

**ENHANCING VOCABULARY ACHIEVEMENT  
THROUGH ANAGRAM GAMES TOWARDS ELEVENTH GRADE  
STUDENTS AT MADRASAH ALIYAH DARUS SHOLAH JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in  
partial fulfillment of the requirements for Undergraduate Degree (S.Pd.)  
English Education Program  
Faculty of Tarbiyah and Teacher Training



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J E M B E R

**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
MAY 2024**

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fulfillment of the requirements for Undergraduate Degree (S.Pd.)  
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## MOTTO

وَمَا الْحَيَاةُ الدُّنْيَا إِلَّا لَعِبٌ وَلَهُوَ وَلَدَارُ الْآخِرَةِ خَيْرٌ لِلَّذِينَ يَتَّقُونَ أَفَلَا

تَعْقُلُونَ ﴿٣٢﴾

Meaning : And the worldly life is not but amusement and diversion; but the home of the Hereafter is best for those who fear Allah, so will you not reason? (QS. [6]Al-An'am verse 32) \*



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## DEDICATION

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\* Kementerian Agama RI, Al-Qur`an Tikrar, Syamil Qur`an, ( Bandung, PT Syigma, 2014), 131

I proudly dedicate this undergraduate thesis to:

1. My Beloved parents, Mr. Sugianto as my beloved father and Mrs. Supriyani as my beloved mother who have been giving their support and effort for me to get Bachelor Degree.
2. My Beloved old sister Sagita Prihartini and Novita Tri Ratnasari who have supported and prayed for me in all day.
3. My Beloved special partner Indah Hartono Putri (T20196177) who always push my spirit when I felt down and almost give up
4. My Brother in arm Muhammad Taufik Hidayatullah (T20196037)
5. The Bu Qom Kost Family “Shidqi Hamka Maulana, Achmad Febri Hamdani, Ibnu Azrul Ananda, Rafid Hadyan Amrullah, Alfisahr Oscar Dewandaru, Mukhammad Arjun Nafi, Rizqi Relo Prayogi, and Muhammad Hasan Basri” who have collered in my life during we live together under the same roof in Jember



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J E M B E R

**ABSTRACT**

**Muhammad Firmansyah Alfajri, 2024.** *Enhancing Vocabulary Achievement Through Anagram Games Towards Eleventh Grade Students At Madrasah Aliyah Darus Sholah Jember.*

**Keywords :** Anagram Games, Vocabulary Achievement

The ability to master English language has four basic skills that everyone must master: Reading, Speaking, Writing and Listening. Therefore, to become experts in these four skills, all students must first master the basic requirements, namely vocabulary, including meaning, form and parts of speech (nouns, verbs, adjectives and adverbs). Based on the results of observations and interviews, researcher found problems related to students' vocabulary mastery. Namely because of students' lack of ability to master English vocabulary, which caused students to have difficulty understanding the teacher's explanations in English.

As we know, vocabulary plays an absolute role as an effort to express language both in written and oral form to helped students produce meaningful sentences to express what they will communicate with the language itself easily. From the results above, the researcher had decided that the purpose of this research was to enhance vocabulary achievement through anagram games towards eleventh grade students' at MA Darus Sholah Jember. Research question in this research was: Does the implementation of anagram games enhance students' vocabulary achievement towards Eleventh Grade Student at Madrasah Aliyah Darus Sholah Jember ?

The research used Classroom Action Research (CAR), the research design was a collaborative CAR which is adapted from Kemmis & Taggart, there are four stages; planning, observing, implementing, and reflecting. The participants of this research were eleventh grade students of MA Darus Sholah Jember which consisted of 19 students. It was carried out in 1 cycle. The data collection techniques of this research used vocabulary test, observation, and interview to strengthen the test. The research criteria of success was the students reached 75% minimum completeness criteria score or KKM (70) determined by the school.

The obtained results conveyed that the students' vocabulary achievement score before the cycle showed the average score was 64,36 and there were only 11 students who passed the KKM score (70) from 19 students' and for students who did not pass the KKM score (70) were 8 students with success percentage only 57,89%. But, after the cycle applicated, it showed the average score was 73,42 and there were 15 students who passed the KKM score and for students who did not pass the KKM score (70) were only 4 students. It could be stated this research was successful because the percentage from the success student has been reached 78,94%. It can concluded that there were increasing % until 21,05%. Based from the result above, it could be said that the implementation of anagram games to enhance vocabulary achievement towards 11<sup>th</sup> grade student at MA Darus Sholah Jember was successful.

## ACKNOWLEDGMENT

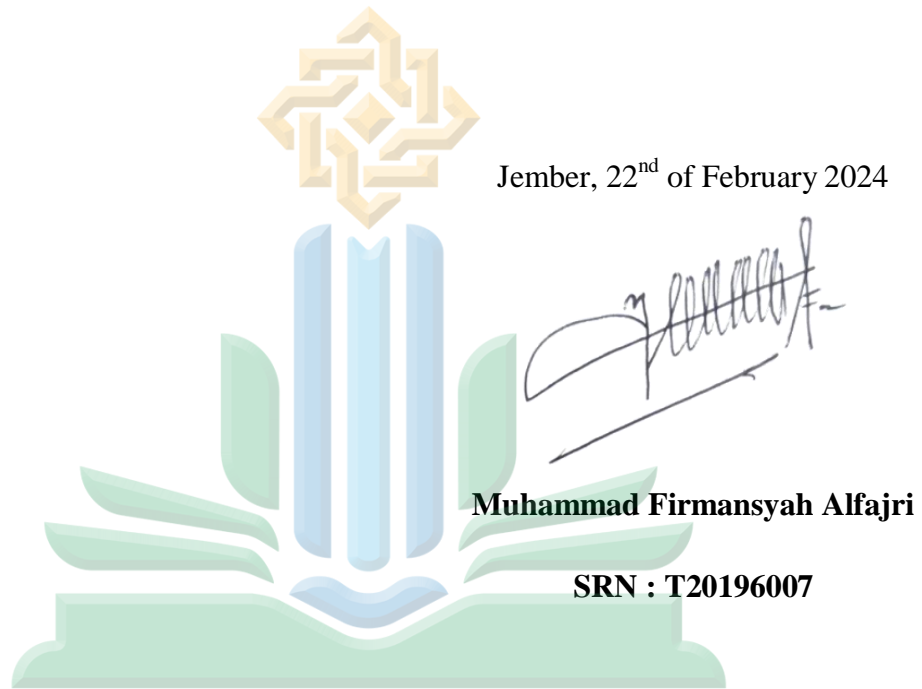
Alhamdulillah rabbil alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Study Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of Kiai Haji Achmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis would not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Hepni, S.Ag, M.M, CPEM as the rector of Islamic State University of KH. Achmad Siddiq Jember who has given me opportunity to study in this University.
2. Dr. H. Abdul Mu'is, S.Ag., M. Si., as the dean of the faculty of education and teacher training of Islamic State University of KH. Achmad Siddiq Jember who has given me approval signature for this thesis.
3. Nuruddin, M.Pd.I as the head of Islamic studies and language education program who has given permission and support to the researcher conducted the research
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the head of English Education Department who has approved this research title.
5. As'ari, M.Pd.I., as my great advisor of this thesis who had helped, supported, motivated, and guided me during writing this thesis.
6. Moh. Hanif Lutfi, S.H.I, M.H., as the principal of Madrasah Aliyah Darus Sholah Jember.
7. All lecturers of English and Education Department of UIN Kiai Haji Achmad Siddiq, who have given me knowledge and experiences throughout entire semester.

8. Abdul Majid, S.Pd as the English teacher of Madrasah Aliyah Darus Sholah Jember who helped me during the research

Because of your kindness, may Allah SWT bless you. Hopefully this thesis will be useful for the readers and the next researcher who need this thesis as a reference. However, I realize that there are still many shortcomings in this thesis.



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**TABLE OF CONTENT**

**TITLE PAGE..... i**



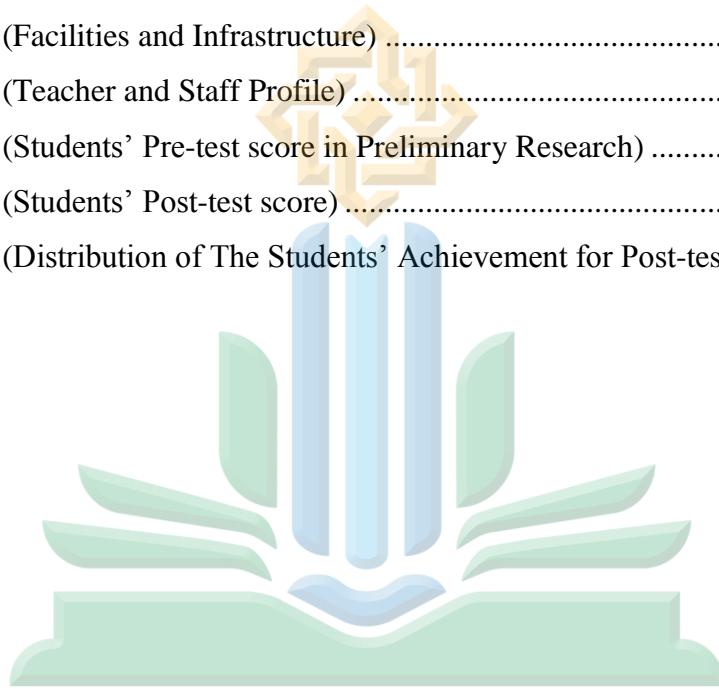
<b>ADVISOR APPROVAL PAGE .....</b>	<b>ii</b>
<b>EXAMINER APPROVAL PAGE .....</b>	<b>iii</b>
<b>MOTTO.....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF PICTURE.....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Research Background.....	1
B. Research Question .....	4
C. Research Objective .....	4
D. Research Significance.....	4
E. Research Limitation.....	5
F. Definitional of Key terms .....	5
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>7</b>
A. Previous Research .....	7
B. Theoretical Framework.....	14
<b>CHAPTER III RESEARCH METHOD.....</b>	<b>42</b>
A. Research Design .....	42

B. Research Location and Participants .....	45
C. Research Procedure .....	46d
D. Data Collection Technique .....	47
E. Data Analysis Technique.....	50
F. Research Team .....	51
G. Criteria of the Action Success .....	52
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>53</b>
A. Overview of the Research Objects .....	53
B. Research Findings.....	56
C. Research Discussion .....	69
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>70</b>
A. Conclusion.....	70
B. Suggestion .....	70
<b>REFERENCES .....</b>	<b>71</b>


  
 UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

## LIST OF TABLE

Table 2.1 (Differences and Similarities of previous research).....	12
Table 2.2 (Names for young animal).....	24
Table 2.3 (Proper names of people in certain country).....	26
Table 3.1 (Scoring Rubric of Vocabulary) .....	48
Table 4.1 (Profile of Madrasah Aliyah (MA) Darus Sholah Jember).....	53
Table 4.2 (Facilities and Infrastructure) .....	55
Table 4.3 (Teacher and Staff Profile) .....	55
Table 4.4 (Students' Pre-test score in Preliminary Research) .....	57
Table 4.5 (Students' Post-test score) .....	66
Table 4.6 (Distribution of The Students' Achievement for Post-test) .....	67



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF PICTURE

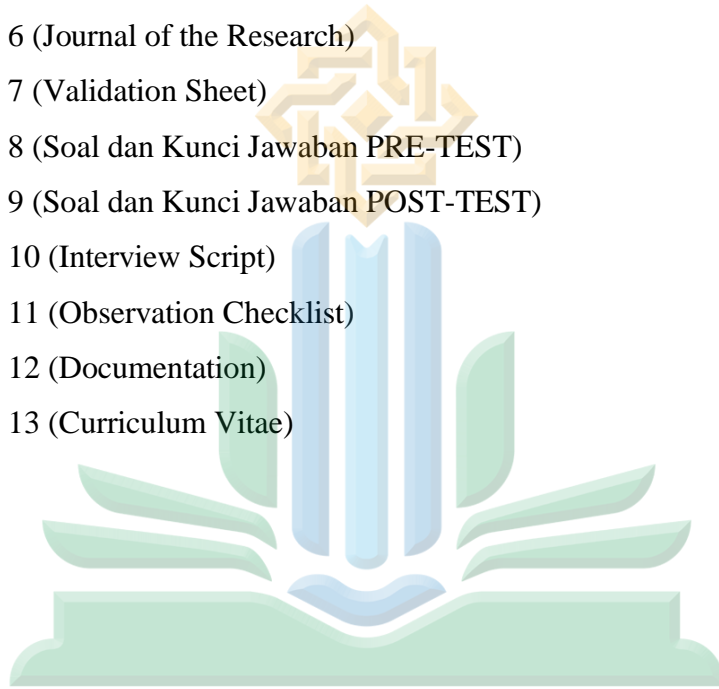
Picture 3.1 (Classroom Action Research Cycle).....	42
Picture 4.1 (Students' are do the Pre-test) .....	59
Picture 4.2 (The Researcher is giving explanation about the material) .....	63
Picture 4.3 (Students' are do the Post-test).....	68



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDICES

- Appendix 1 (Matrix of the Research)
- Appendix 2 (Declaration of Autorship)
- Appendix 3 (Surat Permohonan Izin Penelitian)
- Appendix 4 (Surat Telah Menyelesaikan Penelitian)
- Appendix 5 (Rencana Pelaksanaan Pembelajaran)
- Appendix 6 (Journal of the Research)
- Appendix 7 (Validation Sheet)
- Appendix 8 (Soal dan Kunci Jawaban PRE-TEST)
- Appendix 9 (Soal dan Kunci Jawaban POST-TEST)
- Appendix 10 (Interview Script)
- Appendix 11 (Observation Checklist)
- Appendix 12 (Documentation)
- Appendix 13 (Curriculum Vitae)



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

# CHAPTER I

## INTRODUCTION

### A. Research Background

Language is a very important communication tool. Language itself is a system of agreed speech signals and is characterized by a structure of interdependence, creativity, placement, duality and cultural spread. As a communication medium, language offers various skills for users to master so that they can be used to produce effective communication with other parties. Even though we don't realize it, in communicating humans have the ability to receive and give information through language. Gene Aitchison argue "language is a patterned system of arbitrary speech signals characterized by structural dependence, creativity, displacement, duality, and cultural transmission." Language is a system of agreed-upon speech signals characterized by structures of interdependence, creativity, placement, duality, and cultural dissemination. Suwarna also found out that Language is the most important means of communication in human life, both individually and in social groups<sup>1</sup>. English itself is the one of the international languages used to communicate from different countries. Especially in today's era of globalization, unlimited freedom of communication is provided to all people in different countries. Moreover, according to Permendiknas No. 69 of 2013

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<sup>1</sup> Rupina Holidazia dan Rojab Siti Rodliyah, "Strategi Siswa dalam Pembelajaran Kosakata Bahasa Inggris", *Jurnal Penelitian Pendidikan* 20, no.1 (2020) : 112

on High School Curriculum, English is also a compulsory subject for all high school students<sup>2</sup>.

Based on Permendiknas regulations which require English language lessons, every student is required to start developing 4 basic skills in English. There are namely speaking, listening, reading and writing. To develop students' language skills in reading, speaking, and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes reach optimally. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they only have few vocabularies.

It shows that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It is clearly states that learning vocabulary is very important and becomes a must for every learner to make his English has a special place in teaching of the foreign language at school, especially senior high school<sup>3</sup>.

Based on the observation in the XI Science Class that were held before started the research at MA Darus Sholah Jember and also interview results with the teacher with the aim in sharpened the research question and decided the research objective, the researcher found that the problems which related to vocabulary mastery of the students. During the observation in the class, the

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<sup>2</sup> Rupina Holidaya dan Rojab Siti Rodliyah, 112.

<sup>3</sup> Eva Agistiawati, "Pengaruh Persepsi Siswa atas Lingkungan Belajar dan Penguasaan Kosakata terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sekolah Menengah Atas Balaraja", *Journal of Education, Psychology and Counseling* 2, no.1 (2020) : 513-522

researcher found that the students did not understand the teacher's explanation in English. So, teacher have to translate explanations or instructions into Indonesian, because students' vocabulary is lacking and they also say that teaching and learning activities in class were too monotonous because the English teacher never conducted the learning method like a games which caused make the students' lazy to follow the lessons or run away from class because they feel bored when do the learning class especially English subject, which ultimately results in them having difficulty understanding the lessons being taught, including mastering vocabulary<sup>4</sup>.

In other words, the context of learning, the factors in which students learn a language, and the learning opportunities are of great importance in the language development of students. Oxford and Scarcella define the term learning strategy in language learning. A learning strategy is an action, action, step or specific technique that a student uses to reinforce learning. In other words, a learning strategy refers to how students choose some activities that help them develop their language skills<sup>5</sup>.

