

The Effect of Applying Anagram Word Game on Students Reading Comprehension at the Second Grade in SMP Islam Al-Ishlah Bukittinggi

Delvi Ramadhan¹, Merry Prima Dewi²

^{1,2}Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi

e-mail: delviramadhan25@gmail.com¹, merryprimadewi@gmail.com²

Abstrak

Penelitian ini dilakukan untuk mengetahui pengaruh penerapan permainan kata anagram terhadap pemahaman membaca siswa kelas dua di SMP Islam Al-Ishlah Bukittinggi. Permainan kata anagram adalah mengubah urutan huruf suatu kata menjadi kata lain yang mempunyai arti. Permainan kata anagram memiliki varian tergantung pada kreativitas guru untuk meningkatkan pemahaman membaca siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimental dengan menggunakan pretest-posttest eksperimental dan control group design. Populasi penelitian ini adalah seluruh siswa kelas 8 SMP Al-Ishlah Bukittinggi yang diajar oleh guru yang sama dan berjumlah 166 siswa. Untuk menentukan sampel peneliti menggunakan metode purposive sampling. Sampelnya adalah VIII F sebagai kelas eksperimen dan VIII E sebagai kelas kontrol. Data diperoleh dari hasil tes membaca siswa pada pretest dan posttest. Hasil penelitian menunjukkan bahwa nilai post-test siswa lebih tinggi dibandingkan nilai pre-test pada kelas eksperimen. Nilai rata-rata pre-test siswa adalah 55,42, sedangkan nilai rata-rata post-test siswa adalah 78,20. Artinya permainan kata anagram memberikan kontribusi terhadap pemahaman membaca siswa. Selain itu, dari perhitungan data uji Independent Sample t-test dan Paired Sample t-test diperoleh nilai sig.(2 tailed) sebesar 0,170 terendah dari 0,05. Dengan kata lain, hipotesis alternatif diterima, yaitu terdapat pengaruh yang signifikan penerapan permainan kata anagram di kelas dua SMP Islam Al-Ishlah Bukittinggi dan terdapat perbedaan antara pemahaman bacaan siswa yang diajar dengan penerapan permainan kata anagram terhadap pembelajaran. siswa diajar dengan menggunakan strategi konvensional. Artinya, penerapan permainan kata anagram efektif dalam mengajar pemahaman membaca siswa di kelas dua SMP Islam Al-Ishlah Bukittinggi.

Kata Kunci : *Permainan Kata Anagram, Pemahaman Membaca.*

Abstract

This research was done to find out the effect of applying anagram word game on students reading comprehension at the second grade in SMP Islam Al-Ishlah Bukittinggi. Anagram word game is changing the sequence of letters a word into another word that has meaning.

Anagram word game has variant depend on creativities the teacher to improve the students reading comprehension. This research used quantitative approach with quasi experimental design by using pretest-posttest experimental and control group design. The population of this research was all classes at 8th grade students in SMP Al-Ishlah Bukittinggi that taught by the same teacher and consisted of 166 students. To determine the sample the researcher used using purposive sampling. The samples were VIII F as the experiment class and VIII E as the control class. The data were got from the result of students reading test in the pretest and posttest. The result show that the score of students in post-test was higher than the score of pre-test in experimental class. The mean score of pre-test was 55.42, where the mean score of students post-test was 78.20. It means that the anagram word game give contribution on students reading comprehension. In addition, from the calculation of the data in independent sample t-test and paired sample t-test it showed that the value of sig.(2 tailed) was 0.170 lowest than 0.05. In other words, the alternative hypothesis was accepted, which was there was significant effect of applying anagram word game at the second grade in SMP Islam Al-Ishlah Bukittinggi and there was the difference between the students reading comprehension taught by applying anagram word game to the students taught by using conventional strategy. It means that, applying anagram word game was effective in teaching students reading comprehension at the second grade in SMP Islam Al-Ishlah Bukittinggi.

Keywords : *Anagram Word Game, Reading Comprehension.*

INTRODUCTION

English is language that is learned by the entire nation in the world. English used to have interaction and communication. English language learning in junior high school is directed at the mastery of communicative competence. Various activities that are created should be in order to train the four language skills such as listening, speaking, reading and writing which is integrated with three components of language such as pronunciation, vocabulary, and grammar.

