

**SKRIPSI**

**THE USE OF ANAGRAM TECHNIQUE TO IMPROVE THE  
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH  
GRADE OF MTS AL-WASILAH LEMO  
KABUPATEN POLMAN**



**By**

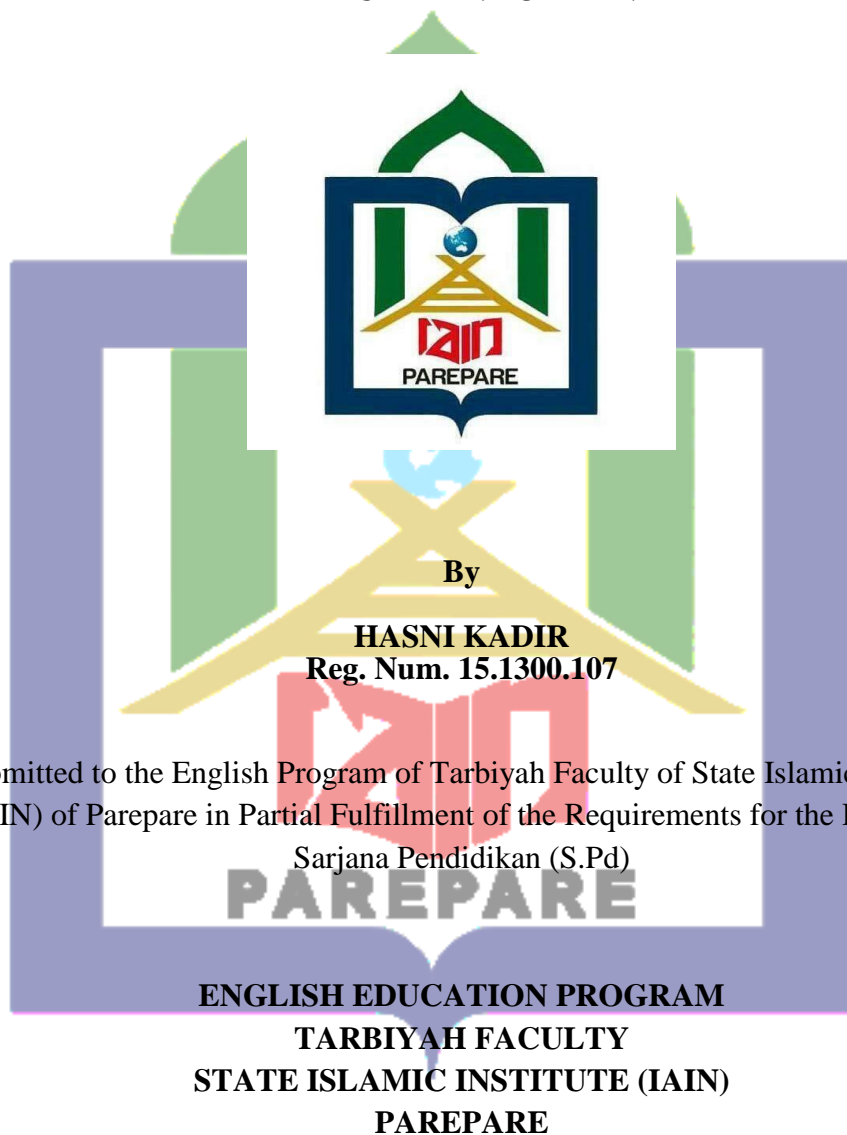
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**Reg. Num. 15.1300.107**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

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**Skripsi**

**As a Part of Fullfilment of the Requirement for the Degree of**

**Sarjana Pendidikan (S.Pd)**

**English Program**

**Submitted By :**

**HASNI KADIR  
Reg. Num. 15.1300.107**

**to**

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**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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# SKRIPSI

## THE USE OF ANAGRAM TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS AL-WASILAH LEMO KABUPATEN POLMAN

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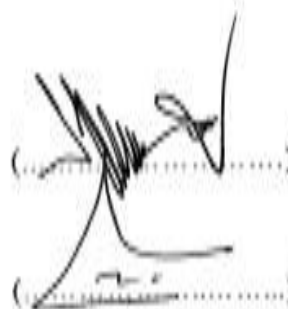
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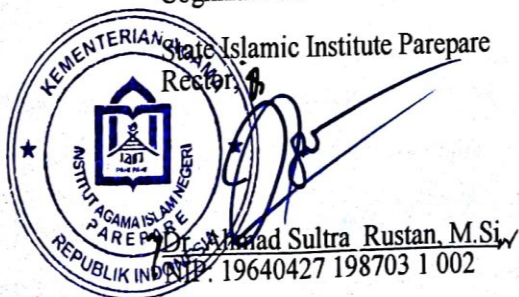
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Finally, the writer also would like to say big thanks to all his amazing friends, and awesome people that the writer cannot mention the names that have helped and supported her sincerely, the writer hopes that this skripsi can be useful for us and become a reference for the next research, Aameeen.....

Parepare, December 09<sup>th</sup> 2019

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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## ABSTRACT

**HASNI KADIR.** *The Use of Anagram Technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman.* (Supervised by Amzah and H. Nanning)

Vocabulary is an important factor in all English Teaching. Many methods, strategies and techniques had been used by the teacher, lecturers and instructors in teaching vocabulary. Using Anagram Technique is suitable for the teacher in teaching the vocabulary and it gives solution for the teacher in teaching learning activities.

This research aimed to know through Anagram Technique in Improving the students' vocabulary mastery at MTs Al-Wasilah Lemo Kabupaten Polman. Generally the use of Technique as teaching aid mainly aimed at increasing the teaching process to be more motivating and appealing for the students. Teaching by using Anagram Technique will be more interesting. This researcher was conducted at MTs Al-Wasilah Lemo Kabupaten Polman, the population of this research were the students of The Eighth Grade in MTs Al-Wasilah Lemo Kabupaten Polman in Academic Year 2018/2019.

In this research, the researcher used a pre-experimental design pre-test and post-test, which is the effects of treatments is judges by the difference between the pre-test and post-test score. To collect the data, the researcher used instrument test that consist of the pre-test and post-test.

Based on the analysis, the researcher found that Anagram Technique is able to improve the vocabulary mastery. The students' vocabulary mastery was improved significantly by looking at pre-test mean score were 40.76. By the end of the study the result of Anagram Technique to improve students' vocabulary mastery enhance after giving treatment. The mean score indicate 72.76. The impact through Anagram Technique seems to be significant in students improvement in vocabulary mastery. It can be concluded that treatment have been effective.

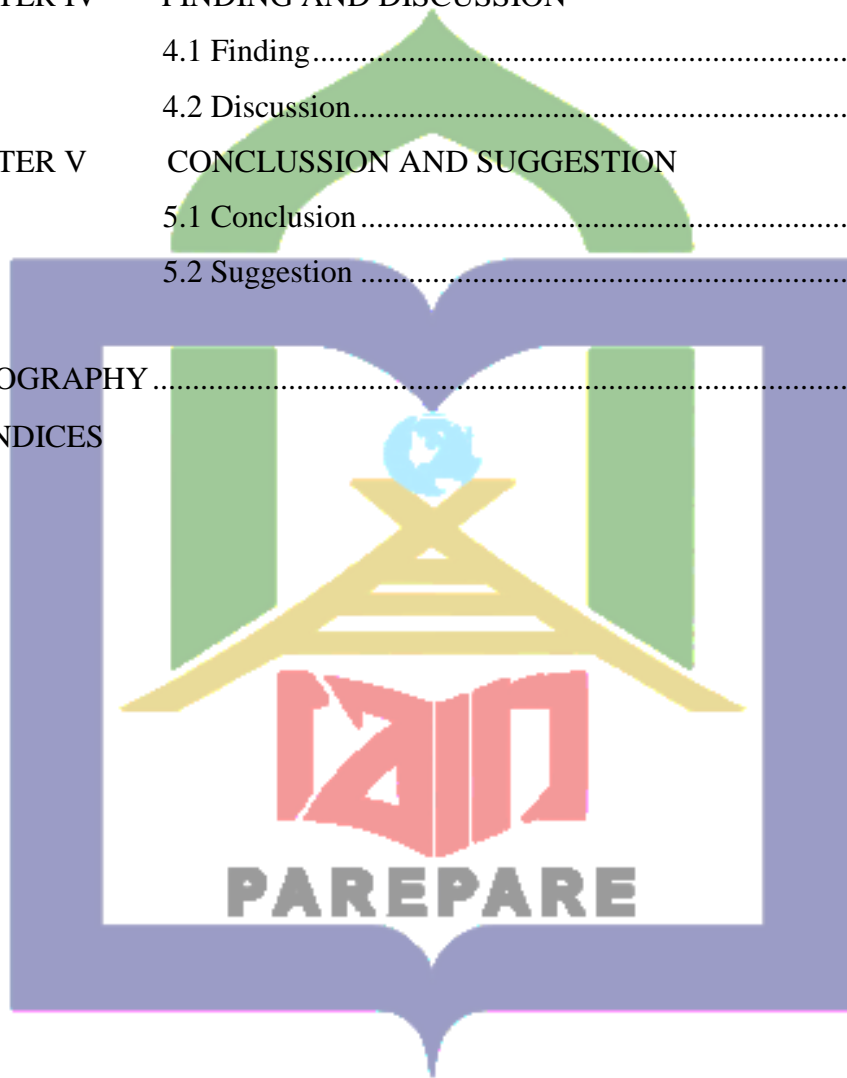
Keywords: Vocabulary Mastery, Anagram Technique

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Vocabulary has a very important rule to support speaking, listening comprehension, reading comprehension, and writing skill. People needed to use words in order to express themselves in any language. They gain vocabulary to describe what they want to say as well as to understand what people say. Understanding vocabulary on written form is also very important in order to have comprehension what we read as well as to write message to make people understand what we write. These are the reasons why understanding vocabulary is the essential elements in teaching.

Vocabulary is needed to improve the four language skills in language. As it is stated by Scott Thornbury that, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>1</sup> When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that vocabulary has a special place in teaching of the foreign language at school, especially junior high school.

Teaching vocabulary is not easy, it needs a technique to make the students eager to learn and easy to understand. Because English is still unfamiliar for some students. Then if a teacher cannot provide fun and meaningful learning, the students will face the difficulties to catch the material. One of the factors is the most of the students understand what the speaker said but they did not know how to respond it.

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<sup>1</sup>Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Longman, 200), p. 13.

And it cause they do not have enough vocabulary in their mind. They just remembered the word for a while and did not save in their long term memory.

Based on the observation in MTs Al-Wasilah Lemo Kabupaten Polman, the researcher found that several students cannot reach the standard score in English subject. In the Eight-Grade there are 68 students. 25 students in VIII A, 21 students in VIII B and 22 students in VIII C. The students must get 68 in English. In fact, the average score of Eight-Grade students is 60-65 in each class. At the MTs and SMP levels, the students are only able to be given 25 vocabularies in every meeting and the students have to memorize 500-1500 vocabularies start from class VII-IX. The most difficult indicator is the students did not understand what the passage about because they lack of vocabulary. In addition, the teacher uses uninteresting technique in teaching English that make them bored in learning. He just asked the students to read the text individually and answer some question. Also the teacher only uses text in LKS (Lembar Kerja Siswa) or workbook that is performance does not support the students' interest. So to solve the problem the teacher should be creative to provide fun and meaningful teaching and learning process. One of the way to do that is teaching through a technique.

There are so many ways to teach vocabulary, and one of them is Anagram Technique. Through an Anagram technique, the students will feel relax and enjoy while learning and it can make them easier to understand the material. Also gives the students unconsciously learning, so they learn without they realized it. Anagram is a word or phrase created by re-arranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase.<sup>2</sup> It facilitates the

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<sup>2</sup>Ahdian Rosadi, The Effectiveness of Anagram Technique in Teaching Vocabulary, *Voices of English Language Education Society*; Vol. 1; April 2017, p. 43.

students to make a new word for looking the dictionary based on the word or phrase given. So the students will know the vocabulary after re-arranging the word, this technique can used to teach or review the properly vocabulary.<sup>3</sup>

Knowing the advantage of Technique, the researcher wants to conduct a research about *The Use of Anagram Technique to Improve the Students' Vocabulary Mastery at The Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman.*

## **1.2 Problem Statement**

- 1.2.1 Is the Use of Anagram Techique able to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman?
- 1.2.2 How does the Use of Anagram Technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman?

## **1.3 The Objective of the Research**

- 1.3.1 To know whether Anagram Technique able to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman.
- 1.3.2 To know the Use of Anagram Technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman.

## **1.4 The Significance of the Research**

By doing this research, researcher hopes to contribute in the improvement of teaching in vocabulary. Researcher hopes that this research can be benefit for teacher, the students and researcher herself.

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<sup>3</sup>Anthony Mollica, Teaching/Expending the Student's Basic Vocabulary, *American Association of Teachers of Italian*, Vol. 78, no. 4, 2001.

### 1.4.1 Practically

#### 1.4.1.1 For the teacher,

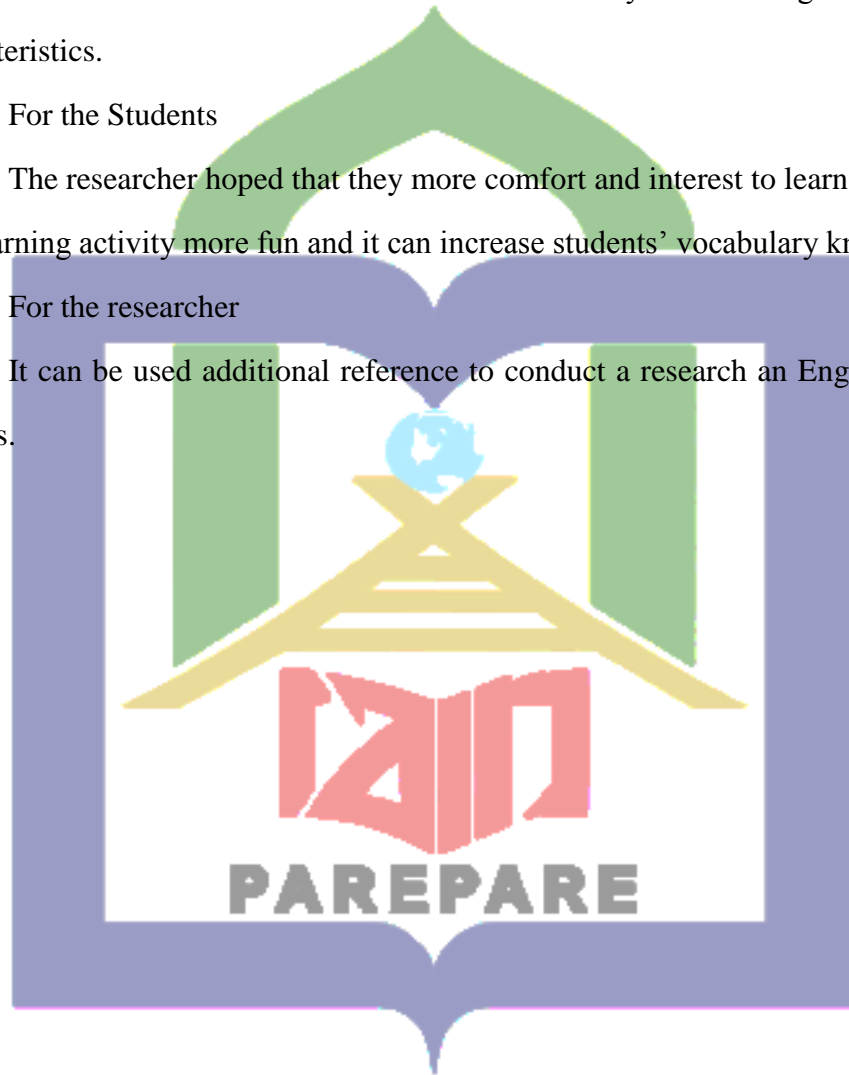
The researcher hoped that the teacher can teach the vocabulary effectively and decide what the best method to teach vocabulary considering the students' characteristics.

