



**IMPROVING THE STUDENTS' VOCABULARY ACHIEVEMENT
THROUGH ANAGRAM TECHNIQUE AT X GRADE CLASS OF MAS
AMALIAH SUNGGAL IN ACADEMIC YEAR 2018/2019**

THESIS

**Submitted to Faculty of Tarbiyah Science and Teachers Training in Partial of
Requirement for The (Degree of Sarjana Pendidikan) S-1 Program**

By:

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FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE OF ISLAMIC UNIVERSITY OF NORTH SUMATERA**

MEDAN

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MEDAN

2018

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Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Wulan Dwi Harpani** yang berjudul "**Improving the Students' Vocabulary Achievement Through Anagram Technique at X Grade Class of MAS Amaliyah Sunggal in Academic Year 2018/2019**", maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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SURAT PENGESAHAN

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

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

Medan, 09 Juli 2018

Yang membuat pernyataan

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ABSTRACT

Wulan Dwi Harpani. 34143053. *Improving the Students' Vocabulary Achievement Through Anagram Technique at X Grade Class of MAS Amaliyah Sunggal in Academic Year 2018/2019.* A Thesis. English Department, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

The aim of this research is to improve students' vocabulary achievement after being taught using anagram technique. This research was conducted to find out of the improvement of students' vocabulary achievement through anagram technique. The population of this study was the X grade class Science I of MAS Amaliyah Sunggal. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from interview, observation sheet, diary note and documentations. The result indicated that there was an improvement on students' vocabulary achievement through anagram technique. It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 46 and the highest one was 80; the students' score in post-test I, the lowest score was 50 and the highest one was 84; the students' score in post-test II, the lowest score was 61 and the highest one was 96. In the pre-test, there were 9.75% (4 of 41 students) who got score ≥ 75 . In the post-test I, there were 46.34% (19 of 41 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 36.59%. In the post-test II, there were 85.36 % (35 of 41 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 39.02%. Based on the data, it was concluded the students' vocabulary achievement can improve through anagram technique.

Keywords: Vocabulary and Anagram Technique

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Assalamualaikum warahmatullahi wabarakatuh.

In the name of Allah, The beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished accordingly. Peace and blessing be upon Prophet Muhammad Shallallahu'alaihi wa salaam, his family, his relatives, and all his followers. The written of this thesis entitled "Improving the Students' Vocabulary Achievement Through Anagram Technique at X Grade Class of MAS Amaliyah Sunggal in Academic Year 2018/2019".

This thesis is written to fulfill one requirement to obtain the sarjana degree at Department of English Education of Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank Allah Subhaanahu Wa Ta'ala for The Blessing given to me so that the writing of this thesis has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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The Writer

Wulan Dwi Harpani
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CHAPTER I

INTRODUCTION

A. Background of Study

English as one of the languages in the world is very important to learn because it can be used in giving or receiving information and for the development of education, technology, and arts. Prepare a young learner to study English as early as possible is very crucial because their brain and memory is ready for learning and most of them can learn quite well.

To develop students' language skills in reading, speaking, and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes reach optimally. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they only have few vocabularies.

Vocabulary need to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially senior high school. Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It is clearly states that learning vocabulary is very important and becomes a must for every learner to make his

English has a special place in teaching of the foreign language at school, especially senior high school.

In reality it is difficult to learn vocabulary. Vocabulary is one of the main problems often is faced by students in learning English. Based on the observation, the researcher found the problems related to vocabulary mastery of the students. During the observation in the class, the researcher found that the students did not understand the teacher's explanation in English. So, the teacher had to translate the explanation or instruction to Bahasa Indonesia. Because the students' is less vocabulary.

So, the researcher chooses anagram as a learning technique to teach vocabulary. Anagram 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. All the letters of the name or phrase must use once and only once. This is the basic rule of anagramming.

The researcher thinks that it can make the students interest in and relax in order to motivate and encourage them in learning vocabulary. It means that after learning vocabulary by using anagram, the students will expect to be able to increase their vocabulary in a friendly way and it will be very interesting and challenging. That is why the writer want to conduct a research with the title ***“Improving Students’ Vocabulary Achievement Through Anagram Technique at X Grade of MAS Amaliyah Sunggal in Academic Year 2018/2019.”***

B. Identifications of Study

Some reason why the researcher choose the topic Improving Students' Vocabulary Achievement Through Anagram Technique at Grade X of MAS Amaliyah Sunggal are: The students' have less interesting in learn vocabulary, and students in Senior High School still have difficulties in vocabulary mastery, so that they can not convey their ideas clearly because of their limited vocabulary.

C. Formulating of Study

Based on the background of the study above, the problems of the research is Does the implementation of anagram technique can improve students' vocabulary achievement at grade X of MAS Amaliyah Sunggal ?

D. Aim of study

Based on the research question above, the objective of the study is to prove whether anagram technique can improve the students' vocabulary achievement at X grade of MAS Amaliyah Sunggal.

E. The Significances of Study

The finding of the research are expected to have both theoretical and practical significances.

1. Theoretically

- a. It is useful for the reader, to add reference or to give alternative way in teaching and learning vocabulary.

b. It is providing some information for the further researcher in applying this anagram technique in vocabulary achievement.

2. Practically

a. It is useful for students by teacher's help to develop their vocabulary achievement in learning English.

b. It is useful for English teacher in order to apply anagram technique in the classroom especially in teaching vocabulary.

F. Limitation of the Research

There are many technique that can be used to improve students' vocabulary achievement. In this research, anagram technique was choosen to improve students' vocabulary achievement.

CHAPTER II

THEORETICAL REVIEW

A. Review of Literature

In conducting a research, theories need to explain some concept or terms apply in the research concern. Some terms use in this study and they need to be theoretically explain.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses. Vocabulary is the set of words in the language. A word is one of the most important parts or components of language. It is the simplest thing or element of a language that convey meaning. Vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

Vocabulary is the knowledge of meanings of words. Words represent complex and often multiple meanings. Furthermore, these complex multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of texts. Not only students expect to understand words in texts, but also texts can expect to introduce them to many words. Vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond suggests that establishing a strong vocabulary base firtd, comprehension and use of a language will not achieve.

Talking about vocabulary, Allah also says in Holly Qur'an Q.S. Al-Baqarah:
31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِ بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning: “And He taught Adam the names of all things, then He set them before the angles, and said: “Inform me of the names of these, if you are true (in your claims).”¹

The verse above shows that human can do communication after they know the names of the whole things in the world. We can see from this verse that Allah taught Adam names of all things. The names of all things mean vocabulary in English subject. All people will have good ability in English if they have many stocks of English vocabulary because they will be able express their idea precisely and can do communication well with other people.

The verse also describe the teaching process that has given by Allah to Prophet Adam as. for the education process firstly. It means that education has been exemplified by Allah from the first creation of man. So, the first of the verse shows that man was created in a state of not knowing anything. Learning vocabulary can see from the process teaching as Allah taught Adam the names of the whole things when education is as process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It's fact that man can communicate well if they know the names of everything.

¹ Basheer Ahmad Mohyidin, (2009), *Quran the Living Truth: an Effort to Convey its Meaning*, New Delhi: Manas Foundation, p. 13

And also the verse shows that education and learning is very important because education is as a process that must be exist in human life. Moreover, now days, learning is very important part to talk about, of course include learning vocabulary inside.

And the hadith which shows that Allah taught Adam about the names of all things is a narration from Anas bin Malik, may Allah be pleased with him. Rasulullah said,

يَجْتَمِعُ الْمُؤْمِنُونَ يَوْمَ الْقِيَامَةِ فَيَقُولُونَ لَوْ اسْتَشْفَعْنَا إِلَى رَبِّنَا فَيَأْتُونَ
 آدَمَ فَيَقُولُونَ أَنْتَ أَبُو النَّاسِ خَلَقَكَ اللَّهُ بِيَدِهِ وَأَسَجَدَ لَكَ مَلَائِكَتُهُ وَعَلَّمَكَ
 أَسْمَاءَ كُلِّ شَيْءٍ فَاشْفَعْ لَنَا عِنْدَ رَبِّكَ حَتَّى يُرِيحَنَا مِنْ مَكَانِنَا هَذَا
 فَيَقُولُ لَسْتُ هُنَاكُمْ وَيَذْكَرُ ذَنْبَهُ فَيَسْتَحِي انْتُوا نُوحًا فَإِنَّهُ أَوَّلُ رَسُولٍ
 بَعَثَهُ اللَّهُ إِلَى أَهْلِ الْأَرْضِ ...

The meaning: “*Pada hari kiamat manusia berkumpul, mereka berkata; sekiranya kita meminta syafa‘at pada Rab kita. Lalu mereka mendatangi kepada Adam as. dan berkata: Wahai Adam engkau adalah bapak manusia, Allah swt. menciptakanmu dengan tangan-Nya, malaikat sujud kepadamu, dan Allah mengajarkanmu nama segala sesuatu, maka beri kmai syafa‘at di sisi Rabmu hingga kami berpindah dari tempat kami ini. Maka Adam menjawab; Aku tidak berhak untuk itu, kemudian menyebutkan dosanya sehingga ia malu. Datanglah pada Nuh, karena ia adalah rasul pertama yang Allah utus kepada penduduk bumi.....*”²

² Fauzan Abuna, (2013), *Hikmah Diajarkan Ilmu Terlebih Dahulu Kepada Adam, Dari Pada Sujudnya Malaikat*, diaccessed on Mei 28th, 2018 at 19.30 pm <https://fauzanabuna.blogspot.com/2013/09/hikmah-diajarkan-ilmu-terlebih-dahulu.html?m=1>

b. The Importance of Vocabulary

The importance of vocabulary are:

- 1) Vocabulary is a basic part of reading comprehension. Simply put, if students' don't know enough words, they are going to have trouble understanding when reading. If there are too many words the students' don't know, comprehension will suffer. The content of textbooks is often challenge enough.
- 2) Vocabulary is a major part of almost every standardized test, including reading achievements tests, college entrance exams, and armed forces and vocational placement tests. Test developers know that vocabulary is a key measure of both one's learning and one's ability to learn.
- 3) Studies have indicated that students with strong vocabulary are more successful in school and one widely known study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in fact the tolls not just of better reading, but of better writing, speaking, listening well. The more the students have vocabulary will effective their communication can be.
- 4) In today's world, a good vocabulary counts more than ever. Far fewer people work on farms or in factories. Far more in jobs that provide services or process information. More than ever, words are the tools of reading, speaking, writing and listening. A solid vocabulary is essential for both of these skills.³

³ Sherrie L. Nist and Carole Mohr, (2002), *Improving Vocabulary Skills*, The United State America: Townsend Press, Inc, p. 1.

c. Kinds of Vocabulary

Vocabulary refers to words we use to communicate in oral and print language. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.⁴ Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Vocabulary is divided in two kinds, they are receptive vocabulary and productive vocabulary.

