

THE EFFECT OF ANAGRAMS IN DAILY VOCABULARY MASTERY IN THE EIGHTH D STUDENTS' WRITING SKILL AT AL-AZIZIYAH DORMITORY

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Abstract : This study aims to obtain evidence about the effect of using anagrams on students' vocabulary mastery. This research was carried out at the Al Aziziyah Dormitory for the 2021/2022 academic year. The research subjects were students of class VIII D, totaling 28 students.

The method used in this research is quantitative. The quantitative research design applied in this study is Quasi Experimental. There were two classes used in this research : control and experimental clas. The experimental class was given treatment in the form of anagrams while the control class was given learning in the form of lectures.

The data was obtained through a test. Then, the data was divided into 2, namely the students' vocabulary scores from the pre-test and post-test. These data are compared and analyzed to get a conclusion as a result of this research.

Based on the results of the study, it showed that there was an increase in students' vocabulary mastery, this could be seen from the average pre-test score for the experimental class 71.66, the post-test average score for the experimental class was 80.34, and the average score for the control class pre-test was 72.23. while the post-test control class is 76.34. The hypothesis that anagram has significant effect to students' vocabulary mastery was proved by the result of the data analysis. The findings of this study indicate that the application of anagram games improves students' ability in vocabulary mastery.

Keyword : Anagram, Daily vocabulary mastery

Abstrak : Penelitian ini bertujuan mendapatkan bukti tentang efek penggunaan anagram terhadap penguasaan kosakata siswi. Penelitian ini dilaksanakan di Asrama Al Aziziyah tahun ajaran 2021/2022. Subjek penelitian adalah siswa kelas VIII D yang berjumlah 28 siswa. Metode

yang digunakan dalam penelitian ini adalah kuantitatif. Desain penelitian kuantitatif yang digunakan dalam penelitian ini adalah Quasi Eksperimental. Ada dua kelas yang digunakan dalam penelitian ini yaitu kelas kontrol dan kelas eksperimen. Kelas eksperimen diberikan perlakuan berupa anagram sedangkan kelas kontrol diberikan pembelajaran berupa ceramah.

Data tersebut diperoleh melalui tes. Kemudian, data tersebut dibagi menjadi 2 yaitu nilai kosakata siswa dari pre-test dan post-test. Data-data tersebut dibandingkan dan dianalisis untuk mendapatkan suatu kesimpulan sebagai hasil dari penelitian ini.

Berdasarkan hasil penelitian menunjukkan bahwa terjadi peningkatan penguasaan kosakata siswa, hal ini terlihat dari rata-rata nilai pre-test untuk kelas eksperimen 71,66, rata-rata nilai post-test untuk kelas eksperimen adalah 80,34, dan nilai rata-rata pre-test kelas kontrol adalah 72,23. Sedangkan post-test kelas kontrol adalah 76,34. Hipotesis bahwa anagram berpengaruh signifikan terhadap penguasaan kosakata siswa dibuktikan dengan hasil analisis data. Temuan penelitian ini menunjukkan bahwa penerapan permainan anagram meningkatkan kemampuan siswa dalam penguasaan kosakata.

Kata kunci : Anagram, Penguasaan kosa kata

INTRODUCTION

English has any important parts. They are aptitudes and language constituents of English. English has several skills and components which must be learned when we learn it. Vocabulary, grammar, pronunciation and spelling is Language components of English. One of the significant components in learning English is vocabulary. The psycholinguistic study showed there's relationship between the mastery of vocabulary and creativity as well as skill the language, similar as speaking or writing skill. The psycholinguistic study showed there's relationship between the mastery of vocabulary and creativity as well as skill the language, similar as speaking or writing skill. Somebody who has a lot of vocabulary will be easier and more imaginative in speaking and writing. However, mastering vocabulary needs some attempts to be seriously done, Fries (1974:45) categorizes vocabulary into four types: content word, 1 operate word, and substitute word which is, then, separated into some subspecies. Actually, content word is classified as the nearest vocabularies for the students at the elementary school which is predictable enabling to be mastered.

