

**THE EFFECTIVENESS OF ANAGRAM  
TECHNIQUE IN TEACHING VOCABULARY TO  
THE EIGHTH GRADE OF MTs TRI BHAKTI  
PAGOTAN MADIUNIN ACADEMIC YEAR 2019/2020**

**THESIS**



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## ABSTRACT

**Triningrum, Mei. 2019.***The Effectiveness of Anagram technique in Teaching Vocabulary to The Eighth Grade of MTs Tri BhaktiPagotanMadiunIn Academic Year 2019/2020.* **Thesis,** English Education Departement, Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies of Ponorogo, Advisor NurulKhasanah, M.Pd.

**Key words: Anagram technique, teaching Vocabulary.**

This research is conducted due to that the teacher used monotones technique in teaching English and the students didn't have enough vocabulary in learning English. So, the researcher used technique to teach the students and to help the students to improve their vocabulary. Vocabulary is a component in teaching and learning language. It is very important in learning English. It is needed to improve English skills, such speaking, listening, writing or reading, and also expressing meaning and conveying thoughts thought both receptive and productive skills. There are many techniques that can be applied in teaching vocabulary encourage students' vocabulary mastery. The researcher used anagram technique to improve students' vocabulary. Anagram technique is a type of word play that made by arranging in a different order the later of another word phrase. It is a good technique in teaching vocabulary and helpful for the students.

The objective of study is to find out whether there is a significant different score on vocabulary between the students who are taught by using Anagram technique and those who are not. This research was conducted in September 2019 in MTs Tri Bahkti.

This research applied quantitative approach and used quasi- experimental design. In this research, the researcher took two classes as a sample and taught by using different technique. The experimental class was taught by using Anagram technique while the control class was taught by using lecturing technique. The populations of eight grades in MTs Tri Bhakti Pagotan consist of 50 students. The sample was 50 students (25 students of experimental class, 25 students of control class). The data was collected through test and this research was conducted by following procedures such as follows: giving pre-tests, giving treatment, and giving post-test.

The result of this research showed that the mean score of post-test from experimental class was higher than control class. The mean score of post-test from experimental class was 81, 8 while the control class was 77, 2. The result of T-Test calculation showed that the value of t-test was higher than the value of t-table. The value of t-test was 2,460 while the value of t-table with  $db = 48$  was 2,02. It means that  $H_a$  was accepted and  $H_o$  was rejected.

The conclusion is that the students who are taught by using Anagram technique have better score on vocabulary than those who are not. In the other words, Anagram technique is effective on students' vocabulary achievement of eight grade of MTs Tri Bhakti Pagotan.

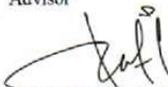
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is a foreign language in Indonesia.

English as one of the languages in the world is very important to be learnt because it can be used in giving or receiving information for development of education, technology, and arts. Besides, English language is the most important thing for everyone to communicate with other in the world. It means that without comprehending the language, someone will get many difficulties in life. Someone cannot express what to say or write as well someone has no idea about what correct or proper words to express.

English is the language that must be mastered by everyone. Teaching English to students is very

important because it will serve as the main foundation for students to learn English at the higher level. Teaching language means teaching how to use that language in communication. There are four skills in English language; reading, speaking, listening, and writing. Beside that the language has some important elements, such as; grammar and vocabulary.<sup>1</sup>

In learning English, everyone must master vocabulary because one of the important language elements is vocabulary. Learning language also means learning vocabulary. Recognizing enough vocabulary will make everyone able to communicate and express the idea.

David Wilkins summed up the importance of vocabulary that is “without grammar very little can

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<sup>1</sup>AhdianRosadi, “*The Effectiveness of Anagram Technique in Teaching Vocabulary*”, vol. 1, April 2017, 41.

be conveyed, without vocabulary nothing can be conveyed". His view is echoed in this advice to students from a recent course book that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.<sup>2</sup> This is the reason why learning vocabulary is very importance.

The National Reading Panel identified the components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension. As the content of the chapters in this book illustrates, vocabulary holds a special place among these components. Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The

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<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: 2007),  
13.

expansion and elaboration of vocabularies is something that extends across a lifetime.<sup>3</sup>

Vocabulary is the knowledge of meaning of words. What complicates definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least form: receptive-that which can understand or recognize-productive-vocabulary use when write or speak.<sup>4</sup>

Learning vocabulary is very important but all of the students feel difficult to learn. Based on the result of preliminary observation in MTs TRI BHAKTI Pagotan, the researcher found the most difficult indicator was the students didn't understand what the meaning of passage were because they didn't have enough vocabulary. In addition, the teacher used monotonous technique in teaching

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<sup>3</sup>Elfrieda H. Hiebert & Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: 2005), 2.

<sup>4</sup>Ibid, 3.

English that make the students bored. She just asked the students to read and answer the question based on the book.<sup>5</sup>

In teaching and learning vocabulary need methods, material, and media. The appropriate methods or media in teaching vocabulary will help students easily and quickly understand the material in teaching and learning process. In this research, the researcher use anagram technique to help students to learn vocabulary. Through a method or media, the students will feel relax and enjoy while learning and it can make them easier to understand the material. There are so many technique to teach vocabulary, and one of them is anagram technique.

According to Collins in Ahdian "anagram is a type of word play that made by arranging in a

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<sup>5</sup>Interview with English teacher class VIII MTs TRI BHAKTI PagotanMadiun on 15 March 2019.

different order the later of another word phrase. It is a good technique in teaching vocabulary and helpful for the students”.<sup>6</sup> John M. Echols and Hassan Shadily anagram means “exchange of letters in word so that the word has another meaning of the word before”.<sup>7</sup> By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play anagram. Many words will be got through this technique. Automatically, this will increase students’ vocabulary. Applying this technique means to help students to raise their curiosity to master more vocabulary. In more advance, students are forced to memorize more

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<sup>6</sup>AhdianRosadi, “*The Effectiveness of Anagram Technique in Teaching Vocabulary*”, vol. 1, April 2017, 42.

<sup>7</sup>Insana Bara Rosada, “Improving Vocabulary Mastery by Using Anagram Technique at The First Grade Students Of MTSN Karanganyar In Academic Year 2015/2016,” (thesis, IAIN Surakarta: 2016), 28.

words, so they can create more words. It is also to help students to monitor their vocabulary in short time. In disadvantages this technique needs a dictionary for beginner, because without a dictionary they cannot find another word.

Students can increase their vocabulary from some words in this technique. Anagram technique is not only increasing their memory to memorize about new vocabulary but also improve students' motivation to find the answer from this technique. So, in this study, the researcher tries to find out the use of anagram technique in learning vocabulary. Using anagram technique is one of techniques to improve students' interest in learning vocabulary.

Based on the explanation above, the researcher conducted aquasi experimental research entitled “**The Effectiveness of Anagram technique**”

**in Teaching Vocabulary to The Eighth Grade of  
MTs TRI BHAKTI PagotanMadiun”.**

**B. Limitation of the Study**

This research will be focused on the effectiveness of anagram technique in teaching simple present tense vocabulary at eighth grade of MTs TRI BHAKTI PagotanMadiun in academic years 2018/2019.

**C. Statement of the Problem**

Based on the background of the study above, the problem of the research as follows:

Do students taught by anagram technique get better score in vocabulary than who do not taught at eighth grade of MTs TRI BHAKTI PagotanMadiun in academic years 2019/2020?

**D. Objective of the Study**

Based on the statement of the problem, the objective of the study is to find out that the students taught by anagram technique get better score in vocabulary than who do not at the eighth grade of MTs TRI BHAKTI PagotanMadiun in academic years 2018/2019.

### **E. Significances of the Study**

The result of this study is expected to give some significances both theoretically and practically as follow:

#### **1. Theoretically**

The result of observation can add knowledge in particular about contribution to education knowledge about anagram techniques in teaching vocabulary

#### **2. Practically**

##### **a. Students**

The students hope they more comfort and interest to learn, so teaching and learning actively more fun and it can increase students' vocabulary knowledge.

b. Teacher

Through this study hope that the teacher can teach vocabulary effectively and decide what the best method to teach vocabulary considering the students' characteristic

c. The institution of MTs TRI BHAKTI PagotanMadiun

This study expects to enhance the school quality in education, especially in teaching and Learning English. Explore the strength and weakness of the school and plan better in teaching programs.

