswa Smp Di Kota Kendari. Jurnal Kajian Bahasa. Vol 8 No 1, Juni 2019. h 123-142

Fitri Alfarisy. Kebijakan Pembelajaran Bahasa Inggris di Indonesia dalam Perspektif Pembentukan Warga Dunia dengan Kompetensi Antarbudaya. Jurnal Ilmiah Profesi Pendidikan. Vol 6 No 3, November 2021. h 303-313

Gairns, R., and Redman, S. 1986. Working with Words. A Guide to Teaching Learning Vocabulary. Cambridge University Press.

Ghozali, Imam. 2018. Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25 Edisi 9. Semarang : Undip.

Grolier Incorporated. The grolier encyclopedia of bnowlage. USA: Gloilier Inc.

Hamzah B. Uno. 2011. Teori Motivasi dan Pengukurannya, Jakarta: Bumi Aksara

Hake, R.R. (1998). Interactive-engagement versus traditional methods: A six-thousand student survey of mechanics test data for introductory physics courses. American Journal of Physics, (66) 64. doi: 10.1119/1.18809.

Hari Sudrajat. 2004. Implementasi Kurikulum Berbasis Kompetensi (KBK). Bandung: Cipta Cekas Grafika

Harmer, J. (2002). The practice of English language teaching. New York: Cambridge University Press

Harmer, Jeremy. 2001. The Practice of English Language Teaching, New York: Pearson Education Limited.

Hatch, Evelyn and Brown, Cheril. 1995. Vocabulary, Semantic, and Language Education. Australia: Cambridge University Press.

Hengki Yudha Barnaba, Asruddin Barori Tou. Improving The English Vocabulary Mastery Through Anagram Media in Cooperative Methods of Study Teams Games Tournament Type. Jurnal Prima Edukasia. Vol 2 No 1, 2014. p 80-89

Heppy Sinaga, Herman, Eben Pasaribu. Effect of Anagram Game on Students' Vocabulary Achievement at Grade Eight of SMP Negeri 8 Pematangsiantar. Journal of English Educational Study. Vol. 3 No 1, May 2020. p 51-60

Hidayatullah, dkk, 2012. Pengembangan Media dan Sumber Belajar. Serang

Hunt Alan and Beglar David. (2002). Current Research and Practice in Teaching Vocabulary. Methodology in Languge Teaching an Anthology in Current Practice. Richard J.C. dan Renandya W.A. Cambridge University Press.

Jack R. Frankel, 2012. How to Design and Evaluate Research in Education, Singapore: Megraw Hill.

John Barwick,"Targeting text: Recount, procedure, exposition middle primary" (New South Wales: Blake Education, 1999), vol 1, p.4-5

Kasno. (2014). Kamus sebagai Sumber Rujukan dan Pengajaran Kosakata. Jakarta: Pusat Bahasa

Kurniawati, Dewi. Studi Tentang Faktor-faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung Tahun Pelajaran 2015/2016. Jurnal Tadris Bahasa Inggris UIN Raden Intan Lampung. Vol 8 No 1, 2015. p 1-22

Knapp, "Genre text grammar technologies for teaching and assessing writing"(South Wales: University of New South Wales (UNSW) Press, 2005)

Lampiran Kompetensi Inti Dan Kompetensi Dasar Bahasa Inggris SMP/Mts K13 Kelas IX

Maftuhatul Ulumiyah Kumala Sari1, et al. Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia dengan Menggunakan Permainan Anagram di Sekolah Dasar. Jurnal BASICEDU. Vol 5 No 5. 2021. Hal 3614-3624

M. Miftah. Fungsi dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa. Jurnal KWANGSAN Vol. 1 No 2, Desember 2013.

Maleong, Lexy, J. 2013. Metodelogi Penelitian Kualitatif. Bandung: PT Permata Rosdakarya.

