
THE USE OF ENGLISH ANAGRAMS TO IMPROVE THE STUDENTS' VOCABULARY TO THE FOURTH GRADE STUDENTS OF SDN 196 PALEMBANG

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ABSTRACT: Vocabulary is one of the basic elements in mastering English. Vocabulary that plays a very important role in learning language because without vocabulary mastery, the students automatically can not obtain the four skills of English such as listening, reading, speaking and writing. This study was aimed to find out whether or not there was any significant difference in vocabulary mastery between the fourth grade students of SDN 196 Palembang who were taught by using English anagrams and those who were not. Fifty-six fourth graders were the sample of the study. In doing the study, an experimental method by using quasi-experimental design. The IV.A class became the experimental group and the IV.B class became the control group. A written test was the instrument to collect the data. The result showed that English anagrams had a significant effect on the students' vocabulary mastery. Based on the independent sample t-test analysis, it was found that the significant level was $0.000 < 0.05$, so that (H_a) was accepted and (H_o) was rejected. In other words, there was a significant difference on students' vocabulary mastery between the fourth grade students of SDN 196 Palembang who were taught by using English anagram and those who were not.

Keywords: *English anagrams, vocabulary*

**MENGGUNAKAN BAHASA INGGRIS ANAGRAM
UNTUK MENINGKATKAN KOSAKATA SISWA KELAS EMPAT
SEKOLAH DASAR NEGERI 196 PALEMBANG**

ABSTRAK: Kosakata adalah salah satu unsur dasar dalam penguasaan bahasa Inggris. Kosakata yang digunakan sangat penting dalam pembelajaran bahasa karena tanpa penguasaan kosakata, siswa secara otomatis tidak bisa memahami ke empat kemampuan bahasa Inggris seperti mendengar, membaca, berbicara dan menulis. Tujuan dari penelitian ini untuk menemukan ada atau tidak perbedaan yang signifikan dalam penguasaan kosakata pada siswa kelas 4 SDN 196 Palembang pada siswa yang diajar menggunakan bahasa Inggris anagram dengan siswa yang tidak. 56 siswa kelas empat sebagai sample. Dalam melakukan penelitian, peneliti menggunakan metode eksperimen dengan menggunakan quasi-experimental disain. Kelas 4A sebagai kelompok eksperimen dan kelas 4B sebagai kelompok kontrol. Tes tertulis adalah alat dalam mengumpulkan data. Hasil menunjukkan anagram bahasa Inggris berpengaruh signifikan dalam penguasaan kosakata siswa. Berdasarkan analisis independen sample t-test, hasil diperoleh tingkat signifikan 0.00 lebih besar 0.05, maka H_a diterima dan H_o ditolak. Dengan kata lain, ada sebuah perbedaan signifikan penguasaan kosakata antara siswa kelas 4 SDN 196 Palembang yang diajar menggunakan bahasa Inggris anagram dengan yang tidak.

Kata kunci: *bahasa Inggris anagram, kosakata*

INTRODUCTION

English is an international language used for communication all over the world. In some countries, English is used as a native language, as a second language or as a foreign language. In Indonesia the process of teaching and learning, English is taught as a foreign language. English is as one of important subjects in teaching and learning activity in Indonesia. National Department Education (2008) states that English is the foreign language which has to teach from the fourth grade of elementary school to university level (p.6). According to the English Curriculum (2013), the students be able to communicate in English if they are mastering the whole skills. However, mastering all skills are not easy for Indonesian students because English is absolutely different from Indonesian. They are different in pronunciation and meaning.

So, to achieve these language skills, Indonesian students have to learn a lot about English Vocabulary. Huyen and Nga (2003) stated that reading, listening, writing, and speaking skills need a wide vocabulary acquisition. The communication is the accurate vocabulary understanding. Students cannot listen, speak, read, and write well if they do not know the vocabulary well. In fact, there are some students are difficult to speak and spell in English. The acquisition of vocabulary becomes the most important part in learning foreign language. Cameron (2001) stated the vocabulary is central to learning of foreign language at primary level. It is mportant to encourage learners to learn new words of English as much as possible since they are at Elementary School. It is fundamentals of a language because vocabulary has significant role in communicating process.