Diamond (2005:11) become a nation's hard work, namely learning the language. English is one of the most important parts in education to evolve human sources. It is being anticipated to be able to make people aware about coming where English will be used in all areas still now English can be found easily all over the place. Crystal (in McKey.2000: 7) says that English is rapidly assuming the function of a world language, and any other language has disseminate around the globe so comprehensively, making English. English has been determined by the Indonesian government to be a foreign language that must be considered by junior high school students up to university. Even is some elementary schools, English has been studied. This is because the language most used and the international language is English.

In our life, humans use language as a means of communication with the people around, either the spoken language or body language, and written language. Language is a set of habits that can be acquired by a process of conditioning. So, in language acquisition require a process, after baby to grown-up. Language is an important part of how mankind disclose with each other. Language is the apply communication in everyday life because people use language to make dialogue with other. Language in Indonesia already held in schools especially in Islamic boarding school, there have been used the foreign Language in daily activities. Language is the important execute communication in daily lives because people use language to produce conversation with other (Lem Kristin, 2010: 1). Including daily conversation an efficient teaching tactics help

the student to spoke the strange language in them daily activity. Providing students with knowledge and skills to help them enter the world of work is the goal of teaching English at university. Making it easier to find job opportunities in this modern era where English is a mandatory skill for everyone.

Vocabulary is a key of English. Someone speak, write, listen and read if she/he does not have vocabulary. Students learn vocabulary in vocabulary class. They give many vocabularies of sports,school objects, household objects, part of plants, tree,volume, etc. The purpose is to make the students can use the vocabularies in their daily life, since vocabularies is an important thing in communication. As stated by Moeller et al (2009: 2) As stated by Moeller et al (2009: 2) vocabulary is main to the learning of foreign language incorporate literature, music and content understanding. So that the more vocabulary by students, the better the quality in writing.

According to Collins in Ahdian "anagram is a type of word play that made by arranging in adifferent order the later of another word phrase. It is a good technique in teaching vocabulary and helpful for the students". John M. Echols and Hassan Shadily anagram means "exchange of letters in word so that the word has another meaning of the word before". By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play anagram. Many words will be got through this technique. Additionally provides the students accidentally learning, so they learn without they accomplished it. Anagram is a word or phrase created by re-ordering the characters of another word or phrase, in which every characters in the creative is used in the creation. It facilitates the students to make a new word for looking the dictionary based on the word or phrase given. So the students will know the vocabulary after re-ordering the word, this system can used to teach or review the correctly vocabulary.

Al-Aziziyah Dormitory is one of the leading dormitories which has two majors, science and tahfidz. Al Aziziyah Dormitory is a special dormitory for superior junior high school students plus Darusslam. Since dormitory a superior dormitory, then Al- Aziziyah has a superior program which is not owned by other dormitorys, it is the study club. The study club here includes science and English lessons. Apart from being a subject in the study club, English is also the language of communication for everyday life.

REVIEW OF LITERATURE

A. Anagram

The anagram comes from the Greek *ana* which means to return, backward and *grama* which means letters. So, anagrams are activities that change the arrangement of letters in one word to form another word. Anagram is one of the media in the form of word games that can be used in teaching vocabulary. According to Grolier Encyclopedia (1995: 356) An anagram is a term that is formed by reorganizing the characters of a phrase or word. From this understanding, the anagram is interpreted as restructuring the characters of a word into another or group or word of words.

According to Capper (1999:10) says that anagrams are words or phrases that are formed to reorganize the correspondence of other words or phrases. For example coin to icon. Anagram serves to rearrange letters in such away. An Anagram is a word or phrase used to arrange a word to form into a different word. For teachers who teach English to children, anagrams are very useful, because the methods taught are very interesting so that they make vocabulary easy to understand.

