



APPENDIX A

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List of Observation Meeting I

No	Object of Observation	Yes	No
1	Teacher opens the lesson with greetings and praying.	✓	
2	Teacher checks the students' attendance.	✓	
3	Teacher gives preview about the material to the students.		✓
4	Teacher gives clear explanation about the rule of Anagram.	✓	
5	Teacher gives some images.	✓	
6	Teacher asks the students to guess the pictures	✓	
7	Teacher asks the students to find out the meaning of the word.	✓	
9	Teacher asks the students to learn the meaning of the new words.	✓	
10	Teacher asks the students to find the new word from the previous word	✓	
11	Teacher asks the students to note the word	✓	
12	Teacher gives priview about the words to make a strong memory of the students		✓
13	Teacher asks the students to make the word into a sentence		✓
14	Teacher asks the students the difficulties related the topic		✓
15	Teacher summarizes and gives the conclusion about the materials given	✓	
16	Teachers closes the meeting	✓	

List of Observation Meeting II

No	Object of Observation	Yes	No
1	Teacher opens the lesson with greetings and praying.	✓	
2	Teacher checks the students' attendance.	✓	
3	Teacher gives preview about the material to the students.	✓	
4	Teacher gives clear explanation about the rule of Anagram.	✓	
5	Teacher gives some images.	✓	
6	Teacher asks the students to guess the pictures	✓	
7	Teacher asks the students to find out the meaning of the word.	✓	
9	Teacher asks the students to learn the meaning of the new words.	✓	
10	Teacher asks the students to find the new word from the previous word	✓	
11	Teacher asks the students to note the word	✓	
12	Teacher gives privew about the words to make a strong memory of the students	✓	
13	Teacher asks the students to make the word into a sentence	✓	
14	Teacher asks the students the difficulties related the topic		✓
15	Teacher summarizes and gives the conclusion about the materials given	✓	
16	Teachers closes the meeting	✓	

List of Observation Meeting III

No	Object of Observation	Yes	No
1	Teacher opens the lesson with greetings and praying.	✓	
2	Teacher checks the students' attendance.	✓	
3	Teacher gives preview about the material to the students.	✓	
4	Teacher gives clear explanation about the rule of Anagram.	✓	
5	Teacher gives some images.	✓	
6	Teacher asks the students to guess the pictures	✓	
7	Teacher asks the students to find out the meaning of the word.	✓	
9	Teacher asks the students to learn the meaning of the new words.	✓	
10	Teacher asks the students to find the new word from the previous word	✓	
11	Teacher asks the students to note the word	✓	
12	Teacher gives privew about the words to make a strong memory of the students	✓	
13	Teacher asks the students to make the word into a sentence	✓	
14	Teacher asks the students the difficulties related the topic	✓	
15	Teacher summarizes and gives the conclusion about the materials given	✓	
16	Teachers closes the meeting	✓	



APPENDIX B

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1. Class Observation 1

The first observation was held on Sunday, August 19th 2019 at 10.40-12.00. The teacher came to the class, said “Good Morning”, asked on of the students to conduct in praying. The teacher asked about how the students condition and then checked the attendance. The teaching learning process started after the students have responded to the English teacher. When the teacher felt the students were ready to receive the material, the teacher prepared the LCD and started the lesson.

The teacher asked the students to look the LCD. There was a picture that didn't namely. The teacher asked some students to guess the picture one by one. Other students listened carefully their friend's. While, the teacher corrected if the students that made a pronunciation mistake. If they had a pronunciation mistake, the teacher said the correct pronunciation and students repeated the pronunciation. After the students guessed the pictures together, the teacher asked the students wrote the words that they didn't know the meanings.

After a few minutes the teacher asked the students how many words that they didn't know. Some of the students answered “just a little sir”. Some other students answered “so many sir” but the teacher gave expression of doubt on the response. After knowing their response, the teacher turned off the LCD and then asked them to open their dictionary. After the students finished to translated all of the words, the teacher asked the students “what is the importance of us knowing a lot of vocabulary?”.

“so easy to get a job sir” said one of the students. “Good, Any else”? the teacher said. “We can travel around the word sir” said the girl of the class. Then the teacher explained how is important vocabulary itself.