## **F. Organization of the Thesis**

In this research, the researcher uses the organization of the thesis that consists of five chapters. The organizations of this thesis are:

Chapter I provides introduction of the research. This chapter consists of background of the study to explain the keyword from this research. After that the limitation of the problem to the focus from this research. Next statement of the problem, objective of the study, significances of the study, and the last organization of the thesis.

Chapter II consists of previous study to find the similar problem from other research. Next, theoretical background to explain the keyword of this research from some theories by some experts, after that theoretical framework to explain two

variable of this research, and the last is hypothesis to show the answer whether the method effective or not.

Chapter III consists of research design to explain how the researcher using technique to conduct this research, then the population and sample to explain the subject from this research. Next, instrument and technique of data collection to get validity and reliability of the data, and the last technique of data analysis to explain how the researcher analyzes the data from the research.

Chapter IV is about research result. This chapter consists of research location to explain profile of the data school, then data description and data analysis where the researcher analyze the data appropriate with some formula, and the last is discussion about result of the researcher analyzes.

Chapter V is the last chapter. This chapter consists of conclusion from the results of this research and the answer from the problem statement, and the last is recommendation from the result of the research.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

There are some previous researches finding in this research. First, previous research finding that is conducted by Insana Bara Rosada with the title *“Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTsN Karanganyar in Academic Year 2015/2016”*. That is the thesis English Educational Department, Islamic Education and Teacher Training Faculty, IAIN Surakarta. The method of this study used Class Action Research (CAR). The result of this study 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 quantitative data showed 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.<sup>8</sup>

Research conducted by Insana Bara Rosada has similarity and differences with this research. The similarity her research with the research such as the technique that used was similar that is Anagram Technique. Then, the differences is her research design was used action classroom research (CAR),

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<sup>8</sup>Insana Bara Rosada, "Improving Vocabulary Mastery by Using Anagram Technique at The First Grade Students Of MTSN Karanganyar In Academic Year 2015/2016," (thesis, IAIN Surakarta: 2016), xiii.

Meanwhile in this design research used experimental research.

Second, previous research finding that is conducted by MirwanaSiska with the title *“Improving Students’ Vocabulary Achievement by Applying Anagram Plus Flashcard in the First Grade of MTS PersatuanAmalBakti (PAB) 1 Helvetia”*. That is the thesis of Department of English Education Faculty of Trabiyah Science and Teachers Training State Islamic University of North Sumatera. The method of this study used action classroom research (CAR). The result showed that the students’ score increase from the first meeting namely cycle I until the last meeting namely cycle II.<sup>9</sup>

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<sup>9</sup>MirwanaSiska, “Improving Students’s Vocabulary AchivementBy Applying Anagram Plus Flashcard In The First Grade of MTs PersatuanAmalBakti (PAB) 1 Helvetia,” (thesis, UIN-SU Medan: 2017). i.

Research conducted by MirwanaSiska has similarity and differences with this research. The similarity her research with the research such as the technique that used was similar that is Anagram Technique. Then, the differences are her research design was used action classroom research (CAR), Meanwhile in this design research used experimental research and the research not only focus on anagram technique but also focus on flashcard technique.

Third, previous research finding that is conducted by SitiNurjanah with the title “*The Effect of Anagram Technique on Students’ Vocabulary (A Quasi-Experimental Study at the Eight Grade of MTs N 13 Jakarta in Academic Year 2017/2018)*”. That is the thesis of Department of English Education, Faculty of Educational Sciences, State Islamic University SyarifHidayatullah Jakarta. In

this research the result showed that there was positive effect of anagram technique on students' vocabulary. The design of this research was quasi-experimental. The instrument of this research was test and the tests were divided into two, there were pre-test and post-test.<sup>10</sup>

Research conducted by SitiNurjanah has similarity and differences with this research. The similarity her research with the research such as the method and the design are quantitative and quasi experimental design. Then, the differences are the subject conducted at MTs N 13 Jakarta, meanwhile in this research the subject conducted at MTS TRI BHAKTI Pagotaan.

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<sup>10</sup>SitiNurjanah, "The Effect OF Angram Technique on Students' Vocabulary (A Quasi-Experimental Study at the Eight Grade of MTs N 13 Jakarta in Academic Year 2017/2018)," (thesis, UIN SyarifHidayatullah Jakarta: 2018 ), v.

## **B. Theoretical Background**

In this research, the researcher is using theories that are relevant with the theme of the discussion. The theories are:

### **1. Vocabulary**

#### **a. Definition of Vocabulary**

Teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” It means that teacher is someone who transferring their knowledge and information for students in learning process.

According to David Nunan, the definition of vocabulary is the collection of

the words that an individual knows. The example of vocabulary items is colors also represent conceptual knowledge so the only words that can easily be featured are nouns.<sup>11</sup> Richards mentioned vocabulary is one of the most important components of language and one of things that to be noticed by the linguistics.<sup>12</sup>

Alemi mentioned that one of the most difficult aspects of learning a foreign language is the retention of vocabulary. It is because vocabulary is a foundation to learn English language. Someone needs vocabulary in communication in order to express her or his idea. From vocabulary, we

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<sup>11</sup> David Nunan, *Teaching Vocabulary to Young Learners*, (McGraw-Hill: North America, 2005), 121.

<sup>12</sup> Jack C Richards, *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2002 ), 4.

can understand and master four skills in English such as speaking, listening, reading, and writing.<sup>13</sup>

Based on several definition of vocabulary above, it can be concluded that vocabulary is the knowledge of meaning of words that used to communicate effectively, both in oral and written forms. The more vocabularies that are acquires by someone, the more he or she is able to understand the language in listening, speaking, reading, and writing.

#### **b. Importance of Vocabulary**

Vocabulary as a result, in part, of the computerized analysis of languagedata.

“Without grammar very little can be

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<sup>13</sup>Beyzasilsupur, “Does Using Language Techniques Affect Vocabulary Learning in EFL Classes”, Vol. 1, February, 2018, 86.

conveyed, without vocabulary nothing can be conveyed”. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, *Innovations, LTP*): “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.”<sup>14</sup>

Vocabulary like money, have little value in and themselves. They are important because they stand for real things, objects,

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<sup>14</sup> Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: 2007), 13.

actions, sounds, thoughts, and feelings. Those are also important because they are medium for the exchange of ideas.

There are some importance of vocabulary, According Lee C. Deighton; "Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills".<sup>15</sup>

Furthermore, there is another importance of vocabulary, it is: according to David L. Shepherd, he said that vocabulary is

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<sup>15</sup>Lee C. Deighton. *Encyclopedia of Education*. (New York: Mc. Millan Co Free Press, 1971), 461.

a basic skill to communicate; people will not be able to communicate easily without knowing it. It means that vocabulary is important in communication.<sup>16</sup> We cannot communicate with others in a certain language if we don't know much words of the language vocabulary can be defined as "the word we must know to communicate effectively words is speaking (expressive vocabulary) and word listening (receptive vocabulary). An extensive body to research exists on teaching and learning vocabulary. This research clearly indicates that enlargement of vocabulary has always been

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<sup>16</sup>David L. Stepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods.*(USA: Bell and Howel Company, Co, 1973) p. 39

continues to be an important goal in literacy and learning.<sup>17</sup>

### **c. Activities for Learning Vocabulary**

There are two activities for learning vocabulary as follow:

#### **1. Brainstorming round an idea**

This activity is mainly for revising words the class already knows, but new ones may be introduced by the teachers or by students. Although there are no sentences or paragraph. The circle of associated items is in itself a meaningful context for learning of new vocabulary.

#### **2. Identifying words we know**

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<sup>17</sup>William P. Blintz, "Teaching Vocabulary Across the Curriculum," (Middle School Journal 2011), 44.

This activity tend to be morale-boosting in that it stresses what the students know rather than what they do not it encourages students cooperation and teaching it also entails repeat exposure to the text and vocabulary items, through individual, group and teacher led stages.<sup>18</sup>

#### **d. Type of Vocabulary**

Ellis and Tomlinson describe the two types of vocabulary there are:

##### **1. Passive/Receptive Vocabulary**

A learner's passive vocabulary consists of the total number of lexical items which students can understand correctly, and it is one of the teacher's aims to increase gradually the size of the

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<sup>18</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge University Press, 1996), 68-69.

learner's passive vocabulary so that students can eventually read and understand ungraded books (i.e. those not specially written for ESL learners) and can listen with understanding to people speaking on a wide range of topics. To increase the learner's passive vocabulary, the teacher must present new lexical items in such a contextualized and meaningful way that they are understood and will be remembered when heard or read again.