Reading is one of the important skills that should be mastered by the students in order to gain more knowledge, facts, and certain information. The students need to master reading skill to comprehend reading material as learning source. According to Widowati and Kurniasih (2018), reading skill is important for students, because from reading students can gain more information for themselves in learning. Reading is the most efficient way to gain new information about many aspects of ideas. Besides, reading become more crucial because it is the main element in teaching learning process.

Comprehension is something important in reading skill, the teacher tries to help students in reading text comprehension. Reading and comprehension have a very close relationship, because comprehension is the result of reading. According to Duffy, comprehension is the essence of reading because the goal of written language is communication message. If we do not understand the message, we are not reading. In other words, the students should be able to construct the meaning of the reading material.

Reading comprehension is important to be mastered by the students because reading without comprehension is useless and do not give anything for the students. Reading

cannot stand alone. It involves students ability to analyze a text through mastery of grammar and vocabulary. Students should have a good comprehension about grammar and vocabulary, because they are unable to comprehend the meaning of the text if they cannot understand the written text.

Teaching reading comprehension is not easy, the teacher needs a suitable learning strategy in teaching learning process. One of the strategy that can be used for teaching reading is applying Anagram Word Game. The simple definition of applying Anagram Word Game according to Hillis (2015) is anagram are which require the person to construct a sentence from given written phrases, may also reveal submerged skills with sentences; that is, here the person may show an awareness of word order because the burden of speech has been removed.

To get the actual problems in reading comprehension, the researcher conducted a preliminary research at the eighth grade of SMP Islam Al-ishlah Bukittinggi through observation for three meetings and interview with English teacher and the students. The researcher got some problems related to reading comprehension. First, the students had difficulty in determining the main idea, because students still have a limited vocabulary and make it difficult for students to understand the text, determine the main idea of a text and students have difficulty concentrate to comprehend English text because the class condition is quite noisy.

Second, the students have very limited in vocabulary and grammar ability. When the teacher the text with common vocabulary, but many students were still confused to understand the meaning of sentences. So, the students were not able to tell the meaning of whole text when they did not consult to the dictionary. The last, the students get low in reading score. Based on the students test about reading, most of the students did not reach the KKM or Minimum Standard Score. Besides, the KKM for English subject at the eighth grade is 76. Thus, for the students who got score under 76, the teacher conducted a remedial and explained again to fixed their score and to make it clear for the students. Based on the problems above, Anagram Word Game is one strategy of skill that uses a way to form sentences from several words or phrases that have been randomized.

METHOD

Design

Design of this research is experiment research. The researcher decides to use quasi-experimental research. The design of quasi-experimental research focus on nonequivalent control group design which the pretest-posttest control group design requires at least two groups, that are experimental and control (Cresswell, 2015). The experimental group would be treated by applying anagram word game on reading comprehension and control group treated without applying anagram word game in the same English material.

The population of this research was all of the eighth grade students of SMP Islam Al-ishlah Bukittinggi academic year 2022/2023. The sample of this research would two classes of the eighth grade of SMP Islam Al-ishlah Bukittinggi that are VIII E and VIII F because of some consideration and some purposes. The first consideration, these classes are taught by the same teacher. The second consideration, this class have the same characteristic and

levels. In this research the kind of test the researcher used is multiple choices with 20 questions. The test is used to measure the knowledge, skill, feeling, intelligent, or attitude of an individual or group. The researcher gave pre-test and post-test to identify the effect of applying anagram word game in experimental class

Technique of Data Analysis

Technique of data analysis from this research used some steps. The researcher used the t-test in analyzing the data. To find out how the effect of applying anagram word game on students reading comprehension, the researcher used statistical calculation of t-test to determine the final calculation t_o (t observation) applied anagram word game have effect on students reading comprehension or not. To analyze the data, the researcher used SPSS 20 to test the normality and test homogeneity. Then, to test the hypothesis the researcher used t-test (SPSS 20) that $(\alpha) = 0.05$.

