THE EFFECTIVENESS OF ANAGRAM MEDIA TO INCREASE STUDENTS' VOCABULARY AT TENTH GRADE OF STUDENTS SENIOR HIGH SCHOOL 8 JAMBI CITY

A THESIS

Submitted as a Partai Fullfillmental of the requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education

Write By :

FEBI HARIATI

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

BATANGHARI UNIVERSITY

JAMBI

2023

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APPROVAL

The advisor of this thesis stated that the thesis entitled "The Effectiveness Of Anagram Media To Increase Students' Vocabulary At Tenth Grade Of Students Senior High School 8 Jambi City" which was conducted by:

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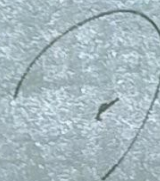
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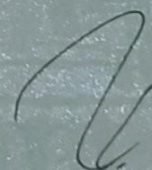
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LETTER OF RATIFICATION

The thesis has been defended before the thesis examiner of the english education study program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2022/2023 on:

Day   : Thursday

Date   : February 16th, 2023

Time   : 09.00 until 11.00

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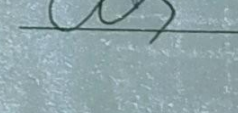
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DECLARATION

I am the undersigned belong in here :

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Gender : Female

Study Program : English Language Education

States that :

1. the thesis that I have written with the title " The Effectiveness of Anagram Media to Increase Students' Vocabulary at Tenth Grade of Students Senior High School 8 Jambi City", is original and has never been submitted for an academic degree either at Batanghari Universitas or at any other tertiary institution.

2. This thesis is purely my own ideas, and formulation, without any unauthorized assistance from other parties, except for the direction of the advisor team.

3. In this thesis, there are no works or opinions that have been published by unless they are clearly quoted as a references with the name of the author mentioned and listed in the bibliography.

4. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, March 17th, 2023

(Febi Hariati)

MOTTO

"For the Lord gives wisdom; from his mouth come knowledge and understanding".

(Proverbs 2:6)

"You are all people who wrote your own history. And because you all work so hard, you will become extraordinary people".

(NCT Taeyong)

"Try for yourself, because only yourself knows how big your efforts are".
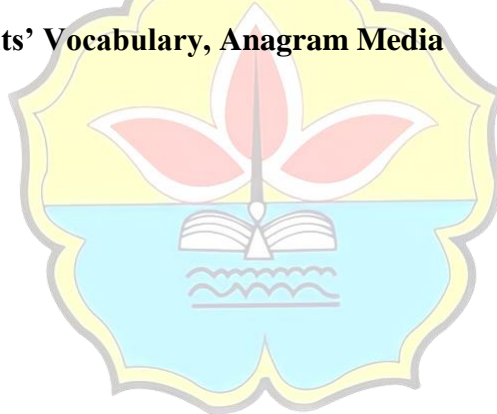
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ABSTRACT

**Hariati, F. 2023. The Effectiveness Anagram Media to Increase Students'
Vocabulary At Tenth Grade of Students Senior High School 8 Jambi in
Academic Year 2022/2023. A Thesis. English Education Program Teacher
Training Education Faculty Batanghari University Jambi. The First Advisor
Dr. Yanti Ismiyati S.Pd., M.Pd. The Second Advisor Efa Silfia M.Pd**

There are four abilities which are emphasised in language, mainly English
particulary reading, writing, speaking, and listening. This research is quantitative research
design. a quantitative research is a mean for testing objective theories by examining the
relationship among variables. The result was to get empirical evidence about the effect of
using anagram media on students' vocabulary at tenth grade of senior high school 8
Jambi city in 2022/2023 academic year. It can be seen from the data with statistical
hypothesis of significance level 5% which is calculated by using SPSS 21 version showed
that the mean score of experimental class after being taught by anagram technique 76,05
and it was higher than the mean score before using anagram technique, it was 61,83. The
data analysis, moreover, showed the sig. 2-tailde (ρ) α 0,939 0,05. It means that null
hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. Therefore,
anagram technique shows the medium effect in improving the students' vocabulary.

Keywords: Students' Vocabulary, Anagram Media

ACKNOWLEDGEMENT

First of all, from my deepest heart I express my gratitude to God Jesus for blessing and giving me chance to finish this thesis entitle "The Effectivenees Of Anagram Media to Increase Students' Vocabulary At Tenth Grade Of Students Senior High School 8 Jambi City".

This thesis finished because of the helping of many person. Therefore, the researcher would like to send her great honor and deepest gratitude to :

1. Thanks to my lovely dovey Mr. Sinto Simanungkalit and Mrs. Linda Manurung as my parents, thank you for the support and funds spent without the slighest strings attached. Even though your child every day makes your hearts upset because you think about the future of your child.

2. Thank you to Febi Ariani as my twin who I wanted to bother while I was working on this thesis, and also my little sister Hana Vera who was willing to bother me in terms of improving my thesis and who was willing to stay up all night to accompany me in writing my thesis, and my youngest brother Daniel Fermando, thank you for coming into my life, even though you didn't do anything, I wanted to include your name in my thesis.

3. Dr. Herri, SE, MBA., as the Pj Rector of Batanghari University.

4. Dr. H. Abdoel Gafar S.Pd., M.Pd. as the Dean of Teachers Training and Education Faculty batangharii University.

5. Ridho Praja Dinata, M.Pd. as Chairman of English Language Education Departement.

6. Dr. Yanti Ismiyati S.Pd., M.Pd, as the first advisor and, Efa Silfia, M.Pd, as second advisor in completing this thesis through the guidance and

direction as well as the encouragement that are very useful and helpful for the preparation and writing of this thesis.

7. All the lectures on the English Departmenet of Batanghari University who have given their knoowledge during her study at English Department of Batanghari University.

8. All teachers and staffs at senior High School 8 Jambi City who have given their help during the research at Senior High School 8 Jambi City.

9. Thank you to all my friends in BPN Group's, My Twin Febi Ariani (Kaan), My Galaxy Anggun Kristina (Zubaidah), My Ahjummah Hervina Rosmeina (Pinaan), My Srintil Sri Rezeky (Shrek) for your support.

10. Thank you to all my friends in English Department 2019 for your support especially English Class A2.

11. My best friends Sania's Club, Zeriska Putri (Cikoong), Sania Mawarni (Kyuuutie), Suci Rahmawati (Sucay), Nur Anisah (Ms Nisoooong). Thank you for being my best friend during college, and thank you for wanting to hear my complaints during college.

12. Thank you Riama Elisa for being a silent witness in the preparation of my thesis.

13. Thank you to the good thing that always come with it as well as to the friends that I can't mention one by one. Thank you every good person who always supported me and gave me a positive energy.

14. Thanks to 8 members of EXO (Chanyeol Park), 23 members of NCT (Jeno Lee), 13 members of Seventeen (Wonwoo Jeon), 10 members of Treasure (Junkyu Kim), 5 members of Apink (Chorong Park), 8 members of SNSD

(Yuri Kwon), 4 members of Blackpink (Jennie Kim), 11 members of Wannaone (Jihoon Park) who have provided performances, songs, dances, entertaintment to relieve fatigue in writing this thesis.

15. Thank you to Veronica (my favorite motorcycle) for accompaniying me until now, willing to brave the heat and rain for my education.

16. Last, I want to thanks for myself, I want to thank myself for believing in myself be able to get to this point, thank you for working hard, thank you for not giving up, thank you for still being able to finish college even thought you are studying while working, thank you for being strong day and always being grateful.

Last but not least, the writer realized that this thesis is far being perfect. Therefore, it is a pleasure for her to have critique and suggestion to make this thesis better and useful for the further research.
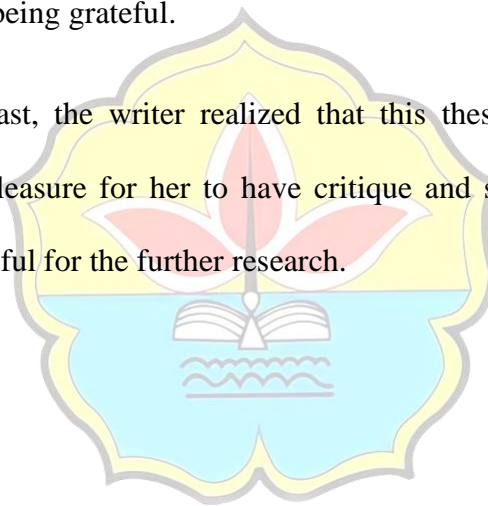
Jambi, March 17th 2023

The Researcher

Febi Hariati

NIM: 1900888203027

DEDICATION

In the name of Jesus Christ, all praise is to Jesus, the lord of the universe, who has bestowed strengtht and health upon the researcher finishing this thesis entitled "The Effectiveness Of Anagram Media to Increase Students' Vocabulary At Tenth Grade Students High School 8 Jambi City."

In completing this thesis, I would like to thank my beloved parents, for being my inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. The first time I dedicated this thesis to my father, Mr. Sinto Simanungkalit. Then I also dedicated this thesis to my mother Mrs. Linda Manurung.

I dedicated this thesis to my beloved sister, Febi Ariani and Hana Vera, and my brother Daniel Fermando, who always support me to finish this thesis.

I would like to dedicated this thesis to lectures and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

I would like to dedicated this thesis to my friends, without their support I may not finished this thesis.

Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting for just being me at aal times

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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Language become the most important thing in human life. Because we are as human an interaction where we use the language communicate. Since English as an international language, people all over the world needed to learn English. In Indonesia English is taught in elementary until university level. But in fact, even though English is taught for a long time period, most of the people still confused to respond with English. One of the obstacles by respond in English is because the people lack of vocabulary.

Vocabulary is one of the most crucial elements in a language. Because without vocabulary we cannot deliver a message, especially in English that becomes a fiireign language in Indonesia. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Some of the people think that grammar is more important than vocabulary. For instance, people will not talk in English just because they are afraid to take a risk with wrong grammar. Since the learning of a language is most commonly identified with acquiring mastery of its grammatical system, it is not at all surprising that most textbooks have a grammatical or 'structural' organization. As a result the introduction of vocabulary that could be used by the learner in everyday conversation is often omitted or negleted. Whereas in learning English vocabulary plays more important role than grammar.

Vocabulary is the basic of English lesson that make us understanding what we write. According to Linse (2005), vocabulary is also the collection of words that individuals knows. So, vocabulary is all the words known and used by particular person. It means that vocabulary is one of the key that must be comprehended by the students if they want to have a good knowledge in the four skills, vocabulary learning is that if the learning is enjoyable, then it can be memorable Phillip (1993). According to vocabulary researchers is aset of familiar words within a person language. A vocabulary usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenge in learning.

