

THESIS

**THE EFFECT OF ANAGRAMS IN DAILY VOCABULARY
MASTERY IN THE EIGHTH D STUDENTS' WRITING
SKILL AT AL-AZIZIYAH DORMITORY
IN ACADEMIC YEAR 2021-2022**



BY

ANA ANISSATUN NADHIROH

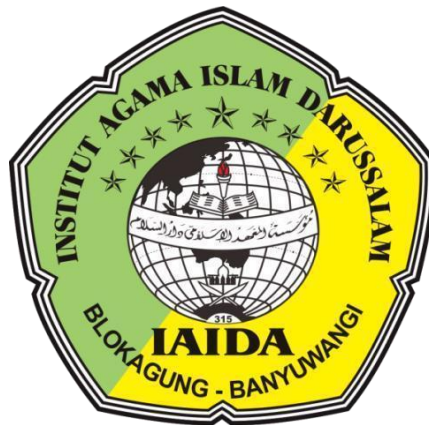
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**ENGLISH EDUCATION DEPARTEMEN
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

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Presented To The Faculty Of Education And Teacher Training
In A Partial Fulfillment Of The Requirement For The Degree Of
Strata 1 In English Education Departement

BY

ANA ANISSATUN NADHIROH

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ENGLISH EDUCATION DEPARTEMEN
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI

2022

AGREEMENT

Thesis With The Title :

**THE EFFECT OF ANAGRAMS IN DAILY VOCABULARY
MASTERY IN THE EIGHTH D STUDENTS' WRITING
SKILL AT AL-AZIZIYAH DORMITORY
IN ACADEMIC YEAR 2021-2022**

It has been approved to be submitted in the thesis examination trial

At the date of : 2022, April 9th

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APPROVAL

Ana Anissatun Nadhiroh's thesis has been tested on the board of examiners of the study program of English Education Faculty of Education and Teaching Training Islamic Institute of Darussalam Blokagung Tegalsari Banyuwangi on : 2022, April 9th And has been accepted and ratified as one of the requirements to obtain a Bachelor of Education in Science Education and Teaching Training English study program Department of English.

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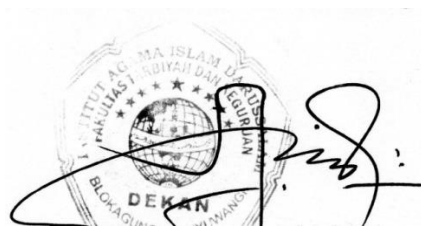
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ABSTRAK

Ana Anissatun Nadhiroh, 2022. The Effect of Anagrams in Daily Vocabulary

Mastery in The Eighth D Students' Writing Skill at Al-Aziziyah Dormitory In Academic Year 2021-2022. Program Studi Tadris Bahasa Inggris Institut Agama Islam Darussalam Blokagung – Banyuwangi. Pembimbing Mohamad Noor Shodiq, M.Pd.

Key word : Anagram, Daily Vocabulary

This study aims to obtain evidence about the effect of using anagrams on students' vocabulary mastery. This research was carried out at the Al Aziziyah Dormitory for the 2021/2022 academic year. The research subjects were students of class VIII D, totaling 28 students.

The method used in this research is quantitative. The quantitative research design applied in this study is Quasi Experimental. There were two classes used in this research : control and experimental class. The experimental class was given treatment in the form of anagrams while the control class was given learning in the form of lectures.

The data was obtained through a test. Then, the data was divided into 2, namely the students' vocabulary scores from the pre-test and post-test. These data are compared and analyzed to get a conclusion as a result of this research.

Based on the results of the study, it showed that there was an increase in students' vocabulary mastery, this could be seen from the average pre-test score for the experimental class 71.66, the post-test average score for the experimental class was 80.34, and the average score for the control class pre-test was 72.23. while the post-test control class is 76.34. The hypothesis that anagram has significant effect to students' vocabulary mastery was proved by the result of the data analysis. The findings of this study indicate that the application of anagram games improves students' ability in vocabulary mastery

ABSTRAK

Ana Anissatun Nadhiroh, 2022. The Effect of Anagrams in Daily Vocabulary Mastery in The Eighth D Students' Writing Skill at Al-Aziziyah Dormitory In Academic Year 2021-2022. English Education Departement, Darussalam Islamic Institute, Blokagung – Banyuwangi. Supervisor Mohamad Noor Shodiq, M.Pd

Kata kunci : Anagram, Daily Vocabulary

Penelitian ini bertujuan mendapatkan bukti tentang efek penggunaan anagram terhadap penguasaan kosakata siswa. Penelitian ini dilaksanakan di Asrama Al Aziziyah tahun ajaran 2021/2022. Subjek penelitian adalah siswa kelas VIII D yang berjumlah 28 siswa. Metode yang digunakan dalam penelitian ini adalah kuantitatif. Desain penelitian kuantitatif yang digunakan dalam penelitian ini adalah Quasi Eksperimental. Ada dua kelas yang digunakan dalam penelitian ini yaitu kelas kontrol dan kelas eksperimen. Kelas eksperimen diberikan perlakuan berupa anagram sedangkan kelas kontrol diberikan pembelajaran berupa ceramah.

Data tersebut diperoleh melalui tes. Kemudian, data tersebut dibagi menjadi 2 yaitu nilai kosakata siswa dari pre-test dan post-test. Data-data tersebut dibandingkan dan dianalisis untuk mendapatkan suatu kesimpulan sebagai hasil dari penelitian ini.

Berdasarkan hasil penelitian menunjukkan bahwa terjadi peningkatan penguasaan kosakata siswa, hal ini terlihat dari rata-rata nilai pre-test untuk kelas eksperimen 71,66, rata-rata nilai post-test untuk kelas eksperimen adalah 80,34, dan nilai rata-rata pre-test kelas kontrol adalah 72,23. sedangkan post-test kelas kontrol adalah 76,34. Hipotesis bahwa anagram berpengaruh signifikan terhadap penguasaan kosakata siswa dibuktikan dengan hasil analisis data. Temuan penelitian ini menunjukkan bahwa penerapan permainan anagram meningkatkan kemampuan siswa dalam penguasaan kosakata

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her thesis after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. Dr. KH. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institut of Darussalam
2. Dr. Siti Aimah, S.Pd.I.. M.Si. Dean of Faculty of Education and Teacher Training
3. Dr. Zulfi Zumala Dwi Andriani, SS., MA. Head of Undergraduate Program In English Education Department
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In this writing, there are still many mistakes and shortcomings, therefore all constructive criticism and suggestions will improve the writing of this thesis and will be useful for writers and readers.

DECLARATION OF AUTHORSHIP

I the undersigned below :

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I sincerely state that this thesis as a whole is the result of my own research or work, except for the part where the source is referenced.

Banyuwangi, March 2022

Statement maker



DEDICATION

*For my mothe, my perfect woment who has fought so that I
can graduate from college.*

And

For my father, Ingsyaallah we can meet in Heaven tomorrow

MOTTO

**DONE IS BETTER THAN
PERFECT**

Naa

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CHAPTER I

INTRODUCTION

A. Background of Study

The language most extensively used by people in the world is English. Nonetheless, English is an International language, officially or unofficially, in the components of society in many countries. Indonesia as one developing countries needs to communicate or interact to English to conduct of social relationship, commercial, and educational activities. English is one of the communication tools used by humans to socialize with other communities. Keraf (2009:16) "Language is a symbol system dictatorial sound used by members of social communities for collaborate, convey, and identify yourself". Indonesia as a developing country Realizing that English is a very important tool for communication.

Diamond (2005:11) become a nation's hard work, namely learning the language. English is one of the most important parts in education to evolve human sources. It is being anticipated to be able to make people aware about coming where English will be used in all areas still now English can be found easily all over the place. Crystal (in McKey.2000: 7) says that English is rapidly assuming the function of a world language, and any other language has disseminate around the globe so comprehensively, making English. English has been determined by the Indonesian government to be a foreign language that must be considered by junior high school students up to university. Even in

some elementary schools, English has been studied. This is because the language most used and the international language is English.

In our life, humans use language as a means of communication with the people around, either the spoken language or body language, and written language. Language is a set of habits that can be acquired by a process of conditioning. So, in language acquisition require a process, after baby to grown-up. Language is an important part of how mankind disclose with each other. Language is the apply communication in everyday life because people use language to make dialogue with other. Language in Indonesia already held in schools especially in Islamic boarding school, there have been used the foreign Language in daily activities. Language is the important execute communication in daily lives because people use language to produce conversation with other (Lem Kristin, 2010: 1). Including daily conversation an efficient teaching tactics help the student to spoke the strange language in them daily activity. Providing students with knowledge and skills to help them enter the world of work is the goal of teaching English at university. Making it easier to find job opportunities in this modern era where English is a mandatory skill for everyone.

English has any important parts. They are aptitudes and language constituents of English. English has several skills and components which must be learned when we learn it. Vocabulary, grammar, pronunciation and spelling is Language components of English. One of the significant components in learning English is vocabulary. The psycholinguistic study showed there's

relationship between the mastery of vocabulary and creativity as well as skill the language, similar as speaking or writing skill. The psycholinguistic study showed there's relationship between the mastery of vocabulary and creativity as well as skill the language, similar as speaking or writing skill. Somebody who has a lot of vocabulary will be easier and more imaginative in speaking and writing. However, mastering vocabulary needs some attempts to be seriously done, Fries (1974:45) categorizes vocabulary into four types: content word, 1 operate word, and substitute word which is, then, separated into some subspecies. Actually, content word is classified as the nearest vocabularies for the students at the elementary school which is predictable enabling to be mastered.