Game is one of the methods a teacher can employ in the classroom. Games can not only be energizing and changes students' perception when they will learning english, but they can also be a great way to practice pronunciation, grammar, especially vocabulary and all also four language skills easier.

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<sup>4</sup> Observation at Madrasah Aliyah Darus Sholah Jember, 31 October 2023

<sup>5</sup> Rebecca Oxford, *Language Learning styles and strategies : an overview* , (USA: University of Birmingham Alabama, 2001), 2



So, the researcher chose anagram game as a learning technique to teach vocabulary. Anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. All the letters of the name or phrase must use once and only once. This is the basic rule of anagramming.

Apart from those preliminary studies which is including observation and interview results, in this case researcher focused on the used of anagram game media as a method to help students improve and acquire vocabulary in an easier and more interesting way. That is why the writer want to conduct a research with the title *“Enhancing Vocabulary Achievement through Anagram Games towards Eleventh Grade Students at Madrasah Aliyah Darus Sholah Jember.”*

## **B. Research Question**

Based on the research background above, the researcher stated the research question is :

How is the implementation of anagram games in order to enhance students' vocabulary achievement towards Eleventh Grade Student at Madrasah Aliyah Darus Sholah Jember ?

## **C. Research Objective**

Based on the research question, the objective of the research was to know whether anagram games could enhance students' vocabulary achievement in Senior High School especially at Eleventh Grade Students' of Madrasah Aliyah Darus Sholah Jember.

#### **D. Research Significance**

By doing this research, the author hopes that the results of this research could have lot of benefits to readers in the process of learning and teaching English, especially in enhancing vocabulary achievement.

##### 1. Theoretical Significance

- a. This is very useful for readers to have more reference or suggest other ways to teach and learn vocabulary.
- b. This provides information for other researcher in applying this strategy in vocabulary achievement.

##### 2. Practical Significance

- a. For other readers, the results of this research will be a source of knowledge about how to enhance and enrich research references, especially in the department of English education.
- b. For teacher, The results of this research will be advice for teaching, especially to enhance students' vocabulary
- c. For students, The results of this study will provide knowledge or understanding of the application of anagrams as learning media.

#### **E. Research Limitation**

To provide a clear scope of discussion, then this research is limited by:

1. The research subject were class XI students' at MA Darus Sholah Jember
2. The enhancement of students vocabulary mastery taught by anagram games

3. The implementation of anagram games in the class in enhancing students' vocabulary mastery

## **F. Definitional Of Key Terms**

### **1. Vocabulary Achievement**

Vocabulary is one of the basic elements of English fluency. Vocabulary plays a very important role in language learning because without mastery of vocabulary, students cannot automatically learn the four skills of English, namely listening, reading, speaking and writing.

Vocabulary achievement is the competence or complete knowledge of list or set of words that make up a language which might be used by a particular person, class, or profession. It means that the students have the ability in understanding and using the word and meaning.

### **2. Anagram Games**

An anagram is a type that rearranges the letters of a word or phrase to create a new word or phrase using all the original letters exactly once. Anagram is the fun and enjoyable ways to learn vocabulary or spell words.

Students can also have fun finding a list of words where the letters are shuffled. There are many types of word games, such as scrabble and puzzles. Anagram is the faster and effective words games because Anagram focus on word formation and vocabulary expansion through the use of affixes and compound words.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Several types of research have been conducted to investigate whether anagrams can be used to enrich students' vocabulary as well as as a frame of reference for reflection and as a source of information for researcher. With this in mind, the researcher search and review previous studies. Here are five previous studies that were selected:

First was from Ahdian Rosadi with title *The Effectiveness of Anagram Technique in Teaching Vocabulary*. This study aimed at finding out the effectiveness of anagram technique in teaching vocabulary at the seventh grade of MTs. Al-Majidiyah NW Majidi in the school year 2015-2016. This study is a pre-experimental design. The sample was one class consisted of 30 students. The data collection was done by administering pre-test and post-test in the form of objective test. In the data analysis, Paired Sample T-Test was used to prove the hypothesis. Based on the data gained, it was found that the mean score of the pre-test was 18.67 while the mean score of the post-test was 25.30. It meant that there was a significant difference in the mean scores between pre-test and post-test,  $t(df=29) = 19.282$  at  $p = 0.000$  that was lower than 0.05. It means that the alternative hypothesis was accepted which indicates that anagram technique was significantly effective in teaching vocabulary. Additionally, the result of this research shows that anagram is a good vocabulary learning strategy. It encourages greater self-direction for

learners. Thus, it is strongly suggested that teacher apply this technique to help improve students' vocabulary<sup>7</sup>.

Second was from Wulan Dwi Harpani with the title *Improving The Students' Vocabulary Achievement Through Anagram Technique at X Grade Class Of MAS Amaliyah Sunggal in Academic Year 2018/2019*. The aim of this research is to improve students' vocabulary achievement after being taught using anagram technique. This research was conducted to find out of the improvement of students' vocabulary achievement through anagram technique. The population of this study was the X grade class Science I of MAS Amaliyah Sunggal. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from interview, observation sheet, diary note and documentations. The result indicated that there was an improvement on students' vocabulary achievement through anagram technique. It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 46 and the highest one was 80; the students' score in post-test I, the lowest score was 50 and the highest one was 84; the students' score in post-test II, the lowest score was 61 and the highest one was 96. In the pre-test, there were 9.75% (4 of 41 students) who got score  $\geq 75$ . In the post-test I, there were 46.34% (19 of 41 students) who got score  $\geq 75$ . The percentage of

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<sup>7</sup> Ahdian Rosadi, "The Effectiveness of Anagram Technique in Teaching Vocabulary", *Journal of English Language Education Society* 1, no.1 (2017) : 41-50

the improvement scores from pre-test to post-test I were 36.59%. In the post-test II, there were 85.36 % (35 of 41 students) who got score  $\geq 75$ . The percentage of the improvement scores from post test I to post- test II were 39.02%. Based on the data, it was concluded the students' vocabulary achievement can improve through anagram technique<sup>8</sup>.

Third was from Muhammad Ridwan with title *The Implementation of Anagram Game to Improve Students' Vocabulary Mastery at MTsN 12 Agam*. The method used in this research is classroom action research (CAR). Classroom action research applied in this study is collaboration between teacher and researcher. This research was conducted at MTsN 12 Agam, the subject was the students of class VIII.3 consists of 31 students. The results of this study showed an increase in students' vocabulary mastery, it can be seen from the mean score of the pre-test was 49.67, while the mean score of post-test 1 in the first cycle was 67.41, and the mean score of post-test 2 in the second cycle was 81.09. In other words, in the application of anagram games there is a significant improve in students' vocabulary mastery<sup>9</sup>.

Fourth was from Muhammad Yunus with title *The Effectiveness of Using Anagram Technique towards Students' Vocabulary Mastery of the Seventh Grade of MTs Al-Khairiyah Talang Padang in The Academic Year of 2019/2020*. This research was aimed to obtain the empirical data of the effectiveness of Anagram technique on vocabulary mastery stimulated by the

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<sup>8</sup> Wulan Dwi Harpani, "Improving The Students' Vocabulary Achievement Through Anagram Technique at X Grade Class Of MAS Amaliyah Sunggal in Academic Year 2018/2019" (Thesis, State Islamic University of North Sumatera Medan, 2018), 72.

<sup>9</sup> Muhammad Ridwan, "The Implementation of Anagram Game to Improve Students' Vocabulary Mastery at MTsN 12 Agam" (Thesis, UIN SUSKA Riau, 2021), 43.

preliminary research which represented that students' vocabulary mastery in MTS Al-Khairiyah Talang Padang was still below the criteria of minimum mastery (KKM). The goal was to find out whether there is or not the effectiveness of using anagram technique towards students' vocabulary mastery of the seventh grade of MTS Al-Khairiyah Talang Padang in the academic year of 2019/2020.

The research design was quasi experimental with 3 meeting treatments, 2 x 40 minutes for each meeting which took the seventh grade of MTS Al-Khairiyah Talang Padang as the population. The number of samples in this research was 70 students of two classes, VII C and VII D. In gathering the data, multiple choice test was used as the instruments in pre-test and post-test. The obtained data were analyzed by using SPSS. From the analysis, it was found that result of Sig (Pvalue) = 0.033 <  $\alpha$  = 0.05. It means that  $H_0$  is rejected and  $H_a$  is accepted So, there was a significant effectiveness of using anagram technique towards students' vocabulary mastery at the second semester of the seventh grade of MTs Al-Khairiyah Talangpadang in the academic year of 2019/2020<sup>10</sup>.

The last previous research was from Indrasari and Febya Resty with title *Using Anagram Technique to Develop Students' Vocabulary Mastery to the Seventh Grade Students'*. The research problems of this study were (1) to find out the application of anagram technique in improving student's vocabulary mastery and (2) to know whether there was a significant difference

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<sup>10</sup> Muhammad Yunus, "The Effectiveness of Using Anagram technique towards Students' Vocabulary mastery of the Seventh grade at MTs Al-Khairiyah Talang Padang in the Academic year of 2019/2020" (Thesis, Universitas Islam Negeri Raden Intan Lampung, 2020), 58.

in vocabulary mastery between the experimental group where the anagram technique was implemented and the control group which no treatment was given during the experiment. In this study, the writer used the quantitative method with quasi experimental group design. The samples of this study consisted of 36 students of VII E as Experimental Group and 36 students of VII F as Control Group taken from the second year students of seven classes of MTsN Pangkalpinang. The result of the test was analyzed by using statistical analysis of Paired sample t-test and Independent sample t-test. Based on the result analysis, there were two major findings, namely (1) the implementation of Anagram technique in developing students' vocabulary mastery was successful and the result of difference analysis in post-test of experimental and control group showed that the value of t-obtained was 3.488 which was higher than t-table 2.03 (at the significant level  $p < 0.05$  in two tailed testing with degree of freedom 70). The result of this study showed when the means of the post tests between the two classes were compared, the post-test scores were better than the pre-test scores (43.31) for the experimental group (80.89)<sup>11</sup>.

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<sup>11</sup> Indrasari and Febya Resty, "Using Anagram Technique to Develop Students' Vocabulary Mastery to the Seventh Grade Students", *Journal of Kajian Umum Pendidikan* 3, no.2 (2020) : 86-96.



**Table 2.1**  
**Differences and Similarities of previous research**

No	Title	Similarities	Differences
1.	The Effectiveness of Anagram Technique in Teaching Vocabulary	<ul style="list-style-type: none"> <li>- Both of the research focused on enhancing vocabulary</li> <li>- Both of the research used Anagram as the method</li> </ul>	<ul style="list-style-type: none"> <li>- Previous study used pre-experimental as the research design</li> <li>- Previous study conducted the research in seventh grade of MTs Al-Majidiyah</li> </ul>
2.	Improving The Students' Vocabulary Achievement Through Anagram Technique at X Grade Class Of MAS Amaliyah Sunggal in Academic Year 2018/2019	<ul style="list-style-type: none"> <li>- Both of the research focused on enhancing vocabulary</li> <li>- Both of the research used Anagram as the method</li> <li>- Both of the research adapted the CAR as the research design</li> <li>- Both of the research used Pre-Test and Post-Test to collected the data</li> <li>- Both of the research used interview and observation as the preliminary qualitative data</li> </ul>	<ul style="list-style-type: none"> <li>- Previous study conducted the research in tenth grade of MAS Amaliyah Sunggal</li> </ul>
3.	The Implementation of Anagram Game to Improve Students' Vocabulary Mastery at MTsN 12 Agam	<ul style="list-style-type: none"> <li>- Both of the research focused on enhancing vocabulary</li> <li>- Both of the research used Anagram as the method</li> </ul>	<ul style="list-style-type: none"> <li>- Previous study conducted the research at MTsN 12 Agam</li> <li>- Previous study used 2 cycles when conducted the research</li> </ul>

		- Both of the research used Pre-Test and Post-Test to collected the data	- Previous study conducted the research in 2 class for the sample of the test
4.	The Effectiveness of Using Anagram Technique towards Students' Vocabulary Mastery of The Seventh Grade of Mts Al-Khairiyah Talang Padang in The Academic Year of 2019/2020	- Both of the research focused on enhancing vocabulary - Both of the research used Anagram as the method - Both of the research used Pre-Test and Post-Test to collected the data	- Previous study used quasi experimental as the research design - Previous study conducted the research in seventh grade of MTs Al-Khairiyah Talang Padang
5.	Using Anagram Technique to Develop Students' Vocabulary Mastery to the Seventh Grade Students	- Both of the research focused on enhancing vocabulary - Both of the research used Pre-Test and Post-Test to collected the data	- Previous study used quantitative methdos with quasi experimental as the research design - Previous study conducted the research in 2 class for the sample of the test - Previous study conducted the research in seventh grade of MTsN Pangkalpinang

From those 5 previous research, it can assume that all the main goals are focus on vocabulary achievement and implement anagram games as the method. Although some previous research using different research design. Based on it, the researcher also has the same goals to enhance the vocabulary

achievement but will implement the learning method (Anagram Games) and use CAR (Classroom Action Research) which adapt from Kemmis and Mc Taggart..

This research will be conducted on Eleventh Grade of Science students' at MA Darus Sholah Jember. This study also conducted in one cycle including Pre-test session, 2 regular meeting and Post-test session which aims to provide the solution to existing problems, in order to enhance students vocabulary mastery by using anagram games.

## **B. Theoretical Framework**

### **1. The Concept of Vocabulary**

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

Language learning cannot be separated from vocabulary learning. Vocabulary helps speakers express their opinions, thoughts and feelings in communication. Vocabulary is the most important component of language because it affects all four language skills: listening, speaking, reading and writing. Relating to the importance of learning vocabulary as central to language acquisition, whether in a first, second or foreign language<sup>12</sup>.

Vocabulary is one of the aspects of language that is supposed to be learned when people learn a language. It is considered the main goal of learning a foreign language because it is believed that learning a foreign language is like learning its vocabulary. Vocabulary is also

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<sup>12</sup> Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle, 2001), 285.

very important in teaching and learning English. Hiebert and Kamil defined that "vocabulary is the knowledge of the meaning of words"<sup>13</sup>. This means that if learners do not know the meaning of words, it will be difficult for them to understand what they see, read, hear and learn. Broadly speaking, vocabulary is the knowledge of the meaning of words. Vocabulary is a powerful vector of meaning<sup>14</sup>.

A learner, realizing the communicative power of vocabulary, can reasonably aim to acquire working knowledge of a large number of words<sup>15</sup>. Vocabulary is the set of words that a person knows or uses<sup>16</sup>. In addition, Averil says that vocabulary is a central part of language. The more words a student knows and can use, the more meanings they can convey in a variety of situations. The definition of vocabulary is clear enough that most cases in human life use a set of words<sup>17</sup>. The use of words varies by field, person, class, or profession. That is, the beggar uses a set of characters to ask for money from the rich, the teacher also uses a set of characters when his students give orders. The author argues that vocabulary is an important aspect of language in language learning because meaningful vocabulary is used in communication.

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<sup>13</sup> Elfriede H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (New York: Lawrence Erlbaum Associates, 2005), 3.

<sup>14</sup> Muhammad Yunus, "The Effectiveness of Using Anagram technique towards Students' Vocabulary mastery of the Seventh grade at MTs Al-Khairiyah Talang Padang in the Academic year of 2019/2020" (Thesis, Universitas Islam Negeri Raden Intan Lampung, 2020), 31.

<sup>15</sup> Jim Scrivener, *Learning Teaching*, (English: Heinemann Publishers Oxford, 1194), 74.

<sup>16</sup> Oxford Dictionary *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), 495.

<sup>17</sup> Averil Coxhead, *Essentials of Teaching Academic Vocabulary*, (USA: Houghton Mifflin Company, 2006), 1.

If students' vocabulary is limited, they will have difficulty using English to communicate in English. Vocabulary becomes one of the requirements for everyone to speak a language, we will have a hard time expressing something without vocabulary. Thornbury said that without grammar very little information can be conveyed, without vocabulary nothing can be conveyed<sup>18</sup>. We can still understand the language even if we don't know the grammar. But language won't tell us anything if we don't know the vocabulary.

From the statement above, we can assume that vocabulary is used to construct a language, it is a basic element in communication. Therefore, learning vocabulary plays an important role in understanding language, whether it is used in writing or orally. We need vocabulary to communicate. When you want to talk, if you have a limited vocabulary, it will be difficult to express something. This is why vocabulary is called an important part of language learning, no language exists without vocabulary.