The students got some vocabularies from the English lesson. If the students master some vocabularies, they can communicate and have more ability in speaking English. However the students still find the difficulties in learning vocabulary. It is important for the teacher to use the strategy, technique, or method in learning and teaching. One of the techniques that can be used is English anagram, anagram is a kind of education game which helpfull for the student (Henin, Accorsi & Cho, 2010, p. 909). It helps the students more effective in learning and teachers easier to give the teaching of English. Here, not only can previous knowledge be consolidated, but it can be an acquisition of new forms and structures (Rahman, 2016, p. 130).

Moreover, by using the English anagram, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play, meanwhile anagram techique is a type of word play. Many words will be got through this technique. Automatically, this will increase students' vocabulary. Therefore, the writers were interested in conducting the research entitled "The Use of English Anagrams to Improve the Students' Vocabulary to the Fourth Grade Students of SDN 196 Palembang."

The Concept of Vocabulary

Vocabulary can be defined as words that must know to communicate effectively, word in speaking and word in listening (Neuman & Dwyer, 2009, p. 385). Furthermore, Diamond and Gutlohn (2006, p. 25) stated that vocabulary is the knowledge of words and word meanings.

Vocabulary is vital communicating with others and understanding what one is speaking. Vocabulary has an important role in learning language because it allows people to communicate clearly with others. Vocabulary is a list of words which is used

to build up a language. Vocabulary is a group of letter that has meaning. On the other hand, language is nothing without knowing the vocabulary. Hackman (2008, p. 77) further add that vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies. For teaching English Vocabulary in the classroom the teachers should be active and find another strategy to make the students enjoy.

Types of Vocabulary

Hiebert and Kamil (2005, p. 3) propose words have two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consisting of those words for which the meaning is known when we write or read silently. They also define knowledge of words also comes in at least two forms as follows:

1. Receptive

It is that set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use.

2. Productive

It is how to know a word involves being able to pronounce the word, how to write and spell it, but it is not involved the word the typically of word is low frequency. and the examples are Speaking and Writing.

Kinds of Vocabulary

According to Quinn (2004) as cited in Sholilah, there are two kinds of vocabulary (p.9), they are:

1. Active Vocabulary

Explained that active vocabulary means are the words that should be used in their speech (p.9). Moreover, Alqahtahni (2015, p. 24) argues that active vocabulary refers to the one that the students have been taught and that they are expected to be able to use it. Although they have to reproduce the speech with the listener, they can choose the words mastered. For example, in discussion, teaching process, and other meetings.

2. Passive vocabulary

Passive vocabulary means the words they needed merely to comprehend, especially in their reading (p.9). the speaker in this situation will not reproduce some sentences, but they are asked 10 sentences to be receiver of the message by comprehending the passage or listening to some board case. The kind of vocabulary is needed in the advanced level of the written passage such as newspaper, periodical, literature, textbook, etc. The reader of those is asked to get the message or information by understanding, but not to procedure speech or written from such as conclusion.

The Importance of Vocabulary

According Celce-Murcia (2001), vocabulary is a central to language acquisition, whether the language is first, second or foreign (p.285). Although vocabulary has not always been recognized as a priority in language teaching, the interest in its role in second language learning has grown rapidly in recent years, and the specialist now emphasize the need for a systematic and principled approach for vocabulary by both the

teacher and the learner. Vocabulary is one of the important aspect to help the students English communication better in their learning activity. Without vocabulary the students unable to use structure and functions that have learned to communicate.

