IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH ANAGRAM TECHNIQUE IN SMP N I BANDAR

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ABSTRACT

This study attempts to improve students' vocabulary achievement through anagram technique. This research was conducted by using action research method. The subject of this study was grade VIII students of SMP N I Bandar. The number of the students was thirty one students, consisted of ten boys twenty one girls. They were taught through anagram technique. The instrument used were vocabulary tests, diary notes, interview sheet, questionnaire sheet and observation sheet. The technique of data analysis were quantitative and qualitative. In analyzing the data, the mean of the students' score for the first vocabulary test as orientation was 38,70, for the second vocabulary test as a cycle I test was 66,29, for the third vocabulary test as cycle II test was 82,74. The total percentage of the improvement from the first reading test to the third reading test was 7,12%. The conclusion is that anagram technique can improve the students' vocabulary achievement. The qualitative data show that the students were more interested and motivated on vocabulary achievement through anagram. It is suggested that teachers should apply anagram technique as one of methods to improve students' achievement in vocabulary.

Keywords: *Anagram technique, Action research*

INTRODUCTION
The Background of the Study

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It means that students in junior high school must master English vocabulary and its grammatical rules to make communicate to other people.

Vocabulary master is one of the components to master English as foreign language. It means that the students have the ability in understanding and using the words and meaning. The students need not only to learn a lot of words, but to remember them. Vocabulary mastery also plays an important part in English skill; listening, speaking, reading, and writing skill. The large vocabulary the students master, the better they perform their language.

The vocabulary you introduce is to some extent conditioned by the books you are using, but you may choose to bring in other areas of vocabulary that you feel are relevant for your pupils. A distinction needs to be made between (a) active vocabulary-words which the student understand, can pronounce correctly and uses constructively in speaking and writing ; and (b) passive vocabulary-words that the student recognizes and

understands when they occur in a context, but which he cannot produce correctly himself.

To make the students to be inspired in studying English especially vocabularies, the teacher must involve students and control the class. The teacher ought to use some Medias such as Anagram and use some new words to help the students learn more and make the students fell interested to learn new vocabulary for junior high school. The students know about the new words by using Anagram. The topic must be selected according to the knowledge of the students. Since the students may not use a lot of logical analysis it is important for teacher ought to emphasize the use of memory and mimicry.

Anagram media 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; for example orchestra can be rearranged into carthorse. Someone who creates anagrams is called an anagrammatist The original word or phrase is known as the subject of the anagram. An anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase. all the letters of the name or phrase must be used once and only once. This is the basic rule of anagramming. The best anagrams are meaningful and relate in some way to the original subject. They can be apposite, funny, rude, satirical or flattering.

Anagrams are in themselves a recreational activity, but they also make up part of many other games, puzzles and game shows. The Jumble is a puzzle found in many newspapers in the United States requiring the unscrambling of letters to find the solution. Cryptic crossword puzzles frequently use anagrammatic clues, usually indicating that they are anagrams by the inclusion of a descriptive term like "confused" or "in disarray"

The Problem of Study

In relation to the background of the study, this research is addressed to the following question: do the students of elementary school vocabulary competence improved through Anagram?

The Scope of the Study

Vocabulary has a very important in the use of a language, either spoken or written. As a student climbs up to a higher level of education, the vocabulary will increase accordingly. There are so many games that can be used to improve teaching learning process of English, such as Anagram, guessing words, and puzzle. To minimize two wide area, this study focuses on improving students' vocabulary mastery through Anagram game on grade VIII in SMP N I Bandar.

The Objective of the Study

This research intends to discover whether anagram can improve students' competence in vocabulary, by using anagram, it is expected that students will be greatly

motivated and encouraged to keep on learning new vocabularies as one of the very important aspect in the study of a language.

The Significance of The Study

The findings of the research are expected to be useful for the teachers, students, and researcher. It is expected that the result of the study are elaborated below:

1) For the teacher, the result of this expected to be useful for English teachers as one of the alternative technique to teach vocabulary.
2) For students, the application of anagram can be fun once it is introduced then they can start off playing with it and try to increase their vocabulary mastery. And the result of this study is expected to be useful to make the students more interested and motivated in improving their vocabulary.
3) For the reader who learn English, the result of this study is expected to be useful for those who are interested in conducting in depth research related to this study.

