IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH ANAGRAM TECHNIQUE IN SMP TAMAN HARAPAN MEDAN

SKRIPSI

Submitted In partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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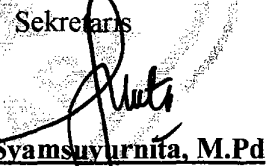
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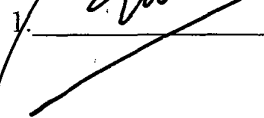   (   ) Memperbaiki Skripsi
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15 Maret 2018	Abstract	
	▸ Chapter I	
	▸ Chapter II	
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19 Maret 2018		
	▸ Chapter IV	
	▸ Chapter V	
20 Maret 2018	▸ . References	
	. Appendices	

Medan,   Maret 2018

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SURAT PERNYATAAN

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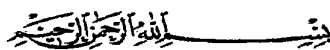
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ABSTRACT

Teguh Syarwanto. 1402050162 Improving Students' Vocabulary Achievement Through Anagram Technique In SMP Taman Harapan Medan. Skripsi. English Education Program of the Faculty of the Teachers Training and Education. University of Muhammadiyah Sumatera Utara MEDAN. 2018

The objective of this research is to know the implementation of anagram technique in students' vocabulary mastery and to find out whether the improvement of the students' vocabulary mastery through the anagram technique. This research conduct at SMP Taman Harapan Medan academic year 2017-2018 as the subject of researcher. The subject of this research were consisted of 27 students of the first grade in class VIII-B. 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 multiple choice, 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 56.85, there is 18.51% (5 students) who get points up 75. In the post test cycle I, the mean is 71.48, it is higher than pre-test. There is 62.96% (17 students) who get points up 75 in post-test I of cycle I. In the post test cycle II, the mean was 79.62, it was higher than post-test I. There is 77.77% (21 students) who get points up 75 in post-test I of cycle I. The students nearly have no difficulties. it is fact that in attitude assessment maximum score care was 135 the students had 119, respect was 135 the students had 116, team work was 135 the students had 117, self confident was 135 the students had 111, and responsibility was 135 the students had 111. it's means, The using anagram technique to the Students Achievement in Learning vocabulary was evaluable. Based on test and the observation students , it shown that the enthusiasm and excitement of the students are also improved.

Keyword: *Vocabulary, Anagram technique*

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

AssalamualaikumWr.Wb

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The title of this study is *Improving Students' Vocabulary Achievement Through Anagram Technique in SMP Taman Harapan Medan* with the purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study. Furthermore, the researcher would like to express her grateful feeling especially for lovely Parents Mr. Sarno and Mrs. Ngadiem that has given prayer, strength, advices, support, material and motivation during him education process.

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Last but not least, the researcher invites the reader's suggestions and critics responding to the presence of this study. Hopefully, this research will give many advantages to all of people who much concern in English

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Medan,   March 2018

The Researcher

<u>Teguh Syarwanto</u>
1402050162

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LIST OF ABBREVIATION

PPL   I   (Program Pengalaman Lapangan)

CAR   II   (Classroom Action Research)

MMC III   (Minimum Mastery Criterion)

CHAPTER I

INTODUCTION

A. Background of the study

A study of language includes the four skills, namely listening, speaking, reading and writing. It is impossible that one masters one of them without mastering vocabulary. Vocabulary is one of the basic elements in achieving language skills.

Vocabulary is important in English learning. "To live in the world, we have to name every single thing we see. Names are very important. Without name, it is very hard to accept the existence of an object, an event, or a feeling"(Taylor, 1990, p. 1). In the quotation above, Taylor (1990) considered vocabulary is as important as a name of person or certain things. That is why vocabulary is important.

Students usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of the a text; they don't know the context of word used in the text; they cannot recognize the meaning of each word; they are not able to hear English word from speakers, they cannot compose their writing task successfully, and they get difficulties to state some sentence in English. The example of the difficulties from the students' in comprehend vocabulary are the first, receptively is can understood only through listening and reading. And the second, productive is can understood in written and spoken form. Those problems cause them difficult to communicate

receptively or productively in English. So, it can be concluded that vocabulary is the most of difficulty for students especially students at SMP Taman Harapan Medan 2017-2018

According to Crawley and Meritt (2000 : 33), inadequate vocabulary may be result of a limited background of experiences and intellectual stimulation in the home for independent investigation or no desire to read recreational materials. Speech defects or hearing difficulties may also contribute to slow or weak language development. Mental development also a contributing factor to poor vocabulary development.

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 researcher's experience when did a field teaching practice program (Program Pengalaman Lapangan: PPL) in Smp Taman Harapan Medan, students are not interested in learning vocabulary and do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary cannot run well.

This situation happened because the methodology or the strategy which is used maybe not suitable. The teacher has still used old method in teaching English vocabulary, most of the teachers teach English vocabulary through translation, they usually apply too many words and ask the students to translated and then to make a sentences by using the given words. She/he usually gives many words to the students and asks them to open their dictionary to find the meaning of those words, after finding the words, they forgot. In fact, the

students may become confused and discouraged in the process of learning. The students feel that they are forced and they would got bored.

It is not easy to teach vocabulary to the students because most of them are not interested in learning English so that they are lazy to memorize some words in English and finally they cannot master vocabularies in daily word. This situation happened because the method and strategy which are used not suitable.

Based on the researcher's observation in the VIII grade at SMP Taman Harapan Medan, it happens from the technique that used in learning. The technique in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives, and adverbs. There are many technique and methods of language teaching that can be selected for teaching vocabulary.

One of the solution to solve this problem is by anagram technique. Richard and Rodger (1988) 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 researcherwant to conduct a research with the title

"Improving Students' Vocabulary Achievement Through Anagram Technique in SMP Taman Harapan Medan

B. Identification of The Problem

The identification of the problem are follows:

1. The students have low interest and motivation in learning English

2. The teacher not motivate students in learning English especially vocabulary

3. The students have fewer of activity to develop vocabulary

4. Most of the students' have difficult in memorizing vocabularies.

5. The teacher uses monotonous strategy in teaching English

C. Scope and Limitation of the study

There are so many strategies that can be used to motivate students in learning vocabulary, such as Anagram, guessing words, and puzzle. To minimize two wide area, this study focuses on improving students' vocabulary achievement through Anagram Technique in SMP Taman Harapan Medan.

