THE USE OF ANAGRAMS TO IMPROVE THE STUDENTS’ VOCABULARY LEARNING STRATEGY IN XI IPA 1 CLASS, SMA PANGUDI LUHUR SEDAYU

A SARJANA PENDIDIKAN THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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**ABSTRACT**


Vocabulary is one of the most important language elements. Thus, the English learners should master vocabulary in order to communicate fluently in English. In order to achieve that, the English learners should apply appropriate learning strategy. After conducting an observation in XI IPA 1 class, SMA Pangudi Luhur Sedayu, the researcher discovered that the students had the difficulties in learning vocabulary, because the students learn vocabulary only with drilling technique.

The purpose of the research was to overcome the problems of learning vocabulary in XI IPA 1 class. Thus, the researcher proposed anagrams as the media for learning vocabulary. The anagrams was in a form of game to give more interesting learning experience to the students. In order to achieve the goal of the research, the researcher formulates the research question as how does the use of anagrams improve the students’ vocabulary learning strategy in XI IPA 1 class, SMA Pangudi Luhur Sedayu?

In order to overcome the students’ problem in vocabulary learning strategy, the researcher conducted a Classroom Action Research (CAR) to implement anagrams. This Classroom Action Research consisted of two cycles and there was one meeting on each cycle. Then, each cycle consisted of plan, action, observation, and reflection. The research participants were 25 students of XI IPA 1 class, SMA Pangudi Luhur Sedayu. The researcher used the first three learning stages according to Revised Bloom Taxonomy (2001): remember, understand, and apply as the learning goal. The data were gathered by two observers using observation checklists. The researcher also developed close-ended questionnaire in order to discover the opinion of the students related to the implementation of anagrams in vocabulary learning and their future expectation related to vocabulary learning.

Based on the observation, by the end of the study, the students had successfully achieved the learning goal. The students were able to remember the new words, understand the meaning, the spelling, the pronunciation, the synonym, and the part of speech of the words. Then, the students were also able to apply the new words in written form. Furthermore, the students also reacted positively toward the implementation of anagrams for vocabulary learning. The students also expected that the English teacher use anagrams again for vocabulary learning activity. Therefore, it could be concluded that the use of anagrams improved the students’ vocabulary learning strategy. There are also some suggestions for English teachers and future researchers.

**Keywords**: vocabulary learning strategy, anagrams, classroom action research
ABSTRAK


Kosa kata adalah salah satu dari yang paling penting di dalam elemen bahasa. Dalam Bahasa Inggris, vocabulary harus dikuasai oleh siswa/siswi yang belajar Bahasa Inggris agar dapat berkomunikasi dengan lancar. Untuk mencapainya, siswa/siswi harus memiliki strategi belajar yang tepat. Setelah melakukan observasi di kelas XI IPA 1, penulis menemukan bahwa siswa/siswi memiliki kesulitan dalam mempelajari kosa kata, karena siswa/siswi belajar kosa kata menggunakan teknik drilling.

Tujuan dari penelitian ini adalah untuk mengatasi permasalahan dalam belajar kosa kata agar siswa memiliki lebih efektif menggunakan anagrams sebagai media pembelajaran. Untuk mencapai tujuan utama dari penelitian ini, penulis membuat sebuah rumusan masalah yaitu bagaimana penggunaan anagrams meningkatkan strategi belajar siswa/siswi kelas XI IPA 1, SMA Pangudi Luhur Sedayu?


Keywords: vocabulary learning strategy, anagrams, classroom action research
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TABLE OF CONTENTS

TITLE PAGE .........................................................................................................................i
APPROVAL PAGE .............................................................................................................. ii
STATEMENT OF WORK’S ORIGINALITY .................................................................iv
PERNYATAAN PERSETUJUAN PUBLIKASI .......................................................... v
ABSTRACT .........................................................................................................................vi
ABSTRAK ........................................................................................................................... vii
ACKNOWLEDGEMENTS ................................................................................................. viii
TABLE OF CONTENTS ..................................................................................................... x
LIST OF TABLE .................................................................................................................xiii
LIST OF FIGURES ...........................................................................................................xiv
LIST OF APPENDICES ..................................................................................................... xv
CHAPTER I. INTRODUCTION ......................................................................................... 1
   A. Research Background ............................................................................................... 1
   B. Research Problem .................................................................................................... 5
   C. Problem Limitation .................................................................................................. 5
   D. Research Objective .................................................................................................. 6
   E. Research Benefits ................................................................................................... 6
   F. Definition of Terms .................................................................................................. 7

CHAPTER II. REVIEW OF RELATED LITERATURE ........................................... 10
   A. Theoretical Description .......................................................................................... 10
      1. Vocabulary Mastery ......................................................................................... 10
2. Teaching and Learning Vocabulary .................................. 11
   a. Vocabulary Learning .............................................. 11
   b. Vocabulary Learning Strategies ............................... 12
   c. Strategies of Teaching Vocabulary ............................ 13
3. The Use of Anagrams to Teach Vocabulary ....................... 13
   a. Anagrams .................................................................. 13
   b. The Benefits of Implementing Anagrams to Teach
      Vocabulary .................................................................. 14
B. Theoretical Framework .................................................. 16

CHAPTER III. RESEARCH METHODOLOGY ......................... 20
  A. Research Method ...................................................... 20
  B. Research Setting ...................................................... 25
  C. Research Participants ................................................. 25
  D. Research Instruments and Data Gathering Technique ...... 26
  E. Data Analysis Technique ............................................ 30
  F. Research Procedure ................................................... 35

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION ........ 39
  A. The Implementation of the Classroom Action Research .. 40
     1. The Preliminary Study ............................................. 43
     2. The Implementation of the First Cycle ....................... 46
        a. Plan .................................................................... 46
        b. Action .................................................................. 46
        c. Observation ........................................................ 52
d. Reflection ................................................................................. 59

3. The Implementation of the Second Cycle ......................... 60
   a. Plan ...................................................................................... 60
   b. Action .................................................................................. 61
   c. Observation .......................................................................... 68
   d. Reflection ............................................................................. 72

B. The Attitudes of the Students Toward the Implementation of
   Anagrams .............................................................................. 74

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS .... 77
   A. Conclusions ........................................................................... 77
   B. Recommendations ................................................................... 80

REFERENCES .............................................................................. 82

APPENDICES ............................................................................... 84
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Table of Instruments and Data Collected</td>
<td>30</td>
</tr>
<tr>
<td>3.2. The Data Gathered From the Close-Ended Questionnaire</td>
<td>32</td>
</tr>
<tr>
<td>3.3. The Formula of Calculating Mean Score of the Statements</td>
<td>33</td>
</tr>
<tr>
<td>4.1. The Problems and Good Things of the Students and the Teacher</td>
<td>39</td>
</tr>
<tr>
<td>During the Learning Process</td>
<td></td>
</tr>
<tr>
<td>4.2. Members of the Groups for Anagram Games</td>
<td>43</td>
</tr>
<tr>
<td>4.3. The Result of Observation Checklist From the First Observer</td>
<td>51</td>
</tr>
<tr>
<td>4.4. The Result of Observation Checklist From the Second Observer</td>
<td>52</td>
</tr>
<tr>
<td>4.5. The Result of Observation Checklist From the First Observer</td>
<td>67</td>
</tr>
<tr>
<td>4.6. The Result of Observation Checklist From the Second Observer</td>
<td>68</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. The Revised Bloom Taxonomy</td>
<td>12</td>
</tr>
<tr>
<td>3.2. The Formula of Calculating Mean Score of the Close-Ended Questionnaire</td>
<td>34</td>
</tr>
<tr>
<td>4.1. The Rules of the Anagrams Games</td>
<td>43</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

**Appendix** | **Page**
---|---
A. Research Instruments | 83
1. Field Notes (Preliminary Study) | 84
2. Observation Checklists | 85
3. Close-Ended Questionnaire | 88
B. Lesson Plan and Teaching Material | 90
1. Lesson Plan and Teaching Material First Cycle | 91
2. Lesson Plan and Teaching Material Second Cycle | 96
C. Field Note (Preliminary Study) Result | 102
D. Students’ Vocabulary Tests Result and Group Members Distribution | 104
1. Vocabulary Test | 105
2. Vocabulary Test Result | 108
3. Distributions of Group Members | 110
E. Observation Checklists Result | 111
1. Observation Checklists Result First Cycle | 112
   a. Observation Checklist Result First Observer | 112
   b. Observation Checklist Result Second Observer | 113
2. Observation Checklists Result Second Cycle | 114
   a. Observation Checklist Result First Observer | 114
   b. Observation Checklist Result Second Observer | 115
F. Close-Ended Questionnaire Result | 116
1. Raw Data of Close-Ended Questionnaire (Diagram) | 117
2. Close-Ended Questionnaire Data Analysis | 118
CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses six major points. They are research background, research problem, problem limitation, research objectives, research benefits, and definition of terms. Basically, this chapter contains of the introduction of this research. The description of each part is discussed below.

A. Research Background

Vocabulary is used in almost all aspects of English (i.e. speaking, writing, or listening). That is why learning vocabulary is very important for English as a Foreign Language (EFL) student. In Indonesia, there are a lot of people who want to be able to master English as their foreign language, but they have problem with acquiring English vocabulary. The students are expected to master English in four skills, namely listening, writing, reading, and speaking skill. In order to master those four skills, firstly the students have to understand deeply on grammar, pronunciation, and vocabulary.

Vocabulary is important in English learning. “To live in the world, we have to name every single thing we see. Names are very important. Without name, it is very hard to accept the existence of an object, an event, or a feeling” (Taylor, 1990, p. 1). In the quotation above, Taylor (1990) considered vocabulary is as important as a name of person or certain things. That is why vocabulary is important.
However, many English learners consider that memorizing a lot of English vocabularies is very difficult although it is the simple one. The result of the difficulty of learning vocabulary is clear. The students will be lack of vocabulary knowledge. It will affect the students’ speaking and writing ability. In writing, when the students are lack of vocabulary, they will still be able to check or open the dictionary. In speaking the students will tend to stop speaking, saying “eeeee”, or even say the word in Bahasa Indonesia, when they are lack of vocabulary. Lack of vocabulary can be a serious problem when the students speak directly with a foreigner who speaks English or native English speaker.

In addition, the researcher also experienced the problem of mastering English vocabulary when learning English as a foreign language. Learning vocabulary in English as a foreign language class was quite hard for the researcher. Souriyavongsa, Rany, Abidin, Mei (2012) also found problems in learning English in Laos, where English is also taught as a foreign language in formal school. Besides, the researcher also shared an experience of teaching English as a foreign language with a friend, who is an English teacher in one of formal schools. The researcher found that most problem of mastering vocabulary is caused by the use of teaching media. The researcher said so because the researcher was trying to talk with several students. Most of the students said that to learn vocabulary, the teacher used the drilling technique. They also added that by using that technique, the students were not interested in learning vocabulary.

Furthermore, the researcher also found the same problem in XI IPA 1 class, SMA Pangudi Luhur Sedayu. It was based on the researcher’s discussion
with the English teacher. In order to find the problems in learning vocabulary, the researcher conducted a direct observation on April 18\textsuperscript{th}, 2016. Based on the observation, the researcher found the problems related to vocabulary mastery of the students. During the observation in the class, the researcher found that the students did not understand the teacher’s explanation in English. So, the teacher had to translate the explanation or instruction to \textit{Bahasa Indonesia}. Since the students learned vocabulary through drilling technique, they forget the words that they learned.

Thus, the teacher is challenged to create more interesting vocabulary learning process. The solution that can be applied to solve this problem is implementing appropriate teaching media. In the High School level, the students still like to play. Thus, applying games for teaching will be interesting. Harmer (2002) stated that the games give the learners a feeling of competition to participate in the process of vocabulary learning and motivate them to learn with enthusiasm. Besides, games are related to a feeling of happiness. It is in line with Hadfield (1998), he stated that a game is an activity with rules and elements of fun. Therefore, students are able to memorize the words effectively. Specifically, the researcher wants to improve the students’ vocabulary learning strategies. The researcher also tries to help the students to reach the first three stages from Revised Bloom Taxonomy. Those are remember, understand, and apply. Therefore, the students are hoped to remember the words, understand the words, then they can apply the word whether in spoken or written form.
Furthermore, the media which was applied in this research is word games. The example of word games are puns, riddles, crossword puzzles, anagrams, and palindromes (Dale & O'Rourke, 1971). The researcher chooses anagrams as a learning media to teach vocabulary to XI IPA 1 students. According to Dale & O'Rourke (1971), anagrams are words made by transposing letters of one word to form another. To make the students face less difficulty when answering the question, there are clues in anagrams.

The researcher’s choice is also supported by Dale & O'Rourke(1971). They summarized that “students are able to enjoy games and exercises when using puns, riddles, crossword puzzles, anagrams, and palindromes” (Dale & O’Rourke, 1971, p.302). Further, by using anagrams the students are also given a chance to learn how to spell every word correctly. Dale & O'Rourke (1971) also stated that anagrams will make the students are able to emphasize on the importance of letter position in relation to word meaning. In addition, anagrams are used to develop an interest in every word. Therefore, the students are curious to dig more information about the word and it is likely to improve their vocabulary.

