THE EFFECT OF ANAGRAM GAME TO THE VOCABULARY MASTERY AT THE EIGHT GRADE STUDENTS OF MTs BAHARUDDIN

A THESIS

Submitted to the English Education Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

SRI UTAMI ENDANG RETNO NINGSIH
Reg. Number: 19 20 300012

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**
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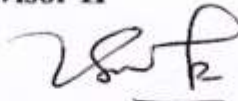
SRI UTAMI ENDANG RETNO NINGSIH
Reg. Number: 19 20 300012

Advisor I

Fitri Rayani Siregar, M.Hum
NIP.19820731 200912 2 044

Advisor II

Sokhira Linda Vinde Rambe, M.Pd
NIP.19851010 201903 2 007

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER AGREEMENT

Term : Thesis
      a.n. Sri Utami Endang Retno Ningsih

Padangsidimpuan, 09 June 2023
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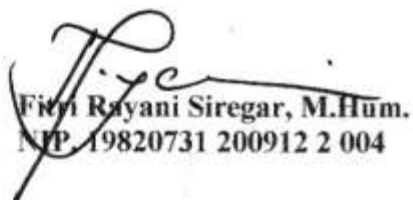
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Assalamu'alaikum warahmatullah wabarakatuh

    After reading, studying, and giving advice for necessary revision on the thesis belongs to **Sri Utami Endang Retno Ningsih**, entitled *"The Effect of Anagram Game to the Vocabulary Mastery at the Eight Grade Students of MTs Baharuddin"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

    Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

ADVISOR I

        ADVISOR II

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

DECLARATION SHEET OF SELF THESIS COMPLETION

The name who signed here:

Name   : Sri Utami Endang Retno Ningsih

Registration Number : 19 203 00012

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI

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Reg. Num. 19 203 00012

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Reg. No. 1920300012

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name   : Sri Utami Endang Retno Ningsih

Registration Number   : 19 203 00012

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI

The Tittle of Thesis   : **THE EFFECT OF ANAGRAM GAME TO THE VOCABULARY MASTERY AT THE EIGHT GRADE OF MTs BAHARUDDIN**

Chief,

Dr. Lelya Hilda, M.Si.
NIP 19720920 200003 2 002

Secretary,

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Members,

Dr. Lelya Hilda, M.Si.
NIP 19720920 200003 2 002

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Proposed:
Place   : Padangsidimpuan
Date   : July, 26th 2023
Time   : 08.30 WIB
Result/Mark : 83.25 (A)
IPK   : 3.53
Predicate   : Pujian

RELIGION MINISTRY INDONESIAN REPUBLIC
UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733Telephone (0634) 22080 Faximile
(0634) 24022

LEGALIZATION

Thesis   : **The Effect of Anagram Game to the Vocabulary**

Mastery at the eight grade   students of MTs

Baharuddin

Written By   : **Sri Utami Endang Retno Ningsih**

Reg. No   : **19 203 00012**

Faculty/Department   : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement for
Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 09 Juni 2023
Dean,

Dr.Lelya Hilda, M.Si
NIP.19720920 200003 2 002

Name : **Sri Utami Endang Retno Ningsih**
Nim : **1920300012**
Fac/Dept : **Tarbiyah and Teachers Training Faculty /TBI-2**
The Title of Thesis : **The Effect of Anagram Game to the Vocabulary Mastery at the eight grade of MTs Baharuddin**

ABSTRACT

This research focused on finding the effect of Anagram game to the vocabulary mastery at the eight grade students of Mts Baharuddin. The problems of this research 1) students got difficulty in memorizing vocabulary, 2) the students got difficulties in understanding English language because lack of vocabulary, 3) students felt bored when teaching and learning process, 4) students felt uninterested when teaching and learning because the technique that used, and 5) Students lacked of motivation in learning English. The aims of this study were: 1) to find out the result of the vocabulary mastery at the eight grade students of MTs Baharuddin before using Anagram game, 2) to find out the result of the vocabulary at the eight grade students of MTs Baharuddin after using Anagram game, 3) to find out the significant of Anagram game to the vocabulary mastery at the eight grade students of MTs Baharuddin. This research was quantitative research with experimental method. With pre-test, post-test control group design. The instrument of this research was multiple choice test (pre-test and post-test). The population of this research was all the eight grade students of MTs Baharuddin consisted of 69 students. Sample of this research was VIII-2 (20 students) as experimental class and VIII-3 (20 studennts) as control class. Thus, total number of sample of this research are 40 students. The research result showed the students' vocabulary mastery with mean score of pre-test in experimental class was higher than control class (46.5 > 39.375). After using Anagram game, the result of mean score in post-test increases, it was (80.1 > 66.65), mean score of experimental class was higher than control class. It was also showed that t_{count} was higher than t_{table} (5.743 > 1.725). It means that the hyphothesis (H_a) was accepted. It was concluded that there was a significant effect of Anagram game to the vocabulary mastery at the eight grade students of MTs Baharuddin.

Key words: *Vocabulary Mastery, Noun, Anagram Game*

Nama   : **Sri Utami Endang Retno Ningsih**
Nim   : **1920300012**
Fak/jurusan   : **Fakultas Tarbiyah dan Ilmu Keguruan /TBI-2**
The Title of Thesis : **Pengaruh Anagram Game Tehadap Penguasaan Kosakata Kelas Delapan MTs Baharuddin**

ABSTRACT

Penelitian ini difokuskan untuk menemukan pengaruh Anagram game terhadap penguasaan kosakata pada kelas delapan MTs Baharuddin. Permasalahan penelitian 1) Siswa mengalami kesulitan dalam menghafal kosakata, 2) Siswa mengalamin kwsulitan dalam memahami bahasa Inggris karena kurangnya kosakata, 3) Siswa merasa bosan saat proses belajar mengajar, 4) Siswa merasa tidak tertarik saat belajar mengajar karena teknik yang digunakan, dan 5) Murid-murid kurang motivasi dalam belajar bahasa Inggris. Tujuan dari penelitian ini adalah: 1) untuk mengatahui hasil penguasaan kosakatapada siswa kelas delapan MTs Baharuddin sebelum menggunakan Anagram game, 2) untuk mengetahui hasil penguasaan kosakata siswa kelas delapan MTs Baharuddin sesudah setelah menggunakan Anagram game, 3) untuk mengetahui siknifikan Anagram game terhadap penguasaan kosakata siswa pada kelas delpan MTs Baharuddin. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen. Dengan pre-test, post-test control grup desain. Instrument penelitian ini berupa tes pilihan ganda (pre-tes and post-tes). Populasi penelitian ini adalah seluruh siswa kelas delapan MTs Baharuddin yang jumlah 69 siswa. Sampel penelitian ini adalah kelas VIII-2 (20 siswa) sebagai kelas ekperimen dan VIII-3 (20 siswa) sebagai kelas control kelas. Jadi, jumlah sampel penelitian ini adalah 40 siswa. Hasil penelitian menunjukkan penguasaan kosakata siswa dengan skor rata-rata pre-test di kelas ekperimen lebih tinggi dari kelas control kelas(46.5 > 39.375) setelah menggunakan Anagram game, hasil rata-rata post-test meningkat, yaitu (80.1 > 66.65), nilai rata-rata kelas eksperimen lebih tinggi dari kelas control kelas. Hal ini juga ditunjukkan oleh t_{count} lebih tinggi dari t_{table} (5.743 > 1.725). artinya hipotesis (H_a) diterima. Disimpulkan bahwa ada pengaruh yang siknifikan dari Anagram game untuk penguasaan kosakata pada siswa kelas delapan MTs Baharuddin.

**Kata kunci:** *kemampuan kosakata, kata benda, Anagram Game*

اسم : سري أوتامي إندانج ريتنو نينجسيه

رقم : ١٩٢٠٣٠٠٠١٢

رئيسي : كلية التربية وتدريب المعلمين / تعليم اللغة الإنجليزية

عنوان : تأثير لعبة الجناس الناقصة على إتقانها مفردات الصف الثامن المدرسة التسنوية بحر الدين

خلاصة

ركزت هذه الدراسة على إيجاد تأثير لعبة الجناس الناقص على إتقان المفردات في الصف الثامن بمدرسة التسناوية بحر الدين. مشاكل البحث ١) يواجه الطلاب صعوبة في حفظ المفردات ، ٢) يواجه الطلاب صعوبة في فهم اللغة الإنجليزية بسبب نقص المفردات ، ٣) يشعر الطلاب بالملل أثناء عملية التدريس والتعلم ، ٤) يشعر الطلاب بعدم الاهتمام بالتعليم والتعلم بسبب التقنيات المستخدمة ، و ٥) يفتقر الطلاب إلى الدافع لتعلم اللغة الإنجليزية. أهداف هذه الدراسة هي: ١) معرفة نتائج إتقان المفردات في الصف الثامن من مدرسة تسناوية بحر الدين قبل استخدام لعبة الجناس الناقص ، ٢) لمعرفة نتائج إتقان المفردات لطلاب الصف الثامن بمدرسة تسناوية بحر الدين. بعد استخدام لعبة الجناس الناقص ، ٣) لمعرفة أهمية لعبة الجناس الناقص في إتقان مفردات الطلاب في الصف الثامن مدرسة تسناوية بحر الدين. هذا البحث هو بحث كمي بأسلوب تجريبي. مع تصميم مجموعة التحكم قبل الاختبار ، وبعد الاختبار. كانت أداة البحث في شكل اختبارات الاختيار من متعدد (الاختبار القبلي والبعدي). كان مجتمع هذه الدراسة جميعًا من طلاب الصف الثامن في مدرسة تسناوية بحر الدين ، وعددهم الإجمالي 69 طالبًا. وكانت عينة هذا البحث من فئة الثامن –2 (20 طالبًا) كفئة تجريبية و 20 (VIII–3) طالبًا) كفئة ضابطة. إذن ، كان عدد العينات في هذه الدراسة 40 طالبًا. أظهرت النتائج أن إتقان مفردات الطلاب بمتوسط درجات الاختبار القبلي في الفصل التجريبي كان أعلى من فئة الضبط (46.5< 39.375) ومتوسط الصف التجريبي أعلى من فئة الضبط. يُشار إلى ذلك أيضًا بكون tcount أعلى من ttable (743،5< 1.725). يعني أن الفرضية (Ha) مقبولة. وخلص إلى أن هناك تأثيرا معنويا للعبة الجناس الناقص في إتقان المفردات في الصف الثامن من مدرسة تسناوية بحر الدين.

الكلمات المفتاحية: مهارات المفردات ، الأسماء ، لعبة الجناس الناقص

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
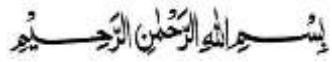
First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled "The Effect of Anagram Game to The Students' Vocabulary Mastery at the eight grade of MTs Baharuddin". The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era.**

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the important aspects in English. It has an important role in English. By using vocabulary, it can make it easier for us to understand what the conversation or writing of other people. Then, it can makes people be easier to express the thoughts in that language verbally or in writing.

Vocabulary is one of the basic of the four skills in English. Vocabulary is one important skill for learning to read, speak, write and listen. Then, in learning English vocabulary plays more important role than grammar. As it is stated by Thornbury that, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[1] Without vocabulary someone will not be able to speak, read, write, listen, and will not understand. Vocabulary has many easier to understand the English in four skills. And then, Many vocabularies can also help someone easily express their thoughts orally or written forms. Even less vocabulary can make it difficult for us to understand the English also difficult to express the thoughts or ideas. If people have less vocabulary, it is not only can not understand what someone saying, but also can not make sentences to transfer the messages to the other people. Thus, if someone has enough vocabularies will help to understand English expressions.

One of the most crucial aspects of teaching a foreign language is vocabulary. The key to language proficiency and grammar is vocabulary. One

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[1] S Thornbury, *How to Teach Vocabulary* (UK: Blucstone Press,Charlbury, 2004). p.13.

component that ties the four skills of speaking, listening, reading, and writing together is vocabulary. Students who want to communicate in a foreign language need to have a large vocabulary and be proficient in its use.

Based on the data gotten from interview with the student in MTs Baharuddin , it is know that the problems in this school is the students get difficulty to memorizing the vocabulary. They feel bored when teaching and learning English process. This situation happened from the techniques that used in teaching. The students' weakness of vocabulary mastery also occur because to a lack of motivation in learning English, the students are also poor of vocabulary.[2]

Then, based on interview to English teacher in MTs Baharuddin also she said the students get difficulties in learning English and they are not interested in learning English. It makes the students feel bored when teaching and learning process. The students' boredom may come from the strategy or technique which is used in teaching vocabulary. Thus, that is the problem can make the teaching and learning process unsuccessful.[3]

To solve this problem, teachers must have many teaching techniques to help the students accept English easily. Giving complete physical exercise (for instance, through games), helping students internalize a concept using visual aids (for instance, through videos, pictures, recordings, music, flash cards, and puppet toys), and explaining concepts nonverbally are some examples (facial features,

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[2] Fauziya Azzahra of MTs Baharuddin . Privat Interview, on November 28 th 2022, at 10.00 a.m.
[3] Rahma Yanti English Teacher of MTs Baharuddin. Privat Interview, on November 30 th 2022, at 11.30 a.m

gestures).[4] Thus there are many techniques that can be used in teaching. Technique in teaching helps the teacher be easier to teach, also the students more motivated and interested in learning.

