



**THE EFFECT OF ANAGRAM TECHNIQUE ON THE STUDENTS'  
SPEAKING ABILITY AT MTS GAYA BARU NEGERI LAMA  
LABUHAN BATU**

**SKRIPSI**

*Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan  
as a Partial Fulfilment of the Requirements For The (Degree of Sarjana  
Pendidikan) S-1 Program*

**BY:**

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TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATRA  
MEDAN**

**2016**



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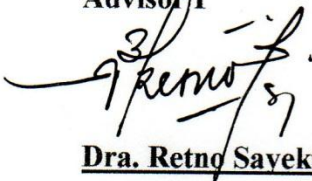
Judul **The Effect of Anagram Technique on the Students' Speaking Ability at MTs Gaya Baru Negeri Lama Labuhan Batu**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikianlah kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

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Judul : **The Effect of Anagram Technique on the Students' Speaking Ability at MTs Gaya Baru Negeri Lama Labuhan Batu**

Menyatakan dengan sebenarnya bahwa skripsi yang serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan universitas batal saya terima.

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Yang Membuat Pernyataan,



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## ABSTRACT

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**Thesis Tittle** : **THE EFFECT OF ANAGRAM TECHNIQUE  
ON THE STUDENTS' SPEAKING ABILITY AT  
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BATU**

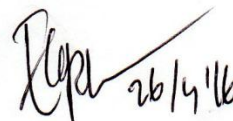
**Keyword** : **Anagram Technique, Speaking Ability**

This research is aimed to Find out the students' speaking ability by using anagram technique at MTs Gaya Baru Negeri Lama Labuhan Batu. The population of this research was the students of MTs Gaya Baru Negeri Lama in academic year 2015/2016 which was divided in three classes and the total number was 110 students. The writer used cluster Random Sampling to get the sample. The sample consisted of 78 students, with 41 students of the class VIII<sup>A</sup> and 39 students of the class VIII<sup>B</sup>. The research was conducted by using experimental and control group. This research used quantitative approach and the data was analyzed by using T-test formula.

The result of the research showed that the students' speaking ability using anagram technique was more effective than the students' speaking ability without using anagram technique on the students' at MTs Gaya Baru Negeri Lama. The details can be described as follows: when acrostic technique was used to teach speaking the mean score students was 71,46 with the highest score was 95 and the lowest score was 50 and when without using acrostic technique to teach speaking, the mean score 63,58 with the highest score was 85 and the lowest score was 50. Based on the statistical computation of t-test formula, it was found that the coefficient was 3,00 whereas the value of t-table was 1,66. The research proves that the teaching learning process by using acrostic technique was more effective on the students' speaking ability at MTs Gaya Baru Negeri Lama.

It was found that teaching speaking by using anagram technique could increase the students' speaking ability. It is suggested that English teachers apply this anagram technique as a good strategy in speaking learning.

Advisor II



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Secondly, sholawat and salam to our holy prophet Muhammad SAW, who has brought us from the darkness to the lightness in Iman to ALLAH.

I have completed my skripsi to fulfill one the requirements for the degree of Sarjana English from Tarbiyah and Teachers Training Faculty of State Islamic University of North Sumatra, on the title:

### **THE EFFECT OF ANAGRAM TECHNIQUE ON THE STUDENTS' SPEAKING ABILITY AT MTS GAYA BARU NEGERI LAMA LABUHAN BATU**

In completing this, I have encountered some difficulties, especially in collecting and analyzing data and I also realized that without much help from numerous people, this skripsi would have not much help completed as it is. Concerning with the completion of this thesis. I would like to Thanks to the following people:

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**Medan, April 2016**

**The Writer**

**Fazliani Haulida**  
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# CHAPTER I

## INTRODUCTION

### A. The Background of the study

In Dr. H. Asril Suki books', there is Robert E.Owen state that language can be defined as a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule combinations of those system.<sup>1</sup> One of the language in world is English.English in an important language in the world. We know that, we will find and listen the people using English to speak and English is as International language. Now, it is one of important subject in the school, so the student has to study it. But, not all students like to learn it. Because they thought English is difficult, uninteresting and unnecessary in their daily life.

In teaching English, there are four skills to be taught to master the aspect of lessons. They are writing,reading,listening and speaking. It is skill has different meaning but has the same purpose,which is increasing the creativity of language. All the skills are taught by the teacher to the student. They are needed by the students as the good skill in improving their knowledge in English.

Speaking as a communication tool is an important basic language skill, which need to be mastered as a priority for the learners of English as a foreign and second language.Speaking is crucial part of second language learning and teaching. However today's world requires that the goal of teaching speaking

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<sup>1</sup>Drs. H. Asril Suki. *Perkembangan Peserta Didik*. (Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, Medan, 2007).p. 82.

should improve students' communicative skill because students can express themselves and learn how to use a language. According to Fulcher speaking is the verbal use of language to communicate with others. People put ideas into words, talking about perception or feelings that they want other people to understand them. The listener tries to reconstruct the perceptions that they are meant to be understood.<sup>2</sup>

Maxom states that speaking is the most important skill in English language Teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.<sup>3</sup>

Based on the writer's interview to many students of different schools, most of the students said that they were not able to speak in English. There are some problems faced by the students in speaking, especially in saying their aims, pouring their statements, and making response in teaching learning process. The students' difficulties in using correct grammar, the limited vocabulary, the difficulties in arranging the sentences, and the difficulties in looking for the idea. Besides that, the students feel shy to talk in front of the other students and do not want to show their weakness in speaking English. The students did not have self-confidence to speak they were worry to make mistake.

There are many factors which make difficult for students to be able to speak English. such as lack of practice. As consequence, the students become

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<sup>2</sup>G, Fulcher . *Testing Second Language Speaking*. (New York, Longman, 2003). p.23.

<sup>3</sup>M,Maxom. *Teaching English as a Foreign Language for Dummies*. ( West Sussex, John Willey, 2009).p.183.

reluctant to speak. Nunan says that if learners come into your classroom believing that learning a language involves listening to the teacher or the tape, and doing written exercises, and then they will be reluctant to become actively involved in speaking. It will be necessary to engage in a certain amount of learner training to encourage them to participate in speaking.<sup>4</sup>

The English teacher must have the ability to various teaching method. It is necessary for English teacher to understand their students' speaking ability. The students' lack of mastering English at the school is influenced by the model of teaching. Teacher usually asks the students to read the dialogue then memorize it before it is spoken in front of the class.

There are so many techniques which can be used to achieve students' speaking ability. One of them is "Anagram". Anagram is fun and interesting way to learn speaking. Anagram is a word by transposing letters of one word to form another. Anagram is one of have fun figuring out of list word in which the letters are scrambled. This technique can used in discussion method. Between speaking and anagram technique any connection of this research. Where, if we learning English especially in speaking, the students should mastering vocabulary for easier and early to communicating. Function of anagram technique here to help the students in speaking English namely looking for their ideas with the way mention some clues to guess the new words or sentences as an answer of others students. Therefore, students will easier to speak through many vocabularies which they have also. Beside that, I think through this technique can help the students to

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<sup>4</sup>D, Nunan. *Second Language Teaching and Learning*. (Boston : Heinle and Heinle Publishers). p.232.

produce many ideas in their speaking ability. The reason of why in opportunity writer take researching anagram technique in speaking, because I sure students will spirit and focus in teaching English and helped in mastering vocabulary. Finally, students can not difficulty and will have self confidence to speak in front of the other students.