The Concept of Teaching Vocabulary

Teaching vocabulary for English as a foreign language student is quite challenging. According to Catalan (2003), as vocabulary learners, the students have to be able to:

1. define the meaning or unknow words
2. retain them in long-term memory
3. recall them at will
4. use them in oral or written mode

In order to facilitate the students, the teachers have to design good learning materials. According to Carten (2007), materials can help students in two broad areas. The need to present and practice in natural contexts the vocabulary this is frequent, current, and appropriate to learners' needs.

The Concept of Young Learners

English vocabulary for young learners is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons. Cameron (2001) stated that the young learners are generally less able to give selective and prolonged attention to learn than adults and more easily diverted and distracted by other pupils.

The young learners usually likes to play with other activity that will make them happy, especially when they are studying about the English. In teaching young learners, the teachers have to find the good activity or strategy, such as playing the game/flash card, or tell the story, and watching television, all those activities or strategies have to show up and have interaction between the teacher and the young learners. The young learners are children from the first year formal schooling (five years) to eleven or twelve years age, and the students still need more attention, and should be creative in teaching and learning process in the classroom.

The Concept of English Anagrams

According to Dale and O'Rourke (1971) anagrams is words made by transposing letters of one word to form another. There is a clue in english anagrams. Sometimes, there are two clues. The clues show the meaning or the synonym of the word. The clues are given to help the students answer the question easier. Sometimes games which are not designed especially for language students work equally well in lessons. According to Moursund (2006), for many students, games are intrinsically motivating (p 21). This game is an activity which entertaining and engaging, often challenging, and an activity in which the learner play and usually interact with others. A language game can arouse the students to take part in game. It can also enhance the students' interest in studying English. By using this game, the students may remember the meaning of the words, and the students know how to spell the words. It will make the students have more motivation and get many words from the game.

Most of the Learners are lazy and feel boring to learn English because of its difficulties for them. Besides that, here the teacher teaching with the same strategies, it make them feel boring and not interesting in learning English. So, it is important for the

teacher to use another strategy that can attract the students' attention like use the game to teach the students.

In the other hands, it can be concluded that, using games in teaching English vocabulary is effective strategy, because some of the students boring with the same teaching method, and English Anagrams is one of the strategy to teach the students, to make the students feel fun and be enjoy during teaching and learning, and it challenging the teacher to be more creative when teaching and learning in the classroom with the new teaching method.

According to Dale & O'Rourke (1971) there are several types of word games. They are puns, riddles, crossword puzzle, anagrams, and palindromes. In this research, the research particularly chose only type of word games. It is anagrams.

The Benefits of Implementing English Anagrams to Teach Vocabulary

By implementing anagrams, the teacher can help the students to increase their vocabulary. It's because the students feel more confident when they answer the word correctly. In addition, Harmer (2002) 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. The use of English anagrams gives two positive effects for the students. They are :

- a. The students understand deeply about words and meaning
If the students want to master vocabulary, they should understand deeply words. It means that the students are able to classify the words based on the context and the meaning if want to understand the words in context, they should be able to at least generalize the concept of words. English anagrams uses as teaching media to teach vocabulary, English anagrams encourage the students to classify and generalize concepts.
- b. The students are aware of the difference between words
Some students are facing the same difficulty to differ words in the same pronunciation, spelling and same stressed syllable with different meaning. The students have opportunity to understand each word carefully with English anagrams in teaching media to teach vocabulary. According Dale and O'Rourke (1971, p 302) 'word games will require the students to look carefully at each word. This is an important aspect of vocabulary building'. In anagrams there are clues provided, from the clues make the students understand the correct word and also gives the students the opportunity to understand that the letters can be manipulated to form new word.

METHODOLOGY

This study used a quasi-experimental design. According to Creswell (2009), a quasi-experiment is a form of experimental method in which individuals are not randomly assigned to groups. The design involved an experimental group and control group which both were given a pretest and a post-test. The experimental group got treatment by using English anagrams and control group used conventional method.