#### 1.4.1.2 For the Students

The researcher hoped that they more comfort and interest to learn. So teaching and learning activity more fun and it can increase students' vocabulary knowledge.

#### 1.4.1.3 For the researcher

It can be used additional reference to conduct a research an English teaching process.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concepts of Vocabulary

##### 2.1.1.1 Definitions of Vocabulary

In a language especially English, there are four skills should be learned, they are listening, speaking, reading and writing. But, there is which component need to be learned if someone want to be master in English. It is vocabulary. Based on the researcher, vocabulary is the knowledge of meaning of words that used to communicate effectively, both in oral or written form. Neuman said that to communicate effectively, we should know the words, the words in speaking (Expressive Vocabulary) whether the words in listening (receptive vocabulary).<sup>4</sup>

Susan and Jennifer stated that vocabulary is the words that are used by people, both in oral or written forms for communicating.<sup>5</sup> Besides Hiebert and Kamiel defined that, “Vocabulary is the knowledge of meaning of words”.<sup>6</sup> Easterbrook also has a different definition of vocabulary, he defines vocabulary as means a certain person who uses whole words or the whole words that consist of a specific language or subject.<sup>7</sup>

<sup>4</sup>Susan B. Neuman and July Dwyer, “Missing in Action”: Vocabulary Instruction in Pre-K”, *the Reading Teacher*, Vol. 62, 2009, p. 385.

<sup>5</sup>Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly* (Honolulu: Pacific Resources for Education and Learning, 2011), p. 5.

<sup>6</sup>Elfrieda H. Hiebert and Michael L. Teaching and Learning Vocabulary: *Bringing Research to Practice* (United State of America: Lawrence Erlbaum Associates, 2005), p. 3.

<sup>7</sup>Robert Michael Easterbrook, “The Process of Vocabulary Learning: Vocabulary Learning Strategies and Beliefs about Language and Language Learning”, a thesis of University of Canberra, Canberra, 2013, p. 11, Unpublished.



The more vocabulary that are acquired by someone, the more she or he is able to understand the language in listening, speaking, reading and writing.

### **2.1.1.2 Types of Vocabulary**

There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first two constitute spoken vocabulary and the last, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies.

#### **2.1.1.2.1 Listening Vocabulary**

The words we hear and understand. Starting in the womb, fetuses can detect sound as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary.

#### **2.1.1.2.2 Speaking Vocabulary**

The words we use when we speak. Our speaking vocabulary is relatively limited: most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

#### **2.1.1.2.3 Reading Vocabulary**

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2<sup>nd</sup> largest

vocabulary if you are a reader. If you are not a reader, you can now “grow” your vocabulary.

#### 2.1.1.2.4 Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.<sup>8</sup>

#### 2.1.1.3 Word classes

A learner of a language should learn word classes that belong to a language. The language learners are able to modify and acquire more vocabulary if they know the words classes. The word class can change by modifying. Different kinds or classes of the words are called Part of Speech. Part of Speech are differentiated into noun, pronoun, verbs, adjective, adverb, preposition, conjunction and determiners.<sup>9</sup> Here are further explanations about them:

##### 2.1.1.3.1 Nouns

The word is a word uses as the name of anything, person, animal, object, place, situation, quality or idea. So if we have a noun for something, it implies that view it is a thing. Noun is divided into six, they are proper noun, common noun, collective noun, abstract noun, concrete noun and possessive noun. Beside noun can also be divided into two groups according its calculation. Include countable and uncountable.

<sup>8</sup>Judy K., ”Montgomery’s: *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NCS Pearson Inc, 2007)”, p. 1-2.

<sup>9</sup>Scott Thornbury, *How to teach Vocabulary* (Essex: Longman, 2002), p. 3.

#### 2.1.1.3.2 Pronoun

Pronoun, as the name implies, have the main function of substituting four nouns, once a noun has been mentioned in a particular text. The subclass is that of personal pronouns, reflexive pronouns and possessive pronouns. With these pronouns a distinction is made between first, second and third person. Another subclasses are that of interrogative pronoun, relative pronouns and demonstrative pronouns.

#### 2.1.1.3.3 Verbs

Verbs generally refer to action. They typically have a number of distinct form, infinitive, third person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense form but for some verbs is different. The main divisions made among verb is that between auxiliary verb and lexical verbs. Auxiliary verbs is a closed subclass and has a mainly grammatical function. A lexical verbs a distinction is traditionally made between transitive (verb are those that require an object) and intransitive (verbs are those that do not take an object).

#### 2.1.1.3.4 Adjective

Adjective typically amplify the meaning of a noun, either by occurring immediately before it, as in the wide road, or by being linked to it by means of a copula verb, as in the road is/become wide. For this reason adjective are often characterized as descriptive words.

#### 2.1.1.3.5 Adverb

Adverb represent a very set of word. These are basically two kinds. Those which refer to circumstantial information about the action, event or process, such as

the time, the place or manner of it, and those which serve to intensify other adverbs and adjective.

#### 2.1.1.3.6 Preposition

Preposition have their chief function that of relating a noun phrase to another unit. The relationship maybe one of time (e.g after the meal), place (e.g in fronth of the bus) or logic (e.g because of his action). Many prepositions may be used to express more than one of these relationship.

#### 2.1.1.3.7 Conjunction

Conjunction, as the name implies, also have a joining function, usually that of joining on clause to another, but sometimes also one noun to another. They are two kinds: co-ordinating conjunction, such as and, or, but, which join two items on an equal footing; and subordinating conjunction, such as when, if, why, whether, because, since, which subordinate one item to another in some way. The subordination may be one of time.

#### 2.1.1.3.8 Determiners

Determiners are a class of word that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided into two broad groups, identifiers and quantifiers. The subclass of identifies includes the article, in the identifinite article *alan* and the definite article, the possessive and the demonstrative.<sup>10</sup>

Another book divided the types of vocabulary into receptive vocabulary and Productive vocabulary.<sup>11</sup>

<sup>10</sup>Howard Jackson, *Analyzing English An Introduction to Descriptive Linguistic Second Edition* (New York: Pergamon Press, 1982), p. 61-65.

<sup>11</sup>I.S.P Nation, *Learning Vocabulary in Another Language* (United Kingdom: Cambridge University Press, 2001), p. 37.

#### 2.1.1.3.9 Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when the words are used in the context, but which they cannot produce. The learners found the word in reading text but they do not use it in their speaking and writing.

#### 2.1.1.3.10 Productive Vocabulary

Productive vocabulary is words that the students recognize and understand, can pronounce correctly and use in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write all the appropriate time. Therefore, productive vocabulary can be addressed as an active process. The learners produce the words to express their thoughts to others.<sup>12</sup>

#### 2.1.1.4 Teaching Vocabulary

Teaching Vocabulary must be interesting and the teacher should be creative and create fun meaningful learning because vocabulary is very essential in a language. Harmer mention in his book some of technique in teaching vocabulary such as realia, pictures, mime action and gestures, explanation, translation, contrast and enumeration.<sup>13</sup>

##### 2.1.1.4.1 Realia Technique

Realia technique is conducted by bringing the things that will be presented into the classroom. For example: ball, pen, ruler, etc. It can be presented in this way. The teacher hold up the objects (or print to it), says the word and gets the students to repeat it.

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<sup>12</sup>Insan Bara Rosada, “*Improving Vocabulary Mastery by Using Anagram Game*” (a thesis in Islamic Institute of Surakarta: Surakarta, 2006), p. 34.

<sup>13</sup>Harmer Jeremy, *The Practice of English Language Teaching, New Edition* (New York: Longman, 1991), p. 161-162.

#### 2.1.1.4.2 Pictures Technique

Picture can be used to explain the meaning of vocabulary items: teachers can draw things on the boards or bring pictures. Pictures can be board drawing, wall pictures, chart, flashcard, magazine pictures and any other non technical visual representation. Picture can be used to explain the meaning of vocabulary items: teacher can draw things on the board or bring pictures.

#### 2.1.1.4.3 Mime action and gestures technique

Mime action and gestures is often impossible to explain the meaning of words and grammar either through the use of realia and pictures. Actions, in particular are probably better explained by mime, and times (a hand jerked back over the shoulder to represent the past).

#### 2.1.1.4.4 Explanation Technique

Explaining the meaning of vocabulary items can be very difficult, especially at the beginners and elementary levels. It is worth remembering that explaining the meaning of a word must be include explaining any fact used, which are relevant. For example, if the teacher explain the meaning of 'mate' (=friend) the teacher has to point out that it is colloquial words used in informal context and that it is move often used for males than for females.

#### 2.1.1.4.5 Translation Technique

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place, it is not always easy to translate words, and in the second place, even where translation is possible, it may make bit too easy for the students by discouraging them from interacting with the words.

#### 2.1.1.4.6 Contrast Technique

Contrast is conducted by showing the correlation of the words to explain the meaning of the words such as empty and full, cold and hot, small and big, etc. to make the students easily understand the concept of comparison, the teacher can draw pictures or even try to make a mimic of the words. The technique help the teachers to teach the antonym of the words that the students will learn two different words in the same time.

#### 2.1.1.4.7 Enumeration Technique

Enumeration technique can be implemented by explaining the words from the general into the specific words such as explaining about the fruit before explaining about an apple.<sup>14</sup>

#### 2.1.1.5 Difficulties in Learning Vocabulary

English is a foreign language in Indonesia, it means English still unfamiliar for some people. The differences of structure English from Indonesia is seeing as the difficulty to learn English. Most English learners in Indonesia face several obstacle in learning English. Thornburry mentions that there are several obstacle that will be faced in learning English vocabulary especially in the country which English as a foreign language. They are:

##### 2.1.1.5.1 Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.<sup>15</sup> For example: Gorgeous, Lecturer, etc.

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<sup>14</sup>Insan Bara Rosada, “*Improving Vocabulary Mastery by Using Anagram Game*” (a thesis in Islamic Institute of Surakarta: Surakarta, 2006), p. 36-37.

<sup>15</sup>Scot Thornburry, *How to Teach Vocabulary* (Essex: Longman, 2002), p. 27.

#### 2.1.1.5.2 Spelling

The mismatches sounds of spelling are able to contribute to a word's difficulty. For example: muscle, headache, etc.<sup>16</sup>

#### 2.1.1.5.3 Length and complexity

Long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: Necessary, necessity, necessarily.

#### 2.1.1.5.4 Grammar

Grammar could be a problem for the learners since it is different from their first language. For instance in Bahasa there is no tenses, we just need to put adverb of time in the beginning or at the end of the sentence. But in English there are 16 tenses which is we need to change the verb to give an explanation about the difference of time.

#### 2.1.1.5.5 Meaning

When two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *Since* and *Still*, can also be difficulties for learners.

#### 2.1.1.5.6 Range

Connotation and idiomatic, words that can be used in wide range of context will generally be perceived as easier than their synonyms with a narrower range. For example: *Thin* is more used than *skinny*, *slim* and *slander*. The connotation of some

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<sup>16</sup>Abd. Rauf, "Improving Students Vocabulary Through Total Physical Response" (Unpublished Skripsi of Tarbiyah Department of STAIN Parepare, 2016), p. 15-16.



words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.

Some people maybe say that vocabulary is easier than grammar or any lesson, but as a matter of fact the fact of vocabulary is the biggest problem when people communicate in English.

### **2.1.2 Anagram Technique**

#### **2.1.2.1 Definition of Anagram Technique**

Anagram is the first type of word popular in Europe during the middle ages. Anagram Art created by Greek Poet Lycophron. Before the era computerization, Anagram built using pen and paper from a combination of letter and experiment with variations.<sup>17</sup>

Anagram technique is the type of word play, the result of rearranging the letters of a words or phrase to produce a new word or phrase, using all the original letters exactly once' for example *earth* can be rearranged into *heart*. Someone who creates Anagrams may be called an “anagrammatist”. The original word or phrase is known as the subject of the anagram.<sup>18</sup>

Based on the researcher, Anagram is a word play that we can use to random all the letters in a word to make a new word. By using Anagram, it can improve the students' vocabulary and also make them always remember it.

By using this technique, the students will not be bored because this technique is the type of word play and appropriate to the students' characteristic which is they

<sup>17</sup>Insan Bara Rosada, “*Improving Vocabulary Master by Using Anagram Game*” (a thesis in Islamic Institute of Surakarta, Surakarta, 2006), p. 28.

<sup>18</sup>Fanti Maria Fiafah, “The Effectiveness of Anagram Technique Towards Students Vocabulary Achievement of The Eight Grade At MTs Wahid Hasyim Setinggil-Wonodadi, a thesis in State Islamic Institute of Tulungagung, Tulungagung, 2016, p. 23-24.

incline more interested to play. Many words will be got through this technique. Using this technique also help the students to get involved in classroom activities. Since this technique is fun and beneficial for the students, it will give the students opportunity to increase their English Vocabulary.

#### 2.1.2.2 Teaching Vocabulary by Using Anagram

Using Anagram Technique in teaching vocabulary more effective for helping them in learning. This technique is type of word play which can make the students enjoy while learning and they would be easier in recognizing new words and make the lesson more interesting.

The rules of Anagram technique as follows:

- 2.1.2.2.1 Students are divided into 4 groups or more.
- 2.1.2.2.2 Students get some words consist of 4-6 letters or more.
- 2.1.2.2.3 Students must arrange the letters that were randomized into a new word.
- 2.1.2.2.4 Students use all the letters to form 1 or 2, even 3 new words.

