CHAPTER IV

DATA, DATA ANALYSIS AND DISCUSSION

This chapter presents the data, data analysis and discussion of the study. This study was about the implementation of anagram technique in teaching English vocabulary.

A. The Data

The data for research problem 1 of this study were collected in three meetings of teaching and learning practice at SMPS Santa Maria Medan. The data were the activities of the teacher in implementing the anagram technique for the seventh grade in the first semester of academic year 2019/2020. The researcher used video recording to document the teaching and learning processes from August 19th to 21st 2019. Then the recordings were observed using the observation sheets.

In addition , the data for the research problem 2 were collected through interviewing the teacher. The interview was recorded and transcribed to find out the reasons of implementing the anagram technique.

B. The Data Analysis

In analyzing the data, this research followed the step of data analysis. They were transcribing in to the written form, categorizing, elaborating the teacher's procedure of anagram technique and the teacher's reason of using anagram technique. Those steps were to describe the two problems.

1. **Anagram Technique Used in Teaching Vocabulary**

The implementation of anagram technique in teaching vocabulary, it was found that all of the processes were used by the teacher based on the theory of from Brown in Siboro (2011), are getting a clear image for the form of the new word, learning the meaning of the new words, making a strong memory connecting between the form and the meaning of the new words and using the words. The researcher still applied observation checklists as the data gathering instruments. Furthermore, the researcher added some points which had to be observed during the implementation of anagrams. The researcher wants to get more detailed data related to the class condition. (Appendix B, page 53).

1. **Getting a clear image for the form of the new word**

Based on the result of observation, the researcher found that in step one, in the first class observation the teacher started the lesson by giving some pictures that didn't namely. Then the teacher asked some students to guess the pictures one by one. Then in the second meetings the teacher divide the students into groups first. After that the teacher asked the students to find the meaning of the words that the teacher gave to each group in a slide of paper. The n the students discussed the words in the group. The third meetings the teacher gave jumbled letters to be answered for the students. Each jumbled letters were even one up to two clues. Based on the observations, the teacher applied the first step in this technique succesfully. (Appendix B, page 53).

2. **Learning the meaning of the new words**

In the first meeting, 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. In the second meetings the teacher also do the same way, the teachers asked the students to find the meaning of the words. Then discussed the words in the groups. The third meetings the teacher asked the students to write down new words or vocabulary that they had got. Then teacher guided the students to guess the meaning of the new words that the students had found first. In this step the researcher found that the Teacher applied this technique based on the theory. (Appendix B, page 53).

3. **Making a strong memory**

In the first observation the teacher asked them to open their dictionary to make a strong memory of them. After the students finished to translated all of the words and corrected if the students made a pronunciation mistake. If they had a pronunciation mistake, the teacher said the correct pronunciation and students repeated the pronunciation. In the second observation the teacher also use the dictionary as a tool to make the students will remember it longer. The third observation the teacher reviewed again about the words and the meaning. Based on the result observation, the researcher found that the

teacher applied the third step with a good performence. (Appendix B, page 53).

4. **Using the words.**

The teacher did the same way on the first meeting until the third meeting. The teacher asked the students to write down the new words or vocabulary that they had got and the teacher guided them to make it in a simple present tense. The teacher also guided the students to classify the words based on their place. (Appendix B, page 53)

2. The Reason for Using Anagram Technique in Teaching Vocabulary.

The researcher found that the teacher's reason in using anagram based on theory of Camille & Peter, (2004:220). They states that there are three reasons for using anagram in the classroom. They are 1) Anagram is motivating and an important component of the word rich in the classroom, 2) Anagram calls on students to reflect met cognitively on words, word parts, and context, 3) Anagram develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words. In addition, the researcher interviewed the teacher to know his reason for using anagram technique in teaching vocabulary. (Appendix C, page 61).

1. **Anagram is motivating and an important component of the word rich in the classroom**

Is there any improvement after you use the Anagram	So far, yes. Because they can remember or remind each other. And in the end they use the word. They also

technique, Sir?	more motivated and practice on their own from the word

From the interview result with the teacher, the researcher found that anagram technique is an appropriate technique used in teaching vocabulary. It makes students more motivated in teaching vocabulary and the teacher explained that student's response is very well because by using the steps of anagram technique students have a guidance to improve their vocab. The students also did not feel alone, cause there were a teacher and peers who help them if they got difficulties in teaching vocabulary.

2. **Anagram calls on students to reflect met cognitively on words, word parts, and context**

What problem did you find so you decide to use this anagram technique, Sir?	Well they have difficulty building the vocabulary themselves by memorizing 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.
What are the strengths of the technique that you applied, Sir?	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 in anagram technique are easy.

From the interview result with the teacher, the researcher found that anagram technique is an appropriate technique used in teaching vocabulary. By using anagram, the students can learn and retain words more easily. In other words, this technique helps and encourages sustaining their interest in learning vocabulary because it is amusing, interesting, and challenging the students.

3. **Anagram develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words.**

What are the strengths of the technique that you applied, Sir?	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 in anagram technique are easy. Beside that they also try to using the word by making them to be a sentence.