1) Receptive vocabulary

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

2) Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.⁵

d. Vocabulary Mastery

In the curriculum 2004 explained that the standard vocabulary for each level is different, namely: (1) Standard 500-1500 mastery of vocabulary including category beginner level readers with education level of primary school (SD) until junior high

⁴Susan Hanson and Jennifer F.M.Padua, *Teaching Vocabulary Explicitly*, USA.p. 5.

⁵*Ibid.* p. 3

school. (2) Standards 1500-3000 mastery of vocabulary including category medium level readers with educational level of senior high school (SMA). (3) Standard mastery more than 3000 vocabulary including category advanced level reader with a college education.⁶

So, based on the curriculum above, the students of senior high school are expected mastering vocabularies 3000 words after graduated. It means that the students have to master at least 1000 in one year. Based on my experience in teaching at MAS Amaliyah Sunggal, the writer found that in class X-Science 1 they had 180 minutes in one week to learn English where it was divided into 2 meeting and each meeting had 2 x 45 minutes. It means that in one month the student have 8 meeting and in one year the students have 96 meeting. So that the students are expected mastering vocabularies in one meeting at least 10 words.

e. Teaching Vocabulary

Teaching is helping other people learn. It is one of the most important ways that people relate to one another. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living, and to lead useful rewarding lives. Teaching also transfers knowledge from one generation to the next.⁷

Vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between

⁶Asrina Amaliyah Hasibuan, (2017), Skripsi: “Improving the Students’ Vocabulary Mastery through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan”, Medan: UIN SU Medan, p. 10.

⁷ The World Book Encyclopedia Volume 19, (2006), The United State America: World Book, Inc. p. 65.

new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

The student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.⁸

Pupils were encouraged to enter the new vocabulary learnt both inside and outside the classroom into their word banks or vocabulary. Pupils were invited to share with the class the words they had got from time to time. Positive feedback was given to pupils who added new entries on their own initiative. During the learning process, pupils were also encouraged to refer to their word banks to help them complete the learning tasks.

The tryout experience showed that active use of word banks was an effective way to help pupils gather new words at their own pace for their own reference as well as retrieve or recall the words they need in writing. By managing their personal word banks, pupils learnt to acquire self-management skills as well as study skills. They were thus able to develop good learning habits for long life learning.⁹

Vocabulary is too often focused on unusual words encountered in novels, short stories or other materials students are reading in class. In story doesn't mean that

⁸Helena Fortes Ferreira, (2007), *How to teach vocabulary effectively*. Praia, p. 11.

⁹ Arthur McNeill, (2009), *Enhancing English Vocabulary Learning and Teaching Primary Level*, Hongkong: CDC Press, p. 2.

most people need to know them. Certainly, a teacher should point out the meanings in the context of the story, but having students memorize definitions of words.¹⁰

The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge help students with language comprehension. Vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra suggests that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient word knowledge to understand what they read. Students can understand a writer's message only if they know the meaning of most of the words used in a text. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determine how well students will be able to comprehend the texts they read. So, having students with a large amount of vocabulary knowledge is essential to language comprehension.

In addition, vocabulary helps students with language production. Hubbard states that the more words a student knows the more precisely that student can express the exact meaning he/she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise,

¹⁰ Amy Rider, (2003), *AbraVocabra The Amazingly Sensible Approach to Teaching Vocabulary*, United States of America: Cottonwood Press, p. 5

Cardenas states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the next section is intended to provide a brief background of vocabulary instruction.¹¹

2. Anagram

a. Definition of Anagram

An anagram is a type of word play, the result rearranging the letters of a word or phrase to produce a new word or phrases, using all the original letters exactly once. Anagram is another fun and interesting way to learn vocabulary or spelling words. Students may also have fun figuring out lists of words in which the letters are scrambled.

The term “anagram” according to Collin is a word or phrase letters which can be rearranged into another word or phrase. Anagram is word by transposing letters of one word asserts that anagram is the change of one word or phrase into another by the transposition of its letters.

¹¹*Ibid.* p. 12.

Oxford dictionary defined that anagram is word made by changing the order of the letters of another word.¹² Anagram is a type of word play in which a word or phrase is formed by rearranging the letters of another word or phrase, such as united to united.¹³ Today, anagram is used by the teacher to the language teaching especially in teaching vocabulary. It is believed that using anagram will give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice, show the students how the letters of the many words can be manipulated to form others words, emphasize the importance of letter position in relation to word meaning.

It is clear that anagram is an interesting way of learning to increase one's vocabulary. There are many kinds of word game, such as scrabble and puzzle. Anagram is faster paced and more productive than those word games because anagram is focusing on word formation and vocabulary expansion through the use of affixes and compounds. Among its many beneficial features are: (1) Can be played for fun or specific language study; (2) Valid for any level of language learner; (3) Can be played competitively and cooperatively; (4) Involves consonant attention and full concentration; (5) Focuses attention on word formation and spelling.

b. Teaching Vocabulary through Anagram

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. There are essential step of learning vocabulary: (1)

¹² Oxford Dictionary, (2003), *Oxford Learners Pocket Dictionary*, New York: University Press, p.13

¹³ J.C. Richard and T. S. Rodger, (1988), *Approaches and Method in Language Teaching*, Cambridge: LUP, p.50

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

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

It used when we are speaking, listening, writing and reading. The more vocabulary possessed by someone, the better chance she/he has of mastering the language skills. It means that the words can be used in the students' daily life. Almost student feel difficult in mastering vocabulary because it is very hard for them to memorize a long list words. That's why, teacher should use different techniques and activities in teaching in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. One of the interesting and enjoyable techniques in anagram.¹⁴

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

- 1) The students form other words from the key words given. For example:
 - a) Beautiful = if, beat, bat, bet, tea, , ,
 - b) Handsome = some, name, dome, hand, men, , ,
 - c) Learning = lean, earn, learn, liar, ran, , ,

¹⁴Doughlas. H. Brown, 1980, *Principles of Language Learning and Teaching*, USA: University of Illinois, p.373

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

iarh	won	elvis
------	-----	-------

- a) Siska is watching TV now.
- b) Hair grows in head.
- c) She lives in Jakarta.
- 3) The student omit one or some letters of the key word and transpose the rest. For

example:

- a) Key word : WIMPS
 Definition : Move through water using the arms and legs.
 New word : **Swim**
- b) Key word : BE RAN
 Definition : A dangerous animal likes honey.
 New word : **Bear**
- c) Key word : BLAME
 Definition : Food that is eaten.
 New word : **Meal**

- 4) The students transpose the letters of the word and form another word by using those letters exactly once based on the definition. For example :

- a) Check in
 Definition : the animal produce many egg and people kept as a pet.
 Word : **Chicken**

b) Earn

Definition : A short distance; not far.

Word : **Near**

c) She colt

Definition : Things that you wear.

Word : **Clothes**

5) The student write in the blanks the names of things hidden in the words and phrases appropriate to the clue.

Animals	
Balm	Lamb
Fish act	Catfish
Tbibar	Rabbit
Gdo	Dog
Lemac	Camel

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

c. **Steps of Using Anagram Technique**

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 give paper for them to answer.

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

d. Advantages of Anagram Technique

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 interesting especially vocabulary practice for them and the classroom is a cheerful place and not a bored place.

e. Disadvantages of Anagram Technique

Anagram also has their limitations too. There are some disadvantages of using anagram in teaching vocabulary 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.

B. Related Study

There are some researchers related to this topic, they are: Riswan Hadi (2013), *Improving Students' Vocabulary Mastery Through Anagram in VIII Grade at MTs Al-Washliyah Islamiyah Medan. IAIN SU Medan*. The subject of this research is 30 students. The design of research use was Classroom Action Research (CAR). The research showed the improvement of the student's score from the pre test to first of cycle I, post test I cycle the post test 2 (last test). When the pre test was conducted to the students, there were only 26.66% or 8 students who got the score above 70. In the post test I, which was conducted to the student in cycle I of action research, there were 53.33% or 16 students who got the score above 70. In the post test 2, which was conducted to the students in cycle II of action research, there were 93.33% or 28 students' who got the score above 70. It can be conclude that the students' vocabulary achievement through Anagram Technique showed a significant improvement from 26.66% to 93.33%.

Tiur Uli Octavia Sitohang (2014), *Improving Students' Vocabulary achievement in Reading Descriptive Text Through Anagram Technique, UNIMED*. The subject of this study was grade VII students of SMP PAB 10 Medan. The number of the students' were 31 students'. The research was carried out in two cycles, Cycles I and Cycles II. The data obtained were quantitative and qualitative. The instrument used for quantitative data was vocabulary tests while the qualitative data were gathered through the observation sheet and questionnaire. Questionnaire was gathered twice, before and after applying the technique. Based on the data analysis, the mean of the students' score in the orientation test was 38.70, in Cycle I was 66.29,

and in Cycle II was 82.74. It can be conclude that the students' vocabulary achievement through Anagram Technique showed a significant improvement from 38.70 to 82.74. Therefore, English teacher are suggested to use Anagram Technique to improve students' achievement in vocabulary.

Insan Bara Rosada (2016), *Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016*. This research was conducted at MTsN Karang anyar academic year 2015/2016. The subject was the students of class VII B consist of 40 students. The method used in this study was Class Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on Kemmis and Mc Taggart's design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. These data were compared and analyzed to get a conclusion as the result of this research. Based on the result of this research showed that there was an improvement on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 55.45, the mean score of post-test 1 was 81.21, and the mean score of post-test cycle 2 was 87.09. The finding of this research showed that the applying anagram game significantly improved students' ability in mastery of vocabulary. The qualitative data show that the students were more interested and

motivated on vocabulary mastery through anagram game. It is suggested that teachers should apply anagram game to improve students' ability in vocabulary mastery.

Mirwana Siska (2017), *Improving Students' Vocabulary Achievement by Applying Anagram Plus Flashcard in the First Grade of Mts Persatuan Amal Bakti (PAB) 1 Helvetiathis* research conduct at MTs Persatuan Amal Bakti (PAB) 1 Helvetia academic year 2017-2018 as the subject of researcher. The subject of this research were consisted of 48 students' of the first grade in class VII-C. The research conduct with Classroom Action Research. In conducting this classroom action research, the researcher divided the action into two cycles. The instrument of collecting data are qualitative data from observation, interview, diary notes, and documentation. Quantitative data are take from tests, which was carried out in the end of every cycle. Based on the result of this research show that the students' score increase from the first meeting namely cycle I until the last meeting namely cycle II. From the counting, the researcher find the mean of pre-test is 46.04, there is 8.33% (4 students') who get points up 75. In the post test cycle I, the mean is 68.54, it is higher than pre-test. There is 45.83% (22 students') who get points up 75 in post test I of cycle I. In the post test cycle II, the mean was 78.12, it was higher than post test I. There is 77.08% (37 students') who get points up 75 in post test I of cycle I. In the other words, the students' vocabulary mastery is increased. Based on the observation, it show that the enthusiasm and excitement of the students are also improved.

