CHAPTER I
INTRODUCTION

This chapter deals with the background of the research which tells about using anagram game on student's vocabulary mastery at seventh grade of MTSN 1 Rokan Hulu. Setting of the research contains about the main problems which have previously the researcher formulated in background of the research. Formulation of the research contains a research question will be answered by researcher in this research. Purpose of the research describe about which will be gained through the research's process. Significance of the research describe about contributions of the research. This chapters end with definition of the key terms.

A. Background of the Problem

Vocabulary is important in English learning. Vocabulary need to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can convey, without vocabulary nothing can convey. It means that if someone has little grammar, he still can convey something, but I he has not vocabulary, he cannot convey anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school. Vocabulary is central to language and of critical importance to typical language learner. According to (Ghazal, 1997, p. 84) vocabulary learning is one of the major challenges foreign learners face during the process of learning a language. Another opinion states, "Vocabulary are all the words contained in a language" Chaer in (Alkapitani, 2017, p. 182). Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It is clearly states that learning vocabulary is very important and becomes a must for every learner to make his English has a special place in teaching of the foreign

language at school, especially junior high school. In reality it is difficult to learn vocabulary. Vocabulary is one of the main problems often is faced by students in learning English.

Based on the researcher's experience when she conducted a field teaching practice program, students are not interested in learning vocabulary and do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary can not run well. This situation happened because the methodology or the strategy which is used maybe not suitable. The low mastery of the participants' vocabulary one of them is caused by lack of interesting learning for improve vocabulary mastery, so that learning English in junior high school will be difficult to accept if mastery English words are lacking. The students had difficulty to understand the lesson, can't express and convey ideas or ideas, even more so as to become "speechless" when asked to speak in English.

The researcher have conducted observations and interviews with English teachers at MTSN 1 Rokan Hulu. Researchers received information that various efforts were made by teachers to improve vocabulary mastery English learners, for example by means of giving the task of memorizing 5 vocabularies a day, but the results at the beginning students memorize the vocabulary then add more vocabulary days already memorized to be forgotten. This matter because maybe students don't feel challenged to memorize the vocabulary or deep learning less interesting vocabulary mastery their attention.

After observing and interviewing English teachers at MTSN 1 Rokan Hulu, the writer got information that the KKM (Minimum Completeness Criteria) for English in schools was 70, and it was evident that many students scored below Minimum Completeness Criteria (KKM) set by the school. Furthermore, only eight students out of twenty six students in class VII b gave 8 correct answers out of 10 daily assignment questions. It show that the students' lack of vocabulary mastery so that the score they get is not optimal.

Furthermore, the researcher also got information from the students about things that make them feel confused to learn English. Those things were the lack of vocabulary make the students became lazy to practice their English, the monotonous technique that teacher used to practice in the class made them felt bored in the learning English, where as English was difficult subject for them that made became frustrated during the class.

With regards to the proper technique used to increase mastery students' vocabulary, the use of wordplay techniques such as anagrams is an alternative that can be done. The game is an activity to get something certain skills in an exhilarating way. An anagram is a set of letters rearranged for formed into several meaningful words or phrases. Through the media anagram, students are trained to find new vocabulary from a collection of letters in the previous vocabulary. From the explanation of the students' low vocabulary mastery and the use of learning media that has not been optimal, the researchers are interested to examine the effectiveness of anagram media in learning English vocabulary. Therefore the writer decides to conduct a research entitled" The effectiveness of students'

vocabulary mastery in using anagram games in seventh grade at MTSN 1 Rokan Hulu".

B. Setting of the Problem

Based on the background above, the researcher found some problems of students in vocabulary mastery of seventh grade at MTSN 1 Rokan Hulu; first, the students lack of vocabulary. Second low reading comprehension. Third, there are many media that teachers can use to overcome difficulties learning, but has not been used optimally.

C. Limitation of the Problem

Based on the setting of the problem above, the researcher limited the problem of this research. As follows: " The effectiveness of the students' vocabulary mastery in using anagram games at seventh grade of MTSN 1 Rokan Hulu.

D.   Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the research question as follows: Is anagram game effective to improve students' vocabulary at seventh grade of MTSN 1 Rokan Hulu.