After that the teacher introduced the anagram technique as a word game. The teacher gave clear explanation about the rules of the game. Thus, the students did not get confuse when playing the game. The teacher gave several examples of word and learned it with anagram technique. During the games, it was little bit chaos because almost all of the students were raising their hands. The teacher and the students enjoyed during the meeting. And then the class was almost over, the teacher did the last step based on the curriculum.

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2. Class Observation 2

The second observation was held on August 20th 2019 at 08.10- 08.50. The teacher came to the class, said “Good Morning” and praying. Then the teacher asked about how the students condition and checked the attendance just for that meeting. There were twenty five (25) students who were present during the lesson. Furthermore, one (1) student was absent because she was sick. The teaching learning process started immediately right after the students’ response to the English teacher. The English teacher and the students together reviewed about the material from the last meeting.

The teacher started to divide the students into groups first. The teacher divide the groups based on the student’s ability. The teacher also mentioned the students’ number in order to make them easier in finding their groups. Then the teacher asked the students to find the meaning of the words that the teacher gave to each other group in a slide of paper. Then, the students discussed the words in the groups. Then, after the discussion finished, the teacher asked the students to find out the other new words from the words that they already found the meaning before. After fifteen (15) minutes, the students asked the teacher for two (2) minutes extra time. After the discussion done, the teacher gave the opportunity for the students to present their teamwork. All of the groups’ spokespersons raised their hands to present their work. When they answered correctly, they shouted happily. Sometimes they laughed when they made a mistake in guessing the correct word.

After finishing the word, the teacher asked each of the students to write down new words or vocabulary that they had got. Then teacher guided the students tried to guess the meaning of new words that the students had found first. After guessed the meaning the students asked to check it in the dictionary to make the students will remember it longer.

After finishing the game, the teacher helped the students to conclude about what they have learned during the lesson. Besides, the researcher also gave feedback and asked the students wheter the were happy or not learning new vocabulary by uusing anagrams. Fortunately, the students said they were very happy in learning new vocabulary by using anagram. In order to conclude the meeting the teacher asked to all of the studnets about what they had learned during the lesson. After the sharing time was almost over, the teacher gave the students a little preview about the material that they learned for the next meeting and closed the meeting.

3. Class Observation 3

The third observation was held on August 22th 2019 at 08.10- 09.30. The teacher came to the class, said “Good Morning” and praying. Then the teacher asked about how the students condition and checked the attendance just for that meeting. There were twenty six (26) students who were present during the lesson. The teaching learning process started immediately right after the students’ response to the English teacher. The English teacher and the students together reviewed about the material from the last meeting.

The teacher asked some questions to the students related the topic to brainstorm the students. The teacher also gave clear explanation about the rules of the game. The teacher needed to explain the rules of the game clearly. Thus, the students did not get confuse when playing the game. The teacher gave jumbled letters to be answered for the students. Each jumbled letters was even one up to two clues. The teacher displayed the jumbled letters first. Then, it was followed by the clue. After the clue displayed, the teacher gave the students started to compete by raising their hands. During the technique, it was little bit chaos because almost all of the students were raising their hands. Therefore, the teacher faced difficulty to choose the child who would answer the question. During the game, the students were very active in competing to get the highest score. The jumbled letters were also easy for them to guess the correct word. Almost all of the students guess the word correctly.

After finishing the word, the teacher asked each of the students to write down new words or vocabulary that they had got. Then teacher guided the students tried to guess the meaning of new words that the students had found first. After guessed the meaning the students asked to check it in the dictionary to make the students will remember it longer.

Many learners try to memorize a list of individual words. The fact is that learning isolated word without context is just waste of time and effort. It will not work. The children can learn many words, maybe 10 to 20 new words a day. But you don't know how to use them and you will forget them in the short period of time. You might remember its meaning, but when it comes time to speaking or writing, you will not able to use it to produce a complete sentence. So, the teacher asked each of the students to write down the new words or vocabulary that they had got and the teacher guided them to make it in simple present tense.