Based on the explanation, the writer is interested in conducting a research with the title: “ **The Effect of Anagram Technique on The Students’ Speaking Ability at Mts Gaya Baru Negeri Lama, Kabupaten Labuhan Batu, Sumatera Utara.**”

### **B. The Identification of the Study**

Based on the background of the study states above, the problems can be identified as follows:

1. The students are limited in mastering vocabulary.
2. The students difficulties in arranging the sentences and looking for the ideas.
3. The students in teaching English speaking is low.

### **C. The Formulation of the Study**

Based on the background of the study above, the research problem of this study is formulated as the following :

1. How is the student’s ability in teaching English of using anagram technique on speaking?



2. How is the students' ability in teaching English of using without anagram technique on speaking?
3. Is there any effect of using anagram technique on the students' speaking ability and without anagram technique?

#### **D. The Objective of The Study**

Based on the research questions above, the researcher encourage the objectives of the research as follow:

1. To know the students ability in teaching English of using anagram technique on speaking of the students.
2. To know the students ability in teaching English of using without anagram technique on speaking of the students.
3. To know any effect on the students' speaking ability who taught by using anagram technique.

#### **E. The Significances of The Study**

1. For English teachers, to give the contribution for take the best strategy in the students' in speaking ability. For the writers and readers, to add the knowledge about the difference of Anagram Technique.
2. For students, can achievt and master in learning English especially speaking with using anagram technique.
3. For other researcher who wants to do further research on the same subject.
4. For school, namely through this research the result of the study English can increased

## CHAPTER II

### THEORITICAL REVIEW

#### **A. The Theoretical Framework**

In conducting a research, theories are needed to explain some concepts in the research concerned. The concepts which are used must be clarified in order to have same perspective of implementation in the field. In other word, the following in considered important to discuss clarifying the concept used or being discussed, so that the reader can get the point clearly.

##### **A.1. The Effect**

The effect is resources exist or arise out of something (a person, an object) which form the character, trust, or a person's deeds.<sup>5</sup> The effect is a power that comes from a source, it can be either a person or an object so that it can make doing something can be influenced or may change according to the wishes that influence.

One form of causality in future communications are crucial for successful to do the desired communication or whether it can be said as an influence. All things have a cause will definitely affect the creation of consequences will be brought about. The influence can be said to be successful if the changes that occur in accordance with the charge of the message contained in the mass media, in other words the influence is part of the created result in relationship of causality.

The effect was power that causes something to happen where there is a difference between what is thought, delivered, performed before or after the

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<sup>5</sup><http://kbbi.web.id/pengaruh>. Accessed on March 19<sup>th</sup> 2016

receipt of the message. The influence can occur in the form of knowledge, change, perceptions and opinions or attitudes. So especially in speaking here we can see how the big a technique which to influence.

## A.2. Speaking Ability

Webster Dictionary defines ‘ability’ as a genetic word represents the term capacity, capability, intelligence, competence, mind power and others. It also relates to skill, knowledge to do something, proficiency, aptitude, faculty, expertise, talent, facility, qualification, and strength.<sup>6</sup>Based on the definition above the writer define English speaking ability as an ability or skill that the learners have to communicate, to convey meaning, and to have a meaningful conversation in English.

In learning English, the main goal is to able to speak well so they can use it in communication. Speaking skill believed as important aspect to be success in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

It is proper with Allah’s saying in Surah Thaha verse 44 in holy Qur’an, namely:

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

Meaning : Then the two of you speak to him with words that are gentle hopefully he remembers or fear<sup>y</sup>

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<sup>6</sup>[https://espace.library.uq.edu.au/view/UQ:211623/s41938553\\_MA\\_Thesis.pdf](https://espace.library.uq.edu.au/view/UQ:211623/s41938553_MA_Thesis.pdf). Accessed 10 February 2016.

<sup>7</sup> Departemen Agama RI, 1996, *Al Quran Al Karim dan Terjemahannya* Departemen Agama RI, PT.Karya Toha Putra, Semarang.

There are many definition of speaking. Speaking is a skill that develops language on a child's life, which just preceded by the skills of listening and speaking abilities or that he said were studied. Fulcher states that speaking is the verbal use of language to communicate with others.<sup>8</sup> Speakers use language to communicate their ideas, most speaking involves interaction with one or more participants. It means that effective speaking need to be able to progress language in their own heads and involves a good deal of listening, an understanding of how the other participants feeling, and knowledge of how linguistically to take turns or allow other to do so. Speaking a foreign language potentially enables a greater independence of thought through wider and deeper knowledge and experience.<sup>9</sup>

In Rebecca Hughes books', O'Malley and Pierce says speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener.<sup>10</sup>

Harmer says that communication occurs because there is communicative purpose between speaker and listener. The communication purpose for the speaker could be:

1. They want to say something.
2. They have some communicative purpose; speakers say something because they want something to happen as a result of what they say.

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<sup>8</sup>Glenn Fulcher. *Testing Second Language Speaking*. (New York, Longman, 2003). p.23-25.

<sup>9</sup>Kit Field. *Issues in Modern Foreign Language Teaching*. (Routledge Falmer, New York). p.52.

<sup>10</sup>Rebecca Hughes. *Teaching and Researching Speaking*. (Pearson Education. Longman). p.74.

3. They select from their language store. Speakers have an inventive capacity to create new sentences. To achieve this communicative purpose, they will select the language they think is appropriate for this purpose.<sup>11</sup>

Speaking is a skill that develops of language on a child's life, which just preceded by the skills of listening and speaking abilities or that the said study. Speaking of course, closely connected with the development of the vocabulary that is retrieved by the son, through the activities of listening and reading. In language development is also a delay in language activity.<sup>12</sup>

Speaking ability is described as the ability to express one self in life situations, of ability report acts or situation precise words, or the ability to converse, or to express a sequence or ideas fluently. In general, there are four problems of the effect in learning process and learning, namely :

- 1.) Low Ability

Learners who his high IQ can resolve any problems encountered. The higher the IQ of a person will be more intelligent as well. Those who have an IQ less than 90 belongs to weak mental (mental defective). This is what many students have trouble learning or problem learning.

- 2.) Learning materials is too low

Each learning materials contains its own difficulty level and affecting the speed of learning. More difficult learning materials, the people slowly learn it. Otherwise the easier learning materials hurried up learners in the study. Hard

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<sup>11</sup>J, Harmer. *How to Teach English*. (Pearson Education Limitation, Harlow Longman, 2003). p.40.

<sup>12</sup>Prof. Dr. Henry Guntur Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Angkasa Bandung, Bandung, 1979), p.3.

materials require more intensive learning activities, whereas the simple ingredient reduces the intensity of one's learning.

### 3.) Disappearance study habits and inadequate

Attitude and habit learning is not good is often done by learners who do not understand how to learn. Like, learn the origin of studying without purpose, without learning, learning to motivate without concentration, learning to learn in a hurry, without a plan, learn how to verbalism, learn passively, considered trivializing one of the subjects, and lazy to open the book or dictionary.

### 4.) Have the talent and the interest is not appropriate

One type of problem/learning difficulties is having talent and interest was not in accordance with the activity at hand. But talent and interest, very supportive towards fluency and the results of the study. Talent is the ability of the special someone that is special abilities of a person that is the most outstanding abilities.<sup>13</sup>

Beside that, in this case emotions are also very influential in the success of learning. Because emotion is an effective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual, and that shows itself in his overt behavior. The happiness, safeness, afraid, and etc. Are kinds of emotions, which can effect his/her activities included in learning process. The students can do everything enthusiastically as long as he/she feels happy and safe. So, the students who get happiness will be better than the learner who feel sad, afraid or stress in teaching and learning process.