D. The Formulation of the Problem

The problem of this study are formulated as the following

1. How is the implementation of anagram in vocabulary ?

2. Can the students' vocabulary improve by applying anagram

E. The Objective of the study

The objectives of this research are follows

1. To know the implementation of anagram in learning vocabulary

2. To find out whether the students' vocabulary be improved by anagram

F. The Significance of the study

The findings of this study will be expected to be useful for the teachers on their attempts to improve the student vocabulary mastery, the result of the findings will provide valuable input to:

1. English teachers, who need information about the use of various technique or media and they advantages to improve students' vocabulary mastery,

2. Students of Junior High School, to improve or enrich their vocabulary achievement and to make the students more interest and motivate in improving their vocabulary,

3. The researchers, who interest in this study to get information about vocabulary learning by using anagram.

4. The readers who learn English, anagram to improve English vocabulary and it can use as additional material of regular exercises, such as speaking, reading, and writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Teaching and Learning

This research is basically related to the accumulated ideas from various theories in the area of vocabulary. The terms used in this particular context are aimed at giving a clear concept of what has been done to reach the goal of research. Some terms used in this study need to be clarified to avoid misunderstanding between the writer and the readers. The writer begins to clarify the terms and concepts so that writer and the readers have the same perception on them.

Brown (1980:5) stated that teaching is a task like hunting or fishing not an achievement like warning achievement is thing done successfully, especially with effort and skill.

An achievement is a process of developing skills or knowledge. The most common of achievement is skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction achievement is a measurable process, a more general and stable cognitive rail.

Achievement test scores are often used in an educational system to determine what level instruction for a student to be prepared. High achievement score usually indicate a mastery of grade-level material and readiness for advance

instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.

Tabrani (1994:1) states that teaching learning is a complicated process as it is not only to grasp information from the teacher but also involved the varied activities and the act must be performed in other to obtain the good achievement.

It can be concluded that achievement here is as a success obtained by students after involving in applying anagram technique.

2. Description of Vocabulary

Language is used to communicate ideas, thoughts and experiences. We can express our ideas, thoughts or experiences if we have known the vocabulary of language. It is impossible four as to communicate without mastering vocabulary of a language.

Vocabulary …words whose meaning people know or do not know; the number of meanings people know of a particular word (Crawly & Meritt, 2000: 33). Vocabulary is the total number of word in a language. A vocabulary is a set of words known to a person or other entity, or that are part of specific language. Flower and Michael (1989: 5) says "Learning vocabulary is very important part of learning English, If you make grammar mistakes, it may be "wrong", but very often people will understand you any way. But if you do not known the exact word that you need it is very frustrating for you and the person you are talking to good English means having a big vocabulary".

A vocabulary is the body of words used particular language or in a particular sphere of activity; the body of words known to an individual person; a list of difficult or foreign words with an explanation of their meanings.

From quotation above it can be said that vocabulary is the words or total, number of words that we can find in a language used by particular person. In learning English as a foreign language we have to master vocabularies. If we can master vocabulary, we can construct some words to make sentences, communicate with other people, understand many reading and speak well.

Thomburry (2000: 3) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed, if you spend most of your time studying grammar, you English will not improve very much. You will see most improvement if you learn more word and expression. Dellar and Hocking as quoted by Thomburry says that you can say very little grammar but you can say almost anything with words. So we can express our ideas, thoughts, and feeling if we know many words.

Alexander (1988:10) said that vocabulary is central to formation is acculturation, articulation, and apparently all learning. Very important for someone to be able communication competently. Then, to Richard Plat and Plat (1992: 5) says" defined as set of lexeme, including single words, compound words, and idioms". Moreover, according to Kridalaksana (1993: 20) vocabulary is:

a. Language is component which contain all or information about meaning and using word in language

b. Total number words which is possessed by a speaker, a writer, or a language.

3. Types of Vocabulary

There are two types of vocabularies according to Gaern and Redman (1986 : 72). They are receptive vocabulary and productive vocabulary.

Receptive vocabulary can be understood only through listening and reading, while productive vocabulary can be use in speaking and writing. Receptive vocabulary is large than one. Large number of items in receptive vocabulary are words of very low frequency. So someone does not need to know much receptive vocabularies because the receptive vocabularies are rarely used by someone, and it is also impossible for someone to memorize all the vocabularies of certain language. But someone can understand the ideas of utterances contextually not word by word. Because of that condition, one must know and understand more receptive vocabulary than productive one.

3.1 Receptive Vocabulary

Receptive vocabulary is vocabularies that can be understood and comprehended in context. It can be understood only through listening and reading. It can be recognize when it is heard and it is seen. A larger number of items in

receptive vocabulary are words that are very low frequency. Someone does not to know much about it, because it is rarely used and impossible to memorize all of the vocabulary of a certain language. But someone can understand the ideas of utterance contextually not word by word.

3.2 Productive Vocabulary

Productive vocabulary is vocabulary that is still used productively in written and spoken form. It can be used in speaking and writing. It involves how to pronounce the words, how to write and spell it, how to use it in correct grammatical pattern along with the words, and how use it in suitable situation.

Native speakers develop their vocabulary throughout their whole lives. They learn new words and recognize their knowledge of familiar one. Their receptive vocabulary is much large than their productive vocabulary and there are words of low frequency, so they do not know much about them. When develop their vocabulary knowledge in specific areas.

4. Teaching Vocabulary

According The World Book Encyclopedia Volume 19 (2006). 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

Helena Fortes Ferreira, (2007), said that 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 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.

Arthur McNeill. (2009) said that 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 life long learning.

Amy Rider (2003). 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 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.

Based on the explanation above, it can be said that teaching vocabulary is a set of work done by a teacher to enable the students to master the total amount of words (vocabulary) presented in the vocabulary test.

5. 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.

Oxford dictionary defined that anagram is word made by changing the order of the letters of another word. According Richard and Rodger

(1988)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. 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 the following:

a. Can be played for fun or specific language study.

b. Valid for any level of language learner.

c. Can be played competitively and cooperatively.

d. Involves consonant attention and full concentration.

e. Focuses attention on word formation and spelling.

6. 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 (Brown, 1995:373) :

a. Getting a clear imagine for form of the new words

b. Learning the meaning of the new words

c. Making a strong memory connection between the form and the meaning of the new words

d. 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 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.

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. Jellyfish = fish, jelly, jell, lie, shill, etc.

    b. Chimpanzee = zinc, zip, chime. Chin, chip. Etc.

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

Setrham   camelheon   woc   gdo   dearlop

a. <u>Dog</u> is a animal likes bark and common animal kept by people as a pet

b. <u>Hamster</u> is a animal likes sun flower seed

c. <u>Cow</u> has relationship with buffalo and produce milk

d. <u>Chameleon</u> is a animal which has ability to change its skin color

e. <u>Leopard</u> has freckle in all of its body and have relationship with tiger

3. The student omit one or some letters of the key word and transpose the rest. For example:

a. Key word   : be ran

Definition   : a dangerous animal likes honey

New word   : bear

b. Key word   : be lam

Definition   : young sheep

New word   : lamb

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. A got

Definition : the animal has relationship with sheep. It has beard

Word   : Goat

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

Animals

Munk chip		Chipmunk	
Fish act		Catfish	
Gub bed		Bedbug	
Lock bull		Bullock	
Lee teb		Beetle	

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.