E. Purpose of the Research

Based on the problem statement above, the purpose of this research is : to find out whether or not the anagram game effective to improve students' vocabulary at seventh grade of MTSN 1 Rokan Hulu.

F. Significance of the Research

By researching the effectiveness of students' vocabulary mastery in using anagram games in seventh grade at MTSN 1 Rokan Hulu. The writer hopes that the result of the research is useful to give some contributions to English language teaching and learning as follows:

1. For the Teachers

   The result of this research is useful as a reflection to improve and develop their methods of teaching, educating students in learning and to assist English teachers in identifying students' vocabulary skills in using anagrams.

2. For the Students

   The result of this study will help the students in learning vocabulary through anagram technique.

3. For the Next Researchers

   The result of this research will be useful as one of the reference in order to conduct the similar research.

G. Definition of the Key Term

1. Vocabulary

   Vocabulary is a collection of words in a language. According to (Ghazal, 1997, p. 84), vocabulary learning is one of the major challenges foreign learners face during the process of learning a language.

2. Anagram

   Anagram is a game of forming a word into another word. According to (Wells, 2001, p. 45), anagram is a game that rearrange of the

letters of one word or phrase to form a new word. Anagram game can help students to achieve target language. In addition, in the process of teaching learning, it makes students becomes more active and have fun in learning. For example: the word knowledge can form know, low, edge, dog, now, etc.

CHAPTER II
RIVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about review of the related theories, review of related findings, conceptual framework, and hypothesis. In the review of related theories, it explains about theories of vocabulary, theories of anagram. The researcher puts some theories related to the title of this research.

A. Review of Related Theories

1. Nature of Vocabulary

Vocabulary is the knowledge of words and word meanings. There are some definitions of vocabulary. (Ur, 1991, p. 60) said vocabulary can be defined, roughly, as the words we teach in the foreign language. Then Harimurti Krida Laksana in (Mar'atus, 2013, p. 79) define vocabulary is a component of a language that maintains all of information about meaning and using word in language. According to Oxford Advanced Learner''s Dictionary of Current English (1995:721) in (Mar'atus, 2013, p. 79), vocabulary is all of the words that a person knows or uses. In addition, vocabulary is list of words with their meaning especially in a book for learning a foreign language (Oxford,) in (Rosadi, 2017, p. 41). It refers to the stock of words used by group of people or by a particular person.

Based on the definitions above, vocabulary can be constructed as a series of words on foreign language use to express meaning. Vocabulary refers to words we use to communicate in oral and print language. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Oral vocabulary is the set

of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Vocabulary is not something that can ever be fully mastered. It is something that expands and deepens over the course of a life time. In reality, it is difficult to be learned. Lack vocabulary is one of the main problems often is faced by students in learning English. According to (Ghazal, 1997, p. 84), vocabulary learning is one of the major challenges foreign learners face during the process of learning a language. By and large, knowledgeable, strategic, adaptive, and reflective teachers may make a difference in students' learning. The roles of both, teacher and students, are important in teaching and learning vocabulary. Any teacher must be able to create fun learning to lead students into a more active instructional process.

a. Types of Vocabulary

Some experts divide vocabulary into two types : active and passive vocabulary. Harmer in (Alqahtani, 2015, p. 21) distinguishes between these two types of vocabulary. The first type of vocabulary refer to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refer to the words which the students will recognize when they know the words, but they will probably not be able to pronounce. Haycraft, Hatch and Brown in (Alqahtani, 2015, p. 21), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive vocabulary

   Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

2. Productive vocabulary

   Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

b. The Importance of Vocabulary

   The importance of vocabulary are :

   a. Vocabulary is a basic part of reading comprehension. Simply put, if students don't know enough words, they are going to have trouble understanding when reading. If there are too many words the students don't know, comprehension will suffer. The content of textbooks is often challenge enough.

   b. Vocabulary is a major part of almost every standardized test, including reading achievements tests, college entrance exams, and armed forces and vocational placement tests. Test developers know that vocabulary is a key measure of both one's learning and one's ability to learn.

   c. Studies have indicated that students with strong vocabulary are more successful in school and one widely known study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in fact the tolls not just of better reading, but of better writing, speaking, listening well. The

more the student have vocabulary will effective their communication can be

d. In today's world, a good vocabulary counts more than ever. Far fewer people work on farms or in factories. Far more in jobs that provide services or process information. More than ever, words are the tools of reading, speaking, writing and listening. A solid vocabulary is essential for both of these skills.