METHODOLOGY
Research Design

This study belongs to classroom action research. Classroom action research is utilized because it is aimed at improving outcomes of teaching of teaching and learning (Kember, 2005:25). It helps the teacher be more aware of the process. Classroom action research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self critically implemented and interrelated.

Wallace (1998: 16) contended that action research referred to classroom investigation initiated by researchers, perhaps teacher, who looked critically at their own practice with the purpose of understanding and improving their teaching, and the quality of education. Action research involved the collection and analysis of data to aspect of professional practice. It was a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis, etc) until found satisfied solution.
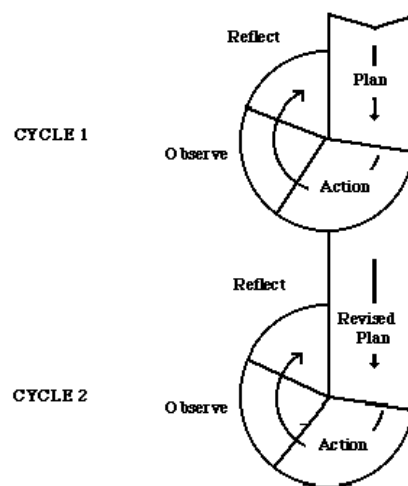
This action research was conducted at SMP N I Bandar. It was located at Jl. Pendidikan Perdagangan. The sample of the research was one class which consists of 25 girls and 6 boys students (grade VIII)

In this research, the data was collected by using quantitative data and qualitative data. In collecting quantitative data, the researcher gave written assessment to the students as the instrument. It was analyze the students' learning level. The students was asked to answer all questions given.

In collecting qualitative data, the researcher used observation sheets focusing on what was happening in the classroom (classroom management) was taken by the collaborator, interviewing the students to obtain about their interest and difficulties in learning vocabulary, diary notes to record events in a chronological events which show thoughts and feeling important to researcher, as the instrument.

To evaluate students' improvement in vocabulary, the observer had given 20 question for each cycle. It was answered for 40 minutes. The test was scored by using score rank from 0-100 by counting the correct answer. The correct answer was given 5 while the wrong answer was given 0 and applying the following formula:

$$S = \frac{R}{N} x 100\%$$

Where:

S   = Score of test

R   = Number of the correct answer

N   = Number of test items

To categorize the students who got up to 75 calculated by applying the following formula:

$$P = \frac{R}{T} \ x 100\%$$

Where:

P   = Percentage of students who get the point 75

R   = The number of the students who get point above 75

T   = The total number of students who do the test

RESULTS AND DISCUSSION
The Data
This study applied quantitative data were taken from observation and interview sheet. The quantitative data were taken from the mean of the students in taking vocabulary test. This research is conducted in one class with 31 samples. It was accomplished in two cycles. Every cycled consisted of the four steps of action research (planning, acting, observing and reflecting). The first cycle including orientation test conducted in three meetings. The second cycle was conducted in three meetings, so there were six meetings altogether. In the last meeting of every cycle, the students were given a progressive test.

The quantitative data
The quantitative data were taken from the vocabulary test during the research that was conducted in six meetings. The orientation test was given in the first meeting. Then the other tests were given in the end of each cycle.

The students' score in vocabulary achievement through anagram technique showed improvement continuously.

The qualitative data
This was a way to write about classroom events, the teaching method and students' behavior. The diary notes showed that the students was very excited in learning vocabulary through anagram technique , even there were some students made noisy during the activities. From the first until the last meeting, the students were interested in learning vocabulary. The complete information was shown in appendix D.

This was an alternative way to gather the information about teacher behaviors', students' attitude, the class participant and the teaching climate while the research occurred. The observation was done by a researcher in the class by using checklist and scale. The complete information was shown in appendix E.

There were two interviews during this research. The two interviews were conducted by distributing interview sheet to the students. The first interview sheet was used to analyze the student's difficulty in vocabulary. The second one was use to know the student's opinion after anagram was applied. The interview sheet can be seen in appendix F.