## 2. Active/productive vocabulary

A learner's active vocabulary consists of the total number of lexical items which can accurately use in speech and writing.

A learner's passive vocabulary will

always be larger than active vocabulary as will have heard or read items which will never need to use, and will be able to understand approximately many items which cannot use with any degree of accuracy.<sup>19</sup>

#### **e. Vocabulary Testing**

People are naturally interested in their progress when they are studying a foreign language. Vocabulary is one of the language elements commonly measured in these psychometric tests, and Starch's test measured vocabulary by having test match a list of foreign words to their English translations. Interest in vocabulary testing did not always stem solely from an interest in

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<sup>19</sup>NurgunAkar "Teaching vocabulary bridging the gap between theory and practice", (EylUI, 2010), 16-17.

vocabulary itself. The relative ease of isolating words and testing them is also attractive.

According to Scott Thornbury there are two types of test vocabulary:

1. Multiple choice tests.

Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentences context, or words in whole texts.<sup>20</sup>

Vocabulary items set in a multiple-choice format tended to behave consistently and predictably, and they are

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<sup>20</sup>Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: 2007), 132.

considered relatively easy to write. Words are thus seen as a language unit particularly suited to objective testing, for technical as well as linguistic reasons.<sup>21</sup>

## 2. Gap-fill test

Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize it.<sup>22</sup>

### **f. Difficulties in Learning Vocabulary**

English is a foreign language in Indonesia, it means English still unfamiliar for some people. The different of structure English from Indonesia is seeing as the difficulty to learn English. Most English

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<sup>21</sup>Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge University Press, 2000), 19.

<sup>22</sup>Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: 2007), 133.

learners in Indonesia face several obstacles in learning English. Scott Thorn burry mentions that are several obstacles that will be faced in learning English vocabulary, they are:

### 1. Pronunciation

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

### 2. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-

abiding, there are also some glaring irregularities.

### 3. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.

Spanish learners of English, for example, tend to assume that *explain* follows the same pattern as both Spanish *explicit* and English *tell*, and say *be explained me the lesson*. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (*to swim*) or an -ing form (*swimming*) can add to its difficulty. And the grammar of phrasal verb is particularly troublesome: some phrase verbs are separable (*she looked the word*

*up*) but others are not (*she looked after the children*).

#### 4. Meaning

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

opaque to most learners and are unlikely to be easily learned.<sup>23</sup>

## **1. Anagram technique**

### **a. Definition of Anagram**

According to Collins in Ahdiananagram as a good technique in teaching vocabulary. Anagram is a kind of education technique which helpful for the student. Anagram is a type of word play. A word or phrase made by arranging in a different order the letters of another word phrase.<sup>24</sup> John M. Echols and Hassan Shadily anagram means exchange of letters in word

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<sup>23</sup>Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: 2007), 27-28.

<sup>24</sup>AhdianRosadi, “*The Effectiveness of Anagram Technique in Teaching Vocabulary*”, vol. 1, April 2017 p. 42

so that the word has another meaning of the word before.<sup>25</sup>

By using technique in teaching English students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play, meanwhile anagram technique is a type of word play. Many words will be got through this technique. Automatically, this technique will increase students' vocabulary. Using technique also help students to get involve in classroom activities. Since this technique is fun and beneficial for the students, it will give the

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<sup>25</sup>Insana Bara Rosada, "Improving Vocabulary Mastery by Using Anagram Technique at The First Grade Students Of MTSN Karanganyar In Academic Year 2015/2016," (thesis, IAIN Surakarta: 2016), 28.

students opportunity to increase their English vocabulary.

### **b. Teaching Vocabulary using Anagram**

To be easily in teaching using anagram technique can do it such as:

1. Students are divided into 4 groups where each group consists of 5 students
2. Students gets some words consist of 4-6 letters
3. Students must arrange the letters that are randomized into a new word
4. Students uses all the letters to form a 1 or 2, even 3 new word
5. Group with a most new word is the winner.<sup>26</sup>

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<sup>26</sup>Insana Bara Rosada, "Improving Vocabulary Mastery by Using Anagram Technique at The First Grade Students Of MTSN Karanganyar In Academic Year 2015/2016," (thesis, IAIN Surakarta: 2016), 33.

### **c. Advantages of Anagram**

In applying a technique for teaching there is always an advantage and disadvantage. We cannot say that one technique is the best overall, because it depends on the learners that we teach. What we should look carefully is whether or not a technique suitable for the learners.

Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practices, show the

students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to the words.<sup>27</sup>

Anagram can motivate the students and make them interested in learning vocabulary, make the students have capability to develop their vocabulary, and anagram also helps the students to work in team so the learning will help the students to enhance their social intelligence.

#### **d. Disadvantages of Anagram**

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

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<sup>27</sup>SitiNurjanah, “The Effect of Anagram Technique on Students’ Vocabulary,” (thesis, UIN SyarifHidayatullah: 2018), 21.

a dictionary they cannot find another word.<sup>28</sup>

### **C. Theoretical Framework**

Vocabulary is an important component in understanding the language. In order to make a good communication the students must master vocabulary. There are several factor that influence the vocabulary. The factors can be external factors and internal factors. The external factors are intelligence, motivation, and strategy. The internal factors are environment, availability of concert reference and teaching technique.

Anagram technique is one of technique to improve the students' vocabulary in eighth grade students of MTs TRI BHAKTI PagotanMadiun. It can be seen from the activities of the students can become active when they suggest coming front of

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<sup>28</sup>Ibid, 22.

the class. They are become brave to spell the word and getting the meaning. Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how to letters of many words can be manipulated to form other words, emphasize the importance of letters position in relation to words meaning. So, anagram technique is technique that is very motivating students to learn vocabulary.

Theoretical framework is a concept about two variables in the thesis that can be related with

the factors which are identified as the important problem. The variables of this research are:

X : Anagram Technique

Y : Teaching Vocabulary

Based on the theoretical framework analysis above, the write can apply the theoretical framework by using Anagram technique in teaching vocabulary.

#### **D. Hypothesis**

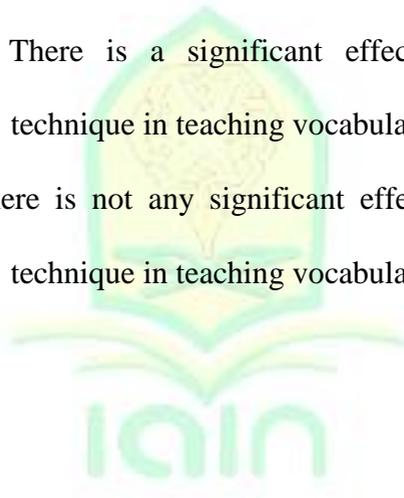
Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a prediction. Remember that hypotheses are the researcher's

attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied.

Hypothesis is the research can be stated based on theoretical background and theoretical framework. The hypothesis as follows:

Ha : There is a significant effect of anagram technique in teaching vocabulary.

Ho: There is not any significant effect of anagram technique in teaching vocabulary.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research applied a quantitative research design and this research employed quasi-experimental design. Quasi-experimental is a type of quantitative research design conducted to explain relationship and or clarify why certain events happen. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group.<sup>29</sup>

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<sup>29</sup>Donald JacobsAry, et al. *Introduction to Research in Education*. (United States: Wadsworth, 2010), 316.

**Table 3.1**

**Design of the research Experiment**

Group	Pre-test	Treatment	Post-test
Experimental (E)	O <sub>1</sub>	X	O <sub>2</sub>
Control (C)	O <sub>3</sub>	-	O <sub>4</sub>

E = Experimental Class

C = Control Class

O<sub>1</sub>= Pre-test Experimental Class

O<sub>2</sub>= Post-test Experimental Class

O<sub>3</sub> = Pre-test Control Class

O<sub>4</sub> = Post-test Control Class

X = Treatment

Based on the table, the process of this research included pre-test, treatment, and post-test. In the experimental Class was taught by using anagram technique while the control class was taught by using lecturing technique. Pre-test was given before the treatment. It is to measure their vocabulary mastery.