c. Difficulties in Learning Vocabulary

English is a foreign language in Indonesia, it means English still unfamiliar for some people. The different of structure English from Indonesia is seeing as the difficulty t learn English. Most English learners in Indonesia face several obstacles in learning English. Scott Thorn burry mentions that are several obstacles that will be faced in learning English vocabulary, they are:

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a words difficulty. While most English spelling is fairly law- abiding, there are also some glaring irregularities.

3. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that explain follows the same pattern as both Spanish explicit and English tell, and say be explained me the lesson. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty. And the grammar of phrasal verb is particularly troublesome: some phrase verbs are separable (she looked the word up) but others are not (she looked after the children).

4. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word difficult to learn. Thus, culture specific items such as words and expressions associated with the game cricket (a sticky wicket, a bat trick, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

d. Teaching Vocabulary

Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. Based on (Harmer, 1987, p. 293) the

procedure of teaching vocabulary can be divided into two stages, they are namely:

1. Introducing Vocabulary

    In this step, the teachers introduce the new vocabularies with the good pronunciations. The teachers can use some picture or the real things like dictionaries. It hopes by using pictures or things that real, the students will remember or memorize the vocabulary quickly and they can pronounce it well since they know the words firstly.

2. Practicing Vocabulary

    In the second step, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, vocabulary games, using dictionaries, etc. those are several types of exercise that can be used by the teacher in this stage.

2. Nature of Anagram Game

    Game is an activity designed with the intention that children can develop their abilities. An anagram is a word game in which the letters in the word are rearranged to form a new word for example *study* can be rearranged into *dusty*. Anagram is another fun and interesting way to learn vocabulary or spelling words. Students may also have fun figuring out lists of words in which the letters are scrambled.

    According to (Rosadi, 2017, p. 41), anagram is a word or phrase created by re-arranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase.

According to Danesi in (Kurnia, 2014, p. 103), anagrams is the word or phrase by rearranging the letters of the another word or phrase, such as *elvis* can be formed *lives* and *veils, presbyterian = best in prayer, deliver = live red.*

Anagram is a game that rearrange of the letters of one word or phrase to form a new word. Anagram game can help students to achieve target language. In addition, in the process of teaching learning, it makes students becomes more active and have fun in learning. For example: the word knowledge can form know, low, edge, dog, now, etc (Wells, 2001, p. 45).

(Kartikasari, 2021, p. 1) Anagram is a type of word play. In playing this game, the letters in the original word will be randomized and allow players to form and get new words or sentence.

According to (Vossoughi, 2009, p. 79), anagram game is one of many instructional games that reinforce word level onto a grid and persuades the class to make suggestions for the puzzle clues. A simpler but still popular alternative anagram game is the word search. The object of anagram game is to find the listed hidden words. This game is good to review general vocabulary, without ever tiring the students.

Oxford dictionary defined that anagram is word made by changing the order of the letters of another word. Anagram is a type of word play in which a word or phrase is formed by rearranging the letters of another word or phrase, such as united to united. Today, anagram is used by the teacher to the language teaching especially in teaching vocabulary. It is believed that using anagram will give the students enjoyment or challenge in studying language and

encourage them to look carefully at words, students can practice, show the students how the letters of the many words can be manipulated to form others words, emphasize the importance of letter position in relation to word meaning.

It is clear that anagram is an interesting way of learning to increase one's vocabulary. There are many kinds of word game, such as scrabble and puzzle. Anagram is faster paced and more productive than those word games because anagram is focusing on word formation and vocabulary expansion through the use of affixes and compounds. Among its many beneficial features are the following:

1. Can be played for fun or specific language study.
2. Valid for any level of language learner
3. Can be played competitively and cooperatively.
4. Involves consonant attention and full concentration.
5. Focuses attention on word formation and spelling.

a. Teaching Vocabulary

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. There are essential step of learning vocabulary:

1. Getting a clear imagine for form of the new words
2. Learning the meaning of the new words
3. Making a strong memory connection between the form and the meaning of the new words
4. Using words

Teaching vocabulary is a very important field. And it is more than just presenting and introducing new vocabulary to the learners. Vocabulary can be presented, explained in all activities and experienced in all manner association. It means that vocabulary should be applied in all activities.