Example:

- 2.1.2.2.4.1 *But* = *Tapi* (conjunction) rearranged to *Tub* = *Bak Mandi* (n)
- 2.1.2.2.4.2 *Thin* = *Kurus* (Adj.) rearranged to *Hint* = *Petunjuk* (n)
- 2.1.2.2.4.3 *Flow* = *Mengalir* (v) rearranged to *Wolf* = *Serigala* (n)
- 2.1.2.2.4.4 *Elbow* = *Siku* (n) rearranged to *Below* = *Di Bawah* (Adv. Of Place)
- 2.1.2.2.4.5 *Waste* = *Membuang* (v) rearranged to *Sweat* = *Keringat* (n)
- 2.1.2.2.4.6 *Statue of Libert* = Built to stay free
- 2.1.2.2.4.7 *Astronomer* = Moon starrer
- 2.1.2.2.4.8 *A Gentleman* = Elegant man
- 2.1.2.2.4.9 *Dormitory* = Dirty room

2.1.2.2.4.10 *Eleven Plus Two* = Twelve plus one

2.1.2.2.5 Group with a most new word is the winner.

There are three criteria, or rules, that must be met in order to classify something as anagram.<sup>19</sup>

2.1.2.2.5.1 The letters of a word or phrase must be re-arranged.

2.1.2.2.5.2 A new expression must be created.

2.1.2.2.5.3 The letter of the original must be used in the new expression.

2.1.2.3 The Advantages of Anagram

In apply a technique for teaching there is always an advantage and the disadvantage. We cannot say that one technique is the best overall, because it depends on the learners that we teach. What we should look whether or not a technique suitable for the learners. Kumara stated that Anagram is considered as an effective, enjoyable, interesting way to teach vocabulary because it can give the student 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 definitions, provide spelling practice, 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 word meaning.<sup>20</sup>

Anagram Technique can motivate the students and make them interested in learning English vocabulary for junior high school. The students also know about

<sup>19</sup>Fanti Maria Fiafah, "The Effectiveness of Anagram Technique Towards Students Vocabulary Achievement of The Eight Grade At MTs Wahid Hasyim Setinggil-Wonodadi, a thesis in State Islamic Institute of Tulungagung, Tulungagung, 2016, p. 23-24.

<sup>20</sup>Maimunah, Bachtiar, "Improving Students' Vocabulary Achievement in Reading Recount Text Through Anagram Technique", p. 9, Unpublished.

how to find the new words by using anagram technique. Day by day, the students can become active and brave to spell the word in front of the class.

Anagram technique is a technique that can make the students capability to develop their vocabulary, training students to be patient in learning anagram, controlling their emotion, and helping the students to strengthen their memory. Anagram Technique help the students to work in team also and they will not work individually because they want to get the best score to be the winner.

Moreover, applying this technique means to help students to raise their vocabulary.

#### 2.1.2.4 The Disadvantages of Anagram

The disadvantage Anagram technique is the noise cannot be avoided. This technique is student-centered which make all the students get involved, it will be so noisy.

Anagram technique cannot make a new word form except from word itself, and it limit teacher expectation. This technique needs a dictionary for a beginner, because without a dictionary they cannot find another word form. An activity which is chosen by the teacher will have its advantages and disadvantages. Therefore, before applying Anagram Technique, it is need the teacher to adjust with the topic.

## 2.2 Previous Related Studies

Several types of research have been conducted to find out whether or not Anagram can be used to improve students' vocabulary. There are two previous related studies that will be describe.

The first previous related study that will be described was conducted by Ahdian Rosadi. The tittle of the research was "the effectiveness of Anagram

Technique in teaching vocabulary achievement”.<sup>21</sup> This study aimed at finding out the effectiveness of anagram technique in teaching vocabulary at the Seventh Grade of *MTs Al-Majidiah NW Majidi* in the school 2015-2016. This study is a pre-experimental design. The sample was one class consisted of 30 students. The data collection was done by administering pre-test and post-test in the form of objective test. In the data analysis, Paired sample T-Test was used to prove the hypothesis. Based on the data gained, it was found that the mean score of the pre-test 18.67 while the mean score of the post-test was 25.30. it means that there was a significant difference in the mean scores between pre-test and post-test,  $t(df=29) = 19.282$  at  $p = 0.0000$  that was lower than 0.05. it means that the alternative hypothesis was accepted which indicate that anagram technique was significantly effective in teaching vocabulary.

The second previous related study that will be describe was conducted by By Muhammad Arrofi Rahman. The title of his research was “The effectiveness of Anagram Technique on students’ Vocabulary Size.”<sup>22</sup> This research was aimed at measuring the effect of anagram on students’ vocabulary size at the eighth grade of *MTs Islamiyah palangka Raya*. The research included in quantitative approach with Quasy Experimental Design. The population of study was the eighth grade at MTs Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII B as control group and VIII A as experimental group. The sample were determined using cluster sampling technique. After getting the data from pre-

<sup>21</sup>Ahdian, Rosadi, “*The Effectiveness of Anagram Technique in teaching Vocabulary*”, Voices of English Language Education Society; Vol. 1, No, 1, April 2017, p. 41.-50.

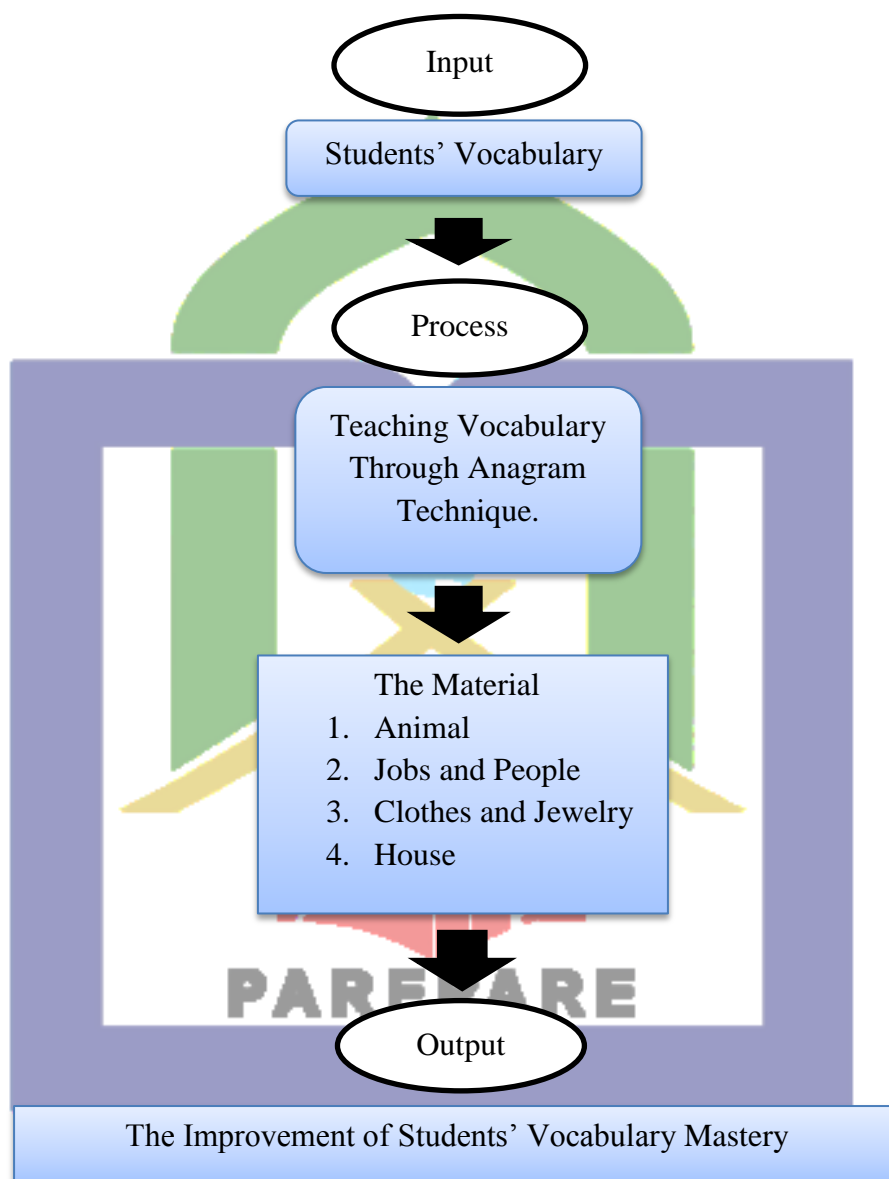
<sup>22</sup>Muhammad Arrofi Rahman, “*The Effectiveness of Anagram Technique on Students’ Vocabulary Size*”, Proceeding of International Convergence: Role International language towards Global Education System, June, 2016, p. 129-139.

test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated, based on the result of analysis, it was found that the value of  $t_{test}$  has higher than  $t_{table}$  with 2,81 and 2,02 at 5 % level of significance and  $t_{table}$  2.71 at 1% level of significance with degrees of freedom = 40. It show that the  $t_{test}$  was higher than the  $t_{table}$ . The result of testing hypothesis determined that the alternative Hypothesis ( $H_a$ ) stating that there was effect of anagram on the students' vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya was accepted and the Null Hypothesis ( $H_o$ ) stating that there is no anagram on the students' vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya was rejected. It meant that there was significant effect of anagram on the students' vocabulary size at the eighth grade of MTs Islamiyah Palangka Raya.

Based on research finding above, the researcher concludes that several media and technique can help English learning process so that make students be active and interest in English Learning. The similarity between all the previous related studies and this research was all the studies tried to know the implementation of Anagram in teaching Vocabulary. But the differences between all the research before with this research are the subject, the place, the research design and the dependent variable. The first researcher wants to know the vocabulary achievement of the students at the Seventh Grade of *MTs Al-Majidiah NW Majidi* while in the second researcher use the quasy experimental class and he wants to know the students' vocabulary size of the students in MTs Islamiyah Palangka Raya and for the researcher herself, she wants to know the students' vocabulary mastery by using anagram technique which use the pre-experimental class.

### 2.3 Conceptual Framework

At this point, the researcher draws the theoretical framework as follow:



- Input** : This section refers to students' vocabulary as focus of the research to improve students' skill.
- Process** : This section refers to teaching vocabulary mastery by using Anagram Technique
- Output** : This section refers to find out the effect of Anagram Technique to Improve the Students' Vocabulary Mastery.

## 2.4 Hypotheses

Based on the conceptual framework, the researcher formulates the hypothesis as follows:

- 2.4.1 Null Hypothesis ( $H_0$ ) means that by using "Anagram technique" is not able to improve the students' vocabulary mastery at the Eighth of MTs Al-Wasilah Lemo Kabupaten Polman.
- 2.4.2 Alternative Hypothesis ( $H_a$ ) means that by using "Anagram Technique" is able to improve the students' vocabulary mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman.

## 2.5 Variable and Operational Definition

### 2.5.1 Variable

There are two variables involve in this research, namely Independent variable and Dependent variable.

2.5.1.1 Independent Variable is Anagram Technique

2.5.1.2 Dependent Variable is the students' vocabulary mastery at the eighth grade of MTs Al-Wasilah Lemo Kabupaten Polman.



### **2.5.2 Operational Definition**

2.5.2.1 Vocabulary Mastery is the students' ability to analyze and find the new word about animals, jewelry, etc.

2.5.2.2 Anagram Technique is a type of the wordplay that rearranging the letters of a word or phrase to produce a new word or phrase using all the original letters exactly once.



## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

The quantitative research method was used in this research with Pre-experimental design. The purpose of the design is to know the improvement of students' vocabulary mastery.

The Design Presented as follow:

$$E = O_1 \times O_2$$

Which:

E : Experimental Class

O<sub>1</sub> : Pre-test

X : Treatment

O<sub>2</sub> : Post-test<sup>23</sup>

#### 3.2 Location and Duration of the Research

The location of the researcher is in MTs Al-Wasilah Lemo Kabupaten Polman and the researcher was use ± than one month for collecting data.

#### 3.3 Population and Sample

##### 3.3.1 Population

The population of this research was the eighth-grade students of MTs Al-Wasilah Lemo Kabupaten Polman, related to the total number of the research population consisting of 68 students. According to Creswell, population is a group of

<sup>23</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p.116.

individuals who have the same characteristics, while sample is the subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population.<sup>24</sup>

Table 3.3.1 Students' Data of MTs Al-Wasilah Lemo kabupaten Polman.

NO.	CLASS	L	P	TOTAL
1.	VIII A	14	11	25
2.	VIII B	11	10	21
3.	VIII C	12	10	22
Total				68

Source: MTs Al-Wasilah Lemo Kabupaten Polman

### 3.3.2 Sample

Based on the population above, the sample of this research is MTs Al-Wasilah Lemo Kabupaten Polman, related to the total number of the research population consisting of 68 students. The researcher uses purposive sampling technique and choose the VIII B as the sample because this class lack of vocabulary and the total sample of this research is 21 students. Almost all of students in VIII B like to study English but they lack of vocabulary to communication. So, that is way the researcher choose this class.

### 3.4 Instrument of the Research

The research instrument in this research was test. The test was consisted of 25 multiple choices questions, with a, b, c, and d as choice. These test was applied in

<sup>24</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 142

pre-test and post-test. The score for the right answer will be 1, while for the wrong score is 0. The pre-test was used to measure the students' vocabulary mastery before give the treatment, while the post-test was used to measure the students' vocabulary after give the treatment. According to Hughes "a test is said to be valid if it measures accurately what is intended to be measure".<sup>25</sup>

### 3.5 Procedure of Collecting Data

There were some steps in collecting the data for the research. For data collection technique researcher used test. The test used to measure the competence of a person and also to achieve the objective. The data was collected by giving vocabulary test, the test had been conducted twice.

#### 3.5.1 Pre-test

The researcher gave the Pre-Test before starting experiment. The test was distributed to the students in the experimental groups, in order to know the students' vocabulary. The type of the test was multiplied choice that consist of 25 items.

#### 3.5.2 Treatment/Teaching

After giving the pre-test, the researcher gave a treatment to the students in the classroom for several meetings.

In the first meeting, the researcher greeted the students and open the class then gave direction to pray before learning. Then the researcher checked the attendance list. In the while activity the researcher explained the material and the activity that she used. The researcher asked the students about their vocabulary and also about Anagram Technique. After the researcher explained about what is Anagram the

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<sup>25</sup>Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 1989), p. 22.

researcher show some example of anagram in Indonesian such as “Marah = Ramah, Anda = Dana, data = adat, dll. This example can make them easier to understand how to use Anagram technique in English. After that the researcher gave some examples of Anagram in English such as “ Good bye (Selamat Berpisah), Obey God (Taatilah Tuhan), Hot Water (Air Panas) = Worth Tea (The yang berharga), etc. Before the students go home, The researcher made it sure that the students understand well how to use this technique correctly by asking them one by one.