In order to solve the students’ problems in learning vocabulary, the researcher proposes anagrams as the media to teach vocabulary. The researcher thinks that anagrams is one of the media that can be used to teach vocabulary effectively. Therefore, the researcher applies Classroom Action Research to overcome the students’ problems in learning vocabulary.
B. Research Problem

Based on the research background, the researcher formulates the research problem by using this research question: how does the use of anagram improve the students’ vocabulary learning strategy in XI IPA 1 class, SMA Pangudi Luhur Sedayu?

C. Problem Limitation

This research focuses on the implementation of anagrams to improve the students’ vocabulary learning strategy in XI IPA 1 class, SMA Pangudi Luhur Sedayu. This study also focuses on spelling ability and the ability to recognize the meaning of every word. Furthermore, the researcher also uses the first three stages of learning according to Revised Bloom Taxonomy as the vocabulary learning goal. Meanwhile, anagrams is the media which is used to help the students discover new vocabulary. The researcher uses the instructions which are proposed by Dale and O'Rourke(1971) to construct the anagrams as the media to teach vocabulary.

This research was conducted in SMA Pangudi Luhur Sedayu and involved 25 students of XI IPA 1 class, SMA Pangudi Luhur Sedayu. The researcher chose this class because in this class the researcher found the problems of vocabulary learning through the discussion with the English teacher and the observation which was conducted by the researcher.
D. Research Objectives

The objective of this research is to implement anagrams to improve the students’ vocabulary learning strategy in XI IPA 1 class, SMA Pangudi Luhur Sedayu.

E. Research Benefits

The researcher expected that this research gives benefits for:

1. The Students of XI IPA 1 class, SMA Pangudi Luhur Sedayu

The researcher hopes that this research gives positive contributions to the students of XI IPA 1 class, SMA Pangudi Luhur Sedayu. This research is expected to help the students learn vocabulary easily, effectively, and happily using anagrams. This media is also expected to be more motivating for the students to learn vocabulary. As the result, the students are able to understand the correct meaning and spelling of every word they learn.

2. The English Teacher of SMA Pangudi Luhur Sedayu

The researcher provides some information and instructions about how to construct anagrams for vocabulary learning. Using anagrams can be one of the best solutions to be implemented in vocabulary learning. Therefore, the English teacher can use anagrams as a media to introduce new words in vocabulary learning. It is also hoped that the teacher is able to elaborate more the media and technique which is interesting to teach vocabulary to the students.
3. Future Researchers

The researcher also hopes that this research can inspire other researchers who are also interested in this topic. Hopefully, this research can stimulate other researchers to develop more and conduct further research related to this topic. It is also hoped that future researchers are able to develop more about the use of anagrams to teach vocabulary.

F. Definition of Terms

The researcher provides the definition of terms that related to this study. They are vocabulary learning, anagrams, and the students of XI IPA 1 SMA Pangudi Luhur Sedayu. Those are described as follows.

1. Vocabulary Learning

According to Wallace (1982), vocabulary learning is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly. It means that the main goal of vocabulary learning is to make the students able to recognize the words, remember them, and also pronounce and spell the words correctly. In addition Allen and Vallette (1972) stated that vocabulary learning can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. In this study, the vocabulary learning refers to the activity of the students in class to learn vocabulary using anagrams.
2. Vocabulary Learning Strategy

According to Catalan (2003), vocabulary learning strategy is a process or strategy which provides certain steps taken by learners to learn vocabulary. In this study, the researcher sets 3 steps for the vocabulary learning strategy. The steps are the first three steps of Revised Bloom Taxonomy. They are remember, understand, and apply. Thus, the students are expected to remember the new words, understand them, and apply them. The researcher only takes the first three steps of the Revised Bloom Taxonomy because of the limited time.

3. Anagrams

According to Dale & O’Rourke (1971) anagrams are words made by transposing letters of one word to form another. In addition, Dale & O’Rourke (1971) stated that anagrams comes from Greek *ana* (back) + *gramma* (letter). In this study, anagrams are the media which are used to help the students of XI IPA 1, SMA Pangudi Luhur Sedayu to learn vocabulary.

The researcher prepared the anagrams. The words in the anagrams are based on the reading passage which is related to the material. In this research, the anagrams have a clue and some have two clues to help the students answer the questions. The clues are in the form of the definition of the words, the synonym, or the part of speech, for example “Key word: LAME, Clue: Synonym of food, Answer: MEAL.”
4. The Students of XI IPA 1 class, SMA Pangudi Luhur Sedayu

The participants of this study are the students of XI IPA 1. The XI IPA 1 is one of the classes in SMA Pangudi Luhur Sedayu in the academic year 2015/2016. There are twenty five students in this class. They consist of seventeen female students and eight male students.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents a discussion on the related literature review. It also presents two main parts, theoretical description and theoretical framework. Theoretical description contains the theories which are related to the research. The theories in theoretical description are used as the basic to form theoretical framework of this research. The theoretical framework discusses the major theories that are relevant to help the researcher implements anagrams to teach vocabulary.

A. Theoretical Description

This part presents the appropriate theories which are implemented in this research. The aim is to give a basic understanding of theories that are used to conduct this study. The researcher divides this part into three sections. The first section is vocabulary knowledge and vocabulary mastery. The second section discusses teaching and learning vocabulary. The third section discusses about the use of anagram to teach vocabulary.

1. Vocabulary Mastery

Vocabulary Mastery is an ability to understand and to know words and implement the words in communicating with others. Nunan (2003) states that students who have vocabulary mastery are the students who know multi word units, word families, and core meanings. Thus, when English learners know about multi words, what the meaning is, how to pronounce, and where should be
implemented. They can be considered that they have good vocabulary knowledge or they have vocabulary mastery.

However, knowing and understanding vocabulary are not just the matter of remembering or memorizing the words. As cited in Thornbury (2002, p.15), “in the most basic level, a student is considered that they are already knowing a word when he/she knows its form and its meaning.” Furthermore, Schmitt (2000) added that learning words entails more than knowing its spelling, meaning, and pronunciation. In this study, the researcher emphasizes vocabulary mastery which refers to the students’ understanding of each word and the ability to spell and to pronounce each word correctly.

2. Teaching and Learning Vocabulary

The researcher divides this section into three parts. They are vocabulary learning, vocabulary learning strategies, and strategies of teaching vocabulary.

a. Vocabulary Learning

Vocabulary is very important in language learning. “To live in the world, we have to name every single thing we see. Names are very important. Without name, it is very hard to accept the existence of an object, an event, or a feeling (Taylor, 1990, p. 1).” In the quotation above, Taylor (1990) stated that vocabulary is as important as a name of person or certain things. That is why vocabulary is important. Besides, by acquiring more vocabulary, the students can develop their ability to master the language.
When the students learn vocabulary, the students should be able to understand the meaning of the words and the uses of the words in context. Besides, the students are also expected to be able to spell and pronounce the words correctly. It is in line with the statement by Wallace (1982), he summarized that “vocabulary learning is a complex process which requires the ability to recognize the words, remember them, and to pronounce, spell and use them correctly.” Thus, it can be concluded that learning vocabulary is difficult. It is because there are some aspects that students need to acquire. In addition, Nation (1990) adds that there are three aspects in knowing word, (1) knowing its form, (2) knowing its meaning, and (3) knowing its use. Therefore, in learning vocabulary, the students have to know the spelling of the word, the meaning of the word, and the function of the word or the use of word. Furthermore, the researcher also applied the first three stages of learning according to Revised Bloom Taxonomy as the vocabulary learning goal in this study. Those three stages are remember, understand, and apply. Therefore, by the end of the implementation of anagrams, the researcher expected the students to remember new words, understand them, then apply them whether in spoken or written form of English.
In order to drive the learning process into the successful one, the teachers have to be more creative in creating teaching strategies. It means that the teacher who is able to create meaningful vocabulary learning. He or she will lead his/her students to be successful in learning vocabulary. Allen and Vallete (1972) state that vocabulary learning can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching.

b. Vocabulary Learning Strategies

The teacher has to pay attention to vocabulary learning strategies when constructing vocabulary learning. Generally, the strategies are making the plan and doing the plan to construct meaningful vocabulary learning. Catalan (2003) states that vocabulary learning strategy is a process or strategy which provides certain steps taken by learners to learn vocabulary.
1) To define the meaning of unknown words.

2) To retain them in long-term memory.

3) To recall them at will.

4) To use them in oral or written mode.

c. Strategies of Teaching Vocabulary

Teaching vocabulary for English as a Foreign Language student is quite challenging. According to Catalan (2003), as vocabulary learners, the students have to be able to:

1) To define the meaning of unknown words.

2) To retain them in long-term memory.

3) To recall them at will.

4) To use them in oral or written mode.

In order to facilitate the students, the teachers have to design good learning materials. According to McCarten (2007), materials can help students in two broad areas. The need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners’ needs. Then, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.
3. The Use of Anagram to Teach Vocabulary

a. Anagrams

In teaching vocabulary, teachers have to be more creative in designing the learning materials. To be more creative means teachers are able to design interesting materials that can make the learning process more fun and enjoyable for students. Dale & O’Rourke (1971) state that an important objective of vocabulary instruction is to develop an interest in words. One of the interesting materials for learning vocabulary is using word games exercises. According to Dale & O’Rourke (1971), there are several types of word games, they are puns, riddles, crossword puzzles, anagrams, and palindromes. In this research, the researcher particularly chose only one type of word games. It is anagrams.

According to Dale & O’Rourke (1971), anagrams is words made by transposing letters of one word to form another. There is a clue in anagrams. Sometimes, there are two clues. The clues show the meaning or the synonym of the word. The clues are given to help the students answer the question easier.

b. The Benefits of Implementing Anagrams to Teach Vocabulary.

By implementing anagrams, the teacher can help the students to increase their self-confidence. It is because the students feel more confident when they answer the word correctly. In addition, Harmer (2002) states that the games give the learners a feeling of competition to participate in the process of vocabulary learning and motivate them to learn with enthusiasm. In relation with the use of anagrams, the researcher states that the use of anagrams gives positive effects for
the students. There are two positive effects when the teachers implement anagrams as teaching media to teach vocabulary.

1. The Students are Aware of the Difference between Words

In English, there are some words that are close enough. It means that some words have the same spelling, same pronunciation, or even same stressed syllable but they share different meaning. Some English learners are facing the same difficulty to differ words in the same spelling, the same pronunciation, or the same stressed syllable with different meaning. By using anagrams as teaching media to teach vocabulary, the students have the opportunity to understand each word carefully. The researcher’s statement is in line with the statement of Dale and O’Rourke (1971). “Word games will require the students to look carefully at each word. This is an important aspect of vocabulary building (Dale & O'Rourke, 1971, p. 302).” When the students have the opportunity to look carefully on each word, the students will be able also to see the difference between words with the same spelling, pronunciation, and stressed syllable. In anagrams, there are clues provided. Those clues make the students understand the correct word. Although the jumbled letter can be formed into another word, the clues give the information about the correct word. It also gives the students the opportunity to understand that the letters can be manipulated to form new word. This is supported by Dale & O’Rourke (1971), showing the students how the letters of many words can be manipulated to form another words.
2. The Students Understand Deeply about The Words and Their Meaning

In order to master vocabulary, English learners should understand deeply the words. It means that the students are able to classify the words based on the context and the meaning. In order to be able to understand the words in context, the students should be able to at least generalize the concepts of words. By using anagrams as the teaching media to teach vocabulary, anagrams encourage the students to classify and generalize concepts. Dale & O’Rourke (1971) summarized that word games encourage the students to classify and generalize concepts (Dale & O'Rourke, 1971).

B. Theoretical Framework

This research focuses on the use of anagrams to help the students of XI IPA 1 class, SMA Pangudi Luhur Sedayu in learning vocabulary. Thus, in this research, the researcher used three main theories. They were vocabulary learning, strategies of teaching vocabulary, and anagrams.

The vocabulary learning is an activity of learning which is the main focus in this research. The researcher uses the theory developed by Nation (1990) about three aspects in knowing word, they are (1) knowing its form, (2) knowing its meaning, and (3) knowing its use. In this study, the researcher particularly focuses on those three aspects. Knowing the form is to know the spelling of the word. Knowing the meaning is to know what the meanings of the word, because for some words they have more than one meanings. Knowing the use is to know when or where the word should be used including its synonym. Besides, the researcher also sets the first three stages of Revised Bloom Taxonomy as the
vocabulary learning goal. The researcher expected the students to remember new words, understand them, then apply them by the end of the implementation of anagrams.

Furthermore, a successful vocabulary learning needs a good technique which is developed by the teacher. Allen and Vallete (1972) stated that vocabulary learning can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. In line with the statement of Allen and Vallete (1972), the researcher developed games as a technique to teach vocabulary.