Teaching vocabulary is one of the main topics in teaching English in Junior High School. Teaching for students in Junior High School is not the same as teaching for students in Senior high school or University students. Students in junior high school have different characteristic and motivation with Senior high school or University students. They are not the same as adults, so the way of teaching must be different too. They like to play and like to think that what they are doing in real work. If the teachers can not teach the students well, they can not enjoy their learning. As a result, the teaching and learning process can fail.

Then, in teaching vocabulary, the teachers should have many techniques to teach vocabulary to the students. They should be as creative as possible to teach vocabulary also creative to design techniques in the classroom that urge and motivate students to study English especially in learning vocabulary for beginner. Besides to urge and motivate students, it can help students to memorize the vocabulary. Thus, it will suppose the students to think that learning English is fun.

From the explanation and problems above, the researcher believes that technique will solve the students' problems in learning vocabulary. There are many techniques that can be used in teaching vocabulary. One of the techniques is

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[4] Irfan Wahyu Hidayat, 'The Techniques for Teaching Vocabulary At Smp Muhammadiyah 10 Surakarta in 2016-2017 Academic Year', 2017, 15. p.2-3.

using game. Games are very useful and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment. The students have an opportunity to work together. Vocabulary games let students utilize English in a flexible and conversational manner by bringing real-world context into the classroom.[5] Therefore, the researcher chooses game as the technique in teaching vocabulary to the students. The researcher believes that the games can reduce the students' boredom in learning vocabulary. One of them is Anagram game.

Anagram game is created by rearranging the letters of one word or phrase. An Anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. Kumara stated that one of the interesting ways for learning vocabulary is using word games exercises. Word games come in a variety of forms, including anagrams, crossword puzzles, riddles, and puns. Anagram game is one of the games.[6] Anagram game is very important to teach vocabulary. Anagram helps the students to be more effective in learning and teachers can easily to provide the teaching of English.[7] It helps the students to form a new word based on letters, word or phrase given. Manurung said Anagram is an effective, enjoyable and interesting way to teach vocabulary because it can

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[5] Ali Derakhshan and Elham Davoodi Khatir, 'The Effects of Using Game on English Vocabulary Learning', *Journal of Applied Linguistics and Language Research*, 2.3 (2016), 39–47 <https://doi.org/2376-760>. p.40.

[6] Richard Devara Candra Kumara, 'The Use of Anagrams To Improve the Students' Vocabulary Learning Strategy in Xi Ipa 1 Class,Sma Pangudi Luhur Sedayu A', *Sanata Dharma University Yogyakarta*, 136 (2016), 1–136 p.15.

[7] Muhamad arrofi Rahman, 'The Effectiveness of Anagram on Students's Vocabulary Size', June 2016, 2016, 129–39 <http://repo.uinsatu.ac.id/4337/>.

give the students enjoyment or challenge in studying language.[8] Thus ,the students will know the new vocabulary after rearranging the word. Students can augment their vocabulary mastery by using this game. The students also can learn vocabularies enjoy without any boredom. From those definitions and researches stated that Anagram game is well to vocabulary mastery. It has the positive effect and influence to students' vocabulary mastery. Based on the above explanation the researcher wants to know the positive effect of Anagram game to the students' vocabulary mastery.

The researcher expects that using Anagram game can effect students' vocabulary mastery. This technique also expects to decrease and solve students' problems, make students to be easier in learning vocabulary and make them more motivated in learning vocabulary. The researcher want to make interesting way in teaching and learning vocabulary to build the enjoyable classroom in teaching and learning process. To solve students' problems in learning vocabulary, the researcher is interested to using the Anagram game as the technique in teaching vocabulary. The researcher thinks that Anagram game is one of the techniques that can be applied in teaching vocabulary effectively also can effect students' vocabulary mastery. Therefore, the researcher wants to take a research about "the effect of Anagram game to the students' vocabulary mastery at the eight grade students of MTs Baharuddin".

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[8] Sartika Manurung, 'Improving Students' Vocabulary Achievment by Applying Anagram plus Flashcards at Smp Negeri 7 Pematangsiantar', *Journal of English Language Teaching*, 3.2 (2016), 1–10 <https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/1370>. p.4.

B. Identifications of the Problem

From the background of the research, there are some problems that cause the difficulties in teaching and learning vocabulary in students' vocabulary mastery at the eight grade students' of MTs Baharuddin They are:

1. The students got difficulty in memorizing vocabulary.

2. The students got difficulties in understanding English language because lack of vocabulary.

3. The students felt bored when teaching and learning process.

4. Students felt uninterested when teaching and learning because the technique that's used.

5. The students lack of motivation in learning English

C. Limitation of the Problem

Based on the problem, The researcher limits the research on finding the effect of Anagram game to the students' vocabulary matery at the eight grade students of MTs Baharuddin. There are many types of vocabulary. The researcher focuses on part of speech especially on noun.

D. Formulations of the Problem

Based on the background of the problem above, the researcher formulated the problems as follow:

1. How is the vocabulary mastery before using Anagram game at the eight grade students of Baharuddin?

2. How is the students' mastery after using Anagram game at the eight grade students of Baharuddin?

3. Is there any significant effect of using Anagram game on the vocabulary mastery at grade the eight grade students of Baharudin?

E. Objectives of the Research

Based on formulation above, the objectives of this research are:

1. To describe the vocabulary mastery before using Anagram game at the eight grade students of MTs Baharuddin.

2. To describe the vocabulary mastery after using Anagram game at the eight grade students of MTs Baharuddin.

3. To know the significant effect of using Anagram game on vocabulary mastery at the eight grade students of MTs Baharuddin.

F. Significances 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 himself.

1. For The Head master

It is hoped to give more motivation to the English teacher to teach in various and good way.

2. For The Teacher

Through this research it is hoped that this technique can help teacher to teach vocabulary effectively and choose what the best method to teach vocabulary considering the students' characteristics.

3. For The Students

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

G. Definitions of Operational Variables

To restrain the ambiguity, this research consists of two variables, the definition of those two variables as follow:

1. Anagram game

Anagram is type of word game, the words made by transposing letters of one word to form another. It is a word or phrase created by rearranging the letter of another word or phrase, in which every letter in the original is used to create the new word or phrase. Anagram game is one of the techniques in teaching vocabulary.

2. Vocabulary mastery

Mastery is eminency something. It is the great understanding about something. Vocabulary mastery is one of the factors to master the English as foreign language. It means the students must have the ability in understanding and use word and meaning, the stock of words of a language in alphabetical order.

H. Outline of the Thesis

This research divided into five chapters. Each chapter was consists of many sub chapters explained as follows:

This first chapter is introduction. This chapter consists of background of the problem, identifications of the problem, limitation of the problem, formulations of the problem, objectives of the research, significances of the research, definitions of operational variables, and the outline of the thesis.

The second chapter consists of theoretical description, which was consists of theoretical of vocabulary and anagram game, review of related findings, conceptual framework, and hypothesis. Then, the third chapter consists of research methodology, time and place of the research, research design, population and sample, instrument of the research, the techniques of collecting data, validity and reliability, and the last is technique of data analysis.

The fourth chapter consists of result of the research. It was about the analysis of the data. The result of the hypothesis that found in the research. Then, the last chapter consists of conclusion of the research that is the result of the research and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Description of Vocabulary Mastery

1. Definitions of Vocabulary

Vocabulary is one of basic knowledge in language learning. It is used in every language as basic and to support in using language well. Vocabulary is an important aspect to be learnt when someone learns a language also one aspect which owned by every student to make them understand and master the language. The learners should master it firstly for mastering the language. Vocabulary is collection or list of words in particular language. It is all of list of words that someone used to communicate each other.[1] Learning a language requires a lot of vocabulary to master language skills, namely speaking, listening, reading and writing because vocabulary is a factor that supports a person being able to speak.

Language is arranged by many words that are produced by vocabulary which include in language component. It gives information or explanation in language terms Iman defines vocabulary as the knowledge of words and word meaning. Alizadeh stated vocabulary as a list of words arranged in alphabetical order.[2] Vocabulary is list of words with meaning which create a language.

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[1] Vina Sukrina, 'Improving Students' Vocabulary Mastery by Using Realia', *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 1.2 (2016) <https://media.neliti.com/media/publications/221730-improving-students-vocabulary-mastery-by.pdf >.p.3.
[2] Iman Alizadeh, 'Vocabulary Teaching Techniques: A Review of Common Practices', *International Journal of Research in English Education*, 1.1 (2016), 22–30 <http://ijreeonline.com/article-1-25-en.html> p.22.

Every word in the language has meaning which makes people communicate each other in good understanding.

Vocabulary refers to all of words in the whole language or the words or phrases used in particular variety. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.[3] It is one of the language component to supports the speaker in communication. It means vocabulary plays a very important role in developing and reaching the four language skills (listening, speaking, reading, and writing). Thus, vocabulary is very important aspect in language. Someone can speak, listen, write and read by using a language because of mastering many vocabularies. By using vocabulary many things can be conveyed both in written or spoken form.

Hiebert and Kamil stated "vocabulary is the knowledge of meaning of words".[4] The same definition is also delivered by Line that Vocabulary is the individual's knowledge about the collection of words.[5] Based on explanation above, the researcher concluded that vocabulary is a basic and the most important aspect in learning a language. Vocabulary is a group of word that used in human's communication to give interaction each other. It refers to all of word that people use to communicate each other.

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[3] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2017), 21–34 <https://doi.org/10.20472/te.2015.3.3.002>. P.22.

[4] Elfrieda H. Hiebert and Michale L.Kamil, *The Teaching and Learning Vocabulary Bringing Research to Practice*, ed. by Elfrieda H.Hiebert, 2009th edn (London: Marwah, 1386) <https://bok.cc/book/667521/c3dae0> p.3.

[5] Caroline T. Line, 'Practical English Language Teaching:Young Learners', 13.1 (2017), 82 <https://books.google.com/books/about/Practical_English_Language_Teaching.html?id=d2wvAA AACAAJ >. p.81.

2. Definition of Mastery

Mastering a language is very important. It can help someone to communicate and understand a language well. Mastery come from a verb "master" and suffix "y" become mastery (noun). Master as a verb is something to learn and understand completely. Therefore, mastery is a good understanding of something completely.

According to Webster in Mofareh mastery refers to:

a. The authority of a master: dominion; the upper hand in a contest or competition; superiority, ascendancy;

b. Possession or display or great skill or technique; skill or knowledge that makes one master of a subject comment.[6]

Thus, mastery is a great knowledge or understanding of a subject. It is a complete skill or a complete knowledge. Then, mastery is a great skill or understanding that makes someone master in a subject Swannel in Budi's thesis defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile, Porter stated that mastery is learning or understanding something completely and having no difficulty in using it. Meanwhile, Setiawan stated that mastery is learning or understanding something completely and having no difficulty in using it.[7]

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[6] Alqahtani p.26.
[7] Budi Setiawan, 'Improving the Students'vocabulary Mastery Throught Direct Instruction', *Materials Science and Engineering A*, 16.6 (2010), 1–19 <http://eprints.uns.ac.id/4397/1/138511008201006411.pdf> p.9.

3. Definition of Vocabulary Mastery

Vocabulary mastery refers to the number of words that someone knows. Mastery refers to having great skill at something or total dominance over something. The term mastery is not restricted to simply recognize the meaning of certain word. Mastering vocabulary is crucial in language acquisition. It will be difficult to master a language without mastering vocabulary.

Vocabulary mastery is one of the important aspects of languages learning, as well as English. It is the good understanding of English vocabulary. The researcher points that vocabulary mastery is the complete skill or comprehension to understand the stock of words and their meanings of a particular language.[8] Vocabulary mastery plays an important role in four language skills, it is also needed in components of language. It can be said vocabulary mastery is the good understanding about the words and the meaning of the words.

4. Kinds of Vocabulary

Vocabulary is the important part in learning English language because it is related to other skills, without vocabulary someone cannot learn English well. There are two kinds of vocabulary as stated by Nation, Aeborsold and Field in Widhiastuti, they are active or productive vocabulary and passive or receptive vocabulary.

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[8] Zakir Hussain, 'The Effects of Ict-Based Learning on Students' Vocabulary Mastery in Junior High Schools in Bandung', *International Journal of Education*, 10.2 (2018), 149–56 <https://smartlib.umri.ac.id/assets/uploads/files/76f0e-7592-21468-1-pb.pdf >. p.151.

a. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. It can be recognized and understood in speaking and writing context.

b. Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. Receptive or passive vocabulary refers to words that students assign some meaning, even if they do not know their full definitions.[9]

5. Classifications of Vocabulary

In learning vocabulary there were some kinds of vocabulary. Another ways, vocabulary is also classified into function of words and contents. Kinds of vocabulary are knowledge to know the level of someone, but classified of vocabulary is types of vocabulary itself. The classification of vocabulary intended of such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection that called word classes. It is known as part of speech.[10]

Word class is the classification of words to a language depending on its function in communication. The notion of word class may also be used to

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[9] Wahyu dwi Widhiastuti, 'The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of Smp Angkasa Adisutjipto Yogyakarta in the Academic Year of 2010/2011', 2019, 1–19 <https://bok.cc/book/667521/c3dae0>.