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<sup>13</sup>Drs.H.Asril Suki. *Belajar dan Pembelajaran*. (Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, Medan, 2006).p.120-122.

The factors that influenced the development of emotion, namely:

1) Fatigue

When children become weary, because less breaks.

2) Health

Some serious illness can lost of concentration in the learning process. The learners cannot focus on the material given by teacher

or cause unfit body such as influenza, cough, toothache, and etc.

3) Intelligence factor

In General a low the intelligence children are less able to control his emotions compared to children who are higher rate of intelligence of the same age. Intelligence constitutes unique characteristics, possessed by people. It already existed since the infant was born. However, in its development it cannot out from environment because it is one of factors to shape intelligent.

4) Social environment

Too many see things that excite while children are not ready to deal with it so that all of these tend to rise in (feeling) the emotion of the child including the school environment.

5) Family relationship

The attitude of the parents is often a cause of unsteady the emotions of children.

6) Level of aspiration

Due to lack of experience and lack of knowledge about the ability itself is often envisioned that's unlikely. As a result all too often experience a failure will cause a sense of incompetence will to cause the tension of emotions.<sup>14</sup>

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<sup>14</sup>*Ibid*, p.66.

### **A.3. Teaching English For Junior High School**

English becomes a very important subject in all levels of formal school (Elementary, Junior, and Senior). Teaching English in junior high school, should realize how English is very important to learn.

Teaching young learners is different from teaching adult. Children have certain characteristics and need a particular treatment, especially for those who are categorized as "the special students". They are the students who have differences from the common students, whether it is physical, emotional, social, and intellectual, like having physical defects, deaf, mute, slow learner or maybe students need special high intelligence. These students need special treatment or attention according to their differences.

Teaching English cannot be defined apart from learning. Teaching guiding and facilitating learning, enabling the learner to learn and setting the condition for learning. Therefore, student should have a strategy in learning especially in learning English to increase their quality in learning studying English. The strategies that they can imply are: conversation with English speaker. 1) In group, finding opportunities to practice outside class, accessing media (radio, tv, newspaper), and formal classes. 2) Learning with a teacher.

Considering that, the writer wants to give a solution especially in increasing the students' speaking ability, so that later the students are able to speak in English well. The solution is by practice always speak through anagram. Because anagram is a kind of games that makes the teaching learning process



more attractive than before. The students will feel fun, relaxed and enjoyable to speak English.

#### **A.4. Anagram Technique**

Teaching is a method of doing or performing something. Many techniques have been used to teach speaking. Richard and Rodgers states that technique is implementation that which actually takes place in the classroom. It is a particular trick and strategy used to accomplish the objective.<sup>15</sup>

Based on the second limitations above it can be argued that the technique is method of doing something or the way to convey the idea in teaching. The way in teaching English can be concluded as a technique of teaching. Based on the explanation above, the writer can be concluded that technique is way of doing something by preparing some technique or strategies in conveying the material concerned with the students' behavior, classroom and teacher skill in teaching.

A technique is part of a method to make the lesson understandable. The teacher or lecturer usually performs the teaching by taking advantages of the students' potential. For instance, if the teacher wants to emphasize speaking in teaching process, then she or he can possibly use materials to help her or his reach the target.

By applying the suitable technique the students will be easy to understand the subject. And technique so need learning a teacher must choose suitable technique in learning with the using the technique so the learning process will be

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<sup>15</sup>Richard, J. C & T.S. Rodgers. *Approaches and Method in Language Teaching*. (Cambridge University Press, 1988), p.19.

easier to get the goal in learning process. One of technique can using is anagram it can be done into only a serious manner but also in friendly way. The purpose is to make the materials more enjoyable, interesting and challenging.

It is suitable with Allah's saying in Surah An - Nahl verse 125 in holy Qur'an, namely:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: “invite (all) to the way of the Lord with wisdom and beautiful preaching (with good method). And argue with them in ways that are best and Most gracious: for They knoweth best, who have strayed from His path, and who receive guidance<sup>16</sup>.

From the verse above, Allah asked man to give a lesson by wisdom, wisdom means the way or strategy. By choosing right strategy, it can help the teacher to make teaching learning process run well. One of learning strategy mean by that verse is how a strategy can make the students active and it can do by using anagram technique. And anagram technique, itself is one of active learning such as games strategy. Mean that all students in the class more active in learning because the strategy make the students more fun.

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<sup>16</sup>Muhammad Taqi Ud-Din Al-Hilali, Muhammad Muhsin, *The Noble Qur'an English Translation Of The Meaning And The Comentary*, (Madina, King Fahd complex For The Printing Of The Holy Qur'an, 1999). p.956.

According to Miftahul Huda in her book "Cooperative Learning" there are many kinds of technique of cooperative learning strategy and the writer will explain several of them in this research, such as Think-Pair-Share, two stay two stray and make a match.

### 1. Think-Pair-Share

Procedure:

1. Students are placed in groups. Every group consists of four students
2. Teacher gives assignment for each group
3. Each member thinks and does the assignment personally before
4. Group forms its members in pairs. Each pair discusses the results of individual work
5. The second pair then met again in each group to share the results of their discussions

### 2. Two Stay Two Stray

Procedure:

1. Students cooperate in group
2. Teacher gives assignment for each group to be discussed and done together
3. After completion, two members of each group is asked to leave their groups and each be a guest second member from other groups
4. Two people who live in groups charge of sharing information and the results of their work to their guests
5. Guest excuse and return to the original group and report what they find from other groups

6. Each group then compare and discuss their work all.

### 3. Make a Match

procedure:

1. Teacher prepares some cards that contains some topics that allow appropriate for review season (preparation for the test or exam)
2. Each student gets a card
3. Each student looks for a partner that has appropriate card with his card
4. Students can also combine with two or three other students that holder associated card.<sup>17</sup>

Although games is not mentioned directly in kinds of strategy but it includes in cooperative learning strategy.

Game is an activity or sport with rules, a goal, and an element of fun in which people or teams compete against each other.<sup>18</sup> Teaching English sometimes face difficulty because the students feel not interested with English. In this case, teacher should be able to create enjoyable and comfortable teaching learning atmosphere in classroom. One of the most enjoyable and in teaching English through games.

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<sup>17</sup> Journal, Syarifah Hanif, Entitle: *Improving The Students' Vocabulary Mastery Through Jumble Letters at MTS Miftahul Ula Pematang Cengal* . Accessed on April 21 2016.

<sup>18</sup> Hornby, *Oxford Advance Learners Dictionary*, 2007, Oxford: Oxford University Press, P 528

Beside that, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games.

There many kinds of games such as crossword puzzle, word webbing, screeble, word search, jumble letter, anagram technique etc.

1. Crossword puzzle is a word puzzle that normally takes the form of a square or a rectangular grid of white and shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers.
2. Flash card is a card that is big size measure card; usually use the rather thick paper, stiff and its size measure is A4. Flash card show the picture or words article.
3. Word search puzzle is a game that is letters of word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box.
4. Guessing game is a game in which the participles compete individually or team in the indetification of something indicate obscurely. But in this research the writer focus on anagram technique.

Anagrams are an extremely popular form of literary device where in the writer jumbles up parts of the word to create a new word. From the syllables of a phrase to the individual letters of a word, any fraction can be jumbled to create a new form. The use of anagrams dates back to ancient greek civilization with legends that are already referring to it. Entertainment appreciated by men of letters,

anagram passes through the centuries, and this game of transposing letters of a word or a phrase becomes a literary art. Appear at that time anagrams quotes, which can take a whole new meaning once the letters are reversed.