Since the time was almost over, the teacher did the last step based on the curriculum. Teacher did not ask the students about the difficulties related the topic, maybe because the teacher looked that the students was so happy and interested. So that make the teacher forgot to ask them. The teacher helped the students to conclude about what they have learned during the lesson. Besides that, the teacher also gave feedback and asked the students about their learning experience during the lesson. The teacher also asked all of the students whether they were happy or not learning new vocabulary by using anagrams. Fortunately, the students said that they

were very happy learning new vocabulary by using anagrams. In order to conclude the meeting, the teacher asked to all of the students said what they had learned during the lesson. The teacher did not make a limitation when they shared about what they had learned. The students were allowed to share about the knowledge, the moral value, or the new learning experience that they got during the lesson. After the sharing time was over, the teacher gave the students a little preview about the material that they learned for the next meeting and closed the meeting with praying and greetings.



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APPENDIX C

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List of Interview

Interviewer : Selamat pagir Sir. (Good morning, Sir)

Sir Kumar : Selamat pagi. (Good Morning)

Interviewer : Bolehkah saya meminta waktunya sebentar sir? Ada beberapa hal yang ingin saya tanyakan kepada Sir. (May I have a moment, sir? There are a few things that I want to ask Sir.)

Sir Kumar : Oke silahkan.(Okay please)

Interviewer : Seperti yang kita ketahui, saya sudah mengikuti dan melihat sir mengajar. Selama dikelas saya melihat sir menerapkan anagram teknik didalam proses pembelajaran. Kira – kira sejak kapan Sir memulai untuk menggunakan teknik tersebut ya sir? (As we know, I've followed and watched you teach, Sir. Now during the class I saw you applying technical anagrams in the learning process,Sir. I wonder when you started to use the technique, sir?)

Sir Kumar : Kira – kira sudah sekitar setahaun karena mengikuti kurikulum 2013. Jadi kita lebih menekankan kepada kosakata dan bagaimana membangun kosakata mereka kurang lebih selama satu tahun. (Approximately about one year as it follows the 2013 curriculum. So we put more emphasis on vocabulary and how to build their vocabulary for about one year.)

Interviewer : Masalah apa yang Sir temukan sehingga memutuskan untuk menggunakan anagram teknik ini? (What problem did you find that he decided to use this technique diagram, Sir?)

Sir Kumar : Mereka sulit membangun kosakata itu dengan menghapal sendiri, mungkin mereka malas dan tidak tahu caranya, jadi dengan anagram ini, karena anagram ini seperti game sehingga bisa membantu mereka dengan menyenangkan, lalu mereka bisa berfikir dan mereka bisa menggunakan kosakata tersebut dalam kalimat walaupun tatabahasa nya belum benar. (Well they have difficulty building the vocabulary themselves by memorizing themselves maybe they are lazy and do not know how, so with this anagram, because this anagram is like a game that can help them with fun, then they can think and they can use the vocabulary in sentences even though the grammar isn't right yet.)

Interviewer : Apa kelebihan dari teknik tersebut sehingga Sir menerapkannya?
(What are the strengths of the technique that you applied it, Sir?)

Sir Kumar : Nah mereka merasa tertantang dengan menyusun huruf huruf itu menjadi sebuah kata baru yang mungkin agak lucu atau yang mereka tidak pernah ketemui sebelumnya. Padahal kata kata yang gampang karena anagram ini tadi. (Well they feel challenged by putting the letters into a new word that might be kind of funny or that they have never met before. Though the words are easy because of this anagram earlier.)

Interviewer : Selain teknik anagram, Apakah Sir pernah menggunakan teknik lain untuk meningkatkan vocab siswa? Jika iya, teknik mana yang menunjukkan peningkatan yang lebih signifikan? (Apart from the anagram technique, have you ever used other techniques to improve student vocabulary? If so, which techniques show a more significant improvement, Sir?)

Sir Kumar : Kalau kita lihat itu tergantung pada anaknya yang mana mereka minati kalau misalnya kita ambil contoh tadi hangman mereka juga tertantang disitu, hanya saja karena medianya sedikit sulit, jadi untuk saat ini masih anagram yang lebih baik untuk mereka. (If we look at it depends on which of their children they are interested in, for example, if we take the example of hangman they are also challenged there, it's just that because the media is a little difficult, so for now it's still a better diagram for them.)

Interviewer : Apakah ada kendala yang Sir hadapi ketika menggunakan teknik tersebut? (Are there any obstacles you encounter when using the technique?)