[10] Goodman, *Understanding English Nouns and Pronouns*, 2021st edn (London: jack kail, 2018).

account for the structure of the vocabulary as whole. Following an approach that can be traced back to Latin and Greek, traditional grammars of English distinguish eight parts of speech. Eight Parts of speech can be divided into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection. Each part of speech is explained as follow:[11]

a. Noun

Noun is a word used as the name of a person, place, or thing. The word thing includes all of objects that we can see, hear, taste, touch, or smell, and something that we can think of, but cannot perceive by the sense. From explanations above, noun is word that has function or used to name of things, such as person, place, or the name of the thing. Thing means anything that we can think of.

b. Verb

Verb is word that denotes action. Verbs that denote states rather than action seem less verb like. Verb is the word to show or state an action. "A verb is a word or set of words that shows action (runs, is going, has been painting); feeling (loves, envies); or state of being (am, are, is, have been, was, seem)." Examples:

1) Aisyah reads Al-Quran.

2) The students are studying.

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[11] M. B. Oliva, P Meehan, and C. L. Colombres, *English Grammar Basics* (London, 2018). p.3.

c. Adjective

Adjective is used to highlight qualities or attributes. Adjective is a word that used with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number or quantity. Examples.

1) Aisyah is a clever girl.

2) She is a diligent student.

d. Adverb

It is word to modify a verb, an adjective or other adverb or word use to explain how, where, when, and why an action. Examples:

1) Ali goes to mosque

2) She is teaching in the classroom.

e. Conjunction

Conjunction is word used to combine one word to another word, one sentence to another one. Examples:

1) My father and my mother go to Makkah

2) I read Al-Quran after prayed

f. Pronoun

It is the word which can take the place of a noun. Example:

1) She is a teacher.

2) They are my family.

g. Interjection

Interjection is word put into a sentence to express a sudden feeling of mind or emotion. Example:

1) "Wow, it is great idea."

2) "Oh! Look at me!"

h. Preposition

Preposition is word that used to explain the relation between two grammatical words or a word use with a noun or pronoun to show their relation with some other word in the sentence.

1) We will go in June.

2) She is angry with me.

In this research, the researcher focuses on noun only (the word of noun or the things in the classroom and things in the kitchen).Noun is one of the important parts of speech. It is names of person, place, animal or things. Noun is divided into eight kinds, they are: common noun, proper noun, concrete noun, abstract noun, countable, uncountable, collective and material noun. As described below:[12]

a. Common Noun

Common noun is word for people, animals, places, or things. It is given in common to every person or thing of the same class or kind. For example, girl, teacher, and country.

b. Proper Noun

Proper noun is name for particular people, things, or places. It is written in capital letter. Such as Aisyah, Fatimah, Ali, Padangsidimpuan, Indonesia, etc.

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[12] Anne Seaton . Y.H.New, *Basic English Grammar for English Language Learners*, *Nature* (Singapore: United States of America, 1944), CLIII <https://doi.org/10.1038/153339a0>. p.8.

c. Concrete Noun

Concrete noun is noun that can be perceived through one of the five senses. It can be touched, seen and smell the object.

d. Abstract Noun

Abstract noun is a noun which names quality, action, virtue or state, which ones cannot perceive through one's five physical senses. It is a noun that refers to a thing that does not exist as a material object. Abstract noun is thing that cannot be seen or touched. Such us, kindness, friendship, love, etc.

e. Countable Noun

Countable noun is noun that can be counted. It refers to something that can be counted. Countable noun can be modified by a numeral and that occurs in both singular and plural forms. For example, book, pencil, table, etc.

f. Uncountable Noun

Uncountable noun is noun that cannot be counted. It refers to the thing that cannot be counted or divided into singular or plural. For example, rice, money, water, air, etc.

g. Material Noun

Material noun is the name of a material or substance from which things are made. Such as, silver, gold, iron, diamond, plastic, etc.

h. Collective Noun

Collective noun is word for group of people, animals and things. It is refers to group of individuals. For examples, family, team, group, etc.

6. Aspects of Vocabulary

Vocabulary is list of words with the meaning that obvious components of language. Vocabulary is an important part of language that should be taught. It should be learnt and mastered by students. Some aspects of vocabulary that should be taught and mastered, are:[13]

a. Pronunciation and spelling

The students have to know what a word sounds like (how is pronunciation) and what is look like (it is spelling).

b. Grammar

The grammatical rules should be understood by the students when learn a set of new words. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. When teaching a new verb, for example, it might give also its past form, if this is irregular (think, thought), and it might note if it is transitive or intransitive. The same as when teaching a noun, it may wish to present its plural form, if irregular (mouse, mice).

c. Collocation

The collocation typical of particular item is another factor that makes a particular combination sound "right" or "wrong" in a given content. It is

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[13] Marion Williams and Tony Wright, *A Course in Language Teaching Practice and Theory, Cambridge Teacher Training and Development*, 2009th edn (New York, 2014), xix <https://doi.org/10.9790/0837-19664456> p.60-62.

another piece of information about a new item which it may be worth teaching.

d. Aspects of meaning: denotation, connotation, appropriateness

Denotation is the meaning of a word is primarily what it refers to in the real world, it is often the sort of definition that is given in dictionary. For example, cat denotes as a kind of animal, more specifically, a common, domestic carnivorous mammal. Connotation is a less obvious component of the meaning of an item. The associations, or positive or negatives feelings it evokes, which may or may not be indicated in dictionary definition. Such as, the word dog, as understood by most British people has positive connotation of friendship and loyalty. While, in Arabian people has negative associations of dirt and inferiority.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it useful for learners to know that a certain word is very common or relatively rare in polite conversation. For example, the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

e. Aspects of meaning relationships

How the meaning of one item relates to the meaning of others can be also be useful in teaching. There are various such relationship, they are:

1) Synonym

Synonym is a word that has same meaning or nearly the same. For example, almost: nearly.

2) Antonym

Antonym is word that has the opposite meaning of another word. Example, poor: rich.

3) Hyponym

That's the items that serve as specific example of general concept. For example, lion, cat, rabbit is hyponym of animal.

4) Co-hyponym

It is other item that is the same kind of thing. Example, red, brown, green are co- hyponym. Co-hyponym also called co-ordinate.

5) Superordinate

It is a general concept that cover specific items. Example, animal is superordinate of: cat, zebra, and lion.

6) Translation

Word or expression learners' mother tongue that are more or less equivalent in meaning to item being taught.

7) Word formation

The other way vocabulary item is built is by combining to words (two nouns or a gerund and a noun, or a noun and a verb) to make an

item. In learning vocabulary, it is needed to learn the process of prefixes and suffixes.[14]

7. Definitions of Technique in Teaching

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching defined as helping others learn to do a particular things, is an everyday activity in which many people engage regularly. Teaching is helping others learn to do a particular thing. Professional classroom teaching, on the other hand is specialized work that is distinct from informal, common place showing, telling, or helping.[15] In education context, teaching is a highly complexion process to deliver knowledge. It means that teaching is an activity or the process of sharing the knowledge and helping others to learn something.

8. Techniques in Teaching Vocabulary

Vocabulary has an important role in learning languages. As in English learning it has the good impact on the language skills (listening, speaking, reading, and writing). In fact, learning English is not easy as we know. The students often find the difficulties in learning. They usually do not understand what the teacher said. This case happens because the students poor of vocabulary. It makes them be bored and lack of motivation.

To solve the students' problem in learning English, the teacher should have many ideas to update the students' way in learning. It can also to increase

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[14] Hidayat, 'The Techniques for Teaching Vocabulary at Smp Muhammadiyah 10 Surakarta in 2016-2017 Academic Year'.

[15] Deborah Loewenberg Ball and Francesca M. Forzani, 'Journal of Teacher Education', *Journal of Teacher Education*, 5, 2009, 16 <https://doi.org/10.1177/0022487109348479> p.496.

the students English achievement. Teaching vocabulary is not an easy to work. Teacher should find the best or the effective technique to teach English vocabulary. In real teaching and learning process, vocabulary is still being a problem for both of teacher and the students. It means before the teacher going to teach the students in mastering English vocabulary, the teacher should be knowledgeable or master in English vocabulary first. Many students fail in learning English because they have less English vocabulary.Technique is the ways to presenting a subject to the students. Technique in teaching vocabulary can help students to learn English vocabulary easily. By using technique also can help the students enjoy in teaching and learning process.

In teaching vocabulary, the teacher should use the best way or technique to teach the students to make students easier in understanding the vocabulary. This technique also aims to create the more effective and efficient in teaching and learning process. Some techniques that can be used in teaching vocabulary as follows:[16]

a. Using objects.

It refers to bringing objects, use visual aids, demonstration into the classroom or using the things existing in the classroom in teaching vocabulary. This technique also is known as realia. In other words students are shown a book if teacher wants to teach them the word "book". Moreover he can ask students: What is this? The answer would be: This is a book!

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[16] Thornbury. P.77-78.

b. Mime, expressions, and gestures

Refer to actions that are better explained by gesture. Teaching using this technique is relevant for students' memorization. The students will receive word easily by this technique. For example, adjectives, "sad", "happy" mime and taking hat off your head to teach hat.

c. Contrast

Contrast shows that some words can be taught in relation with their opposite meaning. For example the word good has the opposite bad, big has the opposite small.

d. Enumeration

Enumeration is used when referring to general or specific words. An enumetarion is a collection of items complete, ordered listing of all the items in that collection. For example the general term "fruit" has a sense relation with its specific terms such as: apple, pear, cherry, etc.

e. Translation

Not all words can be translated and furthermore students are not encouraged to interact with the new words. In some situation, it will help the teacher.

f. Drawing

Drawing can be done in the black or whiteboard also drawn on flashcard. It can help the students understand easily.

g. Eliciting

This technique is motivating and memorable by simply giving pupils a list of words to learn. In addition, the other techniques in teaching vocabulary are:[17]

h. The dictionary

Dictionary is one of the students' learning AIDS in learning English. Teacher can ask the students to look up the dictionary to find out the word that needed. This way makes students practice in dictionary using.

i. Word Games

There are some varieties of word games. The word games are useful for practicing and build the vocabulary. For example, crossword puzzle, anagram, and scrabble.

j. Description or Definition

In building or improving students' vocabulary, teacher can describe and define the objects. From those various techniques above, there are some techniques or ways in teaching vocabulary. There are, realia, mime, contrast, explanation, enumeration, translation, the dictionary, word games and definition. Those techniques can be used in teaching vocabulary.

9. **The purpose of Teaching Vocabulary**

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning it vocabulary. Purpose of vocabulary is to increase learners' ability in language

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[17] Alqahtani. P.26-29.

and to have knowledge about words and it element. We cannot learn language without vocabulary.

Thus, vocabulary also makes someone be able in four language skills, listening, speaking, reading and writing. Not only be able in those skills, it makes someone comprehend in those skills. Then, teaching vocabulary purpose is to make someone be able in learning English and good in four language skills. The purpose also to creates the relation by each other through the good communication.[18] Moreover, making someone have a great or deep understanding of words is also the objectives of teaching vocabulary.

10. Materials of Teaching Vocabulary

There are many materials in teaching speaking. From topics in English book that used for the eight grade students of MTs Baharuddin. It is devided into thirteen chapters, they are: (chapter 1), it's English time! (chapter II), we can do it, and we will do it (chapter III), we know what to do (chapter IV), come to my birthday, please (chapter V), I'm so so happy for you! (chapter VI), our busy roads (chapter VII), my uncle is a zookeeper (chapter VIII), what are you doing (chapter IX), bigger is not always better (chapter X), when I was a child (chapter XI), yes, we made it (chapter XII), don't forget it, please! (chapter XIII), we got a lot of histories. And then, the researcher took (chapter VII), my uncle is a zookeeper. In this chapter learn to communicate states and events that happen routinely or as general thuts, in order to appreciate the

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[18] Heppy Sinaga, Herman Herman, and Eben Pasaribu, 'The Effect of Gnagram Game on Students' Vocabulary Achievement at Grade Eight of Smp Negeri 8 Pematangsiantar', *Journal of English Educational Study (JEES)*, 3.1 (2020), 51–60 <https://doi.org/10.31932/jees.v3i1.655>. p.59.

nature, show our pride in something, our to give good and bad samples and also can learn the noun in the story about animal or about zoo.
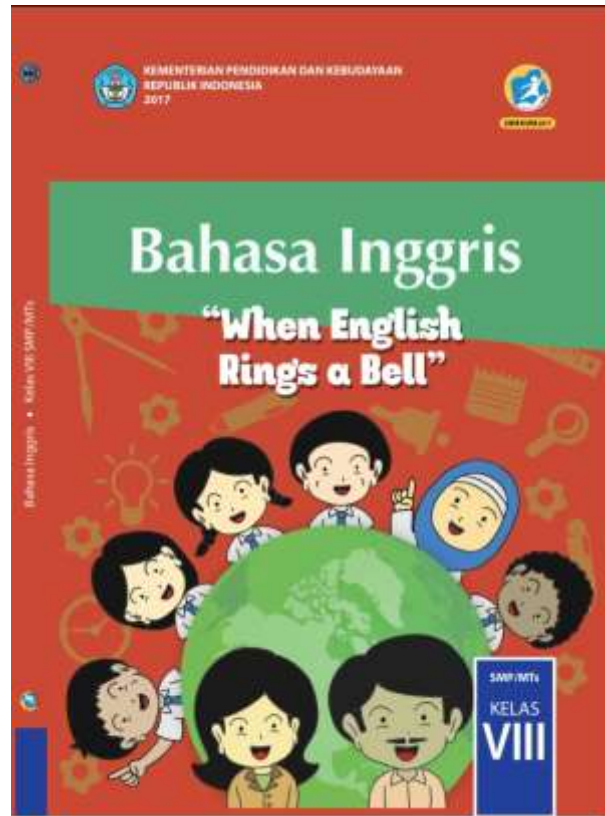
Observing & Asking Questions

Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.
(Adapted from The Little Animal Encyclopedia)

Tigers are the biggest of all cats. They live in the grasslands and forests. Their stripped coat gives them good camouflage when they hunt. They love meat to eat.
(Adapted from The Little Animal Encyclopedia)

Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.
(Adapted from The Little Animal Encyclopedia)

Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkey eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.
(Adapted from The Little Animal Encyclopedia)

B. The Concept of Anagram Game

1. Description of Game

Teaching vocabulary must be interesting and the teacher should be creative to create fun and meaningful learning because vocabulary is very essential in a language. A game is an activity with rules, a goal and an element of fun.[19] El Shamy in Ibrahim defines a game as a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win".[20]

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[19] Jill Hadfield, *Elementary Vocabulary Games a Colocation of Vocabulary Games and Activities for Elementary Students of English* (Longman, 1998) <http://elibrary.bsu.az/books_250/N_20> p.4.