It used when we are speaking, listening, writing and reading. The more vocabulary possessed by someone, the better chance she/he has of mastering the language skills. It means that the words can be used in the students' daily life. Almost student feel difficult in mastering vocabulary because it is very hard for them to memorize a long list words. That's why, teacher should use different techniques and activities in teaching in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. One of the interesting and enjoyable techniques in anagram.

Anagram is good technique vocabulary. There are many ways in applying anagram to the students, such as:

1. The students form other words from the key words given.

    For example:

    a. Jellyfish = fish, jelly, jell, lie, shill, etc.

    b. Chimpanzee = zinc, zip, chime. Chin, chip, etc.

    c. Reader = dear, read, ear, red, etc.

    d. Handsome = dome, hand, some, name, etc.

2. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence.

   For Example: Thecare, bfiaueilu, idouyl, Pnhuis and shlcoo

   a. Please speak *loudly*, so I can hear your voice

   b. You are very *beautiful* wearing that gown

   c. My English *teacher* is very friendly

   d. The teachers will *punish* us if we don't do our homework

   e. My *school* is in front of my house

3. The students transpose the letters of the word and form another word by using those letters exactly once based on the definition.

   For example:

   a) Note

   Definition : Quality of a sound or voice

   Word　　 : Tone

   b) Name

   Definition : The explanation or definition of something

   Word　　 : Mean

   c) Earn

   Definition : A short distance

   Word　　 : Near

By applying the third ways of anagram to the students, it can create livable atmosphere in the study of English vocabulary. It can also create more fun learning activities in classes.

b. Procedure of Teaching Vocabulary Through Anagram Technique

The steps in teaching vocabulary through anagram:

1. Students are divided into 5 groups where each group consists of six or seven students.

2. Student gets some words consists of 4-6 letters.

3. Student must arrange the letters that were randomized into a new word.

4. Student uses all the letters to form a 1 or 2, even 3 new words.

   Example:

   1. Malp : lamp, palm

   2. Using : sing, sign, sung

   3. Late   : tale, tea, lea

   4. Erosh : horse, shore

   5. Balett : battle, tablet

5. Group with a most new word is the winner.

   There are three criteria, or rules, that must be met in order to classify something as an Anagram:

   a. The letters of a word or phrase must be re-arranged.

   b. A new expression must be created.

   c. Every letter of the original must be used in the new expression.

from the explanation above, it can it can be concluded that the procedure is easy. The rules is fun because students will play with a group to make new word which more easy and make students compact.

c. Advantages of Anagram

In applying a technique for teaching there is always an advantage and disadvantage. We cannot say that one technique is the best overall, because it depends on the learners that we teach. What we should look carefully is whether or not a technique suitable for the learners. Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practices, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to the words. Anagram can motivate the students and make them interested in learning vocabulary, make the students have capability to develop their vocabulary, and anagram also helps the students to work in team so the learning will help the students to enhance their social intelligence.

d. Disadvantages of Anagram

Anagram cannot make a new word from, except from word itself, and it limit teacher expectation. This technique needs a dictionary for beginner, because without a dictionary they cannot find another word.

B. Review of Related Findings

Several types of research have been conducted to find out whether or not Anagram can be used to improve students" vocabulary. There are some previous related studies that will be describe. The first previous related study that will be described was conducted by (Hasni, 2019, p. 1). The tittle of the research was "The Use of Anagram Technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman". This research aimed to know through Anagram Technique in Improving the students" vocabulary mastery at MTs Al-Wasilah Lemo Kabupaten Polman. Generally the use of Technique as teaching aid mainly aimed at increasing the teaching process to be more motivating and appealing for the students. Teaching by using Anagram Technique will be more interesting. This researcher was conducted at MTs Al-Wasilah Lemo Kabupaten Polman, the population of this research were the students of The Eighth Grade in MTs Al-Wasilah Lemo Kabupaten Polman in Academic Year 2018/2019. In this research, the researcher used a pre-experimental design pre-test and post-test, which is the effects of treatments is judges by the difference between the pre-test and post-test score. To collect the data, the researcher used instrument test that consist of the pre-test and post-test. Based on the analysis, the researcher found that Anagram Technique is able to improve the vocabulary mastery. The students" vocabulary mastery was improved significantly by looking at pre-test mean score were 40.76. By the end of the study the result of Anagram Technique to improve students" vocabulary mastery enhance after giving treatment. The mean score indicate 72.76. The impact

through Anagram Technique seems to be significant in students improvement in vocabulary mastery. It can be concluded that treatment have been effective.