In this research, the researcher proposed anagrams as a media to teach vocabulary and to help the students of XI IPA 1 in learning vocabulary. According to Dale and O'Rourke (1971), anagrams are words made by transposing letters of one word to form another. The researcher also provided clues to make the students easier in answering the question in anagrams. The clues were in a form of short sentences. The researcher constructed anagrams based on the examples and instructions developed by Dale & O'Rourke (1971). In addition, the researcher also constructs the anagrams based on the material that the students learn at the moment.

The researcher conducts a Classroom Action Research (CAR) to solve the problem faced by the students of XI IPA 1 class, SMA Pangudi Luhur Sedayu in learning vocabulary. In this study, the researcher uses the Classroom Action Research (CAR) model which is proposed by Kemmis & McTaggart (1988). In
this model, the Classroom Action Research consists of two cycles. In each cycle, there are four main activities, they are plan, action, observation, and reflection. Further, the action and observation are conducted at the same time on each cycle.
CHAPTER III
RESEARCH METHODOLOGY

This chapter talks about the methodology in this research. Then, the researcher divides this chapter into six parts of discussion. Those are the research method, the research setting, the research participants, the research instruments and data gathering technique, the data analysis, and the research procedure.

A. Research Method

The researcher used Classroom Action Research (CAR) as the methodology for the research. The aim of this Classroom Action Research was to help the students of XI IPA 1 class, SMA Pangudi Luhur Sedayu in learning vocabulary by using anagrams. The researcher conducted this Classroom Action Research because the researcher found some problems in the vocabulary learning during the preliminary study. Further, the researcher wanted to solve the problems and help the students to learn vocabulary effectively.

Basically, the Classroom Action Research is a research which is conducted to improve certain condition or solve certain problem in the educational field. In this research, the Classroom Action research was conducted to overcome the problem in learning vocabulary. According to Fraenkel and Wallen (2009), action research is a research conducted by one or more individuals or groups for the purposes of solving a problem or obtaining information in order to inform local practice. Therefore, in educational field, Classroom Action Research has a...
function to solve problems which occurs in the classroom during teaching and learning process.

Furthermore, in this study, the researcher conducted the Classroom Action Research in order to solve the problems which were found during the preliminary study. After observing and analyzing the students’ problems, the researcher planned an action (teaching and learning process) together with the English teacher of XI IPA 1. Then, the researcher implemented the treatment to solve the problems in learning vocabulary.

In this research, the researcher used the Classroom Action Research model which was proposed by Kemmis and McTaggart (1988). There are two cycles to implement the action. The researcher also implemented two cycles in this research. The first cycle consisted of plan, action, observation, and reflection. Further, the second cycle consisted of the improvement of the first cycle. However, the steps are still the same. There were plan, action, observation, and reflection, but the plan was revised and improved based on the mistakes that occurred in the first cycle. Based on Kemmis and McTaggart’s model of Classroom Action Research, this research combined the two steps, action and observation into one stage. It means when the action was implemented in the teaching and learning process, the researcher also did the observation directly in the classroom. Further, the researcher used the spiral model proposed by Kemmis and McTaggart (1988) and the researcher described the description as follows.
1. Preliminary Study

Before the researcher implemented the plan of Classroom Action Research, the researcher conducted a preliminary study. Mills (2011) stated that preliminary study is a process of gathering information in order to support the researcher’s general idea in conducting the research. The researcher conducted a direct observation during the teaching and learning process in the class on April 18th, 2016. In addition, the researcher used field notes to identify the problems that occurred during the vocabulary learning process in the classroom.

2. First Cycle

In the first cycle, the researcher implemented four steps. Those were plan, action, observation, reflection and those described as follows.
a. Plan

In this stage, the researcher discussed the plan with the English teacher of XI IPA 1. It was for deciding the material and the action to overcome the problems which discovered during the preliminary study. The researcher designed the material and the media based on the material in their syllabus. The material was Hortatory Exposition. Besides, in implementing anagrams, the researcher also prepared a lesson plan which was made based on School Based Curriculum. The researcher applied the lesson plan for one meeting on May 14th, 2016.

The researcher also designed two instruments to collect the data during the learning process. They were observation checklist and field notes. Those two instruments were used to check and identify the students reaction or behavior towards the learning process. In addition, the main focus of this stage was to prepare a good media to help the students of XI IPA 1 in learning vocabulary.

b. Action

In this second stage, the researcher implemented anagrams on May 14th, 2016. The researcher implemented the materials and media which were prepared in the previous stage. The main focus of this stage was to implement anagrams for vocabulary learning. Besides, the researcher also conducted some activities related to the material which was discussed in the learning process. It was also used to trigger the imagination and also motivation of the students to play anagrams. The more specific explanation of the implementation of anagrams would be discussed in chapter IV.
c. Observation

During the implementation of anagrams, the researcher asked the English teacher to help the researcher to observe the learning process. Besides, the researcher also asked one of the researcher’s friends to observe the learning process. Further, the researcher also recorded the learning process to help the researcher analyze the implementation deeper. The observers used two kinds of research instruments. They were observation checklists and field notes. The observation checklists consisted of 14 objects of observation which was referring to the activities of the teachers and the students during the learning process. Then, the field notes were in the form of blank notes. However, the researcher designed the field notes to be filled every 10 minutes. Therefore, the observers had to fill the field notes every 10 minutes with significant activities related to the learning process. Further, the researcher used those two instruments to make a reflection from the first cycle.

d. Reflection

In this stage, the researcher reflected the implementation of the first cycle. The purpose was to identify what worked well and what needed some improvements. Furthermore, the researcher also wanted to find out whether or not the first action was successful. The researcher used the result of the reflection to prepare the second cycle. The researcher constructed the reflection of the first cycle based on the data from the observation checklists, field notes, and also the discussion with the English teacher.
The researcher focused on the implementation of anagrams and the students’ behavior towards the implementation of anagrams. In making anagrams, the researcher tried to follow the instructions which developed by Dale and O'Rourke (1971). Therefore, the researcher focused on what had been good from the anagrams and what needed to be improved. Besides, the researcher also focused on the students’ behavior towards the implementation of anagrams. The purpose was to see whether the students enjoy playing anagrams or not. Besides, the purpose was also to see the participation of each student during the game.

3. Second Cycle

The researcher used the same steps with the first cycle. The researcher conducted the second cycle as the improvement of the first cycle based on the reflection of the first cycle. The steps were the same with the first cycle. They were plan, action, observation, reflection and described as follows.

a. Plan

The researcher revised the plan which was considered unsuccessful in the first cycle. The learning material was still the same, which was Hortatory Exposition. The researcher just continued the material which was discussed in the previous cycle. However, the researcher still had to revised some learning material which was thought to be unsuccessful. In the second cycle, the researcher revised the rule of the games and raised the difficulty level of the anagrams. In addition, the researcher also made new lesson plan for one meeting in the second cycle and prepared the observation instruments for the second cycle (i.e. observation checklists and field notes).
b. Action

In this stage, the researcher implemented the revised plan which was developed based on the reflection of the first cycle. The researcher implemented the plan on May 21st, 2016. The purpose of implementing the revised plan was to improve the learning activity which was not working well in the first cycle. In the second cycle, the researcher was still a teacher and the English teacher helped the researcher to observe the learning activity. Besides, the researcher also asked one of the researcher’s friends to help the researcher to observe the learning activity.

The researcher still implemented the same media which was implemented in the first cycle to teach vocabulary. However, the researcher revised some rules in the games to improve the implementation of anagrams in the second cycle. Furthermore, the researcher also added some activities beside the game to make the students more active in the learning process.

c. Observation

During the implementation of the revised plan in the second cycle, the researcher also observed whether the plan worked well or not. The observation was done by two observers, the English teacher of XI IPA 1 and one of the researcher’s friends. The instruments which were used in the second cycle were the same as the first cycle. They are observation checklists and field notes. Further, the researcher added one instrument to collect the data from the students. It was close ended questionnaire. The researcher used the questionnaire to gain the information about what the students experienced, what the students felt towards the implementation, and what the students expected for future learning.
d. Reflection

As the researcher did in the cycle one, the researcher also reflected the implementation of anagrams in the second cycle. The researcher developed the reflection based on the data which was collected in the second cycle. The researcher also reflected what worked well, what needed to be improved, and what the improvement made by the students was. As the results, the students were more active during the learning activity and the students found the more effective strategy in learning vocabulary.

B. Research Setting

The research took place in SMA Pangudi Luhur Sedayu which is located at Jl. Wates Km.12 Argosari, Sedayu, Bantul. This school established in early 1968 with the name SPG (Sekolah Pendidikan Guru) Pangudi Luhur Sedayu. Then, this school officially changed from SPG (Sekolah Pendidikan Guru) into SMA (Sekolah Menengah Atas) in 1989. This school has approximately 350 students and the students come from many different regions across Indonesia.

There were twelve classes in SMA Pangudi Luhur Sedayu. There were four classes in the tenth grade (XA, XB, XC, and XD), four classes in the eleventh grade (XI IPS 1, XI IPS 2, XI IPA 1, and XI IPA 2), and four classes in the twelfth grade (XII IPS 1, XII IPS 2, XII IPA 1, and XII IPA 2). In every class, there were approximately 25-32 students. Specifically, the researcher conducted this research in XI IPA 1 class, in order to improve their strategy in learning vocabulary.
C. Research Participants

The research participants were the students of *XI IPA 1* class in *SMA Pangudi Luhur Sedayu* in the academic year 2015/2016. There were four classes for the eleventh grades in the school. There were two classes in social department, *XI IPS 1* and *XI IPS 2*. Then, there were two classes in science department, *XI IPA 1* and *XI IPA 2*. The researcher chose the students of *XI IPA 1* as the research participants because based on the discussion between the researcher and the English teacher that *XI IPA 1* students faced problems in learning vocabulary. There were twenty five students in this classroom which consisted of eight male students and seventeen female students.

D. Research Instruments and Data Gathering Technique

This section described the research instruments and the data gathering technique used in this research. Then, the researcher divided this section into three parts. The first part described the research instruments and the data gathering technique in the preliminary study. The second part described the research instruments and the data gathering technique in the implementation of Classroom Action Research. The last part consisted of the instrument that used after the implementation of Classroom Action Research.

1. Before the Implementation of Classroom Action Research

Before implementing Classroom Action Research, the researcher conducted a preliminary study. In the preliminary study, the researcher only used one research instrument to gather the data. That was field notes. The researcher used the field notes during the observation of the students in the classroom. The
note focused on the educational setting. According to Ary et al. (2010, p.431), “field note is the most common instrument which is used to record the data during the observation.” The researcher choice to use field notes also supported by Best & Kahn (2006). They summarized that “Observation often called fieldwork, because it takes place in the field. The researcher must take field notes.” (Best & Kahn, 2006, p.265). The use of field note in this research was to help the researcher identify the problems in the learning process.

Therefore, during the observation, the researcher focused on the students’ activities, the learning process, the teaching technique, and the learning strategies in the classroom. Specifically, the researcher also focused on how the teacher developed an activity for vocabulary learning. This instrument was used by the researcher to identify the problems which occurred in XI IPA 1 on April 18th, 2016.

2. **During the Implementation of Classroom Action Research**

During the implementation of Classroom Action Research, the researcher also used one research instrument. That was observation checklists. The researcher used the observation checklist to gather the data during the implementation of anagrams. Burns (1999, p.80) summarized that “the observation was very essential in doing a Classroom Action Research.” In addition, Burns (2010, p.62) added that “the observation checklist is usually implemented in a systematic or structured observation.” The researcher used observation checklist to check whether the aspects that have to be fulfilled during the implementation were fulfilled or not. Therefore, the researcher used the data from the first observation checklist to improve the plan in the second cycle. Then,
the researcher used the data from the second observation checklist to identify if there was any improvement in the second cycle. Further, the researcher also used both observation checklists to make the reflection about the overall activity.

The observation checklist in the first and second cycle were different. It was because in the second cycle, there were some objects of observation added to improve the analysis of the second cycle. There were 14 objects of observation in the first cycle’s observation checklists and 18 objects of observation in the second cycle’s observation checklists. In addition, the researcher also used field notes. The researcher used field notes to take notes of the important things during the implementation. Furthermore, the researcher used the notes for the discussion with the observers after the implementation. Besides, the notes also helped the researcher to record some activities during the implementation. Thus, the researcher did not miss the important activities during the implementation of anagrams.

3. After the Implementation of Classroom Action Research

After the implementation of Classroom Action Research, the researcher wanted to know deeper about the students’ experience, opinion, feeling towards the implementation of anagrams for learning vocabulary. Further, the researcher also wanted to know what they actually expect for future vocabulary learning. In order to gather the data, the researcher used close-ended questionnaire. The expectation of future vocabulary of the students also gathered through this instrument. Ary, Jacobs, and Sorensen (2010, p.392) summarized that “The respondents will be easier in answering Close-ended questions.” Furthermore,
they also added that a closed format also ensures that all subjects have the same frame of reference in responding and may also make it easier for subjects to respond to questions on sensitive or private topics.