[20] Abdelrazig Ibrahim, 'Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools', *American Scientific Research Journal for*

Ishtawi stated that the game activities, which may have an important teaching role, contribute teacher and students in the class.[21] It is claimed that the game applications which are well organized. It can increase the learning process, strengthen the retention, and improve the students' motivation becomes the aims of the game activity technique. Thus, game is an activity with the rules and goal. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful.

In summary, game is a fun actifity with the rules and goal. It is an enjoyable activity to enrich students' interest in learning. Students' enthusiasm and confidence can grow through playing a gamebecause it is motivate and enjoyable.

2. Definition of Anagram Game

Game is an easy way to apply in process of learning. It is interesting and gives the easy way to the students to recall and memorize vocabulary. Therefore, the teacher should be creative to create fun and meaningful learning because vocabulary is very essential in language. The role of games in teaching and learning vocabulary cannot be denied. However in order to achieve the most from vocabulary games, it is important that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and classroom settings are factors that

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Engeneering,Technology,and Sciences(Asrjets), 37.1 (2017), 140–50 <https://asrjetsjournal.org/> p.141.

[21] Husam Rushdi Ishtawi, 'The Effects of Game Strategy on the Learning of English Grammar for the Twelfth Grade Students', 2011, 1–181 <library.iugaza.edu.ps> p.41.

should be taken into account. The suitable game helps and encourages many learners to sustain their interest and work. Additionally, games assist the teacher in establishing relevant and practical linguistic.[22] It means the suitable game is very important. The game chosen should be appropriate the proficiency of the students, learning topic, time and classroom management. The appropriate game helps the students enjoy the condition and situation in teaching and learning process. Thus , the game should be appropriate.

The appropriate game in teaching vocabulary can help in teaching. It helps students to be interested in learning. According to Wright, Betteridge and Buckby in Rambe divided games are based on their general characters and spirits such as, picture games, psychology games, caring and sharing games, sound games, story games, word games, true and false games, memory games, question and answer games, guessing and speculating games.[23] It means word of games is one of the game that can be applied in teaching vocabulary.

An anagram is created by rearranging the letters of one word or phrase to form another word.[24] Thus, Anagram game is a type of word game or word play. The game aims to rearranging the words or phrase, to create a new word or phrase. According Giorgadze Anagram game can enhance brain function, verbal fluency, teamwork skills, and overall productivity. Additionally, it

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[22] Amaal Al Masri and Majeda Al Najar, 'The Effect of Using Word Games on Primary Stage Students Achievement in English Language Vocabulary in Jordan', *American International Journal of Contemporary Research*, 4.9 (2017), 144–52 <http://www.aijcrnet.com/journals/Vol_4_No_9_September_2014/17.pdf>. p.144.
[23] Sokhira Linda Vinde, 'Fostering Lecturers' Teaching Creativity through Games', *English Education : English Journal for Teaching and Learning*, 7.01 (2019), 95–112 <https://doi.org/10.24952/ee.v7i01.1656> p.104.
[24] Daniel H. Wieczorek, *A Book of Anagrams - an Ancient Word Game*, ed. by Lawis, 2012th edn (New York: ESL instructos, 2012). p.10.

should be noted that language learning through games is enjoyable from both the teachers' and students' perspectives.[25]

3. The Advantages of Anagram Game

In applying a game for teaching there is always an advantage an disadvantage. We can not say that one game is the best overall, because it depends on the learners that we teach. What we should look carefully is whether or not a game suitable for the learners. Anagram is considered as an affective ,enjoyable and interestingway to teach vocabulary because it can give the students enjoyment or challenge in language and encourse them to look carefully at words, students can provide spelling practice, show the students how the letters of many words can be manipuled to form other words, emphasize the importance of letter position in relation to word meaning.[26]

Anagram game can motivate the students and make them interested in learning vocabulary English for junior high school, the students also know about the new words by using Anagram, they can find the new word by them selves. Anagram game is also help the studets to work in team. They will not work individually because they want to get the best score to be winner, applying this game means to help students to raise their vocabulary.

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[25] Meri Giorgadze, 'Teaching Vocabulary through Language Games - Anagram', *International Scientific-Pedagogical Organization of Philologists*, 3 (2020), 104–9 <https://doi.org/https://doi.org/10.33739/2587-5434-2020-3-104-109>.p.108.

[26] Siti Nurjanah, 'The Effect of Anagram Technique on Students' Vocabulary', *Journal of Syarif Hidayatullah State Islamic University Jakarta*, 109 (2018), 1–109 p.21.

4. Procedure of Anagram Game

There are many ways in applying anagram to the students in teaching vocabulary by using anagram game, such as:[27]

a. The students form other word from the key word given. For examples:

  1) Grandmother: mother, other, her, ear, etc.

  2) Learning : earn, lean, liar, etc.

  3) Reader : dear, read, ear, red, etc.

  4) Handsome : dome, hand, some, name, etc.

  5) Weather : her, tea, hat, eat, etc.

b. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For example:

Table 1
Rearrange the letters in bracket to complete the sentence

Thecaer	Ldouly
Btaufuile	Shcool

  1) Please speak loudly, so I can hear your voice

  2) You are very beautiful wearing that gown

  3) My English teacher is very friendly

  4) My school is in front of my house

c. The students omit one or some letters of the key word and transpose rest. Example:

  1) Key word: perceive

    Definition: got or accept something

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[27] Insan Bara Rosada, 'Improving Vocabulary Mastery by Using Anagram Game', *State Islamic Institude Of Surakarta*, 240 (2016), 240. p.28-29.

New word: receive

2) Key word: apple

Definition: whiter than usual because of illness, not bright

New word: pale

d. The students match the scramble word on the left to its arrangement on the right.

Table 2
Match the scamble word on the left to its arrangement
on the right

Bag	Book
Pcienl	Bag
Boko	Pencil

From the above quotation, there are many ways to applying anagram game. In this research the researcher focus on the fourth way. That is the students match the scramble word on the left to its arrangement in the right.

Then based on Nurwulandari, the procedures of applying anagram game as below:

a. Divided the students to 5 groups. Each group have 4 students.

b. Students are given certain words with 6 letters.

c. Students must arrange the letters in one word into a new word.

d. Students use all of the letters to form 1,2 or maybe 3 new word.

e. The group with the most recent words is the winner.[28]

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[28] Ade Imas Nurwulandari, 'The Effect of Using Anagram Games of Students ' English Vocabulary Mastery', 1.2 (2022), 77–83 <https://jurnal-lp2m.umnaw.ac.id/index.php/IJEAL>.p.79.

5. Teaching vocabulary by using Anagram game

In teaching there are three procedure that must be completed. They are pre-teaching,while-teaching,and post teaching. Pre-teaching is a way that involves teaching students prior to a lesson, teacher starts the class with greeting. While-teaching is the core of learning lesson,teacher use Anagram game to teach vocabulary. Post-teaching involves going over them after the lesson, teacher closes the learning proses. Teaching vocabulary by using Anagram game can be describe as follows:

Table 3
Teaching vocabulary by using Anagram game

Teacher Activity	Procedure	Students activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn.
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from

		the teacher.
B. While-teaching 1. The teacher introduces the topic about text to the students.	1. The teacher make 5 group for each group there are 4 students.	2. Students pay attention to the teacher. 3. Students remind the topic of the material.
2. The teacher asks the question related to topic.	2. The teacher give 6 letters for each group	1. Students think about the text. 2. Students answer the teacher's question.
3. The teacher make 5 group for each group there are 4 people, this is group divide according to student attendance list. Then, for each group make the name of their group.	3. The students must arrange the letters in one word into a new word.	1. Students are divided the students into some group. 2. After that, the students and the teacher discuss the answer of those questions.
4. The teacher give the random word 6 letter to each group. 5. The teacher gives the Anagram game technique. Thus, the students must create a correct word by rearranging the randomly generated letters. 6. Than, Students combine all the letters to create the correct words	4.students use all of the letters to form 1,2 or 3 new word. 5.the group with most recent words is winner.	1. The group accept the random word that are given by the teacher . 2. First, for each group must be rearrange the correct word. 3. Each group must be arrange the random word correctly and quickly. 4. After finish the student give it the letter to the teacher quickly.

C. **Post-Teaching**		
1. Teacher ask the students about their understanding about the material.		1. Students answer the teacher's question and tell their problem.

2. The teacher might conclude or summarize the lesson by himself or together with the students.
3. Then, the teacher say the correct pronounciation.
		1. Listen to the teacher.
		2. The students make a summarize while the teacher concludes the lesson.
		  1. Then, the students listen what the teacher say.
		  2. After that, the all of students repeat what the teacher say.

4. Teacher closes the class with greeting		1. Students respond teacher's greeting.

C. Conventional Strategy

1. Definition of Conventional Strategy

According Hudson, "conventional strategy is the strategy used by the

teacher based on mutual agreement in a school".[29] It is a traditional way that is

used by a teacher in teaching and learning process. Based on above, the

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[29] Hudson, *The Meaning of Conventional Teaching(*online*)*, <http://www.conventional-strategy/topic/54372-strategy>,retrieved on july 2023.

researcher concluded that conventional strategy is the strategy used by the teacher to teach material based on agreement at school.

2. Procedure of Conventional Strategy

The researcher make the procedure of the conventional strategy as follow:

a. Teacher explained the matery

b. Teacher asked students to gave examples about noun one person noun

c. Teacher wrote the noun on the white board

d. The teacher said the pronunciation and after that the students repeat it

e. And then, translated the noun into Indonesia

f. Then, the teacher asked the students to memorized the noun.

D. Review of Related Findings

In this sub chapter the researcher provides four previous studies related to this research. There are three previous related studies that will be described.

The first, performed by Manurung, this study was conducted by using classroom action research. The result of the research showed that the mean of students' score in pre-test I was 56.41, the mean of students' score in post-test I was 69.22. The mean of students' score in post-test II was 76.72. There were the improvement of students' achievement, that's 56.41 > 76.7232.[30]

The second is from Nurjanah, the research point the positive effect in using anagram game to students' vocabulary. It can be seen from the $p < \alpha$. If p

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[30] Sartika p.7-8..

< α means Ha is accepted, sig. 2 tailed (p) was lower than alpha (α) 0.05. It means anagram game technique has the significant effect to students' vocabulary33.[31]

The third, the research by Siska found the improvement of the students' vocabulary mastery. It can be stated from the result of pre-test and post-test I until II. Mean of pre-test I was 46.04 and post-test I was 68.54, means post-test I was higher than pre-test I. The mean of students' score in post-test II was 78.12. The score improvement from pre-test to post-test I was 22.5 point. While, the improvement from post-test I to II was 10.18 point34.[32]

The last, the research by Rosadi with the research result is improve, the score before using anagram is 68.294, after doing treatment the mean score is 77.647. It means that anagram game has the significant effect to students' vocabulary mastery. The improvement also seen from t_{count} is higher than t_{table}, that is 6.291 > 2.120.[33]

The conlusion, from the above description, anagram game technique has the good effect to students' vocabulary. It known from above related findings that showed the positive result of the research. So, the researcher hopes anagram game has the effect and can improve students' vocabulary mastery.

E. Conceptual Framework

The students have to have many vocabularies. To have and master vocabulary the teacher should has the good technique in teaching vocabulary, also

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[31] Nurjanah. P.45-46.

[32] Mirwana Siska, 'Improving Students' Vocabulary Achievement by Applying Anagram plus Flashcard in the First Grade of Mts Persatuan Amal Bakti (Pab) 1 Helvetia', *Journal of State Islamic University Of North Sumatera Medan*, 95 (2017), 1–95.P.52.