#### **b. The Types of Vocabulary**

There are two types of vocabulary; They are active and passive vocabulary<sup>19</sup>. While learning new words, people need a lot of practice and context connection to learn well, store vocabulary in memory and

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<sup>18</sup> Scott Thornbury, *How to Teach Vocabulary* (Essex: Pearson Educational Limited, 2002), 3.

<sup>19</sup> John Read, *Assessing Vocabulary*, (Cambridge UK: Cambridge University Press, 2000), 154.

recall when speaking or writing. Therefore, the two main groups of people's vocabulary are active and passive vocabulary.

Active (productive) vocabulary is used in speaking or writing and is made up of words that immediately come to a person's mind when they need to create a spoken or written sentence. On the other hand, passive (receptive) vocabulary is known but not used by a person. People understand it when it is heard or read. The passive vocabulary group is usually larger than the active vocabulary group

Passive (receptive) vocabulary is words that students understand but it cannot be pronounced correctly on their own. It refers to linguistic elements that can be recognized and understood in the context of reading or listening skills and is also known as receptive vocabulary<sup>20</sup>. However, in this study, the researcher will focus on active vocabulary. Even if the two types of vocabulary mix.

Active vocabulary seems to be more important role in communication, but the goal of foreign language teaching is to expand students' passive and active vocabulary and develop the four basic language skills; speaking, writing, reading and listening. Unlike John, Wiji divides vocabulary into 4 groups as follows<sup>21</sup>:

- 1) The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these

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<sup>20</sup> Sri Wahyuni, "The Use of Guessing Game in Improving Students' Vocabulary: A Study at SD Inpres Perumnas Antang II/I Makassar" (Thesis, Universitas Hasanuddin, 2018), 20.

<sup>21</sup> Wiji Lestari, *Improving Students Vocabulary Mastery Through Word Clap Game*, (Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, 2013), 41-42.

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 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 of language is discussed.

According to the above explanation of vocabulary, one of the definitions of vocabulary is knowing the meaning of words. Any knowledge of a word is a vocabulary. There are many types of vocabulary, and according to Thornbury, vocabulary includes the category of word classes. Word classes are small parts of words built around the grammatical features of words and their use in sentences<sup>22</sup>. Words are analyzed based on their formation and use in sentences. There are eight main classes of words in English, such as:

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<sup>22</sup> John Eastwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), 2-3.

## 1) Preposition

The word "preposition" comes from the Latin preposition meaning "to be placed before" or "in front of". It shows a relationship with something<sup>23</sup>. According to the Sergeant, a preposition is a word that shows a connection between other words<sup>24</sup>. Common prepositions include: between, within, near, because, like, after, of, by, in, at, above, above, in front of, beside, etc. It usually indicates a relationship, such as location, place, direction, time, purpose. For example:

a) Prepositions indicate the relationship of place and position. (He was climbing the mountain on the weekend, the car crashed in front of the station.)

b) Prepositions indicate the time when an event is happening. It is called a preposition of time. (You must finish the drawing by

Saturday, I will do my homework before lunch)

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<sup>23</sup> Barbara Dykes, *Grammar for Everyone* (Victoria: Acer Press, 2007), 71.

<sup>24</sup> Howard Sergeant, *Basic English Grammar* (New York: Saddleback Educational Publishing, 2007), 101.



## 2) Conjunction

A conjunction is a word used to connect words, phrases, or clauses. Some common conjunctions are and, but, and or<sup>25</sup>. The word comes from the Latin con meaning "together" and Junger meaning "to join". Conjunctions connect two or more parts of speech of a similar type or two or more parts of a sentence<sup>26</sup>. For examples :

- a) Use and to link word that are similar. (The major visited towns and cities across the country).
- b) Use but to link word that are different and do not normally go together. (The footballer are young but very talented).
- c) Use or to talk about choice. (Would you like pasta or rice?)<sup>27</sup>.

## 3) Determiners

According to Dykes, determiners or signals are special adjectives used before nouns. There are many types of determiners such as demonstrative determiners, quantitative qualifiers, interrogative qualifiers, possessive determiners, and so on. The articles (the, a, an) belong to a class of words called determiners. Other examples of determiners are this, that, these, those, some, all. Determiners usually come before a noun or at the beginning of a noun phrase, e.g. an apple, a red bus, some of my best friends, a

<sup>25</sup> Sergeant, *Op. Cit.*,109.

<sup>26</sup> Dykes, *Op. Cit.*,73.

<sup>27</sup> Sergeant, *Loc. Cit.*,109.

Spanish teacher I know<sup>28</sup>. The words *a* and *an* are indefinite articles. They are used with singular nouns. Use *a* before nouns that begin with a consonant. Use *a* before nouns that start with a vowel.

(For example: John is reading a book; I always bring an apple to school). The word *the* is called the definite article. Use it before a noun when talking to someone who already knows what person or thing you are talking about. For example:

a) Dad is sitting in the garden; I'll wait for you in the car<sup>29</sup>.

#### 4) Pronoun

The word "pronoun" comes from the Latin *praenomen* which means "for a name". As the word suggests, pronouns are words we use in place of nouns. The following words are common pronouns for a person or thing: *I, you, he, she, it, me, her, him*<sup>30</sup>. And for more than one person or thing: *we, you, they, us, them*. There are three basic types of pronoun such as personal pronouns, reflexive pronouns and relative pronouns<sup>31</sup>.

For Examples:

a) *Rita* borrows books there.

*Rita* can be changes with *she*, "*Rita* or *she*" as pronouns and it is place of noun. *Borrows* as verb, *books* as noun (direct object), and *there* as adverbial.

<sup>28</sup> Harmer, *How to Teach English*, (Essex: Longman, 2001), 45.

<sup>29</sup> Sergeant, *Op. Cit.*, 44-45.

<sup>30</sup> Dykes, *Op. Cit.*, 35-38.

<sup>31</sup> Harmer, *Op. Cit.*, 42.

b) We saw her in bookstores.

*We* as pronouns and noun, *saw* as verb, *her* as noun but direct object, *bookstores* as adverb of place.

#### 5) Adverb

Based on Sergeant, adverbs are words that tell you more about verbs, adjectives, and other adverbs<sup>32</sup>. Use adverbs like quickly, all day, one week, tomorrow, every night, soon, etc. Adverbs usually follow the verb, and there are three basic types of adverbs: adverbs of manner, adverbs of time, and adverbs of place. In addition, there is also a type of minor adverb that usually comes before the main verb, except when the main verb is *be*. It is an adverb of frequency like sometimes, rarely, often, rarely, etc. Many adverbs end in *ly* but some that and *ly* are not adverbs, and some adjectives also end in *ly*<sup>33</sup>. Examples in adverbs:

a) Professor Mark has gone home.

Teacher. Mark as subject. Like most other adverbs usually follow the verb, so the verb in this sentence is gone. The adverb comes after the verb, so home is an adverb (adverb of place).

b) The orchestra played loudly.

Orchestra is the subject, the verb plays and strong is the adverb (adverb of manner). These adverbs explain how the action of the verb is done.

<sup>32</sup> Sergeant, *Op. Cit.*, 95.

<sup>33</sup> Wishon and Burks, *Op. Cit.*, 9 -11.

## 6) Verbs

The word "verb" comes from the Latin *verbum* meaning "word". The verb is do, be or have the word<sup>34</sup>. Sentences are complete only if they contain both a subject and a verb. Verbs form the backbone of any sentence, joining the noun or subject as one of two absolutely necessary elements of a complete sentence<sup>35</sup>. Most verbs describe action, so they are called action verbs. Action verbs say what people or things do. Here are some common action verbs such as: drink, eat, laugh, watch, scream, run, jump, walk, sit, etc<sup>36</sup>.

There are three important types of verbs to know, namely auxiliary verbs, main verbs and phrasal verbs<sup>37</sup>.

For example:

a) Mom *walks* to work every day.

*Mom* as subject, *walks* as verb. The adding "s" because *mom* as subject is a singular noun. In addition, the adding „s" if subject in pronouns such as he, she, it, my dad, our school, or names of people.

b) We *are* staying at our friend's house.

## 7) Noun

According to Dykes, the word "noun" comes from the Latin *nomen* meaning "name". A noun is the name of a thing. Everything

<sup>34</sup> Dykes, *Op. Cit.*, 41.

<sup>35</sup> Darwin, *Op. Cit.*, 30.

<sup>36</sup> Sergeant, *Op. Cit.*, 52.

<sup>37</sup> Harmer, *Op. Cit.*, 38.

that exists has a name, whether you see it or not (that which exists in our minds, like hope, beauty)<sup>38</sup>. According to Plathottam, there are four kinds of noun, such as<sup>39</sup>:

The subject in this sentence is *we*, *are staying* is verb that describe action that tell what people are doing (*staying at our friend's house*). The verb *is* including the auxiliary verb and for *are staying* include in present continuous that adding *-ing*.

#### a) Common Noun

Words that refer to people, places, and things are called common nouns. These are the names of everyday things that we can see, hear or touch.

(1) These common nouns are words for things.

Rulers, chairs, trains, buses, printers, calculators, dictionaries, lights, scales, and more.

(2) These common nouns are animal words. Note that special names for young animals are included.

**Table 2.2**  
**Names for young animal**

No	Animal	It's young
1	Dog	Puppy
2	Cat	Kitten
3	Cow	Calf
4	Sheep	Lamb
5	Whale	Calf
6	Goat	Kid

<sup>38</sup> Dykes, *Op. Cit.*, 22-27.

<sup>39</sup> Fr. George Plathottam, *Grammar Way-4*. (New Delhi: Scholar Publishing House 2007), 12.

7	Horse	Foal
8	Kangaroo	Joey
9	Frog	Tadpole
10	Tiger	Cub

(3) These common nouns are place words.

Example: Bank, airport, zoo, school, mosque, gym, supermarket, etc.

(4) These common nouns are words for someone who does a certain job<sup>40</sup>. (Singer, athlete, lawyer, farmer, brother, friend, pilot, etc).

#### b) Proper Noun

The word "propre" comes from the French word propre which means one's own. Names of specific people, places, and things are proper nouns. They always start with a capital letter.

(1) The names of these persons are proper names:

Harry Potter, Mom, Dad, Mrs. Taylor, George Washington, Santa Claus, Uncle David, Dr. Lee, and more

(2) Names of days of the week, names of months of the year are proper nouns. There are :

Day of the week (Monday to Sunday), month (January, February to December).

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<sup>40</sup> Sergeant, *Op. Cit.*, 7-8.

(3) The proper name of the day or anniversary is also a proper name. Have:

New Year's Day, Mother's Day, Valentine's Day, Memorial Day, Halloween, Christmas, Ramadhan, etc.

(4) Names of landmarks, architectural works and monuments are proper nouns. There are :

The Sphinx, Taj Mahal, Great Wall, Statue of Liberty, Eiffel Tower, Grand Canyon, Sydney Opera House, etc.

(5) The names of people living in a certain country are also proper names<sup>41</sup>.

**Table 2.3**  
**Proper names of people in certain country**

No	Country	People
1	Indonesia	Indonesians
2	Afghanistan	Afghans
3	Vietnam	The Vietnamese
4	India	Indians
5	Korea	Koreans
6	Britain	The British
7	USA	Americans
8	Thailand	Thais
9	Russia	Russians
10	New Zealand	New Zealanders
11	China	Chinese
12	Japan	Japanese

<sup>41</sup> Muhammad Yunus, "The Effectiveness of Using Anagram technique towards Students' Vocabulary mastery of the Seventh grade at MTs Al-Khairiyah Talang Padang in the Academic year of 2019/2020" (Thesis, Universitas Islam Negeri Raden Intan Lampung, 2020), 40.

## 8) Adjectives

The word "adjective" is derived from the Latin form *ad jacere* which means "to throw" or "add". Grammatically, it means adding the characteristics of something. Adjectives describe nouns and pronouns. It provides information about people, places and things. Adjectives can be used before and after nouns. According to the sergeant, some adjectives indicate the size of the person or thing (big house, small man, big army, etc.), the color of the object (red carpet, brown bear, etc.), say what a person or thing looks like by describing their qualities (a beautiful woman, hot drink, a sunny day, etc.)<sup>42</sup>.

### c. Vocabulary Proficiency

In the curriculum of 2004, it was explained that the standard vocabulary for each level is different, namely:

(1) The 500-1500 Standard Vocabulary Proficiency Level includes the beginner and middle school reading range. (2) Proficiency in a standard vocabulary of 1,500-3,000 including the High School Intermediate Reader (SMA) category. (3) Standard proficiency in more than 3,000 vocabulary words, including the category of advanced readers with higher education levels<sup>43</sup>.

<sup>42</sup> Muhammad Yunus, 44.

<sup>43</sup> Asrina Amaliyah Hasibuan, "Improving the Students' Vocabulary Mastery through Word Square Method at Seven Grade of State Islamic Junior High School Sibuhuan" (Skripsi, Medan: UIN SU Medan, 2017), 10.



So, based on the curriculum above, all students at senior high school must master a vocabulary of 3000 words by the time they graduate. This means that in a year they have to master at least 1000. Based on teaching experience at Madrasah Aliyah Darus Sholah Jember, the researcher found that in class XI-IPA 1, students learn 180 minutes of English per week, divided into 2 sessions and 2 periods x 45 minutes each. This means that in a month students hold 8 meetings and in a year students hold 96 meetings. While students are expected to master vocabulary in a meeting by at least 10 words.

#### **d. Teaching Vocabulary**

Teaching is helping others learn. It's one of the most important ways people get together. Education helps people acquire the knowledge they need to become responsible citizens, earn a living, and lead productive and fulfilling lives. Education also transmits knowledge from one generation to another<sup>44</sup>.

What vocabulary has in common is that knowledge of vocabulary requires not only knowledge of the meaning of words, but also the use of words in the appropriate context and in a natural way, and also include relationship between newly learned words and learned words. Therefore, teacher must use strategies that teach the meaning of words in context and help students associate newly learned vocabulary with

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<sup>44</sup> The World Book Encyclopedia Volume 19, (2006), The United State America: World Book, Inc., 65.

what they already know and help students remember words and their meanings.

Students must be able to recognize words and know their meanings. So, when a student is able to recognize and use a word effectively in different contexts, to speak, write, and pronounce that word well, that student already has knowledge and meaning of this word.

Students are encouraged to import new vocabulary learned in and out of the classroom into their word bank or vocabulary. Students are invited to share with the class occasional words they have received. Positive feedback was given to students who added new entries on their own initiative. During their studies, students are also encouraged to consult their vocabulary banks to help them complete their learning tasks.

Experimental experience shows that actively using word banks is an effective way to help students collect new words at their own pace for reference as well as looking up or recalling words to write. By managing their own personal bank, students learned to develop self-management skills as well as study skills. As a result, they can develop good study habits for lifelong learning. Vocabulary often focuses on unusual words found in novels, short stories, or other materials that students read in class. In the story by no means most people need to

know them. Certainly, a teacher should emphasize meaning in the context of the story, but ask students to memorize definitions of words.

Knowledge of word meanings and the ability to access this knowledge effectively are recognized as important factors for reading and listening comprehension, as well as for speaking and writing fluency. So, knowledge of vocabulary helps students understand language. Vocabulary knowledge is central to understanding and using a language. In addition, Barra suggests that to successfully understand a text, students must have sufficient knowledge of words. That is to say, the understanding of a language depends on the number of known words in that language. In addition, students must have sufficient knowledge of words to understand what they are reading. Students can only understand the writer's message if they know the meaning of most of the words used in the text. Without knowledge of the main vocabulary of the text, learners can have serious problems understanding the message, i.e. knowledge of words is important for reading comprehension and identification. that students will be able to understand the text they read. Therefore, it is essential for students to have a large amount of vocabulary knowledge to understand the language<sup>45</sup>.

In addition, vocabulary helps students produce language. Hubbard says that the more words a student knows, the more accurately they

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<sup>45</sup> Arthur McNeill, *Enhancing English Vocabulary Learning and Teaching Primary Level* (Hongkong: CDC Press, 2009), 2.

can express the meaning they want. Based on this perspective, to communicate effectively, students need to know a large amount of word meanings. Similarly, Cardenas says that vocabulary is used to determine a student's level of proficiency in a spoken context<sup>46</sup>. That is to say, vocabulary is an essential factor in determining how successful a student's communication is. Therefore, students must overcome their lack of vocabulary knowledge to communicate effectively. Language teacher need to focus on effective vocabulary instruction to help students develop the vocabulary knowledge for successful communication. However, the focus is not always on vocabulary. Therefore, the following section is intended to provide a brief overview of vocabulary teaching.