FINDINGS AND DISCUSSION

The data of this research was gotten based on the research that had been done at the second grade students of SMP Islam Al-Ishlah Bukittinggi. The data was gained by giving pretest and posttest for the sample class. Pretest was given before the treatment, and posttest was given after the treatment. The data of this research was the students answer sheets in reading comprehension test. The kind of reading tests was multiple choices. The result from the pre-test and post-test can be viewed on the Table 1.

Table 1. Descriptive Statisticks

Result	Control Class		Experiment Class	
	Pre-test	Post-test	Pre-test	Post-test
Minimum	45	50	20	50
Maximum	100	95	90	90
Sum	2130	2000	1330	1880
Mean	78.89	74.07	55.42	78.33
Std. Deviation	16.192	11.851	21.106	9.743
Variance	262.179	140.456	445.471	84.928

The normality of the pre-test was calculated by using SPSS. The result of the normality test from the pre-test can be viewed on the Table 2.

Table 2. Normality Test of Pre-test

Nilai	Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	Df	Sig.
pre-test control	0.231	27	0.006	0.851	27	0.006
pre-test experiment	0.130	24	0.200*	0.952	24	0.306

The data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. On the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is less than 50, the researcher

used Shapiro-Wilk Based on the table above the Sig. (p value) of both class is 0.006 and 0.306 which are bigger than 0.05, it means that the data distributed normally. The result of the normality test from the post-test can be viewed on the Table 3.

Table 3. Normality Test of Post-test

Nilai	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
post-test control	.116	27	.200*	.964	27	.452
post-test experiment	.283	24	.006	.829	24	.007

The data is normal if Sig. (p value) > 0.05 and is not normal if Sig. (p value) < 0.05. on the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data more than 50, it is better to use Kolmogorov-Smirnov. Since the data is less than 50, the researcher used Shapiro-Wilk Based on the table above the Sig. (p value) of both class 0.452 and 0.007 which are bigger than 0.05, it means that the data distributed normally. The homogeneity test was tested by using SPSS. The result of the calculation can be viewed on the Table 4.

Table 4. Homogeneity Test

	Pre-test	Post-test
Levene Statistic	3.473	1.936
df1	1	1
df2	49	49
Sig.	0.068	0.170

One of the ways to determine the data is homogenous or not is to compare the Sig. (p value) with the level of significance which is 0.05. The Sig. (p value) is 0.68 > 0.05, then the data is homogenous. One of the ways to determine the data is homogenous or not is to compare the Sig. (p value) with the level of significance which is 0.05. The Sig. (p value) is 0.170 > 0.05, then data is homogenous. This homogeneity of both post-test and control class had function to see between the two classes are homogenous or not. When they are homogenous, the t test as the formula to test the hypothesis can be analyzed. The calculations of pre-test and post-test scores of the experimental class were explained bellow:

Table 5. The mean score, Standard Deviation, Variant and Sum square of pre-test and post-test of experimental class

	N	Mean	Std.Deviation	Variance
Pre-test experimental class	24	55.42	21.106	445.471
Post-test Experimental class	24	78.20	9.743	94.928
Valid N (listwise)	24			

From the test above, the mean score of the post test (x 2) is 78,33. It was bigger than the mean score of the pre test (x 1) is 55,42. It was found that t-obtained is 20,2 and the t-

table for degrees of freedom $(df) = (na+nb-2) = (24+24-2)=46$ with level of significance (α) 0,05 is 2,007. It can be seen that $t_o > t$ -table. It means that H_a accepted and H_o rejected. It means that there is significant effect of applying anagram word game on students reading comprehension at the second grade SMP Islam Al-Ishlah Bukittinggi. The calculation of post-test score of experimental class and post-test scores of the control class were explained bellow:

Table 6. The mean score, Standard Deviation, Variant and Sum Square of post-test control and experiment class

	N	Mean	Std. Deviation	Variance
Post-test Experiment	24	78.20	9.743	94.928
Post-test Control	27	74.07	16.192	140.456
Valid N (listwise)	24			
t			7,1	

From the test above, the mean score of the post test (x 2) is 78,33. It was bigger than the mean score of the test (x 1) is 74,04. It was found that t -obtained is 7,1 and the t -table for degrees of freedom $(df) = (na+nb-2) = (24+27-2)=49$ with level of significance (α) 0,05 is 2,009. It can be seen that $t_o > t$ -table. It means that H_a accepted and H_o rejected. It means that there is significant deference of students reading comprehension in experiment class students with control class students.