The Data Analysis
Analysis of quantitative data
The students' score increased from the first competence test to the last competence test. It can be seen in the table below.

Students' Scores in Three Competence Tests

No	Students' Initial	Orientation Test	First Test (Cycle I)	Second test (Cycle II)
1.	AH	60	75	85
2.	ANS	40	65	80
3.	AS	60	75	85
4.	AL	60	75	100
5.	CNA	60	85	100
6.	DPS	25	65	80
7.	DW	50	65	85
8.	FR	25	65	70
9.	FS	65	75	100
10.	FRG	20	40	70
11.	IAM	60	80	100
12.	ISW	40	65	80
13.	IWS	20	60	85
14.	ISP	25	60	70
15.	KSAS	60	75	85
16.	MAS	45	70	80
17.	MDPS	25	65	70
18.	MS	20	60	75
19.	MAP	40	70	80
20.	MRTS	60	75	75
21.	NK	25	65	75
22.	PS	20	45	70
23.	RHS	40	75	100
24.	RPN	40	75	80
25.	SAN	40	60	75

26.	SH	20	65	100
27.	VAP	25	70	85
28.	WD	40	65	85
29	YBH	20	65	80
30	YDAZ	45	60	85
31	YS	25	45	75
	Total (∑)	1200	2055	2565
	Mean (X)	38,70	66,29	82,74

The increasing of students' score in vocabulary achievement through anagram can be also seen from the mean of the students' score in the orientation test up to the second vocabulary test. The mean in the second test was the highest among the other tests.

The students' score in those three tests had variation. In the orientation test, the lowest score was 20 and the highest one was 85. In the first test, the lowest score was 40 and the highest one was 85. In the second test the lowest score was 60 and the highest one was 100. The comparison of the students' score in vocabulary test can be seen in the table 4.2 below.

The Comparison of Students' Score in Three Vocabulary Tests

Names of test	Orientation test	First test (cycle I)	Second test (cycle II)
Lowest score	20	45	70
Highest score	80	85	100
X	38,70	66,29	82,74
N	31	31	31

Where : X = Mean

N = Number of students

It was concluded that the students' achievement in vocabulary through anagram had increased from 38,70 to 82,74. The calculation can be seen in appendix B.

The students were said mastering the lesson if they got score up to 70. The percentage of students who got score up to 70 also showed the improvement of students' score from the first meeting to the last meeting.

Three Percentage of students Who Get Point up to 70

Vocabulary Test	Percentage
Orientation test	1,55%
First test	4,57%
Second test	7,12%

In the orientation test vocabulary test was 1,55% (one student) who got point up to 70. In the first test there was 4,57% (thirteen students) who got points up to 70. It means that there was an improvement about 17,57%. In the second test, there was 7,12% (seventeen students) who got points up to 70. There was and improvement about 2,55% from the first vocabulary test to the second test. Most of the students' score increased from the orientation test to the second vocabulary test. The calculation can be seed in appendix C.

In this phase, the teacher explained the definition of vocabulary and the importance of vocabulary. Then, the teacher introduced anagram and its procedures. Next, the teacher distributed the English text as the media to each student, then introduce the topic for the student, then introduce the topic for the students. Teacher asked some students to read the text and asked them to list some new words from the text and find the meaning in dictionary. After that, the teacher explained to the students about recount text that related to the topic given.

After asked student to list the new words, the teacher began to apply the anagram with the students. In this cycle, some students were still confused how to form the letters given become a new words. It could be seen that many of them had some question with their friends and made noisy but the other students looked enthusiast and have fun arranged and formed the letters given correctly. When the teacher asked the students at the back to form the letters given they were still shy to do it.

Then, the teacher gave some exercises about the topic that had been explained previously, it consisted of ten items.

It the text meeting, before teacher gave them a test in cycle I, teacher reviewed the previous topic which had been discussed in order to make them easier in answering the test.

In this phase, the writer observed and wrote students' activities during teaching and learning process, such as the students' attitudes, behavior even the obstacles that happened while the students read the text and do their works individually. It was done

by observation sheet and taking notes. Observation was done carefully because data which was taken from this activity were used as basic reflection.