#### **e. Strategy of teaching vocabulary in the EFL Context**

In achieving a goal, of course the goal will not be achieved immediately. It is certain that there will be systematic and directed steps to achieve the success of this goal, or in other words, it requires a strategy. Discussing strategy in general, strategy itself can be interpreted as an individual or group effort to create a scheme to achieve the target they want to aim for. In this case, it also applies to strategies and objectives in teaching English, especially student vocabulary. Referring to Nation, Another perhaps, more realistic, way of determining vocabulary learning goals is to identify how much

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<sup>46</sup> Amy Rider, *AbraVocabra The Amazingly Sensible Approach to Teaching Vocabulary* (United States of America: Cottonwood Press, 2003), 5.

vocabulary is needed in order to perform a particular activity in the target language, such as, for example, reading newspapers or novels, watching movies, participating in conversations, and so on.

Prominent example of this kind of program is the Nation model which incorporates a vocabulary component in language courses. The main principles and elements of this model can be summarized as follows :

1. Establishing goals and needs.

While an overarching goal will, inevitably, be to increase learners' vocabulary size, more specific goals may differ from one group of learners to another. For example, depending on what the learners already know, the focus may be on high-frequency, academic, technical, or low-frequency vocabulary. In order to identify the goals and to establish what kind of vocabulary teacher should focus on, it is important to find out what vocabulary learners already know<sup>47</sup>.

2. Taking account environmental factors.

Nation suggests establishing features and characteristics of the learners (e.g., Do they share the same L1?), the teacher (e.g., Are teacher well informed about teaching and learning

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<sup>47</sup> Anna Siyanova-Chanturia, *Teaching Vocabulary in the EFL Context*, (New Zealand: Victoria University of Wellington, 2016), 231

vocabulary?), and the situation (e.g., Do L1 and L2 share cognate vocabulary?)<sup>48</sup>.

### 3. Following vocabulary-teaching principles.

Arguably, the core of Nation's model is the three principles of content and sequencing, format and presentation, and monitoring and assessment. The principle of content and sequencing deals with the vocabulary to be learnt, the stages and means of learning. For example, frequency and range of occurrence should be the main guiding force in deciding what should be learnt and when. Students should also be trained in vocabulary-learning strategies (guessing from context, learning word parts, learning to use a dictionary, using word cards) and be familiarised with what is involved in knowing a word (form, meaning, aspects of use).

With regards to the principle of format and presentation,

Nation emphasizes that high-frequency words should occur in the four strands of meaning focused input (learning through listening and reading activities that are oriented towards comprehension and enjoyment), meaning-focused output (learning through speaking and writing), language-focused learning (deliberately learning language features such as pronunciation, vocabulary, grammar, and discourse), and fluency development (which does not involve the

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<sup>48</sup> Anna Siyanova-Chanturia, 232

learning of new vocabulary items, but focuses on becoming fluent in using what the learner already knows).

The three strands are a useful basis for vocabulary learning, because each strand focuses on different aspects of knowing and using a word and contributes to vocabulary development in its own unique way. In addition, this principle highlights the importance of spaced, repeated exposures to the target vocabulary. Finally, the principle of monitoring and assessment centres on a regular and systematic use of various types of assessment (e.g., tests, quizzes) in order to measure learning progress, but also to motivate and encourage learners. Depending on the goals, some assessment may happen weekly or fortnightly (short-term achievement), while other forms of evaluation may only happen twice, at the beginning and at the end of the course (long-term achievement)<sup>49</sup>.

4. Evaluation of the vocabulary component of a language course.

The final component of the model centres on evaluating the effectiveness of the vocabulary component of a language programme. Nation provides a number of principles that can be used to achieve this aim. The following questions draw on some of these principles:

(a) Were the target vocabulary learning goals reached?

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<sup>49</sup> Anna Siyanova-Chanturia, 232

- (b) Were the important environmental factors taken into account?
- (c) Were the learners' needs met?
- (d) Are teacher and learners happy with the vocabulary-learning programme?

If not, do they understand its key components and principles?

- (e) Did the learners' development of vocabulary knowledge extend beyond the learning of form and meaning? Were the learners able to use the target vocabulary?

If not, were there sufficient opportunities for students to encounter the target vocabulary (in and outside the classroom)? Were the learners encouraged to use extracurricular activities for indirect vocabulary learning?<sup>50</sup>

### **3. The Concept of Anagram**

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

Anagram is a pun that results from rearranging the letters of a word or phrase to create a new word or phrase, using all of the original letters. According to Dale and O'Rourke in Richard, anagram is a word formed by transposing the letters of one word to form another<sup>51</sup>. According to Collins, Anagram is a type of pun, the result of rearranging the letters of a word or phrase to create a new word or

<sup>50</sup> Anna Siyanova-Chanturia, 233

<sup>51</sup> Richard Devara, "The Use of Anagram to Improve the Student's Vocabulary Learning Strategy in XI IPA 1 Class SMA Pangudi Luhur Sedayu" (Skripsi : Sanata Dharma University: Yogyakarta, 2016), 15.



phrase, using all the original letters exactly once. For example, the orchestra can be rearranged into a horse<sup>52</sup>.

Anagram technique can create motivation and interest for students in learning vocabulary, not only that, students also know new words by using Anagram, finding new words by themselves. This means that after learning vocabulary using anagrams, students will be able to increase their vocabulary in a user-friendly way.

According to Richard in Bachtiar, an anagram is a rearrangement of the letters of a word, name, phrase, title or similar into another word or phrase. By using this technique, students won't get bored because this technique suits their characteristics make them enjoy playing more. More words will be obtained through this technique. Automatically, this technique will increase students' vocabulary. Using this technique also helps students participate in classroom activities. Since this technique is fun and beneficial for students, it will give students the opportunity to improve their English vocabulary.

From the above definition, it can be concluded that Anagram technique will be an effective technique in English class, especially for secondary school students, who will be interested in learning vocabulary because they will find out by themselves. Finally, students become more active.

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<sup>52</sup> Ahdian Rosadi, "The Effectiveness of Anagram Technique in Teaching Vocabulary", *Journal of English Language Education Society* 1, no.1 (2017), 43.

## b. Teaching Vocabulary through Anagram

Teaching is guiding and facilitating learning, facilitating learners to learn, establishing conditions for learning. There are essential steps in learning vocabulary:

(1) Clearly visualize the shape of new words; (2) Learn the meaning of new words; (3) Establish strong memory associations between the shape and meaning of new words; (4) Use words<sup>53</sup>.

Vocabulary teaching is a very important area. And it's not just about introducing new vocabulary to learners. Vocabulary can be presented and explained in all activities and experiences in all associations. This means that vocabulary must be applied in all activities.

It is used when we speak, listen, write and read. The more vocabulary a person has, the more likely they are to master language skills. This means that the words can be used in students' everyday lives. Most students find it difficult to master vocabulary because it is difficult for them to memorize a long list of words. Therefore, teacher should use different teaching techniques and activities in teaching English vocabulary to motivate learners, enrich their vocabulary and help them speak English correctly. One of the fun and pleasant techniques in anagrams.

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<sup>53</sup> Syahrul Y., "Implementation of Anagram Word Games to Enrich Student's Vocabulary at The Eight Grade of SMP Negeri 2 Batulappa" (Skripsi : IAIN Parepare: Parepare, 2020), 16.

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

1) The students form other words from the key words given. For example:

- a) Beautiful = if, beat, bat, bet, tea, ...., ...., ....
- b) Handsome = some, name, dome, hand, men, ...., ...., ....
- c) Learning = lean, earn, learn, liar, ran, ...., ...., ....

2) Students rearrange the letters in brackets and then fill in each blank with an appropriate inversion to complete the sentence.

Example: The care, bfiuaeilu, idouyl, Pnhuis and shlcoo

- a) Please speak loudly, so I can hear your voice
- b) You are very beautiful wearing that gown
- c) My English teacher is very friendly
- d) The teacher will punish us if we don't do our homework
- e) My school is in front of my house

3) Students skip one or more letters of the keyword and swap the rest of the letters.

For example: J E M B E R

a) Keywords : WIMPS

Definition : Move through the water with your arms and .

legs.

New Word : Swim

b) Keywords : BE RUNED

Definition : A dangerous animal that loves honey.

New Word : Bear

c) Keywords : BLAME

Definition : Food is eaten.

New Word : Meal

4) Students transpose the letters of one word and form another word by using those letters exactly once by definition.

For example :

a) Check in

Definition : an animal that lays many eggs and is kept as a pet.

Word : Chicken

b) Earn

Definition : A short distance; far-out.

Word : Near

c) She colt

Definition : The things you wear.

Word : Clothes

### c. Steps of Teaching Anagram

The steps of teaching and learning to speak using inversions begin with:

- 1) The teacher explains the anagram to the whole class using a common word to illustrate the anagram step.
- 2) The teacher gives them a piece of paper to answer.
- 3) The teacher asks them to make anagram from the answer by rearranging the words.
- 4) The teacher asks the student to share their work with another student.
- 5) The teacher asks one student to explain his work, another student can guess and give the answer to the question<sup>54</sup>.

#### **d. Advantages of Using Anagram**

By using anagram there are some advantages in teaching and learning process, they are :

- 1) Anagram can stimulate students' attention and interest.
- 2) Anagram is suitable for students of all ages as it combines language practice with fun and excitement.
- 3) Anagrams are fun and exciting because it can be played competitively and cooperatively.
- 4) Anagram can bring a favorable attitude and make the learning process long. This makes learning a fun activity, especially vocabulary, for them and the classroom is a place of fun rather than a place of boredom.

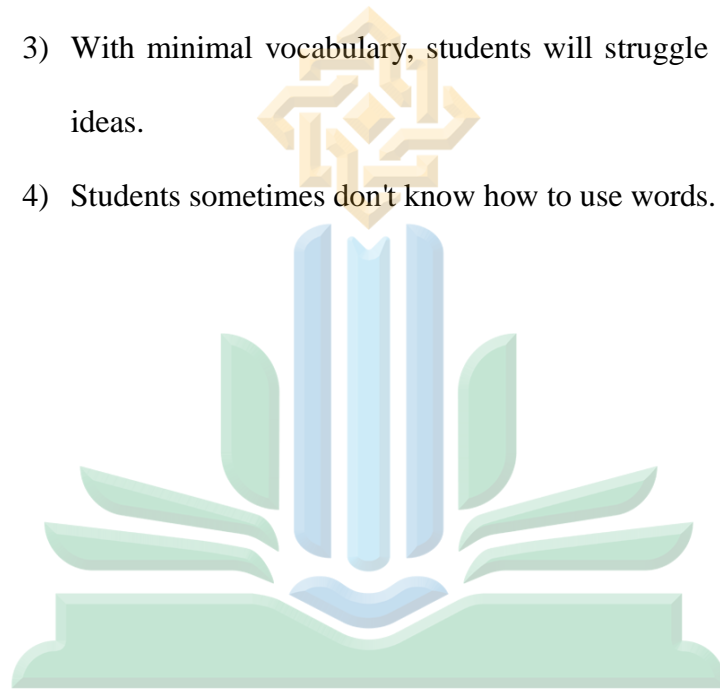
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<sup>54</sup> Ahdian Rosadi, "The Effectiveness of Anagram Technique in Teaching Vocabulary", *Journal of English Language Education Society* 1, no.1 (2017), 44

### e. Disadvantages of Using Anagram

Anagram also has its limitations. The use of inversions in teaching vocabulary has some disadvantages as follows:

- 1) Difficulty arranging words into sentences.
- 2) Students sometimes make grammar mistakes.
- 3) With minimal vocabulary, students will struggle to improve their ideas.
- 4) Students sometimes don't know how to use words.



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J E M B E R

## CHAPTER III

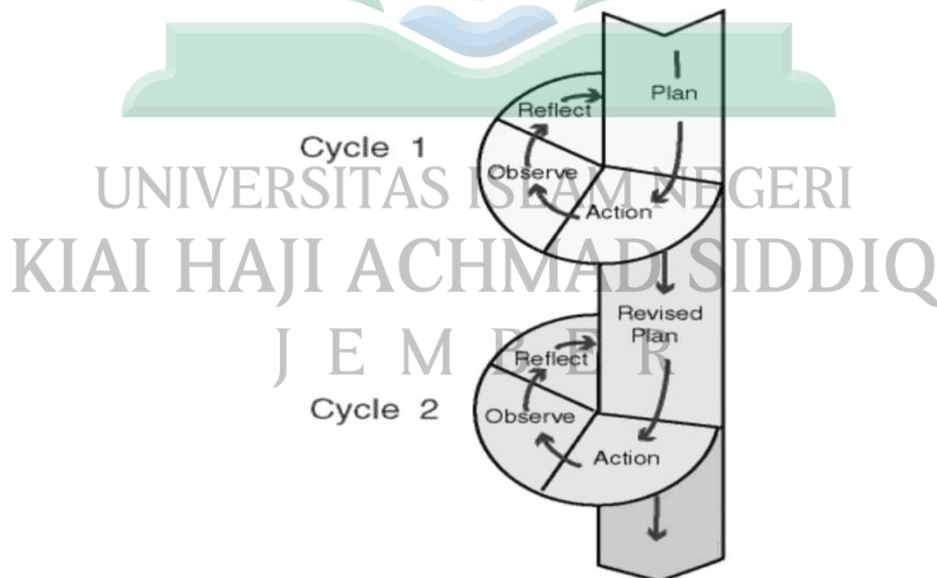
### RESEARCH METHODOLOGY

#### A. Research Design

This research method is designed as part of classroom action research. Classroom action research is very helpful for teacher to improve the process and quality of learning in the classroom. Using action research steps in the classroom, teacher can find ways to solve problems in their classrooms and ways to solve problems<sup>55</sup>.

The researcher used a class action research model designed by Kemmis and Mc Taggarin Arikunto. The cycle consists of four phases; they plan, act, observe, and reflect<sup>56</sup>.

**Classroom Action Research Cycle  
Picture 3.1**



Kemmis and McTaggart (1990) Cycle of Action Research

<sup>55</sup> Kunandar, *Penelitian Tindakan Kelas* (Jakarta: Rajawali Pers, 2008), 41.

<sup>56</sup> Stephen Kemmis and McTaggart, *The Action Research Planner* (Springer, 2014), 11.

## Cycle I

### a. Planning

In this phase, the researcher observed the learning process of teaching at Madrasah Aliyah Darus Sholah Jember by pre-testing, especially in teaching and learning vocabulary, to know the level of mastery of vocabulary. students' words. After that, the researcher prepared a lesson plan to plan the topic to used in the teaching process.

When conducted research, the researcher prepared didactic materials related to the vocabulary topic. The researcher takes material from textbooks, internet or other available sources and is selected by the researcher and the researcher used anagram as a vocabulary teaching technique in Madrasah Aliyah Darus Sholah Jember.

The planning phase is performed after identifying and diagnosing student problems occurring in the classroom that have been demonstrated by prior testing. In addition, in this stage, planning is divided into two categories. There are general plans and specific plans.

Join planning aims to organize all aspects covered in class action research (CAR). Whereas concrete planning is the organization of planning in relation to the cycle. The organization of planning has been converted into lesson plans according to the current program. Lessons are prepared for implementation in Madrasah Aliyah Darus Sholah Jember in class XI-Science 1.



The concept of planning were:

- 1) Prepared interview session
- 2) Prepared lesson plans for two meetings.
- 3) Prepared pre-test.
- 4) Prepared post-test.
- 5) Prepared observation checklist.
- 6) Prepared camera for documentation.

b. Acting

The second step is acting. The plan executed and the anagram document was in place. In addition, instruments and tools were used for data collection. Once the planning is complete, the researcher performed the anagram technique at Madrasah Aliyah Darus Sholah Jember. In this study, the researcher as the practitioner implemented the lesson plan while the real teacher acted as the observer during the teaching process. This part done in one cycle. The cycle has two meetings and each meeting lasts approximately 2x40 minutes. It had taken place according to the schedule that established.

c. Observing

The third step is observing. In this step, the researcher took note of each incident that happened in class to have accurate data to correct for the next meeting. It took place when classroom action research is underway. In this step, data is also collected by lexical assessment; check before or after test.

d. Reflecting

The final step is reflecting. The researcher and the teacher together discussed some problems that arised in the classroom. Thus, reflection can be determined after performed the results of actions and observations. And what is the final cycle in which the researcher interviewed to find out the student's response to the teaching of the learning process. In addition, researcher used observation sheets and photographic evidence to record the process, thoughts and reactions of students in the teaching and learning process.