B. 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 cannot 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. Match word with definition, provide spelling practice, show the students

how the letters of many words can manipulate to form others words, emphasized the importance of letter position in relation to word meaning.

It is clear that anagram is an interesting way of learning to increasing one's vocabulary, anagram technique can motivate and encourage the students' interest learning vocabulary. The procedure of teaching that will be used in this research as follows: preparing yourself (media, and teaching materials), setting the class, showing the anagram, discuss in the group and doing the exercise, giving some clues of difficult words that related to the material, and asking the students to complete vocabulary task.

Therefore, teaching and learning process through anagram will aim to improve students' vocabulary mastery. It means that by using anagram both teacher and students will help to overcome their problem in teaching learning process.

C. Hypothesis

The hypothesis of this research is "the students' vocabulary can be improved by applying anagram".

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted in SMP Taman Harapan Medan locate on Jln Ibrahim Umar no 11 Medan, academic year 2017-2018. The subject of this study conduct in class VIII-BSMP Taman Harapan Medan. The reason for choosing this school for the research because the researcher has ever done the interview and observation this school, and it has found that the students' achievement in this school in learning English were still low, especially in learning vocabulary.

B. Population and Sample

The population of this research was the 2017/2018 third year students. Sugiyono (2008 : 117) stated that population is defined as "all members of any well defined class of people, events or objects that has certain quality and characteristics made by researcher to study and taken the conclusion". In this study researcher choose the grade VIII students of SMP Taman Harapan Medan as the population of this research there is class VIII B 27 students.

Sample is a portion of umber and characteristic of a population (Sugiyono : 2008 :118). The sample of the study is all population. This is accordance with Arikunto's suggestion (2006 : 130) is " if the subject of the

population is less than one hundred, it is better that all population are taken as sample and if the subject of the population consist of large number, the sample can be taken between 10-15% or 20-25% of population" So, the sample of this research is all the population, it is 27 students.

C. The 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.

Classroom action research consisting of three words that could be understood as follows understanding.

1. Research – examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researchers.

2. Action – something movement activities that are deliberately made with a specific purpose, which study form a series of cycle of activity.

3. Class is a group of students who are in the same time receiving the same lesson from a teacher. Restriction written for the understanding of the nation that class in long, to knock out a misconception and is widely understood by public with "the room where the teacher". Not a form of classroom but a group of students who were studying.

The research uses a classroom action research design by Kemmis and McTaggar in Arikunto model. The cycle contains four phases; they are planning, acting, observing and reflecting.

```
                              ┌──────────────┐
                              │    Action    │
                              └──────────────┘
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│   Planning   │      │   Cycle I    │      │ Observation  │
└──────────────┘      └──────────────┘      └──────────────┘
                      ┌──────────────┐
                      │  Reflection  │
                      └──────────────┘
                      ┌──────────────┐
                      │    Action    │
                      └──────────────┘
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│   Planning   │      │   Cycle II   │      │ Observation  │
└──────────────┘      └──────────────┘      └──────────────┘
                      ┌──────────────┐
                      │  Reflection  │
                      └──────────────┘
```
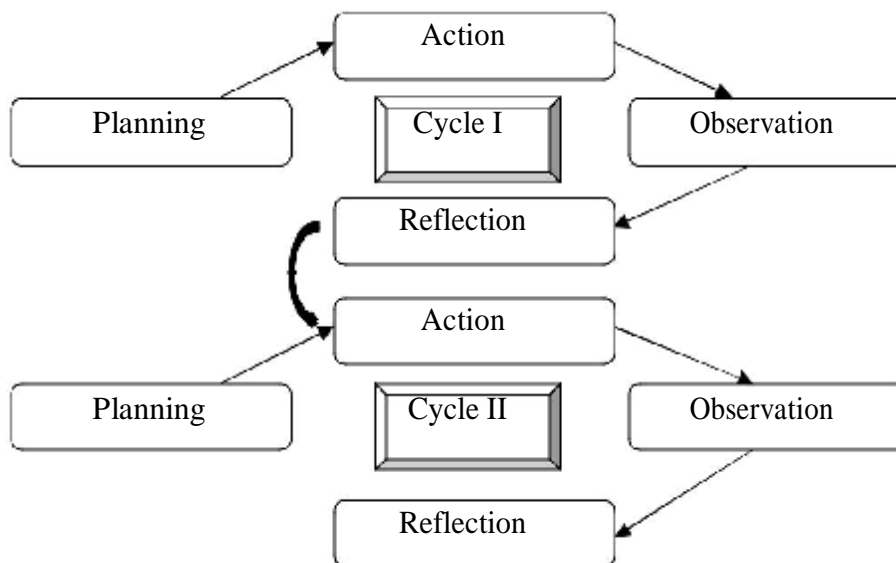
Figure 1: Cycle of CAR model

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

1. Planning involves thinking process and evaluating to reflect the event that have been happened and attempting to find out the ways to overcome the problems. The following points are the specifications of the planning are first cycle:

   a) Conducting the cycles in two meetings.

   b) Administrating the vocabulary learning process according to lesson plan.

c) Conducting pre-test in order to know the students' basic ability in vocabulary before getting a treatments.

d) Preparing material for vocabulary learning process.

e) Conducting a test of vocabulary in the last meeting

f) Preparing the instrument for collecting data: diary notes, observation and interview sheets.

2. Action, thinks and considers what action will be done, how strategy will be applied, and what material will be provide

3. Observation, is some activities that consist of gathering data to identify the result of action. Collecting data can be considered from several factors: students, teacher, interaction of students and teacher.

4. Reflection is the activity of analysis, interpretation and explaining in all the information from the observation. Activities of reflection consist of four aspect, as follow :

- Analysis data from the observation's result

- Meaning of the result of analyzing data

- The explanation of analyzing

- Conclusion

D. Instrument of Collecting Data

In this proposal, the instrument for collect the data use pre-test and post-test.

1. Pre-test

In the testing process, the students have to read a passage silently and answer ten questions related with the text given. This test also intended to have general description about the English skills of the students. The result of the test become the evaluation before the retelling strategy is applied in the class.

2. Post-test

The students instruct by the different strategy. The students have taught by the teacher by applying retelling technique. The test is given after the students read silently the passage that is same with the first passage and retell what they had reading the written form. From the score of this test, the researcher intend to know how about the improve of the students' vocabulary mastery. The result of the scoring then compare with the pre-test.