Second is (Siska, 2017, pp. 1–95). The research is entitled "Improving Students' Vocabulary Achievement by Applying Anagram Plus Flashcards At The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia. "After carrying out the research and analyzing the data, the writer found that the students' vocabulary achievement had been improved by applying anagram plus flashcards. It is shown from the mean of students' score in pre-test was 46.04, the mean of students' in post-test I was 68.54, and the mean of students' score in post-test II was 78.12. The score's improvement from pre-test to post test I was increased 22.5 point and from post-test I to post-test II was increased 10.18 point.

The third finding was found by (Rosadi, 2017, p. 1) on his research entitled The Effectiveness of Anagram Technique in Teaching Vocabulary. This study aimed at finding out the effectiveness of anagram technique in teaching vocabulary at the seventh grade of MTs. Al-Majidiyah NW Majidi in the school year 2015-2016. This study is a pre-experimental design. The sample was one class consisted of 30 students. The data collection was done by administering pretest and post-test in the form of objective test. In the data analysis, Paired Sample T-Test was used to prove the hypothesis. Based on the data gained, it was found that the mean score of the pre-test was 18.67 while the mean score of the post-test was 25.30. It meant that there was a significant difference in the mean scores between pre-test and post-test, $t(df=29) = 19.282$ at $p = 0.000$ that was lower than 0.05. It means that the alternative hypothesis was accepted which indicates that anagram technique was significantly effective in teaching

vocabulary. Additionally, the result of this research shows that anagram is a good vocabulary learning strategy. It encourages greater self-direction for learners. Thus, it is strongly suggested that teachers apply this technique to help improve students' vocabulary.

The forth research was conducted by (Ria, 2020, p. 54) with the title is The Use of English Anagrams to Improve the Students' Vocabulary to the Fourth Grade Students SDN 196 Palembang. 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 (Ha) was accepted and (Ho) 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.

The last research was conducted by (Sutresno, 2017, p. 25) on her research entitled "Using Flashcards to Improve 7th Grade Students' Vocabulary: A Classroom Action Research in SMP Maria Immaculata Yogyakarta". This research is aimed to answer the research questions which were stated in the Chapter 1. The research questions were "How are flashcards used in improving
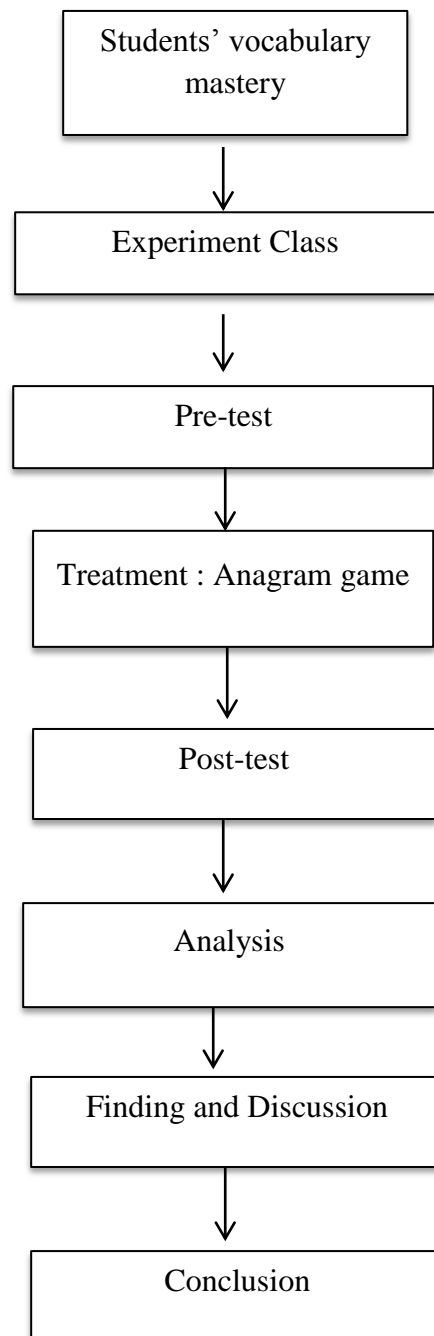
the vocabulary of seventh grade students of SMP Maria Immaculata Yogyakarta?" and "To what extent do flashcards improve the vocabulary of the seventh grade students of SMP Maria Immaculata Yogyakarta?". After conducting the research of using flashcards to improve the students' vocabulary and analyzing the data, the researcher found some research findings. All of the findings were gotten from the data that were collected by the researcher. The result of this research showed that flashcards could improve the students' vocabulary. It was proven by the mean score of each test. Starting from the pre-test until the post-test the mean scores have increased. The pre-test score was low (55.00). Then, after conducting cycle one and two, the researcher found that the result increased (97.87). The interview result also showed that the students were happy and they enjoyed the learning activity. In conclusion, flashcards can improve the students' vocabulary for the seventh grade students of SMP Maria Immaculata Yogyakarta.