According to Capper (1999:10), anagram is a device in which a word consists of symbols from the word is created. For example, word "word" consists of characters; w, o, r, d. The objects of anagram are to anagram or rearrange the letters to form a word for more letters. Anagram gives benefit to the learners because the students can review the vocabulary and the teachers are able to assess students' knowledge about vocabulary. The following are examples of an anagram and the resolution to the puzzle, advanced by Capper (1999:12). "GOD" for "DOG", "NOIL", for "LION", "SOUME", for "MOUSE", "BARBIT", for "RABBIT". All four words recognize name of animals. Based on some of the opinions above, it can be concluded that anagrams are a form of word game media in vocabulary learning. When playing the game, students are asked to change the order or the order of the letters of a word to form a word or another group of the word.

B. Daily Vocabulary Mastery

Mastery is from a master, who is somebody enlightened about a topic, like a master painter. Masters are also people with power butlers sometimes call their head master. Mastery relates to a similar power or capability. Beethoven revealed mastery in composing. Shakespeare showed mastery in writing. Apple has had mastery over the field of electronic components and smartphones. Often, both reason are blended:

if someone has mastery over a field skill-wise, they probably have mastery in conditions of ascendancy too. According to Hatch and Brown (1995: 1), the word vocabulary applies to a catalog or set of words for specific language or a list of words that individual orators of language use.

Considering vocabulary is a catalog, the only method complicated is that alphabetic order. The choice in vocabulary choice and ways used in teaching vocabulary are important causes. It requires the requirements procedure of learning in setting to get the meaning of words as stated by Allen French (1983: 4). Vocabulary is a fundamental component of second language proficiency: one of the main objectives of language learning is to understand the implications of the words. It is required to disclose effectively in the second language. Hornby (1995: 985) says that vocabulary is the entire number of words (with their meaning and with regulations for combination them) invent the language. Burns and Broman (1975:295) determine that vocabulary as the reserve of words used by a person, class, or master, all having much in ordinary, yet each decidedly different. The main item in teaching a language is the acquirement of vocabulary. Vocabulary mastery is always being a fundamental section of English. Lewis and Hill (1990: 12) states that vocabulary mastery is significant for the learners. It is more than grammar for transmission aims, exceptionally in the early point when students are stimulated to learn the basic words. Unless having symmetrical English vocabulary, students will get some difficulties in using English.

Vocabulary mastery can be calculated by the conditions of abstraction (being able to limit words) and request (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997: 326) says "responsive and fruitful knowledge may show the only practical way to measure the depth of vocabulary knowledge". Responsive knowledge is words that the learners acknowledge and comprehend when they happen in a setting, while fruitful knowledge pertains to words which the learners understand, are able to articulate correctly, and use beneficially in speaking and writing. Further, Madsen (1983:12) says the goal of vocabulary trials is to evaluate the understanding and creation of words used in speaking or writing. It can be said that vocabulary mastery is a full skill to understand the provide of words and their meanings of a particular language.

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Accordingly, achievement in learning English require vocabulary acquisition. A large vocabulary can not ensure the learner's ability in learning English but in the sufficiency of a vocabulary will obstruct their chances to macomponentke achievement in learning English. Rivers in Nunan (1998: p. 117), states that the acquirement of a sufficient vocabulary is vital for successful second language utilize because, unless a comprehensive vocabulary, one will be incapable to use the constructions and responsibilities one may have learned for comprehensive communication. Significance of mastering vocabulary in learning is also declared by Nunan. Nunan (1998: p.118) declares that the growth of a affluent vocabulary is a significant in the acquisition of a

second language. From the explanation above, it can be completed that vocabulary is the total Number of words, a catalog or group of words in a specific language that a person knows or uses. Swannel (1994: p 656) establishes mastery is extensive awareness oruse of a subject or device. Meanwhile, Porter (2001: p. 953) says that mastery is learning or knowledge object fully and having nodifficulty in employing it. Mastery is determined as the full manage of understanding (Oxford Advanced Dictionary). This definition is endorsed by Hornby (1984:777) who establishes mastery as talent or though understanding. From these explanations, it arise to the termination that mastery resources the proficiency to know and apply something learned.