E. **The Technique of Collecting Data**

In collecting data, the research used:

a. Observation

The researcher observe the student' and the teacher's activities during teaching learning process. In observing the implementation the strategy, the researcher apply an observation sheet. The process of observation was done

during the action of the scenario of teaching learning process in the first and second cycle.

b. Interview

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

c. Tests consisted of multiple choice

The researcher uses test to get the data result about process of learning reading skill. The tests are pre-test and post-test I and pre-test II. The form of the test is multiple-choice items. It is to evaluate their skill in vocabulary at first. On the other hand, the post-test is implemented after using retelling technique. The test is held on the end meeting in each cycle. The researcher control all the students when doing this test and the students involved this research.

d. Study documentation

Study documentation use to show the teaching and learning process by using the photograph. The resercher will took the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research was used to understand the curriculum or teaching-learning process that have been implemented by the English teacher. The document was taken such as lesson plan, students' vocabulary score.

F. Technique of Analyzing the Data

The study apply qualitative and quantitative data. The qualitative data are analyzed from the interview sheet, observation sheet, test and study documentation. The qualitative data use to describe data while the learning process in the classroom.

The quantitative data are use to analyze the score of the students, the researcher will observe their activities by using anagram that given to the students. Quantitative data is broadly used to describe what could be measured or counted.

In this study, the data wiil obtain from some sources. They are students' text book, a teacher and the students. The researcher will observe 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 are obtains some sources.

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

$$M = \frac{\sum}{N} \, x100\%$$

Where:

M   = Themean of the students' score

$\sum$ = The total score of the students

N   = The number of the students

Second, the researchertries to get the class percentage which pass the minimal mastery level criterion (MMC) considering English subject which is adapted from the school agreement at Smp Taman HarapanMedan It uses the formula:

P = − 100

Where:

P = the class percentage

F = total percentage score

N = number of students

The criteria of success of part are by using observation sheet. The result of this observation will be seen the percentage.

After getting mean of the students' score per actions, the researcher identifies whether or not there might have students' improvement score on vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle2. In analyzing that, the researcher uses the formula:

$$P= \frac{y}{y1}\ 100\%$$

Where:

P = percentage of students' improvement

y= pre-test result

y1= post-test 1

$$P = \frac{y}{y2} \, 100\%$$

Where:

P = percentage of students' improvement

y= pre-test result

y2= post-test 2

In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer, by applying this formula:

$$S = \frac{R}{N} 100\%$$

Where:

S: Score

R: The number of correct answer

N: The number of question

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data Description

The researcher got the data from class VIII-B at SMP Taman Harapan Medan about the factual conditions of the problems faced by the teacher and students in teaching and learning English especially vocabulary. The researcher gave the pre-test that consist of 20 questions multiple choice to know the students' ability at memorizing vocabulary. All of students present in pre-test, it can be seen in table

1 follow:

Table 4.1

The Students Score from the Pre-Test

No	Students'	Students' Score Pre-Test
1	Ahmad vikry	60
2	Agung Syahputra	70
3	Ahmad Fauzan	40
4	Annisa Nasya Syafitri	30
5	Aufa Najla	75
6	Dara Indriani	70
7	Devi Rahmadan	75
8	Fatimah Lubis	60
9	Febri Yanda	50
10	Frendi Irawan	60
11	Ilfa Sofiani	60
12	Juli Chairima Fuza Nst	50
13	M. Nazar Afriansyah	50
14	M. Ardiansyah	60
15	M. Aziz Rangkuti	40
16	Muhammad Fadel	60

17	M. Zidan Septian	70
18	NurIzzaty Hasanah	75
19	Putri Riby	60
20	Riski Ananda	50
21	Sahnaz Adelia	75
22	Salsa Amelia Ghani	50
23	Sila Laila Nur Ubay	40
24	Steven Andreano	75
25	Tiara Audina	40
26	Wahyu Pratama	50
27	Andri Armansyah	40
	Total	$\sum$=1535
	Mean	=56.85

Students who passed the MMC (75).

Based on the pre-test, the total score of students was 1535 and the number of students took the test were 27, so the mean of students' score were

$$= \frac{\quad}{\quad}$$

$$= 56.85$$

From the analysis above, the students' ability at memorizing vocabulary was low. The mean of the students was 56.85. Then, to the percentage of students who passed the MMC score, the researcher used the following formula:

$$P = \frac{\quad}{\quad} 100\%$$

$$P = 18.51\%$$

Based on the result of the pre-test, there were only five students or 18.51% of the students who got the score above the Minimum Mastery Criterion (MMC) meanwhile the 22 students were below that criterion. From that analyzing, it could be seen that almost of VIII grade of SMP

Taman Harapan Medan students' vocabulary was still very low. Therefore, it needs to find out the solution to overcome this problem. The researcher used anagram technique in teaching vocabulary as an innovation in teaching learning process. Then, the researcher continued to the first cycle.

1. **Cycle I**

   In the cycle I consist of planning, action, observation, and reflection.

1. Planning

   In this cycle, there are three meetings which were conducting to the students. The researcher prepared materials that thought containing of. The researcher gave students some questions to provoke students to talk and find out the level of students' skill in English language. In this phase, the researcher made a planning based on the problems faced by students about vocabulary.

   The researcher had done prepare some planning, for the first is the researcher must know about the students problem at memorizing vocabulary in the classroom, after the researcher know the students problem, the researcher making the lesson plan for the meeting in cycle I. after that the researcher have to analyze the text book that used in the school. Next, the researcher has to prepare material and media in teaching vocabulary. After that, the researcher prepares the instrument of the

research for example observation sheet to observe the students, pre-test as instrument to collect the data about the students' problem and post-test to know there are some students' improvement score.

2. Acting

The researcher had done some cases in the action step. The researcher implemented anagram technique in teaching learning process and the researcher Had done all of the procedures of the acting, the first implemented the teaching learning process based on the lesson plan. After the researcher implemented the teaching learning, the researcher asked the students understanding about the lesson. Next, the researcher introduced the students how to used anagram in learning vocabulary. And then, the researcher gave new vocabulary about things to answer by students.

After the researcher gave new vocabulary about things, the researcher gave clue of new vocabulary each question than the students answered from the clue. The researcher asked the students to pronounce the answer, the difficult words and translating them. After that, the researcher asked the difficulties to the students during teaching learning process. After finished teaching learning process, the teacher gave the students test vocabulary namely multiple choice test based on the previous topic that was learned. And the last, the researcher made the conclusion of the lesson.

3. Observing

The observation activities conducted the class VIII-B, the researcher implemented anagram technique to increase students' vocabulary in learning process. During the action, the researcher observed the learning from the began activities, how to manage the process of learning and organizing the students.