Rina Herawati Barus (2010), *Improving Students' Vocabulary Achievement Through Anagram*. This study was conducted by using classroom action research. The subject of this study is the 2010/2011 tenth grade students of SMA Negeri 1

Pancur Batu which consisted of 30 students. For collecting data, the instrument used was quantitative data (vocabulary test) and qualitative data (diary notes, interview sheet and observation sheet). Based on the data it was found that the students' score of vocabulary test increased from the orientation test until the first test and the second test. In the orientation test, the mean of the students was (54.93), in the first test was (68) and the mean of the students of the second test was (82.46). The students' score also increased from orientation test to first test until second test cycle II. It was found that teaching vocabulary through anagram can improve the students' vocabulary achievement. It is conclude that teaching vocabulary through anagram is significantly effective in teaching vocabulary.

C. Conceptual Framework

Vocabulary is one of the basic elements in mastering English. Vocabulary plays a very important role in learning language because without vocabulary proficiency, the students automatically can not obtain the four skill of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of language, teacher must use an effective technique in teaching vocabulary. Anagram consider as an affective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words students can practice to form other words from the given clues.

It is clear that anagram is an interesting way of learning to increasing one's vocabulary, anagram can motivated and courage the students' interest learning

vocabulary. Anagram will help the students the develop and enrich their stock of vocabulary. It designed to avoid the students feel bored that can stop them in learning English. Therefore, teaching and learning process through anagram is aimed to improve students' vocabulary achievement.

D. Hypothesis

Based on the theoretical and conceptual framework previous, the researcher proposes the hypothesis that using anagram technique can improve Students' Vocabulary Achievement at Grade X of MAS Amaliyah Sunggal.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research method was designed in a Classroom Action Research. Classroom action research is useful for the teacher to improving the process and the quality of learning in the class. By using steps in classroom action research, teacher can find the problem solving in their class and the problem solving.¹⁵

According to Suharsimi, a classroom action research consisted of three words. They were research, action, and class.

1. Research: examined the activities of an object, used the rules of a particular methodology to obtain data or information to improve the quality of thing that interest and important for the researcher.
2. Action: something moment activities that deliberately made with a specific purpose, which in this study the form is series of cycle activity.
3. Class: a group of student who receive the lesson from the teacher. In the other hand, class is the room of a group of students who were studying.¹⁶ From this design of research was expected learning problem could be solved. This research started based on teacher observation in teaching learning process. Classroom action research gave a chance to the teacher to be more creative in

¹⁵Kunandar, (2008), *Penelitian Tindakan Kelas*, Jakarta: Rajawali Pers, p. 41

¹⁶ H. Candra Wijaya dan Sahrum, (2013), *Penelitian tindakan kelas*, Bandung: Citapustaka Media Perintis, p. 39 – 40.

teaching so that could increase their ability in transferred knowledge and to solve the problem.

The researcher used a classroom action research design by Kemmis and Mc Taggarin Arikunto model. The cycle contains four phases; they are planning, acting, observing and reflecting.

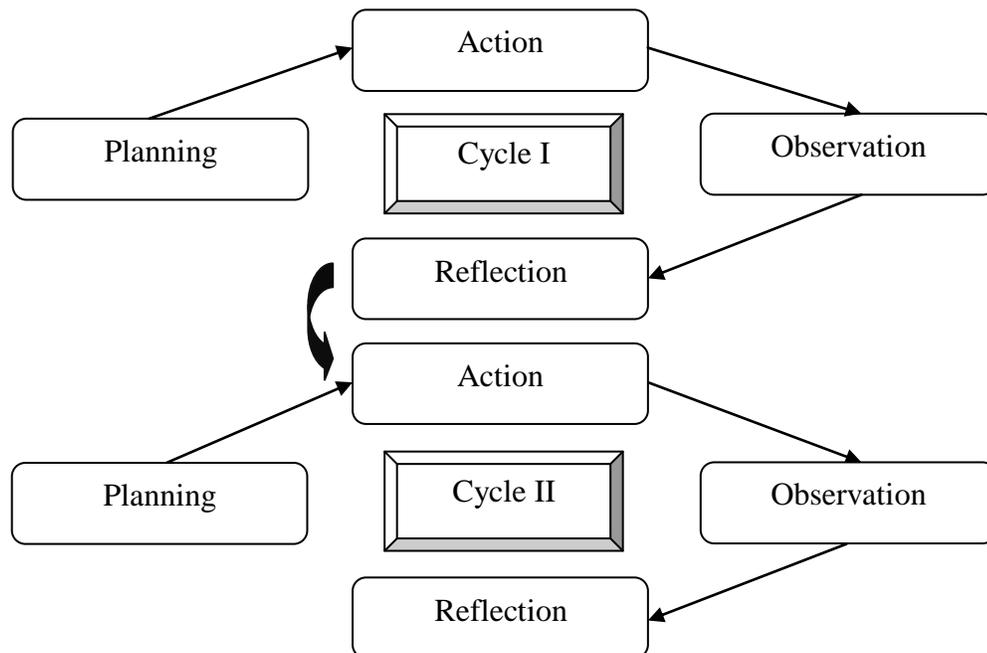


Figure 1: Cycle of CAR model

The procedures of research was performed by administrating two cycles. Each cycle consists of two meetings. Each cycle contain four steps which are planning, action, observation and reflection.

1. Planning

Before making planning, the researcher will be observed the problem in teaching learning process at MAS Amaliyah Sunggal by giving pre test, especially

in teaching and learning vocabulary to know the students' vocabulary mastery. After observing the researcher will be made the lesson plan as planning the subject is used in teaching learning process.

In conducting the research, the researcher will be prepared the instructional materials, which are relevant with the topic for vocabulary. The researcher took the materials from the textbooks, internet, or other available sources and select by the researcher and researcher use anagram as a technique in teaching vocabulary at MAS Amaliyah Sunggal.

2. Acting

The second step is acting. The planning will be done well and the material of anagram will be given. In additional, the media and instrument were used for collecting data. After the planning is finished, the researcher will be implemented the anagram technique at MAS Amaliyah Sunggal. In this study, the researcher as practitioner will be carried out the lesson plan while the real teacher played as an observer during instructional process. This section will be carried in two cycles. Each cycles has two meetings and each meeting took about 2x45 minutes. It will be conducted based on the schedule that will be arranged.

3. Observing

The third step is observing. In this step the writer will be took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research is in progress. In this step, the data is also collected by evaluation of vocabulary; pre-test or post-test.

4. Reflecting

The last step is reflecting. Researcher and teacher discusses collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. And the last of the cycles researcher interviewed to know what the students' responses toward teaching learning process. Additionally, the researcher uses observation sheet and photography evidence to report the process, reflections, and reaction of students in teaching and learning process.

B. Research Setting and Sample

This classroom action research was conducted at MAS Amaliyah at Jl. Tani Asli, Tj. Gusta, Sunggal, Deli Serdang regency. This action research was carried out in May 2018.

The population of this research was from the first grade class of MAS Amaliyah Sunngal that consisted of four parallel classes (X-Science I, X-Science II, X-Science III, and X-Social I). Each class consisted of 41 students, so the total population of this research was 164 students.

To select the sample, the researcher used cluster sampling technique. With this technique, the researcher choosed one class which was X-Science I where took randomly. So, the subject of this research was X-Science I that consisted of 41 students with 14 males and 26 females.

C. Data Collection

In this research, the data was collected in quantitative and qualitative.

1. Quantitative Data

Quantitative data is broadly used to describe what can be counted or measured. In quantitative data, the researcher gave written assessment to the students as the instrument. It is to analyze the students' learning level. The students were asked to answered by applying anagram; transposing or rearranging the letters of a word or phrase to procesure a new or phrase, using all the original letters exactly one.

Test

There were two tests was gave to the students. The tests were pre-test and post-test. Pre-test was conducted before the implementation of the actions and it was used to measure students' vocabulary at first. Meanwhile, post-test was conducted after the implementation on the actions or after doing treatment.

2. Qualitative Data

Qualitative data was used to describe data which are not enable to be counted. Qualitative is empirical research where the data are not in the form of numbers.¹⁷ Therefore, observation sheet, interview, diary notes, documentation was used in this study. The explanation about those kinds of data was explained as below:

a. Observation Sheet

Observation sheet consists of the activities was applied in this research. The checklist was took to check whether the researcher applied or not of the activities.

¹⁷ Punch, K, (1998), *Introduction to Social Research: Quantitative and Qualitative Approaches*, London: Sage, p. 4

b. Interview

The researcher interview the English teacher and the students to know their opinion about the material and implementation the strategy. Interviewed was conducted before implementation the strategy and after implementation it.

c. Diary notes

Diary notes was needed to write what happen in the action when teaching and learning process. Diary notes consisted to the researcher's personal evaluation about the class, the progress of the project, and the result of the research. Furthermore, it consisted of everything that were happened during teaching and learning process.

d. Documentation

Documentation provided data in the form of photographs. The photographs were collected by using camera. It was used to take a picture of the students and the teacher while teaching and learning process. It supported the main data of this study.

D. Data Analysis

The study applied quantitative and qualitative data. The quantitative data was used to analyze the score of the students, the researcher observed their activities by using anagram that given to the students'. Quantitative data is broadly used to describe what was measured or counted.

In this study, the data obtains from some sources. They were students' textbook, a teacher and the students'. The observer observed the students' action

while the use of technique and also the students' opinion about the retelling technique in vocabulary. In this study, the data gather were obtained some sources.

The first, to know the mean of the students' score for each cycle, the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X = the mean of the students' score
 $\sum X$ = the total score of the students'
 N = the number of the students' ¹⁸

Second, the writer tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject which is adapted from the school agreement at MAS Amaliyah Sunggal. It uses the formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the class percentage
 R = total percentage score
 T = number of students

The criteria of success of part are by using observation sheet. The result of this observation was saw the percentage.

And qualitative data is analysed by using Miles and Huberman Technique. There are data reduction, data display and verification.

¹⁸Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction was occurred as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose¹⁹. In this stage, the researcher need separate the accurate data from the in accurate ones. Through the data reduction the researcher focuses on the data that will be analyzed. It can easier the researcher to continues the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding²⁰. In this stage, the researcher will be present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion are also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a sort excursion back to the field notes, or it may be through and elaborate, with lengthy

¹⁹ Miles, Matthew B, (1994), *Qualitative Data Analysis*, United States of America: SAGE Publications, p. 10.