C. Writing

According to Harmer, writing is a approach to produce language and communicate idea, feeling, and opinion. Additionally, he states that writing is a process that what people write is many times heavily persuaded by the constraints of genres, and then these components have to be presented in learning activities. It means that writing is a way to produce language that comes from our thinking. The idea, feeling or opinion generate based on writer activity was done. It is also an activity, both physically and psychologically which helps the writers put their thought into words in meaningful form.

Hyland describes that writing is a way to divide personal implications. It means that writing is the way to express feelings and thought to other people that have a meanings. Writing can helps people to communication. Consequently, when constructing their opinions (ideas), the people have to make it comprehensible and acceptable.

In order for communication to be successful the people have to structure their discourse in such way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive. Coherence means the relations of ideas and points that will be transmitted and cohesive resources grammatically that used in written language. It explains, the writer will show many things in the written language, such as the way of reasoning, knowledge and word to be ordered to sentences form that can be easy to understand it by the reader so that both can make a transmission.

For all declaration above, the researcher finishes that writing is one of skill in English to transmitted idea, feeling and thought of the writers“ head which arranged in words, sentences and paragraph using eyes, hand and brain, as knowledge to the reader.

Writing is a creative act, the act of writing is creative because its requires to interpret or make sense of something: a experience, a text, an event (Robert Di Yanni and William Smith, 1989:18). Writing does not demand suitable choosing subject, but generally to be resolute who presumed to read it, and especially for the article and its objectives. Through writing we can transmit the padding of thoughts and feelings, both mythical or actual condition. In this instance, we can write thing based on our encounter: funny, weird, thrilling, embarrassing or the experience of painful.

According Gebhardt and Dawn Rodrigues (1989 : 1) wriring is one of the most importain things you do in college. Unless some capabilities to utter yourself in writing, a students cannot spend the path. Writing is

also a formative procedure, they try to evade impressive their views, contribution models, or suggesting reactions to topics before hand. Isriana in Dahnianti, (2018), said that writing is one of the manners to provide an opinion or note which is shape in writing on a of paper or the other area. It is a behave of making brands on certain exterior. Particularly, writing is one type of phrase in language which is made by specific set of sign, having standard philosophy for symbolizing the wordings of particular language which is drawn up optically. Procedure of writing is very significant in teaching writing. The teacher will understand the procedure of students in writing based on some measures.

RESEARCH METHOD

A. Research Design

The researcher used quantitative method in this study. In detail, the researcher used quasi-experimental design which allowed the experimental study to be conducted without form any new group.

Anagram was implemented in the experimental class and was not be implemented in the controlledled class. This study focuses on giving treatment to the experimental class by applying anagram in students' vocabulary mastery, and observes the result through student test.

B. Location of Research

The researcher conducted the research at Al-Aziziyah Dormitory which is located on beside of KH Mukhtar Syafaat's Grave in Pondok Pesantren Darussalam. The study was held on February 2022 to March 2022, by making it into 5 meetings consist of Pre-Test at the first meeting, then treatments at the second until the fourth meeting, and finished by Post- Test at the last meeting.

C. Procedure of Data Collection

The data of this research was collected by giving vocabulary test in the form of multiple choice which consists of 25 items to the students. The test consists of pre-test and post-test. The pre-test was conducted in order to know students' beginning in comprehending the lesson however post-test was conducted in order to know students' vocabulary mastery after having atest. The researcher gave 45 minutes time in both of the classes for finishing pre-test and post-test. Furthermore, the sores of experiment class and control class in pre-test and post-test were compared. Afterwards, the scores were used as the numerical data to measure students' vocabulary mastery.

D. Data Analysis

The writer has conducted the test, pre-test and post-test. The data is compared from the mean of the score from pre-test and post-test. After getting the data from the score, then the data was analyzed. To analyze the data, the researcher uses quasi experiment to analyze data and processed by using statistic calculation of T-test formula with significance degree 5% and gained scores. T-test in this research used to test the average difference count, was there a significant difference or not between the experimental group and the controlledled group.