Furthermore, the researcher developed the close-ended questionnaire with Likert Scale type. Likert (1932) as cited in Ary, Jacobs, and Razavieh (1990, p.234) stated that the Likert Scale has been one of the most widely and successfully used techniques to measure attitudes. Ary, Jacobs, & Razavieh (1990) also explained that a Likert scale assesses attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each of a series of statements about the topic.

In this close-ended questionnaire, there were twenty statements which were followed by five opinions of Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA). In addition, the researcher distributed the close-ended questionnaires to the students of XI IPA 1 on May 26th, 2016 several days after the implementation of the second cycle. The name of the students were not required when filling the questionnaire. Diem (2002, p.3) summarized that “When names are not required in questionnaire, the researcher is able to collect basic descriptive information about the respondents.”
Table 3.1 Tables of Instruments and Data Collected

<table>
<thead>
<tr>
<th>INSTRUMENTS</th>
<th>DATA COLLECTED</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Vocabulary Tests</td>
<td>The students’ score on the test.</td>
<td>PRELIMINARY STUDY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CYCLE 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CYCLE 2</td>
</tr>
<tr>
<td>Observation Checklists</td>
<td>The students’ and the teacher’s activities during the implementation of anagrams.</td>
<td>April 28th, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 14th, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 21st, 2016</td>
</tr>
<tr>
<td>Close-Ended Questionnaire</td>
<td>The experience, opinion, and feeling of the students towards the implementation of anagrams. The expectation of future learning.</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 26th, 2016</td>
</tr>
</tbody>
</table>

E. Data Analysis Technique

In this research, the researcher used both qualitative and quantitative approaches. The qualitative instrument was referring to the result of the observation checklists. Furthermore, the quantitative instrument was referring to the close-ended questionnaire.

The observation checklists were used in order to gather the qualitative data during the implementation of anagrams in Cycle 1 and Cycle 2. The researcher analyzed the observation checklists in order to check what aspects went well and what aspects went wrong. Thus, the researcher analyzed the students’ and the teacher’s activities during the implementation of anagrams based on the observation checklists.
After implementing anagrams, the researcher wanted to gather some data from the students of XI IPA 1. The researcher expected the data of the point of view of the students towards the implementation of anagrams, the experience that they got during the implementation of anagrams, their opinions towards the use of anagrams for learning vocabulary, and the expectation for future vocabulary learning. In order to gather those data, the researcher chose close-ended questionnaire as the instrument. In the questionnaire, the researcher chose Likert Scale as the measuring scale. The researcher analyzed the close-ended questionnaire by using Scoring Likert Scale method as cited in Ary, Jacobs, and Sorensen (2010, p.210-211).

According to Ary, Jacobs, and Sorensen (2010, p.210), “Every positive statements, Strongly Agree is scored 5, Agree is scored 4, Undecided is scored 3, Disagree is scored 2, and Strongly Disagree is scored 1. For negative statements, Strongly Agree is scored 1, Agree is scored 2, Undecided is scored 3, Disagree is scored 4, and Strongly Disagree is scored 5.” Furthermore, the researcher divided the close-ended questionnaire into 4 sections to gather the data. The first section was statement 1-5 to gather the general point of view of the students towards English lesson. The second section was statement 6-10 to gather the experience of the students in learning vocabulary before the implementation of anagrams. The third section was statement 11-17 to gather the experience of the students during the implementation of anagrams. Besides, the third section was also used by the researcher to gather the opinion of the students towards the implementation of
anagrams. Lastly, the fourth section was statement 18-20 to gather the expectation of the students for future vocabulary learning.

Table 3.2 The Data Gathered from the Close-Ended Questionnaire

<table>
<thead>
<tr>
<th>Statements</th>
<th>Data Gathered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>General point of view of the students towards English lesson.</td>
</tr>
<tr>
<td>6-10</td>
<td>The experience of the students in learning vocabulary before the implementation of anagrams.</td>
</tr>
<tr>
<td>11-17</td>
<td>The experience of the students during the implementation of anagrams and the opinion of the students towards the implementation of anagrams.</td>
</tr>
<tr>
<td>18-20</td>
<td>The expectation of the students for future vocabulary learning.</td>
</tr>
</tbody>
</table>

The researcher counted the mean score of each section of statements to determine the attitude or behavior of the students. According to Ary, Jacobs, and Sorensen (2010, p.211), “If the mean score is less than 3.0, it means the individual shows negative attitude or behaviour and if the mean score is 3.0 and above, it means the individual shows positive attitude or behaviour.” The formula of counting the mean score displayed in Table 3.3
Table 3.3 The Formula of Calculating Mean Scores of the Statements

<table>
<thead>
<tr>
<th>Statements / Items</th>
<th>Items Score</th>
<th>$X$</th>
<th>$\sum \text{Items Score}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>$SA = 5/1$</td>
<td></td>
<td>$\sum \text{Items Score}$</td>
</tr>
<tr>
<td></td>
<td>$A = 4/2$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$U = 3/3$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$D = 2/4$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$SD = 1/5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>$SA = 5/1$</td>
<td></td>
<td>$\sum \text{Items Score}$</td>
</tr>
<tr>
<td></td>
<td>$A = 4/2$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$U = 3/3$</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>$D = 2/4$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$SD = 1/5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-17</td>
<td>$SA = 5/1$</td>
<td></td>
<td>$\sum \text{Items Score}$</td>
</tr>
<tr>
<td></td>
<td>$A = 4/2$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$U = 3/3$</td>
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<td></td>
<td>$D = 2/4$</td>
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</tr>
<tr>
<td></td>
<td>$SD = 1/5$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-20</td>
<td>$SA = 5/1$</td>
<td></td>
<td>$\sum \text{Items Score}$</td>
</tr>
<tr>
<td></td>
<td>$A = 4/2$</td>
<td></td>
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<tr>
<td></td>
<td>$U = 3/3$</td>
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<td></td>
<td>$D = 2/4$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$SD = 1/5$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X$ = mean scores  

$N$ = number of items/statements  

$\sum \text{Items Score}$ = sum of the items/statements score
After calculating the mean scores of each section of statements, the researcher also counted the mean scores of overall statements in the close-ended questionnaire. It was used in order to determine whether the students had positive or negative attitude/behavior towards the implementation of anagrams. The researcher determined the attitude or behavior of each student based on the statement of Ary, Jacobs, and Sorensen (2010, p.211). They stated that “If the mean score is less than 3.0, it means the individual shows negative attitude or behavior and if the mean score is 3.0 and above, it means the individual shows positive attitude or behavior.” The formula of calculating the overall mean score of the close-ended questionnaire displayed on Figure 3.2

$$\bar{X} = \frac{\sum X_{1,2,3,4}}{4}$$

$\bar{X} = \text{mean scores}$

$\sum X_{1,2,3,4} = \text{sum of the every sections’ mean scores}$

Figure 3.2 The Formula for Calculating Mean Scores of the Close-Ended Questionnaire

Furthermore, the researcher also provided the result of the analysis of the close-ended questionnaire in a diagram. It was used to support the improvement which had been achieved by the students of XI IPA 1 after the implementation of anagrams in Cycle 2. The positive response and attitude towards the implementation of anagrams could be seen through the result of the close-ended questionnaire.
F. Research Procedure

In this research, the researcher conducted several steps in order to finish the Classroom Action Research. First, the researcher discussed the plan of the research with the English teacher when the researcher still constructed the research proposal. Then, the researcher asked the permission to the principal of SMA Pangudi Luhur Sedayu orally.

Second, the researcher conducted an observation in order to identify the problems which were faced by the students of XI IPA 1 in learning vocabulary. The researcher conducted the observation as a preliminary study in April 18th, 2016. There were six main points of the observation. They were: (1) how the teacher delivered the material. (2) what media is used for teaching, (3) how the students participated during the lesson, (4) how the teacher developed an activity for vocabulary learning, (5) what problems the students faced during English lesson, (6) what problems the students faced in learning vocabulary in the classroom.

Third, the researcher implemented anagrams in a Classroom Action Research (CAR) model by Kemmis & McTaggart (1988). There were two cycles in this Classroom Action Research (CAR). Each stage consisted of four activities of planning, acting, observing, and reflecting. In the first activity, planning, the researcher planned and prepared all the materials, media, and instruments which were used in the action. The second activity was acting. In this activity, the researcher implemented anagrams to teach vocabulary. The third activity was
observing. Based on the Classroom Action Research (CAR) model by Kemmis and McTaggart (1988), observing was conducted in the same time with acting. Therefore, while the researcher implementing anagrams to teach vocabulary, the researcher asked the English teacher and one of the researcher’s friends to observe the learning process. The last activity was reflecting. In this activity, the researcher reflected on what worked well and what needed to be improved in the next cycle.

The next step was analyzing the data and reporting the result of the Classroom Action Research. The researcher also made a conclusion related to the use of anagrams to teach vocabulary in XI IPA 1 class SMA Pangudi Luhur Sedayu. The researcher also gave some recommendations for English teachers and future researchers who want to conduct a research in a similar interest.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher presented the results of the implementation of the Classroom Action Research in XI IPA 1 class, SMA Pangudi Luhur Sedayu. Specifically, this chapter discussed two major parts. Those were the implementation of the Classroom Action Research and the attitudes of the students of XI IPA 1 toward the implementation of anagrams for learning vocabulary.

A. The Implementation of the Classroom Action Research

In this part, the researcher described the process of using anagrams as a media for learning vocabulary in XI IPA 1 class, SMA Pangudi Luhur Sedayu. Furthermore, the researcher divided this part into three parts. Those were preliminary study, the implementation of the first cycle, and the implementation of the second cycle. The preliminary study was conducted on April 18\textsuperscript{th}, 2016. Then, the first cycle was conducted on May 14\textsuperscript{th}, 2016 and the second cycle was conducted on May 21\textsuperscript{st}, 2016. The researcher took three meetings to finish gathering the data. Those three meetings consisted of one meeting for preliminary study, one meeting for the implementation in the first cycle, and one meeting for the implementation in the second cycle. Each meeting was 90 minutes. The researcher taught for two meetings in order to discover the improvements of the students’ way in learning vocabulary.
1. The Preliminary Study

The researcher conducted the preliminary study in order to identify the students’ problems in learning vocabulary. Besides, the researcher also wanted to know how the teacher developed an activity for learning vocabulary and how the students study English vocabulary. The researcher did the preliminary study on April 18th, 2016 in the XI IPA 1 class, SMA Pangudi Luhur Sedayu. Actually, there were twenty six (26) participants of this classroom observation. The participants consisted of one English teacher and twenty five (25) students. Then, the students consisted of eight (8) male students and seventeen (17) female students. Unfortunately, two of the students were absent because of illness.

During the preliminary study, the researcher applied an instrument to gather the data to design the plan for the first and second cycle. The instrument was field notes. The researcher used this instrument to identify the general problems during the English learning process. Besides, the researcher also used this instrument to identify the problems of the students in learning vocabulary.

The researcher took note on the problems which occurred during the English learning process. Besides, the researcher also took some good activities during the learning process. Based on the field note, the researcher found some problems that faced by the students and the teacher especially in vocabulary learning. Furthermore, the researcher summarized the problems which had to be solved and good things which had to be developed more in Table 4.1 (see appendix C for the original result of field notes).
Table 4.1. The Problems and Good Things of the Students and the Teacher during the Learning Process

<table>
<thead>
<tr>
<th>No.</th>
<th>Problems</th>
<th>Good Things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Teacher</td>
</tr>
<tr>
<td>1.</td>
<td>Some students didn’t pay attention during the learning process.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The pronunciation ability was quite low.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher didn’t use the electronic media for teaching (e.g. PowerPoint or internet).</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>The teacher’s pronunciation was very good.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Using songs to grab students’ attention.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>The teacher didn’t tell the students when they made mispronunciations.</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>The teacher used drilling technique for vocabulary building activity.</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Students were actively asking about words they didn’t know the meaning.</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Students were active when working in groups.</td>
</tr>
</tbody>
</table>
10. Students didn’t understand some instructions in English. So, the teacher had to translate into Bahasa Indonesia sometimes.

11. Students didn’t know the meaning of some simple vocabulary.

12. Teacher never used games for vocabulary learning.

Based on the problems, the researcher wanted to focus on the process of vocabulary learning of the students in the classroom. According to Nation (1990), there are three aspects in knowing word, (1) knowing its form, (2) knowing its meaning, and (3) knowing its use. Therefore, in this research, the researcher wanted to help the students of XI IPA 1 to overcome their problems in learning vocabulary by focusing more on the spelling, meaning, and the use of each word.

After identifying the problems, the researcher discussed about the action to overcome the problems. The researcher proposed anagrams as a teaching media to teach vocabulary. According to Dale and O’Rourke (1971), anagrams is words made by transposing letters of one word to form another. Furthermore, anagrams is one of many types of word games. The researcher’s choice to use games as a teaching media for vocabulary learning was supported by Harmer (2002). He
stated that the games give the learners a feeling of competition to participate in the process of vocabulary learning and motivate them to learn with enthusiasm.