Additionally, the students must be knowing of the vocabularies. This will be a wonderful contest for the teachers to educate vocabulary and develop their students' vocabulary, while they are also faced by the students' insufficient vocabularies which are It means that the students acknowledge its meaning, written form, and pronunciation. In this instance, teaching vocabulary must contemplate some principles by incorporating the new one with the former one (Schmitt, 1997:146).

Skill of English is very significant for the students because they are as academic person requirements more awareness to face globalization era. There are four skills in English that can be used in completing English learning. When learning a foreign language, what you will learn is listening for the first time then speaking then listening then reading and the last thing is writing.

That are called the four skills of language. Besides listening, speaking, writing, there is still one skill that must be mastered by English students, namely writing. In writing they can express ideas which can attract readers to read their writings. They can transfer their intelligence and knowledge to others through writing. In simple terms, the means of connecting contacts between writers and readers is writing (Reszy, 2013).

According to Cole and Feng (2015:4) writing is a fundamental component of language. When a child writes, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language. Through writing we can broadcast the text of thoughts and feelings, both imaginary or true conditionin. This instance, we can write something based on our undergo Through writing, people can easily communicate without having to meet in person : funny, weird, exciting, awkward or the experience of painful.

Between skills and language components are supported each other. They also cannot be separated each other. Since writing is one of the English skills that must be mastered by students. One of the components that must be mastered by someone in writing skill is vocabulary.

Vocabulary is a key of English. Someone speak, write, listen and read if she/ he does not have vocabulary. Students learn vocabulary in vocabulary class. They give many vocabularies of sports,school objects, household objects,

part of plants, tree, volume, etc. The purpose is to make the students can use the vocabularies in their daily life, since vocabularies is an important thing in communication. As stated by Moeller et al (2009: 2) As stated by Moeller et al (2009: 2) vocabulary is main to the learning of foreign language incorporate literature, music and content understanding. So that the more vocabulary by students, the better the quality in writing.

According to Collins in Ahdian "anagram is a type of word play that made by arranging in a different order the later of another word phrase. It is a good technique in teaching vocabulary and helpful for the students". John M. Echols and Hassan Shadily anagram means "exchange of letters in word so that the word has another meaning of the word before". By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play anagram. Many words will be got through this technique. Additionally provides the students accidentally learning, so they learn without they accomplished it. Anagram is a word or phrase created by re-ordering the characters of another word or phrase, in which every characters in the creative is used in the creation. It facilitates the students to make a new word for looking the dictionary based on the word or phrase given. So the students will know the vocabulary after re-ordering the word, this system can used to teach or review the correctly vocabulary.

The teacher uses uninteresting technique in a lesson there are always problems that occur, as well as the course that is the object of research. The factors that cause the failure of a lesson in learning English include a lack of

confidence in themselves. When the researcher entered the class, the researcher was surprised to see that many students were proficient in conversation. But when they were asked to write down how the writing from the conversation, it turned out that many of them were wrong in writing it. That's what made the researcher interested in the class. This may be due to a lack of motivation in learning English from the teacher or the environment. Often course participants hear vocabulary or sentences without knowing the correct writing. In fact, they often say this sentence.

Darussalam is the largest Islamic boarding school in Banyuwangi district. Since that's what demands Darussalam to always complement the needs of the students for an education in this modern era, one of which is the existence of a superior dormitory.

Al-Aziziyah Dormitory is one of the leading dormitories which has two majors, science and tahfidz. Al Aziziyah Dormitory is a special dormitory for superior junior high school students plus Darusslam. Since dormitory a superior dormitory, then Al- Aziziyah has a superior program which is not owned by other dormitorys, it is the study club. The study club here includes science and English lessons. Apart from being a subject in the study club, English is also the language of communication for everyday life.

Al-Aziziyah dormitory has 7 rooms, and 7 classes. The class consists of 3 tahfidz and 4 science of all the existing classes, only the science class joins the study club. Starting from 7th grade which consists of 32 students, there are 2

class for 8th grade , 8D and 8E. 8D has 28 students and 8E has 29 students, while for the highest class, 9th grade has 23 students.

Including researcher is interested in choosing the intermediate level to be studied, namely class 8D. The researcher chose the 8D class because the intermediate level is a suitable level for research with this title. The students will be bored when the teacher uses unattractive techniques in the process of learning English. He just asked the students to read the text individually and answer some question. The intermedia used by the teacher is only in the form of LKS (*Lembar Kerja Siswa*) and workbooks that do not support student performance. So to work out the problem the teacher should be artistic to offer fun and meaningful teaching and learning method. One of the way to do that is teaching through a approach. There are many techniques for teaching fascinating vocabulary, one of which is anagram (Hasni Kadir, 2019 : 2)

The solution to overcome the problem above is to choose one method that suits the needs of the course participants. Based on the description above, the researcher was inspired some thesis by Ellyyana Susanti's thesis with the title *The Effect of Anagram Activity to Students' Vocabulary Knowledge (A Quasi-Experimental Study at the Eighth Grade of SMPN 87 Jakarta Selatan in Academic Year 2018/2019)*, Mei Triningrum's thesis with the title *The Effectiveness of Anagram Techniquein Teaching Vocabulary to The Eighth Grade Of Mts Tri Bhakti Pagotan Madiunin Academic Year 2019/2020*, Richard Devara Candra Kumara's thesis with the title *The Use Of Anagrams To Improve The Students' Vocabulary Learning Strategy In IX Science at*

SMA Pangudi Luhur Sedayu in 2016, Hasni Kadir's thesis with the title The Use of Anagram Technique to Improve The Students' Vocabulary Mastery At The Eighth Grade of Mts Al-Wasilah Lemo Polwan in 2019, Insan Bara Rosada's thesis with the title Improving Vocabulary Mastery by Using Anagram Game in 2016, Nindya Hasanah entitled "The Effectiveness of Storytelling on Students' Vocabulary of Describing Things Around Us" (A Quasi-experimental Study at the Eighth Grade of SMPN 87 Jakarta Academic Year 2017/2018) and Erniyanti Nur Fatahhela Dewi entitled "The Effectiveness of Word Jigsaw on Students' Vocabulary Achievement of Descriptive Text" (A Quasi-experimental Study at Eight-Grade Students of SMP PGRI 1 Ciputat Academic Year 2017-2018).

So the author is interested in conducting a study on **"The Effect of Anagrams in Daily Vocabulary Mastery in The Eighth D Students' Writing Skill at Al-Aziziyah Dormitory In Academic Year 2021-2022"**.

B. Research Problem

Is there any significant effect of anagram on daily vocabulary mastery in the eighth D students's writing skill at Al-Aziziyah Dormitory in academic year 2021-2022?

C. Research Objective

To know is there significant effect of anagrams on daily vocabulary mastery the eighth D students' writing skill at Al-Aziziyah Dormitory academic year 2021- 2022.

D. Research Hypothesis

Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a prediction.

Remember that hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied. Hypothesis is the research can be stated based on theoretical background and theoretical framework. The hypothesis as follows:

Ha (Alternative Hypothesis) : There is a significant effect of anagram in students' vocabulary mastery

Ho (Null Hypothesis) : There is not any significant effect of anagram in students' vocabulary mastery.

E. Research Significance

1. Theoretically

The result of observation could add knowledge in particular about contribution to education knowledge about anagram in daily vocabulary.

2. Practically

a) Students The students hope they more comfort and interest to learn, so teaching and learning actively funner and can increase students" vocabulary knowledge

b) Teacher

Through this study hope that the teacher can teach vocabulary effectively and decide what the best method to teach vocabulary considering the students" characteristic.

c) The institution of Al-Aziziyah Dormitory

This study expects to enhance the school quality in education, especially in teaching and Learning English. Explore the strength and weakness of the school and plan better in teaching programs.

F. Research Scope and Limitation

To make the study more focus the problem which is going to be discussed in this study is limited to investigate the effect of anagram in daily vocabulary mastery mastery in the eighth d students" writing skill at Al-Aziziyah dormitory in academic year 2021-2022.

G. Definition of Key Terms

To give a clear clarification and to avoid misunderstanding between the writer and reader, the writer clarifies the terms which are use in this study follows:

1. Anagram

Anagram is a type of game where the initial letters are usually randomized to form another word or sentence (also released under names containing Anagram, Snatch and Word Making and Taking) is a tile-based word game that includes reorganizing letter tiles to form speech. A set of is a game piece that contains letters on one side. Setts are shambled face-down then pass on one by one, performers shaping words by combi bricks ning them with dominant words, their own or others. The game has never been interchangeable and word there are many differences of places and regulations. Anagrams is usually carried out with setts from another game, such as Bananagrams or Scrabble. According to Capper (1999:10), anagram is a devise in which a word consists of symbols from the word is created. For example, word "word" consists of characters; w, o, r, d. The objects of anagram are to anagram or rearrange the letters to form a word for more letters. Anagram gives benefit to the learners because the students can review the vocabulary and the teachers are able to assess students' knowledge about vocabulary.

2. Daily vocabulary mastery

Daily vocabulary mastery is an activity of mastering or mastering the words of a language, where the vocabulary is often used in daily life both in writing and orally. Vocabulary mastery is always being a fundamental section of English. Lewis and Hill (1990: 12) states that

vocabulary mastery is significant for the learners. It is more than grammar for transmission aims, exceptionally in the early point when students are stimulated to learn the basic words. unless having symmetrical English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be calculated by the conditions of abstraction (being able to limit words) and request (selecting an appropriate use of it).

3. Al-Aziziyah dormitory

Al-Aziziyah dormitory is special dormitory for superior junior high school students plus Darusslam, Because this dormitory a superior dormitory, then al aziziyah has a superior program which is not owned owned by other dormitorys, it is the sdudy club.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Related

1. Definition of anagram

The anagram comes from the Greek ana which means to return, backward and grama which means letters. So, anagrams are activities that change the arrangement of letters in one word to form another word. Anagram is one of the media in the form of word games that can be used in teaching vocabulary. According to Grolier Encyclopedia (1995: 356) An anagram is a term that is formed by reorganizing the characters of a phrase or word. From this understanding, the anagram is interpreted as restructuring the characters of a word into another or group or word of words.