Anagram is a form of wordplay that allows the writer to infuse mystery and a little interactive fun in the writing so that the reader can decipher the actual word on their own and discover a depth of meaning to the writing.<sup>19</sup>An anagram is the result of rearranging the letters of a word or phrase to produce other words, using all the original letters exactly once.<sup>20</sup>

Anagram is a word or phrase created by rearranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase.<sup>21</sup>Oxford dictionary defined that anagram is word made by changing the order of letters of another word.<sup>22</sup>Anagram is one of have fun figuring out of list word in which the letters are scrambled.

Anagram technique is one of the technique which can help the students active, creative and looking their ideas in learning English. Where anagram technique here is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once; for example, the word anagram can be rearranged into nag-a-ram. Someone who creates anagrams may be called an "anagrammatist".

It is clear that anagram is an interesting way of learning to increase speaking. There are many kinds of word games, but anagram is faster paced and

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<sup>19</sup><http://literary-devices.com/content/anagram>. Accessed on December 30<sup>th</sup> 2015

<sup>20</sup>[http://www.puzzlechoice.com/pc/Anagram\\_Menu.html](http://www.puzzlechoice.com/pc/Anagram_Menu.html). Accessed on December 30 2015

<sup>21</sup>[www.Anagramgenius.Ccom](http://www.Anagramgenius.Ccom) Home Page. Accessed on February 12<sup>th</sup> 2010

<sup>22</sup>Oxford, Dictionary .*Oxford Learners Pocket Dictionary* , (University Press, New York, 2003) .

more productive than those word games, because is focusing on word formation through the use of affixes and compound.

Anagram is a good technique in teaching speaking. There are many ways an applying anagram to the students,such as:

1)The student ommit one letters of the key word and transpose the rest.

For example:

a. Key word :later

Definition :measurement of the number of times

New word :rate

b. Key word :Blame

Definition :food that is eaten

New word :meal

c. Key word :Trade

Definition :look at and understanding something written

New word :read

d. Key word :Good

Definition :Kind of animal which is able to bark.

New word :dog

e. Key word :Parky

Definition :place to get relax

New word :park

2) The student transpose the letter of the word and form another word by using those letters exactly once based on the definition.For example:

a. Cat

Definition :doing something

Word :act

b. Balm

Definition :young sheep

Word :lamb

c. Horse

Definition :the land along the edge of the sea , lake or another area  
of water

Word :shore

d. Elbow

Definition :at lower level or position

Word :below

e. Meteor

Definition :the ability to operate a machine from a distance using  
radio or electrical signal

Word :remote

3) The student rearrange the letters in bracket after that fill each blank with the appropriate anagram to complete the sentence . For example:

**Rarybli**

**Ketarm**

**Evlos**

**Alep**

**Natimaxeon**

- a. I want to go to library to borrow some books
- b. She went shopping to the market after had cleaned up her room
- c. We have to solve the problem seriously



- d. You look so pale you should go to the doctor
- e. You should study hard because there is examination tomorrow.
- 4) The student rearrange the letters in bracket after that fill each blank with the appropriate anagram to complete the conversation.
- A : Did you hear **outba** my accident?
- B : Good heaven! You were in an accident ?How **uwalf**!
- A : Yes, it was. The bus driver **saw** racing againsts another bus driver .He drove around the street corner to fast...
- B : Yes. What happened? What was the **lusert**?
- A : So our bus turned over. Thank God, nobody was badly **rujined** . The passengers were very angry , so the bus driver **nar** away.

#### **A.5. The advantages of Anagram Technique**

It is clear that anagram is an interesting way of learning to increase one's speaking. Anagram can motivate and encourage the students' interest learning speaking. Anagram will help the students to develop and enrich their stock of speaking. It is designed to avoid the students felt that can stop them in learning English. By using anagram there are some advantages in teaching and learning process, they are:

1. Anagram can motivate the students' attention and interest
2. Anagram is appropriate for all students in all ages because it combines language practice with fun and excitement
3. Anagram is fun and interesting because it can be played competitively and cooperatively

4. Anagram may give favorable attitude and make permanent in learning process. It make learning is an interasting especially speaking practice for them and the classroom is a cheerful place and not a bored place.

#### **A.6.The Disadvantages of Anagram Technique**

Anagram also has their limitations too. There are some disadvantages of using anagram in teaching English speaking as follows:

1. Difficult in arranging words into sentence
2. The students sometimes make some mistakes in grammar
3. Minimum of vocabulary, the students will be difficult to improve their ideas .
4. The students sometimes are confused how to use the word.

#### **A.7.The Procedure of Teaching and Learning Speaking Through Anagram**

In teaching speaking through anagram, the students are expected to be involves actively to practice in class, they much encourage to practice rearrange other words. Teaching speaking to the students by using anagram can achievt the students' speaking ability in learning. So they will have many new vocabularies can accept and speaking practice easily.

The steps of teaching and learning speaking using anagram are started with:

1. The teacher explains anagram to the class by using a common word to demonstrate the step of anagram.
2. The teacher divides the students into group.

3. The teacher give questions and paper to them answer for each group.
4. The teacher asks every group to make anagrams from the answer by rearranging the words.
5. The teacher asks every group to share their work to another group.
6. The teacher asks one of every group explain about their work and another group can guess and give the answer of question.

#### **A.8. Conventional Method**

Conventional method is the model emphasized on reading and writing. Conventional method in this study means to common method used by English teacher, as it indicated by the researcher in the classroom. It is a very common phenomena while the teacher would teach or enlarge their students, they just ask their students to read the text to see their dictionary to find the difficult words and ask them to memorize sentences as much as possible (e.g. teacher just asks students to read and answer question), or each students must remember at least ten words every day without teaching a specific technique how to make it more easier and faster, or without teaching how to read effectively and more understand.

By doing conventional teaching method, the students should not do a discussing with their friends. The students are asked to read all the text, translate the text and memorize the text. In conventional learning the students' activities focus on reading and memorize without sharing their ideas and opinions.

The following are the common procedures in conventional method:

1. The teachers reads the text to be the sample

2. The teachers asks students to read the text in turn
3. The teachers explains the difficult words
4. The teachers asks the students to answer the questions
5. The teachers asks the students to translate the text into Indonesian.

## **B. Related Study**

1. Thesis, Berlian Hutajulu 2009, entitle: “*The Effect of Applying Natural Approach on The Students’ Speaking Ability* ”. The research aimed to find out the students’ achievement in learning English will develop by using natural approach. The test was conducted at the 2008-2009 secondary year students namely SMP N 4 Laguboti. The population was taken 3 parallel classes and the total number was 81 students. Two classes were chosen as the sample. The total number of the sample was 20 students, 10 students for experimental group and 10 students for control group. From the observation in the control group, the lowest score of the pre-test was 35 and the highest score was 76, while the lowest score for post-test was 41 and the highest score was 74. Meanwhile, there wa an improvement of mean score from pre-test (58,4) to post-test (62,3). Thus by using natural approach could develop students’ability in learning English. She suggested to the English teacher that the better use natural approach in teaching learning process in English.
2. Thesis, Maulidia Rismi Br. Tarigan 2014, entitle: “ *The Effect of Using Guessing and Speculating Game with Pictures on Students’ Achievement in Speaking*”. The research aimed to find out the students’ achievement in

speaking with using guessing and speculating game with pictures. The population was conducted at SMP Negeri 10 Medan of grade 8 of academic year 2013/2014. There are 13 parallel classes. The total number of population is 364 students and two classes were chosen randomly as the sample, they are VIII D and VIII C. Showed that in the experimental group the lowest score for pre-test was 40 and the highest score was 75. While the lowest score for the post-test was 75, the highest score was 95. Thus by using guessing and speculating game with pictures could develop students' ability in learning English.