Sir Kumar : Pada dasarnya siswa yang datang kemari kurang dalam kosakata karena anagram berkaitan dengan kosakata. Mereka harus mencari dulu dan persiapan baik dirumah maupun dikelas semacam kelompok. Tapi kendala terbesar kembali ke siswa yang kurang dalam kosakata itu tadi. (Basically students who come here are lacking in vocabulary because anagrams are related to vocabulary. They must search first and prepare both at home and in a class of some kind. But the biggest obstacle goes back to students who are lacking in the vocabulary earlier.)

Interviewer : Apakah terdapat peningkatan setelah Sir menggunakan Anagram teknik? (Is there any improvement after Sir uses the technique Anagram?)

Sir Kumar : Sejauh ini iya. Karena mereka bisa mengingat ataupun saling mengingatkan. Dan pada akhirnya mereka menggunakan kata tersebut. (So far, yes. Because they can remember or remind each other. And in the end they use the word.)

Interviewer : Apakah sir hanya menerapkan anagram teknik di kelas 7 saja? (Do you just apply an anagram of technique in grade 7?)

Sir Kumar : Sejauh ini iya. Karena disekolah ini yang menggunakan K13 hanya dikelas tujuh dan kelas delapan. Jadi saya masih menerapkan dikelas 7 dan dikelas 8 belum dimulai kembali karna mereka sudah pernah memakai teknik tersebut ketika dikelas tujuh. Tapi ada perencanaan untuk tetap mengenalkan kembali. (So far, yes. Because this school uses K13 in only the seventh grade and eighth grade. So I still applied grade 7 and class 8 had not started yet because they had used the technique when they were in grade seven. But there are plans to keep introducing it again.)

Interviewer : Seberapa sering anagram teknik ini Sir gunakan? (How often does this technique diagram you use, Sir?)

Sir Kumar : Sejak k13 memang saya punya rencana untuk membuat si anak aktif dalam kosakatanya terlebih dahulu bukan dengan tatabahasanya. Jadi kurang lebih selama setahun saya sudah terapkan teknik ini. hampir setiap pertemuan saya sempatkan untuk menambah kosakata si anak dengan porsi yang tidak terlalu banyak agar si anak tidak lupa. (Since k13 I do have plans to make the child active in his vocabulary first, not with his grammar. So for about a year I have applied this technique. almost every time I make time to add to the child's vocabulary with a portion that is not too much so that the child does not forget.)

Interviewer : Media apa saja yang Sir gunakan ketika menerapkan teknik tersebut? (What media did Sir use when applying the technique?)

Sir Kumar : Laptop, papan tulis, spidol, kertas. (Laptops, whiteboards, markers, paper.)

Interviewer : Berapa lama waktu yang Sir gunakan untuk menerapkan teknik ini didalam sekali penerapan? (How long did you use to apply this technique in one application, Sir?)

Sir Kumar : Satu jam pelajaran, satu jam pelajaran saya habiskan bermain kosakata dengan siswa, lalu jam pelajaran berikutnya saya masuk ke bahan ajar. (One hour class, one hour class I spend playing vocabulary with students, then the next class time I go into teaching material.)

Interviewer : Apakah ada saran dari Sir bagi para pendidik yang ingin meningkatkan vocab siswa, dan ingin menggunakan anagram teknik? (Are there any suggestions from you for educators who want to improve student's vocabulary, and want to use technical anagrams, Sir?)

Sir Kumar : Sebenarnya dalam mengajarkan bahasa asing ini, pertama sekali yang harus dikuasai si anak adalah vocabulary, sehingga mereka lebih termotivasi dan berlatih sendiri dari kata itu. Oleh karena itu sebaiknya untuk guru guru agar lebih lagi meningkatkan vocabulary siswa baik itu melalui anagram ataupun teknik lainnya. (Actually in teaching this foreign language, the first thing the child has to master is vocabulary, so they are more motivated and practice on their own from the word. Therefore, it is better for teachers.)



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Diketahui Oleh :
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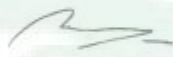
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Semester : IX (Ganjil)
Judul Lama : The Use of Anagram Technique in Teaching English at SMPS Santa Maria Medan.
Judul Baru : The Implementation of Anagram Technique in Teaching English Vocabulary at SMPS Santa Maria Medan.