²⁰*Ibid*, p. 11.

argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set.²¹

In this stage, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

E. Research Procedure

Classroom Action Research (CAR) used Kemmis and Taggart design consists of four phases, they were planning, acting, observing, and reflecting. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it was necessary to continue to the second cycle in line it in the same concept of the first cycle. But, before doing the first cycle, the researcher gave pre-test to the students to know the students' vocabulary mastery, and gave post-test after treatment to know the progress of the students. Here the explanation above:

1. Pre-test

Pre-test was gave to the students to know the students' vocabulary achievement. The researcher did pre-test in a first meeting and it did in one meeting. Pre-test gave to the students before treatment. The test consist of 25 questions. Each students was got the vocabulary test sheet.

After doing pre-test, teacher started for doing the cycle I, there are:

²¹*Ibid*, p. 11.

2. Cycle I

a. Planning Phase

A planning phase did after identifying and diagnosing students' problems occurred in the class that proven by pre-test. Furthermore in this phase the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to classroom action research (CAR). Meanwhile the specific planning was aimed at organizing the plan related to cycle-to-cycle. Organizing planning was formed into lesson plan based on the current syllabus. The lesson prepared to be implemented in MAS Amaliyah Sunggal at the grade X-Science 1.

The concept of planning were:

- 1) Preparing lesson plans for two meetings.
- 2) Preparing pre-test.
- 3) Preparing post-test.
- 4) Preparing observation sheet.
- 5) Preparing interview sheet.
- 6) Preparing diary notes.
- 7) Preparing camera for documentation.

b. Acting Phase

The acting phase in the principle is a realization from an act which planned, such as the learning type that will be used, the material or topic that taught and others. There are two meetings in the action. Acting phase is where the researcher and the

teacher collaborate to carry out the planned action. Therefore, in acting phase, the researcher did an action as like in lesson plan.

c. **Observing Phase**

The writer observed the steps of this classroom action research by direct observation in the classroom using observation sheet, interview sheet, diary notes, and documentation. The writer make observation sheet, diary notes in every meeting, and attached some pictures that took in the classroom during the activities as a prove of the research.

d. **Reflecting Phase**

The researcher analysed the data and make a reflection of the actions. If the result of the actions are not significant yet, the writer will do the next cycle.

3. Post-test

Post-test was the last procedure in this study. It gave to the students after treatment. Post-test was conducted to find out the students skills and their progress. It used to know the result of treatment and also it used to know weather there is an improvement or not. Every students' got the vocabulary test sheet. The test consist of 25 questions.

F. Trustworthiness

It is important to establish that the findings of the study are validity. There are various way to establish a sense of trustworthiness and validity. Lincon and Guba argued that there are four issues of trustworthiness, namely: Credibility,

transferability, dependability, and confirmability. Trustworthiness is to support the argument that the inquiry's findings are "worth paying attention to."²²

In this research, the research uses credibility to establish the trustworthiness. Credibility in qualitative research deals with the data and finding of research. The data and finding should be ensured to be credible or not. To ensure the data is credible, the researcher finds out the data is congruent with the reality. In this study, to make more credible, the triangulation used to make the data and the findings strength.

The researcher uses triangulation to show the research study's findings are credible. Triangulation validates the data and the researcher by cross verifying the same information. This triangulation of data will strengthen the research paper because the data has increased credibility and validity. Miller and Fox argued that triangulation assumes that looking at an object from more than one standpoint provides researchers and theorists with more comprehensive knowledge about the object.²³

Patton revealed four kinds of triangulation that can contribute to verification and validation of qualitative analysis:²⁴

- a. Methods triangulation: Checking out the consistency of findings generated by different data collection methods.

²² Y. S. Lincoln & E. G. Guba, (1985), *Naturalistic Inquiry*, Newbury Park, CA: Sage, p. 289

²³ David Silverman., (2004), *Qualitative Research, Theory, Method and Practice*, London: SAGE Publications, p. 36

²⁴ Michael Quinn Patton, (2002), *Qualitative Research*, United State of America: SAGE Publications, Inc. p. 556

- b. Triangulation of sources: Checking out the consistency of different data sources within the same method.
- c. Analyst triangulation: Using multiple analysts or review findings.
- d. Theory/ perspective triangulation: Using multiple perspective or theories to interpret the data.

In this research, researcher will use source triangulation. Data source triangulation is using evidence.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consisted of two sections, they were research findings and discussion. The findings of the research presented the description of the data collected through test, observation sheet, diary notes, and documentation. While discussion consisted of the result of the research. Further the explanation about the findings and the discussion:

A. Research Findings

The data of this study were quantitative and qualitative data. Quantitative data was obtained from the main score of students in the tests; pre-test, post-test I and post-test II. While qualitative data was obtained from the observation sheet, interview, diary notes and documentations which had been complied by researcher during teaching and learning process. This research was conducted in X-Science I class with 41 students. This research was accomplished in two cycles in four meetings. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). Before doing the cycles, the researcher gave the pre-test to the students. So there were five meeting in this research.

1. The Data

There were two kinds of data in this research. The first data was quantitative data, and the second data was qualitative data.

a. Quantitative Data

Quantitative data was taken from the result of the tests given by the researcher in the class, which was carried out in two cycles that consisted of five meetings.

The test was given to the students in the form of pre-test, post-test I, and post-test II. The result of the students' score could be seen in the following tables.

Table 4.1
Quantitative Data

NO	The Initials of The Students	Score		
		Pre-Test	Post-Test 1	Post-Test II
1	AS	50	54	68
2	AKY	52	68	80
3	AG	70	81	88
4	AN	53	74	88
5	BDB	49	51	61
6	C	52	57	76
7	CAGF	76	84	84
8	DF	65	72	80
9	DS	56	64	72
10	DN	52	76	84
11	DPH	52	64	76
12	DSB	52	72	80
13	EP	64	84	88
14	F	52	61	63
15	IF	61	61	80
16	KD	46	50	57
17	L	76	84	96
18	MKR	72	76	88
19	MRW	60	83	88
20	MRP	72	74	80
21	MDA	56	76	80
22	MI 1	80	84	88
23	MI 2	52	60	73

24	MAR	55	64	80
25	NS	64	80	92
26	NB	60	80	88
27	NA	72	80	96
28	PJ	52	64	76
29	RSHD	56	66	76
30	RSYP	52	66	68
31	RA	75	80	84
32	RHP	67	76	92
33	SNHH	76	80	88
34	SS	64	74	88
35	SJ	52	68	88
36	TF	70	81	84
37	TM	52	68	80
38	TA	68	82	88
39	UB	60	77	78
40	VL	72	72	84
41	WDS	56	76	88
Total ΣX		2493	2944	3336

b. Qualitative Data

The qualitative data were collected by using observation sheet, diary notes, and documentation.

1) Observation Sheet

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which Anagram technique was applied to improve the students' vocabulary achievement. It also was done to know how the interaction between the teacher and the students. From the observation, before implemented the technique

researcher noted that there are some of students confused in learning vocabulary through anagram technique and some not pay attention when teaching and learning process. But after implemented the technique, the students' were so excited, active, and enthusiastic in learning vocabulary by using Anagram technique. (See appendix VII& VIII)

2) Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the technique.

The teacher felt the learning process was more active and students' mastery was increase after the technique implemented. The students also showed that they felt pleasure and enjoy learned vocabulary by using Anagram technique. (See appendix IX)

3) Diary Notes

Diary note was written by the researcher during conducting the research in each meetings. The researcher did the first cycle in two meetings. First meeting on Thursday, June 7th 2018 and the second meeting on Friday, June 8th 2018. In the first meeting of cycle one, the students were not really active. There were some students made noisy in the classroom. In this meeting, the students', were still not confident to express their opinion. While the second meeting of second cycle II, half of the students already active and enjoyed the class. The students were interested but the situation of classroom was still crowded.

4) Documentation

In this research, camera was used to collect all the data. Camera used to take a picture of the students and the researcher while teaching and learning process. (see Appendix XIII)

2. Data Analysis

There were two kinds of data analysis in this research. The first was data analysis for quantitative data, and the second was data analysis for qualitative data.

a. Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students' score were increasing from pre-test until post-test. The data was explained in the following table:

Table 4.2

The Result of Students' Score for Pre-Test

NO	The Initials of The Students	Pre-Test	
		Score	Successful Criteria (>75)
1	AS	50	Unsuccessful
2	AKY	52	Unsuccessful
3	AG	70	Unsuccessful
4	AN	53	Unsuccessful
5	BDB	49	Unsuccessful
6	C	52	Unsuccessful
7	CAGF	76	Successful
8	DF	65	Unsuccessful
9	DS	56	Unsuccessful
10	DN	52	Unsuccessful
11	DPH	52	Unsuccessful
12	DSB	52	Unsuccessful
13	EP	64	Unsuccessful
14	F	52	Unsuccessful

15	IF	61	Unsuccessful
16	KD	46	Unsuccessful
17	L	76	Successful
18	MKR	72	Unsuccessful
19	MRW	60	Unsuccessful
20	MRP	72	Unsuccessful
21	MDA	56	Unsuccessful
22	MI 1	80	Successful
23	MI 2	52	Unsuccessful
24	MAR	55	Unsuccessful
25	NS	64	Unsuccessful
26	NB	60	Unsuccessful
27	NA	72	Unsuccessful
28	PJ	52	Unsuccessful
29	RSHD	56	Unsuccessful
30	RSYP	52	Unsuccessful
31	RA	75	Unsuccessful
32	RHP	67	Unsuccessful
33	SNHH	76	Successful
34	SS	64	Unsuccessful
35	SJ	52	Unsuccessful
36	TF	70	Unsuccessful
37	TM	52	Unsuccessful
38	TA	68	Unsuccessful
39	UB	60	Unsuccessful
40	VL	72	Unsuccessful
41	WDS	56	Unsuccessful
Total		2493	
Mean		60.80	

From the table of pre-test, the total score of students was 2493 and the number of students who took the test was 41 students', so the students' mean was:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{2493}{41}
 \end{aligned}$$

$$= 60.80$$

From the table above, students' vocabulary achievement was still very low. The mean of students' was 60.80. To know the students who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{4}{41} \times 100 \% = 9.75 \% \text{ and,}$$

$$P_2 = \frac{37}{41} \times 100 \% = 90.24 \%$$

Table 4.3

Distribution of Students' Vocabulary Achievement for Pre-Test

Criteria		Total Students	Precentage
P1	Passed	4	9.75 %
P2	Failed	37	90.24 %
TOTAL		41	100 %