Based on the explanation study above, in this research has similarities and differences. The similarity is to use anagram game. The differences are subject and time. The researcher found that in developing or improving students' vocabulary mastery there are many methods have their own advantages. Furthermore, vocabulary skill very important to be learn, it can make students easier to user English. So in this research, the researcher want to know how is the students' vocabulary mastery in using anagram games in seventh grade at MTSN 1 Rokan Hulu.

C. Conceptual Framework

Conceptual framework is a things that what will shows the research process. in this research, the model of the conceptual framework will be shown by the diagram. This is the following diagram.

Figure 1. Conceptual Framework of the Research

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        ┌─────────────────────────┐
        │   Students' vocabulary  │
        │         mastery         │
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                    ▼
        ┌─────────────────────────┐
        │     Experiment Class    │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │        Pre-test         │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │ Treatment : Anagram game│
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │        Post-test        │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │        Analysis         │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │  Finding and Discussion │
        └─────────────────────────┘
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        ┌─────────────────────────┐
        │       Conclusion        │
        └─────────────────────────┘
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Vocabulary is one of the most important elements in a language. Because without vocabulary we cannot deliver a message, especially in English that becomes a foreign language in Indonesia, but some of the students MTSN 1 Rokan Hulu still get confuse to face someone talk in English. It was happening because they have lack of vocabulary. There is relation between the students has lack vocabulary and the way teacher teach. If the teacher cannot conduct the right technique to teach vocabulary, the students will not catch the lesson. But if the teacher conducts the right technique to teach, it can avoid the lack of vocabulary on students. Based on the problems above, One of the techniques which is considered as the appropriate technique to be used for teaching vocabulary in Junior High School is Anagram Technique. As the conclusion, Anagram technique is applied to see whether or not it would bring positive impact, especially for students" vocabulary.in used strategy, the researcher done a writing test. The test concise of post-test only.

D. Hypothesis

In this research, the researcher proposes the following hypothesis :

1. Null Hypothesis (Ho) : There is no significant effect of using anagram game on students' vocabulary mastery at seventh grade students of MTSN 1 Rokan Hulu.

2. Alternative Hypothesis (Ha) : There is significant effect of using anagram game on students' vocabulary mastery at seventh grade students of MTSN 1 Rokan Hulu.

CHAPTER III
RESEARCH METHODOLOGY

This chapter present the research method. It focuses about the use of method to conduct the research. In this chapter discuss research design, setting of the research, population and sample, the instrument and data collecting technique, and data analysis techniques used in the research.

A. Research Design

In this research, the researcher was used a pre-experimental designs the methodology for the research in the form of one-group pretest-posttest design with quantitative approach. The purpose of this method is to assist the students" of seventh grade of MTS 1 Rokan Hulu in learning vocabulary mastery by using Anagram Games. The researcher used this Pre-experimental because in pre-observation, the researcher found some lack and problems during teaching and learning process of vocabulary. Furthermore, the researcher wanted to investigate the effectiveness of using Anagram games in teaching vocabulary.