While the gained score is the difference between pre-test and post-test score of each class of the experimental and the controlled groups. Gain scores were used to determine the increase or decrease in scores and to determine the effectiveness of the media used. However, prior to the tests the hypothesis necessary analysis prerequisite tests first, namely the distribution normality test and homogeneity test. The writer used T-test to find out the differences between the students' scores which were taken from pre-test and post-test in experiment class and controlled class.

1. Normality test

Normality test was done in order to examine the distribution whether the data collection was normal or not. The analysis of normality used in this research was Shapiro - Wilk by using SPSS version 22 software. If the result of normality was more than 0.05, it can be categorized that the data distribution was normal. In the contrary, if the result was less than 0.05, then the distribution of the data was not normal.

2. Homogeneity test

After normality test gives indication that data is distributed normally, homogeneity test is needed to be done. It is used to find out if they are equal or homogenous. To achieve this data, Levene Statistic test is applied in this research with $\alpha = 0.05$. similar to homogenous or have equal variances.

3. Hypothesis

Pre-test and post-test are done in order to see the difference of vocabulary before and after the students are taught by using anagram technique. After the data are collected from the test, there are analyzing by using SPSS. Hypothesis test could be done if the data of the test show that they are both homogeneous and normal. The T-test is used to see whether there is a difference between two variables in this research. In SPSS, T-test is done through independent-sample t test. The researcher analyzed use T-test is SPSS.

E. Data Validity

As previously mentioned, the researcher used tests as the research instrument. Both pre-test and post-test were intended to measure students' writing ability. The tests should fulfill some factors to get the data as well. The factors tested here is validity and reliability of the tests. By using a valid and reliable instrument to collect the data, it was expected that the data and the result of the research itself also valid and reliable.

1. Validity

Validity is the most important consideration in developing and evaluating measuring instrument. Ary et al (2006:225) defines validity as the extent to which an instrument measured what it claimed to measure what is supposed to be measured. In addition, validity is a measure that indicates that the variable being measured is indeed the variable that the researcher wants to study (Cooper and Schindler, in Zulganef, 2006).

Test the validity of the instrument using the product moment with the help of the SPSS program version 22. Criteria for testing the validity of using the product moment, as following:

- 1) If $r_{count} > r_{table}$, the instrument is declared valid.
- 2) If $r_{count} < r_{table}$, the instrument is declared invalid The formula of product moment.

The result of the calculation of the validity test, as follow:

No item	Correlation pearson	R_{table} (sig. 0.05)	Evidence
1	0,527	0,4040	VALID
2	0,558	0,404	VALID
3	0,843	0,404	VALID
4	0,157	0,404	INVALID
5	-0,174	0,404	INVALID
6	0,441	0,404	VALID
7	0,475	0,404	VALID
8	0,498	0,404	VALID
9	0,416	0,404	VALID
10	0,826	0,404	VALID
11	0,415	0,404	VALID
12	0,170	0,404	INVALID
13	0,566	0,404	VALID
14	0,618	0,404	VALID
15	0,176	0,404	INVALID
16	0,807	0,404	VALID
17	0,398	0,404	INVALID
18	0,618	0,404	VALID
19	0,645	0,404	VALID
20	0,865	0,404	VALID
21	0,807	0,404	VALID
22	0,057	0,404	INVALID
23	0,298	0,404	INVALID

24	0.465	0,404	VALID
25	0,533	0,404	VALID
26	0,440	0,404	VALID
27	0,649	0,404	VALID
28	0,409	0,404	VALID
29	0,392	0,404	INVALID
30	0,474	0,404	VALID
31	0,651	0,404	VALID
32	0,057	0,404	INVALID
33	0,811	0,404	VALID
34	0,564	0,404	VALID
35	0,687	0,404	VALID
Number of Valid Item			26
Number of Invalid Item			9

From the table above, it can be seen that an item is declared valid if r_{count} (Pearson correlation value) $>$ r_{table} . Determination of r_{table} value based on table r product moment with significance level (Sig.) of 0.05 and the number of data or respondents (n) is 24. From the table product moment with $n = 24$, it is known that the r_{table} value is 0.404 so that items consisting of 35 items have the final result with valid items totaling 26 items and 9 the item is declared invalid.