From the table analysis above, the students' vocabulary achievement was still low. From the criteria above, 4 students' got successful score or it was only 9.75 %. In other side, 37 students got unsuccessful score or it was 90.24 %. It could be concluded that the students' vocabulary achievement was still low. Then post-test continued in cycle I. In the post-test of the cycle I, the data analysis can be seen in followed below:

Table 4.4

The Result of Students' Score for Post-Test I

NO	The Initials of The Students	Post-Test I	
		Score	Successful Criteria (>75)
1	AS	54	Unsuccessful
2	AKY	68	Unsuccessful
3	AG	81	Successful
4	AN	74	Unsuccessful
5	BDB	51	Unsuccessful
6	C	57	Unsuccessful
7	CAGF	84	Successful
8	DF	72	Unsuccessful
9	DS	64	Unsuccessful
10	DN	76	Successful
11	DPH	64	Unsuccessful
12	DSB	72	Unsuccessful
13	EP	84	Successful
14	F	61	Unsuccessful
15	IF	61	Unsuccessful
16	KD	50	Unsuccessful
17	L	84	Successful
18	MKR	76	Successful
19	MRW	83	Successful
20	MRP	74	Successful
21	MDA	76	Successful
22	MI 1	84	Successful
23	MI 2	60	Unsuccessful
24	MAR	64	Unsuccessful
25	NS	80	Successful
26	NB	80	Successful
27	NA	80	Successful
28	PJ	64	Unsuccessful
29	RSHD	66	Unsuccessful
30	RSYP	66	Unsuccessful
31	RA	80	Successful
32	RHP	76	Successful

33	SNHH	80	Successful
34	SS	74	Unsuccessful
35	SJ	68	Unsuccessful
36	TF	81	Successful
37	TM	68	Unsuccessful
38	TA	82	Successful
39	UB	77	Successful
40	VL	72	Unsuccessful
41	WDS	76	Successful
Total		2944	
Mean		71.80	

From the table of pre-test, the total score of students was 2944 and the number of students who took the test was 41 students, so the students' mean was:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{2944}{41} \\
 &= 71.80
 \end{aligned}$$

From the analysis above, students' speaking skills in English lesson got increasing, but didn't reach the criteria of success which is 75. The mean of students was 71.80. The number of students' who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{19}{41} \times 100 \% = 46.34 \% \text{ and,}$$

$$P_2 = \frac{22}{41} \times 100 \% = 53.65 \%$$

Table 4. 5**Distribution of Students' Vocabulary Achievement for Post-Test I**

Criteria		Total Students	Precentage
P1	Passed	19	46.34 %
P2	Failed	22	53.65 %
TOTAL		41	100 %

The mean of students were 71.80. 19 students got successful or it was 46.34 %. On the other side 22 students got failed score or it was 53.65 %. Post-test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >75 score.

Based on the result of the students' vocabulary achievement in the cycle 1, there was an improvement of students' mean score from the students' vocabulary achievement on the pre-test to the students' vocabulary achievement on post-test for the first cycle. It was from pre-test, the mean of the students were 60.80 and increased to the post test in cycle 1 which was 71.80. From 4 students' who passed the standard of success criteria to 19 students'.

Based on the explanation above, the students' vocabulary achievement was classified unsuccessful, so cycle II is needed to increase the score of students' in vocabulary achievement, the following analysis for cycle II is:

Table 4.6
The Result of Students' Score for Post-Test II

NO	The Initials of The Students	Post-Test I	
		Score	Successful Criteria (>75)
1	AS	68	Unsuccessful
2	AKY	80	Successful
3	AG	88	Successful
4	AN	88	Successful
5	BDB	61	Unsuccessful
6	C	76	Successful
7	CAGF	84	Successful
8	DF	80	Successful
9	DS	75	Successful
10	DN	84	Successful
11	DPH	76	Successful
12	DSB	80	Successful
13	EP	88	Successful
14	F	63	Unsuccessful
15	IF	80	Successful
16	KD	57	Unsuccessful
17	L	96	Successful
18	MKR	88	Successful
19	MRW	88	Successful
20	MRP	80	Successful
21	MDA	80	Successful
22	MI 1	88	Successful
23	MI 2	73	Unsuccessful
24	MAR	80	Successful
25	NS	92	Successful
26	NB	88	Successful
27	NA	96	Successful
28	PJ	76	Successful
29	RSHD	76	Successful
30	RSYP	68	Unsuccessful
31	RA	84	Successful
32	RHP	92	Successful

33	SNHH	88	Successful
34	SS	88	Successful
35	SJ	88	Successful
36	TF	84	Successful
37	TM	80	Successful
38	TA	88	Successful
39	UB	78	Successful
40	VL	84	Successful
41	WDS	88	Successful
Total		3339	
Mean		81.43	

From the table above, the students' vocabulary achievement was increased and improved through Anagram technique. The standard of maximum criteria was achieved with mean 81.36 that will be explained as follow:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{3.339}{41} \\
 &= 81.43
 \end{aligned}$$

From the analysis above, students' vocabulary achievement has increased. The mean of students was 81.43 and the number of students' who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{35}{41} \times 100 \% = 85.36 \% \text{ and,}$$

$$P_2 = \frac{6}{41} \times 100 \% = 14.63 \%$$

Table 4.7**Distribution of Students' Vocabulary Achievement for Post-Test II**

Criteria		Total Students	Percentage
P1	Passed	35	85.36%
P2	Failed	6	14.63%
TOTAL		41	100 %

From the table analysis above, the students' vocabulary achievement have increased. The mean of the students was 81.43 from the criteria of 35 students got success score or it was 85.36 %. In the other side 6 students got failed score or it was 14.63 %. From the explanation above, it could be concluded that the students' vocabulary achievement with Anagram technique was increased. So, Post-test cycle II was categorized success.

From the explanation above, the students' vocabulary achievement were classified in superior level while doing action research on cycle II. So, the students' vocabulary achievement was improved through Anagram technique.

Table 4.8**The Result of Students' Score for Pre-Test, Post-Test I, and Post-Test II**

No	The Initials of The Students	Cycle I				Cycle II	
		Pre-Test	Criteria Passed (>75)	Post-Test I	Criteria Passed (>75)	Post-Test II	Criteria Passed (>75)
1	AS	50	Unsuccessful	54	Unsuccessful	68	Unsuccessful
2	AKY	52	Unsuccessful	68	Unsuccessful	80	Successful
3	AG	70	Unsuccessful	81	Successful	88	Successful
4	AN	53	Unsuccessful	74	Unsuccessful	88	Successful
5	BDB	49	Unsuccessful	51	Unsuccessful	61	Unsuccessful
6	C	52	Unsuccessful	57	Unsuccessful	76	Successful

7	CAGF	76	Successful	84	Successful	84	Successful
8	DF	65	Unsuccessful	72	Unsuccessful	80	Successful
9	DS	56	Unsuccessful	64	Unsuccessful	75	Successful
10	DN	52	Unsuccessful	76	Successful	84	Successful
11	DPH	52	Unsuccessful	64	Unsuccessful	76	Successful
12	DSB	52	Unsuccessful	72	Unsuccessful	80	Successful
13	EP	64	Unsuccessful	84	Successful	88	Successful
14	F	52	Unsuccessful	61	Unsuccessful	63	Unsuccessful
15	IF	61	Unsuccessful	61	Unsuccessful	80	Successful
16	KD	46	Unsuccessful	50	Unsuccessful	57	Unsuccessful
17	L	76	Successful	84	Successful	96	Successful
18	MKR	72	Unsuccessful	76	Successful	88	Successful
19	MRW	60	Unsuccessful	83	Successful	88	Successful
20	MRP	72	Unsuccessful	74	Successful	80	Successful
21	MDA	56	Unsuccessful	76	Successful	80	Successful
22	MI 1	80	Successful	84	Successful	88	Successful
23	MI 2	52	Unsuccessful	60	Unsuccessful	73	Unsuccessful
24	MAR	55	Unsuccessful	64	Unsuccessful	80	Successful
25	NS	64	Unsuccessful	80	Successful	92	Successful
26	NB	60	Unsuccessful	80	Successful	88	Successful
27	NA	72	Unsuccessful	80	Successful	96	Successful
28	PJ	52	Unsuccessful	64	Unsuccessful	76	Successful
29	RSHD	56	Unsuccessful	66	Unsuccessful	76	Successful
30	RSYP	52	Unsuccessful	66	Unsuccessful	68	Unsuccessful
31	RA	75	Unsuccessful	80	Successful	84	Successful
32	RHP	67	Unsuccessful	76	Successful	92	Successful
33	SNHH	76	Successful	80	Successful	88	Successful
34	SS	64	Unsuccessful	74	Unsuccessful	88	Successful
35	SJ	52	Unsuccessful	68	Unsuccessful	88	Successful
36	TF	70	Unsuccessful	81	Successful	84	Successful
37	TM	52	Unsuccessful	68	Unsuccessful	80	Successful
38	TA	68	Unsuccessful	82	Successful	88	Successful
39	UB	60	Unsuccessful	77	Successful	78	Successful
40	VL	72	Unsuccessful	72	Unsuccessful	84	Successful
41	WDS	56	Unsuccessful	76	Successful	88	Successful
Total ΣX		2493		2944		3339	
The mean score		60.80		71.80		81.43	

Table 4.9**The Result of Students' Percentage for Pre-Test, Post-Test I, and Post-Test II**

Cycle		The Students' Who Got Score ≥ 75	Percentage
Cycle I	Pre-test	4	9.75%
	Post-test I	19	46.34 %
Cycle II	Post-test II	35	85.36%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score ≥ 75 were 4 students of 41 students (9.75 %). In the second test (post-test cycle I) the students who got the score ≥ 75 were 19 students of 41 students (46.34%). In the third test (post-test cycle II) the students who got the score ≥ 75 were 35 students of 41 students (85.36 %). The increasing of the pre-test to the post-test of cycle I was about 36.59 % and the increasing of post-test of cycle I to the post-test of cycle II was about 39.02%. It can be concluded that vocabulary achievement through Anagram technique worked effectively and efficiently in helping students' vocabulary achievement at the first grade of MAS Amaliyah tunggal, and this learning has applied successfully and able to increased students' vocabulary achievement.

b. Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

1) The First Cycle

The first cycle was done in two meetings, the detail was below:

- a) **Planning;** The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan based on the teaching material (See appendix I). The researcher also prepared vocabulary test for pre-test (See appendix III), post-test I (See appendix IV), and post-test II (See appendix V), prepared observation sheet in two cycles (see appendix VII and VIII), prepared interview sheet for cycle I and II (see appendix IX), prepared form of diary notes (See appendix X).
- b) **Action;** In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The teacher asked the students to open their English book (2) The teacher explained about vocabulary and it's effect in English (3) The teacher explain about the material (4) The teacher explained the anagram technique (5) Giving the text to all the students' and asking them to read the text (6) Asking the students to find difficult word (7) The teacher guided the students' to find the meaning of the word they had added by looking up the dictionary or by using context to gues (8) Teacher guided the students' to connect the word in the text to comprehend anagram technique.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The teacher asked the students' difficulty (2) The teacher gave the conclusion about the lesson (3) The teacher closed the lesson.