[33] Ahdian Rosadi, 'The Effectiveness of Anagram Technique in Teaching Vocabulary', *VELES Voices of English Language Education Society*, 1.1 (2017), 41–50 <https://doi.org/10.29408/veles.v1i1.392>.P.49.

students need the fun, enjoyable and easier technique to help them understand. By using anagram game as the technique in teaching vocabulary, it can help teacher to teach vocabulary mastery interesting and easier. The conceptual framework can be seen as the picture below:

Students have trouble memorizing vocabulary, have trouble in understanding in the English language due to a vocabulary deficit, feel bored during the teaching and learning process, and lack motivation

Pre – test

Experiment Class | Control Class

Anagram game | Conventional

Post – test

Ha | H0
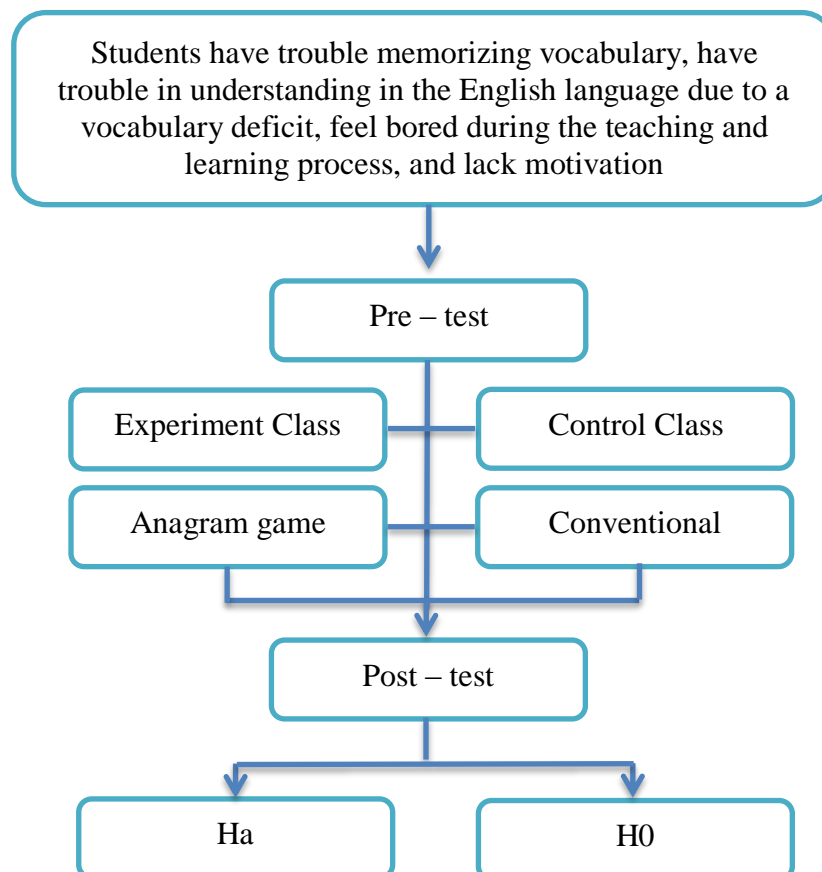
Figure 1
Conceptual Framework

From the draft above, the researcher used Anagram game as technique to solve the students' problem in vocabulary mastery. Before doing the technique the researcher gave pre-test to experiment and control class. Then the researcher taught by using anagram game in experiment class. While, in control class, the

researcher do not use the technique (use the conventional learning method). Then the researcher gave post-test to both of class, and compare the result of the post-test.

F. Hypothesis

The hypothesis of the research as follow:

H_a : There is the significant effect of Anagram game to the vocabulary mastery at eight grade students of MTs Baharuddin.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was conducted in MTs Baharuddin. It is located at Janji Mauli Muara Tais Tapanuli Selatan. It was started from October until july 2023.

B. Research Design

This research used quantitative with experimental method. It is a research that can test hypothesis based on cause and effect relationship between one variable to other variable. This research was designed using pre-test and post-test control group design. Thus, experimental research was research aims to looking for the effect of each variable.

In this research, the researcher used two classes, as an experimental and control class. The experimental class was the class taught by using anagram game as treatment. The control class was the class taught by using conventional way or without treatment. Then both class experiment and control class got pre- test. Experimental and control class also got post-test with the same question. The difference between experimental and control class was in the treatment that has given. Experimental class used anagram game as the technique in teaching vocabulary. Meanwhile, control class used conventional technique in teaching vocabulary. The design can be figure out as follow:

Table 4
Pretest-Posttest Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_1
control	O_2	-	O_2

In which:

O1: Pre-test vaule of experimental and control class

O2: Post-test vaule of experimental and control class

X: Treatment[1]

C. Population and Sample

1. Population

Population was the whole object or students at the eight grade students of MTs Baharuddin. The population of this research was all the eight grade students of MTs Baharuddin consist of three classes. It can be seen as:

Table 5
Population

No	Class	Total Students
1	VIII - 1	29
2	VIII - 2	20
3	VIII - 3	20
Total		69

SOURCE : Teacher at the school of MTs Baharuddin

2. Sample

The researcher used random sampling in this research. The researcher used two classes as sample from all population in this research. Those two classes were VIII-2 and VIII-3. The experimental class was VIII-2 consisted of 20 students and VIII-3 consists of 20 students as

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[1] Suharsini Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 20003).

control class. Thus, total number of sample of this research were 40 students. This research took two classes by using pieces of paper that written the name of all classes at the eight grade students of MTs Baharuddin were VIII-1, VIII-2, and VIII-3, put all paper into glass, and then shakes the glass, after that the researcher took one paper for control class and then the researcher have the name of the paper was VIII-3, thus VIII-3 as control class. Then the researcher took again one paper for experimental class, and then the researcher have the name of the paper was VIII-2, thus, VIII-2 as experimental class. and two of piece of paper, one as an experimental class and the other one as a control class.

Table 6
Sampel

No	Class	Total students
1	VIII-2	20
2	VIII-3	20
Total		40

D. Instrument for Collecting the Data

The instrument which used in this research was test. Test was some questions to measure someone's knowledge, ability and intelligence to know it is already mastered and not yet the learning material. It used to know how far the students' knowledge about vocabulary mastery. In this research, the researcher used multiple choice tests about identifaying the noun as the instrument for collecting the data. It can be seen from the indicators below:

Table 7
Indicators of Vocabulary Mastery (Pre Test)

No	Indicators	Items	Score	Total Score
1	Students are able to identify the noun	25	4	100

Table 8
Indicators of Vocabulary Mastery (Post Test)

No	Indicators	Items	Score	Total Score
1	Students are able to identify the noun	25	4	100

There was 50 items multiple choice test in this research. Where 25 items for pre-test of experimental and control class before validated. The test was consists of 25 items.

The level of score of the result students test interpreted as very good, good, enough, less, fail:[2]

Table 9
Level of the Score

No	Interval	Prediction	Description
1	80 - 100	A	Verry Good
2	66 - 79	B	Good
3	56 - 65	C	Enough
4	40 - 55	D	Low
5	0 - 39	E	Fail

The level of students' score can be seen from the table. If students' mean score 80-100 it means students get very good category. Meanwhile, if students' mean score 0-39 it means students fail. Thus , the level of students' mastery can be seen from the table after get the mean score.

E. Validity

1. Validity Instrument

   In this research, researcher used construct validity. In order to have construct validity, a measure ought to adequately sample both the topic and the

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[2] Joko Widiyanto, *Evaluasi Model Pembelajaran*, ed. by Asri Musandi, *Paper Knowledge . Toward a Media History of Documents* (Madium, Jawa Timur: UNIPMA Press, 2014) <http://www.academia.edu/38465760>.p.234.

cognitive process include in the content universe under consideration. This research used test and validated by the teacher of senior high school. Thus, there was 50 items multiple choice test in this research. Where 25 items for pre-test of experimental test and control class. Then, the test was consists of 25 items for post-test for both of experimental and control class.

F. Procedures of the Research

In data collection technique the researcher used test. Test used to measure the competence of a person and also to achieve the objective. The data was collected by giving vocabulary test. The test conducted twice.

1. Pre-test

   Pre-test was a test that given before doing the treatment. Pre-test given to experimental class and control class. Pre-test means to see the students basic knowledge before applying the technique. The researcher did some steps for pre-test. Some steps that researcher did in pre-test are:

   a. The researcher prepared 25 items test for pre-test.

   b. The researcher distributed the test to students in experimental and control class.

   c. The researcher explained what the students have to do.

   d. The researcher Gave time to the students to answer the questions.

   e. The researcher collected the students' task.

   f. The researcher Checked the test result and make the score.

   g. Then, the researcher found the mean score both of experimental and control class.

2. Treatment

Treatment was where the researcher did the technique. the researcher gave material to students about vocabulary. The ways to teach both classes different ways. In experimental class, the researcher did teaching and used Anagram game. Meanwhile, in control class taught by conventional technique or without treatment. The procedures of the treatment in experimental class are:

a. For the beginning, the researcher open the class with greeting. Ask students took pray. Then, started the class with short explanation.

b. Introduce Anagram game and divided students into group.

c. Gave Anagram list to each group.

d. Asked students to arrange and formed the randomized words to a new correctly.

e. Asked students to match the random word.

3. Post-test

Post-test gave after doing the treatment in experimental class. The type of test been the same as the pre-test but different questions. Then, the score of the post-test been compared with the pre-test before. The researcher did some steps in post-test, those are:

a. The researcher prepared 25 items test for post-test.

b. The researcher distributed the test to students in experimental and control class.

c. The researcher explained what the students have to do.

d. The researcher gave time to the students to answer the questions.

e. The researcher collected the students' task.

f. The researcher Checked the test result and made the score.

g. Then, the researcher found the mean score both of experimental and control class for post-test.

G. Technique of Analyzing the Data

After doing tests, data collected. The researcher tested the both of the classes by using technique of data analysis as followed:

1. Requirement test

a. Normality Test

Normality test was way to know whether the data of the research is nornal or not. Test of normality in this research used SPSS v.24 with a significant level of 5% or 0.05 with criteria. If the value is significant <0.05, the students pre-test and post-test were normally distributed.

b. Homogeneity Test

Homogeneity test was sed to see the data from two classes were same or different in variant case. Homogeneity test means to know whether control class and experimental class had same variant or not. The researcher used SPSS v.24 to calculated the data.

The test criteria are :

1. If the significant value (sig)>0.05, the data varience of two classes is homogeneous.

2. If the significant value (sig)<0.05, the data varience of two classes is not homogeneous.

2. Hypothetis Test

The researcher used T-test to examine the hypothesis. The researcher used independent sample T-test by using SPSS v.24. the result could be seen from the mean score. The mean score would show whether there is significant difference between mean score of control classs and experimental class. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table}.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research. It talks about the effect of anagram game on vocabulary mastery at eight grade of MTs Baharuddin. The researcher calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Data description before using Anagram game

a. Score of pre-test in experimental class

The researcher calculated the result that gotten from the students in answering multiple choice test in experimental class. The score of pre-test in experimental class could be seen in the following table:

Table 10
The score of experimental class in pre-test

No	Description	Pre-test
1	Total score	885
2	Highest score	72
3	Lowest score	20
4	Mean	46.5
5	Median	44.5
6	Modus	26.1
7	Range	52
8	Interval	10
9	Standard Deviation	2
10	Variant	97.695

Based on the table above, the total score was 885, the highest score was 72, the lowest score was 20, mean was 46.4 , median was 44.5 , modus was 26.1 , range was 52, interval was 10, standard deviation was 2, and

variant was 97.695. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table 11
Frequency distribution of experimental class in pre-test

No	Interval class	Mid point	frequency	percent
1	20 – 29	25	2	10%
2	30 – 39	35	3	15%
3	40 – 49	45	2	10%
4	50 – 59	55	6	30%
5	60 – 69	65	5	25%
6	70 – 79	75	2	10%
	i=10		20	100%

From the table above, the students' score in class interval between 20-29 was 6 students (30%), class interval between 30-39 was 3 students (15%), class interval between 40-49 was 2 students (10%), class interval between 50-59 was 2 students (10%), class interval between 60-69 was 5 students (25%), and class interval between 70-79 was 2 (10%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 2.
Data Description of Pre-Test In Experimental Class

From the histogram, the students who got score 20-29 was 6 students, the students' score 30-39 was 3 students, who got score 40-49 was 2 students, the students' score 50-59 was 2 students, the students who got score 60-69 was 5 students, and the last the students' score 70-79 was 2 students.

b. **Score of pre-test in control class**

The researcher calculated the result that gotten by the students in answering multiple choice test in control class. The score pre-test control class could be seen in the following table:

Table 12
The score of control class in pre-test

No	Description	Pre-test
1	Total score	651
2	Highest score	70
3	Lowest score	12
4	Mean	39,375
5	Median	-0.5
6	Modus	29.5
7	Range	58
8	Interval	12
9	Standard Deviation	39.875
10	Variant	3.484,36

Based on the table above, the total score of control class in pre-test was 651, the highest score was 70, the lowest score was 12, mean was 39.375, median was -0.5, modus was 29.5, range was 58, interval was 12, standard deviation was 39.875,and variant was 3.484,36. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table 13
Frequency distribution of control class in pre-test

No	Interval class	Mid point	frequency	Present
1	12 – 23	18	4	20%
2	24 – 35	30	9	45%
3	36 – 47	42	4	20%
4	48 – 59	54	0	0%
5	60 – 71	66	3	15%
	I=12		20	100%

From the table above, the students' score in class interval between 12-23 was 4 students (20%), class interval between 24-35 was 9 students (45%), class interval between 36-47 was 4 students (20%), class interval between 48-59 was 0 students (0%), and class interval between 60-71 was 3 students (15%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 3.
Data Description of Pre-Test In Control Class

from the histogram, the students who got score 12-23 was 4 students, the students' score 24-35 was 9 students, who got score 36-47 was 4 students, the students' score 48-59 was 0 student, and the last the students who got score 60-71 was 3 students.