Population

The population of this study was all the fourth grade students of SDN 169 Palembang. According to Arikunto (2010), population is all the subjects in the research

(p. 173). The total of population was 84 students for 3 classes in academic year 2018/2019.

Sample

In this study used purposive sampling technique. According to Fraenkel, Wallen and Hyun (2012, p.100) purposive sampling is different from convenience sampling in that researchers do not simply study who ever is available but rather use their judgment to select a sample that they believe, based on prior information to provide the data they need. 56 students were chosen as the sample, There were two classes as sample. They were IV A as experimental group and IV B as control group in which each group consisted of 28 students because they were taught by the same English teacher and they had similar ability in English after English test given. The writer used the English Anagrams to teach class IV A as experimental group. The IV B was as a control group taught with conventional method

In this study, the writers tried to find out whether or not there was any significant improvement in English vocabulary to the the fourth students' of SDN 196 Palembang after they were taught by using English Anagrams.

Technique for Collecting Data

In this study, the writers administered pretest and posttest. The pretest was given to the students in order to measure their English vocabulary after giving treatment.

Validity of the Test

In this study, the writer used content-validity to show that data is valid. According to Brown (2004) stated that content validity is a test that actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behaviour that is being measured, it claim content-related evidence of validity (p. 23). In this study, the validity of the test was calculated by using SPSS. The validity of the instrument in this study was content validity, the items in the test represent by the materials. The content measurement was related to syllabus of SDN 196 Palembang. The writer did the try out, before doing the test to the students. The writer collected the correct conclusion on the basis of data obtain through an instrument.

Reliability of the Test

Brown (2007) stated that a reliable test is consistent and dependable, the issue of reliability of a test may be addressed by consider a number of factor that may contribute to the unreliability of a test (p 20). Before the test given to the real class, the writer conducted the try out to the students. In measuring the reliability of the test, cronbach alpha was applied in the study. The Reliability is used to find out the consistency of a measuring instrument, whether the measuring device used is reliable and remains consistent if the measurement is repeated. The test of Reliability is refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. Holandyah (2004) stated that reliability test is to measured whether research instrument used for pretest and posttest activities is reliable or not (p.184). Therefore, the writer will measurement is related to syllabus.

Table 1. Criteria of Reliability

r-value	Interpretation
>90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally reliable
<0.60	Unacceptably Low reliable

(Source: Cohen, Manion, Morrison, 2007, p 525)

FINDINGS AND DISCUSSION

The findings of this study were based on the analysis of pretest and posttest. The writers presented the students' vocabulary mastery before and after being taught by using english anagrams. The result of this study were calculated using descriptive analysis and inferential statistical analysis.

The Results of Descriptive Analysis

The score of vocabulary were categorized into 5 levels of achievement. The results of the experimental group in the pretest showed that there was no students in excellent and good level, 4% of the students was in average level, 50% was in poor level and 46% was in very poor level. Meanwhile, the students made progress in the posttest. There was 64% of the students in good level, 36% in average level and none students was in poor level and very poor level. The result is presented in Table 2.

Table 2. The Score Distribution of Experimental Group

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	86-100	Excellent	0	0%	0	0%
2.	71-85	Good	0	0%	18	64%
3.	56-70	Average	1	4%	10	36%
4.	41-55	Poor	14	50%	0	0%
5.	0-40	Very poor	13	46%	0	0%
Total			28	100%	28	100%

In the pretest of control group there was 0% of the students in excellent level and good level. 7% in average level, 29% in poor level and 64% in very poor level. For the posttest result, 0% of the student was in excellent level and good level, 36% was in average level and poor level and 28% was in very poor level. The score distribution of control group can be seen in Table 3.

Table 3. The Distribution Score of Control Group

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1.	86-100	Excellent	0	0%	0	0%

2.	71-85	Good	0	0%	0	0%
3.	56-70	Average	2	7%	10	36%
4.	41-55	Poor	8	29%	10	36%
5.	0-40	Very poor	18	64%	8	28%
Total			28	100%	28	100%

The Result of Pre-test and Post-test in Experimental group

The pretest and posttest for experimental group were done in IV A. The students’ pretest and posttest result for this group is presented in Table 4 below.