2. Reability

Reliability is the consistency of a series of measurements or a series of measuring instruments. This can be in the form of a measurement of the same measuring instrument (test with retest) will give the same results, or for a more subjective measurement, whether two raters give similar scores (inter-rater reliability). Reliability is not the same as validity. This means that a reliable measurement will measure consistently, but not necessarily measure what it is supposed to measure. In research, reliability is the extent to which the measurement of a test remains consistent after repeated tests on the subject and under the same conditions. Research is considered reliable when it provides consistent results for the same measurement. Unreliable when repeated measurements give different results.

Reliability Criteria Based on α Value

Koefesien Reliabilitas	Criteria
$\alpha \leq 0.6$	Less
$0.7 < \alpha \leq 0,8$	Enough
$\alpha \geq 0.8$	Good

The reliability test used in this study is by using the Alpha method (Cronbach's). Testing the reliability of the test using SPSS. Then to see whether the instrument is reliable or not, it can be seen in the output of the calculation results in the Reliability Statistics column if the alpha is less than 0.6 then the instrument is not reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
,869	25

Based on calculations through the SPSS program, the results instrument reliability is declared good reliability. By looking at the value of Cronbach's Alpha which is at a value of 0.869. Based on Azwar's opinion, the alpha value which lies in the coefficient 0.800 - 0.1000 is declared to have very reliable criteria. Thus, based on the test results of 25 item questions with an alpha value of 0.869, it can be stated that the item items are reliable and acceptable.

FINDING AND DISCUSSION

Finding

A. General Description of Al – Aziziyah Dormitory

Al Aziziyah Dormitory is a dormitory under the auspices of the Darussalam Islamic Boarding School Blokagung Banyuwangi. The Al Aziziyah dormitory is to the south of the grave and adjacent to the kitab dormitory (Al Arofah). Al Aziziyah Dormitory is a special dormitory for Superior Junior High School students which was established with the Junior Islamic Boarding School of Darussalam. Where in one dormitory there are 205 junior high school students who have participated in the selection. With different regions, from Sabang to Merauke. SMP Plus Darussalam is a pesantren-based school, which has been able to compete in the academic, non-academic, district, provincial and even national levels. SMP Plus Darussalam is ready to accept the best sons and daughters of the Indonesian nation, to gain knowledge and improve morality for the glory of Islam and Indonesia. It is hoped that SMP Plus Darussalam can produce the next generation of the nation that is superior, accomplished, useful for the nation and religion.

Al Aziziyah dormitory has two majors, namely science and tahfidz. Where all the students in the dormitory are mostly from East Java. And all of these students are students who are not only in formal schools but also non-formal. Al Aziziyah dormitory was first established in 2010 with one major program, namely science. The first batch of dormitories consisted of 90 junior high school students, and with adequate facilities, it did not make the students give up on studying. With the characteristics of English and Arabic, the Al Aziziyah dormitory has issued alumni who have skills in the field of language and skills.

The dormitory which is located under the auspices of the Darussalam Islamic boarding school Blokagung Banyuwangi with A'wan the caretaker Mrs. Nyai Hj. Nafisah Hasyim, is under the curriculum school agency, which used to consist of 90 science students, Alhamdulillah, currently in 2021 there will be 205 junior high school students in the dormitory Al Aziziyah with two majors, namely science and tahfidz.

B. Normality Test

This test aims to determine whether the data from the two classes are normally distributed or not. The significance of the data using Shapiro - Wilk from the pre-test in the experimental group was 0,191 and the control group was 0,119. From the significance of the data in the pre-test, the data is normally distributed because the significance is greater than $= 0.05$.

In addition, Shapiro - Wilk also showed the significance of the data from the post-test in the experimental group was 0,091 while the control group was 0,271. It can be concluded that both the pretest and posttest in the experimental and control groups were higher than $= 0.05$.