According to Capper (1999:10) says that anagrams are words or phrases that are formed to reorganize the correspondence of other words or phrases. For example coin to icon. Anagram serves to rearrange letters in such way. An Anagram is a word or phrase used to arrange a word to form into a different word. For teachers who teach English to children, anagrams are very useful, because the methods taught are very interesting so that they make vocabulary easy to understand.

According to Capper (1999:10), anagram is a device in which a word consists of symbols from the word is created. For example, word "word" consists of characters; w, o, r, d. The objects of anagram are to anagram

or rearrange the letters to form a word for more letters. Anagram gives benefit to the learners because the students can review the vocabulary and the teachers are able to assess students' knowledge about vocabulary. The following are examples of an anagram and the resolution to the puzzle, advanced by Capper (1999:12). "GOD" for "DOG", "NOIL", for "LION", "SOUME", for "MOUSE", "BARBIT", for "RABBIT". All four words recognize name of animals. Based on some of the opinions above, it can be concluded that anagrams are a form of word game media in vocabulary learning. When playing the game, students are asked to change the order or the order of the letters of a word to form a word or another group of the word.

2. Definition of vocabulary mastery

Mastery is from a master, who is somebody enlightened about a topic, like a master painter. Masters are also people with power butlers sometimes call their head master. Mastery relates to a similar power or capability. Beethoven revealed mastery in composing. Shakes peare showed mastery in writing. Apple has had mastery over the field of electronic components and smartphones. Often, both reason are blended: if someone has mastery over a field skill-wise, they probably have mastery in conditions of ascendancy too.

There are many explanations of phraseology suggested at approx specialists. It is very significant for one to understand what vocabulary is before debating vocabulary mastery. Mastering a great number of

vocabulary is very significant for foreign language apprentices. Dominating it, by all means, foreign language learners will get some in growing the four language abilities.

According to Hatch and Brown (1995: 1), the word vocabulary applies to a catalog or set of words for specific language or a list of words that individual orators of language use. Considering vocabulary is a catalog, the only method complicated is that alphabetic order. The choice in vocabulary choice and ways used in teaching vocabulary are important causes. It requirements the requirements procedure of learning in setting to get the meaning of words as stated by Allen French (1983: 4). Vocabulary is a fundamental component of second language proficiency: one of the main objectives of language learning is to understanding the implications of the words. It is required to disclose effectively in the second language. Hornby (1995: 985) says that vocabulary is the entire number of words (with their meaning and with regulations for combination them) invent the language. Burns and Broman (1975:295) determine that vocabulary as the reserve of words used by a person, class, or master, all having much in ordinary, yet each decidedly different. The main item in teaching a language is the acquirement of vocabulary.

Accordingly, achievement in learning English require vocabulary acquisition. A large vocabulary can not ensure the learner's ability in learning English but in the sufficiency of a vocabulary will obstruct their

chances to achieve achievement in learning English. Rivers in Nunan (1998: p. 117), states that the acquisition of a sufficient vocabulary is vital for successful second language utilization because, unless a comprehensive vocabulary, one will be incapable to use the constructions and responsibilities one may have learned for comprehensive communication. Significance of mastering vocabulary in learning is also declared by Nunan. Nunan (1998: p.118) declares that the growth of a affluent vocabulary is a significant in the acquisition of a second language. From the explanation above, it can be completed that vocabulary is the total Number of words, a catalog or group of words in a specific language that a person knows or uses. Swannel (1994: p 656) establishes mastery is extensive awareness or use of a subject or device. Meanwhile, Porter (2001: p. 953) says that mastery is learning or knowledge object fully and having no difficulty in employing it. Mastery is determined as the full manage of understanding (Oxford Advanced Dictionary). This definition is endorsed by Hornby (1984:777) who establishes mastery as talent or thorough understanding. From these explanations, it arises to the termination that mastery resources the proficiency to know and apply something learned.

Vocabulary mastery is always being a fundamental section of English. Lewis and Hill (1990: 12) states that vocabulary mastery is significant for the learners. It is more than grammar for transmission aims, exceptionally in the early point when students are stimulated to

learn the basic words.unless having symmetrical English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be calculated by the conditions of abstraction (being able to limit words) and request (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997: 326) says “responsive and fruitful knowledge may show the only practical way to measure the depth of vocabulary knowledge”. Responsive knowledge is words that the learners acknowledge and comprehend when they happen in a setting. while fruitful knowledge pertains to words which the learners understand, are able to articulate correctly, and use beneficially in speaking and writing. Further, Madsen (1983:12) says the goal of vocabulary trials is to evaluate the understanding and creation of words used in speaking or writing. It can be said that vocabulary mastery is a full skill to understand the provide of words and their meanings of a particular language.

3. Definition of writing

Hyland describes that writing is a way to divide personal implications.It means that writing is the way to express feelings and thought to other people that have a meanings. Writing can helps people to communication. Consequently, when constructing their opinions (ideas), the people have to make it comprehensible and acceptable.

According to Harmer, writing is a approach to produce language and communicate idea, feeling, and opinion. Additionally, he states that writing is a process that what people write is many times heavily

persuaded by the constraints of genres, and then these components have to be presented in learning activities. It means that writing is a way to produce language that comes from our thinking. The idea, feeling or opinion generate based on writer activity was done. It is also an activity, both physically and psychologically which helps the writers put their thought into words in meaningful form.

In order for communication to be successful the people have to structure their discourse in such way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive. Coherence means the relations of ideas and points that will be transmitted and cohesive resources grammatically that used in written language. It explains, the writer will show many things in the written language, such as the way of reasoning, knowledge and word to be ordered to sentences form that can be easy to understand it by the reader so that both can make a transmission.

For all declaration above, the researcher finishes that writing is one of skill in English to transmitted idea, feeling and thought of the writers" head which arranged in words, sentences and paragraph using eyes, hand and brain, as knowledge to the reader.

Writing is one of the language ability, moreover listening, speaking and reading that must be controlled by English learners. They have to able to voice their thinking in writing to evolve their ideas, and make readers concern when their writing read. using writing, they can also

transmit data and understanding to other. Simply put, writing can be said as a average of transmission between the writer and the reader (Reszy, 2013).

Writing is a creative act, the act of writing is creative because its requires to interpret or make sense of something: a experience, a text, an event (Robert Di Yanni and William Smith, 1989:18). Writing does not demand suitable choosing subject, but generally to be resolute who presumed to read it, and especially for the article and its objectives. Through writing we can transmit the padding of thoughts and feelings, both mythical or actual condition. In this instance, we can write thing based on our encounter: funny, weird, thrilling, embarrassing or the experience of painful.

According Gebhardt and Dawn Rodrigues (1989 : 1) wriring is one of the most importain things you do in college. Unless some capabilities to utter yourself in writing, a students cannot spend the path. Writing is also a formative procedure, they try to evade impressive their views, contribution models, or suggesting reactions to topics before hand. Isriana in Dahnianti, (2018), said that writing is one of the manners to provide an opinion or note which is shape in writing on a of paper or the other area. It is a behave of making brands on certain exterior. Particularly, writing is one type of phrase in language which is made by specific set of sign, having standard philosophy for symbolizing the wordings of particular language which is drawn up optically. Procedure

of writing is very significant in teaching writing. The teacher will understand the procedure of students in writing based on some measures.

There are some procedure of writing consonant to specialists. learning writing is a procedure that the teacher does in classroom action. Here, the educator role is very significant, because the educator will lead the students to write about something properly in learning process (Azrial, 2013).

In writing, the learners will know how to write a good pleased into the ides which is endorsed with relevant endorsing penalties. In this ability, the learners can enhance their grammar such as how to use right tenses, adjectives, articles and noun phrase. According Barli Bram (2002:7) writing is principle to write means to try to procedure or reproduce written message. Based on the interpretation above, researcher can clew that writing is an activity to declare thoughts and feelings in the form of writing that is anticipated to be read by the reader and work as an indirect communication instruments. this instance, we can write thing based on our encounter: funny, weird, thrilling, embarrassing or the experience of painful.

Brown in Saifuddin (2016), said that writing is a method of living. It is also the growth of thoughts, quarrel, logic cause and result. Unless some capabilities to utter yourself in writing, a students cannot spend the path. Writing is also a formative procedure, they try to evade impressive their views, contribution models, or suggesting reactions to topics before

hand. Isriana in Dahnianti, (2018), said that writing is one of the manners to provide an opinion or note which is shape in writing on a of paper or the other area. It is a behave of making brands on certain exterior. Particularly, writing is one type of phrase in language which is made by specific set of sign, having standard philosophy for symbolizing the wordings of particular language which is drawn up optically. Procedure of writing is very significant in teaching writing. The teacher will understand the procedure of students in writing based on some measures.

In writing, the learners will know how to write a good pleased into the ides which is endorsed with relevant endorsing penalties. In this ability, the learners can enhance their grammar such as how to use right tenses, adjectives, articles and noun phrase. They also can arrange a text into good mechanism such as word spelling, reference mark and capitalisation.

Based on the interpretation above, researcher can clew that writing is an activity to declare thoughts and feelings in the form of writing that is anticipated to be read by the reader and work as an indirect communication instruments.