Then, after pre-test the researcher gave treatment to the experiment class. the last steps, the researcher gave post-test for both the classes, experimental and control class.

## **B. Population and Sample**

### **1. Population**

The population of this study is all of the eighth grade students in MTs Tri Bhakti Pagotan. There is two classes of the eighth grade they are VIII-A and VIII-B. Every class consists of 25 students, so the population in this research is 50 students.

### **2. Sample**

Sample is the small or part of the population. According to Sugiyono, sample is a part of

number and characteristic of the population.<sup>30</sup> A sample can be defined as finite parts of a statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set or target respondents selected from a larger population for the purpose of a survey.<sup>31</sup> The sample that was taken by the researcher from the population must represent entirely.

The sample was taken by using sampling technique. Sampling technique is technique to take sample. The researcher used simple random sampling as the sampling technique. Simple random sampling is kind of probability sampling.

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<sup>30</sup>Sugiyono,  
*Metode Penelitian Pendidikan, (Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung: Alfabeta, 2006), 118.

<sup>31</sup>Kulnar Singh, *Quantitative Social Research Method*, (New Delhi: SAGE Publication India, 2007), 88.

It is technique sampling that gives same opportunity for every member of population to be member sample.<sup>32</sup>

The researcher took two classes by simple random sampling. The first class was as the experimental group and the second class was as the control group. The samples in this research are students of VIII-A class consists of 25 students as class control. VIII-B class consists of 25 students as class experiment.

### **C. Instrument of Data Collection**

An instrument is a tool for measuring, observing, or documenting quantitative data. Examples of instruments are survey questioners, standardized test, and checklists that researcher might use to observe a students' and teacher's

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<sup>32</sup>Sugiyono, *Metode Penelitian Pendidikan*, (Pendekatan Kuantitatif, Kualitatif dan R&D), (Bandung: Alfabeta, 2006), 118.

behavior<sup>33</sup>. The data was collected by using instruments.

Data is information collected in a research study. Data may be oral and recorded onto audio or videotapes; they may be written, in the forms of essays, test scores, diaries, or check marks on observation schemes; they may appear in electronic format, such as responses to a computer assisted accent modification programs; or they may be visual, in the form of eye movements made while reading text at a computer or gestures made by the teacher in a classroom.<sup>34</sup> Data is the most things in the research, and there are so many kinds of data. Instruments of data are all tools that are used by the researcher to get the data.

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<sup>33</sup>John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* 4<sup>th</sup>Ed, (Boston: Pearson Education, 2012), 14.

<sup>34</sup>HosseinTavakoli, *A Dictionary of Research Methodology and Statistics in Applied Linguistics*, (Tehran: Rahnama Press, 2012), 277.

In this research, the researcher used test as the instruments to get data. The test was multiple choices and divided into two parts, pre-test and post-test. The total number of the test was 15 items. Pre-test was conducted at the beginning of the research before the students were given treatment to get the information about students' knowledge about vocabulary. While the post-test was given after treatment was applied in the classes to get the information about the students' achievement after the treatment were given. It was used to found out whether there is any significant different score on the students who are taught by anagram technique are not

## **D. Technique of Data Collection**

There are some steps in collecting the data for this research. For data collection technique research used test. Test is used to measure the competence of a person and also to achieve the objective. The data is collected by giving vocabulary test:

### **1. Test**

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a

checklist of expected responses to be filled in by the administrator.<sup>35</sup>The researcher conducted the test to measure the student's ability at the eighth grade about the material that the researcher has explained.

A good instrument must fulfill two important requirements. It must be valid and reliable. The instruments are tested by using following criteria:

a. Validity

Validity was defined as the extent to which an instrument measured what it claimed measure.<sup>36</sup> In this research, the researcher made 20 questions to test the validity of items. From those questions, 15 were valid, while 5 questions were invalid.

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<sup>35</sup> H douglas Brown, *Language Assessment Principle and Class Room Practices*, (New York: Longman, 2004), 33.

<sup>36</sup>Donald Ary, *Introduction to Research in Educational*, (USA: DasworthCengge Learning, 8Ed), 225.

To calculate the validity, the researcher used SPSS program.

**Table 3.2**

**The Result of Item Validity**

Item Number	"r" Calculate (Rxy)	"r" Table	Criteria
1	0,451	0,444	Valid
2	0,674	0,444	Valid
3	0,582	0,444	Valid
4	0,582	0,444	Valid
5	0,497	0,444	Valid
6	0,049	0,444	Invalid
7	0,646	0,444	Valid
8	0,563	0,444	Valid
9	-0,016	0,444	Invalid
10	0,805	0,444	Valid
11	0,620	0,444	Valid
12	-0,035	0,444	Invalid
13	0,603	0,444	Valid
14	0,092	0,444	Invalid
15	-0,025	0,444	Invalid
16	0,497	0,444	Valid
17	0,592	0,444	Valid
18	0,582	0,444	Valid

19	0,592	0,444	Valid
20	0,635	0,444	Valid

Based on the calculation result of validity, from 20 questions, there are 5 item are invalid, that are number 6,9,12,14, and 15 items are valid, that are number that are number

1,2,3,4,5,7,8,10,11,13,16,17,18,19,20.

So,the researcher used 15 valid itemsof question for pre-test and post-test.

#### b. Reliability

Reliability of measuring instruments is the degree of consistency with which it measures whatever it is measuring.<sup>37</sup> To calculate the reliability the researcher used SPSS program.

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<sup>37</sup>Donald Ary, *Introduction to Research in Educational*, (USA: DasworthCengge Learning, 8Ed), 237.

**Table 3.3**

**Reliability Statistics**

'r' Arithmetic	'r' Table	Explanation
.775	0,444	Reliable

Based on the calculation result of reliability was the value of the students' instrument is 0,775 the test is reliable because the index of reliability is 0,775 it is higher than r table that shows 0,444.

**2. Documentation**

Document is tool of measuring in the quantitative data. Documentary is a kind of important technique to get data above everything or variable which is in the form of notes,

transcript, and book.<sup>38</sup> In this research, the researcher was used documentation to supported data about notes of activity students, transcripts of students' value, the profiles of the school, vision and mission of school, names of teacher, and etc.

### **E. Technique of Data Analysis**

After collecting data, the next step to be done by researcher is how to analyze those data. The purpose of this step is to arrange and interpret data, to know the effectiveness of anagram technique in teaching vocabulary. In this case, researcher counts the data to answer statement problem and try to test the hypothesis. Before testing the hypothesis, the data

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<sup>38</sup> H douglas Brown, Language Assessment Principle and Class Room Practices, (New York: Longman, 2004), 3.

must fulfill the assumption in which the data must be normally and homogeneous.

## 1. Normality Test

A normality test needs to be done to see whether or not the data from the sample that were chosen could interpret the data of all the population after the data from the controlled class and the experimental class are collected, the data are analyze to see whether they are normal or not<sup>39</sup>. This research will use SPSS 23 program for windows to calculate the normality test.

## 2. Homogeneity Test

After knowing the result of the normality test, another important step is to find out the homogeneity test. Homogeneity test is done in order to find out the similarity of the variant

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<sup>39</sup> James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment*, (New York: MvGraw Hill, 2005), 27.

between two groups. In order to do homogeneity test, the researcher used SPSS 23 program for windows.

### 3. Hypothesis Test

Pre-test and post-test are done in order to see the difference of vocabulary before and after the students are taught by using anagram technique. After the data are collected from the test, there are analyzing by using SPSS. Hypothesis test could be done if the data of the test show that they are both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS, T-test is done through independent-ample t-test.<sup>40</sup>The researcher analyzed use T-test is SPSS 23 program for windows.

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<sup>40</sup>H douglas Brown, Language Assessment Principle and Class Room Practices, (New York: Longman, 2004), 30-32.

## CHAPTER IV

### RESEARCH FINDING

#### A. Research Location

##### 1. The History of MTs TRI BHAKTI

MTs TRI BHAKTI Pagotan was built on 31 December 1992, under the auspices of Ma'arif Pagotan Institution. There were some considerations in establishing MTs TRI BHAKTI Pagotan as follows:

- a. In Pagotan village there are number of Islamic boarding schools that accommodate the students who come from other regions so that their presence of MTs is needed by students to continue their education.
- b. The number of elementary students graduations increases in every year and MTs TRI BHAKTI

Pagotan can accommodate elementary students to continue their education.