In the third hypothesis, is was found that the students reading comprehension who were taught applying anagram word game was better than students who were not taught by applying anagram word game. It can be seen from the post-test score of experimental (78.33) and control class (74.07). The improvement of mean score of experimental of the mean score of control class, it can be concluded that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

The researcher used anagram word game to organize students' idea and to make the students more active in reading comprehension in learning English. Therefore, it is proved that the effect of applying anagram word game on students' reading comprehension. Anagram word game hopefully is useful in reading comprehension in English. In this research, the researcher had seen the effect of applying anagram word game. There were two classes involved in this research. One class assigned as the experimental class was treated with anagram word game while the control class was treated without applying anagram word game. In the classroom process, the researcher did some steps. First, the both experiment and control class was given the pre-test. After that, the researcher gave the treatment based on topic. The researcher gave the word that will be arranged into new word as the material and some question that related to the text. Second students uses all the letters in form a 1or 2, even 3 new words. Last the researcher corrected and discussed together with the students. In order hand the control class was treated without applying anagram word game.

The data of the experimental and control classes were obtained in independent sample t-test. It can be concluded that there is significant effect of applying anagram word

game on students reading comprehension. Applying anagram word game is cooperative learning that was technique to help the students more active in the class. In this research, the researcher found that there are more students got high difference scores between pre-test and post-test. These students got high score in their post-test after treatment. After the treatment, the researcher gave the post-test test. After both of tests were done, the researcher got the mean score and standard deviation of pre-test. Based on the analyzed data, the result of both tests were gained would be calculated by comparing the score and using t-test. It was found that there was significant effect of applying anagram word game on students reading comprehension. It can be conclude that the applying anagram word game is useful in helping the students to improve their reading comprehension.

The result of this study support by several previous researchers. The first research was conduct by Manalu (2015) that the subject of this research was the grade 8th students of junior high school in Medan. This research used experimental design. The result of the research indicated that there was a significant positive effect of applying anagram word game on students reading comprehension skill. In this research the score of students in the experiment class higher than control class.the students score in experimental class 74.07 and the mean of the control class 78.33. It was found that anagram word game can improve students reading comprehension. The second research was written by Bachtiar (2014) that the subject of this research was the students of junior high school in SMP Swasta Pembangunan Galang. This research used quantitative research. It was found that anagram word game can improve students reading comprehension. The third study was done by Sartika (2016) that the subject of this research was at the 7thgrade students of SMPN 7 Pematang siantar. This research used classroom. The result action research of this research showed that there was a positive effect of applying anagram word game on students' vocabulary. The students score in experimental class 74.07 and the mean of the control class 78.33. It was found that anagram word game can improve students reading comprehension. In conclusion the results of this research conducted by the researcher indicated that was an effect of teaching reading comprehension through reading to anagram word game in SMP Islam Al-Ishlah Bukittinggi. It was proved by the scores between experimental class and control class.

CONCLUSION

Based on the result, t -obtained $>$ t -table ($20.2 > 2.007$) so that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that treatment has been given by the researcher has a significant effect of introducing anagram word game toward students reading comprehension. The students' scores were better in their post-test than their post-test control class. The post-test experimental was 78.33 and the post-test control class was 74.07. Thus, it means that the reading comprehension after introducing anagram word game better than before introducing anagram word game. The students' scores were better in their post-test than their pre-test. The pre-test was 55.42 and the post-test was 78.33. Thus, it means that the reading comprehension after introducing anagram word game better than before introducing anagram word game.

It is suggested to the next researcher who want to conduct the research with the same topic is expected to be done to see other findings that have not been covered in this research. For this reason, he researcher hopes these suggestions can be accepted and done as well as possible by all the readers.

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