Based on the researchers review in the Senior high School 8 Jambi City, researcher got difficulties in comprehending vocabulary. The difficulties were students did not know the meaning of words in a sentence, they had a lack of vocabulary because students were difficult to memorize the word and also lazy to memorize. When researcher asked them to find the difficult words and researcher gave the meaning of word the students still asked the meaning whereas the researcher has translated it. The problems above appeared in the assumption the use of strategy. So to solve this problem the teacher should be creative to provide fun and meaningful teaching and learning process, On of the ways to do that is teaching vocabulary through a technique.

Through a proper technique, the students will feel relax and enjoy while learning and it can make them easier to understand the material. Also gives the students unconsciously learning, so they learn without they realized it. There are so many games to teach vocabulary, and one of them anagram. According in

Bachtiar (2014), the term anagram is a word or phrase letter which can be arranged into another word or phrases. For example, orchestra can be arranged into *carthorse*. So the students will know the new vocabulary after re-arranging the word. This game can used to teach or review the vocabulary properly.

Based on the background above, the researcher intends to conduct an experimental research entitled "The Effectiveness of Anagram Media to Increase Students' Vocabulary at Tenth Grade Students of Senior High School 8 Jambi City".

1.2 Identification of the Problem

From background research, researcher identif some factors that cause the difficulties in teaching and learning vocabulary such as:

1. The students have lack of vocabulary knowledge because they cannot caught the lesson well.
2. The way the teacher teaches vocabulary make the students bored because of monotonous teaching.
3. The way the students learn influence the students' vocabulary because how they learn determine how the result.

1.3 Limitation of the Problem

Based on the problems, the researcher limits this research on the effect of anagram on students' vocabulary at tenth grade students of senior high school 8 Jambi City.

1.4 Formulation of the Problem

Considering the problems in teaching and learning vocabulary, this research is purposed to answer the following question:

"Is there any effect of Anagram media to increase students vocabulary at tenth grade of senior high school 8 Jambi City?"

1.5 Objective of the Research

The objective of this research is to find out the effect of anagram to increase students' vocabulary at tenth grade students of senior high school 8 Jambi City.

1.6 Significant of the Research

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

1. For the teacher

Through this study hoped that the teacher can teach vocabulary effectively and decide whatthe best method to teach vocabulary considering the students' characteristics.

2. For the students

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

3. For the readers

This study hoped can used additional reference to conduct a research an English teaching process.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follow:

1. Anagram

An anagram game is a type of phrase sport by rearranging the letters of a word or phrase into a new word or phrase, the use of all of the unique letters exactly as soon as (Collins and Bachtiar, 2014).

2. Vocabulary

Vocabulary is a mixture of phrases that a person is aware of and uses in a selected language (Hornby 2006:1645). There are four abilities which are emphasised in language, mainly English, particulary reading, writing, speaking, and listening. However, those four abilities may be mastered if language learners can master sufficient vocabulary to help them recognize and master the language. Which means learning a language can't be separated from studying vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Vocabulary

There are four abilities which are emphasised in language, mainly English particulary reading, writing, speaking, and listening. However, those four abilities may be mastered if language learners can master sufficient vocabulary to help them recognize and master the language. Which means learning a language can't be separate from studying vocabulary.

2.1.1. Definition of Vocabulary

In a language especially English, there are four skills should be learned, they are listening, speaking, reading and writing. But there is one component which need to be learned if someone wants to master English. It is vocabulary.

Dowdowski (1982) The meaning of vocabulary is all the words contained in a language. Vocabulary is all available words, both active vocabulary used by readers and writers and passive vocabulary used by readers and listeners. Swanell (1986:633) The meanuing of vocabulary or the use of words in language, books, essays or branches of knowledge and arrangement of words in language. Ulrich (2007: 3) in his book reveals that "Wörter sind unser Tor zur Welt, Wörter sind unser Weg zu den Menschen: Sie ermöglichen uns das Denken, sie sind die Grundlage unserer Verständigung miteinander". This explanation explains that words are our gateway to the world, words are a means of establishing communication among humans: words allow us to think, words are the basis for

communicating with each other. I think vocabulary is a collection of words that are part of a particular language and are used to construct sentences.

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

2.1.2 The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learnersbecause a limited vocabulary in a second language impedes successful communication.Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language". Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and,conversely, language use leads to an increase in vocabulary knowledge.

The importance of vocabulary is demonstrateddaily in and out the school. In classroom,the achieving students possess the most sufficient vocabulary. Researchers such as Laufer, at all (2011) and others have realised that the acquisition of vocabularyis essential for successful second language use and plays an important role in the formationof complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking,

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reading, and writing Nation (2011). Rivers and Nunan (1991), furthermore, argue that be acquisition of an adequate vocabulary is esential for succesfull second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

On the other hand, vocabulary has been acknowledged as L2 learners' greatest angle source of problems (Meara, 1980). This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not haverulesthe learners may follow to acquire and develop their knowledge. In other words, it is notclear in L2 vocabulary learning what rules apply or which vocabulary items should be learnedfirst. Oxford (1990) also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings". Despite these difficulties that language learners face in learn vocabulary, they still have to deal with it in their examinations as "vocabulary has tradition ally been of the language components measured in language test" (Schmitt, 1998).

2.1.3 Kinds of Vocabulary

A learner of a language should learn word classes that belong to a language. The language learners are able to modify and acquire more vocabulary if they know the word classes. The word class can change by modifying. Different kinds or classes of the words are called Parts of Speech. Parts of speech are differentiated into nouns, pronouns, verbs, adjectives, adverbs, prepositions,

conjunctions, and determiners. The main focus of this research is in teaching content words such as nouns, verbs, adjectives, and adverbs. Here are further explanations about them

a. Noun

Nouns are all the words that used for naming a person, place or thing. There several kinds of nouns such as proper nouns, common nouns, collective nouns, abstract nouns, concrete nouns, countable nouns, and uncountable nouns. The main focus of this research is about concrete nouns. Concerete nouns are nouns that can be seen, smelled, felt, tested, or touched by our sense.

b. Verbs

Verbs are words that express an action of a person or an animal. The position of a verb in a sentence is very important that it describes the action whiich is done by the subject.

c. Adjectives

Adjectives are used to describe a person, animal, place or thing (noun), or to tell the number or quantity.

d. Adverbs

Adverbs are words that are used to modifybthe meaning of a verb, an adjective, or another adverb to explain how and when something happens. Adverbs are divided into several kinds, there are adverbs of time, adverbs of frequency, adverbs of place, adverbs of manner, adverbs of degree quantity, adverbs of affirmation or negation, and adverbs of reason.
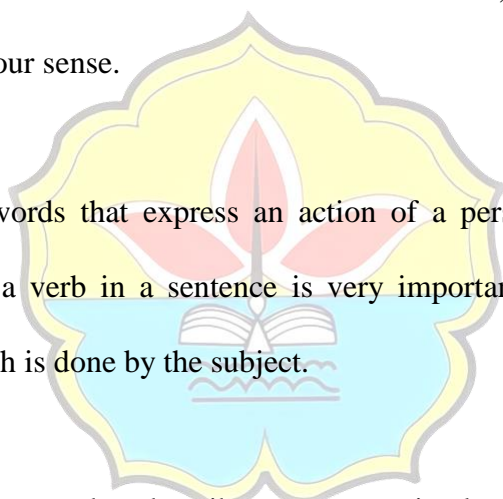
2.1.4 The Aspect Vocabulary

According to lado as cited in Mardianawati in the aspects of vocabulary that can learnt by the learners are follow :

a) Meaning

In learning foreign language, students should know the meaning of word. Knowing the meaning of the word will make students easier to communicate on written or oral.

b) Spelling

Spelling in the writing of a words with the necessary letters and diacritics present in an accepted standard order an arrangement of letters that form of a word of parts the process forming words by putting letters together. In learning vocabulary, spelling is very important. It can be tighten the connection between sound and letters. Spelling and listening also have a common factor, profiency with language.

c) Pronounciation

This will mean learning some symbols which are different from the letters of the English alphabet. Students really want to be able to speak English well with a good pronounciation so that they can communicate with others hindrance. Pronounciation the words also enables student's to remember it longer and identify it more really when it is hear oor read.

d) Word Classes

Word classes (alternatively part of speech) describes the category or grammatically behavior of a word. Word class usually abbreviation n:

noun, adj: adjective, etc. whether a noun is countable or uncountable, whether a verb is normally transitive (needs an object) or intransitive (doesn.t needs an object)

e) Word Use

Word use is how a word, phrase, or concept is used in language. Word use may involve grammar and thus become the subject or profound analysis.

Based on the statement above the researcher, it can be inferred the learners should master word of the language because language consist of words. Having mastered a large number of word, they will be able to express thwir ideas in the language approximately.

2.1.5 Assesment of Vocabulary

The assessment of students knowledge of word meanings,what we generally call vocabulary assessment, is as old as reading assessment itself. (Ibadurrahman, 2012) state that vocabulary assessment will help teachers to get information on how much vocabulary learning has taken place in the class, and whether the teaching has been effective or not. It is important to determine the reasons of assessing vocabulary to make the assessment precise.

In an analysis of vocabulary assessment for ESL learners, Read (2000) identified three continua for designing and evaluating vocabulary assesment:

a. **Discrete – embedded**

This distinction addresses whether vocabulary is regarded as a separate construct with its own separate set of test items and its owr: score report, which is

the discrete end of the continuum, or whether vocabulary is an embedded construct that contributes to, but is not regarded as separate from, the larger construct of text comprehension. As is typical of norm referenced reading tests, these subtest allow o vocabulary to be reported both as a separate score as a part of a combined reading score that is some aggregate of vocabulary plus some other reading subscores, most notably comprehension. The vocabulary level test (Nation, 1990:1) is a good example of a discreate test, in that it is intended to estimate the size of a learner's vocabulary using a sample of high -frequency English words. The simple structure of the test items, it seems obvious that this test is assessing vocabulary knowledge or reading compherension ability. On the other hand, vocabulary assessment may also be embedded as part of the measurement of a larger construct. According (Jacobs, et al., 1981) is an instrument to measure the construct of writing proficiency in English by means of five rating scales, one of which focuses on the appropriateness of the test -takers' vocabulary use, in the case, vocabulary is separately rated in the first instance but then the rating is combined with those from the other four scales to form an overall profile of the learners writing performance.

b. **Selective- comprehensive**

In that they focus on specific focus on specific lexical items, from other vocabulary measures based on a comprehensive analysis of all the content words either in an input text or in the learner's response to a test task. Conventional vocabulary tests are selective in nature: the test designer chooses particular target words as the focus of the assessment. For Example, Paribakht and Wesche (1997)

as a means of tracking how much knowledge of specific words a group learners acquired through encountering them in their reading. In the test the students were presented with the words in isolation and prompted to show how much they could recall of the meaning and use of each one. Another case of a selective test is the multiple choice rational delection cloze.

c. Context – independent

Instrument like the vocabulary levels test present words to the test – takers in isolation and requires them to select meanings for the words without reference to any linguistic context. A less obvious example of such a measure is represented by the vocabulary items in the reading section. This continuum refers to the degree that textual context is required to determine the meaning of a word. Any word can readily and easily be assessed in a decontextualized format dos not necessarily mean that context is required to determine its meaning, in order to meet the standard of assessing students ability to use context to identify word meaning, context must actually be used in completing the item.

