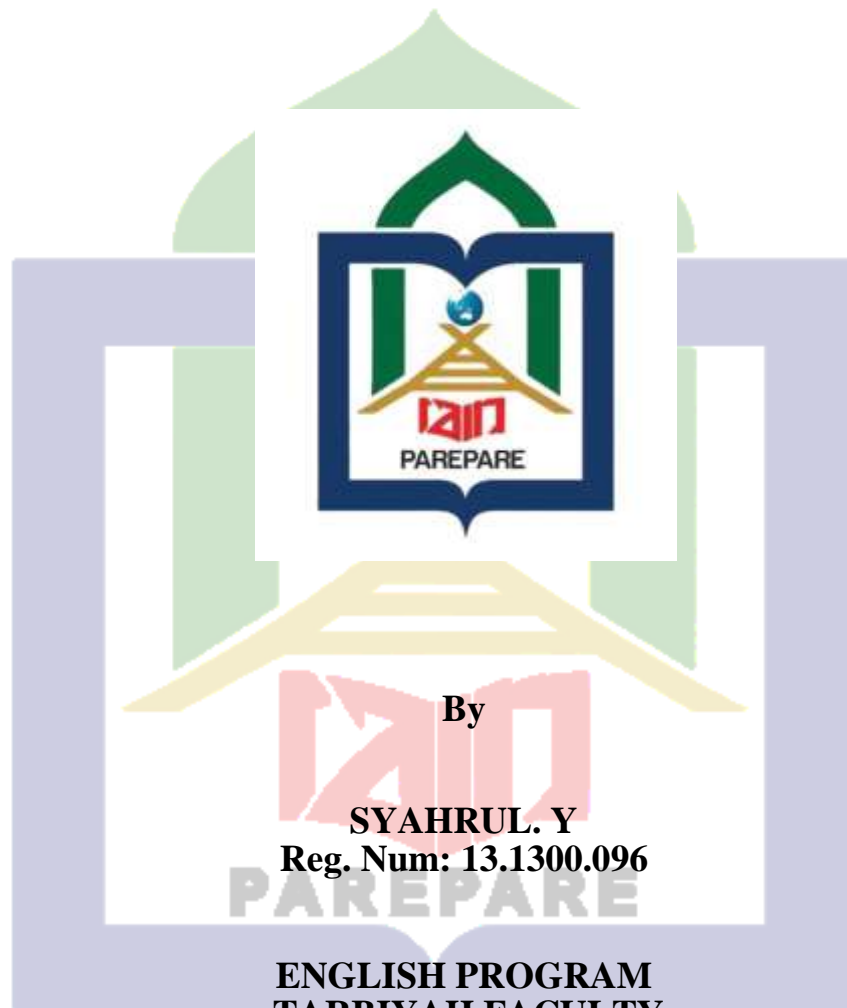


SKRIPSI

**IMPLEMENTATION OF ANAGRAM WORD GAMES TO
ENRICH STUDENTS VOCABULARY AT THE EIGHTH
GRADE OF SMP NEGERI 2 BATULAPPA**



By

SYAHRUL. Y

Reg. Num: 13.1300.096

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

2020

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ENRICH STUDENTS VOCABULARY AT THE EIGHTH
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By

SYAHRUL. Y

Reg. Num: 13.1300.096

Submitted to the English Department of Tarbiyah and Adab Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY
STATE OF ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

Skripsi

**As Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)**

**Program Study
English Program**

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2020

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ACKNOWLEDGEMENTS



In the name of Allah, The Beneficent and The Merciful

First of all, let's thank to our God, praise be on him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for he has given us the mercy and blessing. Shalawat and Salam we convey to our Prophet Muhammad SAW (peace be upon him), the last messenger of Allah SWT. He has already spread the Islamic teaching to all human being in this world.

Secondly, the researcher would thank to his beloved parents, Damri Cumma and Isa Baci who always never stop teaching their precious meaning of life, giving their knowledge, giving their time and who always pray him every time, and also thank for my big family who always give support every my step.

Thirdly, the researcher also would like to address his thank and great gratitude to Drs. Abd. Rauf Ibrahim, M.Si as the second consultant and Mom Mjahidah, M. Pd as the first consultant, who has give consultation with full of patience, help and guidance as valuable advice during developing this "Skripsi" and completing his work, may Allah SWT respond to their kindness much better.

The researcher also would like to express his deepest and great thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the head of State Islamic Institute (IAIN) Parepare.

2. Dr. H. Saepuddin, M.Pd.as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare
5. His friends in English Program of Tarbiyah Department 2013 Thanks for support and sharing their time and being good friends and always gave their supports and courage as well as their helping for finishing this research.

Finally, the writer realize that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this skripsi better. Hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, January 25th 2020

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Stated that himself conducted this Skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Syahrul.y, 2020. *Implementation of Anagram Word Games to Enrich Students Vocabulary at the Eighth Grade of SMP Negeri 2 Batulappa* (Supervised by Mom Mujahidah M.Pd. and Mr. Abd. Rauf Ibrahim).

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

This research focuses on improving students' vocabulary mastery through anagram word games at the eighth grade of SMP Negeri 2 Batulappa. In this study the researcher used pre-experimental design, by one group pre-test and post-test design. There were two variables they were independent variable was Anagram Word Games and dependent variable was Vocabulary Mastery. The population of this research was the eighth grade of SMP Negeri 2 Batulappa in academic years 2018-2019 which consist two classes. The sample of this research was eighth two class, the researcher taken one class of them randomly without paying attention on their ability and recommended by homeroom teacher of SMP Negeri 2 Batulappa. In collecting data on students vocabulary mastery the researcher has taken one month before and after giving treatment.

In this research, the researcher used a pre experimental design pre test and post test, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The success of the treatment is determined by comparing pre-test and post- test score. To collect the data, the researcher used instrument test that consist of pre-test and post-test.

Based on the analysis, the researcher found that Anagram media is able to enrich the students vocabulary mastery. The students' vocabulary mastery was enrich significantly by looking at pre test mean score were 43.44. By the end of the study the result of Anagram Word Games to enrich vocabulary mastery enhance after giving treatment. The mean score of post test indicate 72.58. The impact through Anagram Word Games seems to be significant in students improvement in vocabulary mastery. It can be concluded that treatment have been effective.

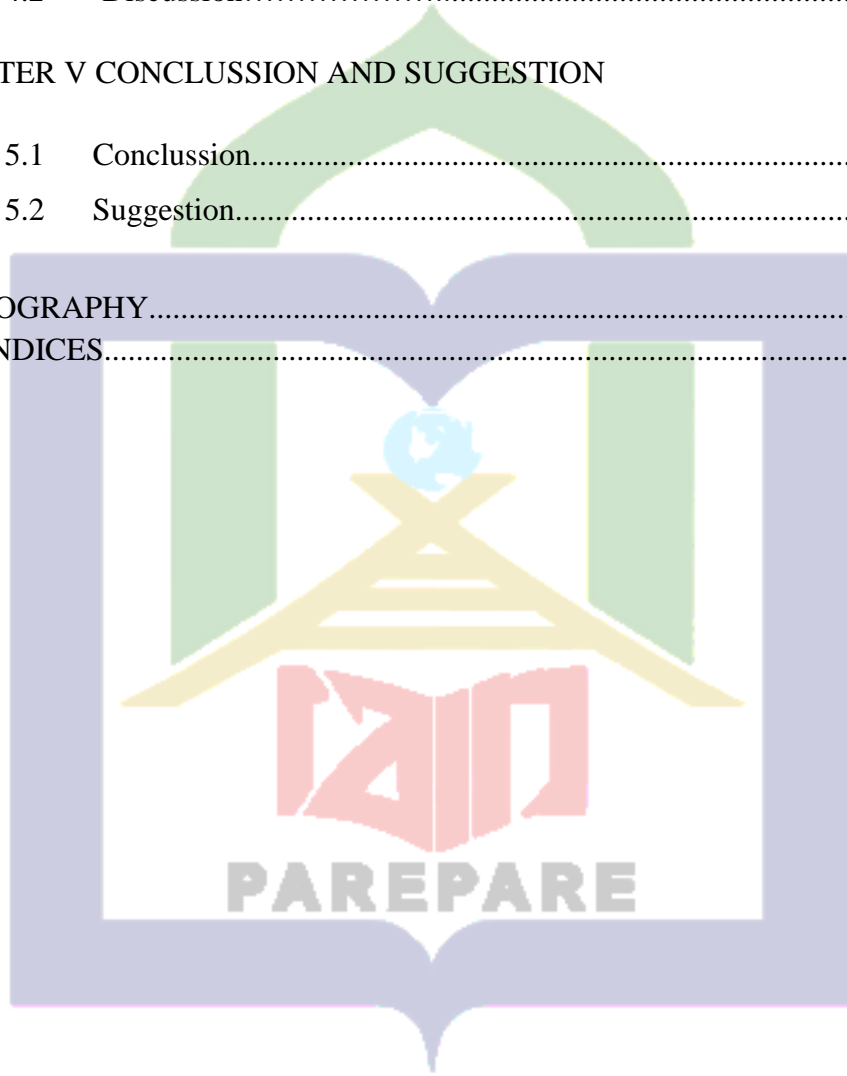
Keywords : Vocabulary mastery, Anagram Word Games.

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CHAPTER I INTRODUCTION

1.1 Background

Language is one of the important aspects in human life, people as a social human of course need the other people around one of prove the people need someone to communicate with other. Interactions with the other people have to understand what they say. By language, people can express their feeling, ideas, willingness, and anything they have thought.

There are many languages in the world, one of them is English. It is an international or world language. It means that is taught in all school in Indonesia, from elementary school to university. It means that no reason to ignore English.

English as a foreign language covers of four language skills, these four language skills can be developed by four language components namely speaking, writing, reading, and listening.¹ We speak with words and we write with words. We listen and read to interpret words. Vocabulary is the key to make a sentence in communicative. It would be impossible to communicate and learn language without vocabulary; through vocabulary we can communicate ideas, express emotion, and desires.

Vocabulary is one of the most important aspects. It supports four skills in English, namely speaking, reading, listening, and writing. The ability of students to comprehend is the subject is relatively determined by their vocabulary. So that, it is clear that vocabulary plays important role as a fundamental require that influence

¹ Jeremi Harmer, “*The Practice of English Language Teaching*”, (London and New York, Logman, 1998), p. 16

students' achievement in studying English. Through vocabulary people can communicate, write, read, and understand the word that they hear.

Learning a language especially English means, vocabulary that we will talk about the basic element of it, namely vocabulary it is the most important one because language consists of sequence of words. People cannot learn a language without learn words.

Teaching vocabulary, a teacher should be carefully choosing vocabulary items to be taught and decide appropriate technique for classroom presentation. The teacher should be finding solution in steering and efficient a new item in improving the student's vocabulary mastery, because the student's vocabulary achievement will influence the student's progress. It is not only in reading but also in speaking, writing, and listening. The teachers of English language are challenged to be more innovative and creative.

Based on the researcher observation in SMP Negeri 2 Batulappa, the researcher can conclusion that the students there very lack vocabulary. So at the research, the researcher will use anagram word games to increase students' vocabulary mastery there. The researcher choose anagram word games to teach vocabulary because it is pleasure and different. Anagram Word Games is one of technique to increase vocabulary that is possible to use where it can be easy for the student to understand what the mean of the words in a reading test or the other items. In anagram word games the student will find a new word. This activity will ask the students to thinking and remembering vocabulary. In implementation this method the researcher hope the students will easy to remember and memorize many vocabularies.

Thus reason why the researcher interest to conduct a research entitled “Implementation of Anagram Word Games to Enrich Students Vocabulary at the eighth grade of SMP Negeri 2 Batulappa”.

1.2 Problem Statement

Based on the problem that the researcher found that the ability of students at the eight grade of SMP Negeri 2 Batulappa is still low, the researcher would like to formulate some research question as follow:

- 1.2.1 Does the implementation of anagram word games able to enrich students’ vocabulary mastery at the eighth grade students of SMP Negeri 2 Batulappa?
- 1.2.2 How is the enrich students vocabulary by giving an anagram word games at the eighth grade of SMP Negeri 2 Batulappa?

1.3 Objective of the Research

Based on the problem statement above, the researcher is aim to know the students’ vocabulary mastery ability before and after giving treatment and find out whether or not increase the students’ vocabulary by implementation of anagram word games in teaching students at the eighth grade of SMP Negeri 2 Batulappa Kec.Batulappa, Kab.Pinrang.

1.4 Significance of the Research

1.4.1 Teacher

1. Teacher can use the material easier and she/he will have a new method to teach vocabulary by using anagram word games
2. Teacher can make this method to be interest in other student easy to understand in learning English vocabulary.

1.4.2 Students

1. It will improve the student's ability in vocabulary
2. The students will be easy to remember and memorize many vocabularies

1.4.3 Researcher

The researcher can use the result of this study to be reference.