- c) Observation; The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students' had participated effectively during teaching and learning process and also when they did Simon says game in the class although some of them still lack and of understanding about vocabulary. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.
- d) Reflection; Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it was needed more

increasing in their vocabularies to solve their problems in material because some of them still confused and difficult to understand.

2) The Second Cycle

After doing first cycle, researcher continued to the second cycle.

a) Planning; In this step, the researcher prepared the new material that was enclosed in lesson plan. The lesson plan with the new material. (see in appendix II)

b) Action; In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was Started the lesson by said a prayer. (2) The researcher checked the students' attendance and asked the students' condition. (3) The researcher warmed up the students by giving some question about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: (1) The teacher asked the students to open their English book (2) The teacher explained about vocabulary and it's effect in English (3) The teacher explain about the material (4) The teacher explained the anagram technique (5) Giving the text to all the students' and asking them to read the text (6) Asking the students to find difficult word (7) The teacher guided the students' to find the meaning of the word they had added by looking up the dictionary or by

using context to guess (8) Teacher guided the students to connect the word in the text to comprehend anagram technique.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The teacher asked the students' difficulty (2) The teacher gave the conclusion about the lesson (3) The teacher closed the lesson.

- c) Observation; The observation was done in the second cycle. All the activities during the teaching learning process had been observed.
- d) Reflection; After the researcher given a post-test II for evaluation, the researcher concluded that the researcher found the students' score improved after checked the students' test.

B. Discussion

Based on the calculation and analysis of the data, obtained finding of the research are: Based on the quantitative data, the result of research was indicated that there were improvement on the students' vocabulary achievement through Anagram technique. It was proved by the data; the students' score in pre-test, the lowest score was 46 and the highest one was 80; the students' score in post-test I, the lowest score was 50 and the highest one was 84; the students' score in post-test II, the lowest score was 61 and the highest one was 96. In the pre-test, there were 9.75% (4 of 41 students') who got score ≥ 75 . In the post-test I, there were 46.34 % (19 of 41 students') who got score ≥ 75 . In the post-test II, there were 85.36% (35 of 41 students') who got score ≥ 75 .

Based on the qualitative data from interview, observation, diary notes and documentation also showed the students' vocabulary achievement was improved in using Anagram technique. All of these data was indicated that the students gave a good attitude and response during teaching learning process. The students' were also interested to studied vocabulary through Anagram technique.

Therefore, based on the result of the quantitative and qualitative data, it can be concluded that students' vocabulary achievement was improved through Anagram technique at the first grade of MAS Amaliyah Sunggal.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research, it was found that the students' vocabulary achievement improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. It was proved by the data; the students' score in pre-test, the lowest score was 46 and the highest one was 80; the students' score in post-test I, the lowest score was 50 and the highest one was 84; the students' score in post-test II, the lowest score was 61 and the highest one was 96. In the pre-test, there were 9.75 % (4 of 41 students) who got score ≥ 75 . In the post-test I, there were 46.34% (19 of 41 students) who got score ≥ 75 . In the post-test II, there were 85.36%(35 of 41 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 39,02%. Based on the data, it was concluded the students' vocabulary achievement can improve through anagram technique.

B. Suggestions

This research showed that the implementation of Anagram technique could improved students' vocabulary achievement especially at tenth grade of MAS Amaliyah Sunggal. There were following suggestion offered:

1. For the English teacher, it is useful to apply Anagram technique as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.
2. For the students, they will feel spirit, interest and motivated so that they can understand the material.
3. For the other researcher, who wants to develop all information and knowledge about Anagram Technique for those who have interest in doing research related the topic are able to make research in other discipline.

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Appendix I

LESSON PLAN

(Cycle I)

School : MAS Amaliyah Sunggal

Subject : English

Class / Semester : X-IPA 1 / 2

Meeting : 1st and 2nd

Allocated time : 4 x 45 minutes

Standard Competence : 5. Understanding the meaning of functional text and short and simple essay in the form of recount text dealing with surrounding.

Basic Competence : 5.2 Responding the meaning of rethorical step in the simple and short essay dealing surrounding in the form of recount text accurately, fluently, and acceptably.

Indicator : 1. Understanding the meaning of the words in the text.

: 2. Able to develop (to rearrange) the exact words into the other words and understanding the meaning.

Objective :1. Students are able to understand the meaning of the words in the text.

2. Students are able to develop (to rearrange) the exact words in the text into the other words and understanding the meaning.

Teaching Material : Vocabulary

My Holiday

Last week, I went to Kuta Beach. I stayed at my friend's house in Bali. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Kuta Beach. The beach was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Method / Strategy : Demonstration, discussion and performance

Teaching and Learning Activity

	Teacher's Activity	Student's Activity	Time
Introduction	<ul style="list-style-type: none"> - The teacher greeted the students - The teacher asks the students condition - The teacher gave some motivations 	<ul style="list-style-type: none"> - The students gave respond to the teacher - The students say their condition to the teacher - The students listened to teacher's motivations 	15 Minutes
Main Activities	<ul style="list-style-type: none"> - The teacher asked the students to open their English book 	<ul style="list-style-type: none"> - The students opened their book 	60 Minutes

	<ul style="list-style-type: none"> - The teacher explained about vocabulary and it's effect in English - The teacher explain about the material - The teacher explained the anagram technique - Giving the text to all the students and asking them to read the text - Asking the students to find difficult word - The teacher guided the students to find the meaning of the word they had added by <i>looking up</i> the dictionary or by using context to guess - Teacher guided the students to connect the word in the text to comprehend anagram technique 	<ul style="list-style-type: none"> - The students listened to what the teacher says - The students listened and gave their opinion with raise their hand first - The students paid their attention to the teacher - The students read the text - Finding the difficult words and listing them - The students looked up their dictionary or guessed the meaning of the words - The students paid their attention to the teacher. 	
Closing	<ul style="list-style-type: none"> - The teacher asked the students' difficulty - The teacher gave the conclusion about the lesson - The teacher closed the lesson 	<ul style="list-style-type: none"> - The students told their difficulty - The students paid attention to the teacher. 	15 Minutes

Source / Media : - English book and dictionary
- White Board and Board marker

Appendix II

LESSON PLAN

(Cycle II)

School : MAS Amaliyah Sunggal

Subject : English

Class / Semester : X-IPA 1 / 2

Meeting : 3rd and 4th

Allocated time : 4 x 45 minutes

Standard Competence : 5. Understanding the meaning of functional text and short and simple essay in the form of recount text dealing with surrounding.

Basic Competence : 5.2 Responding the meaning of rethorical step in the simple and short essay dealing surrounding in the form of recount text accurately, fluently, and acceptably.

Indicator : 1. Understanding the meaning of the words in the text.

: 2. Able to develop (to rearrange) the exact words into the other words and understanding the meaning.

Objective : 1. Students are able to understand the meaning of the words in the text.

2. Students are able to develop (to rearrange) the exact words in the text into the other words and understanding the meaning.

Teaching Material : Vocabulary

Going to Beach

My family likes the sea very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of our friends. Then we sailed and fished on the sea all day. We also had races against other boats. When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friends boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line, and small pieces of bread. The fish were not very big, but they tasted very good. When weather was fine, we sailed to the lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house and we sailed to it. The water was very clean and there was a beautiful beach with white sand no rocks. We bathed there. It was a lot of fun

Method / Strategy : Demonstration, discussion, performance and anagram technique.

Teaching and Learning Activity

	Teacher's Activity	Student's Activity	Time
Introduction	- The teacher greeted the students - The teacher asks the	- The students gave respond to the teacher - The students say their	15 minutes

	students condition - The teacher gave some motivations	condition to the teacher - The students listened to teacher's motivations	
Main Activities	<ul style="list-style-type: none"> - The teacher asked the students to open their English book - The teacher explained about vocabulary and it's effect in English - The teacher explain about the material - The teacher explained the anagram technique - Giving the text to all the students and asking them to read the text - Asking the students to find difficult word - The teacher guided the students to find the meaning of the word they had added by <i>looking up</i> the dictionary or by using context to guess - Teacher guided the students to connect the word in the text to comprehend anagram technique 	<ul style="list-style-type: none"> - The students opened their book - The students listened to what the teacher says - The students listened and gave their opinion with raise their hand first - The students paid their attention to the teacher - The students read the text - Finding the difficult words and listing them - The students looked up their dictionary or guessed the meaning of the words - The students paid their attention to the teacher. 	60 Minutes
Closing	<ul style="list-style-type: none"> - The teacher asked the students' difficulty - The teacher gave the conclusion about the lesson - The teacher closed the lesson 	<ul style="list-style-type: none"> - The students told their difficulty - The students paid attention to the teacher. 	15 Minutes

Source / Media

- : - English book and dictionary
 - White Board and Board marker

Appendix III

PRE-TEST

Name :

Class :

I. Form other words from the key word given.

Example: Cupboard: Cup, board, card, up, road, or, etc.

1. Bathroom :
2. Brother :
3. Feather :
4. Jacket :
5. Water :

II. Rearrange the letters in bracket after that fill in the blank with the appropriate anagram to complete the sentence.

<i>Rail</i>	<i>cats</i>	<i>was</i>
<i>Sword</i>	<i>meat</i>	<i>won</i>

Example: Siska is watching TV won.

Siska is watching TV now.

1. Football is a.....game
2. He.....as a doctor
3. His.....seem like a politician.
4. I.....your parents in Carefour last night
5. She is a.....

III. Omit one or some letters of the key word and transpose the rest.

Example : Key word: LABEL

Definition: Can do something

New word: Able

1. Key word: Apple
Definition: Whither than usual because of illness; not bright.
New Word:
2. Key word: Curse
Definition: Medical treatment.
New Word:
3. Key word: House
Definition: use in foot.