Kothari in (Wahyuni, 2021, p. 42) explains that there is no control of extraneous variables which means that this research does not use a control group because this research only used one class of the subject research. This kind of design compares the students" learning achievement before and after the treatment through the pre-test and post-test results. The design of this research was described as follows:

O1 X O2

O1: Pre-test

X : Treatment

O2: Post-test

The research began from pre-observation with surveying and identifying classroom problems. A classroom problems pointing to the classroom practice that will be improved to result in better learning achievements of the students.

Based on the result of observation that is done by the researcher, some students are still lack of vocabulary. Therefore the design of this research refers to investigate the effectiveness of using Anagram games in teaching vocabulary. The researcher hope that with him planning, students can mastering about vocabulary mastery.

The researcher made a planning with him collaborator about the strategy on vocabulary learning, and the researcher was focused on pre-experimental in teaching vocabulary by using Anagram Games.

B. Research Variables

There are two variables involves in this research, they are :

1. Independent Variable

   The independent variable is anagram games, which is the teaching aid that helped the students to improve their English, especially in vocabulary

2. Dependent Variable

   The dependent variable is the students' vocabulary. This research show that anagram game is effective the students' vocabulary mastery or not.

C. Setting of the Research

This research was conducted at MTSN 1 Rokan Hulu. This school was located at Tambusai Sub District, Rokan Hulu Regency. The research was be conducted on June 2022. The participants of this research are the seventh grade of MTSN 1 Rokan Hulu year academic 2021/2022.

D. Population and Sample

1. Population

According to (Sugiyono, 2020, p. 126) population is the total collection of element about which we wish some inference. A population element is a subject on which the measurement is being taken. It is the unit of study. The population of this research was the seventh grade students of MTSN 1 Rokan Hulu, related to the total number of the research, population consisted of 107 students.

Tablel 3. 1. Students' Data of MTSN 1 Rokan Hulu

No	CLASS	L	P	TOTAL
1	VII A	9	18	27
2	VII B	10	16	26
3	VII C	12	15	27
4	VII D	13	14	27
TOTAL				107

Source : *MTSN 1 Rokan Hulu*

2. Sample

According to (Sugiyono, 2017, p. 81) sample is part of the number and characteristics possessed by the population. Based on the population above, the sample of this research is MTSN 1 Rokan Hulu, related to the total number of the research population consisting of 107 students. The researcher used purposive

sampling technique and choose the VII B as the sample because this class lack of vocabulary and the total sample of this research is 26 students. Almost all of students in VII B like to study English but they lack of vocabulary to communication. So, that is way the researcher choose this class.

E. Instrumentation of the Research

(Sugiyono, 2017, p. 102) instrument is a tool used measure observed natural and social phenomena. The research instrument in this research was vocabulary test. The test is consist of essay tests. These test was applied in pre-test and post-test. The purpose of the vocabulary test is to know the students' ability in vocabulary. Form of the test is transpose the letters, arrange the letters and write the other form words from the key word given. The total number of the tests is 20 items. According to Ghozali 2006. He explained the validation test is used to measure whether a test is valid or not. In this study, the researcher conducted a validation test on the research instrument by making a validation sheet containing several aspects observed by the observer or validator. The researcher conducted a validation test on the advisor named Mr. Rivi Antoni, M.Pd to measure whether the research instrument is valid or not.

F. Procedure of Collecting Data

There are some steps in collecting the data for the research. For data collection technique researcher used test. The test used to measure the competence of a person and also to achieve the objective. The data is collected by giving vocabulary test, the test had been conducted twice.

1   Pre-test

The researcher gave the Pre-Test before starting experiment. The test distributed to the students in order to know the students" vocabulary. The type of the test is essay question that consist of 20 items.

2   Treatment/Teaching

After giving the pre-test, the researcher gave a treatment to the students in the classroom for several meetings.