In the second meeting, the researcher greeted the students and asked them to open the class then gave direction to pray before learning. After that, the researcher checked the attendance list. In the while activity the researcher explained the material and the activity that she used. Then the researcher showed some vocabularies about Animal by using power point. After that, the researcher explained again about anagram technique and how to produce a new word by giving examples then divided the students into 5 groups. The researcher asked to the students about their vocabulary that they have mastered according to the topic at the meeting. Then, students are asked to compile a new vocabulary through the anagram process using the help of a dictionary to be able to find vocabulary based on the topic discussed at the meeting. After that, the researcher asked the students to translate the new word that they found. And the last is every groups had to mention and wrote their new vocabulary about the topic and the researcher will evaluate the mentioning errors and writing of each group before each students are asked to memorize the vocabulary and then tested by the researcher by asking some vocabulary related to the material.

In the third meeting, the researcher selected the students randomly and asked them to mention what they had learned in the previous meeting. Then, continue the

lesson by giving a new topic. That is about jobs and people. The researcher showed the vocabulary by using power point then divide the students into 6 groups. Then, students are asked to compile a new vocabulary through the anagram process using the help of a dictionary to be able to find vocabulary based on the topic discussed at the meeting. After that, the researcher asked the students to translate the new word that they found. And the last is every group had to mention and wrote their new vocabulary about the topic and the researcher evaluated the mentioning errors and writing of each group before each students are asked to memorize the vocabulary and then tested by the researcher by asking some vocabulary related to the material.

In the fourth meeting, the researcher selected students randomly and asked them to write the new word that they had learned in the previous meeting. The researcher gave clothes and jewelry as their topic at the meeting. The researcher showed the vocabulary by using power point then divided the students into 7 groups. Then, students are asked to compile a new vocabulary through the anagram process using the help of a dictionary to be able to find vocabulary based on the topic discussed at the meeting. After that, the researcher asked the students to translate the new word that they found. And the last is every group had to mention and wrote their new vocabulary about the topic and the researcher evaluated the mentioning errors and writing of each group before each students are asked to memorize the vocabulary and then tested by the researcher by asking some vocabulary related to the material.

In the fifth meeting, the researcher selected students randomly and asked them to mention and wrote what they have learned in the previous meeting start from the first until the last meeting. Then, the researcher started the lesson by using a new topic. That is about House. The researcher showed the vocabulary by using power

point then divided the students into 8 groups. After that, the researcher gave time 5 minutes to all group to compile a new vocabulary through the anagram process without using the help of a dictionary based on the topic discussed at the meeting. And then, the researcher asked the students to translate the new word that they found. And the last is every group had to mention and wrote their new vocabulary about the topic and the researcher evaluated the mentioning errors and writing of each group before each students are asked to memorize the vocabulary and then tested by the researcher by asking some vocabulary related to the material.

In the last meeting, the researcher asked the students to prepare their piece of paper and pen. After that the researcher tell the students that in 5 minutes later, they had to wrote down all the vocabulary that they know and found after learn about Anagram start from the first meeting until the last meeting in 5 minutes. Who can write a lot of vocabulary, he or she was the winner and get a gift from the researcher. Bofore the researcher close the class meeting, she asked the students to study hard and never give up to study English. After that, the researcher closed the class by praying to the God and say thanks a lot to the students for the participate in several meetings before.

### 3.5.2 Post-test

After the treatment given, the researcher gave the post-test to the students. The type of test was same as the pre-test but different question. In the level of post-test question higher than pre-test which the question of post-test was taken from the treatment it self. Then, the score of the post-test compared with the pre-test before. So those scores used as numerical data to measure the using of anagram on students' vocabulary mastery.



### 3.6 Technique of Data Analysis

The data would collect through pre-test and post-test, the following procedure is used:

#### 3.6.1 Scoring the students' answer

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number of Item}} \times 100$$

#### 3.6.2 Classification the students' score based on the following classification

Table: 3.6.2 Classification of the Score

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah)<sup>26</sup>

#### 3.6.3 Finding out the mean score will use the following formula:

Where :

$$X = \frac{\sum Xi}{n}$$

X : Mean

$\sum Xi$  : Total Score

N : The total Number of Students<sup>27</sup>

<sup>26</sup>Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktoral Jenderal Pendidikan Dasar dan Menengah tentang; *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005), p. 2.

<sup>27</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi aksara, 2009), p. 298.

### 3.6.4 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100 \%$$

Where :

P : Percentage

F : Frequency

N : total of the sample.<sup>28</sup>

### 3.6.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

T : test of significance

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

N : the total score<sup>29</sup>

<sup>28</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

<sup>29</sup>Gay. L. R. *Educational Research, Competencies for Analysis and Application*. Second Edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 331.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through test can be discussed in the section below.

#### 4.1 Findings

The finding of this research deal with the classification of students' pre-test and post-test scores. To find out the answer of the research question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery through Anagram Technique before giving them the treatment, while post-test was given after treatment to know the students' vocabulary mastery after giving treatment and the result of the post test of this research can answer the question of this research that aims to find out through Anagram Technique that be able to improve the students vocabulary mastery at MTs Al-Wasilah Lemo Kabupaten Polman.

##### 4.1.1 The Vocabulary Mastery through Anagram Technique at Students of MTs Al-Wasilah Lemo Kabupaten Polman.

On Thursday 10<sup>th</sup> September 2019 the researcher was started to gather the students in the class. Before giving tretments for six meetings the researcher gave them pre-test which aims to know the students vocabulary mastery. On the next meeting September 11<sup>th</sup> 2019, the researcher started to distributed the instruments with Ebglish speaking material. Firstly the researcher opened the class to begin the learning process. The researcher explained the Anagram Material by using Indonesian

example to make them easier to understand about what Anagram is. After they understood, the researcher gave one English topic in every meeting and asked them to re-arrange the words and find out the new words of the vocabulary by helping of Dictionary. Then, the researcher would ask them about the meaning of the new words that they had found, what classes of the words and how to pronounce it well.

In order to know the students' result in vocabulary mastery, the score of the students obtained pre-test and post-test of experimental class. As the first step of this research, pre-test was considered as one of the main data in supporting this research. The result of pre-test aims to find out the detail information about the students' vocabulary mastery before giving treatments by using anagram technique.

#### 4.1.1.1 The students' score in pre-test

Table 4.1 The Students' Score in the Pre-Test

NO.	STUDENTS	PRE-TEST	
		CORRECT ANSWER	SCORE
1.	MJ	9	36
2.	MR	12	48
3.	AFH	9	36
4.	MMK	11	44
5.	MR	9	36
6.	QFH	9	36
7.	RA	10	40
8.	DZK	9	36
9.	AH	8	32

10.	EWG	8	32
11.	MR	17	68
12.	NA	14	56
13.	DS	6	24
14.	AI	12	48
15.	ES	5	20
16.	NF	7	28
17.	RKI	9	36
18.	FTI	4	16
19.	MLA	14	56
20.	NS	12	48
21.	SJ	17	68
Total			$\Sigma=844$

Based on the table above, the students' vocabulary mastery score was different between them in pre-test. To more know the students' score in pre-test based on the classification as in following table below:

Table 4.2 The Students' Score in Pre-Test.

NO.	STUDENTS	PRE-TEST OF THE STUDENTS ( $X_1$ )			CLASSIFICATION
		MAX. SCORE	SCORE $X_1$	$X^2$	
1.	MJ	100	36	1296	Very Poor
2.	MR	100	48	2304	Poor
3.	AFH	100	36	1296	Very Poor
4.	MMK	100	44	1936	Poor

5.	MR	100	36	1296	Very Poor
6.	QFH	100	36	1296	Very Poor
7.	RA	100	40	1600	Very Poor
8.	DZK	100	36	1296	Very Poor
9.	AH	100	32	1024	Very Poor
10.	EWG	100	32	1024	Very Poor
11.	MR	100	68	4624	Fair
12.	NA	100	56	3136	Fair
13.	DS	100	24	576	Very Poor
14.	AI	100	48	2304	Poor
15.	ES	100	20	400	Very Poor
16.	NF	100	28	784	Very Poor
17.	RKI	100	36	1296	Very Poor
18.	FTI	100	16	256	Very Poor
19.	MLA	100	56	3136	Fair
20.	NS	100	48	2304	Poor
21.	SJ	100	68	4624	Fair
	Total		$\sum X = 844$	$\sum X^2 = 3780$	
				8	

Based on the table above, the result of the students' vocabulary mastery score before giving treatment was 844. It could be seen that almost of the VIII B students' ability in Vocabulary was low. Because of most of students gained very poor score. The following are the process of calculation to find out the mean score and the

standard deviation based on the calculation of students' score in pre-test of the table 4.2.

Firstly, the researcher calculated the mean score of the pre-test.

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{844}{21}$$

$$X = 40.19$$

So, the mean score ( $X_1$ ) of pre-test is 40.19

Based on the result of the pre-test, the data showed that the mean score of the pre-test was 40.19. From that analyzing, it could be seen that almost of the 21 students' ability in vocabulary was still low because most of students gained poor score.

Secondly, the researcher calculated the standard score deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{37808 - \frac{(844)^2}{21}}{21-1}}$$

$$SD = \sqrt{\frac{37808 - \frac{(712336)}{21}}{20}}$$

$$SD = \sqrt{\frac{37808 - 33920.76}{20}}$$

$$SD = \sqrt{\frac{3887.24}{20}}$$



$$SD = \sqrt{194.362}$$

$$SD = 13.94$$

#### 4.1.1.2 The Students' score in Post-Test

Meanwhile, the students' score in post-test would be presented in the following table:

Table 4.3 The Students' Score in Post Test

NO.	STUDENTS	POST-TEST	
		CORRECT ANSWER	SCORE
1.	MJ	21	84
2.	MR	22	88
3.	AFH	20	80
4.	MMK	19	76
5.	MR	23	92
6.	QFH	20	80
7.	RA	19	76
8.	DZK	20	80
9.	AH	9	36
10.	EWG	10	40
11.	MR	21	84
12.	NA	21	84
13.	DS	17	68

14.	AI	21	84
15.	ES	10	40
16.	NF	10	40
17.	RKI	19	76
18.	FTI	17	68
19.	MLA	20	80
20.	NS	19	76
21.	SJ	24	96
Total			$\Sigma=1528$

Based on the table above, the students' vocabulary mastery score had improvement where the students score in post-test higher than in pre-test . To more know the students' score in post-test based on the classification as in following table below

Table 4.4 Students' Score in Post-Test

NO	STUDENTS	POST-TEST OF THE STUDENTS ( $X_1$ )			CLASSIFICATION
		MAX SCORE	SCORE $X_1$	$X^2$	
1.	MJ	100	84	7056	Good
2.	MR	100	88	7744	Very Good
3.	AFH	100	80	6400	Good
4.	MMK	100	76	5776	Good
5.	MR	100	92	8464	Very Good
6.	QFH	100	80	6400	Good
7.	RA	100	76	5776	Good

8.	DZK	100	80	6400	Good
9.	AH	100	36	1296	Very Poor
10.	EWG	100	40	1600	Very Poor
11.	MR	100	84	7056	Good
12.	NA	100	84	7056	Good
13.	DS	100	68	4624	Fair
14.	AI	100	84	7056	Good
15.	ES	100	40	1600	Very Poor
16.	NF	100	40	1600	Very Poor
17.	RKI	100	76	5776	Good
18.	FTI	100	68	4624	Fair
19.	MLA	100	80	6400	Good
20.	NS	100	76	5776	Good
21.	SJ	100	96	9216	Very Good
	Total		$\sum X = 1528$	$\sum X^2 = 117696$	

The table above shows that there was an improvement of students' score after giving the treatment through Anagram. The total score in post-test is 1528. It proved that there was increasing of students' score in post-test.

Here, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' mastery before and after learning process through Anagram Technique in vocabulary ability.

The first, to get the mean score of post-test, used formula:

$$X = \frac{\sum Xi}{n}$$

$$X = \frac{1528}{21}$$

$$X = 72.76$$

So, the mean score ( $X_2$ ) of post-test is 72.76

Based on the result of post-test, the data showed that the mean score of post-test was 72.76. From that analyzing, it could be seen that almost of the 21 students' vocabulary mastery was good because there was an improvement of students' score twelve students in Good classification, three students' in very good classification, two students' in fair classification, four students in very poor classification then no one in poor classification.

The second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{117696 - \frac{(1528)^2}{21}}{21 - 1}}$$

$$SD = \sqrt{\frac{117696 - \frac{(2334784)}{21}}{20}}$$

$$SD = \sqrt{\frac{117696 - 111180.19}{20}}$$

$$SD = \sqrt{\frac{6515.81}{20}}$$

$$SD = \sqrt{325.79}$$

$$SD = 18.05$$

So, the SD of post-test is 18.05

After determining the mean score ( $\bar{X}$ ) of post-test was 72.76 and standard deviation (SD) of the post-test was 18.05, it could be seen the students' vocabulary mastery were in a good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.5 The Mean Score and Standard Deviation of the Pre-test and Post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-Test	40.19	13.94
Post-Test	72.76	18.05

*(Data Source: the mean score and standard deviation of pre-test and post-test)*

The data in the table 4.5 indicates that there was an important while doing pre-test up to post-test. In pre-test had score 40.19 and the post-test score increased become 72.76. The standard deviation of pre-test was 13.94 (SD) while the standard deviation of the post-test was 18.05 (SD).

As the result of his item was the mean score of the post-test was greater than the mean score in pre-test. It means that the students' vocabulary mastery had improvement after doing the learning process that used in class.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The Rate Percentage of the Frequency of the Pre-Test and Post-Test.

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	86-100	0	3	0	14.29%
2.	Good	71-85	0	12	0	57.14%
3.	Fair	56-70	4	2	19.05%	9.52%
4.	Poor	41-55	4	0	19.05%	0
5.	Very Poor	≤ 40	13	4	61.90%	19.05%
Total			21	21	100%	100%

The table 4.6 shows the students' percentage of pre-test was most common in very poor score namely thirteen students and it was the high percentage 61.90%. Then there is no students who are in very good score. It means that the students' vocabulary was still low. Where as the percentage of post-test indicated that there was increasing percentage a great majority of the students in vocabulary mastery because there was twelve students had gotten good score with the 57,14%. As can be seen also, the score was very good score namely three students with 14.29%. there was two students in fair score and four students in very poor score. Then there was no students in poor score. It means that there was an increasing percentage after doing pre-test up to post-test.

4.1.2 The Implementation of Anagram technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-wasilah Lemo Kabupaten Polman.

This part discusses the result of data analysis about the implementation of Anagram Technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman.

#### 4.1.2.1 T-Test Value

The following is the table to find out the differences of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of the Calculation of the Score on Pre-Pest and Post-Test on the Students' Vocabulary Mastery.