2. The Implementation of the First Cycle

The researcher conducted the first cycle on May 14th, 2016. The participants were all the students of XI IPA 1. The researcher asked the English teacher to be the observer. Furthermore, the researcher also recruited one of the researcher’s friends to be the second observer. This Classroom Action Research was based on Classroom Action Research model by Kemmis and McTaggart (1988). Based on Kemmis & McTaggart (1988), each cycle of Classroom Action Research consisted of four stages, namely plan, action, observation, and reflection.

a. Plan

The researcher did this step after identifying and analyzing the problems of the students in learning vocabulary. The researcher started to design the plan to help the students of XI IPA 1 in learning vocabulary using anagrams. The main focus of this stage was preparing a good media and material as the tool to teach vocabulary. In order to design a good plan, the researcher designed the plan based on the problems identified in the preliminary study. It was in line with Kemmis and McTaggart (1988), they stated that the action was planned based on the problems which were identified previously.

In order to prepare good media and material to teach vocabulary, the researcher discussed the teaching media and material with the English teacher.
The material was Hortatory Exposition text (see appendix B for the learning material). Furthermore, in the first cycle, the researcher focused on the definition, purpose, generic structure, and the example of Hortatory Exposition text. Then, the researcher made a lesson plan only for one meeting. The researcher made the lesson plan based on the School Based Curriculum (see appendix B for the lesson plan).

The researcher designed one set of anagrams for the first cycle. One set of anagrams consisted of 10 jumbled letters and one up to two clues to make the students easier in guessing the words. The anagrams was in a form of Power Point Presentation. Further, the researcher made the anagrams using Microsoft Power Point 2007. In developing anagrams, the researcher used the instruction of developing anagrams by Dale and O'Rourke(1971). Furthermore, the researcher and the English teacher of XI IPA 1 developed the rules of the games. The students decide their own score. The name of the score was bet. Then, the bet had to be 10 until 100. Before answering, the spokesperson of the group had to say their bet first. If their answer was correct, they got plus (+) score based on their bet. In the other hand, if their answer was correct, they got minus (-) score based on their bet. The researcher and the English teacher also developed two extra rules for the games. First, if the students did not speak English during the games, the group’s score would be minus (-) 5. Second, if the teacher could not hear the voice of the students when answering the questions and the teacher said “pardon” until three times, the group’s score would be minus (-) 10. The rules of the game displayed in Figure 4.1.
1. Each group should compete with the other groups in answering the question by raising your hand.

2. Each group should say the bet before answering the questions. The bet should be between 10-100. Then, the bet will be considered as your score.

3. Every correct answer will get + score based on the bet and every wrong answer will get – score based on the bet.

4. EXTRA RULES:
   a. No English : Score -5
   b. Pardon 3x : Score -10

Figure 4.1 The Rules of the Anagrams Games

In order to make the students help each other during the learning process, the researcher divided the students into groups. There were five (5) groups in the classroom. Each group consisted of five (5) students. The researcher divided the groups using a vocabulary test. Furthermore, the researcher divided the groups based on the score of the vocabulary test (see appendix for the test score). Therefore, each group consisted of at least one student who got 70 and above in the vocabulary tests. The members of the group displayed in Table 4.3.

Table 4.2 Members of the Groups for Anagrams Games

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>MEMBERS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11, 1, 12, 24, 10</td>
</tr>
<tr>
<td>2</td>
<td>17, 4, 19, 21, 22</td>
</tr>
<tr>
<td>3</td>
<td>23, 5, 7, 20, 15</td>
</tr>
<tr>
<td>4</td>
<td>25, 8, 18, 13, 16</td>
</tr>
<tr>
<td>5</td>
<td>3, 9, 14, 2, 6</td>
</tr>
</tbody>
</table>

*Members of the group based on the student number
In this stage, the researcher also prepared the instrument which was used to gather the data during the implementation of anagrams. The instrument was observation checklists. The observation checklists contained 14 objects of observation. Then, during the observation, the observers had to check whether the 14 objects of observation were fulfilled or not. The observers were the English teacher of XI IPA 1 class and Vinsensius Wicaksana. Furthermore, each observer also used blank notes for taking notes of some important moments during the implementation. The researcher did not employ any analyzing strategy for the notes, because the researcher did not expect any specific data from the notes.

b. Action

In this stage, the researcher implemented the plan which had been designed in the previous stage (plan). The researcher conducted the action of the first cycle on May 14th, 2016. The lesson took place at the Multimedia Room of SMA Pangudi Luhur Sedayu. The reason why the researcher used Multimedia Room was to avoid the noise from the students when playing games. The noise could disturb the learning process in other classes. The researcher had a role as the teacher during the implementation. Furthermore, the researcher asked the English teacher and one of the researcher’s friends to be the observers.

The researcher implemented the treatment from 11.00 until 12.30. There were twenty three (23) students who were present during the lesson. Furthermore, two (2) students were absent because they were joining a competition outside the school. The topic discussed in the first cycle and second cycle was Hortatory
Exposition text. Furthermore, in the first cycle, the researcher focused on the definition, purpose/function, and generic structure of Hortatory Exposition text (see appendix for the material of the first cycle). Then, the researcher also gave a reading passage as an example of Hortatory Exposition text. The words in the anagrams were also constructed based on the reading passage.

Before starting the implementation of anagrams, the researcher prepared all of the media, class setting, and set where the observers should seat. The researcher had come at 9.30. It meant that the researcher came one hour and a half earlier before the class started. The first thing that the researcher did was preparing the media for the implementation. The media were laptop, LCD viewer, speakers, and a pointer. First, the researcher looked for the key of Multimedia Room and LCD viewer remote in the administration office. Then, the researcher went to the Multimedia Room and start preparing for the implementation. The researcher started with preparing the laptop, LCD viewer, and the speakers. After all the electronic media had been ready, the researcher started set the chairs and tables. The researcher set the chairs and tables to make the students sit with their groups. Thus, there was one table in the middle and there were five chairs around the table to make the students could sit facing each other. Besides, the researcher also set two chairs and two tables at the back as the place for the observers. The researcher also prepared a handycam and a tripot as a media to record the learning process at the back.

The class was started at 11.00 and ended at 12.30. Since it was approaching the time of going home, most of the students had lost their
concentration. After entering the class, the students started to talk with the others and making noise. The researcher did not start the lesson before the students in the class were complete. After the students were complete, the researcher started the lesson. First, the researcher called their name one by one based on the attendance list in order to check their presence. The class were quite noisy when the researcher calling their name one by one.

Therefore, the researcher started to divide the students into groups first. The researcher divided the groups based on the students’ score on the previous vocabulary test (see appendix D for the score of the test). Then, the researcher displayed the groups and the members of each group in the LCD viewer. The researcher also mentioned the students’ number in order to make them easier in finding their groups. The researcher divided the learning process into three steps based on School Based Curriculum. Those steps were Exploration, Elaboration, and Confirmation. In Exploration, the researcher gave a stimulus to the students about the material which would be discussed during the lesson. The stimulus was given in a form of reading passage. The researcher gave a reading passage of Hortatory Exposition. The title of the text was “Where Should be After High School?” The researcher went to every group in order to distribute the reading passage and gave five (5) papers for each group. Thus, every student got one reading passage.

Then, the researcher asked the students to discuss about the text. The students had to discuss in their group about the purpose of the text, the generic structure of the text, and the main idea of the text. The researcher gave 10 minutes
to the students in order to finish the discussion. During the discussion, the students were very active in the group. They discussed about the topic with their friends in the group. Even, one student from group four (4) was arguing about the main idea of the text with his friend in the group. After ten (10) minutes, the students had not finished the discussion yet. Therefore, the researcher gave extra five (5) minutes to the students in order to finish the discussion.

After finishing the discussion, the researcher asked the students to discuss the result of their discussion together. When the researcher asked about the purpose of Hortatory Exposition text, none of the students were raising their hands. The students still felt shy or awkward because they were facing different teacher. However, the researcher encouraged the students to try to answer the questions. Finally, the researcher chose group number one (1) to answer the question about the purpose of Hortatory Exposition text. The researcher asked one of the members of the group to become the spokesperson of the group. Then, the students started to become more active in the discussion. In the second question about the generic structure of Hortatory Exposition text, there were three group’s spokespersons raising their hands to answer the question. After discussing the general idea of Hortatory Exposition text, the researcher continued to the next activity.

The following activity was included in the second step according to the curriculum, Elaboration. The purpose of this step was to elaborate more the knowledge that had acquired by the students before. The activity was analyzing the text which had given before. The researcher gave ten (10) minutes for the
students to determine the purpose of the text and the generic structure of the text. In this activity, the researcher also gave time for the students to find the difficult words or vocabulary in the text. After ten (10) minutes, the students asked the researcher for two (2) minutes extra time. Then, after the discussion finished, the researcher gave the opportunity for the students to answer the question again. In this activity, the researcher still faced difficulty to raise the students’ participation in the classroom. The researcher used the same way with the previous activity. The researcher chose group four to explain about the purpose of the text “Where Should be After High School?” After group four explained the result of their discussion, the researcher gave the opportunity for the other groups if they had different opinion. There was no other group which had different opinion with group four.

Next, the researcher gave the opportunity for the students to answer the question about the generic structure of the text. This time, all of the groups’ spokespersons raised their hands to answer the question. Group five was answering the generic structure of the text. After the discussion about the purpose and the generic structure of the text, the researcher gave the students some questions based on the text “Where Should be After High School?” to be done as a homework. Furthermore, the researcher prepared the students to elaborate more their vocabulary mastery using anagrams. As an introduction to the following activity, the researcher asked the students to find difficult words from the text individually. Then, the students discussed the words that they found in the groups. The students asked the other friends for the meaning of the words they found.
After five (5) minutes of discussion, the researcher told the students that the researcher would give them a game named anagrams. Then, the researcher explained to the students about what is anagrams, how to use it, and what is the purpose of playing anagrams. The researcher used the LCD viewer to display the anagrams. It was because the researcher developed the anagrams using PowerPoint presentation. The anagrams was made based on the words which appear in the text “Where Should be After High School?” and also the text “Corruption” which appear in the vocabulary test previously. First, the researcher displayed the rules of the game. The researcher also explained the rules one by one. Then, the researcher also told the students that the group with the highest score would get some presents from the researcher. It was used to raise the sense of competition between the students during the game.

The researcher gave 10 jumbled letters to be answered for the students. Each jumbled letters was given one up to two clues. The clue was the word’s meaning in English or the word’s synonym in English. The researcher displayed the jumbled letters first. Then, it was followed by the clue. After the clue displayed, the researcher gave the students ten (10) seconds to discuss the correct word in the group. When the time was up, the students started to compete by raising their hands. During the games, it was little bit chaos because almost all of the students were raising their hands. Therefore, the researcher faced difficulty to choose the group 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. When they answered correctly, they shouted happily. Sometimes they laughed when they made a mistake in guessing the correct word.

After finishing the game, the researcher asked each of the students to write down new words or vocabulary that they had got. Since the time was almost over, the researcher did the last step based on the curriculum, Confirmation. In this step, the researcher helped the students to conclude about what they have learned during the lesson. Besides, the researcher also gave feedback and asked the students about their learning experience during the lesson. The researcher also asked 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 researcher asked to all of the students about what they had learned during the lesson. The researcher 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 researcher gave the students a little preview about the material that they learned for the next meeting.

c. Observation

In this section, the researcher discussed the results of the observation instrument which used during the implementation of anagrams in the first cycle. The researcher used one instrument. That was observation checklists. Besides, the researcher also discussed the improvement of the students in learning
vocabulary according to the learning stages in Revised Bloom Taxonomy (2001). The discussion was based on the observation which was done by the researcher and the two observers.

1. Observation Checklists

The observation was done during the implementation of anagrams in the first cycle. It was on May 14th, 2016. In this cycle, the observation was conducted by two observers. They were the English teacher of XI IPA 1 and one of the researcher’s friends. Furthermore, both of the observers took the same instruments for the observation. The aim of the observation was to observe both the teacher’s and the students’ activities during the implementation of anagrams. Furthermore, the results of the observation checklists consisted of the indicators that had to be achieved during the implementation of anagrams. The results of the observation checklists displayed on the Table 4.4 and 4.5 (see appendix E for the original copy of the result).

<table>
<thead>
<tr>
<th>No.</th>
<th>Object of Observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Object of Observation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher uses media for teaching.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students pay attention to the teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students keep the class quiet.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students talk to other students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students walk around the class during the lesson.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Students sit on their own sit during the lesson.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the games.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4 The Result of Observation Checklist from the Second Observer

<table>
<thead>
<tr>
<th>No.</th>
<th>Object of Observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher uses media for teaching.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students pay attention to the teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students keep the class quiet.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students talk to other students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students walk around the class during the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Students sit on their own sit during the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the games.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The observation checklists consisted of 14 statements. The statement number one (1) up to seven (7) showed the activity that the teacher should do during the implementation. Then, the statement number eight (8) up to fourteen (14) showed the activity of the students during the implementation of anagrams. Those statements become the indicators that had to be achieved during the implementation of anagrams in the first cycle. The aim of the first statement was to see whether the teacher opened the lesson with greetings or not. The fact from the observation checklists showed that the teacher opened the lessons with greetings. Both observers had the same opinion towards the first statement. Furthermore, as an opening activity, the teacher also checked the students whether they had been ready to study or not. It could be seen from the second statement in the observation checklist. The first and second observer also had the same opinion for the second statement.