Meeting 1 and 2 : The students was learned twice meeting. In the first meeting, the researcher greeted the students and open the class then give direction to pray before learning. Then the researcher check the attendance list. In the while activity the researcher explain the material and the activity that she used. The researcher ask the students about their vocabulary and also about anagram games. After the researcher explain about what is Anagram the researcher show some example of anagram in Indonesian such as " Marah = Ramah, Anda = Nada, Adat = data. This example can make them easier to understand how to use anagram games in English. After that the researcher give some example of anagram in English such as " Listen (Mendengar), Silent (Diam), Name (Nama), Mean (Berarti), etc. Then the researcher show some vocabulary about animals on the whiteboard. Then, students are ask to compile a new vocabulary through the anagram process using the help of a dictionary to able to find vocabulary based on the topic discussed at the meeting. After that, the researcher ask the students to translate the new word that they found. And the last is every student had to mention and wrote their new vocabulary about the topic and the researcher evaluated the mentioning errors and writing of each

student before students are asked to memorize the vocabulary and then tested by the researcher by asking some vocabulary related to the material.

Meeting 3 and 4 : In this meeting, the students was learned twice meeting also. In the third meeting, the researcher select the students randomly and asked them to mention what they learned in the previous meeting. Then, continue the lesson by giving a new topic. That is about jobs. The researcher show the vocabulary on the whiteboard then divide the students into 6 groups. Then, students are ask to compile a new vocabulary through the anagram process using the help of a dictionary to be able to find vocabulary based on the topic discusses at the meeting.

Meeting 5 and 6 : In this meeting, the students was learned twice meeting also. The researcher selected students randomly and asked them to mention and write what they have learned in the previous meeting start from first until the last meeting. Then, the researcher start the lesson by using a new topic. That is about Daily Activity. The researcher show the vocabulary on the whiteboard then divide the students into 6 groups. After that, the researcher give time 5 minutes to all group to compile a new vocabulary through the anagram process using the help of a dictionary to be able to find vocabulary based on the topic discusses at the meeting. And then, the researcher ask every group have to mention and write their new vocabulary about the topic and the researcher evaluate the mentioning errors and writing of each group. After that the researcher ask the students to memorize the vocabulary related to the material.

In the last meeting, the researcher asked the students to prepare their piece of paper and pen. After that the researcher tell the students that 5 minute later,

they had to wrote down all the vocabulary that they know and found after learn about anagram start from the first meeting until the last meeting in 5 minutes. Who can write a lot of vocabulary, he or she is the winner and get a gift from the researcher. After that, the researcher close the class by praying to God and say thanks a lot to the students for the participate in several meeting before.

3 Post-test

After the treatment given, the researcher gave the post-test to the students. The type of test is same as the pre-test but different question. In the level of post-test question higher than pre-test which the question of post-test was taken from the treatment it self. Then, the score of the post-test compared with the pre-test before. So those scores used as numerical data to measure the using of anagram on students" vocabulary mastery.

G. Technique of Data Analysis

To analysis the data of the research, the researcher was used quantitative as approaches. The quantitative data analysis was used to know the student's achievement in vocabulary after using anagram game in teaching vocabulary. The researcher conducted test to the student before and after they were taught by using anagram game. Here the researcher use t-test formula to analyze the data to know the students test result which are conducted before and after using anagram technique. Consequently, in this case the researcher calculates the t-test using SPSS 22 program.

The data as result from the written test analyzed in percentage by using the formula as follow :

1. Analyzing the raw data of present. Each of the students correct answer got 1 and the wrong answer got 0.

2. Raw scores were converted to a set of core maximum of 100, using the following formula :

   Scoring the students' answer

$$\text{Score} = \frac{total\ right\ answer}{total\ items}\, x_{100\%}$$

3. Converting the score of the students into values.

4. Classification the students' score based on the following classification

Table 3. 2. Classification of the Score

No	Classification	Score
1	Very Good	80-100
2	Good	70-79
3	Enough	60-69
4	Less	50-59
5	Failed	0-49

(Dirjen Pendidikan Dasar dan Menengah)

5. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the experimental by using SPSS statistics 22 for windows evaluation.

H. Hypothesis Testing

The hypothesis of this research is as follows :

1. Null Hypothesis (Ho) : There was no significant effect of using anagram game on students' vocabulary mastery at seventh grade students of MTSN 1 Rokan Hulu.

2. Alternative Hypothesis (Ha) : There was significant effect of using anagram game on students' vocabulary mastery at seventh grade students of MTSN 1 Rokan Hulu.