2. Data description after using Anagram game

a. Score of pre-test in Experimental Class

The researcher calculated the result that gotten by the students in answering multiple choice test in control class. The score post-test experimental class could be seen in the following table:

Table 15
The score of experimental class in post-test

No	Description	Post-test
1	Total score	1.599
2	Highest score	95
3	Lowest score	60
4	Mean	80.1
5	Median	676.2
6	Modus	78.12
7	Range	35
8	Interval	7
9	Standard deviation	1885.03371
10	Variant	61.771

Based on the table above, the total score of control class in post-test was 1.599, the highest score was 95, the lowest score was 60, mean was 80.1, median was 676.2, modus was 78.12, range was 35, interval was 7, standard deviation 1885.03371 was ,and variant was 61.771. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table 16
Frequency distribution of experimental class in post-test

No	Interval class	Mid point	Frequency	Percent
1	60 – 66	63	1	5%
2	67 – 73	70	3	15%
3	74 – 80	77	7	35%
4	81 – 87	84	5	25%
5	88 – 94	91	3	15%
6	95 – 98	97	1	5%
	I=7		20	100%

From the table above, the students' score in class interval between 60-66 was 1 students (5%), class interval between 67-73 was 3 students (15%), class interval between 74-80 was 7 students (35%), class interval between 81-87 was 5 students (5%), class interval between 88-94 was 3 students (15%) and class interval between 95-98 was 1 students (5%).

In order to get description of the data clearly and completely, the researcher presents them in histrogram on the following figure:
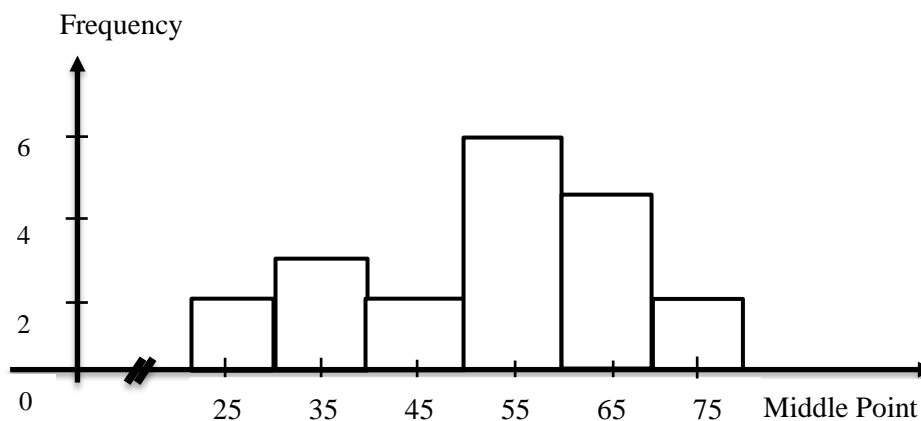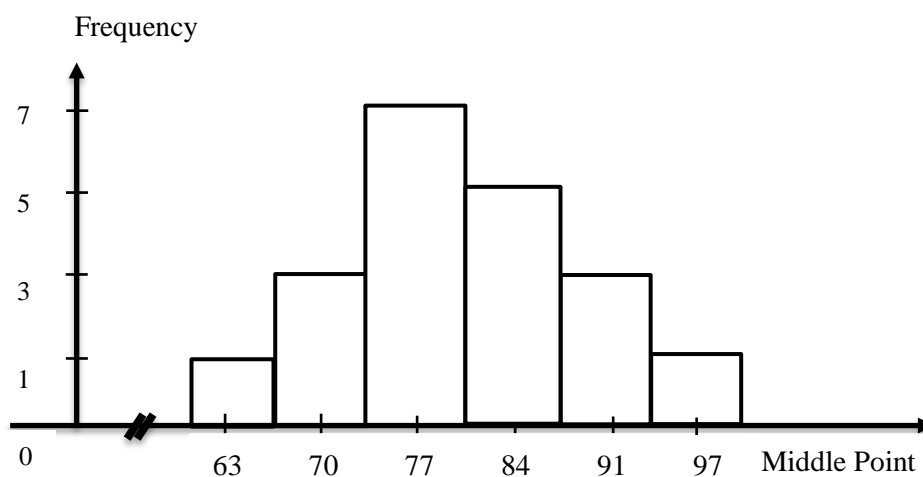

Figure 4.
Data Description of Post-Test In Experimental Class

From the histogram, the students who got score 60-66 was 1 student, the students' score 67-73 was 3 students, who got score 74-80 was 7 students, the students' score 81-87 was 5 students, who got score 88-94 was 3 students, and the last the students' score 95-98 was 1 student.

b. Score of post-test in control class

The researcher calculated the result that gotten by the students in answering multiple choice test in control class. The score post-test experimental class could be seen in the following table:

Table 17
The score of control class in post-test

No	Description	Post-test
1	Total score	1.329
2	Highest score	80
3	Lowest score	60
4	Mean	66.65
5	Median	66.9
6	Modus	61.7
7	Range	20
8	Interval	4
9	Standard deviation	0.25
10	Variant	38.68

Based on the table above, the total score of control class in post-test was 1.329, the highest score was 80, the lowest score was 60, mean was 66.65, median was 66.9, modus was 61.7, range was 20, interval was 4, standard deviation was 0.25,and variant was 38.68. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table 18
Frequency distribution of control class in post-test

No	Interval class	Mid point	Frequency	Persent
1	60 – 64	62	2	10%
2	65 – 68	67	5	25%
3	69 – 72	71	10	50%
4	73 – 76	75	2	10%
5	77 – 80	79	1	5%
	I=4		20	100%

From the table above, the students' score in class interval between 60-64 was 10 students (50%), class interval between 65-68 was 2 students (10%), class interval between 69-72 was 5 students (25%), class interval between 73-76 was 2 students (10%), and class interval between 77-80 was 1 students (5%).

In order to get description of data clearly and completely, the researcher presents them in histogram on the following figure:
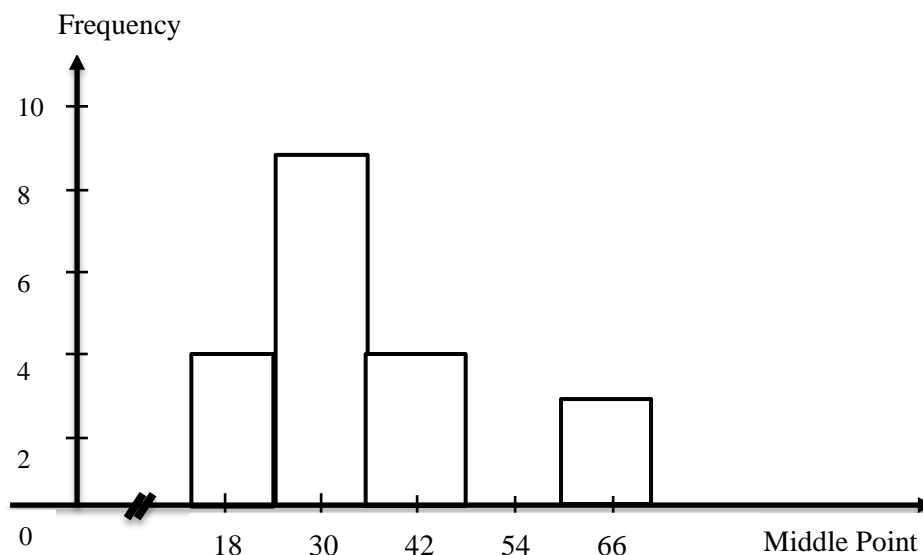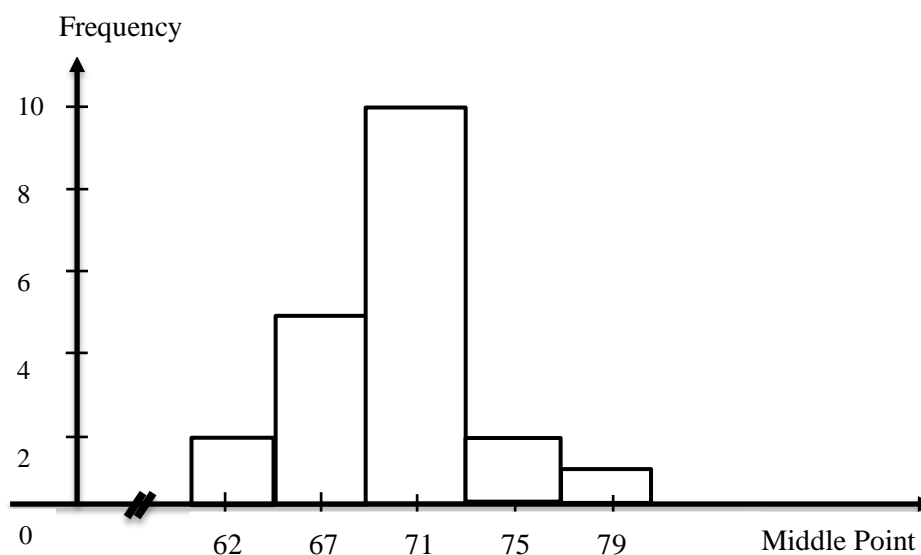

Figure 5.
Data Description of Post-Test In Control Class

From the histogram, the students who got score 60-64 was 10 students, the students' score 65-68 was 2 students, the students who got score 69-72 was 5 students, the students' score 73-76 was 2 students, and the last the students who got score 77-80 was 1 student.

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Pre-test

1) Normality test

Data normality of the two groups was calculated using SPSS v.24. the significant level of test was 5% or 0.05.

Table 20

Normality in pre-test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
Result from students study	Experimental class	.199	20	.037	.898	20	.038
	Control class	.218	20	.014	.852	20	.006
a. Lilliefors Significance Correction							

Based on the calculation it was found that *Shapiro wilk*> 0.05. It was obtained that the experimental class was 0.038 and the control class was 0.006. In other word, 0.038<0.05 in experimental class and 0.006<0.05 in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

H_0: The students are distributed normally.

H_1: The students are not distributed normally.

2) Homogeneity test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$Ho : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$Ha : \sigma_2^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 21
Homogeneity in pre-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result from students study	Based on Mean	1.966	1	38	.169
	Based on Median	2.336	1	38	.135
	Based on Median and with adjusted df	2.336	1	31.500	.136
	Based on trimmed mean	2.129	1	38	.153

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation, it was obtained that a sinificance value (sig) was 0.169. Based on criteria for testing data homogeneity using SPSS v.24, it was obtained that a value significance (sig) based on mean>0.05 or 0.169>0.05 it means the pre-test value of the sample has a homogeneous variance.

b. Post test

1) Normality test

Data normality of the two groups was calculated using SPSS v.24. the significant level of test was 5% or 0.05.

Table 22
Normality in post-test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result from students study	post-test experimental class	.134	20	.200[*]	.960	20	.536
	post-test control class	.163	20	.173	.888	20	.025
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the calculation it was found that *Shapiro wilk*> 0.05. It was obtained that the experimental class was 0.536 and the control class was 0.025. In other word, 0.536>0.05 in experimental class and 0.025<0.05 in control class. Thus, the hypothesis that will be tested in normality test with the Kolmogorov-Smirnov test as follows:

H_0: The students are distributed normally.

H_1: The students are not distributed normally.

2) Homogeneity test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$Ho : \sigma_1^2 = \sigma_2^2 \quad \text{(Homogeneous variance)}$$

$$Ha : \sigma_2^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 23

Homogeneity in post test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Result from students study	Based on Mean	.964	1	38	.332
	Based on Median	1.006	1	38	.322
	Based on Median and with adjusted df	1.006	1	34.896	.323
	Based on trimmed mean	1.018	1	38	.319

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation, it was obtained that a sinificance value (sig) was 0.332. Based on criteria for testing data homogeneity using SPSS v.24 it was obtained that a value significance (sig) based on mean>0.05, or 0.332>0.05 it means the post-test value of the sample has a homogeneous variance.

2. **Hypothesis test**

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, thus to test the hyphothesis using Independent Sample T-test using SPSS v.24. The hyphothesis that was tested as follows:

$H_a : \mu_1 \neq \mu_2$ means there is significant effect of Anagram game to the vocabulary mastery at the eight grade students of MTs Baharuddin.

Table 24
T-test of both averages in post-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
Result from students study	Equal variances assumed	.964	.332	5.743	38	.000	13.500	2.351	8.741	18.259
	Equal variances not assumed			5.743	34.862	.000	13.500	2.351	8.727	18.273

the results of calculation using independent sampet t-test, it was found that

$t_{count} > t_{table}$ or $5.743 > 1.725$. Based on the test criteria, H_0 is rejected and H_a

is accepted. Thus, there was significant effect of using Anagram game to the

vocabulary mastery at the eight grade students of MTs Baharuddin. In this

case, the mean score of experimental class by using Anagram game was

80.1 and the mean score of control class by using conventional technique

was 66.65. the gain score can be seen table below:

Table 25
Gain score experimental class and control class

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	46.5	80.1	33.6	6.325
Control	39.375	66.65	27.275	

3. Discussion of the result

The researcher discussed the result of this research with the the theory that related with Anagram game. According Giorgadze, "Anagram game can improve brain function, verbal fluency and develop team working skills and overall productivity".[3] It means that this game can make the students fun,enjoyable and good for teaching vocabulary.

Based on the result of this research, the researcher found that Anagram game has the significant effect to taught vocabulary. The researcher discussed the result of this research and compared with related findings. The First, the research by Manurung[4] result of the research showed that anagram game can effect students' vocabulary mastery, than Siti Nurjanah[5] points the positive effect in using anagram game to students' vocabulary. Moreover, Siska[6] also found the effect of the students' vocabulary mastery by using anagram game in teaching vocabulary. The last, Rosadi[7] stated that anagram is type of word play that can give effect to students' vocabulary mastery also helps students more effective in learning.