## **B. Research Location and Participants**

### **1. Research Location**

This classroom action research conducted at Madrasah Aliyah Darus Sholah which located in M. Yamin 25 street, Kaliwates District, Jember Regency. The reason why researcher chose this school because the researcher found interesting learning problems that should be studied in school and in accordance with the objectives of this study. Therefore, the researcher would like to help teacher and students in solving the students learning problems in mastering the vocabulary. Then the researcher decided to take research at Madrasah Aliyah Darus Sholah Tegal Besar-Kaliwates-Jember. This action research also carried out in October 2023.

## 2. Research Participants

The participants in this research were 19 eleventh grade science students, consisting of 9 female students and 10 male students who found obstacles in learning English due to difficulties in mastering vocabulary.

## C. Research Procedure

The procedures of research was performed by administrating one cycle. The cycle consists of two meetings. The cycle also contained four steps which are planning, acting, observing and reflecting. But, before doing the first cycle, the researcher gave the students a pre-test to know the students' vocabulary mastery level, and a post-treatment test to know the students' progress. Here is the explanation below:

### 1. Pre-test

A pre-test was given to the students to know their vocabulary level. The teacher did a pre-test in the first meeting and the researcher as the observer. Pre-test the student prior to treatment. The test consists of 25 questions. Each student received a vocabulary test paper.

### 2. Post-test

The post test was the final procedure in this study. The researcher asked to the teacher as the collaborator to gave the test into the students. A following test was taken to know the students' skills and their progress. The teacher used to know the results of the treatment and whether there was any progress. Each student received a vocabulary test paper. The test consists of 25 questions.

## D. Data Collection Technique

### 1. Quantitative Data

Quantitative data widely used to describe what can be counted or measured. In quantitative data, the researcher gave written assessment to students as a tool. This is to analyze the students' acquisition level. Students asked to answer using anagrams; transpose or rearrange the letters of a word or phrase to create a new or new phrase, using exactly all the original letters in a word.

#### a. Test

Two tests were provided to the students. The tests are pre-test and post-test. A pre-test was taken before the actions were taken and it was used to measure the student's vocabulary initially. During this time, post-tests are performed after actions are taken or after treatment is performed.

### 2. Qualitative Data

Qualitative data used to describe uncountable data. Qualitative research is empirical research in which data is not in numerical form<sup>57</sup>.

Therefore, observation sheet, and also documentation are used in this study. The explanation of these data types has been explained as follows:

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<sup>57</sup> K. Punch, *Introduction to Social Research: Quantitative and Qualitative Approaches* (London: Sage, 1998), 4.

a. Observation

The observation sheet included the activities that were applied in this study. Checklist was made to check if the researcher applied the activities or not.

b. Documentation

Documentation provided data in the form of images. The photos are collected by the camera. It is used to take pictures of students and teacher during the teaching and learning process. It supports the main data of this study.

3. Scoring Rubric of Vocabulary

For this research, the researcher used the vocabulary rubrics. The score of students' are obtained through a pre-test and post-test. In the end, the scores showed the results whether the anagram games as the technique to enhance the vocabulary mastery or not. The vocabulary rubric shown on table below :

**Table 3.1**  
**Scoring Rubric of Vocabulary**

	Scores	Criteria
Point I <b>SPELLING</b>  (5 Question and Max.score 20)	4	The Vocabulary answers are correct according to spelling
	3	The Vocabulary answer are incorrect because it doesn't match the spelling and the word order is wrong
	2	Rewrite the keywords vocabulary that have been listed
	1	The Vocabulary answer are incorrect because there are missing letters
	0	Didn't answer at all
Point II <b>FORM &amp; P.O.S with</b>	4	The Vocabulary answers are correct according to spelling and determining the correct part of speech
	3	The Vocabulary answers are correct according to

<b>Keyword</b>  (5 Question and Max.score 20)		spelling, but determining the wrong part of speech
	2	The Vocabulary answers are incorrect according to spelling and determining the wrong part of speech
	1	The Vocabulary answers are incorrect according to spelling and didn't determining the part of speech
	0	Didn't answer at all
<b>Point III FORM &amp; P.O.S without Keyword</b>  (5 Question and Max.score 20)	4	The Vocabulary answers are correct according to spelling and determining the correct part of speech
	3	The Vocabulary answers are correct according to spelling, but determining the wrong part of speech
	2	The Vocabulary answers are incorrect according to spelling and determining the wrong part of speech
	1	The Vocabulary answers are incorrect according to spelling and didn't determining the part of speech
	0	Didn't answer at all
	<b>Point IV MEANING &amp; FORM</b>  (5 Question and Max.score 20)	4
3		The Vocabulary answers are correct according to spelling, correct meaning but the part of speech are wrong
2		The Vocabulary answers are correct according to spelling, incorrect meaning and the part of speech are wrong
1		Only fill in 1 answer from 3 answer tables
0		Didn't answer at all
<b>Point V MEANING, FORM &amp; P.O.S</b>  (5 Question and Max.score 20)		4
	3	Determine 3 new vocabulary words with the correct spelling and meaning according to the part of speech that has been determined
	2	Determine 2 new vocabulary words with the correct spelling and meaning according to the part of speech that has been determined
	1	Determine 1 new vocabulary words with the correct spelling and meaning according to the part of speech that has been determined
	0	Didn't answer at all

For the example :

$$\text{Miguel score : Point I} = 4 + 3 + 3 + 2 + 0 = 15$$

$$\text{Point II} = 3 + 2 + 2 + 1 + 1 = 9$$

$$\text{Point III} = 2 + 2 + 2 + 2 + 2 = 10$$

$$\text{Point IV} = 4 + 4 + 4 + 4 + 4 = 20$$

$$\text{Point V} = 4 + 4 + 4 + 4 + 4 = 20$$

$$\text{Total score} = 15 + 9 + 10 + 20 + 20 = 74$$

So, we can assume that Miguel's vocabulary test score is 74

### E. Data Analysis Technique

The study applied both quantitative and qualitative data. Quantitative data were used to analyze the students' scores, the researcher observed their activities using anagrams provided to the students. Quantitative data are widely used to describe what has been measured or counted.

In this research, the data came from certain sources. It's a student, teacher and student handbook. The researcher observed students' actions when using the technique and also students' opinions on the repetition technique in the vocabulary. In this study, the data collected was obtained from certain sources.

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

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

Where :

X = the mean of the students' score

$\sum X$  = the total score of the students'

N = the number of the students'<sup>58</sup>

Second, the writer tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject which is adapted from the school agreement at Madrasah Aliyah Darus Sholah Jember.

It uses the formula :

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

Where:

P = the class percentage

R = total percentage score

N = number of students

#### F. Research Team

The team for this study included: UIN KH. Achmad Siddiq Jember researcher and Mr. Abdul Majid, S.Pd. as English teacher. The researcher was also research the student's problems during the teaching and learning process, the researcher discussed with the teacher to solve the problem and implemented measures before giving the test to check the progress. Student's English teacher and researcher in Action Research in the classroom were become research collaborators and review experts on this research. The research associate helped the researcher to know the student's problem, to discuss the method or technique to be used.

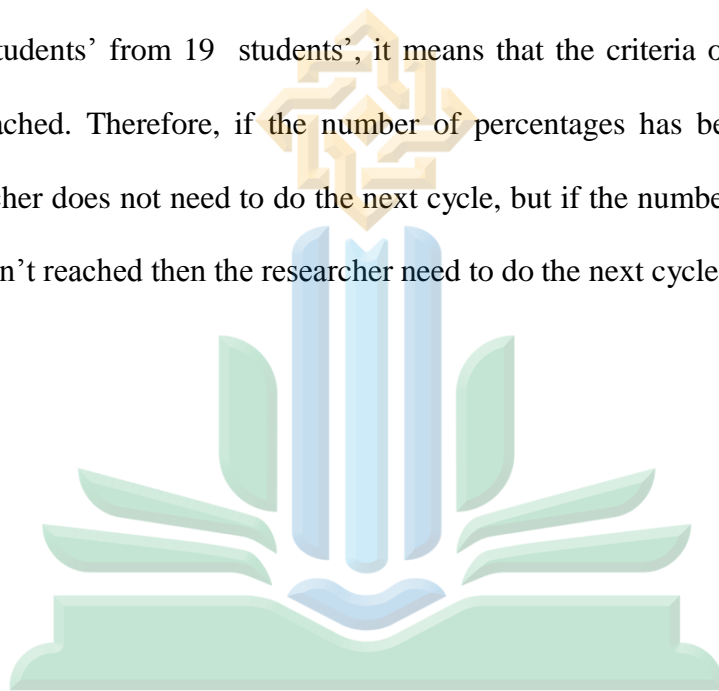
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<sup>58</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2014), 86.



### **G. Criteria of the Action Success**

The researcher and the English teacher discussed about the action success criteria in order to know whether the action is successful or not. Finally, the English teacher decided that the criteria of the action success in this research was 75%. In other words, if the class percentage who pass the KKM (70) was 75% students' from 19 students', it means that the criteria of action success are reached. Therefore, if the number of percentages has been reached, the researcher does not need to do the next cycle, but if the number of percentages are didn't reached then the researcher need to do the next cycle.



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## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Overview of the Research Objects

##### 1. Profile of Madrasah Aliyah (MA) Darus Sholah Jember

Madrasah Aliyah (MA) Darus Solah Jember is located at Mohammad Yamin Street No.25 - Tegal Besar Kulon, Tegal Besar-Kaliwates District - Jember Regency - East Java. The principal of this school is Moh. Hanif Lutfi, S.H.I, M.H. Madrasah Aliyah (MA) Darus Sholah is one of the large Islamic boarding schools in Jember City, East Java. Apart from that, MA Darus Sholah also implements an Islamic-based school system with the existence of male and female Islamic boarding schools within it with the aim of developing students' attitudes, abilities, knowledge and skills based on a strong Islamic spirit.

**Table 4.1**

**Profile of Madrasah Aliyah (MA) Darus Sholah Jember**

School Name	:	Madrasah Aliyah (MA) Darus Sholah
Foundation	:	Yayasan Pondok Pesantren Darus Sholah
NPSN	:	2058029
Education Level	:	MA (Madrasah Aliyah) / Senior High School
Statues of the School	:	Swasta
School Adress	:	Mohammad Yamin Street No.25 - Tegal Besar Kulon, Tegal Besar- Kaliwates District - Jember Regency - East Java

Telephone	:	0858-7626-7660
Email	:	<a href="mailto:aliyahdarussholah@yahoo.com">aliyahdarussholah@yahoo.com</a>
Website	:	<a href="http://www.darussholah.net">http://www.darussholah.net</a>
Facebook	:	MA Darus Sholah Jember
Instagram	:	Madarussholah
Youtube	:	MA Darus Sholah Jember
Accreditation	:	A

## 2. Vision and Mission of MA Darus Sholah Jember

### a. Vision of Madrasah Aliyah (MA) Darus Sholah

"The formation of students who are religious (ad-din), knowledgeable (al-aql), integrated (al-ahya'), and achievers (al-amalus solih)"

### b. Mission of Madrasah Aliyah (MA) Darus Sholah

- 1) Applying Islamic principles into practice in a kaffah way.
- 2) Optimizing learning and guidance in order to develop academic and non-academic potential.
- 3) Encouraging the best possible development of skills and interests through an integrated, planned learning process.

## 3. Extracurricular Program (Featured Activities)

- a. Tahfidz Class
- b. Music Class
- c. Calligraphy Class

- d. Science Club (Chemistry and Physics)
- e. Batik Class

#### 4. Facilities and Infrastructure

**Table 4.2**  
**Facilities and Infrastructure**

NO	FACILITIES	AMOUNT	CONDITION
1.	Principal's Office	1	Good
2.	Teacher's Room	1	Good
3.	Administration Office	1	Good
4.	Library	1	Good
5.	Classroom	6	Good
6.	Musholla	1	Good
7.	School's Toilet	2	Good
8.	Canteen	1	Good
9.	IT Room	1	Good
10.	School Hall	1	Good
11.	Guidance and Counseling Room (BK)	1	Good
12.	Students' Council Room	1	Good

#### 5. Teacher and Staff Profile

**Table 4.3**  
**Teacher and Staff Profile**

NO	NAME	JOB POSITION
1.	Moh. Hanif Luthfi, S.H.I. M.H	School Principal
2.	Hj. Nur Chotimah, S. Ag	Vice Principal of Curriculum
3.	Abdul Majid, S.Pd	Vice Principal of Students Affairs
4.	Misbahuddin, S.I.Kom	Facilities and Infrastructure
5.	M. Edi Riski Setiawan	Administration 1
6.	Linggar Ayu Octaviani, S.Pd	Administration 2
7.	Anis Azizah, S.Pd	Treasur
8.	Muhammad Auda Rifqi, S.Pd	Public Relations
9.	Ust. H. Sayyid Abdurrahman, S.Pd	School Committee
10.	Mariyanik, S.Ag	Head of the Library
11.	Dra. Zahro	Counseling Guidance
12.	Drs. H. Hawari Hamim, M.Pd	Vice Class XII Religion
13.	Mohamad Holili, S.Pd.I	Vice Class XII Science
14.	Hj. Nur Chotimah, S. Ag	Vice Class XI Religion

15.	Farida Muktiana, S.Pd	Vice Class XI Science
16.	Muhammad Awali Imron, S.Pd	Vice Class X Religion
17.	H. Muhammad Sukron, S.Pd	Vice Class X Science
18.	Saifuddin Zuhri, S.Pd	Teacher
19.	Drs. M. Sjai	Teacher
20.	H. Ahmad Zaini, S.Pd	Teacher
21.	Arif Zainullah Sahroni, S.Pd	Teacher
22.	Imam Sujarwadi, S.Pd.I	Teacher
23.	Ust. Fadholi Mukti	Teacher
24.	Ust. H. Abdul Fatah Thoyyib	Teacher
25.	Muhammad Abdul Adhim, S.Pd	Teacher
26.	Ust. Syamsul Arifin	Teacher

## B. Research Findings

This section was the result of Class Action Research (CAR) which is used the Kemmis and McTaggart model. Research findings were obtained from the beginning to the end of the teaching and learning process. This research was carried out at MA Darus Sholah Jember. While, the research data is quantitative and qualitative data. Quantitative data is obtained from students' core test results. There are pre-test and post-test.

On the other hand, qualitative data were obtained from observation sheets, interviews, daily notes, and documents created by the researcher during the teaching and learning process. The research was also conducted in a cycle of four sessions with a total of 19 students in XI Class of Science. The implementation cycle consists of four main phases: planning, implementing, observing, and reflecting.

### 1. Preliminary Research

Researcher carried out preliminary research before start the cycle. The purpose of this preliminary research is to understand more about the

difficulties that students in XI Science Class of MA Darus Sholah Jember are having learning English. Prior to implementing the anagram game media, the researcher asked questions about students' pre-test scores and their comprehension of vocabulary mastery. In this steps, in addition to performing observations and interviews, researcher administered vocabulary tests as a pre-test. This pre-test was administered with the goal of evaluating students' comprehension of acquiring and comprehending English vocabulary as well as calculating each student's pre-test score in the class which was used as the research object.

**Table 4.4**  
**Students' Pre-test score in Preliminary reseach (Pre-Cycle)**

NO	STUDENTS' NAME	SCORES	FAIL / SUCCESS
1.	AS	70	SUCCESS
2.	CFS	70	SUCCESS
3.	DHH	74	SUCCESS
4.	DS	58	FAIL
5.	FI	74	SUCCESS
6.	FMM	72	SUCCESS
7.	GA	56	FAIL
8.	GRO	52	FAIL
9.	IMR	74	SUCCESS
10.	KP	50	FAIL
11.	KS	42	FAIL
12.	LA	48	FAIL
13.	LAF	56	FAIL
14.	MASW	77	SUCCESS
15.	MRA	76	SUCCESS
16.	MZR	76	SUCCESS
17.	RA	52	FAIL
18.	RRN	72	SUCCESS
19.	SN	74	SUCCESS
<b>Total Scores</b>		1223	
<b>Highest Scores</b>		77	
<b>Lowest Scores</b>		42	
<b>Averages of the Scores</b>		64,36	

To know the students who were competent was calculated by applying the formula below :

$$P1 = \frac{R}{N} \times 100\%$$

$$= \frac{8}{19} \times 100\%$$

$$= 42,11 \%$$

$$P2 = \frac{R}{N} \times 100\%$$

$$= \frac{11}{19} \times 100\%$$

$$= 57,89 \%$$

From the table and the formula above, we can conclude that the comprehension of the class is still low. Therefore, some students' pre-test results did not meet the minimum standards or KKM set by MA Darus Sholah. It can be seen that there were only 11 from 19 students' who passed the (KKM 70). The data percentage of 11 students who passed the (KKM 70) was 57,89 % and data percentage of 8 students who didn't passed the (KKM 70) was 42,11 %.