1.5 Penyusunan Proposal Skripsi

- 1.5.1 Mahasiswa menyusun proposal skripsi terhadap judul skripsi yang di nyatakan layak dan telah disetujui oleh ketua jurusan.
- 1.5.2 Proposal skripsi harus dikonsultasikan dengan dosen pembimbing disertai dengan tanda bukti keterangan perbaikan.
- 1.5.3 Proposal skripsi yang telah mendapat persetujuan oleh dosen pembimbing dengan membubuhkan tanda tangan, diajukan kepada ketua jurusan untuk diseminarkan.
- 1.5.4 Proposal skripsi yang telah diseminarkan dapat di lanjutkan penelitian setelah memperoleh persetujuan oleh dosen pembimbing dan diketahui oleh kelompok kerja program studi dan ketua jurusan.²

² Saepudin, Pedoman Penulisan Karya Ilmiah, (STAIN Parepare, 2013), p.9

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Preview Related Research Finding

Related to the present research, the researcher needs to review previous research of similar cases that using game as strategy to increase students' vocabulary in order to find out the similarities and differences between the previous research and this research. The previous researches that used by the researcher are below.

According to Insan Bara Rosada in his thesis research title Improving vocabulary mastery by using anagram game at the first grade students of MTSN Karanganyar was conclude that, Anagram is a word or phrase made out of another by changing the other of the letters Mechanical anagram game is a game in a language learning aimed at improving language skills, including in terms of the vocabulary. Anagram game is a fun activity and can eliminate boredom, and can add a child's creativity in finding new vocabulary.

In the Application anagram game, students can form an anagram of discourse or word cards provided by the teacher. Students are given the opportunity to play anagram to arrange the letters in a creative, make a sentence based on the vocabulary of the establishment, and interpret the meaning of words in context sentences formed. If students have difficulty understanding the meaning of the word can use the help of a dictionary. Dictionary needed to facilitate the teaching and learning activities at the same time teaches students how to use it. In this activity, students are involved directly in the process of word formation; this engagement will help his memory against active and passive vocabulary ever learned. Thus anagram game fit for use as

a learning technique of the many techniques that have been there to help children learn vocabulary.

By applying Anagram game, the students' vocabulary mastery improved from the pre-test to the cycle II test. It means that there was an improvement toward students' vocabulary achievement by applying

Anagram games, it was shown from the improvement of the mean of the students score namely the mean of pre-test was 55.45, the mean of the cycle I test was 81.2, and the mean of the cycle II test was 87.09. It can be stated that the score continuously improved from pre-test to cycle II test. Therefore, it is mean that, anagram game can improve students' vocabulary achievement.³

According to Richard Devara Candra Kumara in his research stated that after implementing anagrams for learning vocabulary, most of the students improved their vocabulary learning strategies, before the implementation of anagram, the students were only able to remember or memorize the new word that they got during the lesson. They even still faced difficulties to memorize the word in long term. In the first cycle, the students were able to improve to next stage of learning and understand. The students were able to understand the meaning, the synonym, the part of speech, the use of function, and the correct of pronunciation of each word. Then, in the second cycle, the students were able to reach the next stage. In the second cycle, the students able to apply the new words they got during the anagram game. It means

³ Insan Bara Rosada, "Improving Vocabulary Mastery by Using Anagram Game At The First Grade Students Of MTSN Karanganyar," (published Skripsi IAIN Surakarta, 2016), p.85-86

that, the students had successfully improved their vocabulary learning strategies by anagram games.⁴

Hartati in her research state that was using anagram games able to improve the student's vocabulary. According to the research before giving the treatment the students face some problem such us students were afraid to speak English and did not want to make any mistakes. Beside that students still had less vocabulary. But after teaching by using anagram games, students felt confident and interested to study so that students got improvement in English vocabulary.⁵

According to Yuli Lidiasari, Sofian, Iwan Supardi in their research title Using Scrabble Game in Improving Students' Vocabulary Mastery Of SMP Negeri 1 Jawai was concluded that students' vocabulary of Class VII C of SMPN 1 Jawai improved after being taught through Scrabble Game in three cycles. This technique did not only improved students' vocabulary, but also improved students' participation in the learning process. From cycle 1 to cycle 2, the students shown different response in playing the game. In the first cycle, only few students shown their interest and some were just playing around making noise. Then, in the cycle 3, almost all students' shown their interest and enthusiasm in the process. The using Scrabble game in teaching vocabulary can improve the students' English vocabulary. The result of students' test progressed from cycle 1 to cycle 2. In the first cycle the test result of the students were not satisfying, then in the cycle 3, it shown the progression in which

⁴ Richard Devara Candra Kumara, "*The Use of Anagram To Improve The Students' Vocabulary Learning Strategy In XI IPA 1 Class, SMA Pangudi Luhur Sedayu*," (published Skripsi Yogyakarta, 2016), p.77

⁵ Hartati, "Using Anagram Game to Improve The Students' Vocabulary Mastery in The First Year of SMPN 1 Mattiro Sompe Kabupaten Pinrang", (Unpublished Thesis, Parepare: STAIN Parepare, 2013), p.42

each student who got lower score improved. It proved the Scrabble Game improve students' vocabulary. The students' achievement was increased in learning vocabulary by using Scrabble game. The use of Scrabble game in increasing students' vocabulary is proven to be an effective and interesting way because the students felt motivated and interested to the method; it is shown by the result of the students' mean score, the result of the observation checklist table and field note.⁶

The current research finding of Ika Rahmadani Lubis entitled "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia" result indicated that there was an increasing on the students' vocabulary mastery by using fly swatter game. The mean of the first cycle was 55.1%. The mean of second cycle was 85.7%, it indicated that the scores and the mean in second cycle were better than in the first cycle. Automatically the percentage of students who got point up 75 or passed the KKM also grew up. In the pre-test, the students who got point up 75 were 4 students (8.16%). In the post-test 1 student who got point up 75 were 27 students (55.1%). It means that there was an increasing about 46.94%. Post-test 2 the students passed KKM 75 were 42 (85.7%) and the increasing was about 30.6%. From the data above, showed by applying this technique, the score of the students in vocabulary kept increasing from the pre test until post test in each cycle. The students' vocabulary mastery improved and became well in the first meeting to the next meeting not only happened in the mean of students' score, but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the questionnaire, diary notes and

⁶Yuli Lidiasari, Sofian, Iwan Supardi, "Using Scrabble Game in Improving Students' Vocabulary Mastery Of SMP Negeri 1 Jawai" (published Skripsi Untan Pontianak, 2016), p.56

observation sheet. Most of the students were more active and enthusiast during teaching learning process. It implied that the use of fly swatter game could increase the students' vocabulary and it was help the English teacher to teach vocabulary.⁷

Base on the stated above, the researcher sure that an anagram word games is the good technique in learning vocabulary and it can increase student vocabulary.

2.2 Some Pertinent Ideas

2.2.1 Games

2.2.1.1 Definition of Games

Bearing in mind that communication is the ultimate goal of learning a language, than acquiring, remembering, and meaningfully using newly learnt words is an essential part of learning a foreign language. Students learn a foreign language most of the time and sometime they forget and miss new words. This condition is due to many factors:

- a) Words are not properly stored in students' mind.
- b) They are not practice enough.
- c) There are not related to students own experiences and interests.

Among there are many ways of making learning more effective, the researcher strongly suggest a game in learning process.⁸

Games can lower anxiety, thus making the acquisition of input more likely they are highly motivating and entertaining, and they can give shy students more opportunity to experiences within a foreign language which are not always possible

⁷Ika Rahmadani Lubis entitled "*Improving Students' Vocabulary Mastery by Using Fly Swatter Game in The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia*" (published Skripsi UIN-SU Medan, 2017), p.56

⁸Irmayanti Tinri, *Developing Students' Vocabulary Mastery by Using Finger Words Games*, (Stain Parepare, 2014) p.13-14

typical lesson. Game can be media that will give many advantages for the teacher and the students.⁹

2.2.1.2 Kind of games

a) Guessing game

This is in technique in game that is familiar Varian on the importation gap principle. The player with the information deliberately with hold it, while other guess what is might be. The teacher mush make it least five information on the paper and then give to the player one of group.

b) Matching up game

Matching up game is a technique in game that is based on a jigsaw puzzle, each player in a group has a list of opinions preference or possibility, what is on the jigsaw puzzle showing. There is only one of the information may be shared by everyone in the group through discussion, the group must decide on a common preference. In other to agree on something, such as a dinner activity or a family actifity.

c) Magic box game

In this game, the teacher draws some small boxes in one row on the black board and then writes one or two alphabets in one of boxes and has the students to complete the boxes to become an English word.

⁹ Nahlia, *The Influence of Using Finding a Clue Game To Improve The Student's Vocabulary*, (publish Stain Parepare, 2012), p7

d) Puzzle game

This kind of game is just really the same as the usual puzzle. It can be found in the magazine or newspaper. The teacher can collect the puzzle from these media and modified the game according to the need of the students.¹⁰

Based on the kinds of games above, the researcher can say that there are many games that can be used to improve students' vocabulary.

2.2.1.3 Advantages of Using Games

There are many advantages of using games in the classroom

- a) Games are motivating and challenging.
- b) Learning a language requires a great deal of effort.
- c) Games help the students to make and sustain the effort of learning.
- d) Games provide language practice in the various skills, speaking, writing, listening, and reading.
- e) Games encourage students to be interested and communicate.
- f) Games can help students to learn and hang on to new words more easily.
- g) Games create a meaningful context for language use.¹¹

2.2.1.4 Disadvantages of games

a) Applying games in the teaching learning process is by attracting students' interest to games, all of them are active and make noise. Sometimes they move too much and speak. That condition makes the teacher difficult to control them.

¹⁰ Sitti Aisyah, "The Use of Sentence Stock Exchange (SSE) Game to Improve Students' Vocabulary Mastery", (publish Parepare, 2014), p17-18

¹¹ Erna Sinrang, "Teaching English Vocabulary by Using Shiritori Game to Increase the Vocabulary Mastery of the Second Year student of SMPN 2 Baranti," Skripsi, (Unpublished Tarbiyah Departement Stain Parepare, 2010), p.14

b) Applying some games in teaching language process is by doing games, the teacher only had a little time to explain the materials and give some new vocabularies. So there is no longer time to teach to explain more and help them to memorize all the new vocabulary.¹²

2.2.2 Word Classes

Word classes are generally divided in two groups; they are open classes and closed classes. The closed classes the membership is fixed, it is possible to add new members. While the open classes are the opposite of this case, the new members are being constantly added, as new words are joined in the science, technology, etc. the open classes of word include noun, verb, adjective and adverb; the closed classes are pronoun, numeral, determiner, preposition and conjunction. Term used to classify words based on their function categories are called part of speech.

1. Noun

The word is a word used 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 as a thing. Noun is divided commonly into six, they are proper noun, common noun, collective noun, abstract noun and possessive noun. Beside noun can also be divided in two groups according its calculation. Include countable and uncountable.

Verbs generally refer to actions; event and process give, happen, become. 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

¹² Nova Pravita Rus Diana, “*The Advantages and Disadvantages of Using Games in Teaching Vocabulary to The Third Graders of the top Scholl*”, (Published Final Project, Surakarta: Sebelas Maret University), p.36

division made among verb is that between auxiliary verb and lexical verbs. Auxiliary verb 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. Adverbs

Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event or process, such us the time, the place or manner of it, and those which serve to intensify other adverbs and adjective.

4. Pronoun

Pronouns, 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.

5. Numerals

Numerals are of two kinds; ordinal and cardinal. Ordinal numerals, as the name indicates, specify the order of an item and comprise the series first, second, third, fourth and so on. Cardinal numerals do not specify order, but merely quantity and comprise the series such as one, two, three, four etc.

6. 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 onto

two broad groups, identifiers and quantifiers. The subclass of identifiers includes the articles, in the indefinite article *alan* and the definite article, the possessive and the demonstrative.

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 adjectives are often characterized as descriptive words.

7. Prepositions

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

8. Conjunction

Conjunctions, as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds: coordinating conjunctions, such as and, or, but, which join two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, since, which subordinate one item to another in some way. The subordination may be one of time.¹³

¹³ Howard Jackson, “*Analyzing English An Introduction to Descriptive Linguistic Second Edition*”, (New York:Pergamon Press, 1982) p. 61- 65

2.2.3 The Concept of Anagram

2.2.3.1 Definition of Anagram

The statement below is discussed about the definition of anagram. Anagram Cambridge learner's dictionary state that word or phrase made by using the letters of another word or phrase in a different order, example 'Neat' is an anagram of 'anet'.¹⁴

Anagram is very exciting to be applied as one language learning techniques, because the anagram is one of the games. Anagram games can awaken the creativity of children. Son seeks creative work on the letters to locate and define new words. Boy error when playing a game of anagrams is a valuable lesson for children. Anagram is the first type of word game popular in Europe during the middle ages. Anagram art created by the Greek poet Lycophron. Before the era of computerization, anagram built using pen and paper from a combination of letters and experiment with variations. According from The World Book Dictionary (2006) anagram is a word or phrase formed from another by transposing or rearranging the letter. Webster's School Dictionary Meanwhile (1980) anagram is a word or phrase made out of another by changing the other of the letters¹⁵

2.2.3.2 Teaching Vocabulary by Using Anagram Word Games

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

- a. Getting a clear imagine for form of the new words
- b. Learning the meaning of the new words

¹⁴ "Cambridge advanced Learner's Dictionary", (New York: Cambridge University Press, 2003).