Medan, Juli 2019
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Nomor : *290* /UN33.2.1/PL/2019
Hal : Permohonan Izin Penelitian

14 Agustus 2019

Yth. Kepala SMP Swasta Santa Maria Medan
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Bersama ini dengan hormat kami mohon kesediaan Saudara untuk mengizinkan mahasiswa :

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melaksanakan penelitian di SMP Swasta Santa Maria Medan.

Perlu kami beritahukan bahwa penelitian tersebut dilaksanakan dalam rangka memenuhi persyaratan penulisan skripsi dengan judul "The Implementation of Anagram Technique in Teaching English Vocabulary at SMPS Santa Maria Medan".

Demikian kami sampaikan, atas izin dan kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan I,

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Tembusan:

1. Ketua Jurusan
2. Ketua Program Studi
3. Dosen Pembimbing Skripsi

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PERGURUAN KATOLIK YAYASAN SETIA MEDAN
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NDS.G1704200,NSS.20476004029,NPSN.10211003

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No.09/SMP-SM/P.16/2019

Yang bertanda tangan dibawah ini :

Nama : Rusmiani Sihotang,S.Pd
Jabatan : Kepala Sekolah

Menyatakan bahwa mahasiswa yang namanya tercantum dibawah ini :

1. Nama : Remy Artha Sari Naibaho
Nim : 2151121044

Telah di berikan izin untuk penelitian/pengambilan data di SMP Santa Maria Medan sekaligus juga telah selesai melaksanakan penelitian / pengambilan data di SMP Santa Maria Medan.

Demikian surat ini diperbuat, untuk di pergunakan seperlunya. Atas kerja sama yang baik kami ucapkan terima kasih.

Medan, 24 Agustus 2019

Kepala SMP Santa Maria Medan



Rusmiani Sihotang,S.pd

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Hal : Ujian Skripsi

07 November 2019

Yth.

Dengan hormat, bersama ini kami undang Saudara agar hadir sebagai pembimbing skripsi, penguji, saksi, pengambil berita acara atas nama:

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NIM : 2151121044
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Jurusan : Bahasa dan Sastra Inggris
Judul Skripsi : **The Implementation of Anagram Technique in Teaching English Vocabulary at SMPS Santa Maria Medan**

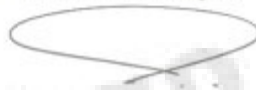
ujian pada :
Hari/ Tanggal : Selasa, 12 November 2019
Pukul : 09.00 WIB - selesai
Tempat : Ruang 70.1.02

Demikian kami sampaikan. Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Diketahui oleh
Ketua Panitia Ujian
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Sekretaris Panitia Ujian


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NB :

- Pembimbing Skripsi Wajib Hadir saat Pembukaan Sidang pada Pukul 08.45 WIB
- Pakaian Pembimbing Skripsi dan Penguji (Pria) :
 1. Pakaian rapi memakai dasi, atau
 2. Batik

Tembusan :

1. Dekan FBS Unimed
2. Wakil Dekan I FBS
3. Wakil Dekan II FBS
4. Wakil Dekan III FBS
5. Kabag. Tata Usaha FBS
6. Kasubbag. Akademik FBS
7. Kasubbag. Umum dan Sarana Akademik FBS

BIOGRAPHY

The author's name is Remy Artha Sari Naibaho. She was born in November 23rd, 1997 in Kisaran. She is 22 years old. She is Indonesian and a Christian. She is the youngest daughter of Osner Naibaho, S.Pd (P) and Tiodor Saragih, Amd.G. Her parents live in Jl. Durian No.49A, kec. Kisaran Timur, Kab. Asahan. She has two sisters and one brother. Her sisters' name are Liona Mollina Naibaho, S.Pd and Sandy Marshella Naibaho S.P. Her brothers' name is Millen Tawar Tua Naibaho.

Her formal education was started from Kinder Garden on 2002 in TK Panti Budaya. Then she continued to study at SD Swasta Panti Budaya in 2003-2009. Then she continued her study in SMP Negeri 6 Kisaran then graduated on 2012. Later, she continued to study at SMAN 4 Kisaran then finished in 2015. In 2019, she graduated from English and Literature department in Medan State University.

Medan, November 2019

The writer,



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