No.	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1.	36	84	1296	7056	48	5760
2.	48	88	2304	7744	40	5440
3.	36	80	1296	6400	44	5104
4.	44	76	1936	5776	32	3840
5.	36	92	1296	8464	56	7168
6.	36	80	1296	6400	44	5104
7.	40	76	1600	5776	36	4176
8.	36	80	1296	6400	44	5104
9.	32	36	1024	1296	4	272
10.	32	40	1024	1600	8	576
11.	68	84	4624	7056	16	2432
12.	56	84	3136	7056	28	3920
13.	24	68	576	4624	44	4048
14.	48	84	2304	7056	36	4752



15.	20	40	400	1600	20	1200
16.	28	40	784	1600	12	816
17.	36	76	1296	5776	40	4480
18.	16	68	256	4624	52	4368
19.	56	80	3136	6400	24	5264
20.	48	76	2304	5776	28	3462
21.	68	96	4624	9216	28	4592
Total	$\Sigma=844$	$\Sigma=1528$	$\Sigma X^2=37808$	$\Sigma X^2=117696$	684	81878

In the order to see the students' score, the following is t-test was statistically applied:

To find out D use formula as follow:

$$D = \frac{\Sigma X}{N} = \frac{684}{21} = 32.57$$

The calculation the T-Test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{32.57}{\sqrt{\frac{81878 - \frac{684^2}{21}}{21(21-1)}}$$

$$t = \frac{32.57}{\sqrt{\frac{81878 - \frac{467856}{21}}{21(21-1)}}$$

$$t = \frac{32.57}{\sqrt{\frac{81878 - 22278.86}{21(20)}}}$$

$$t = \frac{32.57}{\sqrt{\frac{59599.14}{420}}}$$

$$t = \frac{32.57}{\sqrt{141.90}}$$

$$t = \frac{32.57}{11.91}$$

$t = 2.734$  Thus, the t-test value is 2.73 it was greater than t-table.

Table 4.8 The Test of Significance

Variable	T-test	T-table
Pre-Test – Post-Test	2.73	1.729

The data above shows that the value of the t-test was greater than t-table value. It indicated that there a significance difference between the result students' pre-test and post-test.

#### 4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 21-1 \\ &= 20 \end{aligned}$$

For the level, significant (p) 5% and  $df = 20$ , and the value of the t-table is 1.729, while the value of the t-test is 2.73. It means that the t-test value is greater than the t-table. Thus, it can be concluded that the students' vocabulary mastery through Anagram Technique is significant better after getting the treatments. So, the null hypothesis ( $H_0$ ) is rejected and the Alternative hypothesis ( $H_i$ ) is accepted.

## 4.2 Discussion

### 4.2.1 The Improvement of Students' vocabulary mastery through Anagram Technique.

By looking of the pre-test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got very good and good score, four (19.05%) students got fair score, four (19.05%) students got poor score and thirteen (61.90%) students got very poor score. Whereas in the post-test, three (14.29%) students got very good score, twelve (57.14%) students got good score, two (9.52%) students got in fair score, four (19.05%) students got very poor score and no one students good poor score.

In addition, the mean score of the pre-test was and the mean score of the post-test was. As conclusion, the mean score of post-test (72.76) was greater than pre-test (40.19). Even, for the level significant (p) 5% and  $df = 20$ , and the value of table is 1.729 while the value of t-test is 2.73 it means that, the t-test value is greater than t-table ( $2.73 \geq 1.729$ ). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatments. So, the Null Hypothesis ( $H_0$ ) is refused and the Alternative Hypothesis ( $H_i$ ) is accepted.

The researcher concluded that one of the main factor which made the students lack in vocabulary mastery cause the strategy or media used in class monotonous. The students rarely study using a unique technique in class since in vocabulary learning so many vocabularies were not familiar to them. Students who lack of vocabulary sometime can not deduce the meaning of a word from the context.

For students, still many vocabularies that they had not known. An unknown vocabulary can be like a suddenly dropped causing the students stop and think about the meaning of the word and thus making them miss the next part of the speech. Both the students and teacher had problem related to the learning vocabulary process. Those condition were causing had effect for the students so then the students got low score in vocabulary mastery.

Some problem occurred during the implementation of Anagram technique to improve the students vocabulary mastery. First was related to time management, and the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the material of vocabulary. Besides that, the different of knowledge about vocabulary also was caused trouble in teaching. Considering the importance of teaching vocabulary, there should be a technique that can promote the language learning.

To overcome this problem, the researcher planned to give the students an exercise vocabulary activities for each meeting. The students would answer the question of vocabulary in form of Anagram and the students had to focus. Whereas vocabulary activities only requires the students to analyze in arranging the word become new vocabulary based on the topic that have given by writer.

The researcher would supplied a worksheet explained the material in the meeting. It was aimed at to evaluate the students' attention and knowledge after explanation. The researcher asked the students to find out the answer in the worksheet and the students were allowed to use dictionary. After students did the worksheet which has given, the researcher asked them to collect that and correct it together.

Whereas vocabulary is basic language teaching because without vocabulary mastery the students would get difficulties in four skill in English Language. So the teacher have to be creative person in teaching, in addition the teacher also have to be provided technique to support the teaching and learning of vocabulary, successful vocabulary can be looked at in terms of the strategies the teacher use when teaching vocabulary.

After the researcher applied Anagram Technique in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed Anagram technique can improve students' vocabulary mastery. The result was proven by the improvement of students score in vocabulary test.

Moreover, in pre-test most of students showed difficulties distinguishing to recognize the vocabulary because they have lack in vocabulary. This condition certainly make the students got low score in vocabulary test. On the contrary, in the post-test, most of the students felt more comfortable and easy to adopt the material. Generally the use of anagram technique mainly aimed at increasing teaching process to be more motivating and appealing for students.

Technique can be used not only to make teaching interesting but also to make teaching more effective in terms of students' improvement. Even though, some students' score still remained the same but most of students vocabulary in post-test were better than their score in pre-test. After the researcher applied Anagram technique, the researcher found that the implementation of Anagram as wordplay in teaching vocabulary were done as expected. In implementing the Anagram Technique the researcher did the teaching vocabulary phrases plans.

In the teaching vocabulary activities, the researcher used three phases as well as pre-teaching vocabulary activities, while-teaching vocabulary activities and post-teaching vocabulary activities. In the pre-teaching vocabulary activities, the students were given some question to activate their background knowledge related to the topic. The researcher also reviewed some vocabulary to introduce them to the Anagram being applied. In while-teaching vocabulary activities, the students were taught some vocabularies which related the topic and ask to do some exercise as the main activities. In the post-teaching vocabulary activities, the students were asked them to do some activities to check their comprehension to what they had learned through Anagram Technique.

In the pre-teaching vocabulary phase prepare students through activities involving activating prior knowledge, making prediction, and reviewing key vocabulary. The while-teaching vocabulary phase focuses on how to students follow the procedure in rearranging the letter become the new word based on the topic to find out the meaning. The post-teaching vocabulary phase typically involve response to analyze the letter in rearranging the letter to find out the new word then they understanding the meaning and how to pronounce it.

Based on the finding above, the researcher concluded that there is an improvement of students' vocabulary mastery through anagram technique at MTs Al-Wasilah Lemo kabupaten Polman.

#### 4.2.2 The Ways of the Implementation of Anagram Technique to Improve Students' Vocabulary Mastery

Teaching vocabulary by using anagram make the students enjoy while learning and capability to develop their vocabulary because this technique is the type of word play so the student was not bored to learn it and also they had become more brave to stand in front of the class to say the words and answer the question. After the researcher applied the Anagram Technique in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be prove by the score and analysis. After calculating and analyzing the data, the researcher found that the result showed through Anagram technique can improve the students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

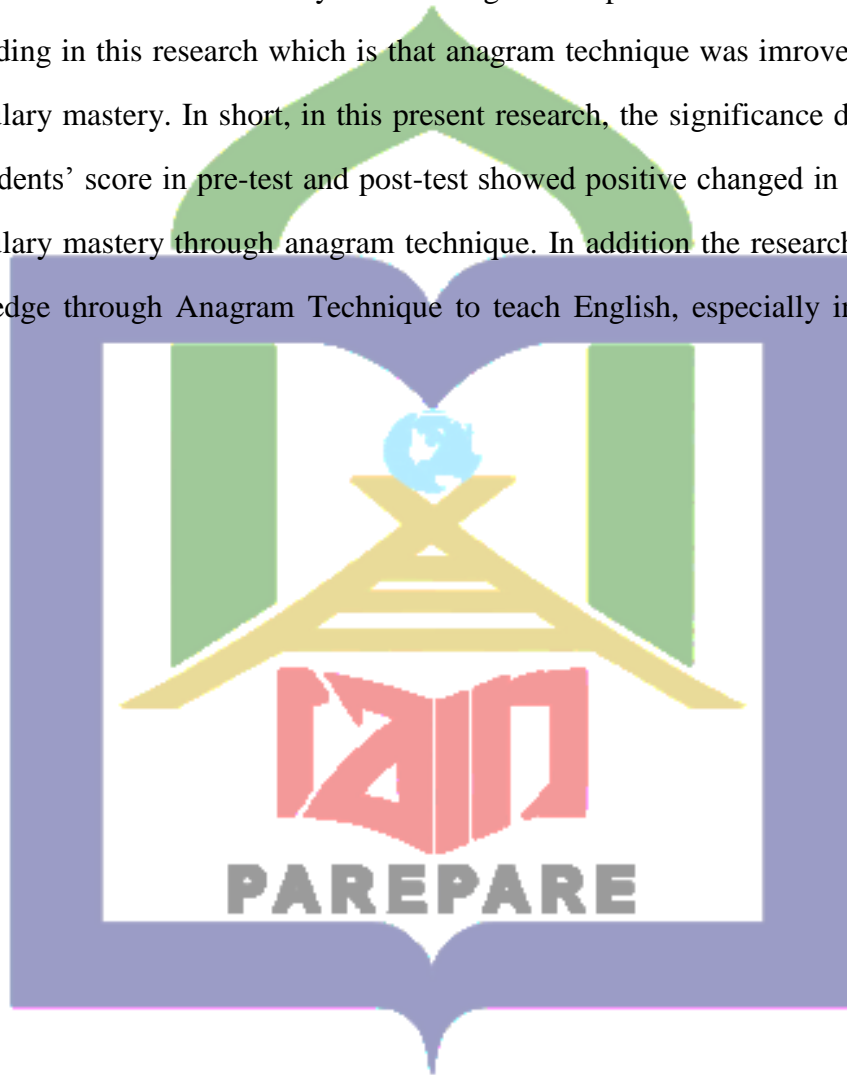
The impact through Anagram technique seems to be significant in students improvement. At the beginning of the study the mean score pre-test were 40.19. by the end of the study the result through Anagram technique post-test enhance after giving treatment. The mean score indicate 72.76. the result show that the score post-test is higher than the pre-test. And it can be conclude that the treatment have been effective.

In line with Brown (1988), the finding in this research showed the advantage of Anagram: increasing students english vocabulary, helping students to strengthen



their memory, training students to be patients in learning anagram, and training students to control their emotion. This theory is proven by the finding of the research.

Additionally, some previous research showed that anagram technique able to improve the students vocabulary. The findings of the previous research are similar to the finding in this research which is that anagram technique was improve the students vocabulary mastery. In short, in this present research, the significance differences of the students' score in pre-test and post-test showed positive changed in the students' vocabulary mastery through anagram technique. In addition the researcher got knew knowledge through Anagram Technique to teach English, especially in vocabulary ability.



## CHAPTER V

### CONCLUSION AND SUGGESTION

After presenting the research finding and discussion in the previous chapter, the researcher draw the conclusion and offer some suggestion based on the research that was done at MTs Al-Wasilah LemoKabupaten Polman.

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experiment design, the objective on this study is to find out whether the implementation of Anagram technique was able or not to improve students' vocabulary mastery. Therefore this study is using quantitative research. The result of data analysis: the mean score of pre-test (40.19) and standard deviation (13.94), the mean score of post-test (72.76) and the standard deviation (18.05). T-test result in which the value of t-test was 2.73 it was greater than t-table 1.729 at the level significant 5% and degree of freedom (df) was 20.

The result of the research showed that through Anagram Technique was able to improve the students' vocabulary mastery where could increase their knowledge about vocabulary, to know how to pronoun the vocabularies, to understand to classifying the kind of vocabulary especially noun, to use the proper word in writing, and to recognize the vocabulary which suitable using in sentence. The enhancement of the students' writing skill is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 40.19 and it improved into 72.76 in the post-test. Then, the t-test (2.73) was greater than t-table (1.729). it means that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative

Hypothesis (Ha) was accepted. It proved that the implementation of Anagram Technique in teaching vocabulary able to improve the students; vocabulary mastery.

## 5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestion related to this research for teacher, students, and other researchers. The suggestion are as follow:

### 5.2.1 For the English Teacher

5.2.1.1 The English teacher should improve their creativity in teaching vocabulary, for example by using technique to attract the students' motivation, using aids to explain the material, various technique in every meeting in order to make the students enjoy teaching learning process happens.

5.2.1.2 The teachers can using Anagram in teaching vocabulary and to create variety of teaching learning English process.

### 5.2.2 For the Students

5.2.2.1 The students more be active and not afraid of making mistakes during teaching learning process, especially in the vocabulary class.

5.2.2.2 They should practice and measure their vocabulary in English, discussing with their friend if they have difficulty in vocabulary, and enjoy the vocabulary class.

### 5.2.3 For Other Researcher

5.2.3.1 This skripsi can be a reference for other research to conduct the next research.

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## Appendix 1

### LESSON PLAN ONE

Satuan Pendidikan : MTs Al-Wasilah Lemo  
Kab Polman  
Kelas/Semester : VIII/Genap  
Mata Pelajaran : Bahasa Inggris  
Topik : Introduction of Anagram  
Technique  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Dasar

1. Menunjukkan Perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan disekitar sekolah.
2. Mengenal berbagai kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.
3. Memahami makna masing-masing kosakata.