¹⁵ Insan Bara Rosada, "Improving Vocabulary Mastery by Using Anagram Game At the First Grade Students of MTSN Karanganyar In Academic Year 2015/2016," (Thesis publish IAIN Surakarta, 2016), p.28

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

Teaching vocabulary is a very important field. And it is more than just presenting and introducing new vocabulary to the learners. Vocabulary can be Presented, explained in all activities and experienced in all manner association. It means that vocabulary should be applied in all activities. it used when we are speaking, listening, writing and reading. The more vocabulary possessed by someone, the better chance she/he has of mastering the language skills. It means that the words can be used in the students' daily life. Almost students feel difficult in mastering vocabulary because it is very hard for them to memorize a long list words. That's why, teacher should use different techniques and activities in teaching in teaching English vocabulary to motivate the learners enrich their vocabulary and enable them to speak English properly. One of the interesting and enjoyable techniques is anagram word games.¹⁶

Anagram is a good technique in teaching English especially in teaching vocabulary. There are many ways in applying the anagram word games in the classroom, such as:

1. The students rearrange the letters in broken and after that fill in each black white the appropriate anagram to complete the sentence:

Setrham	Camelheon	Woc	Gdo	Dearkop
---------	-----------	-----	-----	---------

¹⁶ Douglas. H. Broun, "*Principle of Language Learning and Teaching*", (USA: University of Illinois), p373

- a. Dog is an animal likes bark and common animal kept by people as a pet
 - b. Hamster is an animal likes sun flower seed
 - c. Cow has a relationship with buffalo and produce milk
 - d. Chameleon is an animal which has ability to change its skin color
 - e. Leopard has freckle in all of its body and has relationship with tiger.
2. The students transpose the letters of the word and form another word by using those letters exactly one based on the definition:
- a. Check in
 Definition : The animals produce many egg and people kept as a pet
 Word : Chicken
 - b. A got
 Definition : The animal has relationship with sheep, it has beard
 Word : Goat
3. The student omits one or some letters of the key word and transposes the rest:
- a. Key word : Be ran
 Definition : A dangerous animal likes honey
 New word : Bear
 - b. Key word : Be lam
 Definition : Young sheep
 New word : Lamb
4. The students form other words from the key word given:
- a. Jellyfish= Fish, Jelly, Jell, Lie, Shill.
 - b. Chimpanzee= Zinc, Zip, Chime, Chin, Chip.

5. The student writes in the blanks the names of things hidden in the words and phrase appropriate to the clue:

Things	
Pan	Car
Book	Motorcycle
House	Run
Fan	Sleep
Lamp	Eat

Base on the five ways in teaching vocabulary by anagram word games, the researcher will use all of the kinds of it, by applying the games the researcher sure that it can create livable atmosphere in the study of English vocabulary. It can also create more fun learning activities in the classroom.

2.2.4 The Concept of Vocabulary

2.2.4.1 Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹⁷ Generically, vocabulary is the knowledge of

¹⁷Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001) p. 285.

meanings of words.¹⁸ Vocabulary is a powerful carrier of meaning.¹⁹ A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses.²⁰ Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.²¹ The definition about vocabulary is clear enough that in almost all cases of human life, they use sets of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggars use sets of words to ask for some money from rich people, the teacher also uses sets of words when their students command. The writer has an opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication.

2.2.4.2 The Types of Vocabulary

There are two types of vocabulary; they are active and passive vocabulary.²² While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of a person's vocabulary are active and passive vocabulary.

¹⁸Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (USA: Lawrence Erlbaum Associates, Inc, 2005), p. 3

¹⁹Jim Scrivener, *Learning Teaching*, (English: Heinemann Publishers Oxford, 1994), p. 74.

²⁰Oxford Dictionary *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 495

²¹Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, (USA: Houghton Mifflin Company, 2006), p. 1.

²²John Read, *Assessing Vocabulary*, (Cambridge UK: Cambridge University Press, 2000), p. 154

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary.²³ In this research, the researcher will focus in the active vocabulary. Even though, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening. Different from John, Wiji divides vocabulary into four groups as follows:²⁴

1. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
2. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
3. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak

²³Elfrieda H. Hiebert and Michael L. Kamil, Op.cit., p. 3

²⁴Wiji Lestari, *Improving Students' Vocabulary Mastery Through Word Clap Game*, (Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, 2013), p. 41-42

English well although the sentences does not show immediately that Anton can speak English well.

4. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

2.2.4.3 The Importance of Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.²⁵ Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:²⁶

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word

²⁵William Collins, *Webster’s New Twentieth Century Dictionary*, (America: The United States of America, 1979), p. 604

²⁶Norbert Schmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press. 2000), p. 5.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.²⁷

Mastering vocabulary is important in learning language especially English, because the potential knowledge that can be known about a word is rich and complex and we have to find out the best way to enrich students vocabulary. Vocabulary mastery cannot be done spontaneously but step by step it is can be. In processing vocabulary mastery, first children period, in this term children are able to define concept vocabulary to say their concrete idea. Second, adolescent period, in this term the vocabulary is used more intensive because they make more communication with each other. It can be concluded that vocabulary is very important in learning language and mastering vocabulary. It will facilitate someone in using language in communication. So, mastering vocabulary should be useful because it will be:

1. Easy to learn language. For example, when we read an English novel, we must understand the meaning of vocabulary.

²⁷Anita Yuliana Siregar *Improving Students' Vocabulary Mastery through Crossword Puzzle*, (North Sumatera: English Department of Education State Institute for Islamic Studies, 2013), p. 11.

2. Easy to understand what the people are talking about. For example, when we are listening the conversation in English necessary for us to know what the people talking about, and it only be done if we know the vocabulary in that conversation.
3. Easy to make discussion in different topic. For example, if we want to discuss about one topic, we must understand and know the vocabularies that are concerned with the entertainment.

So, the mastery of vocabulary in English is very important because if we cannot master vocabulary, we will not be able to learn English well and correctly. Without a good vocabulary mastery, we cannot communicate with others well, so it will be hard for us to understand what others are saying.

2.2.4.4 The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.²⁸

²⁸Paul Nation *New Ways in Teaching Vocabulary*, (Alexandria: TESOL, 1994), p. 20.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabularies they have learned with the function of the vocabulary word, and then they can not apply their new vocabulary in their mind for communication.

Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections.²⁹

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.³⁰ Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.³¹ Adjective is a word used to qualify a noun or pronoun.³² Adverb is a word which modifies a verb, adjective or another adverb.³³

2.3 Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot master in

²⁹Hall J. Eugene, *Grammar for Use*, (Jakarta: Bina Rupa Aksara, 1993), P. 8.

³⁰Random House *Webster's Collage Dictionary*, (America: United States of America, 2001), p. 842.

³¹Random House *Webster's Collage Dictionary*, p. 1358.

³²AJ. Thomson and AV. Martineta, *Parctical English Grammar*, (Oxford: Oxford University Press, 1986), p.10

³³Thomson and AV. MartinetA *Parctical English Grammar*, p.17

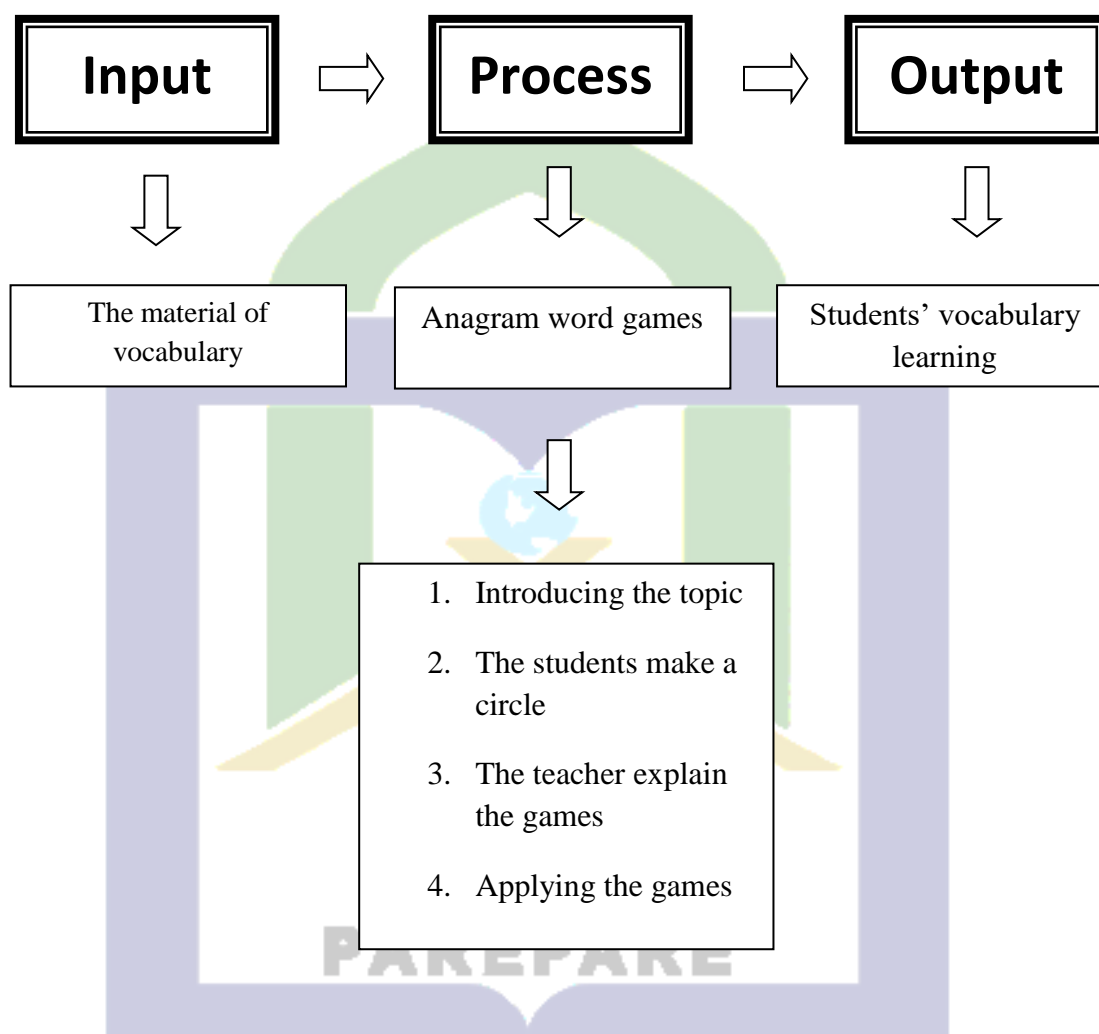
vocabulary the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery.

Anagram word games is considered as an effective, and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. With the result from that discussion above, the researcher proposed that by teaching connecting word can improve students' vocabulary mastery.

The conceptual framework underlying this research is presented in the following diagrams:



The students will make a circle; each student has to prepare a word to answer the games. The process will be done if some of the students do not say anything in the 10 second and the student who do not find a word will get punishment depend on the teacher gives. The teacher explains the material to the students and began the games. And then, the result will be seen from the ability of students after receiving the game.

2.4 Hypothesis

The Anagram word games are some of technique to enrich students' vocabulary ability. Anagram word games means that the students make a circle and the second student seek a word which the word must connect with the anagram that teacher write in the white board. Based on the technique the researcher sure it can be enrich the students vocabulary.