### **C. Conceptual Framework**

If we want know a language, so we can practice with the way speaking . Speaking is one of skills in mastering English. Speaking is very important in learning English .

Learning that as long as it applied more teacher-dominated so that students feel the meaningfulness of learning done. This can be seen with low ability to talk the students.

Strategy can help the teacher in teaching learning process in classroom. By using the strategy the teacher will give the good motivation to her/his students in learning English. The students will more active and spirit study English with strategy.

Then in this case to encourage the ability to talk on the student authors want to implement an anagram technique in helping the learning process. Expected

to provide opportunities for students to make more excited in the learning process, particularly on improving the ability of speech.

Anagram is one of strategy in active learning, the students can practice to form other words than mention it from the given clues, the students enjoyment or challenge in studying language and encourage them to look carefully at words, provide spelling practice. They will more active and interest to English lesson especially in study speaking. The English teacher will know the ability of each student when they teaching in classroom.

Through applying Anagram technique it is a necessary bridge in learning process, which can help students to achieve their speaking ability. If teachers apply anagram technique effectively in teaching English especially speaking to students, there is a possibility of students' getting increasing quality of speaking.

In this deployment, student involvement is a major aspect of the intended recipients, students can more excited in talking. Teachers and students as the students as equal partners in solving problems.

Thus it can be concluded that the use of anagrams is expected to enhance the ability of the students speak and add to the liveliness of the students.

#### **D. Hypothesis**

Based on the theoretical and conceptual framework previous, the hypothesis is formulated as follows:

Ha : There is any significant effect of anagram technique on the students' speaking ability.

Ho : There is no any significant effect of anagram technique on the students' speakingability.

## **CHAPTER III**

### **METHOD OF STUDY**

#### **A. The Location Of The Study**

The study would be conducted at MTs Gaya Baru which is located at Negeri Lama, Kabupaten Labuhan Batu. This research done on 2016 March till finished. The reasons of the selecting this location because the researcher graduated from this school and I think the students' at this school need anagram technique to help in learning process, especially in speaking ability.

#### **B. Population and Sample**

##### **B.1. Population**

The population of the region is generalization of the subject object has certain qualities and characteristics set by the researchers to learn and then pulled his conclusion.<sup>23</sup> In determining the size of sample, Arikunto says that " If the population is 100 or less, it is better to take whole population as the sample."<sup>24</sup> Therefore the population of this research is the students of grade VIII of MTs Gaya Baru of academic 2016/ 2017. There are 3 parallel classes. Each classes consists of VIII A are 41, VIII B are 39, and VIII C are 30. The total of numbers are 110. So the entire population be as sample.

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<sup>23</sup>Prof. Dr. Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (CV. ALFABETA. Bandung. 2008). p.117.

<sup>24</sup>Suharsimi Arikunto, *Prosedur Penelitian*. (PT. Rineka Cipta. Jakarta. 2010). P. 173.



## B.2. Sample

The sample is part of the number and characteristics of which are owned by the population.<sup>25</sup> In this study the way in taking the sample is total sampling. There are three parallel classes VIII A, VIII B, and VIIC. In gathering the sample, random technique will be applied through lottery among classes. Then, there will be two selected classes that will be chosen as the representative of the sample, they are VIII A is 41 and VIII B is 39, so the total of sample 80. The technique in by writing the name of the classes in a small paper then rolled.

## C. The Design of The Research

Research method is part of element in doing research . The method was using in these research strategies of teaching in speaking English in classroom research.<sup>26</sup>

**TABLE. I**

**The Design of Research**

| Group                  | Pre-test | Treatment                       | Post-test |
|------------------------|----------|---------------------------------|-----------|
| Experimental<br>VIII A | ✓        | Using Anagram<br>Technique      | ✓         |
| Control<br>VIII B      | ✓        | Using<br>Conventional<br>Method | ✓         |

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<sup>25</sup>*Ibid*, p.32.

<sup>26</sup>Syaukani, *Metode Penelitian (Pedoman Praktis Penelitian dalam Bidang Pendidikan )*, (Perdana Publishing. Medan . 2015).p. 16.

In this research, the data was collected by using quantitative data. The quantitative data is data that bowed number or quantitative data that numbered.<sup>27</sup> In collecting quantitative data, the research gave written assessment to the students as the instrument.

#### **D. The Operational and Variable of Study**

An operational definition is how we (the researcher) decide to measure our the variables in our study (variable = anything that can be measured). Variable is a characteristic, number, or quantity that increases or decreases over time, or takes different values in different situations.

There are two variables in this study namely independent and dependent variable. Independent variable in this study was apply anagram technique while dependent variable was students' speaking ability.

This study also dealt with two groups, experimental and control group. Experimental group was the group that would receive treatment by using anagram technique, while the control group wouldn't have treatment or will be taught conventionally or without anagram technique. The pre- test will be administered to both groups.

To avoid misunderstanding in defining the terms, so the researcher makes operational and variable of study, they are:

1. Anagram technique is a technique in which students' work in teams to become experts on a topic, then share the information with a members of other teams.

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<sup>27</sup>Dr. Indra Jaya, M.Pd. & Ardat, M.Pd. *Penerapan Statistik Untuk Pendidikan*. (Citapustaka Media Perintis. Bandung. 2013). p. 7.

2. The students' speaking ability is the intelligence of the students to speak English well.

The indicators of the students' speaking ability are:

- a. Students can speak English well and fluency
- b. Students can create a conversation
- c. Students can give a speech.

### **E. The Instrument of Collecting Data**

First for experimental and control group, the student was given pre-test. And after writer gave the treatment, with the same contents post-test had been given again to find out the homogeneity in experimental and control group to know the effect of anagram technique in the experimental class .

The students was asked to answer all questions given. Since this research was an experimental research, a set of treatment was applied to one of the group namely experimental group. Thus, the treatment process consisted of three parts, they are :

#### **E.1. Pre-test**

In the pre-test, the students in the control group and experimental group were instructed to speak the description about word that was mention to them. The pre-test had been administrated to see the student's ability before they were treated.

## **E.2. Treatment**

Treatment was given to the experimental group for some period of time. The experimental group students was taught how to answer the speaking test by using anagram technique. The control group was taught by using conventional method.

Conventional method in this study means the common method used by the English teachers, as it is indicated by the researcher in the classroom.

The research divided the class into five groups consisted of 5 persons. Then, the researcher asked the students to sit in their own group and explained what they were going to do in their discussion.

- The researcher gave the topics that was given for each group
- Before the researcher gave the topic to the students
- The researcher gave some directions to the students in order to make their findings in their discussion.
- The researcher should explain it clearly from the beginning until the final directions.
- The researcher asked one of the students to imagine their topic. The researcher then asked the students to express some keywords or clues about their topic that they had imagined . For example:

Topic: School

The keyword: teacher, door

- The researcher asked the students to build their keywords in a sentence orally. For example:

Teacher

Definition: Doing a teacher in the class

Word: Teach

Door:

Definition: Part of plants

Word: Rod

- The researcher asked the students to build their sentence as a clue.
- The researcher asked the students to explain the discussion result of each groups.

### **E.3. Post-test**

After giving treatment, both the experimental and control groups were given post-test was given to know the mean scores from both of groups. The result of the tests was compared and analyzed to find out if using anagram on the students' speaking ability is significant effect or not.