Table 4. Descriptive Analysis of Pre-test and Post-test Score in Experimental Group

Variable		N	Range	Minimum	Maximum	Mean		Std. Deviation
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Experimental group	Pre-test	28	36.00	20.00	56.00	40.714	1.8059	9.5562
	Post-test	28	24.00	60.00	84.00	72.857	1.2233	6.4733
Valid N (listwise)		28						

Based on the table above, the minimum score of pre-test for experimental group was 20 while maximum score was 56. The mean statistic was 40.71 with the standard error score was 1.80 and standard deviation score was 9.55. The minimum score of post test for experimental group was 60 and the maximum score was 84. The mean statistic was 72.85 with the standard error 1.22 and the standard deviation score was 6.4733.

The Result of Pre-test and Post-test in Control Group

The pretest and posttest for control group were done in IV B. the students’ pretest and posttest result for control group is presented in the table below.

Table 5. Descriptive Analysis of Pre-test and Post-test Score in Control Group

Variable		N	Range	Minimum	Maximum	Mean		Std. Deviation
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Control group	Pre-test	28	36.00	20.00	56.00	37.000	1.9800	10.4774
	Post-test	28	32.00	28.00	60.00	48.142	1.9352	10.2404
Valid N (listwise)		28						

Based on the table descriptive analysis of pre-test score and post-test in control group, the pre-test score showed that minimum score was 20 and maximum score was 56. the mean statistic score was 37.00 and the standard error was 1.980 and then standard deviation was 10.477. The post-test score showed that minimum score was 28 and maximum score was 60. The mean statistic score was 48.14, the standard error was 1.935 and the standard deviation was 10.24.

The Statistical Analysis Before the Normality Test

The writers examined the normality of the pretest and posttest results for both experimental and control group by using kolmogorov-smirnov. The kolmogorov-smirnov was used to measure the normality of the sample because the data of this study was more than 50. The kolmogorov-smirnov of pretest and posttest for experimental and control group were shown in the table below.

Table 6. Normality Test of Pre-test and Post-test in Experimental Group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRETEST	.170	28	.037	.943	28	.131
POSTTEST	.180	28	.065	.945	28	.145

Based on the results above, for the normality of pretest. It showed that the statistic value of kolmogorov-smirnov was 0.170 and the degree of freedom (df) was 28. The significance (2-tailed) was 0.37. we could see in table 1, the significance was higher than alpha value 0.05. Therefore, it can be said that the data obtained was normal. And the results for the normality of posttest in experimental group. It showed that the statistic value of kolmogorov-smirnov was 0.180 and the degree of freedom (df) was 28. The significance (2-tailed) was 0.65. we could see in table 1, the significance was higher than alpha value 0.05. Therefore, it can be said that the data obtained was normal

Table 7. Normality Test of Pre-test and Post-test in Control Group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST	.148	28	.121	.948	28	.180
POSTTEST	.218	28	.101	.894	28	.008

Based on the results above, for the normality of pretest. It showed that the statistic value of kolmogorov-smirnov was 0.148 and the degree of freedom (df) was 28. The significance (2-tailed) was 0.121. we could see in table 2, the significance was higher than alpha value 0.05. Therefore, it can be said that the data obtained was normal. And the results for the normality of posttest in control group. It showed that the statistic value of kolmogorov-smirnov was 0.218 and the degree of freedom (df) was 28. The significance (2-tailed) was 0.101. we could see in table 1, the significance was higher than alpha value 0.05. Therefore, it can be said that the data obtained was normal

The Test of homogeneity of Pre-test and Post-test

The writer measured the homogeneity of pre-test and post-test in experimental and control group. If the significant > 0.05 , it was clear that the data homogeneous. The data homogeneity test was done in experimental and control group and it computed applying SPSS 23. The statistical output was displayed in table 8 and table 9 below.