Based on the conceptual framework, the researcher would elicit forward the hypothesis as follow:

2.3.1 H_0 , using anagram word games model is not able to enrich students' vocabulary of SMP Negeri 2 Batulappa.

2.3.2 H_a , using anagram word games model is able to enrich students' vocabulary of SMP Negeri 2 Batulappa.

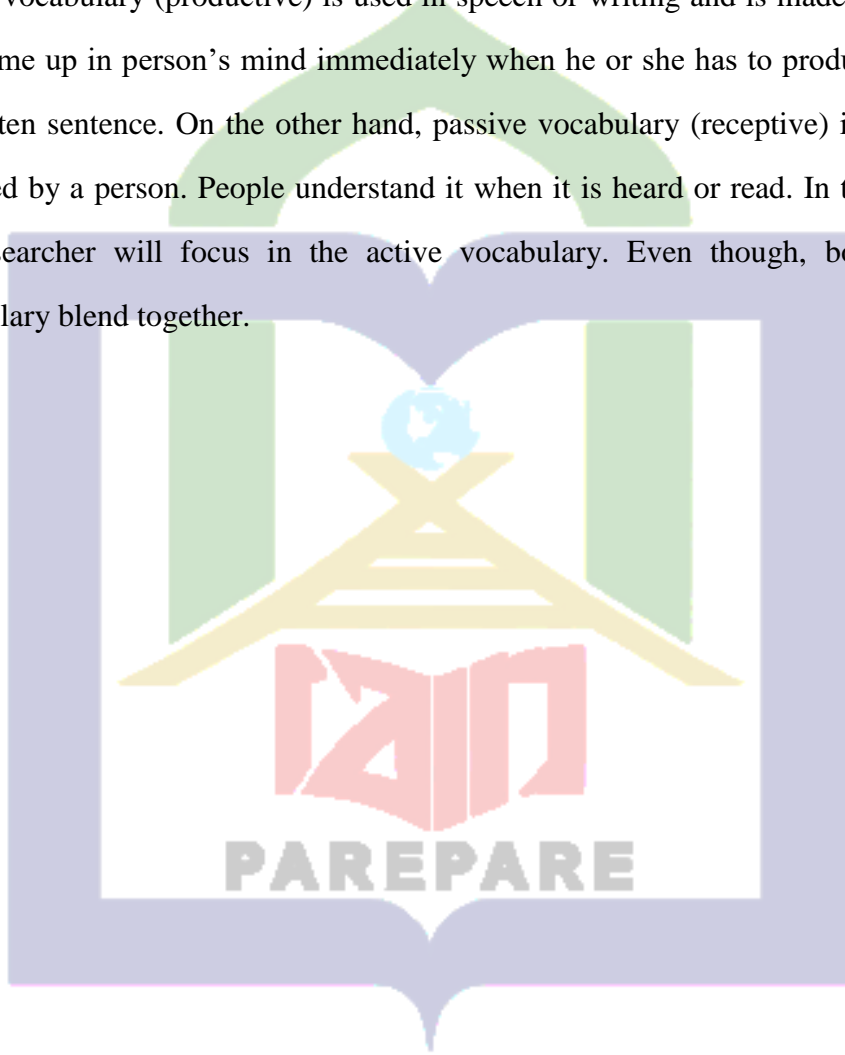
2.5 Operational Variable

The title of this research is "Implementation of anagram word games to enrich students vocabulary at the eighth grade of SMP Negeri 2 Batulappa", the researcher conclude the definition of operational is how to know clearly the concept in process of writing which can make the different definition. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences. This study has two variables; they are independent variable and dependent variable. These variables involved in this research are going to discuss below:

2.5.1 Independent variable is variable that can influence the other variables. Anagram word games as independent variable.

2.5.2 Dependent variable is variable can take different value because response to independent variable. The dependent variable here is Enrich Students' vocabulary.

There are two types of vocabulary; they are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. In this research, the researcher will focus in the active vocabulary. Even though, both types of vocabulary blend together.



CHAPTER III

RESEARCH MRTHOD

3.1 The Research Design

The method of the research was pre-experimental method with one group of pre-test and post-test. By using the formula:

$$E = O_1 X O_2$$

Where :

E : Experimental class

O₁ : Pre-test

X : Treatment

O₂ : Post-test

3.2 Variables

This research including of two variables, those are Anagram Word Games as independent variable and Students' vocabulary mastery as dependent variable.

3.3 Location and Duration of the Research

This research will be held in SMP Negeri 2 Batulappa for about 1 month in 2018/2019 academic year.

3.4 Population and Sample

3.4.1 Population

The population of this research is the students of SMP Negeri 2 Batulappa which are in the second grade (eight class). The population details as below.

CLASS	GENDER		TOTAL
	MALE	FEMALE	
VIII.1	10	16	26
VIII.2	11	12	23
TOTAL	21	28	49

3.4.2 Sample

The technique used to get the sample is random sampling technique by selecting one class of the population. In this research will take the VIII.2 as the experimental class.

CLASS	GENDER		TOTAL
	MALE	FEMALE	
VIII.2	11	12	23

3.5 Instrument of Collecting Data

In this research, there will be a pre test and post test. Pre test aims to know the students' ability before applying Anagram Word games. While post test aims to know the students' advancement after applying the game. There will besides, a dictionary will be as additional instrument.

3.6 Procedure of Collecting Data

For the first meeting, the students will be given a pre test in the class room. It is about multiple-choice consists of ten number that will be analyzed as this research will focus on their answer. All of them will get the question as a pre-test and they have to answer the question. After done and over to answer the multiple choices, the researcher will introduce the English Pronunciation software and then conduct the treatment by share the English Pronunciation Software and give some instructions about how to answer the question.

So, in that one month the researcher will make controlling activity in the classroom in five meeting. The students are suggested to practice the game and the researcher will apply an anagram word in the class meeting and the students have to answer and find a new word to apply the games. Their answer would not be analyzed because it is just to make sure that the students do the procedures of the research.

After one month, at last meeting in class room, the researcher will give test anagram as post test and finally the pre test and post test will be analyzed to know their advancement.

3.7 Treatment

After conducting the pre-test, the student will treat by an implementation of anagram word games to increase the students' vocabulary. In applying this game, first all of the students will make a circle. After that the teacher distributes learning material, and then explains the material briefly. After that the students will be ready to begin the game that has been explained by the teacher in 10 minutes. The next, teacher will choose anagram word to begin the game.

The students immediately begin the game. The first word is the word has write by the teacher in the white board. After that the teacher will shout stop if any student

do not say a word in 10 second. After that the student will be continue to seek a word. It will create positive competition among the class. The purpose of this activity is to find out the word.

3.7.1 First meeting

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle.
- The teacher will give an anagram word about rearrange the letters in braked and after that fill in each black white the appropriate anagram to complete the sentence
- The teacher will explain the material about the game
- The teacher gives an example about anagram word games
- The teacher will ask student to begin the game
- After that, the teacher will write the word as a first word to begin the game and each student has to find a word which the word connects by the anagram word on the white board.
- The student who has many vocabularies will be a winner of the game and gat motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

3.7.2 Second meeting

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle

- The teacher will give anagram word about transpose the letters of the word and form another word by using those letters exactly one based on the definition
- The teacher will explain the material about the game
- The teacher gives an example about anagram word games.
- The teacher will ask student to begin the game.
- After that, the teacher will write the anagram word as a key word to begin the game and each student has to find a new word.
- The student who has many vocabularies will be a winner of the game and get motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

3.7.3 Three meeting

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle.
- The teacher will give an anagram word about omitting one or some letters and transpose the letters
- The teacher will ask student to discuss about the game.
- After that, the teacher will write the anagram word as a key word to begin the game and each student has to find a new word to play the games.
- The student who has many vocabularies will be a winner of the game and get motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

3.7.4 Four meeting

- Greeting and checking student attendance

- The teacher introduce the topic of material
- The students will make a circle.
- The teacher will give an anagram word about form other words from the key word given
- The teacher will ask student to discuss about the game.
- After that, the teacher will write the anagram word as a key word to begin the game and each student has to find a new word to play the games.
- The student who has many vocabularies will be a winner of the game and gat motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

3.7.5 Five meeting

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle.
- The teacher will give an anagram word about the name of things
- The teacher will ask student to discuss about the game.
- After that, the teacher will write the anagram word as a key word to begin the game and each student has to find a new word to play the games.
- The student who has many vocabularies will be a winner of the game and gat motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

3.8 Technique of Data Analysis

For scoring technique, the following procedures will be applied.

3.8.1 Scoring system of the final score

Score: $\frac{\text{Learners correct answer}}{\text{Total number items}} \times 100$ ³⁴

The total number items

3.8.2 Classifying based on the following criteria

86 – 100 is classified as excellent

71 – 85 is classified as good

56 – 70 is classified as fair

41 – 55 is classified as poor

≤ 40 is classified as very poor³⁵

3.8.3 Rate standard deviation of the students

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

Where SD = standard deviation

X^2 = Total score of students

N = Total number of students

3.8.4 Rate percentage of the students

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

Where: P: Percentage

F: Frequency

N: The total number of students

3.8.5 Finding the significant difference between the mean score pre-test and post-test by calculating the value of the using the following formula:

³⁴Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta: Universitas Terbuka, 2008), p.325

³⁵Dirjen pendidikan dasar dan menengah. *Peraturan direktoral jendral pendidikan dasar dan menengah tentang penilaian perkembangan anak didik*. (Jakarta: Depdiknas.2005), p.2.

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

where :

t = test of significance

D = the mean of different score

$\sum D$ = the sum of different score

$\sum D^2$ = the sum of different score of two test

N = the total number of the simple³⁶

3.8.6 Finding out the mean score will use the following formula

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

Where:

X: Mean

$\sum Xi$: Total Score

N: The total number of Students³⁷

³⁶ L.R Educational Research, Competencies for Analysis and Application, p.331.

³⁷ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara,2009), p.298.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, finding of the research and the discussion of the research. The discussion section, further explained and the interpretation of the finding are given.

4.1 Findings

After the researcher had done treatment by using anagram word games learning model, the students' vocabulary skills there are many new lesson and new experience about learning English in SMP Negeri 2 Batulappa. When the researcher come the first in the class to apply the treatment, the students thought they will be getting an examination, but after the researcher has explained the material in speaking, they feel nervous to do it.

In the first meeting till the last meeting treatment the students also more enjoy in the class when the researcher practice the games about the material because the students enjoy in learning English with a games and the students more active in the class to get the games. They are really enthusiastic in learning vocabulary.

The finding of the research deal with the students' score of the pre-test and post-test, the frequency and percentage score of the pre-test and post-test, the student

Score in vocabulary components and the significance test of the students result in pre-test and post-test.

4.1.1 The result of students' vocabulary skills by using anagram word games

The result of students' pre-test was tabulated as follows:

The pre-test had done before implementation of Anagram Word Games. It was conducted on Friday, December 20th, 2019. The students were given the pre-test. The researcher found out the result of the students' pre-test based on the scoring of vocabulary, before giving treatment through Anagram Word Games which were analyzed and resulted in the information as shown in the table below:

Table 4.1.1.1 the Students' Score in Pre-Test

NO	STUDENTS	PRE- TEST	
		CORRECT ANSWER	SCORE
1	S1	20	66.6
2	S2	20	66.6
3	S3	10	33.3
4	S4	15	50
5	S5	10	33.3
6	S6	10	33.3
7	S7	5	16.6
8	S8	22	73.3
9	S9	15	50
10	S10	10	33.3

11	S11	5	16.6
12	S12	10	33.3
13	S13	20	66.6
14	S14	10	33.3
15	S15	22	73.3
16	S16	4	13.3
17	S17	15	50
18	S18	15	50
19	S19	10	33.3
20	S20	10	33.3
21	S21	10	33.3
22	S22	22	73.3
23	S23	10	33.3
	Total		$\Sigma=999.2$

(Data' source: the Students' Score in Pre-Test)

After knowing the students' score in pre-test, the researcher following table are students' score to find out the mean score:

Table 4.1.1.2 the Students' Score in Pre-Test

NO	STUDENT S	FRE-TEST STUDENTS	OF THE		CLASSIFICATION
			MAX SCORE	SCORE (X1)	
				X^2	
1	S1	100	66.6	4.435.56	Fair
2	S2	100	66.6	4.435.56	Fair
3	S3	100	33.3	1.108.89	Very poor
4	S4	100	50	2500	Poor
5	S5	100	33.3	1.108.89	Very poor
6	S6	100	33.3	1.108.89	Very poor
7	S7	100	16.6	275.56	Very poor
8	S8	100	73.3	5.372.89	Good
9	S9	100	50	2500	Poor
10	S10	100	33.3	1.108.89	Very poor
11	S11	100	16.6	275.56	Very poor
12	S12	100	33.3	1.108.89	Very poor
13	S13	100	66.6	4.435.56	Fair
14	S14	100	33.3	1.108.89	Very poor
15	S15	100	73.3	5.372.89	Good
16	S16	100	13.3	176.89	Very poor
17	S17	100	50	2500	Poor
18	S18	100	50	2500	Poor

19	S19	100	33.3	1.108.89	Very poor
20	S20	100	33.3	1.108.89	Very poor
21	S21	100	33.3	1.108.89	Very poor
22	S22	100	73.3	5.372.89	Good
23	S23	100	33.3	1.108.89	Very poor
				$\sum x^2 =$	
TOTAL			$\sum = 999.2$	51242.26	

(Data' source: the Students' Score in Pre-Test)

Based on the table above, showing the result of students' vocabulary mastery score before giving treatment through Anagram Word Games, Three students in fair classification, four students in poor classification, three students in good, no one in excellent and thirteenth very poor classification. Total score in pre-test was 999.2. It could be seen that almost of the VIII.2 students' ability in vocabulary was low because most of the 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 4.1.1.2

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

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

$$X = \frac{999.2}{23}$$

$$X = 43.44$$

So, the mean score (X_1) of pre-test is 43.44

Based on the result of the pretest, the data showed that the mean score of pretest was 43.44. The lowest achievement gained score 13.3. From that analyzing, it could be seen that almost of the 23 students' ability in vocabulary was still low because most of students gained Very poor score.

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

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

$$SD = \sqrt{\frac{51242.26 - \frac{(999.2)^2}{23}}{23 - 1}}$$

$$SD = \sqrt{\frac{51242.26 - 43408.72}{22}}$$

$$SD = \sqrt{\frac{7833.54}{22}}$$

$$SD = \sqrt{356.07}$$

$$SD = 18.86$$

So the result of standard deviation of the students' score of pre-test was 18.86

After determining the mean score (X_1) of pre-test was 43.44 and standard deviation (SD) of the pre-test was 18.86, it could be seen that the students' vocabulary mastery were in a low category.