MTs TRI BHAKTI Pagotan has been accredited B. MTs TRI BHAKTI Pagotan used *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for ninth grade and Curriculum 2013 (K-13) for seventh and eighth grade. That curriculum is for all subjects.

## **2. The profile of MTs TRI BHAKTI**

### **a. School Identity**

Name of School : MTs TRI BHAKTI

NPSN : 20507873

Graduates Accreditation : B

Province : East Java

Autonomy : Madiun

District Sub-district : Geger

Village : Pagotan

Street and Number :Jln. Diponegoro No. 42

Postal Code : 63171

## **b. Vision, Missions, and Goals**

### **Vision**

*“Increasing MTs TRI BHAKTI as a place to form skilled characters in all fields and useful for Indonesia national culture, and environmental sustainability”*

Vision Indicator:

- 1) The realization of devotion to the Almighty God
- 2) The realization of good school management according to regulation
- 3) The realization of a conducive learning atmosphere that is active, creative and innovative.

- 4) The realization of professional educators and education
- 5) The realization of a culture of energy saving attitude
- 6) The realization of national cultural preservation

### **Missions**

- 1) Having a broad and creative scientific insight, so they can act and think clearly
- 2) Having killed in all fields so that can be used as a reliable provision in the future
- 3) Having the ability to organize so that can manage the organization well and be a person who can lead and be led
- 4) Having moral in society and can be used as an example of social life

- 5) Improving the quality and quantity of stake holders to the school

### **Goals**

To realize the school's vision and mission, the objectives to be achieved are:

- 1) The school is able to carry out the spirit of devotion to the God that give colors everyday relationships
- 2) The school is able to carry out school-based management development in a transparent, demographic, effective, and accountable manner
- 3) The school is able to carry out professional development of educators and education staff

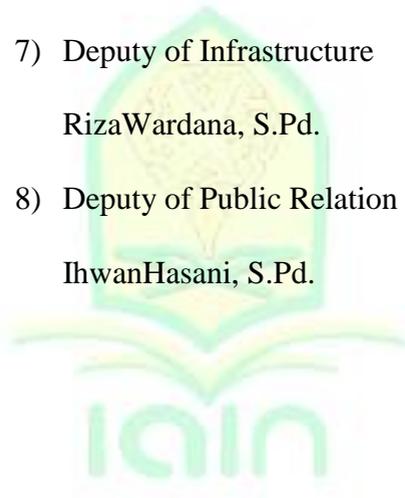
- 4) The school is able to carry out the development of adequate facilities and infrastructure
- 5) The school is able to carry out a culture of energy saving attitude
- 6) The school is able to carry out the preservation of national culture

**c. The Organization Structure**

The organization structure of MTs TRI BHAKTI as follow:

- 1) Head master :  
AgusSetya Budi, S.Pd.
- 2) Head of committee :  
FithrotulAzizah, S.Pd.I.
- 3) Deputy of Headmaster : Budi  
Santoso, S.Pd.

- 4) Administrative Coordinator :  
RahmaNindiya, S.Pd.
- 5) Deputy of Curriculum :  
Ahmad Ridhlo, S.Pd.
- 6) Deputy of Student : Budi  
Novitasari, S.Pd.
- 7) Deputy of Infrastructure :  
RizaWardana, S.Pd.
- 8) Deputy of Public Relation :  
IhwanHasani, S.Pd.



### 3. The Infrastructure of MTs TRI BHAKTI

Infrastructure and facilities are component to help success in the learning process. The several of infrastructures and facilities in MTs TRI BHAKTI

No.	Name of Infrastructures	Total	Condition
1.	Classroom	6	Good
2.	Headmaster's room	1	Good
3.	Administration's room	1	Good
4.	Teacher's room	1	Good
5.	Reproductive room	1	Good
6.	Computer laboratory	1	Good
7.	Library	1	Good
8.	Mosque	1	Good

9.	Curriculum room	1	Good
10.	Science library	1	Good
11.	OSIS's room	1	Good
12.	Cooperation	1	Good
13.	Toilet teachers	2	Good
14.	Toilet students	3	Good
15.	Gymnasium	1	Good

## **B. Data Description**

In this research, the researcher used quasi-experimental design. The researcher did the research at MTs TRI BHAKTI in academic 2019/2020. The population was eight grade students. The researcher took two classes. This applied simple random sampling. These classes are 8A as control class and 8B as the experimental class. The total students of

experimental and control class were 50 students with each class have 25 students.

In experimental class, the students were taught by using anagram technique. Then, in control class, the students were taught by teacher's lecturing. Before and after give the treatments, the researcher gave pretest and posttest to experimental and control class to get data from students. In the end of the research, the researcher compare between score on students' vocabulary by using Anagram technique and score students' vocabulary by using teachers' lecturing.

### **1. The Schedules of Research**

This research was conducted in September 2019. The schedule for experiments class, the researcher was requires four meetings. The first meeting was pretest, the second and third

meeting was treatments by using Anagram technique and the last meeting was posttest. Furthermore in control class, the schedule of control class is same like experimental class. The students were given pretest, first and second treatments by using teachers' lecturing, and the last was posttest. The schedule of experimental and control class can be seen the table below:

### **Research Schedule of Experiment Class**

<b>Date</b>	<b>Activities</b>
September 7 <sup>th</sup> , 2019	Pretest
September 14 <sup>th</sup> , 2019	First treatment
September 21 <sup>th</sup> , 2019	Second treatment
September 28 <sup>th</sup> , 2019	Posttest

### **Research Schedule of Control Class**

<b>Date</b>	<b>Activities</b>
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September 5 <sup>th</sup> , 2019	Pretest
September 11 <sup>th</sup> , 2019	First treatment
September 19 <sup>th</sup> , 2019	Second treatment
September 26 <sup>th</sup> , 2019	Posttest

## **2. Teaching Procedure (Experiment and Control Class)**

In this research the researcher took VIII B class as the experiment class and VIII A class as the control class. There were 25 students in each class.

To get the data, the researcher gave material about capability and willingness for both classes. In the first meeting, the material was about capability and the second meeting was about willingness. The researcher also used test to get

data. The test was multiple choices. There were 15 items.

In the experimental class, the researcher taught the students by using Anagram technique. The learning process was done in a set of the learning process that was involved in this research such as pretest, first treatment, second treatment, and post test.

In the first meeting, the researcher gave pre-test and the last meeting the researcher gave post-test. In the treatment, the researcher taught the students by using Anagram technique. In the first meeting, the researcher gave pre- test, there were 15 tests in experiment and control class. In experiment class, the researcher conveyed the aim, the competence, and what the material that

would go on. Then the researcher explained the material about capability without treatment.

While in the control class, the researcher taught the students by using lecturing strategy. The researcher gave explanation about the material to the students during the class. If there was something that the students did not understand about the material, the students can ask some question to the researcher and the researcher gave answer. The learning process was done in a set of learning process like in the experimental class.

In the second and third meeting, the researcher taught control class different with the experimental class. In the control class the researcher applied lecturing technique but, in the experimental class, the researcher applied

Anagram technique. Before the researcher taught using anagram technique, the researcher gave explanation about the material. Then, the researcher started to use anagram technique, the researcher gave a word from one of material. For example, the word is “willingness”. From its word, the students were asked to look for another word or a new word from the word of “willingness”. There are some students can find a new word for example “wings”, “line”, and “single”. The students wrote some new words on the white board. This Anagram technique can motivate and increase the students’ creativity and spirit. After giving anagram technique, the researcher gave task to the students likes in the experimental class. And then the students were asked to present their assignment.

In the fourth meeting, the researcher gave post-test in control and experiment class. It was aimed to know the students' achievement. In post-test, there were 15 item tests. The test was multiple choices. The item test was same for both classes.

### **3. Students' Vocabulary Test Score of Experimental Class**

The table below shows the result of students' vocabulary achievement of pre-test and post-test for the students who were taught by using Anagram technique.