From the result of the research that is previously stated. It was proved that the students who were taught by anagram game got better result. In summary, the researcher found that all the related findings support this research. It can be concluded from the above explanation that anagram game is appropriate in teaching vocabulary to the students. It was found that the

[3] Giorgadze.
[4] Manurung.
[5] Nurjanah.
[6] Siska.
[7] Rosadi.

there is significant effect of anagram game to the vocabulary mastery in this research. It can be seen from the mean score of experimental class was 80.1 and control class 66.65.

4. Threats of the Research

The researcher found some threats of the research as follows:

1) The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.

2) The students were not focused when answering the test because noisy and annoyed each other.

3) Some of them were not interested in learning English and give the impact to their answer.

4) The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.

5) The students were too enthusiastic in doing the game. It made the students not followed the rule of the treatment, the students feel confused to understand the rules that teacher was explained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The vocabulary mastery at the eight grade of MTs Baharuddin before using anagram game was low. It can be seen from the students mean score of pre-test was 46.5 in experimental class.

2. The vocabulary mastery at the eight grade of MTs Baharuddin after using anagram game had higher score. It can be seen from the students' score of post-test, the highest score of the post-test by using anagram game in experimental class is 95 and the lowest score is 60 and the mean score rised became 80.1.

3. The result of the research showed that anagram game give good effect to students' vocabulary mastery. The researcher found that the result of T-test where t_{count} was higher than t_{table} (5.743 > 1.725). It means that H_a was accepted and H_0 was rejected. In other word, there was significant effect of Anagram game to the vocabulary mastery at the eight grade students of MTs Baharuddin. It can be seen from mean score of experimental class in post-test was 80.1, it was higher than control class (80.1 > 66.65).

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. The head master of MTs Baharuddin to motivate the teacher, especially English teacher to teach as well as possible by using apporiate strategy for every skill like teaching vocabulary mastery by using Anagram Game.

2. The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.

3. To students of MTs Baharuddin, the researcher suggests when the teacher explain in front of you, you should concentrate, listen to your teacher, do what the teacher ask you to, and do not cheat with your friends. Also you can use any technique for learning that can make you more enjoyable.

4. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

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VALIDATION LETTER

I am the one who signed this letter

        Name : Rahma Yanti, S.Pd

        Job   : English Teacher in MTs Baharuddin

Has multiple choice test sheet on students' vocabulary mastery for completeness of the research entitled:

"The Effect of Anagram game to the students' vocabulary mastery at the eight grade students of MTs Baharuddin"

Arranged by:

Name : Sri Utami Endang Retno Ningsih

NIM   : 1920300012

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-2)

The input that I have given as follow:

1.

2.

3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good multiple choice test.

Padangsidimpuan,   2023

Validator

Rahma Yanti, S.Pd

NIP. 196806161988032005

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs Baharuddin

Kelas/Semester   : VIII/1

Subjek   : Bahasa Inggris

Aspek/sub skill   : Vocabulary

Alokasi Waktu   : 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkunga sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nou, dan mampu menebak kosa kata noun sesuai dengan kenteks penggunaannya.

4.8 Menyusun teks interaksi transaksional, yang melibatkan Tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

1. Siswa mampu menyusun huruf acak yang berhubungan dengan nama-nama benda di ruangan kelas dan di dapur dengan benar.

2. Siswa dapat menyusun huruf acak yang berhubungan dengan kata – kata benda didalam paragraph

3. Siswa dapat mengucapkan kata – kata benda dengan benar.

D. Karakter Siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)

2. Rasa hormat dan perhatian (Respect)

3. Tekun (Diligence)

E. Materi Pembelajaran

1. Vocabulary(noun) from (chapter VII), my uncle is a zookeeper or about find the noun in zoo.

Things in the zoo	
Trunk : belalai	Insect: serangga
Rabbit : kelinci	Snake :ular
White :putih	Horn:tanduk

Grass : rumput	Camel:unta
Duck :bebek	Pocket:kantong
Plants :tumbuhan	Land:lading
Fur :bulu	Water:air
Meat :daging	Frog:katak
Honey :madu	Crocodile:buaya

F. Metode Pembelajaran

1. Anagram game

G. Langka-langkah Kegiatan Pembelajaran

Teacher Activity		Students activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn.
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
B. While-teaching 1. The teacher introduces the topic about text to the students.		1. Students pay attention to the teacher. 2. Students remind the topic of the material.
2. The teacher asks the question related to topic.		1. Students think about the text. 2. Students answer the

		teacher's question.
3. The teacher make 5 group for each group there are 4 people, this is group divide according to student attendance list. Then, for each group make the name of their group.		1. Students are divided the students into some group. 2. After that, the students and the teacher discuss the answer of those questions.
4. The teacher give the random word 6 letter to each group. 5. The teacher gives the Anagram game technique. Thus ,the students must create a correct word by rearranging the randomly generated letters. 6. Than, the students combine all the letter to create the correct words.		1. The group accept the random word that are given by the teacher . 2. First, for each group must be rearrange the correct word. 3. Each group must be arrange the random word correctly and quickly. 4. After finish the student give it the letter to the teacher quickly.
C. Post-Teaching 1. Teacher ask the students about their understanding about the material.		1. Students answer the teacher's question and tell their problem.
2. The teacher might conclude or summarize the lesson by himself or together with the students. 3. Then, the teacher say the correct pronounciation.		1. Listen to the teacher. 2. The students make a summarize while the teacher concludes the lesson. 1. Then, the students listen what the teacher say. 2. After that, the all of students repeat what the teacher say.
4. Teacher closes the class with greetting		1. Students respond teacher's greeting.

H. Media dan Sumber Belajar

1. Buku mata pelajaran

2. Spido

3. Pulpen berwarna

4. Papan Tulis

5. Kertas

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. The students can pronounce the vocabulary correctly 2. The students can memorizing the vocabulary. 3. The students can arrange the vocabulary correctly.	Tes Tertulis	1. Arrange the random word correctly. 2. Multiple choice	1. Arrange the random word. 2. Arrange the random word from the paragraph.

Janji mauli Muara Tais, 2023

Mengetahui,
Guru Bahasa Inggris   Researcher

Rahma Yanti, S.Pd   **Sri Utami Endang Retno Ningsih**
NIP. 196806161988032005   **Nim. 1920300012**

APPENDIX 2

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : MTs Baharuddin

Kelas/Semester   : VIII/1

Subjek   : Bahasa Inggris

Aspek/sub skilll   : Vocabulary

Alokasi Waktu   : 2 x 45 menit

A. Standar Kompetensi

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkunga sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Menerapkan ungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nou, dan mampu menebak kosa kata noun sesuai dengan kenteks penggunaannya.

2. Menyusun teks interaksi transaksional, yang melibatkan Tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indicator

1. Siswa mampu menyusun huruf acak yang berhubungan dengan nama – nama benda yang ada di ruangan kelas dan di dapur dengan benar.

2. Siswa dapat menyusun huruf acak yang berhubungan dengan kata – kata benda didalam paragraph

3. Siswa dapat mengucapkan kata – kata benda dengan benar.

D. Karakter Siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness

2. Rasa hormat dan perhatian (Respect)

3. Tekun (Diligence)

E. Materi Pembelajaran

1. Vocabulary (noun)

F. Metode Pembelajaran

1. Conventional Technique

G. Langka-langkah Kegiatan Pembelajaran

Process of Teaching	Teacher Activity	Procedure of using conventional method	Student Activity
Pre teaching	1. Teacher open the class, ask the student to pray before start the lesson and check students attendance list		1. Students listen to teachers instructure 2. Student pray together 3. Students listen to their name.
	2. The teacher tell the noun	1. Explain the noun	1. the student listen to the teacher.
While teaching	1. The teacher write the some vocabulary especially about noun on the white board. Then,the teacher explain this.	2. Explain the material	1. Student listen to the teacher explanation. 2. The student write the material that the teacher have explain
	2. The teacher ask the student who want to ask about the vocabulary not understand	3. Check students understanding.	1. Some of the student ask the teacher about the material that they were not understand
	3. The teacher tell answer student's question		1. Student listen to the teacher's answer
	4. The teacher tell to the student to	4. Give the students chance to	1 the student listen to the

	answer the question.	do the exercise .	teacher instruction. 2. the student answer the question
	6. The teacher ask to the student to collect their answer sheet		1. The student collect their answer sheet to the teacher
Post teaching	1. the teacher check student result.		1. the student show their result to the student.
	1.The teacher close the lesson by saying hamdalah		1. The student say hamdalah together.

H. Sumber Belajar

1. Buku Mata Pelajaran

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. The students can pronounce the vocabulary correctly 2. The students can memorizing the vocabulary. 3. The students can arrange the vocabulary correctly.	Tes Tertulis	1. Arrange the random word correctly. 2. Multiple choice	1. Arrange the random word. 2. Arrange the random word from the paragraph.

Janji mauli Muara Tais, 2022

Mengetahui,

Guru Bahasa Inggris   Researcher

Rahma Yanti, S.Pd   **Sri Utami Endang Retno Ningsih**

NIP. 196806161988032005   **Nim. 1920300012**

Appendix 3

Instrument for Pre-Test

Choose a, b, c or d for the correct answer from the questions!

1. I'm tall. My body is brown with spots I have got a long neck and small ears. Who is it ?
a. frog   c. zebra
b. giraffe d. dog

2. a rabbit like to eat…..
a. bone   c. grass
b. flower d. carrot

3. I'm big and grey. I have got big ears and a long nose. Who is it?
a. elephant   c. dog
b. girrafe   d. cat

4. I small and green. I can jump and I eat insects. Who is it?
a. cat   c.horse
b. monkey   d. frog

5. which animal has stripes?
a. giraffe c.zebra
b. bear   d. cat

6. what kind of animal lays eggs?
a. bird   c. rabbit
b. dog   d. cat

7. what kind of animal barks and wags it is tail?
a. zebra   c. mouse
b. bear   d. dog

8. which animal has swings and can fly…..
a. spider c. cat
b. bat   d. mouse

9. what kind has a long tail and likes to climb trees?
a. bear   c. lion
b. monkey   d. horse

10. which animal has a mane and roars?
a. Elephant   c. cat
b. lion   d. zebra

11. what kind of animal has a long, flexible body and no legs….
a. snake   c. lobster
b. chrocodile   d. crab

12. which animal has a long, sticky tongue and eats insects?
a. spider c. ant

b. frog   d. cat

13. what kind of animal lives in the jungle and swings from trees?
a. girrafe   c. elephant
b. monkey   d. dog

14. "katak" in English is?
a. dog   c. zebra
b. cat   d. frog

15. ….. says "mooo".
a. pig   c. chicken
b. cow   d. goat

16. bird is ……. animal
a. tame   c. dangerous
b. wild   d. big

17. hamster like to eat…..
a. flower c. meat
b. grass   d. bone

18. translate into Indonesia: goat like to eat grass
a. kambing suka makan rumput c. sapi suka makan daun
b. anjing suka makan tulang   d. kucing suka makan rumput

19. what animal lives in the water and swims?
a. monkey   c. snake
b. fish   d.tiger

20. "sapi" in English is?
a. goat   c. cat
b. cow   d. dog

21. which animal has a hard shell and lives in the ocean?
a. crab   c. lobster
b. octopus   d. fish

22. what kind of animal has black and white stripes and can be found in China?
a. Zebra   c.tiger
b. panda   d. lion

23. "burung hantu" in English is…..
a. bird   c. eagle
b. owl   d. cat

24. panda love to eat….
a. meat   c. bamboo
b. banana d. grass

25. ….. says " meoo" is
a. cat   c. dog

b. bear   d. panda

Janji Mauli Muara Tais ,   2023

Mengetahui,

Guru Bahasa Inggris   Researcher

Rahma Yanti, S.Pd   **Sri Utami Endang Retno Ningsih**

NIP. 196806161988032005   **Nim. 1920300012**

Appendix 4

Instrument for post – test

Choose a, b, c or d for the correct answer from the questions!

1. Elephant is an animal that has big….. than the order
   a. legs c. trunk
   b. cars d. hand
2. I have a cat. He has sofft …..
   a. hair c. nose
   b. beard d. fur
3. Butterfly has a couple of ….. to fly
   a. wings c. tail
   b. head d. legs
4. Wisnu: where animals are there?