4.1.2 The result of students' post-test was tabulated as follows:

The result of students' post-test was tabulated as follows:

Table 4.1.2.1 the Students Score of Post-test

NO	STUDENTS	POST- TEST	
		CORRECT ANSWER	SCORE
1	S1	27	90
2	S2	28	93.3
3	S3	15	50
4	S4	27	90
5	S5	20	66.6
6	S6	20	66.6
7	S7	10	33.3
8	S8	28	93.3
9	S9	20	66.6
10	S10	15	50
11	S11	10	33.3
12	S12	27	90
13	S13	27	90
14	S14	25	83.3
15	S15	28	93.3
16	S16	10	33.3
17	S17	27	90
18	S18	28	93.3

19	S19	20	66.6
20	S20	22	73.3
21	S21	15	50
22	S22	27	90
23	S23	25	83.3
Total			$\Sigma=1669.4$

Data' source: the Students' Score in Post-Test)

After knowing the students' score in post-test based on scoring rubric of writing, the following tables are students' score to find out the mean score:

Table 4.1.2.2 the Students' Score in Post-Test

NO	STUDENT S	POST-TEST OF THE STUDENTS (X ₁)		X ²	CLASSIFICATION
		MAX SCORE	SCORE X ₂		
1	S1	100	90	8.100	Excellent
2	S2	100	93.3	8.704.89	Excellent
3	S3	100	50	2.500	Poor
4	S4	100	90	8.100	Excellent
5	S5	100	66.6	4.435.56	Fair
6	S6	100	66.6	4.435.56	Fair
7	S7	100	33.3	1.108.89	Very poor
8	S8	100	93.3	8.704.89	Excellent

9	S9	100	66.6	4.435.56	Fair
10	S10	100	50	2.500	Poor
11	S11	100	33.3	1.108.89	Very poor
12	S12	100	90	8.100	Excellent
13	S13	100	90	8.100	Excellent
14	S14	100	83.3	6.938.89	Good
15	S15	100	93.3	8.704.89	Excellent
16	S16	100	33.3	1.108.89	Very poor
17	S17	100	90	8.100	Excellent
18	S18	100	93.3	8.704.89	Excellent
19	S19	100	66.6	4.435.56	Fair
20	S20	100	73.3	5.372.89	Good
21	S21	100	50	2.500	Poor
22	S22	100	90	8.100	Excellent
23	S23	100	83.3	6.938.89	Good
TOTAL			$\Sigma=1669.4$	$\Sigma x^2 = 131239.14$	

(Data' source: the Students' Score in Post-Test)

The table above showed that there was an improvement of students' score after giving treatment through Anagram word games, ten students in excellent classification, three students in good classification, four students in fair classification, three student in poor classification, and three students in very poor classification. It means that the students' vocabulary ability has improved through Anagram Word

Games. The total score in post-test is 1669.4. It proved that there was enrich of students' score in post-test.

Firstly, the researcher calculated the mean score of the post-test:

$$\begin{aligned} X &= \frac{\sum X_i}{N} \\ X &= \frac{1669.4}{23} \\ X &= 72.58 \end{aligned}$$

So, the mean score (X_1) of post-test is 72.58

Based on the result of the posttest, the data showed that the mean score of posttest was 72.58. The lowest achievement gained score 33.3. From that analyzing, it could be seen that almost of the 23 students' vocabulary mastery was good because there was an improvement of students' score ten students in excellent classification, three students in good classification, four students in fair classification, three students in poor classification and three students in very poor classification.

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

$$\begin{aligned} SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}} \\ SD &= \sqrt{\frac{131239.14 - \frac{(1669.4)^2}{23}}{23 - 1}} \\ SD &= \sqrt{\frac{131239.14 - 121169.40}{22}} \end{aligned}$$

$$SD = \sqrt{\frac{10069.74}{22}}$$

$$SD = \sqrt{457.71}$$

$$SD = 21.39$$

So the result of standard deviation of the students' score of post-test was 21.39

After determining the mean score (X_2) of post-test was 72.58, and standard deviation (SD) of the post-test was 21.39, it could be seen that the students' vocabulary mastery were in a good category.

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

The result of the pre-test and post-test showing in the following the table.

Table 4.1.3.1 the Mean Score and Standard Deviation of the Pre-Test and Post-Test

Test	Mean score	Standard deviation (SD)
PRE-TEST	43.44	18.86
POST-TEST	72.58	21.39

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.1.3 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had score 43.44 and the post-test score increased

become 72.58 the standard deviation of pre-test was 18.86 (SD) while the standard deviation of the post-test was 21.39 (SD).

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

4.1.4 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 4.1.4.1 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	Excellent	86-100	0	10	0	43.49 %
2	Good	71-85	3	3	13.04 %	13.04 %
3	Fair	56-70	3	4	13.04 %	17.39 %
4	Poor	41-55	4	3	17.39 %	13.04 %
5	Very Poor	≤ 40	13	3	56.53 %	13.04 %
TOTAL			23	23	100 %	100 %

(Data' source: the Rate Percentage of the Frequency of the Pre-Test and Post-Test)

The table 4.1.4.1 showed the students' percentage of pretest was most common in very poor score namely ten students and it was the high percentage. In the pretest there is no students who are in excellent score. It means that the students' vocabulary mastery was still low. Whereas the percentage of posttest indicated that

there was enrich percentage a great majority of the students in vocabulary mastery because there were ten students had gotten excellent scores with the 43.49%. As can be seen also, the score was good score namely three students with 13.04%. Then there were three students who fair scores with 13.04%. Three were three students in poor scores with 13.04%, and three students in very poor scores with 56.53%. It meant that there was an enrich percentage after doing pretest up to posttest.

The Implementation of Anagram Word Games to Enrich Students' vocabulary in SMP Negeri 2 Batulappa. This part discusses the result of data analysis about the implementation of Anagram Word Games to enrich students' vocabulary mastery at SMP Negeri 2 Batulappa

4.1.5 T-Test Value

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

Table 4.1.5.1 the Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' vocabulary Mastery

No	X1	X2	X1 ²	X2 ²	D(x2 – x1)	D (X2 – X1) ²
1	66.6	90	4.435.56	8.100	23.4	547.56
2	66.6	93.3	4.435.56	8.704.89	26.7	712.89
3	33.3	50	1.108.89	2.500	16.7	278.89
4	50	90	2500	8.100	40	1600
5	33.3	66.6	1.108.89	4.435.56	33.3	1108.89
6	33.3	66.6	1.108.89	4.435.56	33.3	1108.89
7	16.6	33.3	275.56	1.108.89	16.7	278.89
8	73.3	93.3	5.372.89	8.704.89	20	400

9	50	66.6	2500	4.435.56	16.6	275.56
10	33.3	50	1.108.89	2.500	16.7	278.89
11	16.6	33.3	275.56	1.108.89	16.7	278.89
12	33.3	90	1.108.89	8.100	56.7	3214.89
13	66.6	90	4.435.56	8.100	23.4	547.56
14	33.3	83.3	1.108.89	6.938.89	50	2500
15	73.3	93.3	5.372.89	8.704.89	20	400
16	13.3	33.3	176.89	1.108.89	20	400
17	50	90	2500	8.100	40	1600
18	50	93.3	2500	8.704.89	43.3	1874.89
19	33.3	66.6	1.108.89	4.435.56	33.3	1108.89
20	33.3	73.3	1.108.89	5.372.89	40	1600
21	33.3	50	1.108.89	2.500	16.7	278.89
22	73.3	90	5.372.89	8.100	16.7	278.89
23	33.3	83.3	1.108.89	6.938.89	50	2500
Total	$\Sigma=999.2$	$\Sigma X=1669.4$	$\Sigma x_2=51242.26$	$\Sigma x_2=131239.14$	662.82	23173.36

(Data' Source: the Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' Vocabulary mastery through Anagram Word Games)

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

To Find out D used formula as follow:

$$\begin{aligned}
 D &= \frac{\sum D}{N} \\
 &= \frac{662.82}{23} \\
 &= 28.81
 \end{aligned}$$

The calculation of the T-test value

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

- Where: T = test of significance
 D = the total score different (pre-test and post-test)
 $\sum D^2$ = the sum of deviation quadrate
 $\sum D$ = the sum of deviation score
 N = Total number of students

$$\text{T-test} = \frac{28.81}{\sqrt{\frac{23173.36 - \frac{(662.82)^2}{23}}{23(23-1)}}}$$

$$\text{T-test} = \frac{28.81}{\sqrt{\frac{23173.36 - \frac{(439330.35)}{23}}{23(22)}}}$$

$$T\text{-test} = \frac{28.81}{\sqrt{\frac{23173.36 - 19101.31}{506}}}$$

$$T\text{-test} = \frac{28.81}{\sqrt{\frac{4072.05}{506}}}$$

$$T\text{-test} = \frac{28.81}{\sqrt{8.04}}$$

$$T\text{-test} = \frac{28.81}{2.83}$$

$$T\text{-test} = 10.180$$

Thus, the t-test value is 10.18 it was greater than t-table.

Table 4.1.5.2 the Test of Significance

Variable	T-test	T-table value
Pre test – Post test	10.18	2.069

(Data' Source: the Test of Significance)

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

4.1.6 Hypothesis Testing

To find out (DF) dependent sample

$$\begin{aligned} \text{Df} &= N-1 \\ &= 23-1 \end{aligned}$$

$$\text{Df} = 22$$

For the level, significant df = 22, and the value of the table is 2.069, while the value of t-test is 10.18. It means that the t-test value is greater than t-table. Thus, it can be concluded that the students' vocabulary mastery through Anagram word games is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

4.1.7 The Ways of the Implementation Anagram Word Games to Enrich Students' vocabulary mastery.

To find out how the implementation of Anagram word games is able to enrich the students' vocabulary Mastery, the researcher got some pieces of information from the students' activities in learning process. There were five meetings for doing this research. Two meeting for doing the test and three meetings for doing the treatment to prove that is the implementation of Anagram word games able to enrich the students' vocabulary mastery.

At the first meeting, the researcher asked the students to answer test where there were ten numbers in multiple choice, ten numbers in writing anagram based on

the picture, ten numbers in matching Anagram based on the clue. It aimed to know the students' ability in vocabulary text before got the treatment. In this case, the researcher gave score to the students' work at home based on scoring rubric of vocabulary.

In the second meeting, the researcher explains about vocabulary. The researcher began class presentation through Anagram to rearrange the word become the new word which had meaning. It was aimed to caught the students' interest when learning process took place. The researcher asked the students to make a circle but the teacher who though beside the class complain because it was noisy and disturb the learning process in the other class. The researcher explained and gave same example the material. The researcher described the process of Anagram in rearranged the word to find out another word which had meaning. The researcher will ask to students to analyze several vocabularies which relates based on the topic about "*draw a line*", the students and the researcher discussed and seek the correct answer.

In the third meeting, the researcher explained and gave same example the material. The researcher described the process of Anagram in rearranged the word to find out another word which had meaning. The researcher will ask to students to analyze several vocabularies which relates based on the topic about "*arrange the alphabet and the name of the pictures*". The researcher and the students discussed and checked the correct answers.

In the fourth meeting, the researcher explained and gave same example the material. The researcher described the process of Anagram in rearranged the word to find out another word which had meaning. The researcher would ask to students to

analyze several vocabularies which relates based on the topic about “*Animals*”. The researcher gave assignment and the students discussed and checked the answers.

In the last meeting, the researcher gave a post-test. The students answered the test was the form of test same as when researcher give in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not.

4.2 Discussion

4.2.1 The result of Students’ vocabulary mastery through Anagram Word Games.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got excellent, thirteen students got very poor score, three students got fair score, four students got poor score and three students got good score. Whereas in the post-test, ten students got score excellent, three students got good score, four students got fair score, three students got score poor and three students got very poor score. From the result, the researcher concluded that the students’ vocabulary mastery from very poor up to excellent and fair classification.

And then, the mean score of pre-test was and the mean score of post-test was. The conclusion, the mean score of post-test (72.58) was greater than pre-test (43.44). Even, for the level significant $df = 23$, and the value of table is 2.069 while the value of t-test is 10.18 it means that, the t-test value is greater than t-table ($10.18 \geq 2.069$). Thus, it can be concluded that the students’ vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted.

In the preface study that the researcher did in Junior High School 2 Batulappa Kab. Pinrang it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the students seldom use games such as short story games. Before doing the test, it also confirmed by the students that game used in class is monotonous so that they got bored. As consequences the students lack in vocabulary mastery.

The researcher concluded that one of the main factors which made the students lack in vocabulary mastery caused by the strategy, media or games used in class is monotonous, the students rarely study using media or game in class since in vocabulary learning so many vocabularies were not familiar to them. Students who lack of vocabulary sometimes cannot 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 in learning vocabulary process. The teacher did not follow thaw way to teach vocabulary properly. Moreover, the materials were also not good enough to be used since the materials were almost the same and less varied. Those conditions were causing bad effect for the students so then the students got low score in vocabulary mastery.

Some problems occurred during the implementation of Anagram Word Games 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.