**Table 4.1**

#### **The Score of Vocabulary Test of Experimental Class**

No.	Name	Score	
		Pre-test	Post-test
1	APTA	60	85
2	ALYA	65	85
3	ASROFI	66	80
4	CINDHY	70	90

5	ELYANA	75	95
6	FARHAN	65	80
7	FITRIA	60	75
8	KEVIN	60	70
9	MUNIR	70	80
10	ZUHDI	55	75
11	INTAN	65	80
12	RIDHO	55	70
13	RIZKY	60	85
14	NOVIA	65	90
15	RUFIANA	65	80
16	AULIA	70	90
17	PUJI	60	80
18	SYAFIQ	55	80
19	WANDA	55	75
20	ZULFA	65	90
21	MAHESA	50	75
22	AZIZ	50	75
23	TITO	50	80
24	RIYADI	65	85
25	AULIA	70	95
Total		1546	2045
Mean		61,84	81,8

From the table above, it can be seen that the highest pre-test score of experimental class was 75 while the lowest pre-test score was 50. While the

highest post-test score of experimental class was 95 while the lowest post-test score was 70. Then the mean score of pre-test was 61, 84, and the pos-test was 81, 8. The result of students' score in experimental class can be seen in following table:



**Table 4.2**

**Frequency Distribution of Pre-Test in Experimental  
Class**

### Score Pre-Test Experimental Class

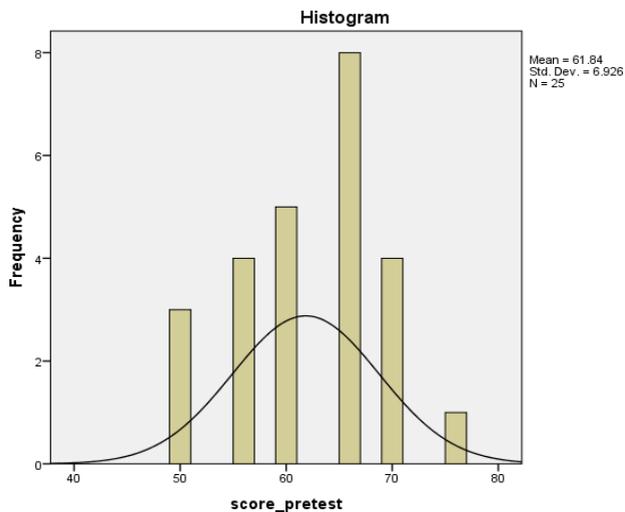
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	12.0	12.0	12.0
	55	4	16.0	16.0	28.0
	60	5	20.0	20.0	48.0
	65	7	28.0	28.0	76.0
	66	1	4.0	4.0	80.0
	70	4	16.0	16.0	96.0
	75	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

From the table above, could be seen that there are various score of students' vocabulary. There were 12% or 3 students got score 50, 16% or 4 students got score 55, 20% or 5 students got score 60, 28% or 7 students got score 65, 4% or 1 student got

score 66, 16% or 4 students got score 70, 4% or 1 student got score 75.

Based on the table above, the histogram can be seen as follows:

### Histogram for Pre- Test in Experimental Class



**Figure 4.1**

From the histogram above, it can be seen that  $M= 61, 84$  and  $SD= 6,926$ . To determine category of students' vocabulary was good, medium or low, the

researcher divided the grouped scores using standard as follows:

1. Less than  $M - 1. SD$  ( $61,84 - 6,926 = 54,914$ ) is categorized low
2. Between  $M - 1. SD$  ( $61,84 - 6,926 = 54,914$ ) to  $M + 1. SD$  ( $61,84 + 6,926 = 68,766$ ) is categorized medium
3. More than  $M + 1. SD$  ( $61,84 + 6,926 = 68,766$ ) is categorized good.

From the result above, it can be seen the categorized are the score which are less than 54,914 is categorized low, the score which between 54,914 to 68,766 is categorized medium, the score which more 68,766 is categorized good. The categories score from the explanation above can be seen clearly with the table as bellow:

**Table 4.3**

### The Categorization of Students' Pre- Test in Experimental Class

NO.	Score	Frequency	Percentage	Category
1	Less than 55	3	12%	Low
2	Between than 55-68	17	68%	Medium
3	More than 68	5	20%	Good
Total		25	100%	

From the table above, it could be seen that the score of pre- test students' vocabulary in experimental class were in percentage of 12% is category low, in percentage of 68% is category medium, while in percentage of 20% is category good.

**Table 4.4**

**Frequency Distribution of Post- Test in Experimental  
Class**

**Score Post- Test Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	8.0	8.0	8.0
	75	5	20.0	20.0	28.0
	80	8	32.0	32.0	60.0
	85	4	16.0	16.0	76.0
	90	4	16.0	16.0	92.0
	95	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

From the table above, could be seen that are various score of students' vocabulary. There were 8% or 2 students got score 70, 20% or 5 students got

score 75, 32% or 8 students got score 80, 16% or 4 students got score 85, 16% or 4 students got score 90, 8% or 2 students got score 95.

Based on the table above, the histogram can be seen as follow:

### Histogram for Post- Test in Experimental Class

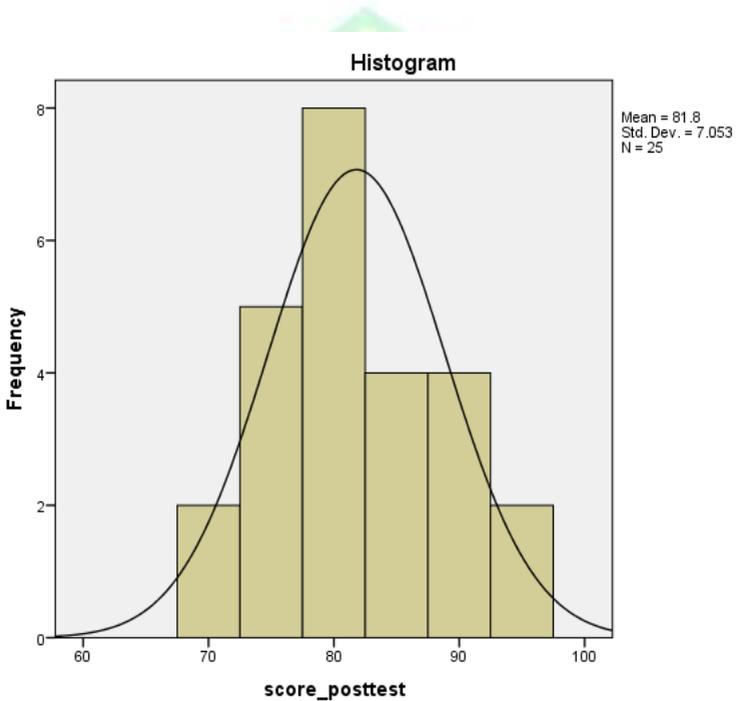


Figure 4.2

From the histogram above, it can be seen that  $M = 81.8$  and  $SD = 7,053$ . To determine category of students' vocabulary was good, medium or low, the researcher divided the grouped scores using standard as follows:

1. Less than  $M - 1. SD$  ( $81,8 - 7,053 = 74,747$ ) is categorized low
2. Between than  $M - 1. SD$  ( $81,8 - 7,053 = 74,747$ ) to  $M + 1. SD$  ( $81,8 + 7,053 = 88,853$ ) is categorized medium
3. More than  $M + 1. SD$  ( $81,8 + 7,053 = 88,853$ ) is categorized good.

From the result above, it can be seen that the score which are less than 74,747 is categorized into low, the score which are between 74,747 to 88,853 is categorized medium, the score which are more 88,853 is categorized good. The categories score

from the explanation above can be seen clearly with the table as below:

**Table 4.5**

**The Categorization of Students' Post- Test in Experimental Class**

No.	Score	Frequency	Percentage	Category
1.	Less than 75	2	8%	Low
2.	Between than 75 – 89	17	68%	Medium
3.	More than 89	6	24%	Good
Total		25	100%	

From the table above, it could be seen that the score of post- test students' vocabulary in experimental class were in percentage of 8% is category low, in percentage 68% is category medium, while in percentage of 24% is category good.

**4. Students' Vocabulary Score of Control Class**

The table below shows the result of students' vocabulary achievement of pre-test and post-test

for the students who were taught by using lecturing strategy.