The researcher then continued the learning through action research in Class XI Science by applying anagram games to report text material as learning media in Cycle 1 to enhance the vocabulary mastery of the students.

**Picture 4.1**  
**Students' are do the Pre-Test**



## 2. Cycle 1

In the first cycle, the researcher carried out four phases. These stages are planning, implementing, observing, and reflecting. This cycle took place over three meetings, which is divided into three meetings and one post test. The post-test is performed at the end of this first cycle. The four steps are explained below:

### a. Planning

At this stage, the researcher had prepared everything to conduct action research for College Science class XI. There are several tools prepared by researcher to collect data, such as preparing a learning performance plan or lesson plans (RPP) to achieve learning outcomes. Lesson plans are checked by teacher or collaborators and also discussion session with the teacher what is the best technique which were related for the school.

In this cycle, students carry out the post-test with a KKM of 70. If the percentage of students passing the KKM reaches at least



75% then the cycle will stop, but if didn't reach the limit minimum for percentage when passing KKM, it will continue into cycle II. In addition, the researcher also prepared learning materials, sample of report texts, boardmarkers, and student's learning books

The plan for implementing the Cycle I lesson plan is available in the list of Appendix.

b. Results acting and observing

In this phase, the researcher carried out activity within the classroom. The researcher acted as the observer in lesson activity of XI Science Class, whereas the English teacher as a collaborator and also the real educator. The Researcher and the teacher also carried out a few activity within the classroom. There are opening, core activity, and closing activity.

1) Meeting 1

During the first meeting held on Thursday, November 2, 2023 from 7:00 a.m. to 8:30 a.m., the researcher carried out several activities such as greetings, prayers, and checklists student's attendance. Next, the researcher prepared the students to begin learning. The researcher then explains in advance what anagrams are, their functions, and the learning goals for that day. After that, the researcher communicates the learning objectives related to understanding the report content. In the next steps, the researcher writes about the content of the report as well as the

examples in the text and asks some questions related to the document. These questions are intended to determine the student's general knowledge and understanding of the material provided by the researcher.

In core activities, the teacher and the researcher perform several activities, including exploration, construction, and validation. In discovery activities, they encourage students to actively engage in searching for information about learning topics. The researcher then facilitates student-researcher interaction, the learning environment, and validation with the teacher. After explaining the report content and examples, the researcher asked the students orally questions related to the material they had studied. After that, the researcher gave students the opportunity to actively answer some of these questions.

At the observation phase, the researcher collected data on the application of the anagram game by giving students a vocabulary test that has been approved by the teacher to determine the extent to which their ability to understand and master English vocabulary was enhanced. During the teaching and learning process, the English teacher observed the students by checking the observation checklist.

After implementing the first treatment of the anagram game, in the first meeting, the researcher taught the students

based on the RPP that had been created. Based on the observation sheet, the researcher found that students seemed to enjoy the learning process. Using anagram games as a means can make students more active and enjoy the learning process. The learning process is based on the material presented and the researcher's explanations in class.

However, some students still have problems understanding and mastering the basic elements of learning English, specifically mastering this vocabulary. In addition, there are students who do not clearly understand the meaning and content of the text. They really focused when the researcher explained the material to them, but they were still confused in interpreting each word due to their lack of vocabulary. When the researcher asked them to look at their respective pretest scores and asked what the reasons were for their low scores, they remained confused and confused about what answer to give. This can be seen through the learning process in class. After examining the field notes, the researcher should try to see an increase in the students' comprehension and mastery of English vocabulary during the second meeting.

**Picture 4.2**  
**The Researcher is giving explanation about the material**



## 2) Meeting 2

The second meeting was held on Monday, November 6, 2023, which is the allocated hour for English lessons that day. At the second meeting, researcher and collaborators visited class XI Science. At this meeting, the English teacher as a collaborator helped the researcher observe the classroom situation and take field notes to find out the results of the teaching and learning process. The researcher opened the lesson by greeting the entire class and asking students to lead a prayer. After that, the researcher checked the student attendance list and asked about the student's condition.

On that day there were 4 students who were absent because 2 of them were sick and 2 others took part in a calligraphy competition in Bojonegoro City. Previously, the researcher reviewed and asked students about the last meeting (report text) to refresh students' memories. Researcher also asked

students' feelings when they received the material. Several students told researcher that they enjoyed learning English, especially in the area of mastering vocabulary using the anagram game method. This happens because they can find out how to form new words from previous words and their meanings in a fun and easier way, making students happy to learn with the material provided because the learning atmosphere is like playing word games. To ensure students' understanding, the researcher selected and asked students about what a report text is, there was only 1 student who had the courage and felt confident to answer the question. Researcher asked students randomly. Of the 15 students present in class, 1 student was able to answer the question correctly, and 3 students tried to answer but were still confused and afraid to say the sentence.

At this meeting, the researcher took the same action as the lesson plan for the previous meeting, namely about report texts, but at this meeting, the researcher focused on material about the present tense, and examples of positive, negative, and interrogative sentences. After summarizing the material to the students and asking several questions, the researcher informed them that tomorrow there would be another meeting because today at the school there was a Principal's Performance Assessment event which made the learning time shorter so that

today's learning could not be continued. This means, the explanation must be completed at the third meeting before students proceed to the post-test as the final agenda at the fourth meeting.

### 3) Meeting 3

This third meeting was held on November 7 2023, at this stage the English teacher as a collaborator helped the researcher to observe the class situation find out the results of the teaching and learning process before the last meeting. Researcher conducted meetings as usual, starting from opening the class by saying greetings and asking students to lead prayer. After that, the researcher checked the student attendance list and asked about the students' condition to warm up the class situation. Then the researcher instructed the students to reopen the notes on the material that had been given at the previous meeting.

When all students had prepared their learning tools, the researcher explained again the material regarding the report text and provided an example of report text entitled "Eagles". At this meeting the researcher again tried to apply anagrams in his learning. The focus of implementing this media remains on how to find out students' abilities in mastering vocabulary and how to process vocabulary they already know into new words. When the anagram technique was applied again, students were still

enthusiastic about participating in the vocabulary game. Students can find new vocabulary quickly, because from previous meetings the students already know how the anagram learning media itself works. Starting from composing words, guessing words and finding new words.

At the end of the meeting that day, the researcher also did not forget to explain to the students that the next day (the fourth meeting), they would take a post-test which would definitely still be related to the vocabulary they had previously memorized.

#### 4) Meeting 4

The researcher used the fourth meeting to do the post-test vocabulary which accompanied by the real teacher as a data collection technique that has been approved by the real teacher.

This post-test was held on November 8, 2023 in the 11th grade of MA Darus Sholah Jember. The researcher also explained the role and timing of the test and tells the student if it only has 25 questions. Therefore, students can be considered to have passed the exam if they achieved at least 70 score.

**Table 4.5**  
**Students' Post-test score**

NO	STUDENTS' NAME	SCORES	FAIL / SUCCESS
1.	AS	78	SUCCESS
2.	CFS	72	SUCCESS
3.	DHH	74	SUCCESS
4.	DS	69	FAIL
5.	FI	74	SUCCESS
6.	FMM	78	SUCCESS

7.	GA	70	SUCCESS
8.	GRO	76	SUCCESS
9.	IMR	77	SUCCESS
10.	KP	70	SUCCESS
11.	KS	54	FAIL
12.	LA	70	SUCCESS
13.	LAF	66	FAIL
14.	MASW	87	SUCCESS
15.	MRA	80	SUCCESS
16.	MZR	73	SUCCESS
17.	RA	68	FAIL
18.	RRN	82	SUCCESS
19.	SN	70	SUCCESS
<b>Total Scores</b>		1388	
<b>Highest Scores</b>		87	
<b>Lowest Scores</b>		54	
<b>Averages of the Scores</b>		73,05	

To know the students who were competent was calculated

by applying the formula below :

$$P1 = \frac{R}{N} \times 100\%$$

$$= \frac{4}{19} \times 100\%$$

$$= 21,06 \%$$

$$P2 = \frac{R}{N} \times 100\%$$

$$= \frac{15}{19} \times 100\%$$

$$= 78,94 \%$$

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**Table 4.6**  
**Distribution of The Students' Achievement for Post-test**

Criteria		Total Students'	Percentage
P1	Fail	4	21,06 %
P2	Success	15	78,94 %
<b>TOTAL</b>		<b>19</b>	<b>100 %</b>



**Picture 4.3**  
**Students' are do the Post-test**



b. Reflecting

From the table analysis above between the pre-test and the post-test table, the students' vocabulary achievement have increased. From the average pre-test score of the students was 64.36 from the criteria of 11 students got success score or it was 57.89 %. In the other side 8 students got failed score or it was 42.11 %. The average score of the post-test students was 73.05 from the criteria of 15 students got success score or it was 78.94 %. In the other side 4 students got failed score or it was 21.05 %. From the explanation above, it could be concluded that the students' vocabulary achievement with Anagram technique was enhanced 21.05 %. So, Post-test in this cycle was categorized success.

Beside from the enhancement in scores in the post-test exam, the application of anagrams can be said to be successful because it has its own uniqueness which can be proven by the increase in students' interest and motivation in learning, as in the first case, from initially the class was quiet because many students were absent or did not

participated in class learning after implementing the anagram learning technique, more students were attending class and taking part in class learning and secondly, there were more students who were previously afraid and embarrassed to talk to their friends in English because they felt they lacked vocabulary, in the end they then more courageous to try to interact with English,

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

### C. Research Discussion

During teaching and learning vocabulary in class, researcher realized that the role of learning techniques really had an influence on students' interest in learning, especially students in class of XI Science MA Darus Sholah Jember. This was also stated by Harida that the teaching and learning process become an interested way in order to make the students are motivated and interested in learning English<sup>59</sup>. Therefore, researcher are required to determine learning methods or techniques that can help increase the students interest in learning English, especially vocabulary learning.

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<sup>59</sup> Wardah Mutiah Nasution and Yusni Sinaga, "Anagram Game to enhance Students' Vocabulary Mastery", *Journal of Teaching and Learning* 8, no.1 (2020) : 102.

The interest in learning English, especially learning vocabulary for XI Science Class at MA Darus Sholah Jember can be known when the researcher implemented learning method or technique packaged in the form of fun word games. In this case, the researcher applied anagram games as a learning method. Sartika argue that Anagram is an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language<sup>60</sup>.

On the other hand, anagrams also have their own interesting. According to Yunus “Anagram technique can motivate the students and make them interested in learning vocabulary English for junior high school, the students also know about the new words by using anagram, they can find the new word by themselves. In addition, the students can become active when they suggest coming front of the class. They become brave to spell the word and getting the meaning”<sup>61</sup>, which in this case, when the researcher applied this method or technique the researcher concluded that anagrams can provide opportunities for class XI Science students at MA Darus Sholah Jember to compete positively with the aim of competing to improve their respective vocabulary mastery skills in an easier and more enjoyable way.

Apart from that, in this research the researcher focused on the application of anagram games as a learning method or technique to assist students in learning or understanding English vocabulary more easily. In the

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<sup>60</sup> Wardah Mutiah Nasution and Yusni Sinaga, 103.

<sup>61</sup> Muhammad Yunus, “The Effectiveness of Using Anagram technique towards Students’ Vocabulary mastery of the Seventh grade at MTs Al-Khairiyah Talang Padang in the Academic year of 2019/2020” (Thesis, Universitas Islam Negeri Raden Intan Lampung, 2020), 46.

early stages researcher conducted a pre-test to obtain the scores of each student that used as a reference to know the extent of improvement in each student.

On this pre-test, there are 11 of the students managed to achieve the minimum score already set in the school or KKM (70) and there are 8 students' who couldn't managed to achieve the KKM score (70) with an average score of 64.36 and with pass percentage of 57.89 % and fail percentage of 42.11 %. Then in the next phase, in this cycle, researcher applied anagram media to the report text material where there was an increase in the results of the research that can be seen through the post-test scores of each student, with the average score of 19 students being 73.05 with the breakdown of 15 students who completed it completely was 78.94 % and there were only 4 students who failed with a percentage of 21.06 %. So, it can be stated that Anagram was categorized successful and also proven to be able to enhance the vocabulary achievement of XI grade students, especially XI Science Class at MA Darus Sholah Jember.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research findings and discussions that have been conducted, researcher concluded that in applying media anagram games are able to have an effective impact on classroom learning especially about students vocabularies. This can be seen from the pre-test, and post-test results and supported by the results of the student participation observation sheet assisted by the English teacher in learning in the classroom. It can be seen from the initial pre-test data is there are from only 11 of the students managed to achieve the minimum score criteria or KKM (70) with an average score of 64.36 out of 19 students or with a breakdown of 11 students with a percentage of 57.89 % and for students who did not pass the KKM score (70) of 42.11% or 8 students.. After the cycle is applied, the results of students' grades are increased by obtaining results with an average score of 73.05 out of 19 students or with a breakdown of 15 students with a percentage of 78.94% and for students who did not pass the KKM score (70) of 21.06% or 4 students.

#### B. Suggestion

1. For English teacher

Due to the fact that the application of game anagrams as a learning medium could improve students' vocabulary, it is recommended that English teacher who have similar problems to apply anagrams in improving students' vocabulary. To develop teacher strategies in applying anagrams, it

is recommended that teacher develop them through discussions in teacher meetings, trainings, or writing articles about improving vocabulary using the medium of game anagrams in student books or journals. Teacher should provide more guidance and support to students so that they can find a good way to learn English especially in learning vocabulary. Most importantly for teacher especially MA Darus Sholah Jember, it is better for them to use anagram methods in enhancing students' vocabulary because with such methods we can find suitable techniques and strategies to make students active, fun and easily improve their vocabulary to learn English.

2. For the next researcher

The other next researcher can follow up this research in a longer time to find more suitable actions to improve students' vocabulary. Moreover, they can conduct this research in other schools that have different characteristics from the eleventh grade at MA Darus Sholah Jember.

UNIVERSITAS ISLAM NEGERI  
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J E M B E R

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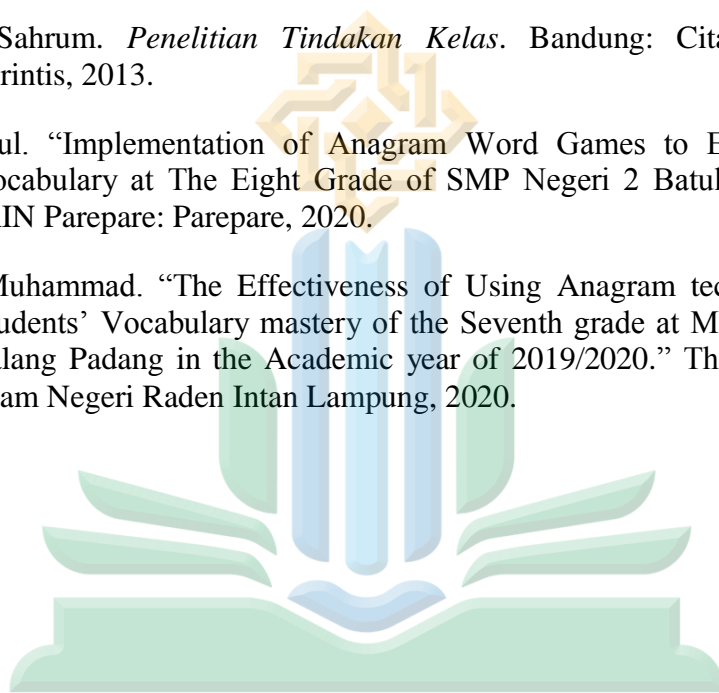
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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTION
Enhancing Vocabulary Achievement Through Anagram Games Towards Eleventh Grade Students At Madrasah Aliyah Darus Sholah Jember	Anagram Games  Vocabulary	a. The Definition of Anagram b. The Ways to applying Anagram  a. Meaning b. Form c. Noun d. Verb e. Adjective f. Adverb	1. Students' Vocabulary Test 2. Observation 3. Interview Data	1. Research Method : Classroom Action Research (CAR) which adapted from Kemmis & Taggart : a. Planning b. Acting c. Observing d. Reflecting 2. Data Collection : a. Vocabulary Test b. Observation c. Interview 3. Data Analysis Average Score $\bar{X} = \frac{\sum x}{N}$ , Where : X = mean of the students' score Σx = total score of the students' N = the number of the students'  Pass Score $P = \frac{R}{N} \times 100\%$ , Where: P = the class percentage	How is the implementation of anagram games can enhance students' vocabulary achievement towards Eleventh Grade Student at Madrasah Aliyah Darus Sholah Jember ?