In scoring the test in speaking ability, the researcher used a scoring of speaking table that heaviest on vocabulary, secondly emphasis on fluency. In using the table the researcher will determine to proper description to each category and then circle the number corresponding column. After the test, this number are entered into the left hand column and totaled from below this table.

In scoring the test, As Lambardo, state that there are four components of evaluation scale namely vocabulary, accuracy, pronunciation, and fluency, <sup>28</sup>as follows:

**TABLE. II**  
**Scoring of Speaking**

| Component          | Descriptive   | Score |
|--------------------|---|-------|
| Vocabulary<br>(25) | <b>Unsatisfactory:</b><br>Very limited vocabulary, make comprehension quite difficult   | 1-6   |
|                    | <b>Fair:</b><br>Frequent uses wrong words speech limited to simple vocabulary   | 7-12  |
|                    | <b>Good:</b><br>Sometimes uses inappropriate terms about language because of inadequate vocabulary  | 13-18 |
|                    | <b>Very good:</b><br>Rarely has trouble   | 19-25 |
| Accuracy<br>(25)   | <b>Unsatisfactory:</b><br>Usage definitely unsatisfactory ,frequentky, needs to rephrase contruction or restrict himself to basic structure | 1-6   |
|                    | <b>Fair:</b><br>Error or basic structure,meaning occasionally obascured by grammatical error  | 7-12  |
|                    | <b>Good:</b><br>Occasionally grammatical errors which do not obscure meaning  | 13-18 |
|                    | <b>Very good:</b><br>Speech is generally natural  | 19-25 |
| Pronunciation      | <b>Unsatisfactory:</b><br>Hard to understand because of sound , accent,picth,difficulties,incomprehensible                                  | 1-6   |

<sup>28</sup> L.Lambardo. *Oral Testing Getting A simple of Oral Language* .1984.English Teaching Forum. January 1980.p5

|         |   |   |
|---------|---|---|
| (25)    | <b>Fair:</b><br>Error of basic pronunciation<br><b>Good :</b><br>Few noticeable errors<br><b>Very good:</b><br>Understandable   | 7-12<br><br>13-18<br><br>19-25            |
| Fluency | <b>Unsatisfactory:</b><br>Speedof speech and length of utterences are so far below normal long pauses , utterences , left unfinished<br><b>Fair:</b><br>Some definite stumbling , but manage to rephrase and continue<br><b>Good:</b><br>Speech is generally natural<br><b>Very good:</b><br>Understandable | 1-6<br><br>7-12<br><br>13-18<br><br>19-25 |
| (25)    |   |   |

## F.The Technique of Collecting Data

To collect data, the researcher used instrument as follow:

### F.1. Test

The test is orally speaking test. It is consist of two items. First, the researcher will explaine about the way to do the test. Then the students will give the sets of question based on the words and they make the explanation about the new word, and speak up in front of the class about the new word by their own words, the test must be done directly in the class. And the teacher give the limit of time to the students. It used to know the students' speaking ability.

### G.The Technique of Analyzing the Data

In order to know the effect of anagram technique in teaching speaking to improve students' speaking ability, it will be analyzed using t-test The formula of t-test is presented as follows:

$$t_o = \frac{X_1 - X_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which :

$\bar{X}_1$  : Different levels of test score experiment class

$\bar{X}_2$  : Different levels of test score control class

$n_1$  : the sample of experimental group

$n_2$  :the sample of control group

S : Combining standart



**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

**A. Description of the Data**

**A.1. The Data of Anagram Technique**

The dating data of the students' ability in speaking by using Anagram technique is got through the test. It consist of a set test that is done by the students. The distribution was known: mean, mode, standart deviation as follows :

**TABLE. III**

**The Data of students by using Anagram Technique**

| No | Score (Xi) | Fi | FiXi | Xi <sup>2</sup> | FiXi <sup>2</sup> |
|----|------------|----|------|-----------------|-------------------|
| 1  | 50         | 4  | 200  | 2500            | 10000             |
| 2  | 55         | 4  | 220  | 3025            | 12100             |
| 3  | 60         | 4  | 240  | 3600            | 14400             |
| 4  | 65         | 3  | 195  | 4225            | 12675             |
| 5  | 70         | 6  | 420  | 4900            | 29400             |
| 6  | 75         | 6  | 450  | 5625            | 33750             |
| 7  | 80         | 4  | 320  | 6400            | 25600             |
| 8  | 85         | 5  | 425  | 7225            | 36125             |
| 9  | 90         | 3  | 270  | 8100            | 24300             |
| 10 | 95         | 2  | 190  | 9025            | 18050             |
|    | Total      | 41 | 2930 | 54625           | 216400            |

From the computation above, the mean ( $\bar{X}$ ) can be counted as follow:

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i}$$

$$\bar{X} = \frac{2930}{41}$$

$$\bar{X} = 71,46$$

$$s^2 = \frac{N \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{N(n-1)}$$

$$s^2 = \frac{41.216400 - (2930)^2}{41(41-1)}$$

$$s^2 = \frac{287500}{1640}$$

$$s^2 = 175,30$$

Symbol  $S^2 = 175,30$  state that variant value, meanwhile standard deviation ( $S$ ) is by taking quadrature root from namely : 13,24

## A.2. The Data of Conventional Method

The collecting data of the students' ability in speaking by using conventional method is got through the test. It consist of a set of test that is done by the students. The result of measurement that used the evaluation criteria state in score form, and the computation from data distribution was known : mean, mode, and standart deviation as follows :

TABLE IV

The data of students by using conventional method

| No | Score (Xi) | Fi | FiXi | Xi <sup>2</sup> | FiXi <sup>2</sup> |
|----|------------|----|------|-----------------|-------------------|
| 1  | 50         | 8  | 400  | 2500            | 20000             |
| 2  | 55         | 4  | 220  | 3025            | 12100             |
| 3  | 60         | 7  | 420  | 3600            | 25200             |
| 4  | 65         | 6  | 390  | 4225            | 25350             |
| 5  | 70         | 5  | 350  | 4900            | 24500             |
| 6  | 75         | 5  | 375  | 5625            | 28125             |
| 7  | 80         | 3  | 240  | 6400            | 19200             |
| 8  | 85         | 1  | 85   | 7225            | 7225              |
|    | Total      | 39 | 2475 | 37500           | 161700            |

From the computation above, the mean (X) can be counted as follow :

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i}$$

$$\bar{X} = \frac{2480}{39}$$

$$\bar{X} = 63,58$$

$$s^2 = \frac{N \cdot \sum f_i X_i^2 - (\sum f_i X_i)^2}{N(n-1)}$$

$$s^2 = \frac{39 \cdot 161700 - (2480)^2}{39(39-1)}$$

$$s^2 = \frac{155900}{1482}$$

$$s^2 = 105,19$$

Symbol  $S^2 = 105,19$  state that variant value, meanwhile standard deviation (S) is by taking quadrate root from namely : 10,25

## **B. Validity Test**

The requirements test include: (1) Normality test and (2) Homogeneity test. Normality test uses Lilifors test whereas Homogeneity test uses F-test. Both tests are:

### 1. Normality Test

To test the data normality of the students' ability in speaking at MTs Gaya Baru Negeri Lama who are taught by using Anagram Technique and of the students' ability in speaking at MTs Gaya Baru Negeri Lama who are taught by using Conventional Method in speaking are done by using Lilifors test.

- a. The computation of data normality of the students' ability in speaking MTs Gaya Baru Negeri Lama who are taught by Anagram Technique.