**Table 4.6**

**The Students' Vocabulary Score of Control Class**

No.	Name	Score	
		Pre-test	Post-test
1	ADILA	55	70
2	AHMAD	50	70
3	AHDAFI	50	75
4	IBNU	65	85
5	ANGELINA	55	80
6	ANGELITA	65	80
7	APRILIA	60	80
8	FUADATUL	60	85
9	HALIDA	55	75
10	IMAM	55	70
11	LUTHVIA	65	70
12	ILHAM	70	85
13	MURTADHO'	55	70
14	MA'RUF	65	80
15	NADINE	65	85
16	NUR A	70	85
17	PUTRI	60	70

18	RAHWATUL	65	80
19	RIZAL	55	75
20	SHEILA	65	85
21	ULYA	50	70
22	SAFARINA	65	85
23	RAHMAT	50	75
24	DIMAS	55	70
25	SYARIF	55	75
Total		1480	1930
Mean		59,2	77,2

From the table above, it can be seen that the highest pre-test score of control class was 70 while the lowest pre- test score was 50. The highest post- test of control class was 85 while the lowest post- test score was 70. Then, the mean score of pre-test was 59,2, and post- test was 77,2. The result of students' score in control class can be seen in the following table.

**Table 4.7**

## Frequency Distribution of Pre- Test in Control Class

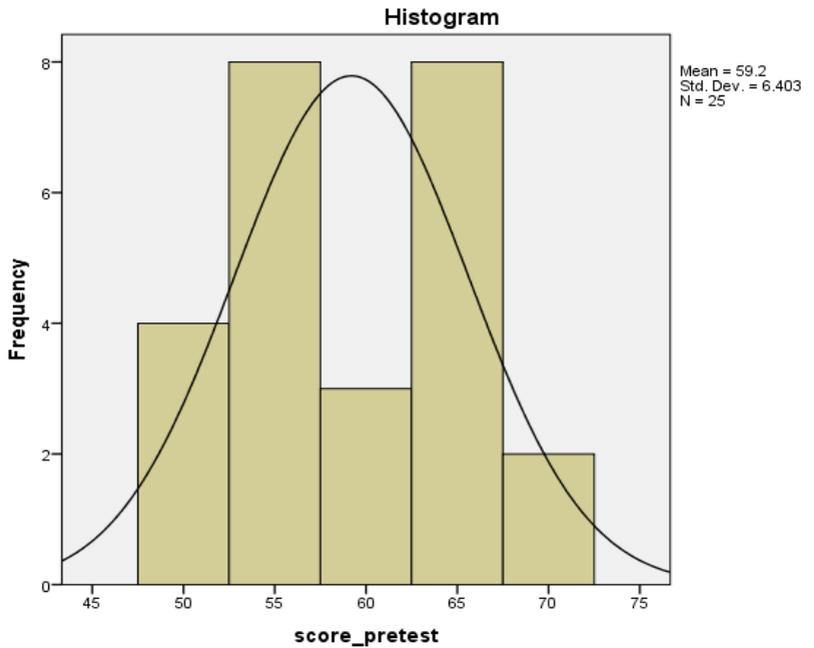
### Score Pre- Test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	4	16.0	16.0	16.0
55	8	32.0	32.0	48.0
60	3	12.0	12.0	60.0
65	8	32.0	32.0	92.0
70	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the table above, could be seen that there are various score of students' vocabulary. There were 16% or 4 students got score 50, 32% or 8 students got score 55, 12% or 3 students got score 60, 32% or 8 students got score 65, 8% or 2 students got score 70.

Based on the table above, the histogram can be seen as follow:

### Histogram for Pre- Test in Control Class



**Figure 4.3**

From the histogram above, it can be seen that  $M = 59, 2$  and  $SD = 6, 403$ . To determine category of students' vocabulary was good,

medium or low, the researcher divided the grouped score using standard as follows:

1. Less than  $M - 1. SD$  ( $59,2 - 6, 403 = 52, 797$ ) is categorized low
2. Between than  $M - 1. SD$  ( $59,2 - 6, 403 = 52, 797$ ) to  $M + 1. SD$  ( $59,2 + 6, 403 = 65,603$ ) is categorized medium
3. More than  $M + 1. SD$  ( $59,2 + 6, 403 = 65,603$ ) is categorized good.

From the result above, it can be seen that categorized are the score less than 52, 797 is categorized low, the score which are between 52, 797 to 65, 603 is categorized medium, the score which are more 65, 603 is categorized good. The categories score from the explanation above can be seen clearly with the table as below:

**Table 4.8**

**The Categorization of Students' Pre- Test in Control**

**Class**

No.	Score	Frequency	Percentage	Category
1.	Less than 53	4	16%	Low
2.	Between than 53 – 66	19	76%	Medium
3.	More than 66	2	8%	Good
Total		25	100%	

From the table above, it could be seen that the score or pre- test students' vocabulary in control class were in percentage of 16% is category low, in percentage 76% is category medium, in percentage 8% is category good.

**Table 4.9**

**Frequency Distribution of Post- Test in Control Class**

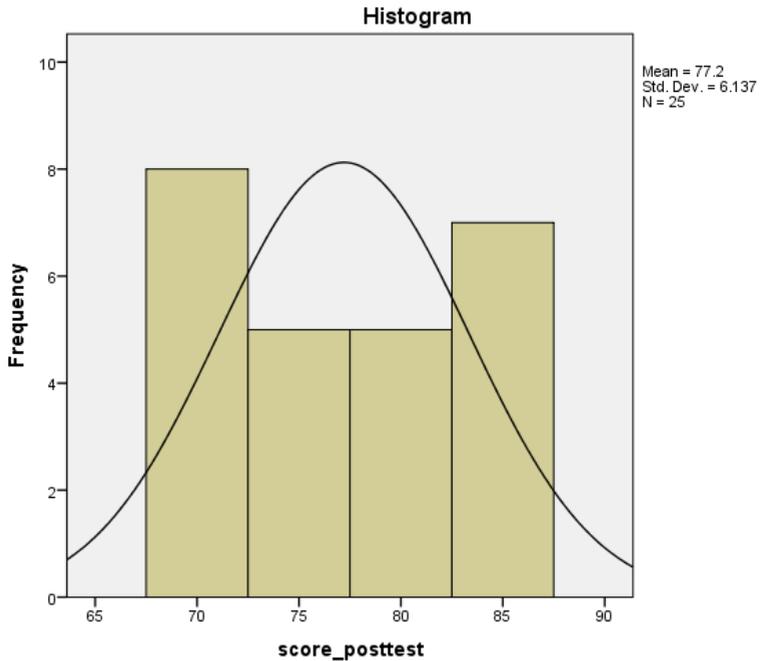
**Score Post- Test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	8	32.0	32.0	32.0
75	5	20.0	20.0	52.0
80	5	20.0	20.0	72.0
85	7	28.0	28.0	100.0
Total	25	100.0	100.0	

From the table above, could be seen that there are various score of students' vocabulary. There were 32% or 8 students got score 70, 20% or 5 students got score 75, 20% or 5 students got score 80, 28% or 7 students got score 85.

Based on the table above, the histogram can be seen as follow:

### Histogram for Post- Test in Control Class



**Figure 4.4**

From the histogram above, it can be seen that  $M = 77, 2$  and  $SD = 6, 137$ . To determine category of students' vocabulary was good,

medium or low, the researcher divided the grouped score using scores using standard as follows:

1. Less than  $M - 1. SD$  ( $77,2 - 6, 137 = 71, 063$ ) is categorized low
2. Between than  $M - 1. SD$  ( $77, 2 - 6, 137 = 71, 063$ ) to  $M + 1. SD$  ( $77, 2 + 6, 137 = 83, 337$ ) is categorized medium
3. More than  $M + 1. SD$  ( $77, 2 + 6, 137 = 83, 337$ ) is categorized good.

From the result above, it can be seen that categorized are the score less than 71, 063 is categorized low, the score which are between 71, 063 to 83, 337 is categorized medium, the score which are more 83, 337 is categorized good. The categories score from the explanation above can be seen clearly with the table as below:

**Table 4.10**

**The Categorization**

No	Score	Frequenc y	Percentag e	Categor y
1.	Less than 71	8	32%	Low
2.	Between 71 – 83	10	40%	Medium
3.	More than 83	7	28%	Good
Total		25	100%	

From the table above, it could be seen that the score or pre- test students' vocabulary in control class were in percentage of 32% is category low, in

percentage 40% is category medium, in percentage 28% is category good.