C. Homogeneity Test

Levene statistics are used to determine whether the data is homogeneous or not. From the table 4.10 it can be seen that the significance of the data from the pre-test results is 0,094 which is greater than $= 0.05$. It means that the data from the pretest of the experimental group and the control group is homogeneous. In addition, the results of the post-test homogeneity test of both classes showed a significance 0, 838, which was higher than $= 0.05$ ($0,838 > 0.05$).

D. Hypothesis Test

As the collected the data has been proven normality and homogeneity, then the data is analyzed to test the research hypothesis using t-test. After testing the hypothesis, the results of the t-test provide answers to the research question whether Anagram is effective or not in this study. The results of the t-test are also then supported by the calculation of the effect size.

This shows that there are 57 participants in the experimental class and the control class. The pretest's mean value of the experimental class is 71.66 while the control group is lower which is 72.33 . The standard deviation of the experimental group was 9.474 and the control group was 6.856. In addition, the mean standard error of the experimental group was 1.601 while the mean standard error of the controlled group was 1.159. The results of the independent sample test p-value or sig (2-tailed) 0.773. Since the researcher used $= 5\%$ as standard of significance, the null hypothesis was accepted because the p-value or 2-tailed sig (0.773) was higher than $= 5\%$ (0.05).

It shows that there are 57 participants in both of the experiment and control class. The mean score of experimental class' post-test is 80.34 while control class is lower which is 76.34. The standard deviation of experiment class is 7.904 and control class is 8.080.

Moreover, the standard error of mean from experiment class is 1.336 and the control group is 1.366. The independent sample test table indicates the results of t-test from post-test in experiment class and control class after giving the treatment to the experimental group. The independent sample test results p-value or sig 2-tailed (0.006). The researcher uses $\alpha = 5\%$ as the

significant standard, therefore the null hypothesis is rejected, and alternative hypothesis is accepted since the p- value or sig 2-tailed (0.006) is lower than $\alpha = 5\%$ (0.05) which means there is statistical significance on the results of post-test.

E. Effect Size

In final, since the t-test result proved statistical significance in the post-test and gained scores result, the researcher analyzed the effect size of the t-test result in order to find out the level of significance on the effect (weak to strong).

To get the effect size, the calculation refers to Cohen's d effect size calculation. In this calculation, the means and the standard deviations of post-test of both classes (experimental and controlled) are required which have been obtained earlier in t-test result from the Group Statistic table.

The effect size or the level of significance effect is 0.5. It indicates that there is a modest effect of Anagram to students' vocabulary mastery performed in this research. This is on the basis of Cohen's d effect size criteria, in which 0.5 ranges in modest effect scale that is only one point close to the strong effect scale.

Discussion

The researcher collected some informations after calculating and analysing the data obtained from the research.

1. According to the hypothesis testing and the calculation of the effect size, anagram was acknowledged as one of the techniques that can give significant impact on the teaching vocabulary. Although it was not designed specifically for vocabulary, but it can be implemented in learning and teaching in the school. The students were more excited to learn vocabulary by using Anagram. At first, they may start asking questions about Anagram because of its uniqueness. When they were involved to the learning process, Anagram guided them to be more creative and become more active in the class.
2. The hypothesis that anagram has significant effect students' vocabulary mastery at the eighth D grade of Al - Aziziyah Dormitory was proved by the result of the data analysis. Experiment class had mean score in pre-test was 71.66 and the pre-test mean score of control class which was 72.23. Experiment class had successfully gained their score significantly in the post-test after the treatment was given. The mean score of the post-test of experimental class was 80.34 while the mean score of control class in post-test was 76.34. Both classes showed some improvement on their

vocabulary but experimental class showed better performance proved with higher post-test result. To prove and support the interpretation, the t-test was conducted and it resulted that there is a significant effect of Anagram to students' vocabulary knowledge. It resulted that the independent sample test results p-value significance 0.040 which H_a was accepted. Moreover, the effect size calculation put some more emphasize to the result. It showed that Anagram has modest effect to students' vocabulary mastery. Thus, it proved that students who were taught vocabulary using Anagram had better understanding and showed better result in the post-test. It can be concluded that Anagram had significant effect to students' vocabulary mastery.