				<p>R = total percentage score  N = number of students</p> <p>4. Validity of Data : Content Validity</p> <p>5. Criteria of Success :  If the number percentage of student who reach the KKM (70) are 75%</p>	
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## Appendix 2

### DECLARATION OF AUTHORSHIP

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State the undergraduate thesis entitled "*Enhancing Vocabulary Achievement Through Anagram Games Towards Eleventh Grade Students At Madrasah Aliyah Darus Sholah Jember*" is truly my original work. It's doesn't incorporate any material previously written or published by another person expect those indicate in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, 22<sup>nd</sup> February 2024

Author

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Appendix 3



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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196007  
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Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "ENHANCING VOCABULARY ACHIEVEMENT THROUGH ANAGRAM GAMES TOWARDS ELEVENTH GRADE STUDENTS' AT MADRASAH ALIYAH DARUS SHOLAH JEMBER" selama 21 ( dua puluh satu ) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Hanif Lutfi, S.H.I, M.H.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 26 Oktober 2023



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## "MADRASAH ALIYAH DARUS SHOLAH"

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### SURAT KETERANGAN PENELITIAN

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Yang bertanda tangan di bawah ini Kepala Sekolah MA Darus Sholah Tegal Besar Kaliwates Jember, menerangkan bawah :

Nama : Muhammad Firmansyah Alfajri  
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Program Studi : Tadris Bahasa Inggris  
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Bahwa yang bersangkutan di atas benar-benar telah melaksanakan penelitian di lembaga kami selama 20 hari terhitung mulai 30 Oktober - 20 Nopember 2023 untuk menyelesaikan tugas akhir pendidikanya dengan judul "*Enhancing Vocabulary Achievement Through Anagram Games Towards Elevent Grade Students' at Madrasah Aliyah Darus Sholah Jember*".

Demikian surat keterangan ini kami untuk dipergunakan sebagaimana mestinya.

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Jember, 20 Nopember 2023

Kepala Sekolah

Moh Hanif Lutfi, S.H.I., M.H.

## Appendix 5

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MA Darus Sholah

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Alokasi Waktu : 4 x 40 menit

Focus Pembelajaran : Vocabulary Mastery

Topik : Report Text

#### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutinya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sekitar dan alam dalam jangkauan pergaulan dan keberdayaannya
3. Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain.	3.21.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang <i>report text</i> . 3.21.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang <i>report text</i> . 3.21.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang <i>report text</i> .
4.21 Menyusun teks ilmiah faktual ( <i>report teks</i> ), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.	4.21.1 Menyusun/menulis kembali konten hasil diskusi dari text yang diberikan dan dituangkan kedalam bentuk text ilmiah <i>report text</i> . 4.21.2 Mempresentasikan text ilmiah <i>report text</i> yang telah disusun.

## C. Tujuan Pembelajaran

### First Meeting

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu:

1. Siswa dapat memahami tentang report text (meaning, language features, and generic structure of report text)
2. Siswa diharapkan mampu memahami dan menganalisis arti disetiap kata, kalimat, paragraph didalam report text.
3. Siswa dapat memahami seperti apa cara kerja metode anagram dalam pembelajaran materi report text.



## **Second Meeting**

Setelah menyelesaikan kegiatan pembelajaran dengan menggunakan metode anagram, peserta didik diharapkan mampu:

1. Siswa dapat mengidentifikasi language features, generic structure, and the purpose dari report text yang di sampaikan.
2. Siswa dapat memahami makna sebuah kata yang terdapat didalam teks yang disajikan.
3. Siswa dapat memahami dan menyusun kembali kata yang tepat dalam sebuah teks menjadi sebuah kata baru yang lain serta memahami maknanya.

### **D. Materi Pembelajaran**

#### 1. Definition of Report Text

Report text is a text which presents information about something generally, as it is. It is a result of systematic observation and analysis.

#### 2. Generic structure of Report Text

Report text terdiri dari dua susunan sistematis yaitu:

##### a. General Classification

Tahap awal ini merupakan pernyataan mengenai apa yang sedang dibahas secara umum.

##### b. Description

Tahap kedua ini merupakan sebuah inti yang menjelaskan detail dari general classification, bagian per bagian.

#### 3. Language features of Report Text

- a. Menunjukkan aspek secara umum
- b. Menggunakan Simple Present Tense
- c. Menggunakan conditional logical connection, seperti when, so, etc

#### 4. Example of Report Text 1 :

## **Volcano**

A volcano is a mountain that opens downward to a pool of molten rock below the surface of the earth. When pressure builds up, eruptions occur. There are more than 500 active volcanoes in the world. More than half of these volcanoes are part of the “Ring of Fire,” a region that encircles the Pacific Ocean.

An erupting volcano can trigger tsunamis, flash floods, earthquakes, mudflows and rockfalls. In an eruption, gases and rock shoot up through the opening and spill over or fill the air with lava fragments. Eruptions can cause lava flows, hot ash flows, mudslides, avalanches, falling ash and floods. Fresh volcanic ash, made of pulverized rock, can be harsh, acidic, gritty, glassy and smelly. The ash can cause damage to the lungs of older people, babies and people with respiratory problems.

The sound of an eruption volcano can be quiet and hissing or explosive and booming. The loud cracks rove hundreds of miles and do the most damage, including hearing loss and broken glass. Volcanic lightning occurs mostly within the cloud of ash during an eruption, and is created by the friction of the ash rushing to the surface. Roughly 200 accounts of this lightning have been witnessed live.

Translation :

### **Gunung berapi**

Gunung berapi adalah gunung yang membuka ke bawah ke genangan batuan cair di bawah permukaan bumi. Ketika tekanan meningkat, letusan terjadi. Terdapat lebih dari 500 gunung berapi aktif di dunia. Lebih dari separuh gunung berapi ini merupakan bagian dari “Cincin Api”, yaitu wilayah yang mengelilingi Samudera Pasifik.

Gunung berapi yang meletus dapat memicu tsunami, banjir bandang, gempa bumi, semburan lumpur, dan longsoran batu. Saat terjadi letusan, gas dan batuan menyembur melalui lubang tersebut dan tumpah atau memenuhi udara dengan pecahan lava. Letusan dapat menimbulkan aliran

lava, aliran abu panas, tanah longsor, longsor, jatuhan abu dan banjir. Abu vulkanik segar, terbuat dari batuan yang dihaluskan, bisa bersifat keras, asam, berpasir, seperti kaca, dan berbau. Abunya dapat menyebabkan kerusakan pada paru-paru orang lanjut usia, bayi, dan orang yang mengalami gangguan pernapasan.

Suara letusan gunung berapi bisa pelan dan mendesis, atau meledak dan menggelegar. Retakan keras tersebut menyebar ratusan mil dan menimbulkan kerusakan paling parah, termasuk gangguan pendengaran dan pecahan kaca. Petir vulkanik sebagian besar terjadi di dalam awan abu selama letusan, dan disebabkan oleh gesekan abu yang mengalir ke permukaan. Sekitar 200 laporan tentang petir ini telah disaksikan secara langsung.



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Example of Report Text 2 :

### **Eagle**

Eagles are large, powerfully built birds of prey, with a heavy head and beak. Even the smallest eagles, like the booted eagle (*Aquila pennata*) (which is comparable in size to a common buzzard (*Buteo buteo*) or red-tailed hawk (*B. jamaicensis*)), have relatively longer and more evenly broad wings, and more direct, faster flight – despite the reduced size of aerodynamic feathers.

Most eagles are larger than any other raptors apart from some vultures. The smallest species of eagle is the South Nicobar serpent eagle (*Spilornis klossi*), at 450 g (0.99 lb) and 40 cm (16 in). The largest species are discussed below.

Like all birds of prey, eagles have very large hooked beaks for ripping flesh from their prey, strong muscular legs, and powerful talons. The beak is typically heavier than that of most other birds of prey.

Eagles' eyes are extremely powerful, having up to 3.6 times human acuity for the martial eagle, which enables them to spot potential prey from a very long distance. This keen eyesight is primarily attributed to their extremely large pupils which ensure minimal diffraction (scattering) of the incoming light. The female of all known species of eagles is larger than the male

Translation :

### **Elang**

Elang adalah burung pemangsa yang besar dan bertubuh kekar, dengan kepala dan paruh yang berat. Bahkan elang terkecil sekalipun, seperti elang sepatu (*Aquila pennata*) (yang ukurannya sebanding dengan elang pada umumnya (*Buteo buteo*) atau elang ekor merah (*B. jamaicensis*)), memiliki sayap yang relatif lebih panjang dan lebarnya lebih merata, serta lebih banyak lagi. penerbangan langsung dan lebih cepat – meskipun ukuran bulu aerodinamisnya berkurang.

Kebanyakan elang berukuran lebih besar daripada burung pemangsa lainnya, kecuali beberapa burung nasar. Spesies elang terkecil adalah elang ular Nikobar Selatan (*Spilornis klossi*), dengan berat 450 g (0,99 lb) dan 40 cm (16 in). Spesies terbesar dibahas di bawah ini.

Seperti semua burung pemangsa, elang memiliki paruh bengkok yang sangat besar untuk merobek daging mangsanya, kaki berotot yang kuat, dan cakar yang kuat. Paruhnya biasanya lebih berat dibandingkan kebanyakan burung pemangsa lainnya.

Mata elang sangat kuat, memiliki ketajaman hingga 3,6 kali lipat ketajaman mata elang bela diri, yang memungkinkan mereka mengenali calon mangsa dari jarak yang sangat jauh. Penglihatan yang tajam ini terutama disebabkan oleh pupil mereka yang sangat besar sehingga meminimalkan difraksi (hamburan) dari cahaya yang masuk. Betina dari semua spesies elang yang diketahui berukuran lebih besar daripada elang jantan

#### **E. Metode/Teknik Pembelajaran**

Metode/Teknik : Anagram Games

#### **F. Media, Alat, Bahan dan Sumber Pembelajaran**

1. Media/Alat :

- Papan tulis
- Spidol
- Penghapus

2. Sumber Pembelajaran :

- Buku Paket kelas XI MA Darus Sholah
- <https://www.jagoanbahasainggris.com/2017/07/materi-dan-contoh-dialog-report-text-dalam-bahasa-inggris.html>

#### **G. Kegiatan Pembelajaran**

##### **First Meeting**

Step of teaching	Description	Time
Opening Activity	<ul style="list-style-type: none"> <li>- Teacher says Greeting to Students’.</li> <li>- Teacher asks the class leader to open the praying.</li> <li>- Checking the students’ attendance list</li> </ul>	5 minutes

	<ul style="list-style-type: none"> <li>- Teacher gives the learning goals to the students'</li> <li>- Teacher gives apperception and motivation</li> </ul>	
Main Activity	<ul style="list-style-type: none"> <li>- The teacher explains first what an anagram is, the use of the media, the function and purpose after using it.</li> <li>- The teacher explains the simple present tense first to the students.</li> <li>- The teacher gives examples of simple present tense to students.</li> <li>- Students begin to observe the characteristics and examples of simple present tense forms.</li> <li>- Teacher and students ask about the report text.</li> <li>- The teacher gives directions to students to be able to ask questions about the report text.</li> <li>- The teacher answers questions from students while explaining them.</li> <li>- The teacher explains the meaning, language features, general structure and purpose of the report text.</li> <li>- The teacher displays an example report text (Volcano) to students on the whiteboard</li> <li>- Students observe and read a sample report text together.</li> <li>- The teacher points to one of the students and asks the student about the general structure and meaning of vocabulary related to the example report text.</li> </ul>	30 minutes
Closing	<ul style="list-style-type: none"> <li>- The teacher asked the students' difficulty</li> </ul>	5

	<ul style="list-style-type: none"> <li>- The teacher gave the conclusion about the lesson</li> <li>- The teacher closed the lesson</li> </ul>	minutes
--	---	---------

### Second Meeting

Step of teaching	Description	Time
Opening Activity	<ul style="list-style-type: none"> <li>- Teacher says Greeting to Students’.</li> <li>- Teacher asks the class leader to open the praying.</li> <li>- Checking the students’ attendance list</li> <li>- Teacher gives the learning goals to the students’</li> <li>- Teacher gives apperception and motivation</li> </ul>	5 minutes
Main Activity	<ul style="list-style-type: none"> <li>- Review the report text.</li> <li>- Ask students to form groups, each group consists of 6 students.</li> <li>- Students are divided into 3 groups and asked to read together.</li> <li>- The teacher explains the simple present tense first to the students.</li> <li>- The teacher gives examples of simple present tense to students.</li> <li>- Students begin to observe the characteristics and examples of simple present tense forms.</li> <li>- Teacher and students ask about the report text.</li> <li>- The teacher gives directions to students to be able to ask questions about the report text.</li> <li>- The teacher answers questions from students</li> </ul>	30 minutes

	<p>while explaining them.</p> <ul style="list-style-type: none"> <li>- The teacher explains the meaning, linguistic characteristics, general structure and purpose of the report text.</li> <li>- The teacher displays a sample report text (Eagles) to students on the whiteboard.</li> <li>- Students observe and read a sample report text together.</li> <li>- The teacher appoints each group to look for new vocabulary forms from the reading that has been presented and arrange random words into complete and correct words.</li> <li>- While correcting, the group that answers the most will be rewarded in the form of snacks and applause.</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>- The teacher asked the students' difficulty</li> <li>- The teacher gave the conclusion about the lesson</li> <li>- The teacher closed the lesson</li> </ul>	5 minutes

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**H. Evaluasi**



Part A :  $5 \times 4 = 20$

Part B :  $5 \times 4 = 20$

Part C :  $5 \times 4 = 20$

Part D :  $5 \times 4 = 20$

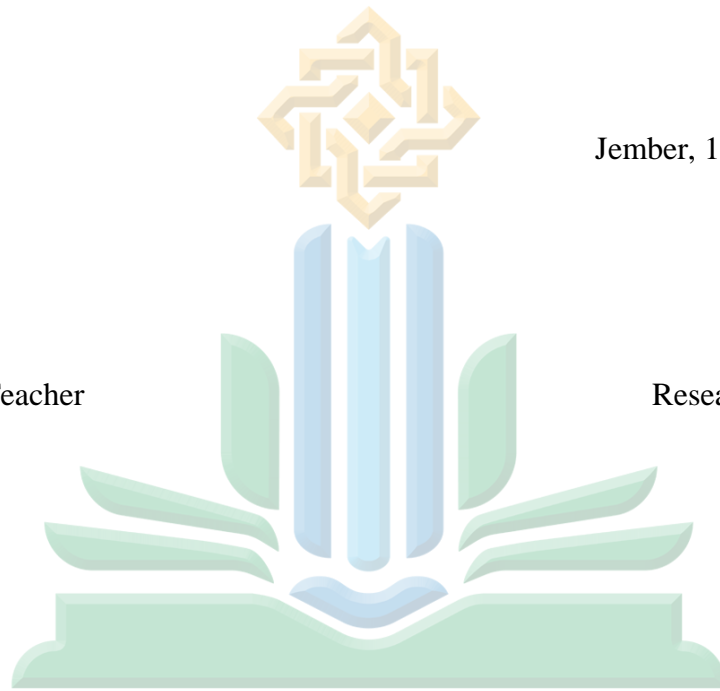
Part E :  $5 \times 4 = 20$

Total Score : Part A + Part B + Part C + Part D + Part E

Jember, 1 November 2023

English Teacher

Researcher



Abdul Majid, S.Pd

NIP.