From the theories above, it can be conclude that there are three interrelated theories that assessment vocabulary. in the vocabulary there are several assessments in which the vocabulary assessment in reading, in writing, and speaking. In the assessment can also help students analyze and identify the meaning of the vocabulary in each of the readings as a multiple choice, translation, matching format, students will identify each vocabulary at the exercise. The assessment vocabulary as it pertains to reading compherension has almost exclusively emphasize the receptive dimension of vocabulary. rarely is the

productive aspect of vocabulary examined. Especially as it relates to compherension.

2.2 Anagram Technique

1. Definition of Anagram

According to Dale & O'Rourke (1971), anagrams is words made by transposing letters of one word to form another. There is a clue in anagrams. Sometimes, there are two clues. The clues show the meaning or the synonym of the word. The clues are given to help the students answer the question easier.

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

2. Teaching Vocabulary Using Anagram

Harmer stated that young children learn differently from older children, adolescents, and adult. In learning, young children more difficult to study because their mood tend to change every other minutes. But on the other hand they have more motivation to learn than adult. So the teacher should be more creative in selecting activities in learning process. Furthermore, the teacher should provide a great variety of interesting activity and exercise. Using Anagram technique in

teaching vocabulary more effective for helping the students in learning, they would be easier in recognizing new words and make the lesson more interesting.

There are three types of transpositions (letter re-arrangement) in Anagram. One of them is Random Anagram where the letters of an English word being scrambled into a random pattern and the players must rearrange the original word. The rules of Anagram Game as follows:

➢ Students are divided into 4 groups where each group consists of ten students.

➢ Student gets some words consists of 4-6 letters.

➢ Student must arrange the letters that were randomized into a new word.

➢ Student uses all the letters to form a 1 or 2, even 3 new words. Example:

• Malp : lamp, palm

• Trhow : throw, how, who, worth, two

• Pgae : page, age, gap, ape, pea

• Rrae : rear, are, ear, era, rare

➢ Group with a most new word is the winner. There are three criteria, or rules, that must be met in order to classify something as an Anagram.

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

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

3. A new expression must be created.

3. Advantages of Anagram

In apply a technique for teaching there is always an advantage and a disadvantage. We cannot say that one technique is the best overall, because it

depends on the learners that we teach. What we should look carefully is whether or not a technique suitable for the learners. Kumara stated that Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning.

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 found 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.

Anagram technique also helps the students to work in team. They will not work individually because they want to get the best score to be the winner. Collaborative learning will help the learners to enhance their social intelligence.

Moreover, applying this technique means to help students to raise their vocabulary. Anagram technique is a technique that can make the students have capability to develop their vocabulary.

4. **Disadvantage of Anagram**

The disadvantage Anagram technique is the noise cannot be avoided. This technique is student-centered which make all the

students get involved, it will be so noisy.

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

2.3 Previous Related Studies

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

The first previous related study that will be described was conducted by Ahdian Rosadi. The title of the research was "The Effectiveess 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.

The second previous related study that will be explained was conducted by Muhamad Arrofi Rahman. The title of the research was "The Effectiveness of Anagram on Students' Vocabulary Size". This research was aimed at measuring the effect of anagram on the students' vocabulary size at the eighth grade of MTS Islamiyah Palangka Raya. The research included in quantitative approach with Quasy Experimental Design. The populationof study was the eight grade at MTS Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. The sample were determined using cluster sampling technique. After getting the data from pre-test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated, Based on the result of analysis, it was found that the value of ttest has higher than ttable with 2,81 and 2,02 at 5 % level of significance and ttable 2.71 at 1% level of significance with degrees of freedom = 40. It showed that the t_{test} was higher than the $t_{table.}$ The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was effect of anagram on the students' vocabulary size at the eighth grade of MTS Islamiyah Palangka Raya was accepted and the Null Hypothesis (H_o) stating that there was no anagram on the students' vocabulary size at the eighth grade of MTS Islamiyah Palangka Raya was rejected. It meant that there was significant effect of anagram on the students' vocabulary size at the eighth grade of MTS Islamiyah Palangka Raya.

The third previous related study that will be described was conducted by Fanti

Maria Fiafah. The title of the research was "The Effectiveness Of Using Anagram Technique Towards Students' vocabulary Achievement". The objective of this research were to find out the students' score before being taught using Anagram technique, to find out the students' score after being taught using Anagram technique, and to find out the significant different score after and before being taught using anagram technique. This study used pre-experimental design with quantitative approach. In this study the experimental design used in One-Group pretest- posttest. The population was all the students of eight grade of MTs Wahid Hasyim Setinggil-Wonodadi consist of 52 students. It took of eight grade B class as sample. The instrument used in this research is test in format transpose the letter, rearrange and mentioning the word (pre-test and posttest). Data analysis of this research is using T-test. This research finding in this research is the score of vocabulary achievement before being taught by using Anagram technique from the mean total score of 23 students is (68.29). After getting treatment, the mean score is (77,64). It was improved, with the t-test analysis that use by researcher, the result of t_{count} is (6.291), by comparing the "t" on the t score table 0.05 = (2.120), it is known that t_{count} is higher than t_{table} ($t_{count} > t_{table}$). Based on the result, alternative hypothesis (H_a) that state is significant different of students' vocabulary achievement using Anagram technique is accepted, with the null hypothesis (H_o) that states there is no significant different of students' vocabulary achievement using Anagram technique is rejected. Then, it can be concluded that Anagram technique is effective to teach vocabulary achievement to Junior High School students', especially for eight grade students of MTs Wahid Hasyim Setinggil-Wonodadi.

The similarity between all the previous related studies and this research was all the studies tried to find out whether or not there was an effect of using Anagram in teaching vocabulary. However, the difference between this study and all those studies was this research focus on specific vocabulary for example nouns, what kind of nouns or adverb, what kind of adverb that will be researched.

2.4 Conceptual Framework

Vocabulary is one of the most important elements in a language. Because without vocabulary we cannot deliver a massage, especially in English that become a foreign language in Indonesia. And most of the students in Indonesia have been learned English since elementary school until senior high school but still get confuse to face someone talk in English. It was happen because they have lack of vocabulary. There is relation between the students has lack vocabulary and the way teacher teach. If the teacher cannot conduct the right technique to teach vocabulary, the students will not catch the lesson. But if the teacher conduct the right technique to teach, it can avoid the lack of vocabulary on students. Based on the previous sections of this chapter, one of the techniques that can be considered to help improve students' vocabulary is Anagram. The techniques is a word play, it means like a game. So this technique could make all the students engaged in teaching and learning process. The students will fun and not bored during teaching and learning process. This technique also helps the students to increase their vocabulary unconsiously. One of the technique which is considered as the appropriate technique to be used for teaching vocabulary in Senior High Scholl Anagram Technique. As the conclusion, Anagram technique is applied to see

whether or not it would bring positive impact, especially for students' vocabulary,.