Based on the report of observations of teaching, some of the things that should be observe by the researcher for the first one, Checked the observation sheet by checklist the observation format, Took the diary notes, analyzed the classroom and wrote all of the action that happened in the classroom. It was done to know the students' interest in learning vocabulary by using anagram and to knew the increasing of students' vocabulary by using anagram technique.

Next, to know students' ability, the researcher gave them the test consist of20 questions in multiple choice. The result of post-test it can be seen in table 2:

Table 4.2

The Students Score from the Post-Test 1

No	Students'	Students' Score Pre-Test
1	Ahmad vikry	70
2	Agung Syahputra	80
3	Ahmad Fauzan	70
4	Annisa Nasya Syafitri	80
5	Aufa Najla	80
6	Dara Indriani	80

7	Devi Rahmadan	90
8	Fatimah Lubis	50
9	FebriYanda	80
10	Frendi Irawan	60
11	Ilfa Sofiani	80
12	Juli Chairima FuzaNst	75
13	M. Nazar Afriansyah	75
14	M. Ardiansyah	80
15	M. Aziz Rangkuti	70
16	Muhammad Fadel	75
17	M. ZidanSeptian	80
18	NurIzzaty Hasanah	60
19	Putri Riby	80
20	Riski Ananda	40
21	Sahnaz Adelia	65
22	Salsa Amelia Ghani	80
23	Sila Laila Nur Ubay	75
24	Steven Andreano	85
25	Tiara Audina	40
26	Wahyu Pratama	70
27	Andri Armansyah	60
Total		$\sum$=1930
Mean		=71.48

Students who passed the MMC (75)

Based on the post-test I of the first cycle, the total score of students was 1930 and the number of students took the test was 27, so the mean of students' score was

$$= \overline{}$$

$$= 71.48$$

From the analysis above, the students' ability at memorizing vocabulary was low. The mean of the students was 71.48. Then, the researcher calculated the class percentage that's passed the Minimum Mastery Criterion (MMC), using the following formula:

$$P = \text{——}\,100\%$$

$$P = 62.96\%$$

The data showed that the mean score of post-test 1 was 62.96%. There were 17 students or 62.96% of the students who got the score above the Minimum Mastery Criteria (MMC), meanwhile the other 10 students were below that criterion. It implied that the first criterion has not fulfilled. So, post-test of the first cycle was categorized unsuccessful. The second cycle will be conducted by the researcher.

4. Reflecting

Based on observation in learning of increasing students' vocabulary that imply by using anagram technique. There are increasing from the students' ability at memorizing vocabulary after using anagram technique. It can be seen from the result of pre-test score until the post-test 1 score.

After teaching and learning process by using anagram technique in cycle 1, the researcher observed that there are some cases to be fixed in the cycle 2 to make this research perfectly, they are the students' ability at memorizing vocabulary should be improved and the teacher should take care to the students who has less confidence, so they brave to expand their idea. It needs to revise the acting and planning before implement to the next cycle so that it could achieve the criteria of success of this study. So, the researcher had to move to the next cycle.

4. Cycle 2

The first cycle was started at the first meeting until the third meeting. In cycle 2, the researcher was expected that the result from the students was better than the first cycle. Similar to the first cycle, the researcher conducted to the second cycle with the same steps. In the cycle 2 consist of planning, acting, observing and reflecting.

1. Planning

In this cycle, there were three meetings which were conducting to the students. The researcher prepared materials that thought containing of. The researcher gave students some questions to provoke students to talk and find out the level of students' skill in English language. In this phase, the researcher made a planning based on the problems faced by students about vocabulary in cycle I. The researcher had done prepare some planning, the researcher making the lesson plan for the meeting in cycle II.

After that the researcher prepare the post-test II as instrument to collect the data about the students' problems at memorizing vocabulary. Next, the researcher has to prepare material and media in teaching vocabulary. After that, the researcher prepares the instrument of the research for example observation sheet to observe the students, post-test II as instrument to collect the data about the students' problem. And the last is the researcher created more supportive condition in order to foster the

students to give more their responses and their participation actively in the class.

2. Acting

The researcher had done some cases in the action step. The researcher implemented anagram technique in teaching learning process and the researcher Had done all of the procedures of the acting, the first implemented the teaching learning process based on the lesson plan. After the researcher implemented the teaching learning, the researcher asked the students understanding about the lesson. Next, the researcher introduced the students how to used anagram in learning vocabulary. And then, the researcher gave new vocabulary about things to answer by students.

After the researcher gave new vocabulary about things, the researcher gave clue of new vocabulary each question than the students answered from the clue. The researcher asked the students to pronounce the answer, the difficult words and translating them. After that, the researcher asked the difficulties to the students during teaching learning process. After finished teaching learning process, the teacher gave the students test vocabulary namely multiple choice test based on the previous topic that was learned. And the last, the researcher made the conclusion of the lesson.

a. The teacher gave the students test vocabulary namely multiple choice test based on the previous topic that was learned.

b. The researcher made the conclusion of the lesson.

3. Observing

In cycle 2, the condition of the class was very well after implementing anagram technique. All of students became actively to the activity given by the researcher so the atmosphere of class make the students interested to follow the lesson. The next step the researcher collected the data from post-test 2. To know students' ability, the researcher gave them the test consist of 20 questions in multiple choice. The students' ability from the post-test 2 can be seen in the following table.

Table 4.3

The Students Score from the Post-Test 2

No	Students'	Students' Score Pre-Test
1	Ahmad vikry	90
2	Agung Syahputra	90
3	Ahmad Fauzan	90
4	Annisa Nasya Syafitri	90
5	Aufa Najla	100
6	Dara Indriani	85
7	Devi Rahmadan	80
8	Fatimah Lubis	85
9	FebriYanda	80
10	Frendi Irawan	80
11	Ilfa Sofiani	85
12	Juli Chairima Fuza NST	80
13	M. Nazar Afriansyah	85
14	M. Ardiansyah	85
15	M. Aziz Rangkuti	80
16	Muhammad Fadel	75
17	M. Zidan Septian	85
18	NurIzzaty Hasanah	80
19	Putri Riby	65
20	Riski Ananda	65
21	Sahnaz Adelia	75
22	Salsa Amelia Ghani	60

23	Sila Laila Nur Ubay	70
24	Steven Andreano	100
25	Tiara Audina	60
26	Wahyu Pratama	75
27	Andri Armansyah	60
	Total	$\sum$=2150
	Mean	=79.62

Students who passed the MMC (75)

Based on the post-test 2, the total score of students was 2150 and the number of students took the test was 27, so the mean of students' score was

$$= \overline{\quad\quad}$$

$$= 79.62$$

From the analysis above, the students' ability at memorizing vocabulary was improved. The mean of the students was 79.62. Then, the researcher calculated the class percentage that's passed the Minimum Mastery Criterion (MMC), using the following formula:

$$P = \overline{\quad} 100\%$$

$$P = 77.77\%$$

4. **Reflecting**

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and result the test, the researcher could be concludes as follow:

a. The research could be increased the students' ability in vocabulary by using anagram technique.

b. Students' score had improvement too. It was based on the percentage of the students' score. It made the researcher felt that the cycle could be stopped because the students could master in vocabulary.