In the third statement, the aim was to see if the teacher 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 result of the both observation checklists from both observers showed that the teacher had given clear explanation about the rules of the game. The third and the fourth statements represented the activity of the teacher when waiting for the students finished the task. Based on the observation of both observers, the teacher just stood in front of the class while waiting for the students finished the task. Therefore, the teacher did not walk around to check the students’ task.

Furthermore, the seventh statement was the last statement which represented the activity of the teacher during the implementation of anagrams. The statement was about whether the teacher used media for teaching or not. The result of the observation checklists showed that the teacher had used media for teaching activity.

Beside the teacher’s activity, the observation checklist was also made in order to observe the students’ activity during the implementation of anagrams. The statement number eight up to number fourteen represented the students’ activity. The eighth statement required the observers to observe whether the students paid attention to the teacher or not. The result showed that the students paid attention to the teacher when the teacher explained about the material or the other instructions. Then, the statement number nine up to statement number eleven represented the students’ activity that affected the class condition. Here, the class condition meant that during the implementation of anagrams should be quiet. However, on some times the class condition could be noisy because of the discussion or the competition for the games. The result of the observation checklists showed that some students still made some noisy during the lesson.
However, not all of the students were making noise. From the discussion between the researcher and the both observers after the implementation, the conclusion of the class condition was some students still made noise but some of them did not.

Furthermore, the class condition also represented from the observation checklists statement number twelve and thirteen. The result of the observation checklists showed that the students sat on their own seat and did not walk around the class to disturb their friends during the lesson. The result of the statement number fourteen showed that the students participated actively during the lesson, particularly the game. However, based on the discussion of the researcher and both observers, during the games all of the students raised their hands up. It made the teacher confused when choosing which group would answer the question. In short, all of the students were doing the implementation of anagrams enthusiastically, although there were several things that need to be improved.

2. Students’ Improvements after the Implementation of Anagrams in the First Cycle

In a teaching and learning activity, there is always a learning goal which has to be achieved. In learning vocabulary, there is also a learning goal. According to Nation (1990), there are three aspects in knowing word, (1) knowing its form, (2) knowing its meaning, and (3) knowing its use. Furthermore, in this study, the researcher applied the first three stages of learning according to Revised Bloom Taxonomy as the vocabulary learning goal. Those three stages were remember, understand, and apply. Therefore, by the end of the study, the students
were hoped to be able to remember the words, understand them, then apply them whether in spoken or written form.

After the implementation of anagrams in the first cycle, the researcher conducted a discussion with the English teacher and the researcher’s friend who became the observer. In the discussion, the researcher also discussed what learning stage that the students had achieved. Based on the discussion, the students were able to remember the new words which appeared in the anagrams. The English teacher stated that the students also tried to recall the new words in group. After the class was over, the researcher also tried to check whether the students still memorized the new words or not. The result was quite satisfying, the students were able to remember the new words which appeared in the anagrams. Furthermore, the students were also able to understand the meaning of the words, the synonyms, the part of speech of the words, and also the use of the words. It was because the researcher also tried to provide the meaning, the synonym, the part of speech, and the function of each word during the implementation of anagrams in the first cycle.

In short, after the implementation of anagrams in the first cycle, the students had achieved the first two stages of learning according to Revised Bloom Taxonomy. Those were remember and understand. In the other hand, the students still could not achieve the third stage, apply. According to the English teacher, the researcher did not facilitate the students in order to achieved the third stage. The researcher did not prepare an activity of making or constructing Hortatory
Exposition text. Thus, the students still could not apply the new words that they got previously.

d. Reflection

Overall, the researcher implemented anagrams for vocabulary learning in XI IPA 1 successfully based on the lesson plan. However, there were several things which needed to be improved in the second cycle. During the implementation, the students were very happy and participate actively in the lesson and the games. The students always tried to guess the correct word during the games. They could share their opinion and knowledge to their friends in the group. They also helped each other in answering the questions. In addition, during the lesson, the students were also very active when the teacher gave them opportunity to ask or answer some questions.

Based on the observation, the researcher discovered that the students were too noisy during the game. Furthermore, the noise was caused by the students who wanted to answer the question from the game. They shouted and raised their hands together. Therefore, the teacher felt confuse to choose the group which had to answer the question. In the other hand, the students also succeeded in employing vocabulary learning strategies, such as guessing the words, using dictionary, and practicing the correct spelling and pronunciation of the words.

After the implementation of anagrams in the first cycle, the researcher also reflected the overall activity in a discussion with the English teacher and the researcher’s friend who became the observer. Based on the discussion, the
implementation of anagrams had been good. The students seemed enthusiastically in playing anagrams. In the other hand, the students also did not cooperate well with their friends in group. They did not share and discussed about their opinion in group when they wanted to answer the question. Then, the students still made too much noise during the game. During the games, some students lost their concentration and start to talk with his/her friends. The English teacher also added that the level of difficulty of the anagrams was too easy. Thus, the English teacher suggested the researcher to increase the level of difficulty. Furthermore, the English teacher also suggested the researcher to develop an activity which could make the students apply the new words. The activity became the stimulus to help the students reach the third stage of learning according to Revised Bloom Taxonomy, apply.

In a Classroom Action Research (CAR), the researcher needed to reflect all activities during the implementation. The researcher had to reflect on what went well and what still needed to be improved. In this research, the researcher tried to revise some rules for the game in the following cycle. Furthermore, the researcher also wanted to reduce the students’ noise during the game. Therefore, the researcher thought that the implementation of anagrams in the first cycle still needed to be improved in the second cycle.

3. The Implementation of the Second Cycle

According to Kemmis and McTaggart (1988), a Classroom Action Research consisted of two cycles. In addition, the second cycle is the
improvement of the first cycle. The researcher also continued this research to the second cycle in order to make some improvements. Specifically, the researcher wanted to improve the implementation of anagrams for learning vocabulary. The second cycle was conducted on May 21\textsuperscript{st}, 2016. The participants of the research were still the same with the previous cycle. The research participants were all the students of \textit{XI IPA 1, SMA Pangudi Luhur Sedayu}. In this cycle, the researcher still elaborated the description of the findings into four stages. Those were plan, action, observation, and reflection.

\textbf{a. Plan}

In this stage, the researcher developed a plan according to the reflection on what went well and what needed to improve in the first cycle. As in the first cycle, the researcher designed a lesson plan, some materials, and media for teaching. The researcher still made the lesson plan based on School Based Curriculum (see appendix B for the lesson plan). The material in the second cycle was still the same with the material in the first cycle. The material was Hortatory Exposition text (see appendix B for the learning material). The English teacher suggested the researcher to develop an activity which could make the students apply the new words. The material for the second cycle focused more on the ability of the students to construct a Hortatory Exposition text. Therefore, in this cycle, the students practiced more on how to develop a good text.

In developing the plan, the researcher also discussed with the English teacher. The main idea of the improvements in the second cycle was improving
the rules of anagrams as a media to learn vocabulary. The researcher made 10 anagrams with at least one clue on each anagrams. Furthermore, the clues were in a form of the words meaning or the words synonym. The researcher also increased the level of difficulty of the anagrams in this cycle. The words for the anagrams were taken from the reading passage which used in the meeting of the second cycle. Besides, the researcher also took some words from the previous reading passage. Furthermore, the researcher also prepared five colored flags. The flags would be use as a group symbol. The spoke person of each group should raise the flag when they want to answer the question. The color of the flags were red, blue, green, yellow, and white. The researcher made the flags in order to avoid all of the students raising their hands when they want to answer the question. Furthermore, the researcher also planned an activity which could make the students focused during the lesson. The researcher prepared an ice breaking in the middle of the lesson. According to Eggleston & Smith (2002), using ice-breaker activities allows students to be more engaged and interested to the topic. The ice breaking was Gummy Bear Dance from Just Dance Kids.

The researcher also prepared the instruments which were used to gather the data in the second cycle. In this cycle, the researcher prepared two instruments. Those were observation checklists and close-ended questionnaires. The observation checklists consisted of some points which had to be achieved during the implementation of anagrams in the second cycle. In addition, the researcher used the observation checklists in order to check whether the points or aspects were fulfilled or not during the implementation of anagrams in the second
cycle. As in the previous cycle, the observers also used blank notes to take notes of some important activities and moments during the implementation of anagrams. After the implementation of anagrams in the second cycle, the researcher wanted to discover the students’ opinion towards the implementation of anagrams for vocabulary learning. Furthermore, the researcher also wanted to discover the expectation of the students for future vocabulary learning. In order to gather the data, the researcher prepared close-ended questionnaires.

b. Action

In this stage, the researcher implemented the revised plan which was developed in the previous stage. The implementation of the second cycle took place in the Multimedia Room of SMA Pangudi Luhur Sedayu. The reason of choosing Multimedia Room was still the same with the previous cycle. The researcher avoided the noise from the students, because the noise could disturb the other classes. The implementation of anagrams in the second cycle conducted on May 21st, 2016. The researcher also took place as the teacher in the second cycle. During the implementation, the researcher still asked the English teacher and one of the researcher’s friends to become the observers.

In the second cycle, the researcher implemented the plan from 11.00 until 12.35. There were twenty five (25) students who were in the class during the lesson. All of the students came to the class in the second cycle. The topic in the second cycle was still Hortatory Exposition text. In the previous cycle, the researcher focused on the receptive knowledge. It meant that on the previous cycle the researcher developed the students’ knowledge on the definition, the purpose,
and the generic structure of Hortatory Exposition text. Furthermore, in the second cycle, the researcher focused more on the productive knowledge. Therefore, the researcher developed the ability of the students to produce a text of Hortatory Exposition.

Before starting the implementation, the researcher prepared all the utilities which were needed for the implementation. The researcher also came at 10 o’clock, one hour earlier before the class started. First, the researcher prepared all the media which used during the implementation, such as laptop, speaker, LCD viewer, and a pointer. The researcher also went to the administration office to get the key of the Multimedia Room and the remote of the LCD viewer. As soon as the researcher got the key of the Multimedia Room, the researcher started to check and prepare all the electronic media which used during the implementation. The researcher faced a problem when preparing the electronic media. The LCD viewer did not work properly. Then, the researcher tried to find out the problems of the LCD viewer. Finally, the researcher found that the problem of the LCD viewer caused by the cable. Fortunately, the researcher had prepared a spare cable. After the researcher replaced the cable, the LCD viewer could work properly.

Then, the researcher set the chairs and tables. The researcher set the chairs and tables in order to make the students sit in their groups. There was one table and five chairs around the table for each group. It made the students sit facing each other. Furthermore, the researcher also set two tables and two chairs at the back of the class for the observers. As in the previous cycle, the researcher also prepared a camera and a tripod as a media to record the learning process at the
back. Since the time was still 10.45, the researcher waited until the students come to the class.

The students started to enter the Multimedia Room at 11.05. Then, the students were all complete in the class at 11.15. As soon as the students were complete, the researcher opened the lesson. Then, the researcher opened the lesson with greetings. After the researcher opened the lesson, the researcher asked the students to sit together with the previous group. Furthermore, the researcher also displayed the group members of each group at the LCD viewer. It was because two of the students were absent in the previous meeting. Thus, they had not known which group they belong to. In the second cycle, the researcher still used three steps of learning based on the School Based Curriculum. Those steps were Exploration, Elaboration, and Confirmation. The first step was Exploration. In this step, the researcher tried to explore about what the students had known and what the students had not known related to Hortatory Exposition. The researcher also reminded the students about the material which discussed in the previous meeting. As the first activity, the researcher asked the students about the definition, the purpose, and the generic structure of Hortatory Exposition text. The students were very active in answering the questions.

Since the material was also required to improve the reading comprehension of the students, the researcher also prepared an activity to improve the reading comprehension of the students. Furthermore, this activity was included in the second step of learning, Elaboration. The researcher prepared a reading passage for the students. The title of the text was “Why Students Should
Eat Breakfast Everyday.” Furthermore, the researcher chose some students randomly to read the reading passage loudly. Each student read one paragraph. Then, the researcher asked the students to read the reading passage by themselves for a while. After they finished reading, the researcher asked each group to identify the main idea of each paragraph in the reading passage. After focusing with some words in the reading passage, the researcher conducted an ice breaking for the students. The ice breaking was Gummy Bear Dance. The researcher showed the video of the dance with the LCD viewer. Then, the researcher asked all the students to stand up and imitate the dance. The researcher repeated the dance once. After the dance was over, the researcher told all the students to sit down and focus to the lesson.