Reflection is an evaluation from the action which has been done before. It was used to help teacher made decision by analyze the situation and the students' difficulties or problems in understanding the lesson. In this phase, the writer took the feedback from teaching and learning process from the result of the observation sheet and students' test. The purpose is to improve student's vocabulary achievement. From the data, the writer decided to continue to cycle II to get better result.

The Activities of The Second Cycle

After doing the first cycle, the writer decided to do the second cycle. The first cycle indicated that the student score were still low. It happened because the students still got difficulties and confused how to apply the anagram in learning process. In the second cycle, the writer would explain anagram more clearly the students and would set the students to work in groups. It was expected the result in the cycle II would be better than in the cycle I.

In this cycle the writer conducted the same procedure as the first one, but the teaching and learning process was more developed by giving motivation and controlling the students: moving around the class to make all the students were more active in process of learning.

In this phase, the writer prepared the lesson plan, English text, the essay test consisted of 20 and emphasized the teaching students' vocabulary. The topic which discussed in cycle II was about " Going to Beach"

In this second cycle, the teacher first gave motivation on the importance of vocabulary, gave chance to the students to ask some question which they didn't understand. Second the teacher, divided the students into group, each group had six students. Then, the teacher distributed the English text and asked one of each member of the group to read the text. After that, students were asked to take some difficult vocabulary from the text, then student formed and transposed the difficult words become some new vocabulary from the text, then student formed and transposed the difficult words become some new vocabulary and find the meaning in dictionary. This way could enrich students' vocabulary and made them easy to memorize the vocabulary. After that Teacher gave chance to each student to arrange, form and transpose the letters given and this activity has changed the dynamic in classroom. Most of the students participated in answering the questions given. They enjoyed and had fun in the process of learning. At the end of this cycle, the teacher checked the students' ability by giving them exercises. It was consisted of ten items.

In this cycle the students were more active and serious in the process of learning. They were very enthusiastic and have fun to applied that anagram to enrich their vocabulary. Students' activities in applying anagram have showed that most of the students did not have significant problem in vocabulary. It was found that most of them were very active and excited do the action before.

Having checked the students' vocabulary test, the writer found that the students' scores showed and improvement from the orientation test to second test in the cycle II. Most of students already know some vocabulary in speaking, reading, listening and writing by using procedures of anagram. The students also more active and rejuvenate by applying vocabulary. It means that the use of anagram technique is able to motivate the students in teaching and learning vocabulary process.

Research Findings

Based on the research, it was proved that the data showed the mean of the students' The writer also analyzed qualitative data to support the research finding besides the quantitative data. Diary notes, interview sheet and observation sheet supported that anagram was able to improve the students' vocabulary achievement. From the diary notes, it was found that the situation of teaching and learning process was better from the first to last meeting. The students were active and paid attention a lot. From the interview sheet, it was found that the students had known how to apply the jumble letters. It was shown by the students' comments and attitudes toward vocabulary. Then, from the observation sheet, there was a significant progress that was shown in every cycle, especially in the second cycle the students were enthusiastic and their mistakes become less in each meeting.

CONCLUSION AND SUGGESTIONS
Conclusion

After analyzing the data, it can be concluded as the following:

a) The students' vocabulary achievement increased from the first cycle to the second cycle. It was proved by the mean score of the last test (82,74) was higher than the mean score of the orientation test (38,70), it means that there was an improvement of students' vocabulary achievement by applying anagram technique. This improvement was also supported by the quantitative data. Diary notes, interview and observation sheet supported the improvement of students' vocabulary achievement through anagram technique.
b) It is found that the score get improved from the orientation test to the second test continuously. Therefore, anagram significantly improve students' vocabulary achievement.

Suggestion

In relation to the conclusion, suggestion are staged as the following:

a) For English teacher, it is useful to use anagram as one of the alternative ways in teaching vocabulary to make variation in it, so that the students do not get bored in learning English especially in vocabulary.

b) For the students, they feel more interested and motivated in improving their vocabulary because they can gain their knowledge, remember the vocabulary in long term memory and can refresh/remain their vocabulary.

c) For the other researchers, it is very useful as the information in conducting in depth research related to this study.

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