B. Data Analysis

From the result of analysis showed that there was a development on the students' ability at memorizing vocabulary. It showed from the mean of pre-test was 56.85, the mean of post-test 1 was 71.48, and the mean of post-test in cycle 2 was 79.62.

Table 4.4

The Comparison of the Students' Score in the Three Vocabulary Tests

Name of Test	Test I	Test II	Test III
Lowes Test	30	40	60
Highest Test	75	85	100
	56.85	71.48	79.62
N	27	27	27

Table 4.5

The percentage of students

Competence Test	Percentage
Pre-test	18.51%
Post-test I	62.96%
Post-test II	77.79%

The result of percentage of students master during the research showed that percentage of students master improved in each test. In the pre-test there were only 18.51% or 5 students. It was caused the teacher did not give the treatment to the students. In the post test I there was the improvement of percentage of students was 62.96% or 17 students, and in the post test II there were 77.77% or 21 students. In the cycle II, not all the students got point up to 75 but there were not get good point.

Even though they did not get point up 75, their score kept improving from pre-test until post-test II. It was caused in this cycle the researcher still applied anagram technique and explained it more detail, and also did some additional activities that were based on the reflection done by the researcher and collaboration to prevent the same mistakes in cycle I and to get better improvement of students' score. Researcher motivated students to generate their interest in learning English.

From the data, it indicated that using anagram technique at memorizing vocabulary was effective, and the data above can be concluded that the students' ability have been improved by using anagram technique.

C. The Interpretation of the Data

Chatrine Marshall, Gretchn B. Rossman, say that "the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review"

1. Data of Observation

Marshall (1995) say that "through observation the researcher learn about behavior and the meaning attached to those behavior". The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used to measure the level of students' activities during teaching and learning process in which anagram technique was applied students' activities and behavior students' ability in vocabulary and interaction between teacher and students. The result of observation during the research can be seen in Appendix. The data gained from first observation before CAR and after CAR.

From the observation sheet, the researcher noted that the students were active and enthusiastic in learning vocabulary by using anagram technique. It seen from their enthusiastic and interested in the lesson while the

teaching learning process and the increasing of their understanding and memorizing from their score.

2. Data of Interview

Esterberg say that "interviewing is at the heart of social research. If you look through almost any sociological journal, you will find that much social research is based on interview, either standardized or more in-depth".

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the technique to the teacher and some of students. From the students and teacher's answer in interview, showed that the researcher felt the learning process was more active and the students' ability were increasing also. From the students in interview pointed that they pleasure and enjoy learned vocabulary by using anagram plus flashcards technique.

3. Data of Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. From the diary note, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the anagram technique, they felt interested and enjoy in

study vocabulary. So, in this research, students showed the improvement in learning vocabulary.

4. Data of Test

Based on the result of students' vocabulary score, it was found out that the students' vocabulary score was improving. It indicated that using of anagram technique could increase and motivate them to enrich their vocabulary. Most of the students gained good scores at the end of each cycle. The students' average score in pre-test was 56.85, the mean of post-test I was 71.48, and the mean of post-test in cycle II was 79.62.

5. Data of documentation

Bogdan say that "In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own action, experience and belief.

Documentation was taken during teaching learning process in cycle I and cycle II. From the documentation, it was found that the students were active and enthusiastic during teaching and learning process. It can be seen in Appendix.

D. Students Attitude in Learning Vocabulary by Using Anagram

    Technique

Table 4.6
The students attitude assessment instrument:

No	Students initial	Care	Respect	Team Work	Self Confident	Responsibility
1	AV	5	5	5	4	4
2	AS	5	4	5	4	4
3	AF	5	4	4	4	4
4	ANS	5	4	5	5	5
5	AN	4	4	5	4	4
6	DI	5	5	5	5	5
7	DR	4	4	4	4	4
8	FL	3	3	3	3	3
9	FY	5	5	5	5	5
10	FI	5	5	5	5	5
11	IS	5	5	4	5	4
12	JCFN	3	3	3	3	3
13	MNA	4	4	3	4	4
14	MAR	5	5	5	4	4
15	MA	5	4	5	3	4
16	MF	4	3	4	3	3
17	MZS	4	4	5	4	4
18	NH	5	5	4	5	4
19	PR	4	4	4	4	4
20	RA	4	4	4	4	4
21	SA	3	3	3	3	3
22	SAG	5	5	5	4	5
23	SLNU	3	4	3	3	3

24	SA	5	5	5	5	5
25	TA	5	5	4	5	5
26	WP	4	5	5	5	4
27	AA	5	5	5	4	5

Technique Assessment: 5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Poor

Based on the attitude assessment, it can be conclude :

Table 4.7
An attitude assessment:

Rated Aspect	excellent	Very Good	Good	Fair	Poor	total
Care	15 students	8 students	4 students	-	-	199
Respect	12 students	11 students	4 students	-	-	116
Team Work	14 students	8 students	5 students	-	-	117
Self Confident	9 students	12 students	6 students	-	-	111
Responsibility	8 students	14 students	5 students	-	-	111

Total attitude assessment maximum 27 students score excellent was135

E. Research Finding

1. Quantitative data the finding of this research is that anagram technique can help the students' ability at memorizing vocabulary. By applying this technique, the score of the students in vocabulary kept increasing from the pre-test until post-test in each cycle. It was proved by the data which showed that the average of the students in the post test II (79.62) was higher than the post-test I (71.48) and also higher than pre-test (56.85). Anagram technique was applied to increase the students' vocabulary.

2. Qualitative data used anagram was one of many strategies that could make the students easier in learning English especially in vocabulary. in attitude assessment maximum score care was 135 the students had 119, respect was 180 the students had 116, team work was 180 the students had 117, self confident was 180 the students had 111, and responsibility was 135 the students had 111. In implied that the use of anagram could increase the students' vocabulary and also help the English teacher to teach vocabulary.

CHAPTER V

CONCLUSION SUGGESTION

A. Conclusion

1. After carrying out the research and analyzing the data, the researcher found that the students' vocabulary achievement had been improved by applying anagram technique. It is shown from the mean of students' score in pre-test was 56.85, the mean of students' in post-test I was 71.48, and the mean of students' score in post-test II was 79.62. The score's improvement from pre-test to post-test I was increased 15.0 point and from post-test I to post-test II was increased 7.77 point.