B. Previous Study

There are some researchers that conduct research about strategy, technique and method to teach vocabulary. Though, the first two previous studies were used a quasi experimental design which is similar to this

study. Therefore, the technique used in the first two studies were different from this study. The first study conducted by Insan Bara Rosada entitled “Improving Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTSN Karanganyar in Academic Year 2015/2016”. This research was conducted at MTsN Karanganyar academic year 2015/2016. The subject was the students of class VII B consist of 40 students. The method used in this study was Class Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on Kemmis and Mc Taggart's design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. These data were compared and analyzed to get a conclusion as the result of this research. Based on the result of this research showed that there was an improvement on the students' vocabulary mastery, it can be seen from the mean score of pre- test were 55.45, the mean score of post-test 1 was 81.21, and the mean score of post-test cycle 2 was 87.09. The finding of this research showed that the applying anagram game significantly improved students' ability in mastery of vocabulary. The qualitative data show that the students were more interested and motivated

on vocabulary mastery through anagram game. It is suggested that teachers should apply anagram game to improve students' ability in vocabulary mastery.

The next study was conducted by Richard Devara Chandra Kumara entitled "The Use of Anagrams to Improve the Students' Vocabulary Learning Strategy in XI IPA 1 class, SMA Pangudi Luhur Sedayu". The objective of the study was to overcome the problems of learning vocabulary in XI IPA 1 class. The subject was the students of class XI IPA 1 which consists of 25 students. The method used in this study was Classroom Action Research (CAR). The instrument of this study were observation and questionnaire. By the end of the study, the result showed that students had successfully achieved the learning goal.

Next the research conducted by Mei Triningrum The Effectiveness of Anagram Technique in Teaching Vocabulary to The Eighth Grade of MTs Tri Bhakti Pagotan . The objective of study is to find out whether there is a significant different score on vocabulary between the students who are taught by using Anagram technique and those who are not. This research was conducted in September 2019 in MTs Tri Bahkti. This research applied quantitative approach and used quasi- experimental design. In this research, the researcher took two classes as a sample and taught by using different technique. The experimental class was taught by using Anagram technique while the control class was taught by using lecturing technique. The populations of eight grades in MTs Tri Bhakti Pagotan consist of 50

students. The sample was 50 students (25 students of experimental class, 25 students of control class). The data was collected through test and this research was conducted by following procedures such as follows: giving pre-tests, giving treatment, and giving post-test. The result of this research showed that the mean score of post-test from experimental class was higher than control class. The mean score of post-test from experimental class was 81, 8 while the control class was 77, 2. The result of T-Test calculation showed that the value of t-test was higher than the value of t-table. The value of t-test was 2,460 while the value of t-table with $db = 48$ was 2,02. It means that H_a was accepted and H_o was rejected. The conclusion is that the students who are taught by using Anagram technique have better score on vocabulary than those who are not. In the other words, Anagram technique is effective on students' vocabulary achievement of eight grade of MTs Tri Bhakti Pagotan.

The next study was conducted by Hasni Kadir entitled *The Use of Anagram Technique to Improve The Students' Vocabulary Mastery At The Eighth Grade of Mts Al-Wasilah Lemo Polwan in 2019*. In this research, the researcher used a pre-experimental design pre-test and post-test, which is the effects of treatments is judges by the difference between the pr-test and post-test score. To collect the data, the researcher used instrument test that consist of the pre-test and post-test.

Based on the analysis, the researcher found that Anagram Technique is able to improve the vocabulary mastery. The students' vocabulary mastery was improved significantly by looking at pre-test mean score were 40.76. By the end of the study the result of Anagram Technique to improve students' vocabulary mastery enhance after giving treatment. The mean score indicate 72.76. The impact through Anagram Technique seems to be significant in students improvement in vocabulary mastery. It can be concluded that treatment have been effective.

CHAPTER III RESEARCH METHOD

A. Research Design

The researcher used quantitative method in this study. In detail, the researcher used quasi-experimental design which allowed the experimental study to be conducted without form any new group.

Anagram was implemented in the experimental class and was not be implemented in the controlledled class. This study focuses on giving treatment to the experimental class by applying anagram in students' vocabulary mastery, and observes the result through student test.

Tabel 3.1
Design of the research Experiment

Group	Pre-test	Treatment	Post-test
Experimental (E)	O ₁	X	O ₂
Control (C)	O ₃	-	O ₄

E = Experimental Class

C = Control Class

O₁ = Pre-test Experimental Class

O₂ = Post-test Experimental Class

O₃ = Pre-test Control Class

O₄ = Post-test Control Class

X = Treatment

Based on the table, the process of this research included pre-test, treatment, and post-test. In the experimental Class was taught by using anagram while the control class was not taught. Pre-test was given before the treatment. It is to measure their vocabulary mastery. Then, after pre-test the researcher gave treatment to the experiment class. the last steps, the researcher gave post-test for both the classes, experimental and control class.

B. Research Setting

The researcher conducted the research at Al-Aziziyah Dormitory which is located on beside of KH Mukhtar Syafaat's Grave in Pondok Pesantren Darussalam. The study was held on February 2022 to March 2022, by making it into 5 meetings consist of Pre-Test at the first meeting, then treatments at the second until the fourth meeting, and finished by Post- Test at the last meeting.

C. Research Subject

1. Population

According to Creswell (2011:142), population is a group of individuals who have the same characteristic. The population of this study is all of the eighth grade students in Al-Aziziyah Dormitory. There are two classes of the eighth grade. They are VIII-D and VIII-E. Every class consists of 28 and 28 students, so the population in this research is 57 students.

2. Sample

Sample is a subgroup of the target population that the research plans to study for the purpose of making generalization about the target population (Creswell, 2011:142). A sample can be defined as finite parts of a statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set or target respondents selected from a larger population for the purpose of a survey. The sample that was taken by the researcher from the population must represent entirely.

The samples in this research are students of VIII-D class consists of 28 students as class control. VIII-E class consists of 29 students as class experiment. So the total of the sample is 57 students.

Tabel 3.2
The Total of Sample

Group	Class	Students
Control	VIII- D	28
Experimental	VIII- E	29
Total		57

D. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. Examples of instruments are survey questioners, standardized test, and checklists that researcher might use to observaton

students" and teacher"s behavior. The data was collected by using instruments. Data is information collected in a research study. Data may be oral and recorded onto audio or videotapes; they may be written, in the forms of essays, test scores, diaries, or check marks on observation schemes: they may appear in electronic format, such as responses to a computer assisted accent modification programs; or they may be visual, in the form of eye movements made while reading text at a computer or gestures made by the teacher in a classroom.

In this research, the researcher used test as the instruments to get data. According to Hutaaruk (2018:54) test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. According to Ary et al (2006:201) test is a set of stimuli presented to individual in order to elicit responses on the basic of which a numerical score can be assigned.

In this case, there are two kinds of tests that should be done by the researcher, those are as follows:

a. Pretest

Pretest is the that given in class VIII-D and VIII-E at Al-Aziziyah Dormitory. The test is conducted to know the students" writing mastery in daily vocabulary before conducting treatment. The total number of the test was 25 items.

b. Posttest

Posttest is the test given to all class VIII-D and VIII- E at Al-Aziziyah Dormitory to measure the students' writing mastery in daily vocabulary. While the post-test was given after treatment was applied in the classes to get the information about the students' achievement after the treatment were given. It was used to found out whether there is any significant different score on the students who are taught by anagram technique are not.

Tabel 3.3
The Criteria of The Scores

No	Items	Criteria
1.	76 – 100	Very Good
2.	51 – 75	Good
3.	26 – 50	Fail
4.	0 – 25	Fail

E. Data Source

The data source is one of the most vital in research. Errors in using or understanding the data source, then the data obtained will also miss the expected (Bungin 2001:129). The source of data in research is the subject from which the data can be obtained. In this study, researchers collect data that sourced from:

1. Primary data

Which respondent is the person who answered researcher questions, both written and oral questions. This research was conducted at an educational institution, precisely at Al – Aziziyah Dormitory, the respondents in this study were teachers, principals, and students of VIII- D and VIII- E of Al – Aziziyah Dormitory.

2. Secondary data

Anything that can provide data, but the data are not from humans. In the case, secondary data is documentation in the form of books, archives, and taking pictures.

F. Procedure of Data Collection

Sugiyono (2015: 308) says that "data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data". Without knowing the data collection techniques, the researcher will not get data that meets the data standards set. When viewed in terms of data collection methods or techniques, data collection techniques can be carried out by tests, interviews, questionnaires, and documentation. So, the data collection techniques in this study is Test.

The data of this research was collected by giving vocabulary test in the form of multiple choice which consists of 25 items to the students. The test consists of pre-test and post-test.

The pre-test was conducted in order to know students' beginning in comprehending the lesson however post-test was conducted in order to know students' vocabulary mastery after having a test. The researcher gave 45 minutes time in both of the classes for finishing pre-test and post-test. Furthermore, the scores of experiment class and control class in pre-test and post-test were compared. Afterwards, the scores were used as the numerical data to measure students' vocabulary mastery.

G. Data Analysis

The writer has conducted the test, pre-test and post-test. The data is compared from the mean of the score from pre-test and post-test. After getting the data from the score, then the data was analyzed. To analyze the data, the researcher uses quasi experiment to analyze data and processed by using statistic calculation of T-test formula with significance degree 5% and gained scores. T-test in this research used to test the average difference count, was there a significant difference or not between the experimental group and the controlled group.

While the gained score is the difference between pre-test and post-test score of each class of the experimental and the controlled groups. Gain scores were used to determine the increase or decrease in scores and to determine the effectiveness of the media used. However, prior to the tests the hypothesis necessary analysis prerequisite tests first, namely the

distribution normality test and homogeneity test. The writer used T-test to find out the differences between the students' scores which were taken from pre-test and post-test in experiment class and controlled class.