Through Anagram Word Games could be used to improve the students' vocabulary mastery since Anagram Word Games as an enhanced tool in vocabulary learning for the students. By using the Anagram Word, students learned proper the meaning and pronunciation. Furthermore the students felt enjoy and be active in learning process because the researcher took the students to play game through Anagram Word Games.

To overcome this problem, the researcher planned to give the students an exercise vocabulary activity for the 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 had 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 student would get difficulties in four skill in English language such as speaking, writing, reading and reading. So the teacher have to be creative person in teaching, in addition the teacher also has to provided media to support the teaching and learning of vocabulary. Successfully vocabulary can be looked at in terms of the strategies the teacher use when teaching vocabulary.

After the researcher applied an Anagram Word Games in the class during teaching vocabulary, the researcher found that some of the students seem 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 Word Games can enrich students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

In pre-test most of students showed difficulties distinguishing to recognize the vocabulary because they have lack in vocabulary. This condition certainly makes 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 Word Games mainly aimed at enrich teaching process to be more motivating and appealing for students.

In the first meeting when did the treatment, the students were very enthusiastic in learning vocabulary through Anagram Word Games. It was because the teacher never used Anagram games in teaching vocabulary so the students become curious. During the time of teaching vocabulary, the researcher started to explain the applying of anagram in teaching vocabulary. The researcher began to guide the students to understand the process of Anagram in rearranging the word to find out the new vocabulary. The used of Anagram made the students easily to understood the materials given and it also improved the students confidence and comprehension in teaching vocabulary.

Anagram Word Games 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 the pre test. After the researcher applied Anagram Word Games, the researcher found that the implementation of Anagram Word Games as wordplay in teaching vocabulary was done as expected. In implementing the Anagram Word Games the researcher did the teaching vocabulary phases plans.

Teaching vocabulary ability activities process, 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 Word Games being applied. In while-teaching vocabulary activities, the students were taught some vocabularies which related the topic and asked to do some exercise as the main activities.

After doing the worksheet given, the students' work was submitted and discussed together. In the post-teaching vocabulary activities, the students were asked to do some activities to check their comprehension to what they had learned through. In the pre-teaching vocabulary phase prepare students through activities involving activating prior knowledge, making predictions, 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 and to find out the meaning. The post-teaching vocabulary phase typically involves response to analyze the letter in rearranging the letter to find out the new word then they understand the meaning and how to pronounce it.

Based on the findings above, the researcher concluded that there is an enrich of students' vocabulary mastery through Anagram Word Games at SMP Negeri 2 Btulappa Kecamatan Batulappa Kabupaten Pinrang.

4.2.2 The Ways of the Implementation of Anagram Word Games to Enrich Students' vocabulary mastery

After the researcher applied the Anagram Word Games in the class during teaching vocabulary, the researcher found that some of the students seem to be appealing in doing the vocabulary test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that result showed the through Anagram Word Games able to enrich students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

Based on the result showed in pre test and post test, the researcher concluded that anagram Word Games is able to enrich the students' vocabulary mastery. The impact through anagram Word Games seems to be significant in students improvement. At the beginning of the study the mean score pre test were 43.44. By the end of the study the result through Anagram Word Games post test enhance after giving treatment. The mean score indicate 72.58. The result show that the score post test is higher than pre test. And it can be conclude that the treatment have been effective.

Through Anagram Word Games was effective to enrich the students' vocabulary mastery. The using of Anagram could make student was triggering the brain to think and recalled the vocabulary they mastered then also measured how many vocabularies they mastered. The vocabulary size effect or the high vocabulary tends to solve more anagrams than the low-vocabulary mastery based on words stored

in memory. It is supported the article by Roy B. W. Applied Anagram in teaching vocabulary making students be enthusiastic to recognize many vocabularies. It would increase students' vocabulary because through Anagram students are demanded to find out more vocabularies based on the letter in Anagram.

Event thought, this media also proved that through Anagram Games has a lot of advantages over language learning process especially for teaching vocabulary, such as making the students comfortable and pleasurable the student during the learning process. And also an Anagram is based on the correct spelling of answers. Anagram also develops and test students' knowledge of morphology.

The researcher took the explanation while gave game in the class, provide also with some pictures, it makes the students more easy to adopt the material. Students were solving and answering the letters in process of Anagram Games. Students were given time to analyze the letters while guessing what vocabularies can be formed. After analyzing the students started composing the letters to form different vocabularies than before. Here, students were given in a limited time to observe the vocabulary through the dictionary and translate it. It could be seen that Anagram is able to stimulate students to think faster than before to guess the word from the process of Anagram Word Games.

Anagram Word Games in teaching vocabulary can enrich the students' vocabulary mastery. Anagram Word Games is one of world play is used to make interest the learning process. The result of anagram in rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. This trained the student to analyze letter will produce new word based on the topic. Through anagram is one of technique in teaching vocabulary to take the

students more active in learning process. This made student to recognize many vocabularies, and to know how to pronounce it.

The implementation of Anagram Word Games changed the classroom situation and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in teaching at the class, students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked them to do the task in front of the classroom, and students were pleasant with the situation. So, Anagram Word Games could enrich motivation of the students. In addition the researcher got new knowledge through Anagram Word Games to teach English learning, especially in vocabulary ability. The researcher had improved her knowledge in using the game and various materials for his teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, namely conclusion and suggestion. The conclusion gives explanation of all the result of point the research. Meanwhile, the suggestions just give ideas to more repair this research.

5.1 Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the researchers conclude that:

The data analysis, the researcher found that the students' selective skill before giving the treatment showed the classification score there are many types of classification based on result students pre test score, where there (13.04 %) in good classification, (13.04 %) in fair classification, (17.39 %) in poor classification, and (56.53 %) in very poor classification. Majority of them got lowest score,

After the researcher applied the Anagram Word Games model in treatment, the researcher found that some of the students feel nervous in teaching English learning, but also the researcher found the improvement after the students got treatment about Anagram Word Games. After calculating and analyzing the data, the researcher found that the result showed the through Anagram Word Games learning model can enrich students' vocabulary mastery. The result was proven by the improvement of students' score in posttest.

Based on the classification the students' score after giving treatment, the result score was variety. There are (43.49 %) in excellent classification, (13.04 %) students in good classification, (17.39 %) students in fair classification, (13.04 %) students in poor classification, and (13.04 %) student in very poor classification. It

means that the students' vocabulary mastery has improves through Anagram Word Games learning model based on the score of pre test and post test. Even though, some students' score still remained the same but most of students' vocabulary mastery score in post test were better than their score in the pre test.

After the students' score the researcher concluded that there is a significant score of students' vocabulary mastery before and after treatment with through Anagram Word Games learning models. It can be seen the mean score of pre-test 43.44 and the standard deviation 18.86, while in the post-test the mean score 72.58 and standard deviation 21.39. While, t-test value 10.18, it was higher than t-table value was 2.069.

Based on the data description above, it can be proved by looking the mean score in post-test was greater than pre-test, and also the significant of t-test was greater than t-table score. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It proved that the implementation of Anagram Word Games in teaching vocabulary able to enrich the students' vocabulary mastery.

5.2 Suggestion

Based on the conclusion above, the researcher would like to give some suggestions related to this research for students, teachers, and other researchers. The suggestions as follows:

5.2.1 For the English teacher

5.2.1.1 The teacher generally should be able to apply some techniques in teaching English which is suitable with students' condition and material used. So that the students are not bored in the classroom to following the material.

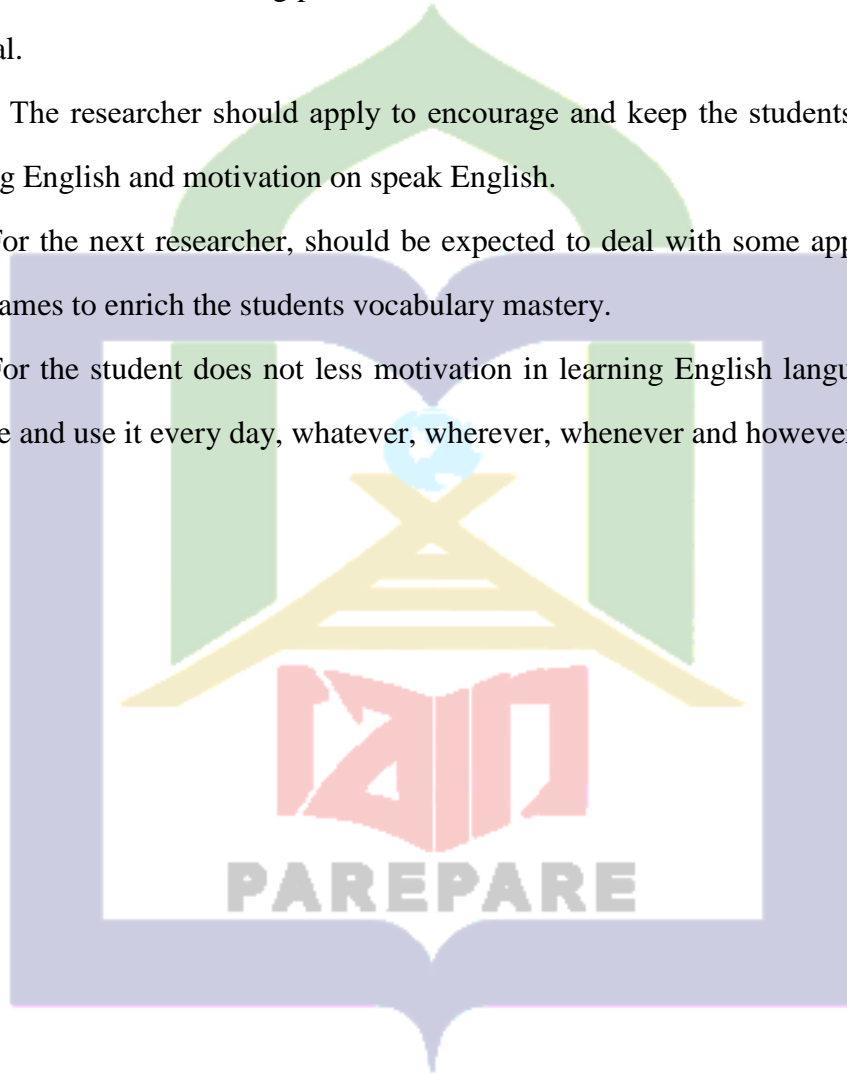
5.2.1.2 The English teacher should be creative to manage the method and technique used to improve the students' vocabulary mastery.

5.2.1.3 The English teacher should be active and give the students chance to ask about the material in learning process, so that the students more understand about the material.

5.2.1.4 The researcher should apply to encourage and keep the students' interest in learning English and motivation on speak English.

5.2.2 For the next researcher, should be expected to deal with some appropriate the good games to enrich the students vocabulary mastery.

5.2.3 For the student does not less motivation in learning English language, always practice and use it every day, whatever, wherever, whenever and however.



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APPENDICES



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP NEGERI 2 BATULAPPA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) VIII/2

Standar Kompetensi : 1. Memahami makna game dalam tema anagram word games untuk memperkaya kosa kata.

Kompetensi Dasar : 1.1 Merespon makna game dengan kata yang berkesinambungan secara akurat dan lancar, sehingga siswa dapat memperkaya kosa kata yang dapat di gunakan setiap hari untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain.

Tema : *Anagram Word Games*

Aspek/Skill : Enrich Vocabulary

Alokasi Waktu : 2 x 50menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Memainkan games tersebut *secara berani (courage)*
- b. Memilih satu kata sebagai first word
- c. Melanjutkan kata
- d. Merespon instruksi

❖ Karakter siswa yang diharapkan :

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

- a. Rearrange the letters in braked and after that fill in each black white the appropriate anagram to complete the sentence

3. Metode Pembelajaran: Anagram Word Games

4. Langkah-langkah Kegiatan

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will be make a circle in the classroom
- The teacher will give pre test about anagram word games.
- The last, teacher and student will make conclusion about the material.

5. Sumberbelajar

- a. Buku teks yang relevan

6. Rubrik Penilaian

No.	Uraian	Skor
I.	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II.	Setiap jawaban yang benar	2
	Setiap jawaban yang salah / tidakdijawab	0

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP NEGERI 2 BATULAPPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) VIII/2
Standar Kompetensi : 2.Memahami makna game dalam tema anagram word games untuk memperkaya kosa kata.
Kompetensi Dasar : 2.2 Merespon makna game dengan kata secara akurat dan lancar, sehingga siswa dapat memperkaya kosa kata yang dapat di gunakan setiap hari untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan-kn diri sendiri/orang lain.
Tema : *Anagram Word Games*
Aspek/Skill : Enrich Vocabulary
Alokasi Waktu : 2 x 50menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Memainkan games tersebut *secara berani (courage)*
- b. Memilih satu kata sebagai first word
- c. Melanjutkan untuk mencari kosa kata baru
- d. Merespon instruksi

❖ **Karakter siswa yang diharapkan :**

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

- b. Transpose the letters of the word and form another word by using those letters exactly one based on the definition.