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┌─────────────────────────┐
│  Students problem in    │
│      vocabulary         │
├─────────────────────────┤
│        Pre-test         │
└─────────────────────────┘
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┌──────────────────┐              ┌──────────────────┐
│ Experiment Class │              │  Control Class   │
└──────────────────┘              └──────────────────┘
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┌──────────────────────┐          ┌──────────────────────┐
│  Using Anagram Media │          │ Without Anagram Media│
└──────────────────────┘          └──────────────────────┘
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              ┌──────────────┐
              │  Post-test   │
              └──────────────┘
              ┌──────────────┐
              │    Result    │
              └──────────────┘
```
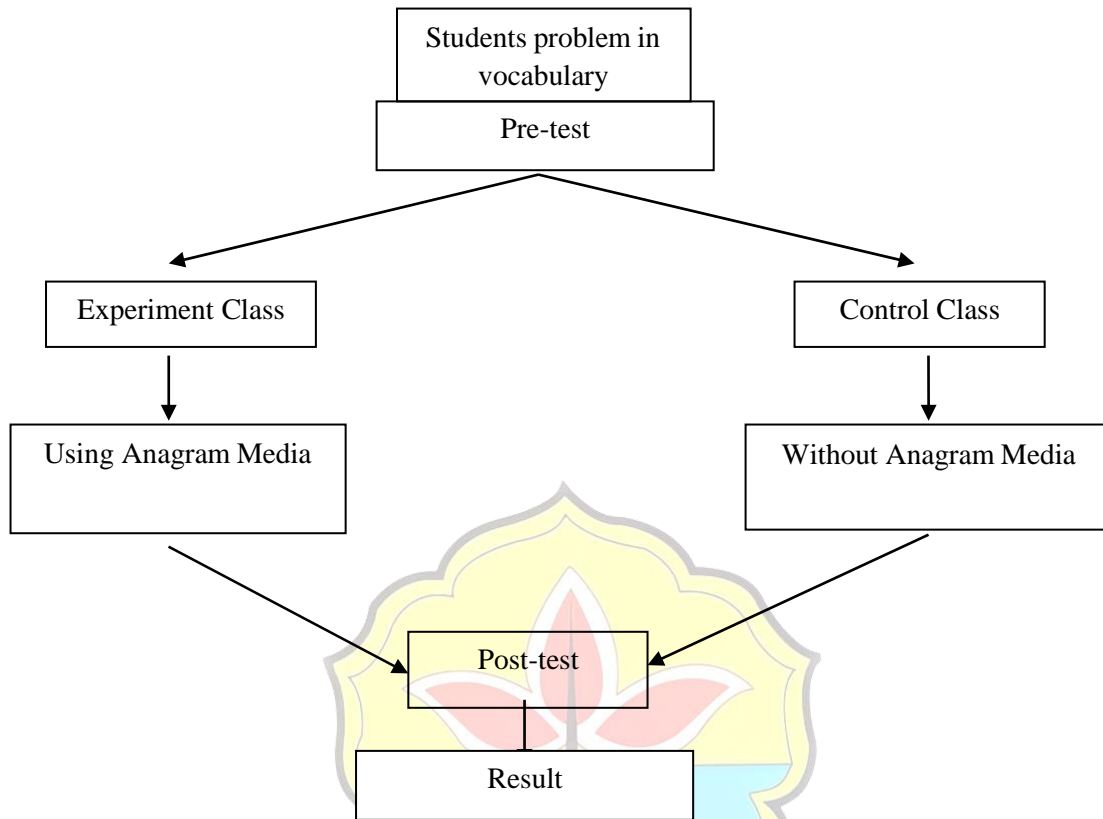
2.5 Hypothesys

Based on the theories, thoughts, and explanation above, the researcher formulated the hypothesis as follows:

"There is a significant effect of anagram on students' vocabulary at eleventh grade students of SMAN 8 Jambi City"

H_1 : There is significant effectsof anagram media to increase students' vocabulary ability

H_0 : There is no significant effect of anagram media to increase students' vocabulary ability

CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of the Research

This research is quantitative research design. a quantitative research is a mean for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments so that numbered data can be analyzed using statistical procedures. A quantitative research strives for testable and cinfirmable theories assumption. It seeks scientific explanation that includes the discovery of laws governing not only behavior. The final written report has a set structure consisting of introduction, literature, and theory method, result, and discussion.

Furthermore, the data are taken by using experimental design. Experimental research is to test the impact of a treatment or intervention on an outcame controlling for all other factors that might influence that outcome. In conducting the experimental research, the sample was divided in experimental group and control group.

The experimental method involves the manipulation of variables to establish cause and effect relationship. The key features are controlled methods and the random allocation of participants into controlled and experimental groups.

This research involved two class. One class as an experimental class, and the other one as control class. The students in both class were given pre-test and post-test. In experimental class, treatment teaching through Anagram technique was applied. Meanwhile in the control class only used lecturing technique.

After giving the treatment to the experimental class, the researcher distributed post-test to both classes to see the effect of Anagram technique on students' vocabulary . In the end, the researcher analyzed the data she got from both experimental and control class. Table 3.1 shows the quasi- experimental design.

Tabel 3.1

Quasi-Experimental Design: Pretest and Posttest Design

Select Controll Group	Pretest	No. Treatment (only using lecturing and presentation)	Posttest
Select Experimental Group	Pretest	Experimental Treatment (using Anagram Technique)	Posttest

3.2 Population and Sample

This study make use of quantitative method. Relating to data collection. The population of this research is state-owned enterprises listed on Indonesia. Sample is defined as the representative of population based on particular criteria.

3.2.1   Population

According to Cresswell (2011), population is a group of individuals who have the same characteristic. So, in this research, the population was all of the tenth grade students of SMAN 8 Jambi. The number of the population is 364 students. There were ten classes of the eleventh grade students at SMAN 8 Jambi.

3.2.2 Sample

Sample is a subgroup of the target population that the research plans to study for the purpose of making generalization about the target population (Cresswell, 2011).The sample of this research was 36 students of X.3 and 37 students of X.4 at SMAN 8 Jambi.

The researcher used a simple random sampling technique in taking the sample interviews. In this research, the researcher took the sample by using simple random sampling because each member of the population had an equal chance of being selected. The function of simple random sampling is to choose individuals became sample who will be representative of the population. Cresswell (2012:142) explains that a slight variation of the simple random sampling procedure is to use systematic sampling.

In this research, the researcher used a lottery method. Using the lottery method is one of the oldest ways and is mechanical example of random sampling. In this method, the researcher gives each member of the population a number. Researcher draw numbers from the box randomly to choose 2 classes for sample.

3.3 Research Instrument

The instrument of the research was vocabulary test. The test in teaching learning process was usually use to know about students' ability, progress, or knowledge of the learning materials that have been given during the teaching-learning process. The teacher was to know how far students master the learning materials. The form of vocabulary test was in matching choice . This test form was used for pre-test and post-test. Here was a step up the test instrument :

- Determine the topic that was used as research material was basic level of English vocabulary.

- Develop research instruments lattice. Then the grid was developed in the form of instrument-making Matching Choice

3.4 Technique of Collecting Data

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

1. Pre- test

The pre-test given before starting experiment. The test was distributed to the students in the control and the experimental groups, in order to know the students' vocabulary.

2. Treatment/Teaching

The different treatment was given to the control and experiment class. The experimental class received treatment by learning vocabulary through anagram technique and the control class was not exposed to this treatment and they were only taught by lecturing teaching.

3. Post-test

After the treatment given, the researcher gave the post- test to the students. The type of test would be the same as the pre-test but different questions. Then, the score of the post-test would be compared with the pre- test before. So those
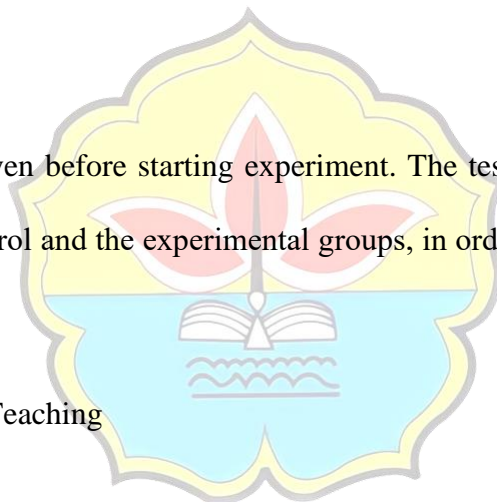
two scores would be used as numerical data to measure the effect of anagram on students' vocabulary.

3.5 Technique of analisys Data

The pre-test and post-test score was analyzed and interpreted based on the scoring interpretation of students' achievement. The students' score was interpreted in categories, very good, good, fair, weak, and poor.

Table 3.5
The score interpretation for students' achievement

Scores	Category
86 – 100	Very Good
76 - 85	Good
66 - 75	Fair
56 – 65	Weak
< 55	Poor

3.5.1 Test of Normality

A normality test needs to be done to see whether or not the data from the sample that were chosen could interoret the data of all the population. After the data from the controlled class and the experimental class were collected, the data were analyzed to see whether they were normal or not. SPSS 21 program was used for this research to see the normality of the data. The normality test that was *Kolmogorov-Smirnov* and *Shapiro-Wilk* table. The significant score for *Kolmogorov-Smirnov* and *Shapiro-Silk* table should be more than 0,05. If the significant score was lower than 0,05, then the test does not have normally distributed data.

Normality Test of Pre-test and Post-test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar vocabulary	Pretest eksperimen	,151	37	,033	,942	37	,052
	Posttest eksperimen	,228	37	,000	,938	37	,041
	Pretest Control class	,140	35	,081	,921	35	,015
	Posttest Control class	,161	35	,022	,937	35	,044

3.5.2 T-test

After testing the normality, the researcher continues to analyze the data using the T-test. The T-test is used to determine whether the mean of the two groups is different from another. In this test, the researcher analyzes the data by comparing the score between the experimental class and control class in the pre-test and post-test. The result of the calculation will show whether the application of the Mnemonic Technique is more effective in teaching vocabulary.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	19,0000	37	10,82436	1,77951
	POST TEST	70,5946	37	14,94520	2,45697

3.5.3 Validity Test

A valid measuring instrument can carry out its measurimg function precisely, also has high accuracy. The meaning of precision here is being able to detect small differences in the attributes it measures.

From the results of the correlation calculation, a correlation coefficient will be obtained which is used to measure the level of validity of an item and to determine whether an item is suitable for use or not. In determining whether or not an itemnis appropriate, a correlation coefficient significances test is usually carried out at a significances level of 0,05, meaning that an item is considered valid if it has a sugnificant correlation with the total score. **(Look in the appendixs)**