1. Normality test

Normality test was done in order to examine the distribution whether the data collection was normal or not. The analysis of normality used in this research was Shapiro - Wilk by using SPSS version 22 software. If the result of normality was more than 0.05, it can be categorized that the data distribution was normal. In the contrary, if the result was less than 0.05, then the distribution of the data was not normal. The formula of Shapiro - Wilk :

$$T_3 = \frac{1}{D} \left[\sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

2. Homogeneity test

After normality test gives indication that data is distributed normally, homogeneity test is needed to be done. It is used to find out if they are equal or homogenous. To achieve this data, Levene Statistic test is applied in this research with $\alpha = 0.05$. similar to homogenous or have equal variances. The formula of homogeneity test:

$$S_X^2 = \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \quad S_Y^2 = \sqrt{\frac{n \cdot \sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

3. Hypothesis

Pre-test and post-test are done in order to see the difference of vocabulary before and after the students are taught by using anagram technique. After the data are collected from the test, there are analyzing by using SPSS. Hypothesis test could be done if the data of the test show that they are both homogeneous and normal. The T-test is used to see whether there is a difference between two variables in this research. In SPSS, T-test is done through independent-ample t test. The researcher analyzed use T-test is SPSS.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

\bar{x}_1 : Mean value of the first group

\bar{x}_2 : Mean value of the second group

n_1 : Size of the first group

n_2 : Size of the second group

s_1 : Standard deviation of the first group

s_2 : Standard deviation of the second group

F. Data Validity

As previously mentioned, the researcher used tests as the research instrument. Both pre-test and post-test were intended to measure students' writing ability. The tests should fulfill some factors to get the data as well. The factors tested here is validity and reliability of the tests. By using a valid and reliable instrument to collect the data, it was expected that the data and the result of the research itself also valid and reliable.

1. Validity

Validity is the most important consideration in developing and evaluating measuring instrument. Ary et al (2006:225) defines validity as the extent to which an instrument measured what it claimed to measure what is supposed to be measured. In addition, validity is a measure that indicates that the variable being measured is indeed the variable that the researcher wants to study (Cooper and Schindler, in Zulganef, 2006). In the study, to ensure test validity the researcher used content validity and construct validity.

a. Content validity

Content validity means there is correspondence between curriculum objectives and the objectives being tested. It means that test is said to have content validity if its objectives are same with the curriculum objectives. It is sometimes called curriculum validity. The test will be valid if the objectives of the test do not outside from the curriculum objectives that have been set by educational policy.

In this case the researcher also learns the curriculum set to know what students must be able to do in certain level, especially in junior grade. The researcher found that students in eighth grade of junior high school should be able to write daily vocabulary.

b. Construct validity

A test is said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure (Isnawati, 2012:29). Construct validity is capable of measuring certain specific characteristics in accordance with theory of language behavior and learning. In this study, the researcher tested the students writing ability by answered the question that have been provided.

The instrument used as a data collection method. In research, it must go through a trial process first to respondents who have been determined to test its validity. So that the instrument that has been tested for validity can be used as a tool to complete data collection in research. The instrument in this study was tested on 24 respondents on April 12, 2022. The respondents in this study were students of the As - Syafi'iyah dormitory.

Test the validity of the instrument using the product moment with the help of the SPSS program version 22. Criteria for testing the validity of using the product moment, as following:

- 1) If $r_{\text{count}} > r_{\text{table}}$, the instrument is declared valid.
- 2) If $r_{\text{count}} < r_{\text{table}}$, the instrument is declared invalid

The formula of product moment.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

The results of the calculation of the validity test, as follows:

Table 3.1
Validity Test Calculation Results
Using Product Moment

No item	Correlation Pearson	R _{tabel} (sig. 0.05)	Evidence
1	0,527	0,4040	VALID
2	0,558	0,404	VALID
3	0,843	0,404	VALID
4	0,157	0,404	INVALID
5	-0,174	0,404	INVALID
6	0,441	0,404	VALID
7	0,475	0,404	VALID
8	0,498	0,404	VALID
9	0,416	0,404	VALID
10	0,826	0,404	VALID
11	0,415	0,404	VALID
12	0,170	0,404	INVALID
13	0,566	0,404	VALID
14	0,618	0,404	VALID
15	0,176	0,404	INVALID
16	0,807	0,404	VALID
17	0,398	0,404	INVALID
18	0,618	0,404	VALID
19	0,645	0,404	VALID
20	0,865	0,404	VALID

21	0,807	0,404	VALID
22	0,057	0,404	INVALID
23	0,298	0,404	INVALID
24	0,465	0,404	VALID
25	0,533	0,404	VALID
26	0,440	0,404	VALID
27	0,649	0,404	VALID
28	0,409	0,404	VALID
29	0,392	0,404	INVALID
30	0,474	0,404	VALID
31	0,651	0,404	VALID
32	0,057	0,404	INVALID
33	0,811	0,404	VALID
34	0,564	0,404	VALID
35	0,687	0,404	VALID
Number of Valid Items			26
Number of Invalid Items			9

From the table above, it can be seen that an item is declared valid if r_{count} (Pearson correlation value) $>$ r_{table} . Determination of r_{table} value based on table r product moment with significance level (Sig.) of 0.05 and the number of data or respondents (n) is 24. From the table product moment with $n = 24$, it is known that the r_{table} value is 0.404 so that items consisting of 35 items have the final result with valid items totaling 26 items and 9 the item is declared invalid.

2. Reliability

Reliability comes from the word reliability. The notion of reliability is the consistency of measurement (Walizer, 1987). Sugiharto and Situnjak

(2006) state that reliability refers to an understanding that the instruments used in research to obtain information used can be trusted as a data collection tool and are able to reveal actual information in the field. Ghozali (2009) states that reliability is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable or reliable if a person's answer to the statement is consistent or stable from time to time. The reliability of a test refers to the degree of stability, consistency, predictability, and accuracy. Measurements that have high reliability are measurements that can produce reliable data.

Reliability is the consistency of a series of measurements or a series of measuring instruments. This can be in the form of a measurement of the same measuring instrument (test with retest) will give the same results, or for a more subjective measurement, whether two raters give similar scores (inter-rater reliability). Reliability is not the same as validity. This means that a reliable measurement will measure consistently, but not necessarily measure what it is supposed to measure. In research, reliability is the extent to which the measurement of a test remains consistent after repeated tests on the subject and under the same conditions. Research is considered reliable when it provides consistent results for the same measurement. Unreliable when repeated measurements give different results.

According to Azwar (2010: 98) the reliability provisions in this study refers to the opinion stating that the reliability of 0.6 is less good, while 0.7

is acceptable, and above 0.8 is good. Here's the table Reliability criteria based on *Alpha* value:

Table 3.2
Reliability Criteria Based on *Alpha* Value

Koefesien Reliabilitas	Criteria
$\alpha \leq 0.6$	Less
$0.7 < \alpha \leq 0,8$	Enough
$\alpha \geq 0.8$	Good

The reliability test used in this study is by using the Alpha method (Cronbach's). Testing the reliability of the test using SPSS. Then to see whether the instrument is reliable or not, it can be seen in the output of the calculation results in the Reliability Statistics column if the alpha is less than 0.6 then the instrument is not reliable.

The formula of Cronbach's Alpha

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Table 3.3
Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
,869	25

Based on calculations through the SPSS program, the results instrument reliability is declared good reliability. By looking at the value of Cronbach's Alpha which is at a value of 0.869. Based on Azwar's opinion, the alpha value which lies in the coefficient 0.800 - 0.1000 is declared to have very reliable criteria. Thus, based on the test results of 25 item questions with an alpha value of 0.869, it can be stated that the item items are reliable and acceptable.

CHAPTER IV

FINDING AND DISCUSSION

A. General Description

1. Description of Place

Al Aziziyah Dormitory is a dormitory under the auspices of the Darussalam Islamic Boarding School Blokagung Banyuwangi. The Al Aziziyah dormitory is to the south of the grave and adjacent to the kitab dormitory (Al Arofah). Al Aziziyah Dormitory is a special dormitory for Superior Junior High School students which was established with the Junior Islamic Boarding School of Darussalam. Where in one dormitory there are 205 junior high school students who have participated in the selection. With different regions, from Sabang to Merauke. SMP Plus Darussalam is a pesantren-based school, which has been able to compete in the academic, non-academic, district, provincial and even national levels. SMP Plus Darussalam is ready to accept the best sons and daughters of the Indonesian nation, to gain knowledge and improve morality for the glory of Islam and Indonesia. It is hoped that SMP Plus Darussalam can produce the next generation of the nation that is superior, accomplished, useful for the nation and religion.

Al Aziziyah dormitory has two majors, namely science and tahfidz. Where all the students in the dormitory are mostly from East Java. And all of these students are students who are not only in formal schools but

also non-formal. Al Aziziyah dormitory was first established in 2010 with one major program, namely science. The first batch of dormitories consisted of 90 junior high school students, and with adequate facilities, it did not make the students give up on studying. With the characteristics of English and Arabic, the Al Aziziyah dormitory has issued alumni who have skills in the field of language and skills.

The dormitory which is located under the auspices of the Darussalam Islamic boarding school Blokagung Banyuwangi with A'wan the caretaker Mrs. Nyai Hj. Nafisah Hasyim, is under the curriculum school agency, which used to consist of 90 science students, Alhamdulillah, currently in 2021 there will be 205 junior high school students in the dormitory Al Aziziyah with two majors, namely science and tahfidz.