New Word:
 Key word: Please
 Definition: Take a rest with closing eyes; mostly at night.
 New Word:

4. Key word: FALSE
 Definition: Synonym of discount, lower prices than usual.
 New word:.....

IV. Transpose the letters of the word to form another word by using those letters exactly once based on the definition.

Example: NOTE

Definition : Quality of a sound or voice
 Word : Tone

1. EARN
 Definition : A short distance; not far.
 Word :
2. STEP
 Definition : Animal kept at home as a companion.
 Word :
3. RED FISH PIN
 Definition : Friendly relationship
 Word :
4. DEAR
 Definition : Look at and understand something written
 Word :
5. I FLU A TUBE
 Definition : Antonym of ugly
 Word :

V. Write in the blanks the names of things hidden in the words and phrase appropriate to the clue.

Example:

ANIMALS	
ACT	CAT
BARE	BEAR
BALM	LAMB

FRUITS	
Lump	
Gaper	
Rape	

One rage	
Walter on me	

Appendix IV

POST-TEST (Cycle I)

Name :

Class :

I. Form other words from the key word given.

Example: Cupboard: Cup, board, card, up, road, or, etc.

1. Brother :
2. Bathroom :
3. Water :
4. Feather :
5. Jacket :

II. Rearrange the letters in bracket after that fill in the blank with the appropriate anagram to complete the sentence.

<i>Rail</i>	<i>cats</i>	<i>was</i>
<i>Sword</i>	<i>meat</i>	<i>won</i>

Example: Siska is watching TV won.

Siska is watching TV now.

1. He.....as a doctor
2. I.....your parents in Carefour last night
3. She is a.....
4. His.....seem like a politician.
5. Football is a.....game

III. Omit one or some letters of the key word and transpose the rest.

Example : Key word: LABEL

Definition: Can do something

New word: Able

1. Key word: FALSE
Definition: Synonym of discount, lower prices than usual.
New word:.....
2. Key word: House
Definition: use in foot.
New Word:
3. Key word: Please
Definition: Take a rest with closing eyes; mostly at night.

- New Word:
4. Key word: Curse
Definition: Medical treatment.
New Word:
5. Key word: Apple
Definition: Whither than usual because of illness; not bright.
New Word:

IV. Transpose the letters of the word to form another word by using those letters exactly once based on the definition.

Example: NOTE

Definition : Quality of a sound or voice
Word : Tone

1. RED FISH PIN
Definition : Friendly relationship
Word :
2. I FLU A TUBE
Definition : Antonym of ugly
Word :
3. DEAR
Definition : Look at and understand something written
Word :
4. EARN
Definition : A short distance; not far.
Word :
5. STEP
Definition : Animal kept at home as a companion.
Word :

V. Write in the blanks the names of things hidden in the words and phrase appropriate to the clue.

Example:

ANIMALS	
ACT	CAT
BARE	BEAR
BALM	LAMB

FRUITS	
One rage	
Walter on me	
Rape	

Lump	
Gaper	

Appendix V

POST-TEST (Cycle II)

Name :

Class :

I. Form other words from the key word given.

Example: Teacher, tea, her, each, he, hat, cat, here, etc.

1. Leader :
2. Weather :
3. Message :
4. Dictionary :
5. Homework :

II. Rearrange the letters in bracket after than fill in the blank with the appropriate anagram to complete the sentence.

<p><i>Gab lifm myone</i></p> <p><i>Elvis moce uant</i></p>
--

Example: She elvis in Pancur Batu

She *lives* in Pancur Batu

1. My mother bought a new for me yesterday.
2. I do believe our teacher will
3. I watched a good yesterday with my family.
4. My is a lecturer.
5. He stole from my wallet.

III. Ommit one or some letters of the key word and transpose the rest.

Example: Key word: PERCEIVE

Definition: Get or accept something

New word: Receive

1. Key word: TRAIN
Definition: water that falls from the clouds in separe drops.
New word:
2. Key word: WEAR

- Definition: Armed fighting between.
New word:
3. Key word: CRUISE
Definition: Increase in number, amount, or level.
New word:
4. Key word: MEASURE
Definition: Begin something again after something.
New word:
5. Key word: WIMPS
Definition: Move through water using the arms and legs.
New word:

IV. Transpose letters of the word to form another word by using those letters exactly once based on the definitions.

Example: NAME

Definition : The explanation of definition of something.
Word : Mean

1. CHICKEN
Definition : Time when you enter a hotel at the first arrival.
Word :
2. SHE COLT
Definition : Things that you wear.
Word :
3. CAUSE
Definition : Liquid preparation to give a flavor.
Word :
4. THERE
Definition : Determiner, numbers.
Word :
5. MILES
Definition : Expression of the face, showing amusement, happiness, etc.
Word :

V. Write in the blanks the names of things hidden in the words and phrases appropriate to the clue.

OCCUPATION	
FRAMER	
CHEATER	
ROASTING	
BREAK	
NAMELESS	

Appendix VI

KEY ANSWER

A. Pre-Test

I

1. Bath, room, hat, math, boom, at, am, bra,
2. Her, he, other, hero, the, or, rob,
3. Feat, father, her, he, eat, fat, rather, far,
4. Jet, jack, cat, at, cake,
5. Wet, wear, are, the, ear, tear,

II

1. Team
2. Acts
3. Words
4. Saw
5. Liar

III

1. Pale
2. Cure
3. Shoe
4. Sleep
5. Sale

IV

1. Near
2. Pets
3. Friendship
4. Read
5. Beautiful

V

1. Pulm
2. Grape
3. Pear
4. Orange
5. Watermelon

B. Post-Test I

I

1. Her, he, other, hero, the, or, rob,
2. Bath, room, hat, math, boom, at, am, bra,
3. Wet, wear, are, the, ear, tear,
4. Feat, father, her, he, eat, fat, rather, far,
5. Jet, jack, cat, at, cake,

II

1. Acts
2. Saw
3. Liar
4. Words
5. Team

IV

1. Friendship
2. Beautiful
3. Read
4. Near
5. Pets

III

1. Sale
2. Shoe
3. Sleep
4. Cure
5. pale

V

1. Orange
2. Watermelon
3. Pear
4. Plum
5. grape

C. Post-Test II**I**

1. Lead, dear, read, ear, dare, real, red,
2. Wet, war, hat, tea, ate, we, are, art,
3. Me, as, game, am, age, see, same,
4. Ion, yard, dry, ran, act, cry, icon,
5. Home, work, room, me, or, how, owe, we,

II

1. Bag
2. Come
3. Film
4. Aunt
5. money

IV

1. check in
2. clothes
3. sauce
4. three
5. Smile

III

1. rain
2. war
3. rise
4. resume
5. swim

V

1. farmer
2. teacher
3. organist
4. baker
5. salesmen

Appendix VII

OBSERVATION SHEET

(Cycle I)

Date : June 7th, 2018
Students : X-IPA 1
School : MAS Amaliyah Sunggal
Subject : English

FOCUS	TOPICS	YES	NO
The researcher as a teacher	<ol style="list-style-type: none">1. Teacher comes on time2. Teacher starts the lesson by greeting and saying a prayer3. Teacher checks the students attendance and asks the students condition4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom5. Teacher motivates the students for learning seriously6. Teacher tells to students the goal of the study7. Teacher prepare the words and show to the students the steps of anagram8. Teacher gives explanation about the topic of study9. Teacher explain the material clearly10. Teacher gives students chance to ask the teacher related to the topic of study11. Teacher gives test to the student12. Teacher controls the students by walking around the class13. Teacher ends the lesson by conclude the material of teaching and saying a prayer		

Students	<ol style="list-style-type: none"> 1. Students come to class on time 2. Students answer greeting from the teacher and saying a prayer 3. Students answer the students attendance from the teacher and saying their condition to the teacher 4. Students answer the questions given by the teacher spiritly 5. Students feel motivated and excited to learn seriously 6. Students listen teacher explanation seriously about the goal of the study 7. Students are interested and enthusiastic in studying anagram 8. Student listen teacher explanation about the topic of study 9. Student listen teacher explanation about the material 10. Students ask the teacher about material that they do not understand 11. Students answer the test given by the teacher 12. Students answer the test seriously 13. Students feel that anagram technique is good to apply in learning vocabulary. Students saying a prayer. 	
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Sunggal, 2018

English Teacher,

Researcher,

Ahmad Japar, S.Pd

Wulan Dwi Harpani

NIM. 34.14.3.053

Appendix VIII

OBSERVATION SHEET

(Cycle II)

Date : June 9th, 2018
Students : X-IPA 1
School : MAS Amaliyah Sunggal
Subject : English

FOCUS	TOPICS	YES	NO
The researcher as a teacher	<ol style="list-style-type: none">1. Teacher comes on time2. Teacher starts the lesson by greeting and saying a prayer3. Teacher checks the students attendance and asks the students condition4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom5. Teacher motivates the students for learning seriously6. Teacher tells to students the goal of the study7. Teacher prepare the words and show to the students the step of anagram8. Teacher gives explanation about the topic of study9. Teacher explain the material clearly10. Teacher gives students chance to ask the teacher related to the topic of study11. Teacher gives test to the student12. Teacher controls the students by walking around the class13. Teacher ends the lesson by conclude the material of teaching and saying a prayer		

Students	<ol style="list-style-type: none"> 1. Students come to class on time 2. Students answer greeting from the teacher and saying a prayer 3. Students answer the students attendance from the teacher and saying their condition to the teacher 4. Students answer the questions given by the teacher spiritly 5. Students feel motivated and excited to learn seriously 6. Students listen teacher explanation seriously about the goal of the study 7. Students are interested and enthusiastic in studying anagram 8. Student listen teacher explanation about the topic of study 9. Student listen teacher explanation about the material 10. Students ask the teacher about material that they do not understand 11. Students answer the test given by the teacher 12. Students answer the test seriously 13. Students feel that anagram technique is good to apply in learning vocabulary. Students saying a prayer. 	
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Sunggal, 2018

English Teacher,

Researcher,

Ahmad Japar, S.Pd

Wulan Dwi Harpani

NIM. 34.14.3.053

Appendix IX

INTERVIEW SHEET

A. Teacher

Cycle I

- The Researcher : Good morning, sir! How are you today?
- The Teacher : Good Morning. I'm fine.
- The Researcher : What do you think about the class Sir?
- The Teacher : Well, some of the students are great but most of them are in trouble with their English.
- The researcher : Would you mind to tell me why ?
- The Teacher : It happen for many reason but generally because they have lack of vocabulary. I always use English during the teaching and learning process to make English as a habit, but they cannot follow the lesson well because of that lack of vocabulary. The other reason is maybe they do not consider English as a need yet, that is why they have not give so much effort in studying English.
- The researcher : In relation to the lack of vocabulary, what do you think the solution to solve that problem ?
- The Teacher : By continue teach them by using English and giving their vocabulary list.
- The Researcher : Ok, Thank you Sir.

The Teacher : Ok, you're welcome

Cycle II

The Researcher : Good morning, sir! How are you today?

The Teacher : Good Morning. I'm fine.

The researcher : I want to say thank you for giving me the chance to finish my research in your class.

The Teacher : Oh with my pleasure!