3. Metode Pembelajaran: Anagram Word Games

4. Langkah-langkah Kegiatan

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle in the classroom
- The teacher will explain the material about anagram word games.
- The teacher will ask student to discuss about the game.
- After that, the teacher will write anagram word on the white board as a key word to begin the game and each student has to find and seek a new word which the word connect by the anagram word on the white board.
- The student who has many vocabularies will be a winner of the game and gat motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

5. Sumberbelajar

- b. Buku teks yang relevan

6. Rubrik Penilaian

No.	Uraian	Skor
I.	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II.	Setiap jawaban yang benar	2
	Setiap jawaban yang salah / tidakdijawab	0

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP NEGERI 2 BATULAPPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) VIII/2
Standar Kompetensi : 3. Memahami makna game dalam tema anagram word games untuk memperkaya kosa kata.
Kompetensi Dasar : 3.3 Merespon makna game dengan kata yang berkesinambungan secara akurat dan lancar, sehingga siswa dapat memperkaya kosa kata yang dapat di gunakan setiap hari untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain.
Tema : *Anagram Word Games*
Aspek/Skill : Enrich Vocabulary
Alokasi Waktu : 2 x 50menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- e. Memainkan games tersebut *secara berani (courage)*
- f. Memilih satu kata sebagai first word
- g. Melanjutkan kata
- h. Merespon instruksi

❖ **Karakter siswa yang diharapkan :**

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

- c. Omitting one or some letters of the key words and transpose the rest.

3. Metode Pembelajaran: Anagram Word Games

4. Langkah-langkah Kegiatan

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle in the classroom
- The teacher will explain the material about anagram word games.
- The teacher will ask student to discuss about the game.
- After that, the teacher will write anagram word as a key word to begin the game and each student has to find and seek a new word.
- The student who has many vocabularies will be a winner of the game and gat motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

5. Sumberbelajar

- c. Buku teks yang relevan

6. Rubrik Penilaian

No.	Uraian	Skor
I.	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II.	Setiap jawaban yang benar	2
	Setiap jawaban yang salah / tidakdijawab	0

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP NEGERI 2 BATULAPPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) VIII/2
Standar Kompetensi : 3. Memahami makna game dalam tema anagram word games untuk memperkaya kosa kata.
Kompetensi Dasar : 3.3 Merespon makna game dengan kata yang berkesinambungan secara akurat dan lancar, sehingga siswa dapat memperkaya kosa kata yang dapat di gunakan setiap hari untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain.
Tema : *Anagram Word Games*
Aspek/Skill : Enrich Vocabulary
Alokasi Waktu : 2 x 50menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- i. Memainkan games tersebut *secara berani (courage)*
- j. Memilih satu kata sebagai first word
- k. Melanjutkan kata
- l. Merespon instruksi

❖ Karakter siswa yang diharapkan :

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

d. Form other word from the key word given..

3. Metode Pembelajaran: Anagram Word Games

4. Langkah-langkah Kegiatan

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle in the classroom
- The teacher will explain the material about anagram word games.
- The teacher will ask student to discuss about the game.
- After that, the teacher will write anagram word as a key word to begin the game and each student has to find and seek a new word.
- The student who has many vocabularies will be a winner of the game and get motivation to memorize many vocabularies.
- The last, teacher and student will make conclusion about the material.

5. Sumberbelajar

d. Buku teks yang relevan

6. Rubrik Penilaian

No.	Uraian	Skor
1.	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
II.	Setiap jawaban yang benar	2
	Setiap jawaban yang salah / tidakdijawab	0



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP NEGERI 2 BATULAPPA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) VIII/2
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Tema : *Anagram Word Games*
Aspek/Skill : Enrich Vocabulary
Alokasi Waktu : 2 x 50menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- m. Memainkan games tersebut *secara berani (courage)*
- n. Memilih satu kata sebagai first word
- o. Melanjutkan kata
- p. Merespon instruksi

❖ Karakter siswa yang diharapkan :

Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. Materi Pembelajaran

e. Writing in the blanks the name of things.

3. Metode Pembelajaran: Anagram Word Games

4. Langkah-langkah Kegiatan

- Greeting and checking student attendance
- The teacher introduce the topic of material
- The students will make a circle in the classroom
- The teacher will give post test the material about anagram word games.
- The last, teacher and student will make conclusion about the material.

5. Sumberbelajar

e. Buku teks yang relevan

6. Rubrik Penilaian

No.	Uraian	Skor
1.	Isi benar, tata bahasa benar	3
	Isi benar, tata bahasa kurang tepat	2
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0

II.	Setiap jawaban yang benar	2
	Setiap jawaban yang salah / tidakdijawab	0





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE
JURUSAN TARBIYAH

Jl. Amal Bakti NO. 8 Soreang 911331

Telepon (0421)21307, PakIsmail(0421)2404

VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : SYAHRUL.Y
NIM/ PRODI : 13.1300.096/PBI
FAKULTAS : TARBIYAH
JUDUL : IMPLEMENTATION OF ANAGRAM WORD GAMES
TO ENRICH STUDENTS VOCABULARY AT THE
EIGHTH GRADE OF SMP NEGERI 2 BATULAPPA

Instrumen penelitian

The method of the research was pre-experimental method, the researcher will give an anagram word games in this research to be instrument and also the researcher will give an anagram word games as a pre-test and the researcher will give anagram word games as post-test to know the enrich of the students vocabulary mastery before giving anagram word games and after giving anagram word games:

Setelah mencermati instrumen dalam penelitian penyusunan skripsi mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 5 December 2019

Mengetahui,

Pembimbing Utama

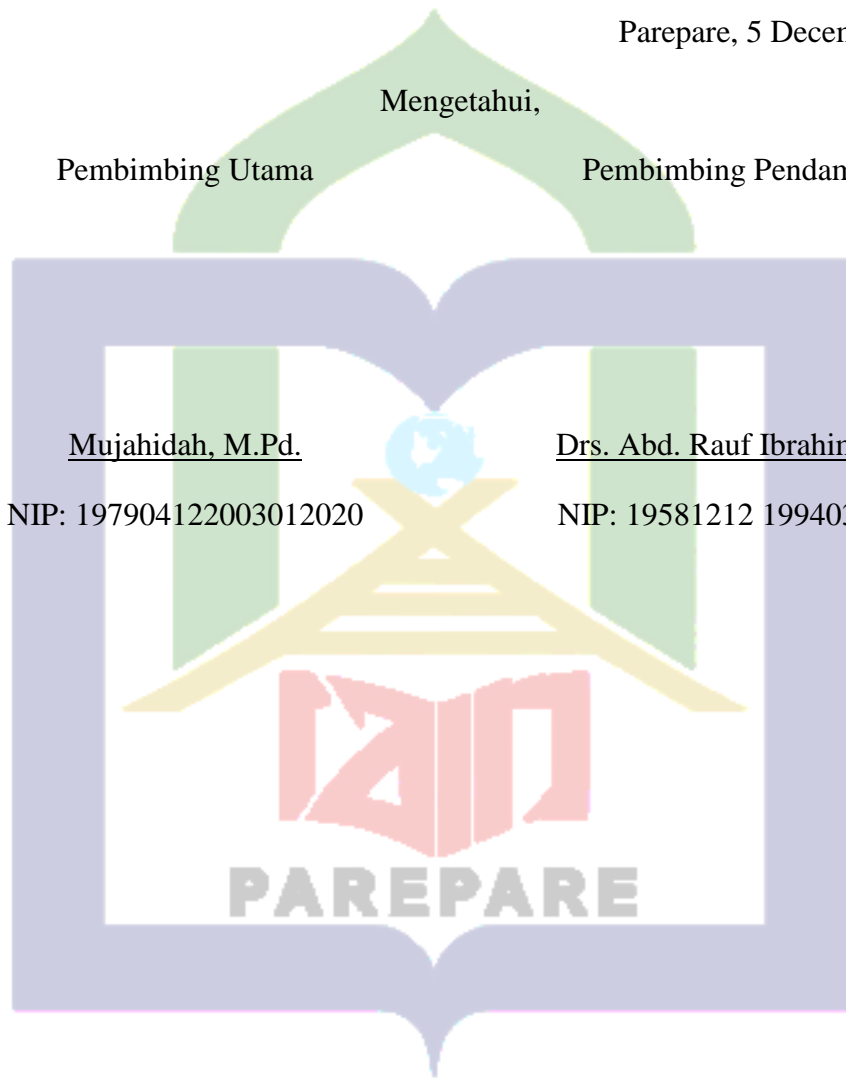
Pembimbing Pendamping

Mujahidah, M.Pd.

NIP: 197904122003012020

Drs. Abd. Rauf Ibrahim, M.Si

NIP: 19581212 199403 1 002



Instrument of Pre Test

PRE-TEST

A. Choose the best answer!

1. Amakes some food.
 - a. Teacher
 - b. Doctor
 - c. Chef
 - d. Lawyer
2. We often watchin the evening.
 - a. Newspaper
 - b. Radio
 - c. Magazine
 - d. Television
3. Grant is a tailor. He makes....
 - a. Clothes
 - b. Bag
 - c. Belt
 - d. Ice cream
4. My father always reads.... Every morning.
 - a. Radio
 - b. Computer
 - c. Television
 - d. News paper
5. Ali : what is your father's job.

Boy : he is a He flies the plan

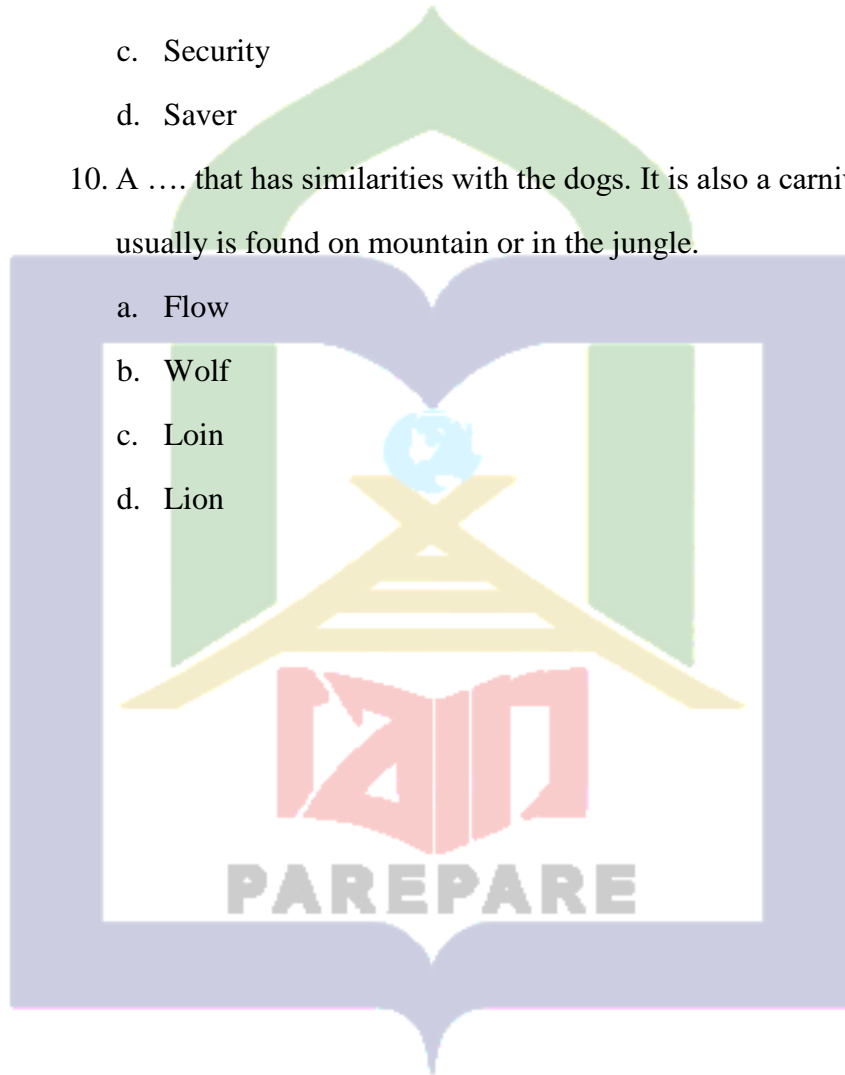
- a. Doctor
 - b. Farmer
 - c. Postman
 - d. Pilot
6. Is a jewelry usually we put on our finger.
- a. Eyebrow
 - b. Eyelashes
 - c. Ring
 - d. Grin
7. Almost everyone has this. This is an item commonly used to store goods. It is very easy to carry around. This thing is called
- a. Gab
 - b. Bag
 - c. Marked
 - d. Market
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. Knife
 - d. Knifed

9. When I got and I was in hospital. I was treated by a doctor and were very friendly.







- a. Nur
- b. Runes
- c. Security
- d. Saver





10. A that has similarities with the dogs. It is also a carnivorous animal. He usually is found on mountain or in the jungle.