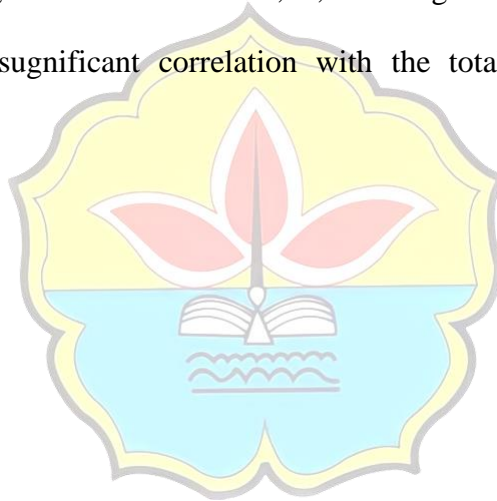
CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Finding

This chapter shows the result of the test given to the sample, the students of Senior High School 8 Jambi City. The result was to get empirical evidence about the effect of using anagram media on students' vocabulary at tenth grade of senior high school 8 Jambi city in 2022/2023 academic year. The result of the research is presented as the data description based on the result of the test. The result of the data analysis obtained through vocabulary test.

4.1.1 Description of Data

Based on the researcher that has been done, this chapter provides the analysis of the data which got from this research. The result in this research was described appropriate with the aim an hypothesis. The description from the control group and experimental group can be explain through the table below.

This research was conducted toward the tenth grade of Senior High School 8 Jambi City in semester two. There were 73 students participated in this test. 37 students un experimental class and also 36 students in controll class. The pre-test was conducted on 11th Januari 2023. Then, treatment was given for four times. Finally, the researcher gave post-test on 26th Januari 2023.

a. The Procedure of the Research in Experimental Class

The researcher took class X-4 for a sample of the experimental class. The number of this class was 37 students. In the first meeting, the researcher gave a pre-test to the students beginning the researcher. The performing test was essay from vocabulary test. This test spent about 40 minutes. After that, the researcher

taught the students with a Anagram media technique using matching letter by letter in the class. The researcher explained what is the vocabulary, kinds of vocabulary. Then the researcher introduced the Anagram media to them.

In the second the reseacher gave other example of Anagram media to match letter by letter into a new word. In the second, the researcher explained what's vocabulary and how important to study English and the researcher informs the students about how to learn English be easy made joyful activities. Here, the researcher explained teaching-learning through the Anagram technique to make easy the students memorized and remember it. The students focused on the material, most of the students asked the researcher what they did not understand. At the end of the teaching-learning process, the researcher checks the students' ability in vocabulary by giving some question related to the what is the word.

In the third meeting, the researcher did the third treatment by playing games with Anagram technique. The researcher did the third treatment by giving play a game. The researcher formed 4 groups according to other in which the students sat, each group had one question with the provisions of which group could arrange the random words that were there, then the that group would be the winner. In this activity students are prohibited from using aids such as dictionaries, cellphones, and others.

b. The Procedure of the Research in Control Class

The researcher took class X-3 for the control class. The number of students was 36. In the first meeting, the researcher gave the pre-test to the students. The performing test was essay question from vocabulary test. This test spent about 40 minutes. After that, the researcher explained the material of vocabulary and gave

the example of vocabulary. Then, the researcher asked to the student what is vocabulary and what kinds of vocabulary with examples.

In second meeting/last meeting, the researcher reviewied the material of vocabulary, then asked them to do the post-test.

4.1.2 Preliminary Data and final Data

Table 4.1
Table of Preliminary Data and Final Data

TEST	N	MEAN	SD	MAX	MIN
Pre-test Experimental class	37	61,83	9,24	75,00	35,00
Post-test Experimental class	37	76,05	5,04	85,00	65,00
Pre-test Control class	36	67,02	12,16	34,00	34,00
Post-test Controll class	36	75,63	8,42	60,00	60,00

This research there were 37 students in experimental class and 36 students for controll class. In this research there were 37 students' score taken from the pre-test and post-test data in experimental class. The first test in research is students answer the essay question without treatment. This test to know students' ability vocabulary before given treatment. In pre-test experimental class the researcher got 37 samples' score with mean 61,83, standard daviation 9,24, maximum score 75, and minimum score 35. In the post-test score after treatment the researcher got 37 samples' score with mean 76,05, standard daviation 5,04, maximum score 85,00, and minimum score 65.

The data shows the score of 37 students in X.4, the mean score of pre-test was 61,83, the lowest score of pre-test was 34. and the highest score was 85. Meanwhile, the mean score of post-test was 76,05, the lowest score of post-test

was 35 and the highest score was 90. It can be known that there significant difference in pre-test and post-test score of experimental class.

4..1.3 Result Score of Pre-test Experimental Class and Controll Class

Table 4.4
Result Score of Pre-test experimental Class and Controll Class

Test	N	Mean	Max	Min
Pre-test Experimental class	37	61,83	75	35
Pre-test Controll class	36	67,02	85	60

Based on the table above the researcher got the result of pre-test experimental class and controll class. In pre-test experimental class, there were 37 students with the maximum score 75, minimum score 35, and mean 61,83.

In the pre-test controll class, there were 36 students with maximum score 85, minimum score 60, and mean 62,02.

4.1.4   Result Score of Post-test Experimental Class and Controol Class

Table 4.5
Result Score of Post-test Experimental Class and Control Class

Test	N	Mean	Max	Min
Post-test Experimental Class	37	76,05	85	65
Post-test Controll Class	36	75,63	90	60

Based on the table above the researcher got the result of pre-test experimental class and controll class. In post-test experimental class, there were 37 students with the maximum score 85, minimum score 65, and mean 76,05.

In the post-test controll class, there were 36 students with maximum score 90, minimum score 60, and mean 75,63g.

4.1.5 The Analysis of the Data

a. The Normality Test

The analysis of normality test for variable distribution score with the test before treatment and post-test after treatment. Analysis the pre-test and post-test data used statistical of normality test with *Liliefors.* The standard daviation significant as to reject or accept the normal result or not with $\alpha = 0,05$. The compare L_0 L_{table} with the criteria. : if L_0 is more greater than L_{taable} ($L_0 > L_{table}$) so the distribution populasi is not normal, while if L_0 ($L_0 < L_{table}$) so the distribution populasi is normal.

Based on the data in table 4.6 **(look in the appendix),** the test showed the significance of the experimental class was 0,52 and the controll class was 0,41. If the data is higher in a significance $\alpha = 0,05$ the data was normal distributed. While, significance of experimental class was 0,15 and controll class was 0,44. If the data is higher in a significance $\alpha = 0,05$ that the data is normally distributed because both classes' significances are above 0,05.

b. The Hypothesis Test

After finishing the normality, the researcher conducted a thesis a test of hypothesis to check whether there was a significant difference in the result of pre-test and post-test after treatment were implemented. Software SPSS 21 was chosen and used to test the hypothesis of

this research. Then, using the formulation of the experimental and controll class' mean score, data were input and calculated. Next, the significance value

or alpha (α) was 5% or 0,05. Then, the result of the t-test can be seen as
follows :

Table 4.7

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	,051	,823	-,076	70	,939	-,15135	1,97923	-4,09879	3,79609
	Equal variances not assumed			-,076	69,574	,939	-,15135	1,98045	-4,10166	3,79895

The post-test mean score of experimental class was 76,05 while the controll class was 75,63. Result the test in the table 4.7 shows that L_{value} which is 0,76 with the sig. (2-tailed) 0,939. Then t_{table} is compared to the t_{table} to know whether anagram technique give significant effect ob students' vocabulary. The t_{table} is taken from the requrement which has been standard in analyzing the data. The t_{table} shows 69,5 with 70 as the degree of freedom (df) in the significance level 0,05. The comparison shows that t_{table} (0,76) > t_{table} (69,5) and the sig. (2-tailed)

value of the post-test score was lower than α, 0,939 > 0,05. It means there was significant effect of anagram technique on students' vocabulary.

4.2 Discussion

In the description of the data which was taken from 37 students of experimental class, Table 4.1 showed the description of the experimental class score which has the mean score of pre-test 61,83 before anagram technique was implemented. After anagram technique was implemented in the class, the mean score of post-test was 76,05. Meanwhile, the table 4.2 showed the description of the controll class score which has the mean score of pre-test 67,02 and the mean score of post-test was 75,63. It means that both classes have icreased in the post-test score. Yet, the experimental class got higher score than control class.