2. The Profile of Aziziyah Dormitory

a. Dormitory identity

Name of dormitory : Al -Aziziyah

Province : East Java

District : Tegalsari

Village : Karangdoro

b. Vision and mission Al – Aziziyah Dormitory

Vision

“ Karimah who excels in academic competence, technology, life skills “

Mission

- i. Cultivating akhlakul karimah in daily life which is integrated with Islamic Boarding School Education
 - ii. Realizing an innovative and proportional learning system
 - iii. Develop the Potential and Creativity of Students Optimally
3. The Organization Structure

The Organization Structure of Al – Aziziyah Dormitory as follow :

Tabel 4.1
The Organization Structure of Al – Aziziyah Dormitory

No.	NAME	POSITION
1.	Muthiatu Shofiya	Chief of Dormitory
2.	Nur Anisa Khoiriyah	Secretary
3.	Lailatul Maghfiroh	Treasurer
4.	Adelina Marhaeni	Deputy of Language
5.	Nur Anisa Khoiriyah	Deputy of Education
6.	Athiyah Faricha	Deputy of Ubudiyah
7.	Lailatul Maghfiroh	Deputy of Cleaning
8.	Nur Anisa Khoiriyah	Deputy of Security
9.	Nuris Soimah Hasan	Deputy of Health
10.	Adelina Marhaeni	Deputy of Activity
11.	Khoirotun Nikmatud Dina	Deputy of Tahfidz

4. The Infrastructure of Al – Aziziyah Dormitory

Infrastructure and facilities are comonent to help succes in the learning process. The several of infrastructure and facilities in Al – Aziziyah Dormitory.

Tabel 4.2
The Infrastrucure of Al – Aziziyah Dormitory

No.	Name of Infrastructure	Total	Condition
1.	Room	7	Good
2.	Office	1	Good
3.	Mosque	1	Good
4.	Hall	2	Good
5.	Bathroom	32	Good
6.	Yard	1	Good
7.	Library	1	Good

5. Respondent Characteristics

Respondents in this study amounted to 57 students. The characteristics used in the study include: gender, age, profession and starting to learn English. The following will discuss the conditions of each classification of respondents:

a. Description of Respondents by Gender

This section will provide a general description of the respondent's condition in terms of gender. For more details, can be seen in the table 4.3 below:

Tabel 4.3
Respondent Characteristics Based on Gender

No	Gender	Total	Percentage
1.	Male	0	0%
2.	Female	57	100%

Based on the table above, it can be seen that the number of 0% male respondents and 100% female respondents. This happens because the research subject is a class with all female students.

b. Description of Respondents by Age

The age of the research respondents can be known from the results the grouping of respondents based on the following age:

Tabel 4.4
Respondent Characteristics Based on Age

No.	Age	Total	Percentage
1.	≤ 10 years old	0	0 %
2.	11- 14 years old	40	71 %
3.	15 – 19 years old	17	29 %
4.	≥ 20 years old	0	0 %

Based on the table above, it can be seen that for agerespondents less than 10 years none or 0%. Then the age of most respondents between 11-14 years, namely as many as 40 people or 71%. Ages between 15-19 years are as many as 16 people or 29%, and those

aged over 20 years are absent or 0%. Based on the age of the respondents used in this study, the majority were respondents aged between 11-14 years, namely 40 people or 71%. This happens because most junior high school students are between the ages of 12-15 years.

c. Description of Respondents by profession

Someone's profession often affects one's make a decision to buy a product. Characteristics of respondents based on profession are shown in the table 4.5 below:

Tabel 4.5

Respondent Characteristics Based on Profession

No.	Profession	Total	Presentage
1.	Teacher	0	0 %
2.	Student	57	100 %
3.	PNS	0	0 %
4.	Other	0	0 %

Based on the table above, it can be seen that the respondents have the same work background, namely students.

d. Description of Respondents by Starting to Learn English

English is a compulsory subject in junior high schools. but not a few respondents who have studied English before studying in

junior high school. Characteristics of respondents based on starting to learn English are shown in the table 4.6 below:

Tabel 4.6

Respondent Characteristics Based on Starting to Learn English

No.	Education	Total	Presentage
1.	Kindergarten	7	12.2 %
2.	Elementary school	38	67.8%
3.	Junior high school	12	20 %

From the table above, it can be concluded that the respondents have differences in starting to learn English.

B. Data Analysis

In data analysis, the collected scores of both pretest and posttest from experimen and control classes were analyzed by using t-test. Before calculatng the t test value, to look at the difference of significant level, it was necessary to find out the normality value and homogeneity value of the data. The normality test was needed to know whether the data has been normally distributed or not. Then, after getting the normality result, the next step was calculating the data homogeneity. It aimed wasto know that the data homogeneous or not. For conducting the test, the researcher used SPSS 22 to analyze the data which is showed in the following descriptions.

1. Description of the data

In this part, the researcher describes the gained data result of the research in descriptive statistics. as test is the primary data instrument of this research, the researcher describe the data from students' pretest and posttest from both of experiment and control class.

a. Data result from experiment class

The table below shows the result of students' vocabulary achievement of pretest and posttest for students who were taught by using anagram.

Tabel 4.6

The Score of Vocabulary test of Experiment Class

No.	Name	Score		Gained score
		Pretest	Posttest	
1.	Ailsa Dzakiyah Kalsum	76	80	4
2.	Almalika Safira Amalia	76	80	4
3.	Alien Putrimaulida	80	84	4
4.	Anis Putri Maulida	64	72	8
5.	Dina Aminatul Fitria	84	84	0
6.	Evrilla Vio Mismandari	64	72	8
7.	Faiqotul Himmah	72	88	16
8.	Farikhatul Azizah	72	80	8
9.	Indi Najua Karimah	76	80	4

10.	Julia Stevanesticha Z	72	88	16
11.	Kamila Wafa Nur	76	92	16
12.	Laylina Putri Anggraeni	72	80	8
13.	Lu"lu"ul Mukarromah	84	92	8
14.	Mutiara Karisma Nuraini	72	76	4
15.	Naila Ulmaya Safitri	64	76	12
16.	Najwa Nabighoh Azzahra	84	88	4
17.	Natasya Amanda Pratiwi	68	72	4
18.	Nazil Mutamimatul Z	72	80	8
19.	Nisrin Zakiah	72	92	20
20.	Nonik Nur Azizah	88	92	4
21	Puan Rafif Hanifah Hanun	56	68	12
22.	Ridha Aulia Andini	68	76	8
23.	Shelly Julia Devi	68	76	8
24.	Suci Hilmiyah	84	84	0
25.	Ufiya Ardinatuz Zahro	64	72	8
26.	Uhella Ilmi Fadila	56	88	32
27.	Zaskya Adya Mecha Anis	76	80	4
28.	Zhava Airlia Dewi	76	80	4
Mean		71.66	80.34	8,69
Maximum score		88	92	32
Minimum score		52	64	0

From the table above, it can be seen that the highest pretest score of experimental class was 88 while the lowest pretest score was 52. While the highest posttest score of experimental class was 92 while the lowest posttest score was 64. Then the mean score of pretest was 71,66 and posttest was 80,34

b. Data Result of Control Class

Tabel 4.7

The Score of Vocabulary test of Control Class

No.	Name	Score		Gained score
		Pretest	Posttest	
1.	Reza zamzami	80	80	0
2.	Afrida fulki bastari	76	68	12
3.	Amilia wafda zafiro	72	76	4
4.	Aurora shofituz zahra	76	88	8
5.	Chelsea mentari khoirunnisa	76	84	8
6.	Cinta laremdra natasya	84	80	4
7.	Dea	72	84	12
8.	Desi ayu lestari	64	68	4
9.	Fadila zahra ramadhani	60	68	8
10.	Fairuz zabahia tasya	72	76	4
11.	Fathiyah khairunnisa azzahra	76	92	16
12.	Faza ilya muzdalifa	68	72	4

13.	Firyaalul „ufayroh	68	60	-8
14.	Galuh larasati	72	80	8
15.	Hikmatul illahiyah	72	76	4
16.	Kesya amala firdaus	68	80	2
17.	Nadiyah tsari az-zuhro	60	64	4
18.	Nafis nazilatun nisa	76	76	0
19.	Nanda erin cahyadiani	84	80	-4
20.	Nayla aulia winata	80	84	4
21.	Nikmatul lailia	68	72	4
22.	Nisha aulya ramadhani	80	84	4
23.	Puteri valentina rossa	80	88	8
24.	Rasikah rifa'atul najwa	76	80	4
25.	Sayyida rif'atun levina	68	88	20
26.	Zahra anggun febiola	72	80	8
27.	Zahra mufida dewi	76	72	-4
28.	Zahwa octa julita	64	64	0
29.	Zahra alya fareena	76	72	-4
Mean		72.23	76.34	4.51
Maximum Scores		84	92	20
Minimum Scores		60	60	-8

From the table above, it can be seen that the highest pretest score of experimental class was 84 while the lowest pretest score was 60. While the highest posttest score of experimental class was 92 while the

lowest posttest score was 60. Then the mean score of pretest was 72.23 and posttest was 76.34.

2. Normality test

This test aims to determine whether the data from the two classes are normally distributed or not. The significance of the data using Shapiro - Wilk from the pre-test in the experimental group was 0,191 and the control group was 0,119. From the significance of the data in the pre-test, the data is normally distributed because the significance is greater than = 0.05.

In addition, Shapiro - Wilk also showed the significance of the data from the post-test in the experimental group was 0,091 while the control group was 0,271. It can be concluded that both the pretest and posttest in the experimental and control groups were higher than = 0.05, which means the data were normally distributed as shown in Table 4.8 and Tabel 4.9 as follows:

Tabel 4.8

Normality Test Result of Pretest and Posttest in Experiment Class

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	,116	33	,200*	,955	33	,191
posttest	,130	33	,172	,944	33	,091

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tabel 4.9**Normality Test Result of Pretest and Posttest in Control Class**

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00005	,137	35	,092	,951	35	,119
VAR00006	,133	35	,121	,962	35	,271

a. Lilliefors Significance Correction

3. Homogeneity Test

Levene statistics are used to determine whether the data is homogeneous or not. From the table 4.10 it can be seen that the significance of the data from the pre-test results is 0,094 which is greater than $= 0.05$. It means that the data from the pretest of the experimental group and the control group is homogeneous

Tabel 4.10**Homogeneity Test Result of Pretest**

Levene Statistic	df1	df2	Sig.
2.882	1	68	.094

In addition, the results of the post-test homogeneity test of both classes showed a significance 0, 838, which was higher than $= 0.05$ ($0,838 > 0.05$). Therefore, it can be said that the results of the post-test data of the two classes are also homogeneous. (see Table 4.11)

Tabel 4.11**Homogeneity Test Result of Pretest**

Levene Statistic	df1	df2	Sig.
0.042	1	68	.838

4. Hypothesis Test

As the collected the data has been proven normality and homogeneity, then the data is analyzed to test the research hypothesis using t-test. After testing the hypothesis, the results of the t-test provide answers to the research question whether Anagram is effective or not in this study. The results of the t-test are also then supported by the calculation of the effect size.