**TABLE.V**

**The Normality test of the data of the students' speaking ability at MTs Gaya Baru Negeri Lama who are taught by using Anagram Technique**

| No | Score | F | Fk | $z_i$  | F( $z_i$ ) | S( $z_i$ ) | F( $z_i$ ) - S ( $z_i$ ) |
|----|-------|---|----|--------|------------|------------|--------------------------|
| 1  | 50    | 4 | 4  | -1,620 | 0,0526     | 0,097      | 0,0444                   |
| 2  | 55    | 4 | 8  | -1,243 | 0,1075     | 0,195      | 0,0875                   |
| 3  | 60    | 4 | 12 | -0,865 | 0,1949     | 0,292      | 0,0971                   |
| 4  | 65    | 3 | 15 | -0,487 | 0,3156     | 0,365      | 0,0494                   |
| 5  | 70    | 6 | 21 | -0,110 | 0,4562     | 0,512      | 0,0558                   |
| 6  | 75    | 6 | 27 | -0,253 | 0,5967     | 0,658      | 0,0613                   |
| 7  | 80    | 4 | 31 | 0,645  | 0,7389     | 0,756      | 0,0171                   |
| 8  | 85    | 5 | 36 | 1,022  | 0,8461     | 0,878      | 0,0319                   |
| 9  | 90    | 3 | 39 | 1,400  | 0,9192     | 0,951      | 0,0333                   |
| 10 | 95    | 2 | 41 | 1,777  | 0,9616     | 1          | 0,0384                   |

To find  $Z_1$  score by using this formula

$$z_i = \frac{x_i - \bar{X}}{s}$$

$$z_i = \frac{50 - 71,46}{13,24} = -1,620$$

$$z_i = \frac{55 - 71,46}{13,24} = -1,243$$

$$z_i = \frac{60 - 71,46}{13,24} = -0,865$$

$$z_i = \frac{65 - 71,46}{13,24} = -0,487$$

$$z_i = \frac{70 - 71,46}{13,24} = -0,110$$

$$z_i = \frac{75 - 71,46}{13,24} = 0,253$$

$$z_i = \frac{80 - 71,46}{1,185} = 0,645$$

$$z_i = \frac{85 - 71,46}{13,24} = 1,022$$

$$z_i = \frac{90 - 71,46}{13,24} = 1,400$$

$$z_i = \frac{95 - 71,46}{13,24} = 1,777$$

To find S ( $z_i$ ) score by using this formula

$$S(Z_i) = \frac{f_{cum}}{n}$$

$$S(Z_i) = \frac{4}{41} = 0,097$$

$$S(Z_i) = \frac{8}{41} = 0,195$$

$$S(Z_i) = \frac{12}{41} = 0,292$$

$$S(Z_i) = \frac{15}{41} = 0,365$$

$$S(Z_i) = \frac{21}{41} = 0,512$$

$$S(Z_i) = \frac{27}{41} = 0,658$$

$$S(Z_i) = \frac{31}{41} = 0,756$$

$$S(Z_i) = \frac{36}{41} = 0,878$$

$$S(Z_i) = \frac{39}{41} = 0,951$$

$$S(Z_i) = \frac{41}{41} = 1$$

Where:

Sample (N) = 41

Mean (X) = 71,46

Standar Deviation (S) = 13,24

L Observation (Lo) = 0.0971

L Table (Lt) = 0.1383

From the data above, it can be seen that Liliforse Observation or  $L_o = 0,0971$  with  $n = 41$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliforse table,  $L_t = 0,1383$ . It is known that the coefficient of  $L_o (0,0971) < L_t (0,1383)$  that can be concluded that the data distribution of the students' in speaking ability who are taught by using Anagram Technique is **normal**.

b.The computation of data normality of the students' speaking ability are taught by using Conventional Method is:

**TABLE.VI**

**The Normality test of the data of the students' speaking ability at MTs Gaya**

**Baru Negeri Lama who are taught by using Conventional Method**

| No | Score | F | Fk | Z <sub>i</sub> | F(z <sub>i</sub> ) | S(z <sub>i</sub> ) | F(z <sub>i</sub> ) - S(z <sub>i</sub> ) |
|----|-------|---|----|----------------|--------------------|--------------------|---|
| 1  | 50    | 8 | 8  | -1,324         | 0,0934             | 0,205              | 0,1116                                  |
| 2  | 55    | 4 | 12 | -0,837         | 0,2033             | 0,307              | 0,1037                                  |
| 3  | 60    | 7 | 19 | -0,349         | 0,3669             | 0,487              | 0,1201                                  |
| 4  | 65    | 6 | 25 | 0,138          | 0,5517             | 0,641              | 0,0893                                  |
| 5  | 7     | 5 | 30 | 0,626          | 0,7324             | 0,769              | 0,0366                                  |

|   |    |   |    |       |        |       |        |
|---|----|---|----|-------|--------|-------|--------|
| 6 | 75 | 5 | 36 | 1,114 | 0,8665 | 0,897 | 0,0305 |
| 7 | 80 | 3 | 38 | 1,601 | 0,9452 | 0,974 | 0,0288 |
| 8 | 85 | 1 | 39 | 2,089 | 0,9812 | 1     | 0,0188 |

To find  $Z_i$  score by using this formula

$$z_i = \frac{x_i - \bar{X}}{s}$$

$$z_i = \frac{50 - 63,58}{10,25} = -1,324$$

$$z_i = \frac{55 - 63,58}{10,25} = -0,837$$

$$z_i = \frac{60 - 63,58}{10,25} = -0,349$$

$$z_i = \frac{65 - 63,58}{10,25} = 0,138$$

$$z_i = \frac{70 - 63,58}{10,25} = 0,626$$

$$z_i = \frac{75 - 63,58}{10,25} = 1,114$$

$$z_i = \frac{80 - 63,58}{10,25} = 1,601$$

$$z_i = \frac{85 - 63,58}{10,25} = 2,089$$

To find  $S(z_i)$  score by using this formula

$$S(Z_i) = \frac{f_{cum}}{n}$$

$$S(Z_i) = \frac{8}{39} = 0,205$$

$$S(Z_i) = \frac{12}{39} = 0,307$$

$$S(Z_i) = \frac{19}{39} = 0,487$$

$$S(Z_i) = \frac{25}{39} = 0,641$$

$$S(Z_i) = \frac{30}{39} = 0,769$$



$$S(Z_i) = \frac{35}{39} = 0,897$$

$$S(Z_i) = \frac{38}{39} = 0,974$$

$$S(Z_i) = \frac{39}{39} = 1$$

Where:

$$\text{Sample (N)} = 39$$

$$\text{Mean (X)} = 63,58$$

$$\text{Standar Deviation (S)} = 10,25$$

$$\text{L Observation (Lo)} = 0,1201$$

$$\text{L Table (Lt)} = 0,1418$$

From the data above, it can be seen that Liliforse Observation or  $Lo = 0,1201$  with  $n = 39$  and at real level  $\alpha = 0,05$  from the list of critical value of Liliforse table,  $Lt = 0,1418$ . It is known that the coefficient of  $Lo (0,1201) < Lt (0,1418)$  that can be concluded that the data distribution of the students' in speaking ability who are taught by using Conventional Method is **normal**.

## 2. Homogeneity Test

Homogeneity test of the data of the students' speaking ability at MTs Gaya Baru Negeri Lama who are taught by using Anagram Technique and that of the students' speaking ability at MTs Gaya Baru who are taught by using Conventional Method is done by using F-test (two variant homogeneity test) with the following formula:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

$$F = \frac{175,30}{105,19} = 1,666$$

From the former computation, it is known that:

1. The variant data of the students' speaking ability at MTs Gaya Baru who are taught by using Anagram Technique is 175,30.
2. The variant data of the students' speaking ability at MTs Gaya Baru who are taught by using Conventional Method is 105,19.