2. The students nearly have no difficulties. it is fact that in attitude assessment maximum score care was 135 the students had 119, respect was 135 the students had 116, team work was 135 the students had 117, self confident was 135 the students had 111, and responsibility was 135 the students had 111. it's means, The using anagram technique to the Students Achievement in Learning vocabulary was evaluable. Therefore, it can be said that anagram technique was a good strategy of learning that could be apply on every subject of lesson, especially in English.

B. Suggestion

In line with the conclusions, there five points would be suggested as follow:

1. For Headmaster, this research can be a source for school, not only English teacher but also for all the teacher.

2. For English teacher, it is useful to use anagram technique as one of the alternative way in teaching vocabulary to make variation and combination in it, so that the students do not get bored in learning English especially in vocabulary.

3. For students, they feel more interested and motivated in improving their vocabulary because they can gain their prior knowledge, remember the vocabulary in long term memory and can refresh or remain their vocabulary.

4. For the other researcher, it is very useful as the information in conducting in depth research related to this study.

5. For readers this research can be read to enrich their knowledge about anagram technique.

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Diary Notes

Saturday, February 3^{rd,} 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 himself and informed the purpose of her coming. Of the research was 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.

Tuesday, February 6^{th,} 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 things around us, and 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 after school. The researcher found that there are some problem that were faced by the students. The students mostly did not understand about the teacher's instruction and explanation because the teacher always taught the students in English. Therefore, the researcher 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.

Saturday, February 10th, 2018 (Meeting 3)

It was the third meeting with the students, they still be taught about the things around us. The researcher opened the class with greeting and told about the lesson before. The researcher asked the one or two students to write about vocabulary of things around us on the whiteboard. When the researcher explained the material, they listened. Some of students were mention the wrong pronunciation while they asked to read the word in whiteboard, so the researcher gave correction.

Tuesday, February 13th, 2018 (Meeting 4)

After evaluated the students work in cycle I, many of the students failed the test, therefore, the teacher reflection and identified the problems that the students faced learning. Here the researcher found the students get difficulties in reminding vocabularies. Finally in the fourth meeting, the teacher reviewed to teach about things around us more detailed and gave more examples with anagram.

During the lesson, all of the students paid much attention to the teacher's explanation and instruction. In the end of the lesson, the teacher instructed them to

make vocabulary things around us and using anagram technique in group and discussed it together.

Saturday, February 17th, 2018 (Meeting 5)

In this meeting, before started the lesson the teacher greeted the students. The teacher gave them apperception by asking them about a new vocabulary and how to said. Then the teacher 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.

Tuesday, February 20th, 2018 (Meeting 6)

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 writer interviewed the teacher and the students that had been interviewed before. 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 technique 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. At last, the English teacher and the students held some kind of farewell party by giving a few words to say goodbye and stated their hope to the writer. It was a touching moment for the writer.

OBSERVATION SHEET

(CYCLE I)

Date   :

Students   : Grade VIII

School   : SMP Taman Harapan Medan

Subject   : English

Focus	Topic	yes	no
The researcher as the teacher	1. Teacher comes on time.	√	
	2. Teacher greets the student.	√	
	3. Teacher motivates the students.	√	
	4. Teacher give chance to the students to give their understanding about things around us	√	
	5. Teacher gives example to the students	√	
	6. Teacher gives chance to ask	√	
	7. Teacher explain about anagram technique	√	
	8. Teacher display anagram technique	√	
	9. Teacher helps the students to translate the meaning of unknown vocabularies	√	
		√	
	10. Teacher ask students to present their individual/group work	√	
	11. Teacher help them to correct the mistakes	√	

		√	
	12. Teacher makes summary in the end of meeting	√	
	13. Teacher gives the test at the end of meeting	√	
Students	1. Students come to class on time.	√	
	2. Students pay attention then give their response.	√	
	3. Students pay attention to the teacher's explanation	√	
	4. Students answer the teacher's question about things around us	√	
	5. Students raise their hand and ask teacher if there is something unclear	√	
	6. Some students disturb their friends	√	
	7. Some students cheat each other		√
	8. Students bring and use dictionary	√	
	9. Students feel interested in teaching-learning process	√	
	10. Students are active in the class	√	
	11. Students present their discussion result in front of the class	√	
	12. Students are cooperatively in doing their task in a group	√	

Medan,   February 2018

English Teacher

(Teguh Syarwanto)

OBSERVATION SHEET

(CYCLE II)

Date   :

Students   : Grade VIII

School   : SMP Taman Harapan Medan

Subject   : English

Focus	Topic	yes	no
The researcher as the teacher	1. Teacher comes on time.	√	
	2. Teacher greets the student.	√	
	3. Teacher motivates the students.	√	
	4. Teacher give chance to the students to give their understanding about things around us	√	
	5. Teacher gives example to the students	√	
	6. Teacher gives chance to ask	√	
	7. Teacher explain about anagram technique	√	
	8. Teacher display anagram technique	√	
	9. Teacher helps the students to translate the meaning of unknown vocabularies	√	
	10. Teacher ask students to present their individual/group work	√	
	11. Teacher help them to correct the mistakes	√	
	12. Teacher makes summary in the end of meeting	√	

	13. Teacher gives the test at the end of meeting	√	
Students	1. Students come to class on time.	√	
	2. Students pay attention then give their response.	√	
	3. Students pay attention to the teacher's explanation	√	
	4. Students answer the teacher's question about things around us	√	
	5. Students raise their hand and ask teacher if there is something unclear	√	
	6. Some students disturb their friends	√	
	7. Some students cheat each other		√
	8. Students bring and use dictionary	√	
	9. Students feel interested in teaching-learning process	√	
	10. Students are active in the class	√	
	11. Students present their discussion result in front of the class	√	
	12. Students are cooperatively in doing their task in a group	√	

Medan,   February 2018

English Teacher

(Teguh Syarwanto)

Appendix D

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INTERVIEW

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Interview at the first meeting

A. Interview with teacher

The researcher : Hello, Miss! How are you? It is nice to meet you.

Miss Tri : Hello! I am fine, thank you. It is nice to meet you too.

The researcher : What do you think about the class Miss?

Miss Tri : 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 ?

Miss Tri : 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?

Miss Tri : By continue teach them by using English and giving their vocabulary list.

B. Interview with the students

1. Interview with the first students

The researcher : Hi, Good day! How are you?

Aufa : Hi, Mister! I am fine, thank you

The researcher : Do you like English?

Aufa : Yes, Mister.

The researcher : Could you tell me why?