Mark Anderson and Kathy Anderson, "Text type in English 2" (Australia:Macmillan, 1998)

Miftahul Ulumiyah Kumala Sari, Suharmono Kasiyun, H. Syamsul Ghufron, Sunanto. Upaya Meningkatkan Penguasaan Kosakata Bahasa Indonesia dengan Menggunakan Permainan Anagram di Sekolah Dasar. Jurnal Basicedu. Vol 5 No 5, 2021. h 3614-3624

Mohammad Ansyar. 2001. The Essence of Communicative Approach: Implication To Language Curriculum. Forum Pendidikan Nomor 04 Tahun 26/Edisi Desember 2001.

Mulyasa. 2013. Pengembangan dan Implementasi Kurikulum 2013. Bandung: Remaja Rosdakarya

Napa, P A. 1991. "Vocabulary Developing Skill". Yogyakarta: Yayasan Kanisius.

Nunan, David. 1991. Second Language Teaching & Learning. Boston, MA: Heile &h Heinle Publishers.

Nurhadi. (1995). Tata bahdsa pendidikan, landasan penyusunan buku bahasa. Semarang: IKIP Semarang.

Oemar Hamalik, 2003. Kurikulum dan Pembelajaran, Jakarta: Bumi Aksara

Rudi Susilana dan Cepi Riyana, 2008. Media Pembelajaran. Bandung : Wacana Prima

Rusman, Deni Kurniawan, dan Cepi Riyana, 2012. Pembelajaran Berbasis Teknologi Inormasi dan Komunikasi, Jakarta : Raja Graindo Persada

Sahid Raharjo, "Panduan Lengkap Uji Analisis Regresi Linear Sederhana dengan SPSS," SPSS Indonesia, accessed on 3 April 2022 , https://www.spssindonesia.com/2017/03/uji-analisis-regresi-linear-sederhana.html.

Sanggam Siahaan and Kisno Shinoda: Generic text structure" (Yogyakarta: Graha Ilmu, 2008)

Sardiman. 2001. Interaksi dan Motivasi Belajar Mengajar, Jakarta: Raja Grafindo Persada

Scrivener, Jim, 1994. Learning teaching: A guidebook for English Language Teacher second edtn, Macmilland book.

Siregar, E., & Nara, H. 2014. Teori Belajar dan Pembelajaran. Bogor: Ghalia Indonesia.

Soeparno. (1988). Media pengajaran bahasa. Klaten: Intan Pariwara

Suharsimi Arikunto, 2010. Prosedur Penelitian, Jakarta: Rineka Cipta

Suharsimi Arikunto. 2013. Dasar-Dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara.

Sugiyono. 2015. Metode Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D). Bandung: Alvabeta CV.

Sugiyono. 2012. Memahami Penelitian Kualitatif. Bandung: Alfabeta

Sugiyono. 2010. Metode Penelitian Pendidikan. Bandung: Alfabeta

Syofian Siregar. 2014. Statistik Parametrik Untuk Penelitian Kuantitatif, Jakarta: Bumi Aksara

Tarigan, Henry. 1989. Pengajaran Kosakata. Bandung: Angkasa

Tarigan, D. 1991. Materi Pokok Pendidikan Bahasa Indonesia 1. Jakarta

Tarigan, D. 2015. Pengajaran Kosakata. Bandung: Angkasa

Thornbury, Scott, How to Teach Grammar, Malaysia: Pearson Education limited, 2006.

Tim Laboratorium Jurusan, Pedoman Penyusunan Skripsi STAIN Tulungagung, 2012. Tulungagung: STAIN Tulungagung,

Uberman. (1998). The use games. Forum. Vol. 36. No 1 Januari, March 1998.

Ur, Penny. 1996. A Course in Language Teaching. Cambridge: Cambridge University Press

Usman dan Akbar. 2011. Pengantar Statistika, Jakarta: Bumi Aksara, 2011

Wright, Andrew, et.al., Games for Language Learning, New York: Cambridge University Press, 1983.

Zuliati Rohmah. 2013. Teaching English as a Foreign Language. Surabaya: UIN Sunan Ampel.