Based on the t-test from the SPSS calculation, it can be proved that ρ (sig. (2-tailed)) < α; 0,939 < 0,05. It means that H0 – which is null hypothesis that anagram technique did not give significant effect on students' vocabulary at tenth grade students of Senior High School 8 Jambi City- was accepted.

From the data analysis of the research, it can be assumed that anagram technique can give significant effec on students' vocabulary because the score of students' vocabulary after being taught by using anagram technique is higher than before the researcher gave treatment. Furthermore, this research supported the previous research that anagram technique is effective to increase students' vocabulary. In addition, it can promote the learning process which facilities students to increase their vocabulary. It helps them to know more

vocabulary in English, understanding the meaning, an alsp Hving motivation and enjoyment in learning English.

In summary, using anagram technique is effective to improve students' vocabulary, especially for the tenth grade students at Senior High School 8 Jambi City.

CHAPTER V

RESEARCH FINDING AND DISCUSSION

5.1 Conclusion

Based on the findings, i tis concludedd that anagram technique has medium effect on students'' vocabulary at tenth students of Senior High School 8 Jambi City. It can be seen from the data with statistical hypothesis of significance level 5% which is calculated by using SPSS 21 version showed that the mean score of experimental class after being taught by anagram technique 76,05 and it was higher than the mean score before using anagram technique, it was 61,83. The data analysis, moreover, showed the sig. ***2-tailde (ρ) < α; 0,939 < 0,05.*** It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Therefore, anagram technique shows the medium effect in improving the students' vocabulary.

In summary, this research shows that using anagram technique can affect students' vocabulary at the tenth grade students of Senior High School 8 Jambi City.

5.2 Suggestion

Here are suggestion which the researcher deliver for future researcher. Hopefully, the suggestion are useful for the students, teacher and other researchers who are interested in conducting teaching activities by using anagram technique. The suggestion as follows :

1. For teacher

- Teacher should give clear explanation about anagram before the students use it in learning vocabulary. The way anagram used anagram used might

maket he students confused moreover for the students that knowing English for the first time.

- Teacher should maket he class atmosphere is more fun to make students enjoy in learning vocabulary. Because if they're enjoy, it will make then easier in memorize vocabulary.

- Teacher should know the personality of the students in the class. This is needed to handle them while learning vocabulary.

2. For students

The students should know the kind of vocabulary especially about distinctive feature of animals. The students should know that each animals having different distinctive feature.

3. Further research

The result of this study can be used as basic information or reference about implementation anagram technique for other research in conducting the similar study.
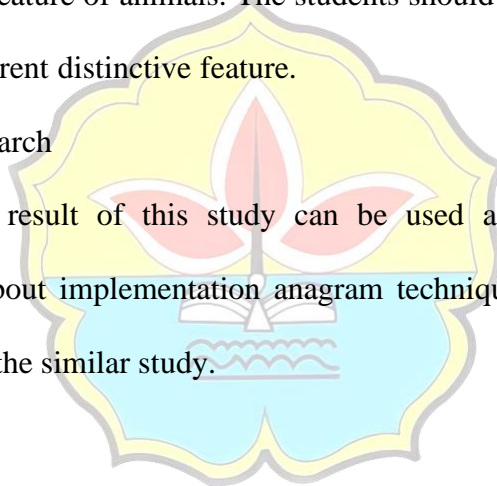
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APPENDIX

APPENDIX 1

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan : SMAN 8 Kota Jambi

Mata Pelajaran   : Bahasa Inggris

Kelas   X

Alokasi Waktu   : 1 x 40 Menit (6x Pertemuan)

A. Kompetensi Inti

1.1 : Menghargai dan menghayati ajaran agama yang dianutnya.

1.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong)

1.3 : Memahami pengetahuan (faktual, prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

1.4 : Mencoba, mengolah, menguji 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 sudeut/pandang.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1. Memahami kalimat dan pesan yang tertulis sangat sederhana.	1. Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana. 2. Mengidentifikasi berbagai informasi dalaam menyusun kata

C. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi berbagai informasi dalam kata yang sederhana
- Siswa mampu mengidentifikasi makna kata yang ditemukan
- Siswa mampu mengungkapkan makna kata yang terangkai

D. Karakter Siswa Yang Diharapkan

a. Religius
b. Rasa ingin tahu

c. Komunikatif
d. Kerja keras
e. Tanggung jawab

E. Metode Pembelajaran

- Total physical (untuk pengenalan kosakata baru)
- Practice and production (untuk pembelajaran serta pengungkapan kosakata baru)

F. Langkah-langkah Kegiatan Pembelajaran

Kegiatan awal :

1. Guru memberikan sapaan pagi serta mengabsensi para siswanya
2. Guru mengenalkan materi yang akan dibahas
3. Guru memberikan pengarahan kepada siswa terhadap kegiatan yang akan dilakukan
4. Guru akan bertanya kepada siswa terkait topik yang akan dibahas
5. Guru melakukan tanya jawab dengan siswa tentang kosakata yang diketahui oleh siswanya
6. Guru memberikan tugas kepada siswa melalui games dan tes tertulis
7. Memberikan siswa kesempatan berpikir kepada siswa untuk menyelasaikan masalah
8. Guru bertanya tentang hal yang belum diketahui oleh siswa mengenai kosakata menggunakan media anagram
9. Guru memberikan penjelasan dan menyimpulkan terkait tentang pengajaran kosakata menggunakan anagram
10. Guru dan siswa membuat rangkuman pelajaran
11. Melakukan penilaian dari tugas yang telah dikerjakan

G. Media Pembelajaran

- Kamus bahasa inggris
- Kertas
- Pena
- Papan tulis
- Spidol

H. Penilaian

a. Teknik   : Games, tes tertulis
b. Prosedur   : Selama proses
c. Bentu   : Penugasan
d. Instrumen : Terlampir

Jambi, 11 Januari 2023

Mengetahui

Kepala Sekolah SMAN 8 Kota Jambi   Guru Mata Pelajaran

Drs. Fetmirwati, S.Pd, M.Pd   **Febi Hariati**

NIP: 19620510 199003 1 007   1900888203027

Table 4.2

Table of Experimental Class

No.	Name	Pre-test	Post-test
1.	AH	73	75
2.	AAR	72	75
3.	APR	79	73
4.	AB	67	70
5.	AE	62	68
6.	ARA	59	63
7.	AS	73	80
8.	AC	85	79
9.	CNA	81	84
10.	DHF	53	60
11.	DF	59	62
12.	EN	59	68
13.	FRCS	77	79
14.	GA	69	75
15.	JCS	73	83
16.	KA	74	85
17.	KSP	77	79
18.	KNA	59	65
19.	KPW	56	85
20.	LAP	83	85
21.	MHA	74	83
22.	MFZH	84	79
23.	MFA	81	90
24.	MIP	34	65
25.	MA	63	63
26.	NH	55	55
27.	NAP	65	65
28.	OR	74	74
29.	PA	58	58
30.	RTR	73	73
31.	RD	55	55
32.	RSP	35	35
33.	RFA	69	69
34.	TFA	79	79
35.	YSZ	78	78
36.	MAMP	81	81
37.	RS	63	63

Table 4.3

Table of Controlled Class

No	Name	Pre-test	Post-test
1.	AFA	60	70
2.	AKR	55	68
3.	ACM	53	75
4.	BP	55	77
5.	CAS	43	83
6.	DHF	35	75
7.	DAM	60	75
8.	DNM	54	80
9.	ELM	65	75
10.	IPL	45	65
11.	JK	65	80
12.	KO	50	75
13.	KC	65	84
14.	MZG	74	75
15.	MAP	65	84
16.	MFA	74	75
17.	MRS	62	70
18.	MPS	69	75
19.	MBAA	60	65
20.	MFCR	65	77
21.	MFR	74	80
22.	MFV	70	85
23.	MRH	75	84
24.	MRS	65	76
25.	NKP	75	78
26.	N	65	75
27.	NAP	60	80
28.	NAK	68	77
29.	PYN	56	75
30.	PA	64	67
31.	RA	55	76
32.	SKP	60	75
33.	SAP	75	80
34.	SNA	70	79
35.	VFT	73	83
36.	ZA	65	75

4.1.3 Result Score of Pre-test Experimental Class and Controll Class
Table 4.4
Result Score of Pre-test experimental Class and Controll Class

Test	N	Mean	Max	Min
Pre-test Experimental class	37	61,83	75	35
Pre-test Controll class	36	67,02	85	60

4.2.4   Result Score of Post-test Experimental Class and Controol Class

Table 4.5
Result Score of Post-test Experimental Class and Control Class

Test	N	Mean	Max	Min
Post-test Experimental Class	37	76,05	85	65
Post-test Controll Class	36	75,63	90	60

4.2.5 Frequency Distribution of Experiment Class and Controll Class

Table 4.6
Frequency Distribution of Pre-test Experimental Class

No	Interval	Absolute frequency	Relative Frequency
1.	30-39	2	6%
2.	40-49	0	0%
3.	50-59	9	24%
4.	60-69	7	19%
4.	70-79	13	35%
5.	80-89	6	16%

Table 4.7
Frequency Distribution of Post-test Experimental Class

No	Interval	Absolute frequency	Relative Frequency
1.	30-39	1	2%
2.	40-49	0	0%
3.	50-59	3	8%
4.	60-69	11	30%
4.	70-79	13	35%
5.	80-89	8	21%
6.	90-99	1	2%

Frequencies

Statistics

		Pretest Eksperimenal	Posttest Eksperimental	Pretest Control Class	Posttest Control Class
N	Valid	37	37	36	36
	Missing	0	0	1	1
Mean		61,8378	76,0541	67,0278	75,6389
Std. Error of Mean		1,51940	,83013	2,02778	1,40360
Median		63,0000	76,0000	69,0000	77,5000
Mode		60,00[a]	75,00	59,00[a]	85,00
Std. Deviation		9,24215	5,04946	12,16667	8,42158
Variance		85,417	25,497	148,028	70,923
Range		40,00	20,00	51,00	30,00
Minimum		35,00	65,00	34,00	60,00
Maximum		75,00	85,00	85,00	90,00
Sum		2288,00	2814,00	2413,00	2723,00

a. Multiple modes exist. The smallest value is shown

Pretest Eksperimenal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35,00	1	2,7	2,7	2,7
	43,00	1	2,7	2,7	5,4
	45,00	1	2,7	2,7	8,1
	50,00	1	2,7	2,7	10,8
	53,00	1	2,7	2,7	13,5
	54,00	1	2,7	2,7	16,2
	55,00	3	8,1	8,1	24,3
	56,00	1	2,7	2,7	27,0
	60,00	7	18,9	18,9	45,9
	62,00	1	2,7	2,7	48,6
	63,00	1	2,7	2,7	51,4
	64,00	1	2,7	2,7	54,1
	65,00	7	18,9	18,9	73,0
	68,00	1	2,7	2,7	75,7
	69,00	1	2,7	2,7	78,4
	70,00	2	5,4	5,4	83,8
	73,00	1	2,7	2,7	86,5