From the computation above, it was found the coefficient of variant from the students' speaking ability that taught by anagram technique and the students' speaking ability that taught by the conventional method at real level  $\alpha = 0,05$  and the numerator  $dk = n-1 = 41-1 = 40$  and denominator  $= dk = n-1=39-1= 38$ . So, by using the list if critical value at F distribution was found  $F_{0,05}(40,38) = .$  It show that  $F_{\text{count}} (1,666) < F_{\text{table}} (1,708)$  . so, it can be concluded that the variant from the data of the students' speaking that taught by anagram technique and the sudents' speaking ability that taught by conventional method is **homogeny**.

### C. Hypothesis Testing

Before doing hypothesis testing by using t-test, in this case is done by taken the test score that using Anagram Technique and test score that using Conventional Method. The test score is taken, because the score that gave gotten after teachin learning process.

The formula t-test is used as follows:

$$t_o = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where the value :

$\bar{X}_1$  : Different levels of test score experiment class

$\bar{X}_2$  : Different levels of test score control class

$n_1$  : the sample of experimental group

$n_2$  : the sample of control group

S : Combining standart deviation

Mean  $X_1 = 71,46$

$X_2 = 63,58$

$S_1 = 13,24$

$S_2 = 10,25$

$S_1^2 = 175,30$

$S_2^2 = 105,19$

The combining can be found as follow:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(41-1) \cdot 175,30 + (39-1) \cdot 105,19}{41+39-2}$$

$$S^2 = \frac{(40) \cdot 175,30 + (38) \cdot 105,19}{78}$$

$$S^2 = \frac{11009,22}{78}$$

$$S^2 = 141,143$$

$$S^2 = \sqrt{141,143}$$

$$S = 11,880$$

So, to test the hypothesis in this research, it was used two averages similar test by using statistic, as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{71,46 - 63,58}{11,880 \sqrt{\frac{1}{41} + \frac{1}{39}}}$$

$$t = \frac{7,88}{11,880 \sqrt{0,024 + 0,025}}$$

$$t = \frac{7,88}{11,880 \sqrt{0,049}}$$

$$t = \frac{7,88}{11,880 \cdot 0,221}$$

$$t = \frac{7,88}{2,62}$$

$$t = 3,00$$

I took degree of freedom (df) formula:

Df = degree of freedom

N = number of students

Nr = number of variable

So, Df = N - Nr

$$= 80 - 2$$

Df = 78

From the computation above, it can be seen that the coefficient of t count is. Then, the t- count 3,00 is compared with t- table. Where the coefficient of t- table at real level  $\alpha = 0,05$  with  $dk = 41 + 39 - 2$  gained the coefficient of  $t_{0,05(78)} =$ .

In fact, the coefficient of  $t_{\text{count}} (3,00) > t_{\text{table}} (1,66)$ . It shows that  $t_{\text{count}}$  is in zero hypothesis rejection ( $H_0$ ). Thus, alternative hypothesis ( $H_a$ ) is accepted.

The hypothesis above explained that there was significant difference between using anagram technique and without using anagram technique on students speaking ability at MTs Gaya Baru Negeri Lama Labuhan Batu. The significant here 1,34 different of using angram and without anagram technique.

#### **D. Discussion**

In this case, the result of the research showed that the students' speaking ability by using Anagram Technique at MTs Gaya Baru Negeri Lama the students' speaking ability increase. This research can provided that the students more active to speak, more self-confident, and not feel shy to talk in front of the the other students.

To conduct teaching process by using Anagram Technique, the teacher must have skill in classroom management, and combining by using a modern media in order to get the goal of studying. Why the teacher must have skill here, can be explained that the teachers it is as role models for their students. In this case, as the learning process progresses, the teacher with the rigors of being able to give their knowledge in various ways with the skills they have. The relationship of teacher skills in learning techniques, can we know that each skill was closely associated with the processes of thought underlying the language. A person's language reflects his thoughts.<sup>29</sup> Skills can only be acquired and mastered by way of practice and a lot of practice.

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<sup>29</sup>*Ibid*, p.1.

In Drs.Isjoni,M.Sibooks', Tei and Stewart said to be effective learning, students need to know the circumstances or stage of their learning and the triumph of the strategies they use. So besides teachers skilled in the use of these techniques, then the students need to know the circumstances and also the function of a technique that has been used to study the effect.<sup>30</sup>

We can said the anagram technique is a good technique because According Dave Shimoda Anagrams are a great brain teaser that everyone can enjoy. As the scrambled words get longer, it gets more and more difficult to figure out the what the scrambled word is.<sup>31</sup>

Anagram also can used in films, on of them is "Shutter Island " film namely : "Edward Daniels' is anagram of ' Andrew Laeddis" , 'Dolores Chanal' is anagram of 'Rachel Solando'. Anagram here can make students more active to speak, because students can get many vocabularies through of films.<sup>32</sup>

Beside that Anagram can motivate the students' attention and interes,anagram is appropriate for all atudents in all ages because it combines language practice with fun and excitement, anagram is fun and intersting because it can be played competitively and cooperatively.<sup>33</sup>

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<sup>30</sup>Drs. Isjoni, M.Si, Firdaus LN, M.Si., P.Hd.*Pembelajaran Terkini*. (Pustaka Pelajar, Yogyakarta, 2008), P.140.

<sup>31</sup>[http://Anagram\\_word\\_unscramble.com/expert/Dave\\_Shimoda/822705](http://Anagram_word_unscramble.com/expert/Dave_Shimoda/822705) Accessed on April 30 2016.

<sup>32</sup>*Angels & Demons* ambigram : <http://www.ambigram.com/> Other : <http://wikipedia.org/>

<sup>33</sup>Journal, entitle: *The Effect of Applying Anagram Technique on The Students' Vocabulary Achievment*. Pdf. Accessed on April 30 2016.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

In the final part of this skripsi, the researcher gives some conclusions as following :

1. Although using Anagram technique in\teaching English the students more active and they feel enjoy to join in learning. The using of anagram technique the students can motivated and make them happy. Beside that make learning interesting especially speaking practice for them and the classroom is a cheerful place and not a bored place.
2. After we look that if the students in learning especially on English speaking without anagram technique so the students limited vocabulary ,the difficulties in arranging the sentences, the students feel shy to talk in front of the other students , and feel bored.
3. There are many effects if in speaking learning using Anagram technique . Namely the teacher and students will be happy in learning. Lesson to be more effective, active if the teacher wears anagram technique in teaching speaking, because the students in speaking can be mastering vocabulary , so that they have many ideas.

## **B. Suggestion**

In relation to the research findings, the researcher suggest to:

1. To principal of MTs Gaya Baru Negeri Lama Labuhan Batu to give the teacher support so that in the teaching learning process the teachers use the variants of technique that suitable for students.
2. The English teachers, to apply anagram technique in teaching-learning activity, which is proven in the research result that it has significant effect on the students' speaking ability. Teachers also may apply the anagram technique, but in the right way and better application that is appropriate for students. In teaching learning process the teacher expected to choose the suitable strategy with the condition of the students in giving material especially in speaking. Because if the teacher doesnot give variety strategy, they will bored and tred in studying speaking.
3. The other researcher, this researcher, this research finding is a material which can be developed further and deeper by adding oter variables or correlation with the students' ability.



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