#### B. Indikator Pencapaian

1. Menunjukkan motifasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru dari lingkungan.
3. Mengucapkan kosakata bahasa inggris dengan benar.
4. Mengetahui makna masing-masing kosakata bahasa inggris dengan benar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran Peserta Didik diharapkan :

1. Menguasai pengucapan dan tulisan masing-masing kosakata
2. Menggunakan kosakata dalam praktik bahasa Inggris

#### D. Materi Pembelajaran

- Introduction of Anagram Technique



### E. Model/Metode Pembelajaran

- Pendekatan : Scientfil Learning Process
- Metode : Kontekstual
- Teknik : Field Trip Technique (Instructional)

#### Kegiatan Pembelajaran Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas kemudian menyapa menggunakan bahasa Inggris</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “Good Morning Students” pastikan semua peserta didik menjawab kembali.</li> <li>• Memimpin Doa</li> <li>• Guru menyebutkan nama siswa satu persatu untuk mengetahui siapa yang tidak masuk dihari tersebut, serta memberikan sedikit motifasi.</li> <li>• Guru menyampaikan langkah pembelajaran yang akan dilakukan oleh siswa</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<p>1. Observing</p> <p>Guru menanyakan tentang kosakata yang telah mereka kuasai selama belajar Bahasa Inggris. Kemudian menjelaskan beberapa tehnik belajar kosakata salah satunya adalah tehnik Anagram.</p>	70 Menit

	<p>Setelah itu, guru menjelaskan apa itu tehnik Anagram dan bagaimana cara menggunakannya dalam menyusun kosakata baru.</p> <p>2. Questioning</p> <p>Siswa diberikan pertanyaan mengenai kosakata apa saja yang dapat diubah menjadi kosakata baru dalam bahasa Indonesia kemudian disusul dengan kosakata Bahasa Inggris.</p> <p>3. Associating</p> <p>Siswa diminta untuk menyusun kosakata baru dalam Bahasa Indonesia melalui proses Anagram, setelah mereka memahami bagaimana cara memperoleh kosakata baru menggunakan Bahasa Indonesia, siswa diminta kembali untuk menyusun kosakata baru menggunakan Bahasa Inggris.</p> <p>4. Networking</p> <p>Masing-masing siswa diminta untuk menyebutkan kosakata baru dalam Bahasa Inggris yang mereka dapatkan melalui proses Anagram, lalu guru akan mengevaluasi kesalahan penyebutan dan tulisan dari tiap-tiap siswa.</p>	
Penutup	<p>1. Guru menanyakan apakah siswa telah memahami materi pembelajaran yang sudah terlaksanakan</p> <p>2. Siswa dan Guru menyimpulkan materi pembelajaran</p>	10 Menit

#### F. Sumber/Media Pembelajaran

- Buku Paket Siswa, dasar-dasar penguasaan Bahasa Inggris
- Kamus (John M. Echols dan Hasan Shadily)
- Papan Tulis, Spidol dan Jenis Teks tentang Materi.

#### G. Penilaian (Terlampir)



## Appendix 1

### LESSON PLAN TWO

Satuan Pendidikan : MTs Al-Wasilah Lemo  
Kab Polman  
Kelas/Semester : VIII/Genap  
Mata Pelajaran : Bahasa Inggris  
Topik : Animal  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Dasar

1. Menunjukkan Perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan disekitar sekolah.
2. Mengenal berbagai kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.
3. Memahami makna masing-masing kosakata.

#### B. Indikator Pencapaian

1. Menunjukkan motifasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru dari lingkungan.
3. Mengucapkan kosakata bahasa inggris dengan benar.
4. Mengetahui makna masing-masing kosakata bahasa inggris dengan benar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran Peserta Didik diharapkan :

1. Menguasai pengucapan dan tulisan masing-masing kosakata
2. Menggunakan kosakata dalam praktik bahasa Inggris

#### D. Materi Pembelajaran

- Animal

### E. Model/Metode Pembelajaran

- Pendekatan : Scientfil Learning Process
- Metode : Kontekstual
- Tehnik : Field Trip Technique (Instructional)

### Kegiatan Pembelajaran Pertemuan Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas kemudian menyapa menggunakan bahasa Inggris</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “Good Morning Students” pastikan semua peserta didik menjawab kembali.</li> <li>• Memimpin Doa</li> <li>• Guru menyebutkan nama siswa satu persatu untuk mengetahui siapa yang tidak masuk dihari tersebut, serta memberikan sedikit motifasi.</li> <li>• Guru menyampaikan langkah pembelajaran yang akan dilakukan oleh siswa</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<p>1. Observing</p> <p>Guru menjelaskan topic pembelajaran pada pertemuan tersebut. Kemudian mengulang kembali pembelajaran pekan lalu mengenai penggunaan Tehnik Anagram dalam menyusun kosakata baru</p>	70 Menit

	<p>dengan memberikan contoh setelah itu membagi siswa menjadi 5 kelompok.</p> <p>2. Questioning</p> <p>Siswa diberikan pertanyaan mengenai kosakata yang yang mereka kuasai sesuai topic pada pertemuan tersebut.</p> <p>3. Associating</p> <p>Siswa diminta untuk menyusun kosakata baru melalui proses anagram dan menemukan kosakata berdasarkan topic yang diangkat pada pertemuan tersebut.</p> <p>4. Experimenting</p> <p>Siswa diminta untuk mengunjungi lokasi sesuai topic dan menuliskan kosakata bahasa inggris dari apa yang telah mereka lihat di lingkungan tersebut.</p> <p>5. Networking</p> <p>Masing-masing kelompok diminta untuk menyebutkan kosakata yang mereka tulis lalu guru akan mengevaluasi kesalahan penyebutan dan tulisan dari tiap-tiap kelompok sebelum masing-masing siswa diminta untuk menghafalkan kemudian dites oleh guru dengan ditanya beberapa kosakata terkait materi tersebut.</p>	
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Penutup	<ol style="list-style-type: none"> <li>1. Guru menanyakan apakah siswa telah memahami materi pembelajaran yang sudah terlaksanakan</li> <li>2. Siswa dan Guru menyimpulkan materi pembelajaran</li> </ol>	10 Menit
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#### F. Sumber/Media Pembelajaran

- Buku Paket Siswa, dasar-dasar penguasaan Bahasa Inggris
- Kamus (John M. Echols dan Hasan Shadily)
- Papan Tulis, Spidol dan Jenis Teks tentang Materi.

#### G. Penilaian (Terlampir)



## Appendix 1

### LESSON PLAN THREE

Satuan Pendidikan : MTs Al-Wasilah Lemo  
Kab Polman  
Kelas/Semester : VIII/Genap  
Mata Pelajaran : Bahasa Inggris  
Topik : Jobs and People  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Dasar

1. Menunjukkan Perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan disekitar sekolah.
2. Mengenal berbagai kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.
3. Memahami makna masing-masing kosakata.

#### B. Indikator Pencapaian

1. Menunjukkan motifasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru dari lingkungan.
3. Mengucapkan kosakata bahasa inggris dengan benar.
4. Mengetahui makna masing-masing kosakata bahasa inggris dengan benar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran Peserta Didik diharapkan :

1. Menguasai pengucapan dan tulisan masing-masing kosakata
2. Menggunakan kosakata dalam praktik bahasa Inggris

#### D. Materi Pembelajaran

- Jobs and People



### E. Model/Metode Pembelajaran

- Pendekatan : Scientfil Learning Process
- Metode : Kontekstual
- Tehnik : Field Trip Technique (Instructional)

### Kegiatan Pembelajaran Pertemuan Ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas kemudian menyapa menggunakan bahasa Inggris</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “Good Morning Students” pastikan semua peserta didik menjawab kembali.</li> <li>• Memimpin Doa</li> <li>• Guru menyebutkan nama siswa satu persatu untuk mengetahui siapa yang tidak masuk dihari tersebut, serta memberikan sedikit motifasi.</li> <li>• Guru menyampaikan langkah pembelajaran yang akan dilakukan oleh siswa</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<p>1. Observing</p> <p>Guru menjelaskan topic pembelajaran pada pertemuan tersebut. Kemudian mengulang kembali pembelajaran pekan lalu setelah itu membagi siswa menjadi 6 kelompok.</p>	70 Menit

	<p>2. Questioning</p> <p>Siswa diberikan pertanyaan mengenai kosakata yang yang mereka kuasai sesuai topic pada pertemuan tersebut.</p> <p>3. Associating</p> <p>Siswa diminta untuk menyusun kosakata baru melalui proses anagram dan menemukan kosakata berdasarkan topik yang diangkat pada pertemuan tersebut.</p> <p>4. Experimenting</p> <p>Siswa diminta untuk mengunjungi lokasi sesuai topic dan menuliskan kosakata bahasa inggris dari apa yang telah mereka lihat dilingkungan tersebut.</p> <p>5. Networking</p> <p>Masing-masing kelompok diminta untuk menyebutkan kosakata yang mereka tulis lalu guru akan mengevaluasi kesalahan penyebutan dan tulisan dari tiap-tiap kelompok sebelum masing-masing siswa diminta untuk menghafalkan kemudian dites oleh guru dengan ditanya beberapa kosakata terkait materi tersebut.</p>	
Penutup	<p>1. Guru menanyakan apakah siswa telah memahami materi pembelajaran yang sudah terlaksanakan</p> <p>2. Siswa dan Guru menyimpulkan materi pembelajaran</p>	10 Menit

#### F. Sumber/Media Pembelajaran

- Buku Paket Siswa, dasar-dasar penguasaan Bahasa Inggris
- Kamus (John M. Echols dan Hasan Shadily)
- Papan Tulis, Spidol dan Jenis Teks tentang Materi.

#### G. Penilaian (Terlampir)



## Appendix 1

### LESSON PLAN FOUR

Satuan Pendidikan : MTs Al-Wasilah Lemo  
Kab Polman  
Kelas/Semester : VIII/Genap  
Mata Pelajaran : Bahasa Inggris  
Topik : Clothes and Jewelry  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Dasar

1. Menunjukkan Perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan disekitar sekolah.
2. Mengenal berbagai kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.
3. Memahami makna masing-masing kosakata.

#### B. Indikator Pencapaian

1. Menunjukkan motifasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru dari lingkungan.
3. Mengucapkan kosakata bahasa inggris dengan benar.
4. Mengetahui makna masing-masing kosakata bahasa inggris dengan benar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran Peserta Didik diharapkan :

1. Menguasai pengucapan dan tulisan masing-masing kosakata
2. Menggunakan kosakata dalam praktik bahasa Inggris

#### D. Materi Pembelajaran

- Clothes and Jewelry

#### E. Model/Metode Pembelajaran

- Pendekatan : Scientfil Learning Process
- Metode : Kontekstual
- Tehnik : Field Trip Technique (Instructional)

#### Kegiatan Pembelajaran Pertemuan Ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas kemudian menyapa menggunakan bahasa Inggris</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “Good Morning Students” pastikan semua peserta didik menjawab kembali.</li> <li>• Memimpin Doa</li> <li>• Guru menyebutkan nama siswa satu persatu untuk mengetahui siapa yang tidak masuk dihari tersebut, serta memberikan sedikit motifasi.</li> <li>• Guru menyampaikan langkah pembelajaran yang akan dilakukan oleh siswa</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<p>1. Observing</p> <p>Guru menjelaskan topic pembelajaran pada pertemuan tersebut. Kemudian mengulang kembali pembelajaran pekan lalu setelah itu membagi siswa menjadi 7 kelompok.</p>	70 Menit

	<p>2. Questioning</p> <p>Siswa diberikan pertanyaan mengenai kosakata yang yang mereka kuasai sesuai topic pada pertemuan tersebut.</p> <p>3. Associating</p> <p>Siswa diminta untuk menyusun kosakata baru melalui proses anagram dan menemukan kosakata berdasarkan topik yang diangkat pada pertemuan tersebut.</p> <p>4. Experimenting</p> <p>Siswa diminta untuk mengunjungi lokasi sesuai topic dan menuliskan kosakata bahasa inggris dari apa yang telah mereka lihat dilingkungan tersebut.</p> <p>5. Networking</p> <p>Masing-masing kelompok diminta untuk menyebutkan kosakata yang mereka tulis lalu guru akan mengevaluasi kesalahan penyebutan dan tulisan dari tiap-tiap kelompok sebelum masing-masing siswa diminta untuk menghafalkan kemudian dites oleh guru dengan ditanya beberapa kosakata terkait materi tersebut.</p>	
Penutup	<p>1. Guru menanyakan apakah siswa telah memahami materi pembelajaran yang sudah terlaksanakan</p> <p>2. Siswa dan Guru menyimpulkan materi pembelajaran</p>	10 Menit

F. Sumber/Media Pembelajaran

- Buku Paket Siswa, dasar-dasar penguasaan Bahasa Inggris
- Kamus (John M. Echols dan Hasan Shadily)
- Papan Tulis, Spidol dan Jenis Teks tentang Materi.

G. Penilaian (Terlampir)



## Appendix 1

### LESSON PLAN FIVE

Satuan Pendidikan : MTs Al-Wasilah Lemo  
Kab Polman  
Kelas/Semester : VIII/Genap  
Mata Pelajaran : Bahasa Inggris  
Topik : House  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Dasar

1. Menunjukkan Perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan disekitar sekolah.
2. Mengenal berbagai kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.
3. Memahami makna masing-masing kosakata.

#### B. Indikator Pencapaian

1. Menunjukkan motifasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru dari lingkungan.
3. Mengucapkan kosakata bahasa inggris dengan benar.
4. Mengetahui makna masing-masing kosakata bahasa inggris dengan benar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran Peserta Didik diharapkan :

1. Menguasai pengucapan dan tulisan masing-masing kosakata
2. Menggunakan kosakata dalam praktik bahasa Inggris

#### D. Materi Pembelajaran

- House



### E. Model/Metode Pembelajaran

- Pendekatan : Scientfil Learning Process
- Metode : Kontekstual
- Teknik : Field Trip Technique (Instructional)

### Kegiatan Pembelajaran Pertemuan Ke-5

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas kemudian menyapa menggunakan bahasa Inggris</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “Good Morning Students” pastikan semua peserta didik menjawab kembali.</li> <li>• Memimpin Doa</li> <li>• Guru menyebutkan nama siswa satu persatu untuk mengetahui siapa yang tidak masuk dihari tersebut, serta memberikan sedikit motifasi.</li> <li>• Guru menyampaikan langkah pembelajaran yang akan dilakukan oleh siswa</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<p>1. Observing</p> <p>Guru menjelaskan topic pembelajaran pada pertemuan tersebut. Kemudian mengulang kembali pembelajaran pekan lalu setelah itu membagi siswa menjadi 8 kelompok.</p>	70 Menit

	<p>2. Questioning</p> <p>Siswa diberikan pertanyaan mengenai kosakata yang yang mereka kuasai sesuai topic pada pertemuan tersebut.</p> <p>3. Associating</p> <p>Siswa diminta untuk menyusun kosakata baru melalui proses anagram dan menemukan kosakata berdasarkan topik yang diangkat pada pertemuan tersebut.</p> <p>4. Experimenting</p> <p>Siswa diminta untuk mengunjungi lokasi sesuai topic dan menuliskan kosakata bahasa inggris dari apa yang telah mereka lihat dilingkungan tersebut.</p> <p>5. Networking</p> <p>Masing-masing kelompok diminta untuk menyebutkan kosakata yang mereka tulis lalu guru akan mengevaluasi kesalahan penyebutan dan tulisan dari tiap-tiap kelompok sebelum masing-masing siswa diminta untuk menghafalkan kemudian dites oleh guru dengan ditanya beberapa kosakata terkait materi tersebut.</p>	
Penutup	<p>1. Guru menanyakan apakah siswa telah memahami materi pembelajaran yang sudah terlaksanakan</p> <p>2. Siswa dan Guru menyimpulkan materi pembelajaran</p>	10 Menit

#### F. Sumber/Media Pembelajaran

- Buku Paket Siswa, dasar-dasar penguasaan Bahasa Inggris
- Kamus (John M. Echols dan Hasan Shadily)
- Papan Tulis, Spidol dan Jenis Teks tentang Materi.