- a. Flow
- b. Wolf
- c. Loin
- d. Lion



B. Write another word using the similar alphabet of the word in the box!

 <p>Hoses</p> <input data-bbox="578 590 813 783" type="text"/> <p>1</p>	 <p>Rebuild</p> <input data-bbox="1127 590 1365 804" type="text"/> <p>2</p>
 <p>Cheater</p> <input data-bbox="570 1020 813 1209" type="text"/> <p>3</p>	 <p>Bolster</p> <input data-bbox="1149 1031 1406 1241" type="text"/> <p>4</p>
 <p>Bare</p> <input data-bbox="570 1430 813 1633" type="text"/> <p>5</p>	 <p>Odor</p> <input data-bbox="1154 1444 1425 1654" type="text"/> <p>6</p>

 <p>Tun</p> <input data-bbox="574 386 808 596" type="text"/> <p>7</p>	 <p>Arc</p> <input data-bbox="1198 386 1430 596" type="text"/> <p>8</p>
 <p>Shore</p> <input data-bbox="574 793 808 995" type="text"/> <p>9</p>	 <p>Perils</p> <input data-bbox="1187 806 1430 989" type="text"/> <p>10</p>



C. Draw a line from the word in column A to the words that have similar alphabet in column B!

A	B
1. Thirst	A. Pea
2. Poodle	B. Spoilt
3. Garden	C. Wallows
4. Swallow	D. Danger
5. Kitchen	E. Chiles
6. Ape	F. Moor
7. Pilots	G. Thicken
8. Chisel	H. T-shirt
9. Mittens	I. Moor
10. Room	J. Looped

2. Instrument of Anagram Word

1. Draw a line from the word in column A to the words that have similar alphabet in column B and translate them!

Jobs	
A	B
1. Designer	a. Idea
2. Farmer	b. Retrain
3. Baker	c. Report
4. Trainer	d. Casters
5. Leader	e. Redesign
6. Dentist	f. Break
7. Dancer	g. Dealer
8. Porter	h. Craned
9. Actress	i. Stinted
10. Aide	j. Framer

The key of answer of anagram media above:

A	B
1. Designer (<i>Perancang</i>)	a. Idea (<i>Ide, gagasan</i>)
2. Farmer (<i>Petani</i>)	b. Retrain (<i>Mencoba kembali</i>)
3. Baker (<i>Tukang roti</i>)	e. Report (<i>Laporan</i>)
4. Trainer (<i>Pelatih</i>)	d. Casters (<i>Lereng-lereng</i>)
5. Leader (<i>Pemimpin</i>)	e. Redesign (<i>Perencanaan kembali</i>)
6. Dentist (<i>Dokter gigi</i>)	f. Break (<i>Merusak, istirahat</i>)
7. Dancer (<i>Penari</i>)	g. Dealer (<i>Penjual</i>)
8. Porter (<i>Buruh</i>)	h. Craned (<i>Mengulurkan leher</i>)
9. Actress (<i>Artis</i>)	i. Stinted (<i>dibatasi</i>)
10. Aide (<i>Pembantu</i>)	j. Framer (<i>Penyusun</i>)


2. Arrange this alphabet become new vocabularies about House and translate them!

1. B-O-R-E-D-O-M	
2. H-I-S-S-E-D	
3. D-R-A-Y	
4. B-L-E-A-T	
5. P-A-L-M	
6. D-A-N-G-E-R	
7. B-U-T	
8. P-L-E-A-T	
9. S-A-V-E	
10. M-O-O-R	

The key of answer of anagram media above :

1. B-O-R-E-D-O-M (*Kebosanan*) = Bed room (*Kamar tidur*)
2. H-I-S-S-E-D (*Berdesis*) = Dishes (*Peralatan makan*)
3. D-R-A-Y (*Gerobak beroda empat*) = Yard (*Halaman*)
4. B-L-E-A-T (*Mengembik*) = Table (*Meja*)
5. P-A-L-M (*Palem*) = Lamp (*Lampu*)
6. D-A-N-G-E-R (*Bahaya*) = Garden (*Kebun*)
7. B-U-T (*Tapi*) = Tub (*Bak mandi*)
8. P-L-E-A-T (*Lipatan*) = Plate (*Piring*)
9. S-A-V-E (*Menabung, menyimpan*) = Vase (*Pas bunga*)
10. M-O-O-R (*Menambatkan*) = Room (*Ruangan*)

3. Write another word using the similar alphabet of the word in the box! Clothes and Jewelry

<p>1</p> 	<p>Hoses</p> <p>.....</p>
<p>2</p> 	<p>Thirst</p> <p>.....</p>
<p>3</p> 	<p>Super</p> <p>.....</p>
<p>4</p> 	<p>Grin</p> <p>.....</p>
<p>5</p> 	<p>Nip</p> <p>.....</p>

The key of answer anagram media above:

1. Hoses (Kaos Kaki) :Shoes (Sepatu)
2. Thirst (Kehausan) :T-shirt (Kaos)
3. Super (Super) :Purse (Dompot)
4. Grin (Meringis) :Ring (Cincin)
5. Nip (Merusak) :Pin (Peniti)

4 Arrange this alphabet become new vocabularies about Animals and translate them!

1	R-E-E-D	.....
2	P-R-I-D-E-S	.....
3	L-O-W	.....
4	N-I-C-E-S-T	.....
5	S-H-O-R-E	.....
6	N-A-I-L-S	.....
7	L-O-O-P-E-D	.....
8	P-E-A	.....
9	T-A-N	.....
10	T-A-B	.....

The key of answer of anagram media above:

- | | |
|---|--|
| 1. R-E-E-D (<i>Bulu, alang- alang</i>) | = Deer (<i>rusa</i>) |
| 2. P-R- I- D-E-S (<i>Kebanggaan</i>) | = Spider (<i>Laba-laba</i>) |
| 3. L-O-W (<i>Rendah</i>) | = Owl (<i>Burung hantu</i>) |
| 4. N-I-C-E-S-T (<i>Sangat menyenangkan</i>) | = Insect (<i>Serangga</i>) |
| 5. S-H-O-R-E (<i>Pantai</i>) | = Horse (<i>Kuda</i>) |
| 6. N-A-I-L-S (<i>kuku- kuku</i>) | = Snail (<i>Keong</i>) |
| 7. L-O-O-P-E-D (<i>Menikuk</i>) | = Poodle (<i>Anjing berbulu tebal</i>) |
| 8. P-E-A (<i>Kacang polong</i>) | = Ape (<i>Kera</i>) |
| 9. T-A-N (<i>Warna coklat</i>) | = Ant (<i>Semut</i>) |
| 10. T-A-B (<i>Label</i>) | = Bat (<i>Kelelawar</i>) |

Instrument of the Post Test

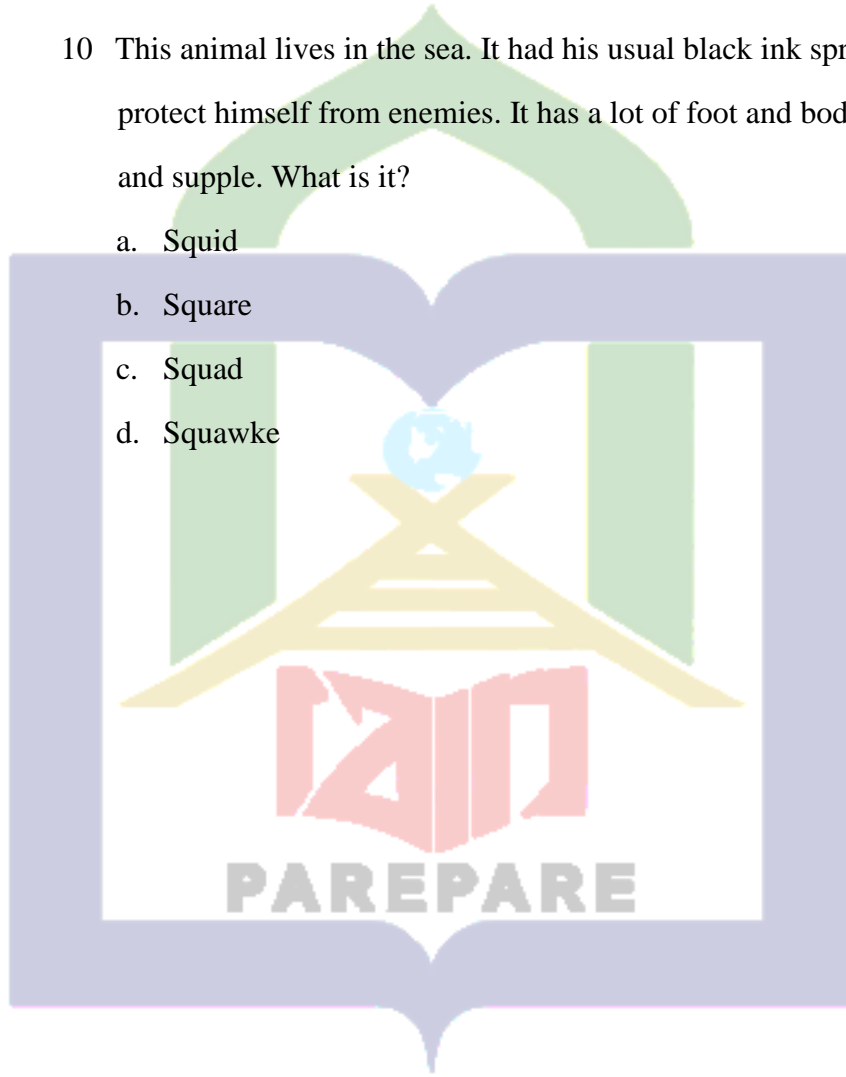
POS-TEST

A. Choose the best answer!











1. We often listen some news from the....
 - a. Newspaper
 - b. Radio
 - c. Magazine
 - d. television
2. My mother usually slices some meat with a....
 - a. was
 - b. saw
 - c. Knife
 - d. Knifed
3. A man who play guitar is called...
 - a. Drummer
 - b. Dreamer
 - c. Guitarist
 - d. Vocalist
4. Angelina Jolie is one of famous In Hollywood.
 - a. Singer
 - b. Casters
 - c. Actress

- d. Recasts
5. Something that you can find in our bedroom is a....
- a. Blackboard
 - b. Bed
 - c. Stove
 - d. Garden
- 6.... As a calling for people who works as burning the bread.
- a. Break
 - b. Brake
 - c. Baker
 - d. Bakery
- 7 After eating or drinking in the restaurant, you give the bill to the....
- e. Waiter
 - f. Cashier
 - g. Waitress
 - h. Manager
- 8 This animal including reptile. It has adhesive on its feet that aims to stick when walking on the wall.
- i. Frog
 - j. Frock
 - k. Listed
 - a. Lizard
- 9.... Has a hump that serves to store food reserves. These animals live in the desert.

- b. Camel
 - c. Calmer
 - d. Calmest
 - e. Cables
- 10 This animal lives in the sea. It had 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. Squawke



B. Write another word using the similar alphabet of the word in the box!

<p>1</p>	 <p>Reward</p> <input data-bbox="592 478 820 592" type="text"/>	<p>6</p>  <p>Taco</p> <input data-bbox="1161 478 1388 592" type="text"/>
<p>2</p>	 <p>Bleat</p> <input data-bbox="604 724 831 837" type="text"/>	<p>7</p>  <p>Loin</p> <input data-bbox="1161 739 1388 852" type="text"/>
<p>3</p>	 <p>Framer</p> <input data-bbox="604 982 831 1096" type="text"/>	<p>8</p>  <p>Nails</p> <input data-bbox="1149 982 1377 1096" type="text"/>
<p>4</p>	 <p>Votes</p> <input data-bbox="592 1243 820 1356" type="text"/>	<p>9</p>  <p>Thirst</p> <input data-bbox="1149 1243 1377 1356" type="text"/>
<p>5</p>	 <p>Reed</p> <input data-bbox="592 1495 820 1608" type="text"/>	<p>10</p>  <p>Angrier</p> <input data-bbox="1144 1495 1372 1608" type="text"/>

C. Draw a line from the word in column A to the words that have similar alphabet in column B!

A	B
1. Designer	A. Bleat
2. Owl	B. Hissed
3. Table	C. Tacit
4. Goat	D. Redesign
5. Attic	E. Dray
6. Snake	F. Toga
7. Purse	G. Sneak
8. Trainer	H. Retrain
9. Dishes	I. Low
10. Yard	J. Super

CURRICULUM VITAE



SYAHRUL.Y, the writer was born on June 14th 1994 in Tarokko/Batulappa. He is the four child from five children in her family. From the couple, YENGGGO and SARI. He has three sisters, they are SEHA, EDDE, NUR JANNAH and He has one brother is IMAN.

Syahrul. y began his study in Elementary school at SDN 267 Tarokko Kab PINRANG and graduate on 2006. In same year, He continued her study to SMPN 2 Batulappa Pinrang and graduate 2009. He decided to continue his study at SMKN 2 Parepare a few months and decide to moved at SMKN 4 Pinrang and graduate on 2013. However, she continues his study at State of Islamic Istitute of Parepare on 2013. During he studied at IAIN Parepare, the writer active in several organizations such as HMJ Tarbiyah, and member of DEMA STAIN Parepare but now it was changed to be IAIN Parepare, He is also the vice chairman of PMII Komisariat STAIN Parepare and HMI Komisariat STAIN Parepare. He completed his skripsi on the tittle “Implementation of Anagram Word Games to Enrich Students Vocabulary at the Eighth Grade Of Junior High School 2 Batulappa Pinrang”.