Table 8. Pretest of Homogeneity

Levene Statistic	df1	df2	Sig.
.316	1	54	.576

Based on the data above, the pretest of homogeneity test indicated that the significant coefficient of Levene Statistic Test from pretest was 0.316. if the homogeneity spread is > 0.05 then it is homogeneous and if < 0.005 it is not homogeneous. the significant was $0.576 > 0.05$ Based on the test result it can be concluded that the data was homogeneous.

Table 9. Posttest of Homogeneity

Posttest			
Levene Statistic	df1	df2	Sig.
2.285	1	46	.137

Based on the data above, the pretest of homogeneity test indicated that the significant coefficient of Levene Statistic Test from posttest was 2.285. if the homogeneity spread is > 0.05 then it is homogeneous and if < 0.005 it is not homogeneous. the significant was $0.137 > 0.05$ Based on the test result it can be concluded that the data was homogeneous.

The Result of Paired t-test for Experimental Group and Control Group

Based on the student's score obtained in the pre-test and post-test, the writers used paired sample t-test to find out whether english anagrams could improve students' vocabulary mastery or not. The results analysis of paired sample statistic in experimental group and control group were shown in table 10.

Table 10. The Results of Paired Test in Experimental and Control Group

Group	Variable	Mean	Std. Deviation	Std. Error mean	T	Df	Sig (2-tailed)
Experiemental	Pre-test	30.00	7.678	1.448	22.30	27	0.000
	Post-test						

Control group	Pre-test	10.77	7.824	1.488	7.237	27	0.000
	Post-test						

The output showed that the mean difference between pretest and posttest in the experimental group was 30.00. The standard deviation was 7.678 and the standard error mean was 1.448. the value of t-obtained was 22.30 at the significance value was 0.05 (2-tailed) with degree of freedom (df) was 27, and critical value of t-table was 2.048. Since 0.000 (sig.2-tailed) was lower than alpha value 0.05 or t-obtained 22.30 was higher than t-table 2.048. it could be conducted the use of english anagrams in vocabulary mastery taught in the experimental group was significant to improve students' vocabulary mastery.

The output showed that the mean difference between pretest and posttest in control group was 10.77. the standard deviation was 7.824 and the standard error mean was 1.488. the value of t-obtained was 7.237 at the significance value was 0.05 (2-tailed) with degree of freedom (df) was 27, and critical value of t-table was 2.048. Since 0.000 (sig.2-tailed) was lower than alpha value 0.05 or t-obtained 7.237 was higher than t-table 2.048. it was inferred that the students who were taught through conventional method was significant to improve the students' vocabulary mastery.

Independent Sample T-test

The results of independent sample t-test was used to compare post test results between experimental and control group. The result of these analysis were shown in the table 11.

Table 11. The Result of Independent Sample T-Test

Variable	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error difference
Experimental Group	7.734	0.007	2.101	55	0.000	24.76	2.358
Control Group							

The output showed that mean difference between posttest in the experimental and control group was 24.76. The standard error mean was 2.358. The value of t-obtained was 17.45, the significance value 0,05 (2-tailed) with degree of freedom (df) was 55, and the critical value of t-table 2,003. Since 0,04 (sig. 2-tailed) was lower than alpha value 0,05 and t-obtained 2.101 was higher than t-table 2,003. It could be concluded that there was any significant difference in vocabulary mastery between students who were taught using English anagram and those who were not.

CONCLUSION

Based on the finding and discussion of the study, there were some points that could be concluded. First, it was significant using English Anagrams to improve

students' vocabulary of the fourth grade students of SDN 196 Palembang. It could be seen from the students' vocabulary after the post test was given. Second, there was a significant difference between students who were taught by using English anagrams and students who were not.

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