In the previous cycle, the researcher placed the anagrams as the last activity. Then, in the second cycle, the researcher used anagrams as the activity before the students started to practice how to construct a Hortatory Exposition text. The researcher told the students that they would play the same game with the previous cycle. In the other hand, the researcher had increased the difficulty level of the game. Besides, the researcher also prepared five flags with different colors. The flags were used in order to make the researcher chose which group would answer the question easily. Then, the researcher also explained to the students that the general rules of the game were still the same with the previous one. In this cycle, the researcher still prepared 10 jumbled words and the clues on each jumbled word. The clues were in the form of the words’ meaning and synonym. The researcher collected the words from several reading passages which also had
been given to the students. Furthermore, the researcher still made the anagrams into a PowerPoint presentation.

First, the researcher distributed the colored flags to each group. Group one received the green flag, group two received the yellow flag, group three received the red flag, group four received the blue flag, and group five received the white flag. The spoke person of each group had to raise the flag up when they wanted to answer the question. The researcher displayed the jumbled letter first. Then, it followed by the clues. After the clues displayed, the researcher gave ten (10) seconds for the students to discuss the correct word. However, the researcher gave extra ten (10) seconds more if the students still could not find the correct word. When the ten (10) seconds was over, the researcher started to ask the spoke person of each group to raise their flags up. The flags had successfully helped the researcher to choose which group would answer the question easily. It was because only one student in the group who raised his/her hand.

The students were very happy during the game. They shouted happily when they guess the word correctly. Sometimes, they also laughed together when their friends made a mistake in guessing the correct word. In this cycle, the students often made mistakes in guessing the correct words. It was because the researcher had increased the difficulty level of the game. Therefore, the atmosphere of the class were funnier compared with the previous cycle. The result of the ice breaking was successful. During the games, the students focused to the games and they could cooperate well with the other member of the groups in answering the question.
After the game, the researcher distributed worksheets for the students. In the worksheet, the students had to construct a Hortatory Exposition text in group. The researcher developed this activity in order to make the students apply the new words. The researcher also prepared five different topics to make the students construct the text easily. The researcher gave 20 minutes for the students to construct the text.

Since the time was almost over, the researcher did the last step of learning, Confirmation. In this step, the researcher made a sharing time. The researcher asked some students to share about what they had learned during the lesson. The students might share about the new knowledge they got about Hortatory Exposition, the experience of learning vocabulary using anagrams, or the moral value that they got through the lesson. Besides, the researcher also helped the students to recall what they had learned about Hortatory Exposition.

c. Observation

In this part of discussion, the researcher discussed the results of the observation instruments which used to observe the implementation of anagrams in the second cycle. As in the previous cycle, the observation instruments were observation checklists and field notes. Furthermore, the researcher also discussed the improvements of the students’ vocabulary learning goal according to Revised Bloom Taxonomy. The discussion was elaborated based on the observation which was done by the researcher and the two observers.
1. Observation Checklists

As in the previous cycle, 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 in the second cycle. It was made based on the reflection of the previous cycle. The researcher wanted to get more detailed data related to the class condition. The observation checklists were still done by the two observers. Then, the result of the observation checklists is displayed on Table 4.6 and Table 4.7 (see appendix E for the original copy of the result).

<table>
<thead>
<tr>
<th>No.</th>
<th>Object of Observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher goes to every group to check the students’ activity in group.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teacher uses media for teaching.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teacher gives ice breaking for students.</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>Students pay attention to the teacher.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students make noise.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students keep the class quiet.</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Students talk to other students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Students walk around the class during the lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Students sit on their own sit during the lesson.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the games.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Students discuss the questions actively in group during the games.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Object of Observation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------------------</td>
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</tr>
<tr>
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<td>✓</td>
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<td></td>
</tr>
<tr>
<td>16.</td>
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<td>✓</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Students discuss the questions actively in group during the games.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Students use the media for games given by the teacher.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

As the result, in the second cycle, both observers got the same observation on the objects of observation. Furthermore, the researcher also improved several aspects in the second cycle. In this cycle, the researcher was able to apply anagrams for teaching vocabulary more effectively than in the previous cycle. In the previous cycle, the anagrams was too easy for the students. Thus, almost all of the students could guess the word correctly. In the second cycle, the researcher
increased the level of difficulty of the anagrams. Therefore, the students still thought and discussed with their groups before guessing the words. Furthermore, the class condition was also not too noisy during the games. It was because the researcher used the five colored flags to avoid all the students raising their hands.

2. Students’ Improvements after the Implementation of Anagrams in the Second Cycle

As in the first cycle, the researcher also set the vocabulary learning goal based on the first three stages of learning according to Revised Bloom Taxonomy. Those stages were remember, understand, and apply. Thus, by the end of the study, the students were not only expected to memorize the words. Besides, the researcher also expected the students to understand the words deeper, then they could apply the words whether in spoken or written form. It was in line with the statement of Nation (1990), there are three aspects in knowing word, (1) knowing its form, (2) knowing its meaning, and (3) knowing its use.

After the implementation of anagrams in the second cycle, the researcher conducted a discussion with the observers. As the English teacher suggested in the previous cycle, the researcher added an activity which facilitated the students to apply the new words. In the discussion, the English teacher suggested the researcher take a look at the students’ work. It was used in order to see whether the students had successfully applied the words or not. Furthermore, the researcher and the observers reviewed the Hortatory Exposition texts which had been constructed by the students before. The researcher focused on the generic
structure of the text and especially the word choice of the students. As the result, the students were able to use the new words that they knew from the anagrams. Therefore, the students had successfully achieved the third stage of learning according to Revised Bloom Taxonomy, apply.

In the previous cycle, the students only reached the second stage of the learning stage according to Revised Bloom Taxonomy. Those were remember and understand. Therefore, in the first cycle, the students were only able to remember and understand the new words. The students could not apply the words in context. Furthermore, in the second cycle, the researcher had successfully improved the learning stage of the students. The students could apply the new words in constructing the Hortatory Exposition text. Besides, the students also had achieved the three aspects of knowing word according to Nation (1990).

d. Reflection

Generally, the researcher had successfully implemented anagrams based on the lesson plan in the second cycle. During the implementation of anagrams, the students seemed very enthusiastically. They shouted happily when they guessed the word correctly. The students sometimes also laughed together when their friends made mistakes when guessing the word. In addition, the students were also able to share their knowledge of vocabulary to the others. The students also answered the question which was given by the teacher enthusiastically. Thus, the class situation seemed effective.
Based on the observation, the researcher had successfully fixed the class condition which was quite noisy in the previous cycle. In the previous cycle, the class was quite noisy when the students wanted to answer the question by raising their hands. Almost all of the students raised their hands. Thus, the researcher also confused when choosing who would answer the question. In this cycle, the researcher provided five colored flags for each group. The colored flags really helped the researcher in choosing which group would answer the question. Besides, it also reduced the noise from the students because only one person of each group who raised their hands. Furthermore, the researcher also succeeded in making the students more focused to the lesson by using the ice breaking in the middle of the lesson.

In the second cycle, the researcher had also developed an activity which facilitated the students to apply the new words. It was based on the suggestion of the English teacher in the previous cycle. Therefore, in the second cycle, the researcher had successfully facilitated the students to reach the third stage of learning according to Revised Bloom Taxonomy. In the previous cycle, the students were only able to memorize or remember and understand deeper about the new words. Furthermore, in this cycle, the students could apply the new words to construct Hortatory Exposition text.

The students were very happy learning vocabulary using anagrams as the media. The students could feel the sense of competition when playing anagrams. Besides, the students were also able to memorize the words in the anagrams more effective than using drilling technique. Furthermore, by using anagrams as the
learning media to learn vocabulary, the students were also able to reach the three learning stages according to Revised Bloom Taxonomy. Those were remember, understand, and apply. Therefore, after learning vocabulary using anagrams, the students were able to remember, understand deeper, and apply the new words. In short, the researcher had successfully improved the students’ vocabulary learning strategy by using anagrams.

B. The Attitudes of the Students toward the Implementation of Anagrams

After the implementation of anagrams, the researcher wanted to discover the attitudes of the students toward the implementation of anagrams for learning vocabulary. In order to gather the data, the researcher developed close-ended questionnaires. The researcher developed the close-ended questionnaire with Likert Scale type. Likert (1932) as cited in Ary, Jacobs, and Razavieh (1990, p.234) stated that the Likert Scale has been one of the most widely and successfully used techniques to measure attitudes. Ary, Jacobs, and Razavieh (1990) also explained that a Likert scale assesses attitudes toward a topic by asking respondents to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each of a series of statements about the topic.

In this close-ended questionnaire, the researcher developed twenty (20) statements. Then, each statement were also provided with five (5) choices of Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA). According to Ary, Jacobs, and Sorensen (2010, p.210), “Every positive statements, Strongly Agree is scored 5, Agree is scored 4, Undecided is
scored 3, Disagree is scored 2, and Strongly Disagree is scored 1. For negative statements, Strongly Agree is scored 1, Agree is scored 2, Undecided is scored 3, Disagree is scored 4, and Strongly Disagree is scored 5.” Furthermore, the researcher had divided the close-ended questionnaire into 4 sections to gather the data. First section was statement 1-5 to gather the general point of view of the students towards English lesson. Second section was statement 6-10 to gather the experience of the students in learning vocabulary before the implementation of anagrams. Next, the third section was statement 11-17 to gather the experience of the students during the implementation of anagrams. Besides, the third section was also used by the researcher to gather the opinion of the students towards the implementation of anagrams. Lastly, the fourth section was statement 18-20 to gather the expectation of the students for future vocabulary learning. The researcher provided a diagram of the questionnaire’s raw data in the appendix F.

Based on the result of the questionnaire analysis, the average score of the statement 11-17 was 4.2 (see the table of the data analysis in appendix F). According to Ary, Jacobs, & Sorensen(2010, p.211), “If the mean score is less than 3.0, it means the individual shows negative attitude or behaviour and if the mean score is 3.0 and above, it means the individual shows positive attitude or behaviour.” Therefore, the students showed positive attitudes toward the implementation of anagrams for learning vocabulary. Furthermore, statement number 18-20 represented the future expectations of the students related to vocabulary learning. The average score of the statement number 18-20 was 4.5. It
could be considered that the students expected anagrams or the other games as a media for learning vocabulary in the future.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter explains about the conclusions and the recommendations of this study. Furthermore, the researcher divided this chapter into two parts of discussion. The first part consisted of the conclusion of this research. The researcher summarized the research findings based on the use of anagrams to improve the students’ vocabulary learning strategies in XI IPA 1 class, SMA Pangudi Luhur Sedayu. Then, the second part, the researcher provided some recommendations or suggestions for English teacher who wants to apply anagrams for teaching vocabulary in High School. Besides, the researcher also provided some suggestions for the other researchers who want to develop research with the same topic.

A. Conclusions

The researcher conducted a Classroom Action Research in order to overcome the problems which appeared in the English learning and teaching process of XI IPA 1. In specific, the purpose of this study was to improve the students’ vocabulary learning strategies in XI IPA 1 class, SMA Pangudi Luhur Sedayu. The researcher applied anagrams as the teaching media to teach vocabulary to the students. Furthermore, the anagrams was done in a form of a game.

In this study, the researcher used several research instruments. Those were students’ vocabulary tests, observation checklist, field note, and close-ended
questionnaire. The research instruments were used in order to collect the data during the research. Then, the data was used to determine whether the implementation of anagrams had been successful or needed some improvements. The researcher used the students’ vocabulary tests in order to see how the vocabulary mastery of the students so far. Furthermore, the researcher also used the data from the students’ vocabulary tests in order to determine the level of difficulty for the anagrams.

Before implementing anagrams, the researcher conducted a preliminary study. It was conducted in order to discover the problems which appeared during the English learning and teaching process. The result of the preliminary study was the students still faced difficulties in learning vocabulary. Furthermore, the English teacher still used drilling technique for teaching vocabulary.

Based on the problems which were found during the preliminary study, the researcher started to design the treatment to overcome the problems. In order to overcome the problems, the researcher implemented anagrams to solve the students’ problems in learning vocabulary. The anagrams was in a form of a game. Furthermore, the researcher developed some rules for the game in order to increase the sense of competition between the students.

In this Classroom Action Research, there were two cycles. Each cycle consisted of one meeting. The researcher also developed a lesson plan for each meeting. It was because during the implementation of anagrams the researcher took place as the teacher. The lesson plan in the first cycle was developed based
on the problems and the needs of the students which identified during the preliminary study. Then, the researcher developed the lesson plan in the second cycle on the reflection of the first cycle on what went well and what needed to be improved. Furthermore, the researcher also set the vocabulary learning goal in this study. The researcher referred to the first three stages of Revised Bloom Taxonomy. Those were remember, understand, and apply. Therefore, by the end of this study, the researcher expected the students to be able to remember new words, understand them, then they can apply the words whether in written or spoken form.