According on the table 4.12 it can be seen the results of the t-test of the pre-test in the experimental and control groups. This shows that there are 57 participants in the experimental class and the control class. The pretest's mean value of the experimental class is 71.66 while the control group is lower which is 72.33 . The standard deviation of the experimental group was 9.474 and the control group was 6.856. In addition, the mean standard error of the experimental group was 1.601 while the mean standard error of the controlled group was 1.159. The results of the independent sample test p-value or sig (2-tailed) 0.773. Since the researcher used = 5% as standard of significance, the null hypothesis was accepted because the p-value or 2-tailed sig (0.773) was higher than = 5% (0.05). This means that there is no statistical

English Learning Value	Equal variances assumed	,621	,434	1,109	55	,272	0.571	1.977	-3.373	4.516
	Equal variances not assumed			1,106	53,108	,274	0.571	1.977	-3.380	4.523

In Table 4.13 group statistics table indicates the general result from the post-test data of experiment and control group. It shows that there are 57 participants in both of the experiment and control class. The mean score of experimental class post-test is 80.34 while control class is lower which is 76.34. The standard deviation of experiment class is 7.904 and control class is 8.080.

Moreover, the standard error of mean from experiment class is 1.336 and the control group is 1.366. The independent sample test table indicates the results of t-test from post-test in experiment class and control class after giving the treatment to the experimental group. The independent sample test results p-value or sig 2-tailed (0.006). The researcher uses $\alpha = 5\%$ as the significant standard, therefore the null hypothesis is rejected, and alternative hypothesis is accepted since the p-value or sig 2-tailed (0.006) is lower than $\alpha = 5\%$ (0.05) which means there is statistical significance on the results of post-test

									Lower	Upper
English Learning Value	Equal variances assumed	,274	,602	2,835	55	,006	5,133	1,811	1,504	8,762
	Equal variances not assumed			2,831	54,356	,006	5,133	1,813	1,498	8,768

Table 4.15 indicates the t-test result from gained score in both of the experimental and controlled group after the treatment was applied to the experimental class. The independent sample t-test results p-value or sig (2-tailed) 0.003. the significant standard used is $\alpha = 5\%$, while (0.003) and it is lower than $\alpha = 5\%$ (0.05). Which means there is statistical significance in the result of gained score.

Tabel 4.15

T – Test Result of Gained Score

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean

GAINED SCORES	Experiment	28	8,69	6.096	1.030
	Control	29	4.11	6.397	1.091

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GAINED SCORES	Equal variances assumed	,455	,503	2,493	55	,016	2,966	1,190	,581	5,350

Equal								
variances		2,48	52,					5,35
not		5	73	,016	2,966	1,193	,572	9
assumed			8					

5. Effect Size

In final, since the t-test result proved statistical significance in the post-test and gained scores result, the researcher analyzed the effect size of the t-test result in order to find out the level of significance on the effect (weak to strong).

To get the effect size, the calculation refers to Cohen's *d* effect size calculation. In this calculation, the means and the standard deviations of post-test of both classes (experimental and controlled) are required which have been obtained earlier in t-test result from the Group Statistic table. The effect size result is recapitulated in Table 4.16.

Tabel 4.16
The Effect Size Result

Statistic of Posttest	Experiment Class	Control Class
Mean	76.34	80.34
Std. Deviation	8.080	7.094
Effect Size	0.5	

* the result is obtained by manual calculation using cohen's *d* formula

The formula of Cohen's d

$$d = \frac{\bar{x}_1 - \bar{x}_2}{s_{pooled}}$$

where

$$s_{pooled} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Note

d = Cohen's d effect size

X₁ = Experiment's mean

X₂ = Control's mean

SD_{pooled} = Standar deviation

N₁ = Total of experiment class student

N₂ = Total of control class student

S₁ = Standar deviation of experiment class

S₂ = standar deviation of control class

Tabel 4.17

Cohen's d Interpretation Criteria

Cohen's standard	Effect size
2 - 0.8	Large
0.7 - 0.5	Medium
0.4 - 0.0	Small

In Table 4.17 it shows that the effect size or the level of significance effect is 0.5. It indicates that there is a modest effect of Anagram to students' vocabulary mastery performed in this research. This is on the basis of Cohen's d effect size criteria, in which 0.5 ranges in modest effect scale that is only one point close to the strong effect scale.

C. DISCUSSION

The researcher collected some informations after calculating and analysing the data obtained from the research. First, according to the hypothesis testing and the calculation of the effect size, anagram was acknowledged as one of the techniques that can give significant impact on the teaching vocabulary. Although it was not designed specifically for vocabulary, but it can be implemented in learning and teaching in the school. The students were more excited to learn vocabulary by using Anagram. At first, they may start asking questions about Anagram because of its uniqueness. When they were involved to the learning process, Anagram guided them to be more creative and become more active in the class.

Second, the hypothesis that Anagram has significant effect to students' vocabulary mastery at the eighth D grade of Al - Aziziyah Dormitory was proved by the result of the data analysis. Experiment class had mean score in pre-test was 71.66 and the pre-test mean score of

control class which was 72.23. Experiment class had successfully gained their score significantly in the post-test after the treatment was given. The mean score of the post-test of experimental class was 80.34 while the mean score of control class in post-test was 76.34. Both classes showed some improvement on their vocabulary but experimental class showed better performance proved with higher post-test result.

To prove and support the interpretation, the t-test was conducted and it resulted that there is a significant effect of Anagram to students' vocabulary knowledge. It resulted that the independent sample test results p-value significance 0.040 which H_a was accepted. Moreover, the effect size calculation put some more emphasize to the result. It showed that Anagram has modest effect to students' vocabulary mastery. Thus, it proved that students who were taught vocabulary using Anagram had better understanding and showed better result in the post-test. It can be concluded that Anagram had significant effect to students' vocabulary mastery.

As mentioned earlier, Anagram is categorized as one of the attractive techniques in teaching-learning. There were several studies examined anagram technique to be used in teaching learning English especially vocabulary. Those studies were aimed to know the improvement of students' vocabulary. In terms of the results of the studies, all of relevant studies have been revealed that using anagram technique can enhance students' knowledge of vocabulary. This study also put an

emphasize on using Anagram, as one kind of techniques, in teaching vocabulary. Here are the differences and similarities between this study and relevant previous studies.

Compared to the study conducted by Insan, it proved that using Anagram Activity is effective in gaining students' knowledge of vocabulary. Students active participation was also improved by the existence of the technique. In addition, Insan's method of the study was a classroom action research, while this study was in the form of quasi-experimental research. However, besides its differences, this study also resulted that there is significant improvement on students' vocabulary knowledge.

The study conducted by Richard were used and calculated to investigate the improvement of students' vocabulary knowledge. This method of this study was also classroom action research, but this study used smaller samples. Richard used one class with 25 participants as the population to be examined. Significant improvement was showed by the presence of anagram activity in the teaching and learning activities. Furthermore, students' creativity also played in affecting the improvement. This study, which overcome the problems of learning vocabulary, also showed that there was significant difference in the result of students' performance.

This study presented relevant results to some previous studies, although there were some differences between this study and the previous studies. This study focused on the use of anagram activity in teaching

vocabulary. Vocabulary is one of the language components that should be mastered by students before having an ability in communicating a language. Therefore, Anagram Activity was investigated in order to prove that it was statistically effective to be used as a useful tool for building vocabularies. After calculating the data of this study, it can be seen that Anagram Activity can enhance the knowledge of students' vocabularies. By using Anagram, the students can pay attention more to the teaching-learning process. In addition, the Anagram Activity also can help students to be more active in the teaching-learning process.

CHAPTER VI

CLOSING

A. Conclusion

This research was aimed to get the empirical evidence of using Anagram to students' vocabulary mastery at the Eighth D Grade of Al - Aziziyah Dormitory in academic year 2021/2022. Based on the calculations in Chapter IV, it indicated that the Anagram was effective on students' vocabulary knowledge in using with the effect size in the modest level. It is showed from the independent sample test results of the p-value sig (2-tailed)= 0.06. As the researcher used $\alpha = 5\%$ as the significance level, therefore, the p-value or sig (2-tailed)= 0.06) that was lower than $\alpha = 5\%$ proved that there is a statistical significance . Moreover, the cohen's d formula used to find the effect size resulted a value of 0.7 or ranged in the modest level of significance.

Therefore, it can be concluded that the null hypothesis of the research is rejected and the alternative hypothesis is accepted. In the other words, it proved that Anagram has significance effect on the students' vocabulary mastery at the eighth D grade of Al - Aziziyah Dormitory in academic year 2021/2022.

B. Limitations Of The Research

This research has been attempted and carried out in accordance with scientific procedure, however, it still has limitations, namely:

1. Because the main data source of this research is a test, which of each test is not the student's original result. sometimes the students ask their friends so that the grades they get are not their original results.
2. The time available to complete this research is very short while the relevant time is long.