As mentioned earlier, Anagram is categorized as one of the attractive techniques in teaching-learning. There were several studies examined anagram technique to be used in teaching learning English especially vocabulary. Those studies were aimed to know the improvement of students' vocabulary. In terms of the results of the studies, all of relevant studies have been revealed that using anagram technique can enhance students' knowledge of vocabulary. This study also put an emphasize on using Anagram, as one kind of techniques, in teaching vocabulary. Here are the differences and similarities between this study and relevant previous studies.

Compared to the study conducted by Insan, it proved that using Anagram Activity is effective in gaining students' knowledge of vocabulary. Students active participation was also improved by the existence of the technique. In addition, Insan's method of the study was a classroom action research, while this study was in the form of quasi-experimental research. However, besides its differences, this study also resulted that there is significant improvement on students' vocabulary knowledge.

The study conducted by Richard were used and calculated to investigate the improvement of students' vocabulary knowledge. This method of this study was also classroom action research, but this study used smaller samples. Richard used one class with 25 participants as the population to be examined. Significant improvement was showed by the presence of anagram activity in the teaching and learning activities. Furthermore, students' creativity also played in affecting the improvement. This study, which overcome the problems of learning vocabulary, also showed that there was significant difference in the result of students' performance.

This study presented relevant results to some previous studies, although there were some differences between this study and the previous studies. This study focused on the use of anagram activity in teaching vocabulary. Vocabulary is one the language components that should be mastered by students before having an

ability in communicating a language. Therefore, Anagram Activity was investigated in order to prove that it was statistically effective to be used as a useful tool for building vocabularies. After calculating the data of this study, it can be seen that Anagram Activity can enhance the knowledge of students' vocabularies. By using Anagram, the students can pay attention more to the teaching- learning process. In addition, the Anagram Activity also can help students to be more active in the teaching-learning process.

CLOSING

A. Conclusion

This research was aimed to get the empirical evidence of using Anagram to students' vocabulary mastery at the Eighth D Grade of Al - Aziziyah Dormitory in academic year 2021/2022. Based on the calculations in Chapter IV, it indicated that the Anagram was effective on students' vocabulary knowledge in using with the effect size in the modest level. It is showed from the independent sample test results of the p-value sig (2-tailed)= 0.06. As the researcher used $\alpha = 5\%$ as the significance level, therefore, the p-value or sig (2-tailed)= 0.06) that was lower than $\alpha = 5\%$ proved that there is a statistical significance . Moreover, the cohen's d formula used to find the effect size resulted a value of 0.7 or ranged in the modest level of significance.

Therefore, it can be concluded that the null hypothesis of the research is rejected and the alternative hypothesis is accepted. In the other words, it proved that Anagram has significance effect on the students' vocabulary mastery at the eighth D grade of Al - Aziziyah Dormitory in academic year 2021/2022.

B. Suggestion

This research has been proved succeed on improving students' vocabulary mastery. Therefore, the researcher suggests for teachers to implement Anagram in classroom for vocabulary teaching. There are some reasons for teachers, students, and other researchers to consider this technique to be implemented in vocabulary knowledge.

1. English Teacher

This technique builds students' interest in learning vocabulary. Moreover, this technique helps teachers to create new and fun environment in learning vocabulary. Though the technique can be implemented in different ways such as online anagram which can be used not only in the classroom, but also outside of the classroom.

2. Students

Anagram technique basically facilitates students to guide them in building vocabulary. This technique assists students' creativity to rearrange letters to become a new word. Secondly, this technique encourages students to be more engaged with the text and also, the students can practice this technique individually.

3. Other research

Anagram is interesting to be studied. Other researchers may implement this strategy or even modify this strategy for further research.

This research can be useful for other researcher because it can give the overview about how anagram can be implemented in any level population.