## **C. Data Analysis**

### **1. Normality Test**

To know the result of calculation is normal or not, the researcher was used Kolmogorov Smirnov by using SPSS 23 program, it can be seen with Kolmogorov Smirnov table for 5% level significance. If the highest value is lower than value of Kolmogorov Smirnov table 5% level of significance, it can be concluded that the data are normal distribution. But if the highest value is higher than value of Kolmogorov Smirnov table for 5% level significance, it can be concluded than the data are not normal distribution. The value of Kolmogorov Smirnov table for  $N = 25$  at 5% level significance is 0,05.

The calculation of normality test by using Kolmogorov Smirnov can be seen in following table:

1. Experimental Class Normality Testing

**Table 4.11**

**Experimental Class Normality Testing**

**One- Sample Kolmogorov Smirnov Test**

		experimental_class
N		25
Normal Parameters <sup>a,b</sup>	Mean	81.80
	Std. Deviation	7.053
Most Extreme Differences	Absolute	.201
	Positive	.201
	Negative	-.119
Test Statistic		.201
Asymp. Sig. (2-tailed)		.011 <sup>c</sup>

a. Test distribution is Normal.

Based on the calculation above, it showed that the value of sig. (2-tailed) was 0,011, it was smaller than the value of  $t_{table}$  ( $0.011 < 0,27$ ). It

can be concluded that the data of experimental class was normal.

## 2. Control Class Normality Testing

**Table 4.12**

### **Control Class Normality Testing**

#### **One Sample Kolmogorov Smirnov Test**

		control class
N		25
Normal	Mean	59.20
Parameters <sup>a,b</sup>	Std. Deviation	6.403
Most	Absolute	.224
Extreme	Positive	.224
Differences	Negative	-.217
Test Statistic		.224
Asymp. Sig. (2-tailed)		.002 <sup>c</sup>

a. Test distribution is Normal.

Based on the calculation above, it showed that the value of Sig. (2-tailed) was 0,002, it was smaller than the value of t-table

(0,002 < 0, 27). It can be concluded that the data of control class was normal.

## 2. Homogeneity Test

Homogeneity test was used to know whether a test was homogeneous or not. In other hand, homogeneity test was testing of the equal or no variances of two or more groups. This calculation by using SPSS 23 program as following:

**Table 4.13**

### **The Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.086	1	48	.770

Based on the calculation above, can be seen that the value Sig. was 0, 770. It means the value Sig. was higher than  $\alpha$  (0, 770 > 0, 086). So, it can be conclude that the data was homogeneous.

### 3. Testing Hypothesis

After the researcher was testing normality and homogeneity of the data, then the researcher was testing hypothesis by comparing the value of post- test experimental class and post- test control class. The researcher was used T- test to analyze the data by using SPSS 23 program. The results of the calculation as follow:

**Table 4.14**

#### **The Mean Score of Experimental and Control Class**

#### **Group Statistics**

Y	N	Mean	Std. Deviation	Std. Error Mean
---	---	------	----------------	-----------------

experiment	25	81.80	7.053	1.411
Control	25	77.20	6.137	1.227

Based on the table, the result of the table showed that the students' mean score of experimental class (who are taught Anagram technique) is 81, 80. While students' mean score of control class (who are not taught Anagram technique) is 77, 20.

**Table 4.15**

**The Calculation of T-Test Independent Sample Test**  
**Independent Sample Test**

From the table above, it can be seen that the result of test was 2,460, and degree of freedom was

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
x	Equal variances assumed	.086	.770	2.460	48	.018	4.600	1.870	840	8.360
	Equal variances not assumed			2.460	47.100	.018	4.600	1.870	838	8.362

48. The value of significance 5% of t-table of  $df = 2$ ,  
02. To interpret the data above, the researcher  
formulates the test of hypothesis as follows:

$H_a$  : There is a significant effect of anagram  
technique in teaching vocabulary.

$H_o$ : There is not any significant effect of anagram  
technique in teaching vocabulary.

The result of the researcher showed that test  
was 2,460 and value of t-table of  $df = 48$  is 2,02. It  
means that the value of t-test was higher than t-table  
(2,460 > 2,02). Therefore  $H_o$  was rejected and  $H_a$   
was accepted. It can be concluded that there was  
significant difference score in teaching vocabulary  
for the students who are taught by anagram  
technique and who are not taught by anagram  
technique.

#### **D. Discussion and Interpretation**

In this discussion the researcher tries to answer the hypothesis that Anagram technique is effective in teaching vocabulary of the eight grade students at MTs TRI BHAKTI Pagotan in academic year 2019/2020. In this interpretation the researcher compared the result of data t-test with t-table. If t-test is higher than t-table, it means  $H_0$  is rejected and  $H_a$  is accepted.

There are two hypothesis of this researcher:

$H_a$  : There is a significant effect of anagram technique in teaching vocabulary.

$H_0$  : There is not any significant effect of anagram technique in teaching vocabulary.

In teaching and learning vocabulary need methods, materials, and media. The appropriate methods or media in teaching vocabulary will help students easily and quickly understand the material

in teaching and learning process. In this research, the researcher used anagram technique to help students to learn vocabulary. Through a method or medium, the students will feel relax and enjoy while learning and it can make them easier to understand the material. There are so many techniques to teach vocabulary, one of them is anagram technique.

According to Collins in Ahdiananagram is a type of word play that made by arranging in a different order the later of another word phrase. It is a good technique in teaching vocabulary and helpful for the students.<sup>41</sup> John M. Echols and Hassan Shadily anagram means “exchange of letters in word so that the word has another meaning of the word before”.<sup>42</sup> By using this technique, the students will

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<sup>41</sup>AhdianRosadi, “*The Effectiveness of Anagram Technique in Teaching Vocabulary*”, vol. 1, April 2017, 42.

<sup>42</sup>Insana Bara Rosada, “Improving Vocabulary Mastery by Using Anagram Technique at The First Grade Students Of MTSN

not be bored because this technique is appropriate to their characteristics which is they incline more interested to play anagram. Many words will be got through this technique. Automatically, this will increase students' vocabulary.

From the calculation above, the result of the researcher showed that  $t_{test}$  was 2,460 and value of  $t_{table}$  of  $df = 48$  is 2,02. It means that the value of  $t_{test}$  higher than  $t_{table}$  ( $2,460 > 2,02$ ). Therefore  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was a significance different score in teaching vocabulary for the students who are taught by Anagram technique and who are not taught by Anagram technique. It was also supported by the research that conducted by Insana Bara Rosada. In her research, it showed that the use of anagram

technique in teaching vocabulary for students is effective. The result of her study 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. So, it also can help the students in learning vocabulary easily.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the data analysis, there is different significance score on vocabulary between the students who were taught by using anagram technique and those who were not. The result of this research showed that the mean score of post-test from experimental class (81, 8) was higher than post-test from control class (77, 2). It means that the mean score of post-test in experimental class is better than control class. it has been found in calculation of T-test. From the result of value t-test showed that value of t-test is 2,460. This score was higher than t-table(2,460 > 2,02) at the level of significance 5% with db = 48. It means that  $H_a$  was accepted and  $H_o$  was rejected. In the other word,

anagram technique was effective to facilitate teaching vocabulary.

## **B. Suggestion**

Based on the conclusion of the implementing of anagram technique, there are some suggestions from the researcher as follows:

### 1. For the Teacher

The teacher should be creative to choose the best technique or strategy to be applied in the learning process. After conducting this research, the researcher suggested to apply anagram technique in the class, especially English teachers. This technique can make the students more active, it also makes the class becomes student centered, because this technique is focus on the students. By this technique, the students can construct their knowledge by themselves. In

learning process the teachers should give motivation to the students.

## 2. For the Students

The researcher hopes that the students should have great motivation to study, especially English lesson. So, the students can improve their language skills. The students are hoped to be active during learning process. If the students did not understand about the material, the students have to ask to the teachers or friends.

## 3. The Future Researcher

The future researchers who are interest in applying Anagram technique should understand the steps. They should be able to guide the students systematically. It also expected that the result of this research can be used as a good reference in conducting similar research.

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