C. Suggestion

This research has been proved succeed on improving students" vocabulary mastery. Therefore, the researcher suggests for teachers to implement Anagram in classroom for vocabulary teaching. There are some reasons for teachers, students, and other researchers to consider this technique to be implemented in vocabulary knowledge.

1. For English Teachers

First, this technique builds students" interest in learning vocabulary. Moreover, this technique helps teachers to create new and fun environment in learning vocabulary. Though the technique can be implemented in different ways such as online anagram which can be used not only in the classroom, but also outside of the classroom.

2. For Students

Anagram technique basically facilitates students to guide them in building vocabulary. This technique assists students' creativity to rearrange letters to become a new word. Secondly, this technique encourages students to be more engaged with the text and also, the students can practice this technique individually.

3. For other Researcher

Anagram is interesting to be studied. Other researchers may implement this strategy or even modify this strategy for further research. This research can be useful for other researcher because it can give the overview about how anagram can be implemented in any level population.


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APPENDIX

APPENDIX 1

Research Permissions Letter



INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBİYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

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Nomor : 31.5/273.2/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Ketua Asrama Al Aziziyah

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:


Nama : **ANA ANISSATUN NADHIROH**
TTL : **Banyuwangi, 16 Maret 2000**
NIM : **18112210025**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Krajan-Barurejo-Siliragung-Banyuwangi-Jawa Timur**
HP : **085235303744**
Dosen Pembimbing : **Mohamad Nor Shodiq, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

The Effect of Anagram in Daily Vocabulary Mastery in The Eighth D Students' Writing Skill at Al-Aziziyah Dormitory in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 02 Januari 2022
Dekan

Dr. Siti Ainiyah, S.Pd.I., M.Si.s
NIPY. 3150801058001

APPENDIX 2

Research Certificate Letter



SURAT KETERANGAN

Nomor : 31.3/032/AZIZIYAH/EXTENT/VIII/2022

Yang bertanda tangan dibawah ini Kepala Asrama Al Aziziyah Blokagung Tegalsari Banyuwangi menerangkan dengan sebenarnya bahwa :

Nama : **ANA ANISSATUN NADHIROH**
Tempat, tanggal lahir : Banyuwangi, 16 Maret 2000
Status : MAHASISWA
NIM : 18112210025
Fakultas : Tarbiyah dan Keguruan (FTK)
Program : Tadris Bahasa Inggris
Lembaga : INSTITUT AGAMA ISLAM DARUSSALAM

Yang bersangkutan benar benar telah melaksanakan kegiatan penelitian, di Asrama Al Aziziyah Blokagung Tegalsari Banyuwangi.

Tanggal Penelitian : 14 Maret 2022 s.d 17 Maret 2022
Judul Penelitian : **The Effect of Anagrams in Daily Vocabulary Mastery in The Eight D Student's Writing Skill at Al Aziziyah Dormitory In Academic Year 2021-2022**

Penelitian tersebut berlangsung baik dan tidak mengganggu kegiatan di asrama Al Aziziyah.

Demikian surat keterangan penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Blokagung, 30 Maret 2022

Kepala Asrama

MUTI ATUS SHOFIAH

APPENDIX 3

Question

SOAL PRETEST ANAGRAM

NAME :

CLASS :

A. Lengkapilah huruf huruf yang kosong !

1.



	A	
--	---	--

2.



T		I		
---	--	---	--	--

3.



		A	
--	--	---	--

4.



T			S		Y
---	--	--	---	--	---

5.



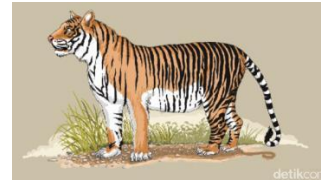
B				F			T
---	--	--	--	---	--	--	---

6.



W						A		
---	--	--	--	--	--	---	--	--

7.



	I			
--	---	--	--	--

8.



		W		L
--	--	---	--	---

9.



	L			K		
--	---	--	--	---	--	--

10.



N				L	
---	--	--	--	---	--

Rangkailah huruf huruf dibawah ini menjadi kata sesuai gambar !

11.



N-E-S-K-A

12.



L-L-W-P-O-I

13.



U-L-L-P

14.



K-C-I-K

Days of the weeks

15. A-Y-D-N-U-S

16. I-A-D-Y-R-F

Isilah kata kata yang kosong dengan cara merangkai huruf huruf !

17. I want to a new student

E - T - M - E

18. Will you plant this.....?

L - W - F - E - O - R

19. She want to money.

V - G - I - E

20. I usually.... this song in the morning.

S - E - L - N - I - T

21. The cat want to go in and ...

U - T - O

22. I think.....many things

U - A - T - B - O

23. He will..... her money wallet

T - U - P

24. I..... English in Senior High School

T - E - S - D - D - I - U

25. My house is your house

E - B - S - I - D - S

SOAL POSTTEST ANAGRAM

NAME :

CLASS :

1.



D				
---	--	--	--	--



			E	
--	--	--	---	--

2.



		A	
--	--	---	--

6.



			O	
--	--	--	---	--

3.



		T	
--	--	---	--

7.



		O	
--	--	---	--

4.



H				
---	--	--	--	--

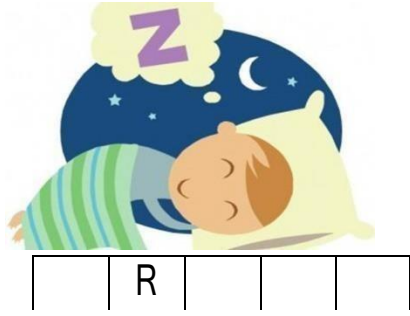
8.



T			A		
---	--	--	---	--	--

5.

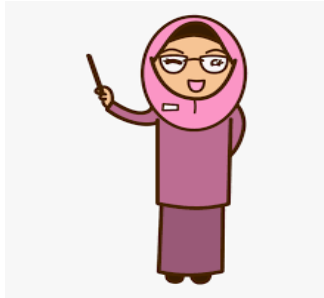
9.



10.



11.



12.



13.



14.



15. G-T-U-A-S-U

16. C-A-R-M-H

17. Thisbookis...(O-G-O-D)

18. I....medicine in hospital yesterday (O-G-B-T-U-H)

19. Youaremy..(D-F-I-N-R-D)

20. My artgallerydoes not.... at 10a.m (P-N-E-O)

21. DoesMaria .. her cousin every month ? (S-I-T-V-I)

22. My friend and Itennis together. (L-Y-P-A)

23. she..... in miracles. (L-B-V-E-I-E-E)

24. My sister.....at front of the house (W-E-P-S-E-S)

25. Doeshelike.... a song. (N-S-G-I)

Appendix 4

Result of Data Calculating

Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	
,170	28	,037	,946	28	
,120	28	,200	,938	28	

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	df	
,153	29	,082	,949	29	
,190	29	,009	,949	29	

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

English Learning Value

Levene Statistic	df1	df2	Sig.
,621	1	55	,434

Test of Homogeneity of Variances

The value of learning English

Levene Statistic	df1	df2	Sig.
,274	1	55	,602

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean

English Learning Value	Experiment Class	28	73,14	7,210	1,362
	Control Class	29	71,17	6,176	1,147

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Learning Value	Equal variances assumed	,621	,434	1,109	55	,272	1,970	1,776	-1,589	5,530
	Equal variances not assumed			1,106	53,108	,274	1,970	1,781	-1,602	5,542

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
English Learning Value	Experiment Class	28	80,86	7,085	1,339
	Control Class	29	75,72	6,584	1,223

Independent Samples Test

		Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Learning Value	Equal variances assumed	,274	,602	2,835	55	,006	5,133	1,811	1,504	8,762
	Equal variances not assumed			2,831	54,356	,006	5,133	1,813	1,498	8,768

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
GAINED SCORES	Experiment	28	8,000	4,869	,920
	Control	29	5,034	4,093	,760

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Learning Value	Equal variances assumed	,274	,602	2,835	55	,006	5,133	1,811	1,504	8,762
	Equal variances not assumed			2,831	54,356	,006	5,133	1,813	1,498	8,768

Appendix 5

Guidance Card

06/04/22 18.53

SISTEM INFORMASI MANAJEMEN AKADEMIK IAIDA BLOKAGUNG ::

NIM	18112210025
NAMA	ANA ANISSATUN NADHIROH
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20212
JUDUL	The Effect of Anagrams in Daily Vocabulary Mastery in The Eighth D Students' Writing Skill at Al-Aziziyah Dormitory In Academic Year 2021-2022



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	27 Maret 2022	28 April 2022	bab 5 6	conclusion
2	20212	24 Maret 2022	26 Maret 2022	bab 4	finding
3	20212	24 Maret 2022	26 Maret 2022	bab 4	finding
4	20212	17 Maret 2022	18 Maret 2022	bab 3	research methodology
5	20212	12 Desember 2021	05 Februari 2022	judul	revising titlern
6	20212	09 Desember 2021	11 Desember 2021	background	background of study rn
7	20212	21 November 2021	29 November 2021	judul	penentuan judul

Appendix 6

Plagiarism

Appendix 8
Taraf signification

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Profil

Ana Anissatun Nadhiroh is the name of the author of this thesis. The author was born to the couple (Alm) Mr. Musolli and Mrs. Siti Rohmah who is the last child of 4 siblings. Writer was born in Banyuwangi on March 16, 2000. Author having its address at Barurejo Village, Siliragung District, Banyuwangi Regency, East Java. The author can be contacted via email Annadhiroh61@gmail.com.

The History of Formal Education

1. TK Khadijah 86 Barurejo (2005– 2007)
2. MI Al – Mu’awanah 1 Barurejo (2007 – 2012)
3. MTs N Genteng (2012 – 2015)
4. SMA Darussalam (2015 – 2018)
5. IAI Darussalam (2018 – now)

Documentation