#### G. Penilaian (Terlampir)



## Appendix 1

### LESSON PLAN SIX

Satuan Pendidikan : MTs Al-Wasilah Lemo  
Kab Polman  
Kelas/Semester : VIII/Genap  
Mata Pelajaran : Bahasa Inggris  
Topik : Brush Up All the Materials  
Alokasi Waktu : 2 x 45 Menit

#### A. Kompetensi Dasar

1. Menunjukkan Perilaku jujur dan percaya diri dalam menemukan kosakata baru dari lingkungan disekitar sekolah.
2. Mengenal berbagai kosakata yang berbeda dari lingkungan yang diamati sebelumnya baik secara tulisan dan pengucapannya.
3. Memahami makna masing-masing kosakata.

#### B. Indikator Pencapaian

1. Menunjukkan motifasi untuk mengembangkan kemampuan berbahasa inggris
2. Mengidentifikasi dan menulis kosakata baru dari lingkungan.
3. Mengucapkan kosakata bahasa inggris dengan benar.
4. Mengetahui makna masing-masing kosakata bahasa inggris dengan benar.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran Peserta Didik diharapkan :

1. Menguasai pengucapan dan tulisan masing-masing kosakata
2. Menggunakan kosakata dalam praktik bahasa Inggris

#### D. Materi Pembelajaran

- Brush Up All the Materials

### E. Model/Metode Pembelajaran

- Pendekatan : Scientfil Learning Process
- Metode : Kontekstual
- Tehnik : Field Trip Technique (Instructional)

### Kegiatan Pembelajaran Pertemuan Terakhir

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas kemudian menyapa menggunakan bahasa Inggris</li> <li>• Guru memotivasi siswa dan mengucapkan kalimat “Good Morning Students” pastikan semua peserta didik menjawab kembali.</li> <li>• Memimpin Doa</li> <li>• Guru menyebutkan nama siswa satu persatu untuk mengetahui siapa yang tidak masuk dihari tersebut, serta memberikan sedikit motifasi.</li> <li>• Guru menyampaikan langkah pembelajaran yang akan dilakukan oleh siswa</li> <li>• Guru menyampaikan tujuan pembelajaran</li> </ul>	10 Menit
Inti	<p>Guru mengulang semua materi awal hingga materi akhir. Kemudian meminta kepada semua siswa untuk menyiapkan selembar kertas dan sebuah polpen. Setelah itu, siswa tersebut diminta untuk menuliskan semua kosakata yang mereka dapatkan selama</p>	70 Menit

	penerapan Tehnik Anagram dalam jangka waktu 15 menit. Bagi siswa yang dapat menuliskan banyak kosakata dalam jangka waktu 15 menit dengan penulisan dan arti yang benar maka akan diberi hadiah atas kemenangannya.	
Penutup	<ol style="list-style-type: none"> <li>1. Guru menanyakan apakah siswa telah memahami materi pembelajaran yang sudah dilaksanakan selama beberapa pertemuan.</li> <li>2. Guru memberikan motivasi agar tidak menyerah dalam belajar Bahasa Inggris.</li> <li>3. Mengucapkan terima kasih atas partisipasinya selama beberapa pekan terakhir.</li> <li>4. Mengucapkan salam.</li> </ol>	10 Menit

#### F. Sumber/Media Pembelajaran

- Kamus (John M. Echols dan Hasan Shadily)

#### G. Penilaian (Terlampir)

## Appendix 2: Instrument of the Pre-Test

### INSTRUMENT OF THE PRE-TEST

#### A. Choose the best answer !

1. My father always reads .... Every morning.
  - a. Computer
  - b. Newspaper
  - c. Television
  - d. Radio
2. .... is a jewelry usually we put on our finger.
  - a. Ring
  - b. Eyebrow
  - c. Grin
  - d. Eyelashes
3. We often watch .... In the evening.
  - a. Magazine
  - b. Radio
  - c. Television
  - d. Newspaper
4. When I got ill and I was in hospital. I was treated by a doctor and .... were very friendly.
  - a. Runes
  - b. Security
  - c. Saver
  - d. Nurse
5. Ali : what is your father's job ?  
 Boy : He is a .... He files the plane.
  - a. Pilot
  - b. Postman
  - c. Farmer
  - d. Doctor
6. Grant is a tailor. He makes ...
  - a. Ice cream
  - b. Belt
  - c. Clothes
  - d. Bag
7. A .... Make some food.







21. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : ok. I will ... the red gown.

- |         |         |
|---------|---------|
| a. Wrap | b. Go   |
| c. Wear | d. Give |

22. the carpet is .... , I want to clean it.

- |          |          |
|----------|----------|
| a. Large | b. Shiny |
| c. Dirty | d. Soft  |

23. A : when did you get up in the morning ?

B : .....

- |                      |                       |
|----------------------|-----------------------|
| a. I got up at 05.00 | b. I had my breakfast |
| c. I was sleepy      | d. I went to school   |

24. Tami : where do you want move ?

Dikta : I want to ..... to Australia with my parents.

- |         |         |
|---------|---------|
| a. Come | b. Find |
| c. Move | d. Run  |

25. Katherina didn't study hard. She didn't .... The exam.

- |          |          |
|----------|----------|
| a. Study | b. Give  |
| c. Pass  | d. Break |

### Appendix 3: Instrument of the Post-Test

#### INSTRUMENT OF THE POST-TEST

##### A. Choose the best answer !

1. The gardener ..... the grass every Monday and Thursday.
  - a. Cuts
  - b. Plans
  - c. Trains
  - d. Comes
2. I can't hear anything since my ..... are sick.
  - a. Eyes
  - b. Ears
  - c. Nose
  - d. Mouth
3. Sugar is ..... , but honey is sweeter than sugar.
  - a. Salty
  - b. Small
  - c. Sweet
  - d. Smooth
4. Kathy is a ..... she teaches math in our class. Every students love her.
  - a. Kind teacher
  - b. Ugly teacher
  - c. Arrogant teacher
  - d. Emotional teacher
5. Lili : do you have a ..... ?  
 Shopkeeper : yes, we do. The fruit rack is right there.
  - a. Persian cat
  - b. Green apple
  - c. Running shoes
  - d. Drawing book.
6. My mother is a nurse. She works in Harapan Bunda Hospital. She ..... the patients everyday.
  - a. Thinks
  - b. Ignores
  - c. Helps
  - d. Finds
7. Teguh : this fried chicken is my favorite.

Hilda : I like it too. This fried chicken is very ....

- a. Delicious
- b. Bitter
- c. Salty
- d. Dangerous

8. Something that you can find in your bedroom is a ....

- a. Blackboard
- b. Bed
- c. Stove
- d. Garden

9. Grant is a tailor. He makes ....

- a. Clothes
- b. Bag
- c. Belt
- d. Ice cream

10. My father always reads ..... every morning.

- a. Radio
- b. Computer
- c. Television
- d. Newspaper

11. We often listen some news from the ....

- a. Newspaper
- b. Radio
- c. Magazine
- d. Television

12. My mother usually slices some meat with a ....

- a. Knifed
- b. Saw
- c. Was
- d. Knife

13. A man who play guitar is called ....

- a. Drummer
- b. Dreamer
- c. Guitarist
- d. Vocalist

14. Angelina Jolie is one of famous ..... in Hollywood.

- a. Singer
- b. Casters
- c. Actress
- d. Recasts

15. Something that you can find in our bedroom is .....
- a. Blackboard
  - b. Stove
  - c. Garden
  - d. Bed
16. .... as a calling for people who works as burning the bread.
- a. Break
  - b. Brake
  - c. Baker
  - d. Bakery
17. After eating or drinking in the restaurant, you give the bill to the ....
- a. Waiter
  - b. Cashier
  - c. Waitress
  - d. Manager
18. This animal including reptile. It has adhesive on its feet that aims to stick when walking on the wall.
- a. Frog
  - b. Frock
  - c. Listed
  - d. Lizard
19. .... Has a hump that serves to store food reserves. These animals live in the desert.
- a. Camel
  - b. Carner
  - c. Calmest
  - d. Cables
20. This animal lives in the sea. It has his usual black ink spray to protect himself from enemies. It has a lot of foot and body so soft and supple. What is it ?
- a. Squid
  - b. Square
  - c. Squad
  - d. Squawked

21. Mother : “It’s raining now, don’t forget to wear your .... If you go out.”

Winda : “Yes, Mom.”

- |            |             |
|------------|-------------|
| a. Jacket  | b. Umbrella |
| c. Sweater | d. Raincoat |

22. The following animals are usually kept as pets, except .....

- |             |         |
|-------------|---------|
| a. Elephant | b. Dogs |
| c. Birds    | d. Cats |

23. X : “ Look! The waiter is very .... To serve the customers.”

Y : “ That’s right ! she is tired too.”

- |           |         |
|-----------|---------|
| a. Sick   | b. Busy |
| c. Strong | d. Pale |

24. To get on the bus, you do not have to fight, you should ....

- |          |           |
|----------|-----------|
| a. Call  | b. Order  |
| c. Queue | d. Cancel |

25. You live on the farm. You work on the farm. You are a farmer. You do not go to the farm .....

- |           |            |
|-----------|------------|
| a. Slowly | b. Fast    |
| c. Empty  | d. Crowded |

Nama = Mahrifatul Ramadhani  
Kelas = VIII B

# INSTRUMENT OF THE PRE-TEST

## A. Choose the best answer !

1. My father always reads .... Every morning.  
a. Computer ☐ b. Newspaper ☒  
c. Television ☐ d. Radio ☐
2. .... is a jewelry usually we put on our finger.  
☒ a. Ring ☐ b. Eyebrow ☒  
c. Grin ☐ d. Eyelashes ☒
3. We often watch .... In the evening.  
a. Magazine ☐ b. Radio ☒  
☒ c. Television ☐ d. Newspaper ☐
4. When I got ill and I was in hospital. I was treated by a doctor and .... were very friendly.  
a. Runes ☐ b. Security ☒  
c. Saver ☐ ☒ d. Nurse ☐
5. Ali : what is your father's job ?  
Boy : He is a .... He flies the plane.  
☒ a. Pilot ☐ b. Postman ☒  
c. Farmer ☐ d. Doctor ☐
6. Grant is a tailor. He makes ...  
a. Ice cream ☐ b. Belt ☐  
☒ c. Clothes ☐ d. Bag ☒
7. A .... Make some food.  
a. Lawyer ☐ b. Doctor ☐  
c. Farmer ☐ ☒ d. Chef ☒
8. This tool is commonly used by builders. This tool is used to cut the woods. This tool is called ...  
a. Was ☐ b. Saw ☒  
c. Knifed ☐ ☒ d. Knife ☐
9. A .... That has similarities with the dogs. It is also a carnivorous animal. He usually is found on mountain or in the jungle.  
a. Loin ☐ b. Wolf ☒  
☒ c. Lion ☐ d. Flow ☐
10. Almost everyone has this. This is an item commonly use to store goods. It is very easy to carry around. This thing is called ...  
a. Bag ☐ b. Marked ☒  
c. Gab ☐ ☒ d. Market ☐
11. Lina ..... the match in Olympic Games. She is so sad.  
a. Won ☐ ☒ b. Lost ☒  
c. Jumped ☐ d. Celebrated ☐
12. I went to dentist yesterday because my ..... were in pain.  
☒ a. Hands ☐ b. Fingers ☒  
c. Teeth ☐ d. Ears ☒
13. A : can you help me ?  
B : yes, of course. What can I do for you ?  
A : please, .... This bag to my room.  
B : yes, sir.  
☒ a. Bring ☐ b. Help ☒  
c. Give ☐ d. Has ☐

Nilai =  $\frac{17}{25} \times 100 = 68$

8 Salah  
17 Benar





NAMA: NUR ALIA  
JENIS K: PEREMPUAN  
NIS : 180037

11 Salah  
19 Benar

### INSTRUMENT OF THE PRE-TEST

#### A. Choose the best answer !

1. My father always reads .... Every morning.  
a. Computer ☐ b. Newspaper ☒  
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13. A : can you help me ?  
B : yes, of course. What can I do for you ?  
A : please, .... This bag to my room.  
B : yes, sir.  
a. Bring ☐ b. Help ☒  
c. Give ☐ d. Has ☐

Nilai

$$\frac{19}{25} \times 100 = 76$$

14. This exercise was too ..... for me. I got score 100.

- a. Difficult
- ☒ c. Expensive
- b. Easy
- d. High

15. Diana's Barbie is broken. Diana is very ..... now.

- a. Confuse
- ☒ c. Happy
- b. Sad
- d. Charm

16. The teacher's duty is to .... The students in the school.

- ☒ a. Teach
- c. Make
- ☒ b. Play
- d. Work

17. Luna is celebrating her birthday. Now luna feels ....

- ☒ a. Angry
- c. Easy
- b. Dusty
- ☒ d. Happy

18. Mia : Adi, your shoes are so fit in your ..... you look generous.

Adi : thank you.

- ☒ a. Finger
- c. Hand
- b. Lip
- d. Feet

19. The clown is so ..... he makes all kids laugh and happy.

- ☒ a. Funny
- c. Noisy
- b. Quiet
- d. Disgusting

20. I am so hungry. So, I ..... a meal.

- a. Prepare
- c. Kick
- ☒ b. Walk
- d. Wear

21. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : ok. I will ... the red gown.

- a. Wrap
- c. Wear
- ☒ b. Go
- d. Give

22. the carpet is ...., I want to clean it.

- ☒ a. Large
- c. Dirty
- b. Shiny
- d. Soft

23. A : when did you get up in the morning ?

B : .....

- ☒ a. I got up at 05.00
- c. I was sleepy
- b. I had my breakfast
- d. I went to school

24. Tami : where do you want move ?

Dikta : I want to ..... to Australia with my parents.

- ☒ a. Come
- c. Move
- b. Find
- d. Run

25. Katherina didn't study hard. She didn't .... The exam.

- ☒ a. Study
- ☒ c. Pass
- b. Give
- d. Break

21 Salah  
9 Benar

**A. Choose the best answer !**

- Nilai  $\cdot \frac{1}{25} \times 100 = 16$

14. This exercise was too ..... for me. I got score 100.

a. Difficult

b. Easy

~~c. Expensive~~

d. High

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a. Teach

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25. Katherina didn't study hard. She didn't .... The exam.

~~a. Study~~

b. Give

c. Pass

d. Break





15. Something that you can find in our bedroom is .....

- a. Blackboard                      b. Stove  
c. Garden                          ☒ d. Bed

16. .... as a calling for people who works as burning the bread.