From the interview result with the teacher, the researcher found that anagram technique is an appropriate technique used in teaching vocabulary. This technique helps and encourages sustaining their interest in learning vocabulary because it is amusing, interesting, and challenging the students. The implementation of anagram technique gave good influence to improve the students' vocabulary learning strategy. The implementation of anagrams for vocabulary learning really helped the students to master new words. The students could remember or memorize the new words. Then, the students also could

understand the spelling, meaning, pronunciation, part of speech, synonym, and the use of the new words. Finally, they could also apply the new words whether in spoken or written form.

C. Findings

After the writer had done analyzing the data in finding the implementation of anagram technique in teaching vocabulary for the seventh grade of SMPS Santa Maria Medan., the findings of this study for anagram technique will be shown as below :

1. From the data analysis the researcher found that the teacher used anagram technique in teaching vocabulary adapted from Brown in Siboro (2011). There were four steps of anagram technique: (1) the teacher is getting a clear image for the form of the new word, (2) learning the meaning of the new words, (3) making a strong memory, and (4) using the words. Based on the observations, the teacher applied this technique with these steps .It can be concluded that the teacher had successfully achieved the research goal. The teacher applied this technique with a good performance, because based on the list of observation for teacher he did every steps of anagram technique well.

2. From the data analysis the researcher found that anagram technique was an important activity should be posed by the teacher during teaching and learning process. Its help the teacher to create the active learning process and anagram could be an alternative way to encourage the students' vocabulary during teaching and learning process. The

analysis conducted to the data derived from the in depth interview showed that the third reason of the teacher used the anagram technique during teaching vocabulary, namely 1) Anagram is motivating and an important component of the word rich in the classroom, 2) Anagram calls on students to reflect met cognitively on words, word parts, and context, 3) Anagram develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words. Based on the analysis had done by interviewing the teacher, the research showed that anagram technique was motivated the students in learning vocabulary and improved the students' vocabulary. It means that anagram technique was eligable to use in English learning process especially in increasing the students ability in vocabulary.

D. Discussion

Discussion was derived from the research finding, theories and relevant studies. This step was completed with the important theories and relevant studies. This research refers to the theories from Brown in Siboro (2011) that described the procedure of anagram technique and Camille & Peter, (2004 : 220) theories to explain the teacher's reason of using the anagram technique. Anagram Technique is an appropriate technique to support the learning process especially in teaching vocabulary. Anagram is one of fun and interesting ways to learn writing or spelling words.

In this study, the students at seventh grade of SMPS Santa Maria Medan were chosen for conducting the research. In this study discussed about the procedure of anagram technique used by the teacher and elaborating the teacher's reason of using the anagram. According to Collins in Bachtiar (2014), anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. It can be seen from the observation that the teacher improved some vocabularies by using anagram in encouraging the students to participate the lesson during teaching and learning process.

In teaching vocabulary, the teacher used anagram technique. Anagram technique is considered as one of the technique that very needed to apply in learning process in order to make students' vocabulary better. Anagram is a process by which a teacher rearranging the letters of a word or phrase to produce new word or phrase by using all the original letters of a word or phrase to produce new word or phrase by using all the original letters exactly once.

The researcher gathered the data through observation sheet and interview with the teacher about the implementation of anagram technique in teaching vocabulary for the seventh grade students of SMPS Santa Maria Medan. As supported data, the researcher recorded the observation.

It can be seen from the research findings that the researcher observed the implementation of anagram technique in learning process which taught by the

teacher and did an interview with the teacher to see his reason about the implementation of anagram in teaching vocabulary.

The findings of this study revealed that the teacher used anagram technique in teaching vocabulary adapted from Brown in Siboro (2011). The teacher applied this technique with a good performance, because based on the list of observation for teacher he did every steps of anagram technique.

There were four steps of anagram technique, there were the teacher is getting a clear image for the form of the new word, learning the meaning of the new words, making a strong memory connecting between the form and the meaning of the new words and using the words. Because the school applied curriculum 2013, so the implementation of anagram technique was combined in the scientific approach activity. Anagram techniques were used in observing, questioning, experimenting, associating and communicating activity. The aims of observing process is to make students search the information and to list language items which they are going to learn. In questioning, teachers formulated questions and proposed temporary answers to their questions based on their knowledge. In experimenting, the students collect other sources of information and do the experiments which related to the subject or topic. Associating, the students work individually or in group to connect the data they get with their temporary answer in the questioning step. In communicating, the teachers communicated the students' answer to questions in oral or written form.

Based on the result of observation the researcher found that anagram help students in teaching vocabulary. It can be seen from the observation result that the students' vocabulary by using anagram technique is good. The students were interested and followed every step in anagram technique.

In addition, the result of interview with the teacher showed that anagram technique was appropriate technique which was used in learning process. It also was good and effective technique especially in teaching vocabulary. Students more motivated in learning vocabulary because of helping from the teacher and also peer if they divided into a group. They knew their errors in writing the vocabulary and knew how to solve it. They also began attracted in writing English in a sentence.