	74,00	2	5,4	5,4	91,9
	75,00	3	8,1	8,1	100,0
	Total	37	100,0	100,0	
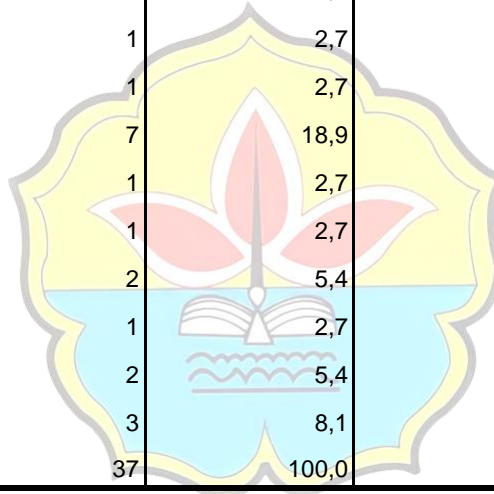
Posttest Eksperimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65,00	2	5,4	5,4	5,4
	67,00	1	2,7	2,7	8,1
	68,00	1	2,7	2,7	10,8
	70,00	3	8,1	8,1	18,9
	75,00	11	29,7	29,7	48,6
	76,00	3	8,1	8,1	56,8
	77,00	3	8,1	8,1	64,9
	78,00	1	2,7	2,7	67,6
	79,00	2	5,4	5,4	73,0
	80,00	5	13,5	13,5	86,5
	83,00	2	5,4	5,4	91,9
	84,00	2	5,4	5,4	97,3
	85,00	1	2,7	2,7	100,0
	Total	37	100,0	100,0	
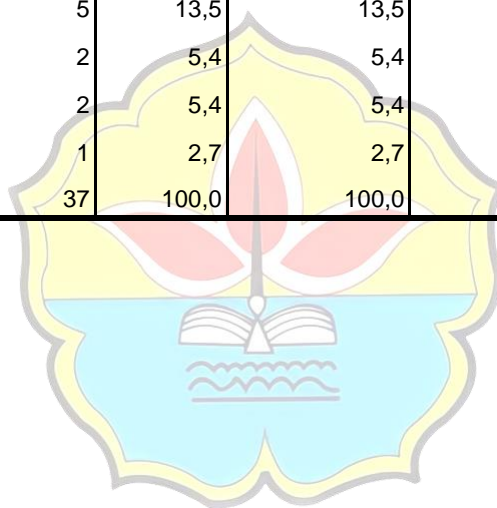
Pretest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34,00	2	5,4	5,6	5,6
	53,00	1	2,7	2,8	8,3
	55,00	2	5,4	5,6	13,9
	56,00	1	2,7	2,8	16,7
	58,00	1	2,7	2,8	19,4
	59,00	4	10,8	11,1	30,6
	62,00	1	2,7	2,8	33,3
	63,00	2	5,4	5,6	38,9
	65,00	1	2,7	2,8	41,7
	66,00	1	2,7	2,8	44,4
	67,00	1	2,7	2,8	47,2
	69,00	2	5,4	5,6	52,8
	72,00	1	2,7	2,8	55,6
	73,00	4	10,8	11,1	66,7
	74,00	4	10,8	11,1	77,8
	77,00	1	2,7	2,8	80,6
	78,00	1	2,7	2,8	83,3
	79,00	1	2,7	2,8	86,1
	81,00	2	5,4	5,6	91,7
	83,00	1	2,7	2,8	94,4
	84,00	1	2,7	2,8	97,2
	85,00	1	2,7	2,8	100,0
	Total	36	97,3	100,0	
Missing	System	1	2,7		
Total		37	100,0		

Posttest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60,00	1	2,7	2,8	2,8
	62,00	1	2,7	2,8	5,6
	63,00	1	2,7	2,8	8,3
	65,00	4	10,8	11,1	19,4
	67,00	1	2,7	2,8	22,2
	68,00	2	5,4	5,6	27,8
	69,00	1	2,7	2,8	30,6
	70,00	2	5,4	5,6	36,1
	73,00	1	2,7	2,8	38,9
	75,00	3	8,1	8,3	47,2
	76,00	1	2,7	2,8	50,0
	79,00	4	10,8	11,1	61,1
	80,00	3	8,1	8,3	69,4
	83,00	3	8,1	8,3	77,8
	84,00	1	2,7	2,8	80,6
	85,00	5	13,5	13,9	94,4
	88,00	1	2,7	2,8	97,2
	90,00	1	2,7	2,8	100,0
	Total	36	97,3	100,0	
Missing	System	1	2,7		
Total		37	100,0		

APPENDIX IV

Pre-test and Post-tes Vocabulary Test

ARRANGE THE LETTERS BELOW INTO WORDS (MINIMUM 5 WORDS)

1. WERFE :
2. PSSIH :
3. OLGAN :
4. PTSSE :
5. PLEPA :
6. EOKPR :
7. CHPOR :
8. FTNEO :
9. URHBS :
10. BSARS :
11. OUDLC :
12. BTDUE :
13. KATRC :
14. OHUES :
15. ETSTA :
16. HADYN :
17. UORSY :
18. AIDOR :
19. RNSUT :
20. SSHTO :
21. YNEED :
22. NPARW :
23. WEOHL :
24. CHIPN :
25. ATHKN :

The Answer :

1. Fee, few, free, fewer, were, reef
2. Ship, sip, ships, his, hip
3. Goal, long, along, log, loan, lag, ago
4. Pet, step, steps, set, sets, pest, pets
5. Pale, lap, ape, ale, pea, apple, leap, pal, plea
6. Pro, pork, poker, poke, rope, per, ore, pore
7. Cop, chop, porch, crop, hop
8. Often, font, note, tone, net, one, ten, ton, toe
9. Rush, bus, hub, bush, brush, rub
10. Brass, bar, bars, bass, bra, abs
11. Loud, cloud, could, cold, cod, duo, old
12. Due, debut, debt, duet, tube, tubed, bedu, bute, but, bed, bet, ted, tub
13. Track, cark, cart, kart, rack, tack, ack, ark, arc, car, cat, rat

14. House, hoes, hose, hues, shoe, hoe, hos, hue, she, sou, sue, use
15. Test, stat, taste, states, tates, teats, testa, ates, seat, seta, sett, tate, tats, teat, teas, teats, stat, sate, east
16. Hand, and, any, sudah, handy
17. Yours, your, ours, rosy, sour, our, yous, sou, soy, you
18. Aid, aroid, radio, arid, raid, road, ador, air, rad, rid, rod
19. Turns, nuts, runs, runt, rust, ruts, stun, turn, nut, run, sun
20. Hosts, shots, soths, host, shot, tosh, toss, hos, hot

APPENDIX V

Normality Test

Case Processing Summary

	kelas	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
hasil belajar vocabulary	Pretest eksperimen	37	100,0%	0	0,0%	37	100,0%
	Posttest eksperimen	37	100,0%	0	0,0%	37	100,0%
	Pretest Control class	35	100,0%	0	0,0%	35	100,0%
	Posttest Control class	35	100,0%	0	0,0%	35	100,0%

Descriptives

	kelas			Statistic	Std. Error
hasil belajar vocabulary	Pretest eksperimen	Mean		61,84	1,519
		95% Confidence Interval for Mean	Lower Bound	58,76	
			Upper Bound	64,92	
		5% Trimmed Mean		62,39	
		Median		63,00	
		Variance		85,417	
		Std. Deviation		9,242	
		Minimum		35	
		Maximum		75	
		Range		40	
		Interquartile Range		13	
		Skewness		-,784	,388
		Kurtosis		,895	,759
	Posttest eksperimen	Mean		76,05	,830
		95% Confidence Interval for Mean	Lower Bound	74,37	
			Upper Bound	77,74	
		5% Trimmed Mean		76,20	
		Median		76,00	
		Variance		25,497	
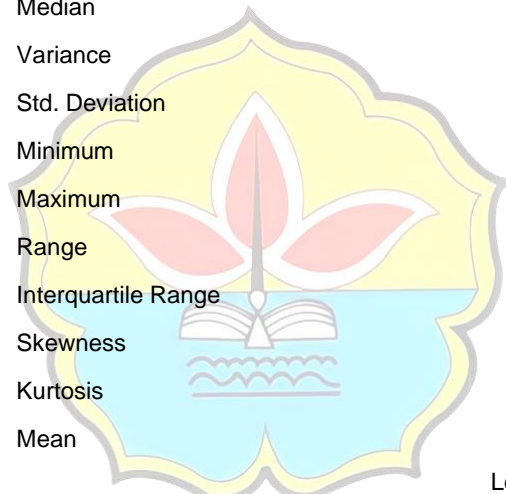
	Std. Deviation		5,049	
	Minimum		65	
	Maximum		85	
	Range		20	
	Interquartile Range		5	
	Skewness		-,430	,388
	Kurtosis		,027	,759
	Mean		67,14	2,083
	95% Confidence Interval for Mean	Lower Bound	62,91	
		Upper Bound	71,38	
	5% Trimmed Mean		68,02	
	Median		69,00	
	Variance		151,891	
Pretest Control class	Std. Deviation		12,324	
	Minimum		34	
	Maximum		85	
	Range		51	
	Interquartile Range		15	
	Skewness		-,964	,398
	Kurtosis		1,149	,778
Posttest Control class	Mean		75,80	1,435
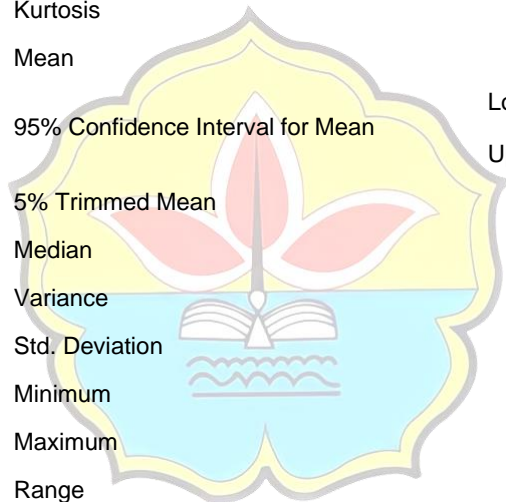
			Lower Bound	72,88	
	95% Confidence Interval for Mean		Upper Bound	78,72	
	5% Trimmed Mean			75,89	
	Median			79,00	
	Variance			72,047	
	Std. Deviation			8,488	
	Minimum			60	
	Maximum			90	
	Range			30	
	Interquartile Range			15	
	Skewness			-,269	,398
	Kurtosis			-1,194	,778

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar vocabulary	Pretest eksperimen	,151	37	,033	,942	37	,052
	Posttest eksperimen	,228	37	,000	,938	37	,041
	Pretest Control class	,140	35	,081	,921	35	,015
	Posttest Control class	,161	35	,022	,937	35	,044

a. Lilliefors Significance Correction

T-Test

Group Statistics

	model pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Eksperimental class	37	75,6486	8,30400	1,36517
	Control class	35	75,8000	8,48805	1,43474

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	,051	,823	-,076	70	,939	-,15135	1,97923	-4,09879	3,79609

			-,076	69,574	,939	-,15135	1,98045	-4,10166	3,79895
Equal variances not assumed									

Correlations

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S1 Pearson Correlation	1	,484**	,604**	,430**	,166	,604**	,628**	,728**	,372*	,388*	,608**	,429**	,115	,563**	,527**	,484**	,070	,514**	,071	-,037	,212	,566**	,537**		,217	,254	,756**
Sig. (2-tailed)		,002	,000	,008	,326	,000	,000	,000	,023	,018	,000	,008	,497	,000	,001	,002	,682	,001	,677	,827	,207	,000	,001		,197	,130	,000
N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37		37	37	37
S2 Pearson Correlation	,484**	1	,573**	,431**	,546**	,576**	,523**	,345*	,260	,070	,411*	,315	-,130	,236	,585**	,184	,266**	,456**	-,038	,005	,122	,369*	,499**		,268	,134	,615**
Sig. (2-tailed)	,002		,000	,008	,000	,000	,001	,037	,121	,680	,011	,058	,443	,160	,000	,277	,118	,005	,825	,975	,472	,025	,002		,109	,427	,000
N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37		37	37	37
S3 Pearson Correlation	,604**	,573**	1	,415*	,349*	,648**	,639**	,500**	,472**	,375*	,494**	,245	,158	,376*	,556**	,256	,222	,395*	-,259	-,208	-,049	,399*	,356*		,249	-,018	,640**
Sig. (2-tailed)	,000	,000		,011	,034	,000	,000	,002	,003	,022	,002	,144	,351	,022	,000	,127	,187	,016	,122	,217	,772	,014	,031		,138	,914	,000
N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37		37	37	37

S4	Pearson Correlation	,430**	,431**	,415*	1	,100	,182	,217	,380*	,018	,349*	,361*	,389*	,231	,534**	,501**	,059	,280	,292	,457**	-,001	,201	,470**	,419**	,298	,117	,555**
	Sig. (2-tailed)	,008	,008	,011		,556	,280	,196	,020	,915	,035	,025	,017	,168	,001	,002	,727	,094	,079	,004	,996	,233	,003	,010	,073	,492	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S5	Pearson Correlation	,166	,546**	,349*	,100	1	,469**	,373*	,146	,252	,071	,254	,290	-,126	-,049	,405*	,033	,145	,169	-,010	,128	-,051	,068	,412*	,092	-,120	,373*
	Sig. (2-tailed)	,326	,000	,034	,556		,003	,023	,388	,133	,675	,129	,082	,459	,775	,013	,848	,390	,317	,950	,449	,762	,690	,011	,589	,477	,023
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S6	Pearson Correlation	,604**	,576**	,648**	,182	,469**	1	,798**	,675**	,579**	,091	,711**	,590**	,045	,409*	,547**	,366*	,232	,652**	-,286	-,215	,196	,573**	,478**	,346*	,190	,780**
	Sig. (2-tailed)	,000	,000	,000	,280	,003		,000	,000	,000	,592	,000	,000	,792	,012	,000	,026	,167	,000	,086	,200	,245	,000	,003	,036	,260	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S7	Pearson Correlation	,628**	,523**	,639**	,217	,373*	,798**	1	,682**	,630**	,026	,751**	,520**	,115	,337*	,435**	,425**	,428**	,599**	-,210	-,235	,178	,431**	,519**	,499**	,374*	,792**
	Sig. (2-tailed)	,000	,001	,000	,196	,023	,000		,000	,000	,877	,000	,001	,498	,041	,007	,009	,008	,000	,213	,161	,291	,000	,001	,002	,023	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

S8	Pearson Correlation	,728**	,345*	,500**	,380*	,146	,675**	,682**	1	,490**	,062	,870**	,752**	,274	,669**	,496**	,309	,244	,542**	,160	-,038	,212	,676**	,570**	,443**	,381*	,843**
	Sig. (2-tailed)	,000	,037	,002	,020	,388	,000	,000		,002	,713	,000	,000	,100	,000	,000	,062	,146	,001	,345	,821	,207	,000	,000	,006	,020	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S9	Pearson Correlation	,372*	,260	,472**	,018	,252	,579**	,630**	,490**	1	,203	,552**	,386*	,099	-,067	,378*	,228	,248	,542**	-,321	,153	,099	,161	,541**	,282	,297	,580**
	Sig. (2-tailed)	,023	,121	,003	,915	,133	,000	,000	,002		,228	,000	,018	,558	,692	,021	,176	,139	,001	,053	,365	,558	,342	,001	,091	,075	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S10	Pearson Correlation	,388*	,070	,375*	,349*	,071	,091	,026	,062	,203	1	-,089	-,083	-,008	,038	,255	,343*	-,040	,117	-,137	,144	,329*	,066	,100	-,163	,237	,233
	Sig. (2-tailed)	,018	,680	,022	,035	,675	,592	,877	,713	,228		,601	,625	,962	,821	,128	,038	,814	,489	,420	,394	,047	,697	,556	,334	,158	,166