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

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

Aufa : Yes, I do. I do not have confident to speak English in front of the class.

The researcher : Does your teacher use any media while teaching?

Aufa : No, Mister. She only uses the whiteboard and English book and dictionary.

The researcher : Do you like the way she teaches you?

Aufa   : Yes, I do, but sometimes it is kind a boring to do the same thing every day.

The researcher   : Does your teacher motivate you to learn English?

Aufa   : Hmm... Yes, Mister. Sometimes she gives us motivation before having lesson.

The researcher   : Ok, I think enough. Thank you for your time Aufa.

Aufa   : You are welcome Mister.

2. Interview with the second students

The researcher   : Hello, dear. How are you ?

Aziz   : Hi Mister! I am very well today.

The researcher   : Do you like English?

Aziz   : Hmm, not really, Mister.

The researcher   : Well, why is that so?

Aziz   : Most of the time,I do not understand what the teacher says, because she always speak in English.

The researcher   : Does your teacher use any media while teaching?

Aziz   : No, she does not. She explains the lesson by using the book, Mister.

The researcher   : Do you like the way she teaches you?

Aziz   : Sometimes, because she is kind, but sometimes it is confusing to understand her explanation.

The researcher   : Does your teacher motivate you to learn English?

Aziz   : Yes, Mister.

The researcher   : Ok, I think enough. Thank you for your time Aziz.

Aziz   : You are welcome Mister.

Interview at the last meeting

A. Interview with the teacher

The researcher : Hello, Mom! How are you? It is nice to meet you.

Miss Tri   : HelloTeguh! I am fine, thank you. It is nice to meet you too.

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

Miss Tri   : Oh with my pleasure Teguh!

The researcher : what do you think about the class now? Is there any different than before?

Miss Tri   : I have seen some differences. The students are now able to make the new words from one word and they are very enthusiastic to study English. I believe that it is a good improvement and hopefully it will not stop just right after you leave.

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

Miss Tri   : I think it is helpful in case of improving students' vocabulary achievement. I agree that a teacher should have technique and media during teaching and learning process. It is impossible for the students to master a lot of vocabulary in one occasion. By applying anagram technique, the teacher will have their authority to choose what words should be taught and be the most important. In the other side, the students will be able to obtain some vocabulary consciously and they also do it accidentally while reading.

The researcher: Great, Thank you for today, Miss! It is nice to have a conversation with you.

Miss Tri   : It is nice to talk with you.

1. Interview with the first student

The researcher   : Him, How are you Aufa?

Aufa   : Hi, Miter! I am fine, thank you, how about you, Mister?

The researcher   : I am great. Do you still like English?

Aufa   : Yes, I do Mister.

The researcher   : What do you think about English after I had taught you

for a while?

Aufa   : 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 researcher   : What do you think about the anagram technique ?

Auafa   : It is a god technique. It changes the classroom's situation

and help us to learn about new words.

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

Aufa   : Why not Mister!

The researcher   : Ok, thank you for your time, Aufa.

Aufa   : You are welcome Mister.

2. Interview with the second student

The researcher   : Hello, Aziz. How are you today?

Aziz   : Hello, Mister! I am well.

The researcher   : What do you think about English after I had taught you

for a while ?

Aziz   : Hmm.... Actually it is not so difficult as I thought before.

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

Aziz   : 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 technique in class?

Aziz   : Yes, I do. It is can makes the classroom become more interesting.

The researcher   : Ok, Aziz. Thank you for your time.

Aziz   : You are welcome Mister. So, it is the last day you are here?

The researcher   : Hmmm, I think so

Aziz   : I will miss you Mister, and good luck

The researcher   : thank you Aziz, you too.

Appendix E

STUDENTS LIST OF VIII-B CLASS IN SMP TAMAN HARAPAN MEDAN

No	Students' Name
1	Ahmad vikry
2	Agung Syahputra
3	Ahmad Fauzan
4	Annisa Nasya Syafitri
5	Aufa Najla
6	Dara Indriani
7	Devi Rahmadan
8	Fatimah Lubis
9	FebriYanda
10	Frendi Irawan
11	Ilfa Sofiani
12	Juli Chairima Fuza Nst
13	M. Nazar Afriansyah
14	M. Ardiansyah
15	M. Aziz Rangkuti
16	Muhammad Fadel
17	M. Zidan Septian
18	Nur Izzaty Hasanah
19	Putri Riby

20	Riski Ananda
21	Sahnaz Adelia
22	Salsa Amelia Ghani
23	Sila Laila NurUbay
24	Steven Andreano
25	Tiara Audina
26	Wahyu Pratama
27	Andri Armansyah

Appendix F

ANSWER KEY

A. Pre-Test

1. A	11. A
2. C	12. C
3. D	13. A
4. B	14. D
5. D	15. C
6. B	16. B
7. A	17. D
8. A	18. B
9. B	19. A
10. C	20. D

B. Post Test I

1. C	9. C
2. C	10. A
3. B	11. C
4. A	12. B
5. D	13. A
6. A	14. D
7. D	15. B
8. B	16. C

17. A

19. C

18. D

20. B

C. Post Test II

1.	B	11.	C
2.	C	12.	C
3.	A	13.	A
4.	B	14.	C
5.	B	15.	C
6.	A	16.	A
7.	D	17.	B
8.	D	18.	C
9.	A	19.	A
10.	A	20.	B

Appendix G

Appendix H

The students' Score in The Three Vocabulary Test

NO	The Name of The Sudents'	Score I	Score II	Score III
1	Ahmad vikry	60	70	90
2	Agung Syahputra	70	80	90
3	Ahmad Fauzan	40	70	90
4	Annisa Nasya Syafitri	30	80	90
5	AufaNajla	75	80	100
6	Dara Indriani	70	80	85
7	Devi Rahmadan	75	90	80
8	Fatimah Lubis	60	50	85
9	Febri Yanda	50	80	80
10	Frendi Irawan	60	60	80
11	Ilfa Sofiani	60	80	85
12	Juli Chairima Fuza NST	50	75	80
13	M. Nazar Afriansyah	50	70	85
14	M. Ardiansyah	60	80	85
15	M. Aziz Rangkuti	40	70	80
16	Muhammad Fadel	60	70	75
17	M. ZidanSeptian	70	80	85
18	NurIzzaty Hasanah	75	60	80
19	Putri Riby	60	80	65

20	Riski Ananda	50	40	65
21	Sahnaz Adelia	75	65	75
22	Salsa Amelia Ghani	60	80	60
23	Sila Laila NurUbay	40	75	70
24	Steven Andreano	75	85	100
25	Tiara Audina	40	40	60
26	Wahyu Pratama	50	70	75
27	Andri Armansyah	40	60	60