- a. Break                              b. Brake  
☒ c. Baker                              d. Bakery

17. After eating or drinking in the restaurant, you give the bill to the ....

- a. Waiter                              b. Cashier  
☒ c. Waitress                              d. Manager

18. This animal including reptile. It has adhesive on its feet that aims to stick when walking on the wall.

- a. Frog                                  b. Frock  
c. Listed                              ☒ d. Lizard

19. .... Has a hump that serves to store food reserves. These animals live in the desert.

- ☒ a. Camel                              b. Carmer  
c. Calmest                              d. Cables

20. This animal lives in the sea. It has his usual black ink spray to protect himself from enemies. It has a lot of foot and body so soft and supple. What is it ?

- ☒ a. Squid                              b. Square  
c. Squad                              d. Squawked

21. Mother : "It's raining now, don't forget to wear your .... If you go out."

Winda : "Yes, Mom."

- a. Jacket                              ☒ b. Umbrella  
c. Sweater                              ☒ d. Raincoat

22. The following animals are usually kept as pets, except .....

- ☒ a. Elephant                              b. Dogs  
c. Birds                                  d. Cats

23. X : "Look! The waiter is very .... To serve the customers."

Y : "That's right ! she is tired too."

- a. Sick                                  ☒ b. Busy  
c. Strong                              d. Pale

24. To get on the bus, you do not have to fight, you should ....

- a. Call                                  ☒ b. Order  
c. Queue                              d. Cancel

25. You live on the farm. You work on the farm. You are a farmer. You do not go to the farm .....

- a. Slowly                              ☒ b. Fast  
c. Empty                              d. Crowded

20 Benar

Nilai =  $\frac{20}{25} \times 100 = 80$

1. The gardener ..... the grass every Monday and Thursday.

a. Cuts  
c. Trains

b. Plans  
d. Comes

2. I can't hear anything since my ..... are sick.

a. Eyes  
c. Nose

(b) Ears  
d. Mouth

3. Sugar is ....., but honey is sweeter than sugar.

a. Salty  
(c) Sweet

b. Small  
d. Smooth

4. Kathy is a ..... she teaches math in our class. Every students love her.

(a) Kind teacher  
~~b~~ Arrogant teacher

b. Ugly teacher  
d. Emotional teacher

5. Lili : do you have a .... ?  
Shopkeeper : yes, we do. The fruit rack is right there.

a. Persian cat  
c. Running shoes

(b) Green apple  
d. Drawing book.

6. My mother is a nurse. She works in Harapan Bunda Hospital. She ..... the patients everyday.

a. Thinks  
(c) Helps

b. Ignores  
d. Finds

7. Teguh : this fried chicken is my favourite.  
Hilda : I like it too. This fried chicken is very ....

(a) Delicious  
c. Salty

b. Bitter  
d. Dangerous

8. Something that you can find in your bedroom is a ....

a. Blackboard  
c. Stove

(b) Bed  
d. Garden

9. Grant is a tailor. He makes ....

(a) Clothes  
c. Belt

~~b~~ Bag  
d. Ice cream

10. My father always reads ..... every morning.

a. Radio  
c. Television

b. Computer  
(d) Newspaper

11. We often listen some news from the ....

a. Newspaper  
c. Magazine

(b) Radio  
d. Television

12. My mother usually slices some meat with a ....

a. Knifed  
c. Was

b. Saw  
(d) Knife

13. A man who play guitar is called ....

a. Drummer  
(c) Guitarist

b. Dreamer  
d. Vocalist

14. Angelina Jolie is one of famous ..... in Hollywood.

a. Singer  
(c) Actress

b. Casters  
d. Recasts

$\text{Nilai} = \frac{20}{25} \times 100$

15. Something that you can find in our bedroom is .....
- a. Blackboard                      (b) Stove ✓  
c. Garden                          d. Bed
16. .... as a calling for people who works as burning the bread.
- a. Break                          b. Brake ✓  
(c) Baker                        d. Bakery
17. After eating or drinking in the restaurant, you give the bill to the ....
- (x) Waiter                        b. Cashier ✓  
(c) Waitress                     d. Manager
18. This animal including reptile. It has adhesive on its feet that aims to stick when walking on the wall.
- a. Frog                          b. Frock ✓  
c. Listed                        (d) Lizard
19. .... Has a hump that serves to store food reserves. These animals live in the desert.
- (a) Camel                        b. Carner ✓  
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20. This animal lives in the sea. It has his usual black ink spray to protect himself from enemies. It has a lot of foot and body so soft and supple. What is it ?
- (a) Squid                        b. Square ✓  
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Winda : "Yes, Mom."
- a. Jacket                        b. Umbrella  
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Y : "That's right ! she is tired too."
- a. Sick                          b. Busy ✓  
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- (a) Call                         (b) Order ✓  
c. Queue                        d. Cancel
25. You live on the farm. You work on the farm. You are a farmer. You do not go to the farm .....
- a. Slowly                        (b) Fast ✓  
c. Empty                        d. Crowded



NAMA = ABD. HAFIT

16 Salah

9 Benar

### INSTRUMENT OF THE POST-TEST

#### A. Choose the best answer !

1. The gardener ..... the grass every Monday and Thursday.  
a. Cuts  
c. Trains  
b. Plans  
☒ Comes
2. I can't hear anything since my ..... are sick.  
☒ Eyes  
c. Nose  
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3. Sugar is ..... , but honey is sweeter than sugar.  
a. Salty  
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12. My mother usually slices some meat with a .....  
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b. Saw  
☒ Knife
13. A man who play guitar is called .....  
☒ Drummer  
c. Guitarist  
b. Dreamer  
d. Vocalist
14. Angelina Jolie is one of famous ..... in Hollywood.  
a. Singer  
c. Actress  
☒ Casters  
d. Recasts

Nilai :  $\frac{9}{25} \times 100 = 36$

15. Something that you can find in our bedroom is .....
- ☒ a. Blackboard                      b. Stove
- c. Garden                              d. Bed
16. .... as a calling for people who works as burning the bread.
- a. Break                              ☒ b. Brake
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17. After eating or drinking in the restaurant, you give the bill to the ....
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- ☒ c. Waitress                              d. Manager
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25. You live on the farm. You work on the farm. You are a farmer. You do not go to the farm .....
- a. Slowly                               ☒ b. Fast
- c. Empty                                d. Crowded

#### Appendix 4: List of Vocabulary in each meeting

##### 1. The Second Meeting (Animals)

No.	English	Indonesia
1.	Bat	Kelelawar
2.	Spider	Laba-laba
3.	Flea	Kutu
4.	Crocodile	Buaya
5.	Goose	Angsa
6.	Cow	Sapi
7.	Chicken	Ayam
8.	Cat	Kucing
9.	Dog	Anjing
10.	Owl	Burung Hantu
11.	Snake	Ular
12.	Goat	Kambing
13.	Lion	Singa
14.	Snail	Keong
15.	Deer	Rusa
16.	Camel	Unta
17.	Lizard	Cicak
18.	Squid	Cumi-Cumi
19.	Ape	Kera
20.	Poodle	Anjing Berbulu Tebal
21.	Horse	Kuda
22.	Lobster	Lobster
23.	Bear	Beruang
24.	Wolf	Serigala
25.	Swallow	Walet

##### 2. The Third Meeting (Jobs and People)

No.	English	Indonesia
1.	Dentist	Dokter Gigi
2.	Driver	Pengemudi
3.	Instructor	Pelatih
4.	Lawyer	Pengacara
5.	Doctor	Dokter
6.	House Wife	Ibu Rumah Tangga
7.	Lecturer	Dosen
8.	Policemen	Polisi
9.	Porter	Kuli
10.	Baker	Tukang Roti
11.	Guitarist	Gitaris
12.	Actress	Aktor
13.	Waiter	Pelayan
14.	Farmer	Petani
15.	Designer	Perancang Busana
16.	Trainer	Pelatih
17.	Businessman	Pengusaha
18.	Builder	Tukang Bangunan
19.	Teacher	Guru
20.	Chef	Koki
21.	Pilot	Pilot
22.	Nurse	Perawat

### 3. The Fourth Meeting

#### (Clothes and Jewelry)

No.	English	Indonesia
1.	Pin	Peniti
2.	Purse	Dompot (P)
3.	Veil	Jilbab
4.	Trousers	Celana
5.	Skirt	Rok
6.	Uniform	Seragam
7.	Slipper	Sandal
8.	Bracelet	Gelang
9.	Belt	Ikat Pinggang
10.	Watch	Jam Tangan
11.	Hat	Topi
12.	Necklace	Kalung
13.	Rain Coat	Jas Hujan
14.	Grab	Pakaian
15.	Pearl	Mutiara
16.	Vest	Rompi
17.	Earring	Anting-anting
18.	Coat	Jas
19.	Mittens	Kos Tangan
20.	T-shirts	Kaos
21.	Shoes	Sepatu
22.	Clothes	Pakaian
23.	Ring	Cincin
24.	Bag	Tas

### 4. The Fifth Meeting (House)

No.	English	Indonesia
1.	Drawer	Laci
2.	Stove	Kompor
3.	Floor	Lantai
4.	Wall	Dinding
5.	Window	Jendela
6.	Dishes	Piring
7.	Lamp	Lampu
8.	Cupboard	Lemari
9.	Sofa	Sofa
10.	Living Room	Ruang Tamu
11.	Dining Room	Ruang Makan
12.	Table	Kursi
13.	Radio	Radio
14.	Chisel	Pahat
15.	Newspaper	Surat Kabar
16.	Saw	Gergaji
17.	Television	TV
18.	Nut	Baut
19.	Knife	Pisau
20.	Bed	Tempat Tidur
21.	Yard	Halaman
22.	Garden	Kebun
23.	Kitchen	Dapur
24.	Door	Pintu
25.	Attic	Loteng











KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [info@iainpare.ac.id](mailto:info@iainpare.ac.id)

Nomor : B. 1605 /In. 39.5.1/PP.00.9/09/2019  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. BUPATI POLEWALI MANDAR  
C.q. Badan Kesatuan Bangsa dan Politik  
di  
KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : HASNI KADIR  
Tempat/Tgl. Lahir : Malaysia, 18 September 1997  
NIM : 15.1300.107  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : PANGAPARANG, KEC. LEMBANG KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN POLMAN dalam rangka penyusunan skripsi yang berjudul :

**"THE USE OF ANAGRAM TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADE OF MTS AL-WASILAH LEMO KABUPATEN POLMAN"**

Pelaksanaan penelitian ini direncanakan pada bulan September sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

06 September 2019

Wakil Dekan I,



Tembusan :  
1. Rektor IAIN Parepare



PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO 11 Pekkabata Polewali, Kode Pos 91315

**IZIN PENELITIAN**

**NOMOR : 503/655/PL/DPMPTSP/IX/2019**

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan
    - a. Surat Permohonan Sdr (i) **HASNI KADIR**
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor .B-651/Bakesbangpol/B.1/410.7/IX/2019,Tgl.10-09-2019

**MEMBERIKAN IZIN**

- Kepada :
- |                       |   |                           |
|-----------------------|---|---------------------------|
| Nama                  | : | HASNI KADIR               |
| NIM/NIDN/NIP          | : | 15.1300.107               |
| Asal Perguruan Tinggi | : | IAIN PAREPARE             |
| Fakultas              | : | TARBIYAH                  |
| Jurusan               | : | PENDIDIKAN BAHASA INGGRIS |
| Alamat                | : | KEC. LEMBANG KAB. PINRANG |

Untuk melakukan Penelitian di MTs Al-Wasilah Lemo Kecamatan Binuang Kabupaten Polewali Mandar, terhitung tanggal 12 September s/d 12 Oktober 2019 dengan Judul " **THE USE OF ANAGRAM TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS AL-WASILAH LEMO KABUPATEN POLMAN** ".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
Pada Tanggal, 12 September 2019

a n **BUPATI POLEWALI MANDAR**  
**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**



**ANDI MASRI MASDAR, S.Sos., M.Si**

Pangkat : Pembina  
NIP : 19740206 199803 1 009

Tembusan:

1. Unsur Forkopinda di tempat;
2. Ka. Kemenag Kab. Polman di tempat;
3. Camat Binuang di tempat;
4. Ka. MTs Al-Wasilah Lemo di tempat.





**YAYASAN PENDIDIKAN AL WASILAH**  
**MADRASAH TSANAWIYAH AL-WASILAH LEMO**

*Alamat: Jl.Poros Lemo Desa Kuajang Kec.Binuang Kab. Polewali Mandar*



**SURAT KETERANGAN**

Nomor: 139/MTs.31.03.013/PP.05/09/2019

Yang Bertanda tangan di bawah ini:

Nama : ANITA, S.Pd  
Nip : -  
Jabatan : Kepala Madrasah Tsanawiyah Al Wasilah Lemo  
Alamat : Desa Kuajang, Kec.Binuang, Kab.Polewali Mandar

Dengan ini menerangkan bahwa mahasiswa:

Nama : HASNI KADIR  
NIM/NIDN/NIP : 15.1300.107  
Fakultas : Tarbiyah  
Jurusan/prodi : Pendidikan Bahasa Inggris  
Instansi : IAIN Parepare

Telah selesai melakukan penelitian di MTs Al Wasilah Lemo, Desa Kuajang Kec.Binuang Kab.Polewali Mandar Prov.Sulawesi Barat, terhitung mulai tanggal 12 September 2019 sampai dengan tanggal 12 Oktober 2019 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **"The Use Of Anagram Technique To Improve The Students' Vocabulary Mastery at The Eight Grade Of MTs Al-Wasilah Lemo Kabupaten Polman"**.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Binuang, 13 September 2019



Kepala Madrasah,

ANITA, S.Pd  
NIP. -

## CURRICULUM VITAE



**HASNI KADIR**, the writer was born on September 18<sup>th</sup> 1997 in Malaysia. She is the fourth child from five siblings from endless love Kadir and Hasna. She has two sisters are Kasmi and Husni Kadir and two brothers are Asri Kadir and Muhammad Jawil.

She began her study in Elementary School at SDN 147 Pangaparang and Graduate on 2009. In the same year, she continued her study to SMPN 2 Pinrang and Graduate on 2012. She decided to continue her study to MAK Al-Wasilah Lemo Kabupaten Polman and graduate on 2015. However, she continue her study at State Islamic Institute of Parepare on 2015. During she study in IAIN Parepare, she stay in Ma'had Jamiah IAIN Parepare (Dormitory) and become the one of Coach of English for 2016-2019 and also she ever active in one organization name is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2015-1017. She completed her skripsi in the tittle "The Use of Anagram Technique to Improve the Students' Vocabulary Mastery at the Eighth Grade of MTs Al-Wasilah Lemo Kabupaten Polman".

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