The Researcher : What do you think about the anagram technique that I have applied in your class?

The Teacher : I think it is helpful in case of improving students' vocabulary achievement.

The Researcher : Do you think that Anagram technique motivate your student in learning vocabulary?

The Teacher : I think yes. Because this technique is interesting for students'. And then anagram can help the students' about the learning vocabulary.

The Researcher : Do you want to try this strategy?

The Teacher : I think yes. I wanna try this strategy.

The Researcher : Oke, thank you sir.

The Teacher : Oke, you're welcome.

B. Students'**Cycle I**

The Researcher : Hi, Good morning! How are you?

The Student I : Hi, miss! I'm fine, thank you.

The Student II : Hi, miss! I'm good.

The Researcher : Do you like English?

The Student I : Yes, miss.

The Student II : Not really miss.

The Researcher : Could you tell me why?

The Student I : I like English because it is fun. With English, I can sing and understand English song.

The Student II : Most of the time, I do not understand what the teacher says, because he always speak in English.

The Researcher : Do you find some problem in English? What is it?

The Student I : Yes, I do. Sometimes, I do not understand when my teacher speaks English.

The Student II : I do not understand what the teacher speaks in English

The Researcher : Have you ever try to play word game such as anagram?

The Student I : No miss.

The Student II : No miss.

The Researcher : Ok, thank you

The Student I : You're welcome miss.

The Student II : You're welcome miss.

Cycle II

The Researcher : Hi, Good morning! How are you?

The Student I : Hi, miss! I'm fine, thank you.

The Student II : Hi, miss! I'm good.

The Researcher : What do you think about English after I had taught you for a while?

The Student I : In fact, English is fun. I will not only able to understand western songs but I can also create sentences to express what I feel.

The Student II : Hmm.... Actually it is not so difficult as I thought before.

The Researcher : What do you think about the anagram technique?

The Student I : It is a god technique and media. It changes the classroom's situation and help us to learn about new words.

The Student II :It is helpful because it is easy to remember the words from the clue that is given and I also enjoyed the lesson.

The researcher : Do you agree to apply that anagram in class?

The Student I : Why not Miss!

The Student II : Yes, I do. It is can makes the classroom become more interesting.

The Researcher : Ok, thank you

The Student I : You're welcome miss.

The Student II :You're welcome miss.

Appendix X

DIARY NOTES

Wednesday, June 6th, 2018 (Meeting 1)

It was the first meeting. The condition of the class at that time was noisy because the students' thought that the researcher was a new English teacher. To handle that situation, the researcher introduced herself and informed the purpose of her coming. After that, researcher given them a pre-test. During the test, many of them seemed difficult to do the test because they did not have good preparation. They really very surprised gave a test for them and prohibited them to read the dictionary and work cooperatively. Some students' were busy to do other activities, made noisy, and didn't do the test seriously.

Thursday, June 7th, 2018 (Meeting 2)

It was the second meeting. That was the first of teaching-learning process begun. The researcher prepared all the materials needed. The researcher explained about anagram technique. The researcher asked the opinion of the students' about the material. In the previous day, the researcher had done the interview with the teacher and some students'. The researcher found that there are some problem that were faced by the students'. The students' mostly did not understand about the teacher instruction and explanation because the teacher always taught the students in English. Therefore, the writer used English and Bahasa Indonesia in the teaching and learning process to have all the students' understood about the lesson. Many of them wanted to participate in that especially the braver students'.

Friday, June 8th, 2018 (Meeting 3)

It was the third meeting with the students, they still be taught about the anagram technique. The researcher opened the class with greeting and told about the

lesson before. The researcher asked the one or two students' to open material before. When the researcher explained the material, they listened. Some of students' were mention the wrong pronunciation while they asked to read the word in material, so the researcher gave correction. After that researcher gave the students' vocabulary Post-Test I that researcher prepared before.

Saturday, June 9th, 2018 (Meeting 4)

In this meeting, before started the lesson the teacher greeted the students'. The researcher gave them apperception by asking them about a new vocabulary from the material and how to said. Then the researcher asked them to sit in group and gave them one topic to discuss through anagram technique. The students' were enthusiast and more active in doing the task.

Monday, June 11th, 2018 (Meeting 5)

This was the last meeting. The researcher held the test for the last time. The students' looked confident with their ability. After the test done, the researcher interviewed the teacher and the students'. The teacher admitted that there were some improvement with the students', consisted their enthusiasm to study English, their positive feedback, and their positive attitude. The teacher agreed that anagram could help the process of teaching and learning and could be combined with other activities that would make the teaching and learning process become more interaction and enjoyable.

Appendix XI

STUDENTS' NAME AND INITIAL

NO	Students' Name	The Initials of The Students
1	Adhi Suprayitno	AS
2	Ananda Kiwi Yanti	AKY
3	Anggraini	AG
4	Annisa	AN
5	Boy Dairiadi Bako	BDB
6	Cantika	C
7	Cilciva Ajeng Gita F.	CAGF
8	Damayanti Fadillah	DF
9	Dea Syahfira	DS
10	Devita Nabila	DN
11	Dinda Putri Husna	DPH
12	Dwi Syahputi B.	DSB
13	Emmilia Putri	EP
14	Fachrian	F
15	Irma Fauziah	IF
16	Kesuma Dewa	KD
17	Latifah	L
18	M. Khaiyir Rafif	MKR
19	M. Rafli Wibawa	MRW
20	M. Risky Pratama	MRP
21	Muhammad Arif	MDA
22	Muhammad Irfan 1	MI 1
23	Muhammad Irfan 2	MI 2
24	Mutia Ardiyanti	MAR
25	Nabilla Syahfitri	NS

26	Nadia Balqis	NB
27	Nur Aini	NA
28	Putri Jawiyah	PJ
29	Reni Syuhada	RSHD
30	Risky Adika	RA
31	Risky Syahputra	RSYP
32	Risma Hesti Putri	RHP
33	Salamiyah Nur Hakim H.	SNHH
34	Sayang Sagita	SS
35	Siti Juwita	SJ
36	Tasya Febrianti	TF
37	Tata Meidinda	TM
38	Tiara Arianti	TA
39	Ummu Bararoh	UB
40	Virgiawan Listianto	VL
41	Wilda Devina	WDS

Appendix XII

The Result of Students' Score for Pre-Test, Post-Test I, and Post-Test II

NO	The Initials of The Students	Cycle I				Cycle II	
		Pre-Test	Criteria Passed(>75)	Post-Test I	Criteria Passed(>75)	Post-Test II	Criteria Passed(>75)
1	AS	50	Unsuccessful	54	Unsuccessful	68	Unsuccessful
2	AKY	52	Unsuccessful	68	Unsuccessful	80	Successful
3	AG	70	Unsuccessful	81	Successful	88	Successful
4	AN	53	Unsuccessful	74	Unsuccessful	88	Successful
5	BDB	49	Unsuccessful	51	Unsuccessful	61	Unsuccessful
6	C	52	Unsuccessful	57	Unsuccessful	76	Successful
7	CAGF	76	Successful	84	Successful	84	Successful
8	DF	65	Unsuccessful	72	Unsuccessful	80	Successful
9	DS	56	Unsuccessful	64	Unsuccessful	75	Successful
10	DN	52	Unsuccessful	76	Successful	84	Successful
11	DPH	52	Unsuccessful	64	Unsuccessful	76	Successful
12	DSB	52	Unsuccessful	72	Unsuccessful	80	Successful
13	EP	64	Unsuccessful	84	Successful	88	Successful
14	F	52	Unsuccessful	61	Unsuccessful	63	Unsuccessful
15	IF	61	Unsuccessful	61	Unsuccessful	80	Successful
16	KD	46	Unsuccessful	50	Unsuccessful	57	Unsuccessful
17	L	76	Successful	84	Successful	96	Successful
18	MKR	72	Unsuccessful	76	Successful	88	Successful
19	MRW	60	Unsuccessful	83	Successful	88	Successful
20	MRP	72	Unsuccessful	74	Successful	80	Successful
21	MDA	56	Unsuccessful	76	Successful	80	Successful
22	MI 1	80	Successful	84	Successful	88	Successful
23	MI 2	52	Unsuccessful	60	Unsuccessful	73	Unsuccessful
24	MAR	55	Unsuccessful	64	Unsuccessful	80	Successful
25	NS	64	Unsuccessful	80	Successful	92	Successful
26	NB	60	Unsuccessful	80	Successful	88	Successful
27	NA	72	Unsuccessful	80	Successful	96	Successful
28	PJ	52	Unsuccessful	64	Unsuccessful	76	Successful
29	RSHD	56	Unsuccessful	66	Unsuccessful	76	Successful

30	RSYP	52	Unsuccessful	66	Unsuccessful	68	Unsuccessful
31	RA	75	Unsuccessful	80	Successful	84	Successful
32	RHP	67	Unsuccessful	76	Successful	92	Successful
33	SNHH	76	Successful	80	Successful	88	Successful
34	SS	64	Unsuccessful	74	Unsuccessful	88	Successful
35	SJ	52	Unsuccessful	68	Unsuccessful	88	Successful
36	TF	70	Unsuccessful	81	Successful	84	Successful
37	TM	52	Unsuccessful	68	Unsuccessful	80	Successful
38	TA	68	Unsuccessful	82	Successful	88	Successful
39	UB	60	Unsuccessful	77	Successful	78	Successful
40	VL	72	Unsuccessful	72	Unsuccessful	84	Successful
41	WDS	56	Unsuccessful	76	Successful	88	Successful
Total ΣX		2493		2944		3339	
The mean score		60.80		71.80		81.43	

Appendix XIII

DOCUMENTATION





BIOGRAPHY

A. PERSONAL

Name : WULAN DWI HARPANI
NIM : 34.14.3.053
Department : English Education
Faculty : Faculty of Tarbiyah and Teachers' Training
Place/ Date of Birth : Medan, 31 December 1995
Address/ Email : Jl. Klambir V Gg. Sukadamai, Deli Serdang,
Hampanan Perak / wulandwiharpani@gmail.com
Phone Number : 085261329578
Advisor I : Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum.
Advisor II : Mariati Salmiyah, S.Pd., M.Hum
Title : Improving the Students' Vocabulary Achievement Through
Anagram Technique at X Grade Class of MAS Amaliyah
Sunggal
Motto : Let's Break the Limits



B. EDUCATION

1. SD Negeri No.101751 Klambir Lima, tamat tahun 2008
2. MTs. Swasta PAB-5 Klambir Lima, tamat tahun 2011
3. MA. Swasta PAB-4 Klumpang, tamat tahun 2014
4. Mahasiswi Fakultas Tarbiyah UIN Sumatera Utara Medan tahun 2014 sampai 2018