Sinta : there are ….(kelinci dan sapi)
   a. A rabbit and a goat   c. a cow and a buffalo
   b. A rabbit and a cow   d. a frog and a cow
5. This kangaroo has four legs, but the front legs are shorter than back ones. It hops with its bask legs. It has……. On its belly and it put its babies in it.
   a. ear c. hand
   b. horn d. pocket
6. this animal usually lives in the desert and has a hump on its back. This animal is…….
   a. giraffe   c. camel
   b. zebra   d. deer
7. these animals live on land and in water and like to eat insects. This animal is……
   a. frog   c. snake
   b. grasshopper d. mosquito
8. Camel has ….. on it is back.
   a. neck   c. ear
   b. skin   d. hump
9. usually rabbits have colour fur is……
   a. yellow c. pink
   b. red d. white
10. frog love to eat……
    a. insect   c. egg
    b. grass   d. meat
11. the animal below that have horns are …..
    a. goat   c. horse

b. tiger   d. snake

12. cows and goats love to eat……
a. fruit   c. egg
b. grass   d. meat

13. goat also has small……
a. neck   c. ear
b. horns   d. hand

14. the animals we find the fields are …..
a. crocodile   c. giraffe
b. snake   d.tiger

15. monkey that like to eat …..and…..
a. honey and grass   c. banan and grass
b. nuts and banana   d. meat and grass

16. animal that can awim in water are…..
a. kangaroo   c. duck
b. pigeons   d. goat

17. snake has beautiful…..
a. skin   c. body
b. eyes   d. teeth

18. bear have thick…. Coats to protect them from the cold.
a. fur   c. nail
b. body   d. leg

19. bear love to eat……
a. meat and fruit   c. honey and meat
b. honey and meat   d. honey and gress

20. monkey usually live in…..
a. forest   c. field
b. land   d. house

21. monkey are clever that can solve problems and holh things in their…..
a. pocket   c. neck
b. hands   d. leg

22. "madu" in English is…..
a. honey   c. sweet
b. salt   d. sugar

23. tiger love to eat……
a. grass   c. fruit
b. insect   d. meat

24. elephant if want to put their food and water with their trunk from their…..
a. hands   c. mouth
b. leg   d. ear

25. "tanduk" in English is…..
a. nail   c. hump
b. horns   d. neck

Janji Mauli Mnuara Tais,   2023
Mengetahui,

Guru Bahasa Inggris   Researcher

Rahma Yanti, S.Pd   **Sri Utami Endang Retno Ningsih**

NIP. 196806161988032005   **Nim. 1920300012**

Appendix 5

Key answer for pre-test

1. B	11. A	21. A
2. D	12. B	22. A
3. A	13. B	23. B
4. D	14. A	24. C
5. C	15. B	25. A
6. A	16. B	
7. D	17. B	
8. D	18. A	
9. B	19. B	
10. B	20. B	

Appendix 6

1. C	11. A	21. B
2. D	12. B	22. A
3. A	13. B	23. D
4. A	14. B	24. C
5. D	15. B	25. B
6. C	16. C	
7. A	17. A	
8. D	18. A	
9. D	19. C	
10. A	20. A	

Appendix 7

Score of Experimental Class and Control Class in Pre-Test

A. Score of Experimental Class

No	Student's initial naame	score
1	ARH	60
2	EPS	20
3	FA	60
4	FSA	52
5	IAA	28
6	KPP	60
7	LRH	25
8	LS	52
9	MCP	72
10	MN	25
11	FHS	25
12	NIT	28
13	PA	70
14	PDD	44
15	RAS	48
16	RT	30
17	VL	60
18	WTH	36
19	YSS	30
20	ZAM	60
	Total	**885**

B. Score of Control Class

No	Students initial name	score
1	AFD	24
2	AFJ	70
3	A	24
4	BP	28
5	FS	20
6	FH	25
7	ID	20
8	IFA	24
9	IM	36

10	HHS	28
11	MT	60
12	RPG	36
13	PWN	12
14	RP	24
15	RH	44
16	SRN	60
17	SWHK	28
18	SS	32
19	YA	20
20	Y	36
	Total	**651**

Appendix 8

Score of Experimental Class and Control Class in Post-Test

A. Score of experimental class

No	Student's initial name	Score
1	ARH	85
2	EPS	75
3	FA	96
4	FSA	78
5	IAA	88
6	KPP	80
7	LRH	70
8	LS	86
9	MCP	84
10	MN	80
11	NFHS	75
12	NIT	70
13	PA	85
14	PDD	70
15	RAS	80
16	RT	75
17	VL	86
18	WTH	88
19	YSS	60
20	ZAM	88
	Total	**1.599**

B. Score of control class

No	Student's initial name	Score
1	AFD	70
2	AFJ	80
3	A	60
4	BP	60
5	FS	70
6	FH	60
7	ID	72
8	IFA	62

9	IM	72
10	HHS	75
11	MT	68
12	RPG	62
13	PWN	64
14	RP	60
15	RH	64
16	SRN	75
17	SWHK	70
18	SS	65
19	YA	60
20	Y	60
	Total	1.329

Appendix 9

Result of Normality Test in Pre-Test

    A. Result of the normality test of VIII-2 in pre-test(experimental class)

      1. The score of experimental class from low to high

20	25	25	25	28	28	30	30	36	44
48	52	52	60	60	60	60	60	70	72

      2. Range = high score − low score

$= 72 - 20$

$= 52$

      3. Total of clases = 1+ 3,3 log (n)

$= 1 + 3,3 \log (20)$

$= 1 + 3,3 (1.301)$

$= 5$

      4. Length of classes = $\dfrac{\text{range}}{\text{Total of class}}$

$$= \frac{52}{5}$$

$= 10.4 = 10$

No	Interval class	Fi	X i	F i.Xi
1	20-29	6	25	150
2	30-39	3	35	105
3	40-49	2	45	90
4	50-59	2	55	110
5	60-69	5	65	325
6	700-79	2	75	150
	I=10	20		930

5. Mean = $\dfrac{\sum Fi.Xi}{\sum F}$

$= \dfrac{930}{20}$

$= 46.5$

6. Median $= b + p\left(\dfrac{\frac{1}{2}n - fk}{fm}\right)$

$= 39.5 + 10\left(\dfrac{\frac{1}{2}.20 - 9}{2}\right)$

$= 44.5$

7. Modus $= b + p\left(\dfrac{d1}{d1 + d2}\right)$

$= 19.5 + 10\left(\dfrac{6}{6+3}\right)$

$= 26.1$

8. Variant of VIII-2 in pre-test

X 1	X1 ^{2}
20	400
25	625
25	625
25	625
28	784
28	784
30	900
30	900
36	1.296

44	1.936
48	2.304
52	2.704
52	2.704
60	3.600
60	3.600
60	3.600
60	3.600
60	3.600
70	4.900
72	5.184
Total X1	885
Total $X1^{2}$	44.046

Variant= $\dfrac{n.\sum X1^{2}-(\sum X1)^2}{}$

$$= \dfrac{20.(44.046)-(885)}{20.(20-1)}$$

=97.695

Appendix 10

Result of Normality Test in Pre-Test

A. Result of the normality test of VIII-3 in pre-test(control class)

1. The score of control class from low to high

12	20	20	20	24	24	24	24	25	28
28	28	32	36	36	36	44	60	60	70

2. Range = high score – low score

$= 70 - 12$

$= 58$

3. Total of clases = 1+ 3,3 log (n)

$= 1 + 3,3 \log (20)$

$= 1 + 3,3 (1.301)$

$= 5$

4. Length of classes = $\dfrac{\text{range}}{\text{Total of class}}$

$= \dfrac{58}{5}$

$= 12$

No	Interval class	Fi	X i	F i.Xi
1	20-23	4	17.5	70

2	24-35	9	29.5	147.5
3	36-47	4	41.5	373.5
4	48-59	0	53.5	0
5	60-71	3	65.5	196.5
	I=12	20		787.5

5. Mean = $\dfrac{\sum Fi.Xi}{\sum F}$

$= \dfrac{787.5}{20}$

$= 39.375$

6. Median $= b + p \left(\dfrac{\frac{1}{2}n - fk}{fm} \right)$

$= 35.5 + 12 \left(\dfrac{\frac{1}{2}.20 - 13}{1} \right)$

$= -0.5$

7. Modus $= b + p \left(\dfrac{d1}{d1 + d2} \right)$

$= 23.5 + 12 \left(\dfrac{5}{5+5} \right)$

$= 29.5$

8. Variant of VIII-3 in pre-test

X 1	X1 ^{2}
12	156
20	400
20	400
20	400
24	567
24	567
24	567
24	567
25	625
28	784
28	784
28	784
32	1.024
36	1.296

36	1.296
36	1.296
44	1.936
60	3.600
60	3.600
70	4.900
Total X1	651
Total $X1^2$	87.393

Variant= $\frac{n.\sum X1^2 - (\sum X1)^2}{n.(n-1)}$

= $\frac{20.(87.393)-(423.801)}{20.(20-1)}$

=3.484,36

Appendix 11

Result of Normality Test in Post-Test

A. Result of the normality test of VIII-2 in post-test(experimental class)

1. The score of control class from low to high

60	70	70	70	75	75	75	78	80	80
80	84	85	85	86	86	88	88	88	95

2. Range = high score – low score

$= 95 - 60$

$= 35$

3. Total of clases $= 1 + 3,3 \log (n)$

$= 1 + 3,3 \log (20)$

$= 1 + 3,3 (1.301)$

$= 5$

4. Length of classes $= \dfrac{\text{range}}{\text{Total of class}}$

$$= \dfrac{35}{5}$$

$= 7$

No	Interval class	Fi	X i	F i.Xi
1	60-66	1	63	63

2	67-73	3	70	210
3	74-80	7	77	539
4	81-87	5	84	420
5	88-94	3	91	273
6	95-98	1	97	97
	I=7	**20**		**1.602**

5. Mean = $\dfrac{\sum Fi.Xi}{\sum F}$

   $= \dfrac{1.602}{20}$

   $= 80.1$

6. Median = $b + p \left(\dfrac{\frac{1}{2}n - fk}{fm}\right)$

   $= 80.5 + 7 \left(\dfrac{\frac{1}{2}.20 - 4}{5}\right)$

   $= 676.2$

7. Modus = $b + p \left(\dfrac{d1}{d1+d2}\right)$

   $= 73.5 + 7 \left(\dfrac{4}{4+2}\right)$

   $= 78.12$

8. Variant of VIII-2 in post-test

X 1	X1 ^{2}
60	3.600
70	4.900
70	4.900
70	4.900
75	5.625
75	5.625
75	5.625
78	6.084
80	6.400
80	6.400
80	6.400
84	7.056
85	7.225

85	7.225
86	7.396
86	7.396
88	7.744
88	7.744
88	7.744
95	9.025
Total X1	1.599
Total $X1^2$	129.014

Variant= $\dfrac{n.\sum X1^2 - (\sum X1)^2}{n.(n-1)}$

$= \dfrac{20.(129.014)-(1.599)}{20.(20-1)}$

=61.771

Appendix 12

Result of Normality Test in Post-Test

   A. Result of the normality test of VIII-3 in post-test(control class)

     1. The score of control class from low to high

60	60	60	60	60	60	62	62	64	64
65	68	70	70	70	72	72	75	75	80

     2. Range = high score – low score

$= 80 - 60$

$= 20$

     3. Total of clases = 1+ 3,3 log (n)

$= 1 + 3,3 \log (20)$

$= 1 + 3,3 (1.301)$

$= 5$

     4. Length of classes = $\dfrac{\text{range}}{\text{Total of class}}$

$= \dfrac{20}{5}$

$= 4$

No	Interval class	Fi	X i	F i.Xi
1	60-64	10	62	620

2	65-68	2	66.5	133
3	69-72	5	70.5	352.5
4	73-76	2	74.5	149
5	77-80	1	78.5	78.5
	I=4	20		1.333

5. Mean = $\dfrac{\sum Fi.Xi}{\sum F}$

   $= \dfrac{1.333}{20}$

   $= 66.65$

6. Median = $b + p\left(\dfrac{\frac{1}{2}n - fk}{fm}\right)$

   $= 68.5 + 4\left(\dfrac{\frac{1}{2}.20 - 12}{5}\right)$

   $= 66.9$

7. Modus = $b + p\left(\dfrac{d1}{d1+d2}\right)$

   $= 59.5 + 4\left(\dfrac{10}{8+10}\right)$

   $= 61.7$

8. Variant of VIII-3 in post-test

X 1	X1 ^{2}
60	3.600
60	3.600
60	3.600
60	3.600
60	3.600
60	3.600
62	3.844
62	3.844
64	4.096
64	4.096
65	4.225
68	4.624
70	4.900

70	4.900
70	4.900
72	5.184
72	5.184
75	5.625
75	5.625
80	6.400
Total X1	1.329
Total **X1** ^{2}	89.047

Variant= $\dfrac{n.\sum \mathbf{X1}^2 - (\sum\mathbf{X1})^2}{n.(n-1)}$

$= \dfrac{20.(89.047)-(1329)}{20.(20-1)}$

$=38.68$

Appendix 13

T-table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38
39	1,303	1,685	2,023	2,426	2,708	39

T	N	R	U	K				
R	I	A	B	B	T			
W	H	I	T	E				
G	S	R	A	S				
D	C	U	K					
P	N	L	A	T	S			
R	U	F						
M	A	E	T					
M	E	N	D	Y				
I	C	N	S	E	T			
S	A	N	K	E				
H	R	O	N					
C	E	M	A	L				
P	K	E	C	O	T			
L	N	A	D					
W	E	A	T	R				
F	O	R	G					
C	O	C	R	O	I	D	L	E

DOKUMENTASI

1. Pre-Test Eksperimental Clas

2. Pre-Test Control Class

3. Treatment Eksperimental Class

4. Treatment Control Class

5. Post-Test Ekperimental Class

6. Post-Test Control Class

CURRICULUM VITAE

A. Identity
1. Name   : Sri Utami Endang Retno Ningsih
2. Reg. No.   : 1920300012
3. Place/Birth : Banjar Aur, 13th Desember 2000
4. Gender   : Female
5. Religion   : Islam
6. Adress   : Banjar Aur, Kec.Batahan, Kab. Mandailing Natal

B. Parents
1. Father's Name   : Alm. Jumani
2. Mother's Name : Sukesi Purwani

C. Educational Backgrounds
1. Elementary School : SD NEGERI 348 Banjar Aur   (2013)
2. Junior High School : SMP NEGERI 2 BATAHAN   (2016)
3. Senior High School : MAS PonPes Modern Baharuddin   (2019)
4. Institute   : UIN Syekh Ali Hasan Ahmad Addary   (2019)