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S11	Pearson Correlation	,608**	,411*	,494**	,361*	,254	,711**	,751**	,870**	,552**	-,089	1	,823**	,283	,651**	,548**	,321	,392*	,592**	,107	-,075	,242	,687**	,645**	,460**	,293	,871**
	Sig. (2-tailed)	,000	,011	,002	,028	,129	,000	,000	,000	,000	,601		,000	,089	,000	,000	,053	,016	,000	,530	,660	,149	,000	,000	,004	,078	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

S12	Pearson Correlation	,429**	,315	,245	,389*	,290	,590**	,520**	,752**	,386*	-,083	,823**	1	,233	,608**	,467**	,159	,345*	,468**	,285	,085	,302	,626**	,592**	,306	,313	,755**
	Sig. (2-tailed)	,008	,058	,144	,017	,082	,000	,001	,000	,018	,625	,000		,166	,000	,004	,348	,037	,003	,087	,615	,069	,000	,000	,065	,060	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S13	Pearson Correlation	,115	-,130	,158	,231	-,126	,045	,115	,274	,099	-,008	,283	,233	1	,386*	,088	,081	,047	-,104	,263	,147	-,218	,122	,347*	,364*	-,177	,236
	Sig. (2-tailed)	,497	,443	,351	,168	,459	,792	,498	,100	,558	,962	,082	,166		,018	,605	,635	,785	,541	,116	,387	,196	,472	,035	,027	,295	,159
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S14	Pearson Correlation	,563**	,236	,376*	,534**	-,049	,409*	,337*	,669**	-,067	,038	,651**	,608**	,386*	1	,362*	,236	,114	,287	,340*	-,210	,254	,710**	,295	,364*	,118	,609**
	Sig. (2-tailed)	,000	,160	,022	,001	,775	,012	,041	,000	,692	,821	,000	,000	,018		,027	,160	,503	,085	,039	,213	,130	,000	,076	,027	,485	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S15	Pearson Correlation	,527**	,585**	,556**	,501**	,405*	,547**	,435**	,496**	,378*	,255	,548**	,467**	,088	,362*	1	,356*	,107	,721**	,076	,105	,249	,695**	,673**	,286	,141	,756**
	Sig. (2-tailed)	,001	,000	,000	,002	,013	,000	,007	,002	,021	,128	,000	,004	,605	,027		,030	,528	,000	,653	,534	,137	,000	,000	,087	,406	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

S16	Pearson Correlation	,484**	,184	,256	,059	,033	,366*	,425**	,309	,228	,343*	,321	,159	,081	,236	,356*	1	,083	,465**	-,212	-,106	,421**	,377*	,272	,028	,368*	,464**
	Sig. (2-tailed)	,002	,277	,127	,727	,848	,026	,009	,062	,176	,038	,053	,348	,635	,160	,030		,624	,004	,207	,531	,009	,022	,103	,868	,025	,004
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S17	Pearson Correlation	,070	,261	,222	,280	,145	,232	,428**	,244	,248	-,040	,392*	,345*	,047	,114	,107	,083	1	,327*	-,170	-,297	,212	,219	,192	,023	,343*	,374*
	Sig. (2-tailed)	,682	,118	,187	,094	,390	,167	,008	,146	,139	,814	,016	,037	,785	,503	,528	,624		,049	,313	,075	,209	,193	,256	,893	,038	,023
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S18	Pearson Correlation	,514**	,456**	,395*	,292	,169	,652**	,599**	,542**	,542**	,117	,592**	,468**	-,104	,287	,721**	,465**	,327*	1	-,137	-,104	,494**	,751**	,493**	,305	,448*	,756**
	Sig. (2-tailed)	,001	,005	,016	,079	,317	,000	,000	,001	,001	,489	,000	,003	,541	,085	,000	,004	,049		,419	,539	,002	,000	,002	,066	,005	,000
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S19	Pearson Correlation	,071	-,038	-,259	,457**	-,010	,286	,210	,160	-,321	-,137	,107	,285	,263	,340*	,076	-,212	-,170	-,137	1	,213	,119	,182	,149	,272	-,028	,103
	Sig. (2-tailed)	,677	,823	,122	,004	,953	,086	,213	,345	,053	,420	,530	,087	,116	,039	,653	,207	,313	,419		,206	,482	,282	,380	,103	,867	,544
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

	Pearson Correlation	Sig. (2-tailed)	N
S20	-,037 ,005 -,208 -,001 ,128 -,215 -,235 -,038 ,153 ,144 -,075 ,085 ,147 -,210 ,105 -,106 -,297 -,104 ,213 1 -,006 -,204 ,239 ,070 -,022 -,004	,827 ,975 ,217 ,996 ,449 ,200 ,161 ,821 ,365 ,394 ,660 ,615 ,387 ,213 ,534 ,531 ,075 ,539 ,206 ,971 ,225 ,154 ,680 ,899 ,979	37
S21	,212 ,122 -,049 ,201 -,051 ,196 ,178 ,212 ,099 ,329* ,242 ,302 -,218 ,254 ,249 ,421** ,212 ,494** ,119 -,006 1 ,431** -,023 ,256 ,666** ,398*	,207 ,472 ,772 ,233 ,762 ,245 ,291 ,207 ,558 ,047 ,149 ,069 ,196 ,130 ,137 ,009 ,209 ,002 ,482 ,971 ,008 ,893 ,127 ,000 ,015	37
S22	,566** ,369* ,399* ,470** ,068 ,573** ,431** ,676** ,161 ,066 ,687** ,626** ,122 ,710** ,695* ,377** ,212 ,751** ,182 -,204 ,431** 1 ,454** ,284 ,275 ,756**	,000 ,025 ,014 ,003 ,690 ,000 ,008 ,000 ,342 ,697 ,000 ,000 ,472 ,000 ,000 ,022 ,193 ,000 ,282 ,225 ,008 ,005 ,089 ,100 ,000	37
S23	,537** ,499** ,356* ,419** ,412* ,478** ,519** ,570** ,541** ,100 ,645** ,592** ,347* ,295 ,673** ,272 ,192 ,493** ,149 ,239 -,023 ,454** 1 ,303 ,120 ,729**	,001 ,002 ,031 ,010 ,011 ,003 ,001 ,000 ,001 ,556 ,000 ,000 ,035 ,076 ,000 ,103 ,256 ,002 ,386 ,154 ,893 ,005 ,068 ,481 ,000	37

																									S24	S25	SCORE
S24	Pearson Correlation	,217	,268	,249	,298	,092	,346*	,499**	,443**	,282	-,163	,460**	,306	,364*	,364*	,286	,028	,023	,305	,272	,070	,256	,284	,303	1	,350*	,507**
	Sig. (2-tailed)	,197	,109	,138	,073	,589	,036	,002	,006	,091	,334	,004	,065	,027	,027	,087	,868	,893	,066	,103	,680	,127	,089	,068		,033	,001
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
S25	Pearson Correlation	,254	,134	-,018	,117	-,120	,190	,374*	,381*	,297	,237	,293	,313	-,177	,118	,141	,368*	,343*	,448**	-,028	-,022	,666**	,275	,120	,350*	1	,428**
	Sig. (2-tailed)	,130	,427	,914	,492	,477	,260	,023	,020	,075	,158	,078	,060	,295	,485	,406	,025	,038	,005	,867	,899	,000	,100	,481	,033		,008
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
SCORE	Pearson Correlation	,756**	,615**	,640**	,555**	,373*	,780**	,792**	,843**	,580**	,233	,871**	,755**	,236	,609**	,756**	,464**	,374*	,756**	,103	-,004	,398*	,756**	,729**	,507**	,428*	1
	Sig. (2-tailed)	,000	,000	,000	,000	,023	,000	,000	,000	,000	,166	,000	,000	,159	,000	,000	,004	,023	,000	,544	,979	,015	,000	,000	,001	,008	
	N	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37

Certificate of Thesiis Guidance

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

NOMOR 198 TAHUN 2022
Tentang
DOSEN PEMBIMBING SKRIPSI MAHASISWA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BATANGHARI

Membaca	:	Surat Ketua Program Studi Pendidikan Bahasa Inggris tanggal 31 Januari 2023 tentang Usulan perpanjangan masa bimbingan skripsi.
Menimbang	:	a. Bahwa penulisan skripsi oleh para mahasiswa perlu diarahkan dan dibimbing oleh para tenaga edukatif baik dari segi teknis maupun dari segi materi.
		b. Bahwa untuk maksud tersebut pada huruf (a) perlu penunjukan oleh Dekan, yang ditetapkan dengan Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2005 Nomor, 157, Tambahan Lembaran Negara Nomor 4586).
		2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336.
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 18).
		4. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi.
		5. Kalender Akademik Universitas Batanghari 2022/2023
		6. Surat Perintah Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 0307/E.E3/KP.07.00/2022 tentang penunjukan Pejabat Sementara Rektor Universitas Batanghari
		7. Surat Keputusan Rektor Universitas Batanghari Nomor 27 Tahun 2022 tentang Perpanjangan Masa Tugas Pejabat Pada Jabatan Wakil Rektor, Dekan, Kepala Unit Kerja di Lingkungan Universitas Batanghari

M E M U T U S K A N

Menetapkan	:	Bahwa terhitung tanggal 9 September 2022 s/d 9 Maret 2023 menunjuk saudara :
		1. Dr. Yanti Ismiyati, M.Pd.
		2. Efa Silfia, M.Pd
		Masing-masing sebagai Pembimbing I dan II skripsi dari mahasiswa di bawah ini.

NAMA	NIM / PRODI	JUDUL SKRIPSI
FEBI HARIATI	1900888203027 Pendidikan Bahasa Inggris	THE EFFECTIVENESS OF ANAGRAM MEDIA TO INCREASE STUDENT'S VOCABULARY AT TENTH GRADE STUDENT'S OF SENIOR HIGH SCHOOL 8 JAMBI CITY

Dengan ketentuan apabila waktu yang telah ditentukan tidak dilaksanakan sebagaimana mestinya maka Surat Keputusan diperbaharui,

DITETAPKAN DI : J A M B I
PADA TANGGAL : 31 Januari 2023
Dekan,

Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Tembusan
1. Rektor Unbari
2. Wakil Rektor I Unbari
3. Yang bersangkutan untuk diketahui dan dilaksanakan
4. Arsip.

APPENDIX VII

Research Permit

Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor   : 18 /UBR-01/B/2023
Lampiran : -
Perihal   : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 8 Kota Jambi
di
    Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **FEBI HARIATI**

NIM   : 1900888203027

Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE EFFECTIVENESS OF ANAGRAM MEDIA TO INCREASE STUDENT'S VOCABULARY AT ELEVENTH GRADE STUDENT'S OF SENIOR HIGH SCHOOL 8 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 12 Januari 2023
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

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APPENDIX VIII

Research Replay Letter

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi ☎ 0741-41328
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com

SURAT KETERANGAN
Nomor : 422/060/SMA.8/2023

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama	: **FEBI HARIATI**
NIM	: 1900888203027
Program Studi	: Pendidikan Bahasa Inggris
Maksud	: Penelitian
Judul	:**"The Effectiveness Of Anagram Media To Increase Student's Vocabulary At Eleventh Grade Student's of Senior High School 8 Jambi City".**

Berdasarkan surat permohonan izin Penelitian nomor: 18/UBR-01/B/2023 tanggal 12 Januari 2023 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 26 Januari 2023
K e p a l a,

FETMIRWATI S.Pd, M.Pd
NIP. 19650627 199003 2 002

APPENDIX IX

Documentation During Research