Muhammad Firmansyah Alfajri







NIM. T20196007



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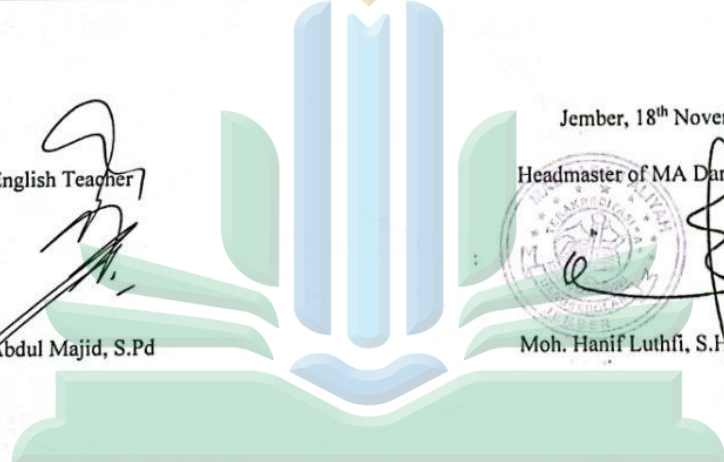
Appendix 6

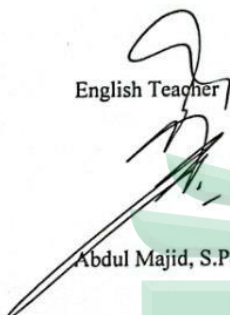
JOURNAL OF RESEARCH


Name : Muhammad Firmansyah Alfajri  
 NIM : T20196007  
 Title : Enhancing Vocabulary Achievement Through Anagram Games Towards Eleventh Grade Students' at Madrasah Aliyah Darus Sholah Jember  
 Location : MA Darus Sholah Jember

No	Date	Activity	Paraf
1.	Monday, 30 October 2023	The researcher gives a research permit to the school and observes the classroom activity at the eleventh grade students.	
2.	Tuesday, 31 <sup>th</sup> October 2023	Interview with the English teacher about the teaching activities and the ability of the tenth grade at Madrasah Aliyah Darus Sholah Jember in language learning.	
3.	Wednesday, 1 <sup>st</sup> November 2023	The researcher gives the pre-test to the students.	
4.	Thursday, 2 <sup>nd</sup> November 2023	The researcher explain about the Report Text material and Anagram Games as a media to the students.	
5.	Monday, 6 <sup>th</sup> November 2023	The researcher explain the Report Text material and implementing Anagram Games as a media during teaching and learning process in the classroom.	
6.	Tuesday, 7 <sup>th</sup> November 2023	The researcher continued the explanation about the Report	

		Text material and gives some questions in order to know the ability and to remember students associated with previous learning.	
7.	Wednesday, 8 <sup>th</sup> November 2023	The researcher conducted the post-test to the students at eleventh grade of Madrasah Aliyah Darus Sholah Jember in order to know the increasing abilities of the students.	
8.	Monday, 20 November 2023	The researcher asking for a letter of research finishing.	



English Teacher  
  
 Abdul Majid, S.Pd

Jember, 18<sup>th</sup> November 2023  
 Headmaster of MA Darus Sholah  
  
 Moh. Hanif Luthfi, S.P., I. M. H.

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## VALIDATION SHEET



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

**VALIDATION FORM OF TEST**

Berilah tanda centang pada kolom dibawah bila soal yang ditelaah sudah sesuai dengan kriteria, kurang ataupun tidak.

Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

NO	PERTANYAAN	VALID	KURANG VALID	TIDAK VALID	KOMENTAR
1.	Apakah instrumen penelitian sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI ?	✓			
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas ?	✓			
3.	Apakah instruksi dapat dipahami siswa ?	✓			
4.	Apakah alokasi waktu dengan soal yang disediakan sesuai ?	✓			
5.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur ?	✓			
6.	Apakah instruksinya sudah sesuai dengan kisi-kisi ?	✓			

**Catatan :**

.....

.....

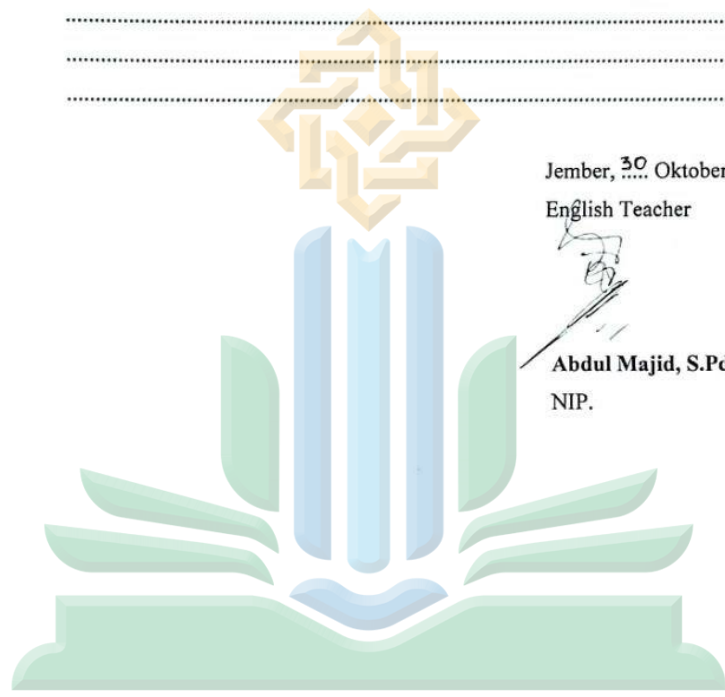
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Jember, 30 Oktober 2023  
English Teacher

**Abdul Majid, S.Pd,**  
NIP.

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Appendix 8

**PRE TEST**

Name :

Class :

**I. Rearrange the letters below after that fill in the blank with the appropriate anagram to complete the sentence.**

*ocean*

*flow*

*rock*

*live*

*region*

**Example:** Rangga is reading newspaper *won* behind the house

Rangga is reading newspaper *now* behind the house

1. The officer opened the.... in the basement so that the fluid could flow smoothly. **CORK**
2. The people of Sleman.... warnings from PVMBG officer (Pusat Vulkanologi & Mitigasi Bencana Geologi) that a volcanic eruption would occur within 2 days. **IGNORE**
3. Yesterday many.... in the Mumbulsari Jember got sick and died because they infected by the Bird Flu virus. **FOWL**
4. The family of the murder victim could not forgive the perpetrator because he was very.... **EVIL**
5. The tourists boarded.... with a tour guide to go to Komodo Island. **CANOE**

**II. Remove one or more alphabets from the keyword and transpose the remaining alphabets into the new word.**

**Example :** Key word: LABEL

Definition: Can do something

New word: Able

1. Keyword : TRIGGER  
Definition : A circular object made of rubber that is attached to a wheel (bicycles, cars and other vehicles)  
New word : .... **TIRE (Noun)**
2. Keyword : MOLTEN  
Definition : High and low sound  
New word : .... **TONE (Noun)**
3. Keyword : PRESSURE  
Definition : Make into a powder by breaking up or cause to become dust  
New word : .... **PULVERIZE (Verb)**
4. Keyword : DAMAGE  
Definition : Reduced to liquid form by heating  
New word : .... **MOLTEN (Adj)**
5. Keyword : FLOWS  
Definition : Close to the bottom; not high  
New word : .... **LOW (Adv)**

**III. Change the order of the letters of a word below or remove some letters to form another word based on the clue.**

**Example:** NOTE

Clue : Quality of a sound or voice

Real Word : Tone

1. Word : ERUPTIONS  
Clue : Mark to indicate a direction or relation  
New Word : .... **POINTER (Noun)**
2. Word : FLOWS  
Clue : With high volume  
New Word : .... **LOUD (Adj)**

3. Word : FRAGMENT

Clue : Acquire or deserve by one's efforts or actions

New Word : .... **EARN (Verb)**

4. Word : RESPIRATORY

Clue : Someone who robs at the sea

New Word : .... **PIRATES (Noun)**

5. Word : EARTHQUAKES

Clue : Present or ready for immediate use

New Word : .... **AVAILABLE (Adv)**

**IV. Write in the blanks the names of things hidden in the words and arrange the jumbled alphabet into new words.**

Example :

NO	JUMBLE ALPHABET	NEW WORD	MEANING	P.O.S
1	Walter on me	Watermelon	Semangka	Noun
2	Rape	Pear	Pir	Noun
3	Gaper	Grape	Anggur	Noun

Task :

NO	JUMBLE ALPHABET	NEW WORD	MEANING	P.O.S
1	Sound	<b>Udons</b>	<b>Makanan Jepang</b>	<b>N</b>
2	Cause	<b>Sauce</b>	<b>Saos</b>	<b>N</b>
3	Fire	<b>Rife</b>	<b>Penuh</b>	<b>Adj</b>
4	Rove	<b>Over</b>	<b>Lebih</b>	<b>Adv</b>
5	Miles	<b>Smile</b>	<b>Senyum</b>	<b>V</b>



**V. Form other words from the key word given then give the meaning of each words.**

NO	WORDS	NEW WORDS	MEANING	P.O.S
1	Eruption	- Pointer - Input - Routine - In	- Penunjuk - Memasukkan - Rutin - Didalam	- N - V - Adj - Adv
2	Fragments	- Frame - Earn - Near - As	- Bingkai - Meraih - Dekat - Sebagai	- N - V - Adj - Adv
3	Surface	- Face - Rase - Far - Sure	- Wajah - Meruntuhkan - Jauh - Tentu	- N - V - Adj - Adv
4	Respiratory	- Airport - Pair - Pat - Or	- Bandara - Memasangkan - Tepat - Atau	- N - V - Adj - Adv
5	Accounts	- Cactus - Count - Out - On	- Kaktus - Menghitung - Keluar - Diatas	- N - V - Adj - Adv

Appendix 9

**POST TEST**

Name :

Class :

**I. Rearrange the letters below after that fill in the blank with the appropriate anagram to complete the sentence.**

*knee*

*swing*

*raptor*

*credit*

*spot*

**Example:** Rangga is reading newspaper *won*

Rangga is reading newspaper *now*

1. My brother took a photo with a.... at the zoo yesterday. **PARROT**
2. The bat's.... deformed after hitting a big tree last night. **WINGS**
3. Michael will.... his graduation photo on his instagram feed. **POST**
4. Eagle has.... eyesight which makes it easier to stalk their target.

**KEEN**

5. She gave me.... instructions to finish our group assignment.

**DIRECT**

**II. Remove one or more alphabets from the keyword and transpose the remaining alphabets into the new word.**

**Example :** Key word: LABEL

Definition: Can do something

New word: Able

1. Keyword : FEATHERS

Definition : Kind of planet where human live there

New word : .... **EARTH (Noun)**

2. Keyword : RAPTORS  
Definition : Designed to catch and retain animal  
New word : .... **TRAP (Noun)**
3. Keyword : POWERFUL  
Definition : Move liquid objects into other containers such as cups, bowls and etc  
New word : .... **POUR (Verb)**
4. Keyword : DIFFRACTION  
Definition : Separate with great distance, need more time and space  
New word : .... **FAR (Adj)**
5. Keyword : DISTANCE  
Definition : As a link to mark everything from earlier to now  
New word : ..... **SINCE (Adv)**

**III. Change the order of the letters of a word below or remove some letters to form another word based on the clue.**

**Example:** NOTE

Clue : Quality of a sound or voice

Real Word : Tone

1. Word : DIRECT  
Clue : Small cube which each side has different number  
New Word : .... **DICE (Noun)**
2. Word : POTENTIAL  
Clue : Having no one else  
New Word : .... **ALONE (Adj)**
3. Word : SERPENT  
Clue : pay to use something in temporary  
New Word : .... **RENT (Verb)**

4. Word : DISTANCE

Clue : a small animal which generally has one or two pairs of wings

New Word : .... **INSECT (Noun)**

5. Word : DIFFRACTION

Clue : A closed situation

New Word : .... **IN (Adv)**

**IV. Write in the blanks the names of things hidden in the words and arrange the jumbled alphabet into new words.**

Example :

NO	JUMBLE ALPHABET	NEW WORD	MEANING	P.O.S
1	Walter on me	Watermelon	Semangka	Noun
2	Rape	Pear	Pir	Noun
3	Gaper	Grape	Anggur	Noun

Task :

NO	JUMBLE ALPHABET	NEW WORD	MEANING	P.O.S
1	Lesage	Eagles	Kawanan Elang	N
2	Bake	Beak	Paruh	N
3	Glare	Large	Besar	Adj
4	Frate	After	Setelah	Adv
5	Ebak	Bake	Panggang (Kue)	V

V. Form other words from the key word given then give the meaning of each words.

NO	WORDS	NEW WORDS	MEANING	P.O.S
1	Feathers	- Father - Eat - Fat - After	- Ayah - Makan - Gemuk - Setelah	- N - V - Adj - Adv
2	Raptors	- Parrot - Post - Top - As	- Kakak tua - Memajang - Teratas - Sebagai	- N - V - Adj - Adv
3	Powerful	- Owl - Pour - Pure - Low	- Burung Hantu - Menuang - Murni - Rendah	- N - V - Adj - Adv
4	Diffraction	- Craft - Act - Far - In	- Kerajinan - Bertindak - Jauh - Didalam	- N - V - Adj - Adv
5	Distance	- Case - Stand - Ace - Since	- Kasus - Berdiri - Ulung - Sejak	- N - V - Adj - Adv

Appendix 10

**INTERVIEW WITH THE TEACHER**

No	Question	Answer
1	What Curriculum is used at MA Darus Sholah?	This school uses the K13 curriculum
2	How many times is English taught a week?	English is taught twice a week on Wednesdays and Thursdays
3	How many times is allocated for learning in one meeting?	The time allocation is 2x40 minutes
4	What's the problems that students face for now?	Students have problems in their ability to learn basic English lessons. they are poor at understanding texts, reading literature, or talking to their friends using English. From this, I think students are not yet able to master English vocabulary completely. So they then lack confidence in their activities when learning activities use English and also find it difficult to answer related questions.
5	How do you solve this problem?	I do many things to train students' ability to master their own vocabulary, such as asking students to bring a dictionary so they can look for difficult words and interpret them using a dictionary, or for those who have electronic devices they can use online translation.
6	Of all the classes, which class experiences the most difficulties in	Among the classes, the one class that most often complains about

	mastering about vocabularies?	difficulties in learning English due to a lack of vocabulary and having low test scores is class XI Science Class. Because almost half of the 19 students in that class are my focus now on giving more attention and treatment than other classes in learning English, especially vocabulary mastery. Plus, they always feel bored and sleepy during class.
7	How do you teach vocabulary mastery to every student in the class?	I just order students to always bring a dictionary every time they take English lessons and tell them to try to memorize 10 words at every class meeting.
8	What is the minimum standard score on a reading test?	it is a score of 70
9	Have you ever implemented anagram games as the method in teaching English?	no, I do not have. But I think it's a good idea. We can try it as a learning method that will be very helpful during English learning classes, especially for students who often complain. Who knows, they might be more enthusiastic, not sleepy, not bored when studying. It is a good idea that can be used as an alternative strategy in teaching and learning English.

Appendix 11

**OBSERVATION CHECKLIST Meeting 1**

No	Indicator	Criteria				
		1	2	3	4	5
1	Students' pay attention when the teacher is doing teaching and learning in the class			V		
2	Students' can read the material that is given by the teacher			V		
3	Students were enthusiastic in finding new vocabulary by applied the anagram games			V		
4	Students try to find difficult vocabulary			V		
5	Students were understood how to implemented the anagram games which related to the material		V			

No	Criteria	Percentage
1	Very Poor	0 % - 20 %
2	Poor	20 % - 40 %
3	Fair	40 % - 60 %
4	Good	60 % - 80 %
5	Very Good	80 % - 100 %

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

$$P = \frac{14}{25} \times 100\%$$

$$= 56 \%$$



### OBSERVATION CHECKLIST Meeting 2

No	Indicator	Criteria				
		1	2	3	4	5
1	Students' pay attention when the teacher is doing teaching and learning in the class			V		
2	Students' can read the material that is given by the teacher				V	
3	Students were enthusiastic in finding new vocabulary by applied the anagram games			V		
4	Students try to find difficult vocabulary				V	
5	Students were understood how to implemented the anagram games which related to the material				V	

No	Criteria	Percentage
1	Very Poor	0 % - 20 %
2	Poor	20 % - 40 %
3	Fair	40 % - 60 %
4	Good	60 % - 80 %
5	Very Good	80 % - 100 %

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

$$P = \frac{18}{25} \times 100\%$$

$$= 72 \%$$

### OBSERVATION CHECKLIST Meeting 3

No	Indicator	Criteria				
		1	2	3	4	5
1	Students' pay attention when the teacher is doing teaching and learning in the class				V	
2	Students' can read the material that is given by the teacher				V	
3	Students were enthusiastic in finding new vocabulary by applied the anagram games				V	
4	Students try to find difficult vocabulary				V	
5	Students were understood how to implemented the anagram games which related to the material				V	

No	Criteria	Percentage
1	Very Poor	0 % - 20 %
2	Poor	20 % - 40 %
3	Fair	40 % - 60 %
4	Good	60 % - 80 %
5	Very Good	80 % - 100 %

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

$$P = \frac{20}{25} \times 100\%$$

$$= 80 \%$$

Appendix 12



**Picture 1**  
**Interview with English Teacher**



**Picture 2**  
**Students' are do the Pre-Test**



**Picture 3**  
**Researcher giving Explanation and Implementing the Anagram Games**



**Picture 4**

**Learning process in the class with the students'**



**Picture 5**

**Students' are do the Post-Test**

## CURRICULUM VITAE



### Personal Information

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### Educational Backgrounds

2004-2006	TK MA'ARIF BONDOWOSO
2006-2012	SD NEGERI SEKARPUTIH 02
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