After implementing anagrams for learning vocabulary, most of the students improved their vocabulary learning strategies. Before the implementation of anagrams, the students were only able to remember or memorize the new words that they got during the lesson. They even still faced difficulties to memorize the words in long term. In the first cycle, the students were able to improve to next stage of learning, understand. The students were able to understand the meaning, the synonym, the part of speech, the use or function, and the correct pronunciation of each word. Then, in the second cycle, the students were able to reach the next stage, apply. Thus, in the second cycle, the students were able to apply the new words they got during the anagrams game. It could be concluded that the students had successfully improved their vocabulary learning strategies.

Furthermore, the researcher also wanted to discover the attitudes or behavior of the students toward the implementation of anagrams for learning vocabulary. In order to discover the attitudes of the students, the researcher used
close-ended questionnaire as the instrument. Based on the result of the close-ended questionnaire analysis, the students showed positive attitudes toward the implementation of anagrams for learning vocabulary. In the other word, the students liked the use of anagrams for vocabulary learning. Besides, the researcher also discovered the future expectations of the students related to vocabulary learning. The researcher still used the same instrument to gather the data. Based on the result, the students expected that the English teacher used anagrams for future vocabulary learning. It could be concluded that the students liked to use anagrams as a media to learn vocabulary.

The use of anagrams 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. Therefore, the researcher concluded that the use of anagrams could improve the students’ vocabulary learning strategy in XI IPA 1 class, SMA Pangudi Luhur Sedayu.

B. Recommendations

In this part, the researcher provided some suggestions. The researcher provided the suggestions to English teacher and future researchers who want to conduct a research in the same topic. The suggestions were presented as follows.
1. For English Teacher

One of the best strategies to teach vocabulary is using anagrams. The English teacher may develop anagrams into a game. Anagrams can be used as the teaching technique to develop vocabulary building activity during the lesson. By using anagrams, the English teacher may develop fun learning for the students. Besides, anagrams also gives benefits related to the vocabulary building for the students. Thus, the English teacher can use anagrams in order to develop an interesting vocabulary learning activity during the English lesson.

2. For Future Researchers

The future researchers who want to conduct a research with similar topic may use the data from this research. The result in this research can be improved in the future. The future researchers also may develop anagrams into more interesting activity for vocabulary learning. Besides, the future researchers can also develop the anagrams with the different type. Therefore, the students will not be bored with the game.
REFERENCES


APPENDICES
APPENDIX A

Research Instruments

1. Field Notes (Preliminary Study)
2. Observation Checklists
3. Close Ended Questionnaire
1. Field Notes (Preliminary Study)

Field Notes

Write about what is happening during the teaching and learning process.

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2. Observation Checklist

a. Observation Checklist First Cycle

**Instrument -1**

**Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>Object of Observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher uses media for teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students pay attention to the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students keep the class quiet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students talk to other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students walk around the class during the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Students sit on their own sit during the lesson.</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the games.</td>
<td></td>
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</table>

**NOTES:**

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b. Observation Checklist Second Cycle

Instrument -1

Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Object of Observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
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<tr>
<td>7.</td>
<td>Teacher goes to every group to check the students’ activity in group.</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Teacher uses media for teaching.</td>
<td></td>
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<tr>
<td>9.</td>
<td>Teacher gives ice breaking for students.</td>
<td></td>
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<tr>
<td>10.</td>
<td>Students pay attention to the teacher.</td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>Students make noise.</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Students keep the class quiet.</td>
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<tr>
<td>13.</td>
<td>Students talk to other students.</td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>Students walk around the class during the lesson.</td>
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<tr>
<td>15.</td>
<td>Students sit on their own sit during the lesson.</td>
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<tr>
<td>16.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the games.</td>
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<tr>
<td>17.</td>
<td>Students discuss the questions actively in group during the games.</td>
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</tr>
<tr>
<td>18.</td>
<td>Students use the media for games given by the teacher.</td>
<td></td>
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</table>
NOTES:

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3. Close-Ended Questionnaire

KUESIONER

Selamat pagi teman-teman!

Saya Richard Devara Candra Kumara, mahasiswa Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma memohon bantuan dari teman-teman semua untuk mengisi kuesioner di bawah ini. Kuesioner ini dibuat untuk mendukung dalam penyusunan skripsi yang sedang saya buat. Saya harap teman-teman dapat mengisi kuesioner di bawah ini dengan jujur dan sesuai apa yang sudah kalian alami.

Petunjuk pengisian:

Terdapat 15 pernyataan pada kolom kedua dari sebelah kiri.Kemudian berdasarkan pernyataan-pernyataan tersebut silahkan kalian berikan tanda centang (√) pada salah satu kolom yang disediakan di sebelah kanan kolom pernyataan. Terdapat 5 kolom yang masing-masing berisi: Sangat Tidak Setuju (STS), Tidak Setuju (TS), Netral (N), Setuju (S), Sangat Setuju (SS). Terima Kasih dan Selamat Mengisi 😊

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>N</th>
<th>S</th>
<th>SS</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya menyukai pelajaran Bahasa Inggris.</td>
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<tr>
<td>2.</td>
<td>Saya berusaha untuk mempelajari Bahasa Inggris karena penting.</td>
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<td>3.</td>
<td>Saya merasa pelajaran Bahasa Inggris adalah pelajaran yang sulit.</td>
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<td>4.</td>
<td>Saya kesulitan mempelajari <em>vocabulay</em> pada pelajaran Bahasa Inggris.</td>
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<tr>
<td>5.</td>
<td>Selama ini, saya belajar <em>vocabulay</em> dengan cara menghafalkan setiap kata.</td>
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<td>No.</td>
<td>Pernyataan</td>
<td>STS</td>
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<td>6.</td>
<td>Saya tidak memiliki metode khusus dalam belajar <em>vocabulary</em>.</td>
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<td>7.</td>
<td>Saya suka dan menikmati ketika belajar Bahasa Inggris melalui <em>games</em>.</td>
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<td>8.</td>
<td>Saya baru pertama kalinya belajar <em>vocabulary</em> dengan menggunakan <em>games</em>.</td>
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<td>9.</td>
<td>Saya pernah bermain <em>word games: anagram</em> sebelumnya.</td>
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<td>10.</td>
<td>Saya menikmati belajar <em>vocabulary</em> dengan menggunakan <em>word games: anagram</em>.</td>
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<td>11.</td>
<td>Saya merasa lebih mudah belajar <em>vocabulary</em>, terlebih pada kata-kata baru dengan menggunakan <em>word games: anagram</em>.</td>
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<td>12.</td>
<td>Saya tidak mudah bosan ketika belajar <em>vocabulary</em> dengan menggunakan <em>word games: anagram</em>.</td>
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<td>13.</td>
<td>Saya dapat saling membantu dengan teman yang lain ketika bermain <em>word games: anagram</em>.</td>
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<td>14.</td>
<td>Saya mengharapkan untuk selanjutnya dapat belajar <em>vocabulary</em> dengan menggunakan <em>games</em>.</td>
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<tr>
<td>15.</td>
<td>Saya berharap ada metode menarik selain <em>games</em> untuk belajar <em>vocabulary</em>.</td>
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TERIMA KASIH, TUHAN MEMBERKATI 😊
APPENDIX B

LESSON PLAN AND TEACHING MATERIAL

1. Lesson Plan and Teaching Material First Cycle
2. Lesson Plan and Teaching Material Second Cycle
1. Lesson Plan and Teaching Material First Cycle

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Nama Sekolah: SMA PANGUDI LUHUR SEDAYU
Mata Pelajaran: BAHASA INGGRIS
Kelas/Semester: XI IPA / 2
Alokasi Waktu: 2 x 45 menit
Topik Pembelajaran: Monolog Hortatory Exposition

A. Standar Kompetensi
Mendengarkan
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk hortatory exposition dalam konteks kehidupan sehari-hari.

Bercicara
10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk hortatory exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar
8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: hortatory exposition.
10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: hortatory exposition.

C. Indikator
Indikator Pencapaian Kompetensi
8.2. a. Merespon wacana monolog: narrative
10.2. a. Melakukan monolog berbentuk: narrative

Nilai Budayadan Karakter Bangsa
Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangat kebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif:
a. Percaya diri (keteguhanhati, optimis).
b. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
c. Pengambil resiko (sukatantangan, mampumenimpi)
d. Orientasi ke masa depan (punya perspektif untuk masa depan)
D. **Tujuan Pembelajaran**
Pada akhir pembelajaran siswa dapat:
- a. Merespon wacana monolog: *hortatory exposition*
- b. Melakukan monolog berbentuk: *hortatory exposition*

E. **Materi Pokok**
Wacana monolog berbentuk: *hortatory exposition* contohnya:

<table>
<thead>
<tr>
<th>Corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis: Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It’s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.</td>
</tr>
<tr>
<td>Argument 1: The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.</td>
</tr>
<tr>
<td>Argument 2: Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.</td>
</tr>
<tr>
<td>Recommendation: I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.</td>
</tr>
</tbody>
</table>

F. **Metode Pembelajaran/Teknik:**
Three Phase Technique

G. **Langkah-langkah Kegiatan Pembelajaran**

- **Kegiatan Awal (10’)**
  - a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
  - b. Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
c. Mengenalkan terlebih dahulu kepada siswa mengenai materi yang akan dibahas.
d. Membagi siswa ke dalam kelompok yang beranggotakan 5 siswa.

**Kegiatan Inti (70’)**

**Eksplorasi**

Dalam kegiatan eksplorasi guru:

a. Memberikan stimulus kepada siswa berupa contoh teks *hortatory exposition* yang berjudul “Where Should be After High School?”
b. Meminta siswa untuk mendiskusikan teks dalam kelompok mengenai *purpose of the text*, *generic structure of the text*, dan *main idea of the text*.
c. Meminta siswa untuk mengungkapkan hasil diskusi kepada siswa yang lain.

**Elaborasi**

Dalam kegiatan elaborasi guru:

a. Membiasakan siswa mengenali teks monolog berbentuk: *hortatory exposition*.
b. Mengajak siswa untuk mengidentifikasi kata-kata baru yang belum dimengerti dalam teks.
c. Mengajak siswa untuk bermain games: *anagrams* sebagai sarana dalam aktivitas *vocabulary building*.
d. Meminta siswa untuk menulis kata-kata baru yang mereka peroleh dari teks dan permainan *anagrams*.

**Konfirmasi**

Dalam kegiatan konfirmasi guru:

a. Membantu siswa untuk menyimpulkan mengenai apa yang telah dipelajari.
b. Menanyakan siswa mengenai pendapat, pengalaman, dan perasaan yang diperoleh siswa selama pelajaran.
c. Meminta siswa untuk membagikan apa yang telah mereka pelajari kepada siswa yang lain.

**Kegiatan Akhir (10’)**

a. Menyampaikan kepada siswa mengenai rencana pada pertemuan selanjutnya.
b. Mengajak siswa untuk berdoa bersama sebagai penutup proses pembelajaran.
c. Mengucapkan salam kepada siswa sebelum meninggalkan ruangan kelas.
H. Sumber/Bahan/Alat
   2. Laptop.
   3. LCD viewer.

LAMPIRAN RENCANA PELAKSANAAN PEMBELAJARAN KELAS XI IPA

Worksheet

Where should be after High School?

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. In the other hand, It will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straithly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. it will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.
Answer these questions in a group!

1. What does the text tell us about?

2. Why do some students feel confuse after the announcement of the national examination result?

3. Based on the text, what does the writer recommend the students when they confuse to choose between continuing study or seeking job?

4. Why is it hard for students when they study in the university for the first year?

5. What is the purpose of the writer in this text?

6. What is the main idea of the last paragraph?
2. Lesson Plan and Teaching Material Second Cycle

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Nama Sekolah : SMA PANGUDI LUHUR SEDAYU
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI IPA / 2
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : Monolog Hortatory Exposition

A. Standar Kompetensi
Mendengarkan
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk hortatory exposition dalam konteks kehidupan sehari-hari.

Berbicara
10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk hortatory exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar
8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: hortatory exposition.
10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: hortatory exposition.

C. Indikator
Indikator Pencapaian Kompetensi
8.3. a. Merespon wacana monolog: narrative
10.3. a. Melakukan monolog berbentuk: narrative

Nilai Budayadan Karakter Bangsa
Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

e. Percaya diri (keteguhanhati, optimis).
f. Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
g. Pengambil resiko (sukatantangan, mampumemimpin)
h. Orientasi ke masa depan (punya perspektif untuk masa depan)
D. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
c. Merespon wacana monolog: hortatory exposition
d. Melakukan monolog berbentuk: hortatory exposition

E. Materi Pokok
Wacana monolog berbentuk: hortatory exposition contohnya:

```
Corruption

Thesis:
Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It’s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

Argument 1:
The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, TanjungPriok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Argument 2:
Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recommendation:
I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.
```

F. Metode Pembelajaran/Teknik:
Three Phase Technique

G. Langkah-langkah Kegiatan Pembelajaran
Kegiatan Awal (10’)
e. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas(nilai yang ditanamkan: santun, peduli)
f. Mengecek kehadiran siswa(nilai yang ditanamkan: disiplin, rajin)
g. Mengenalkan terlebih dahulu kepada siswa mengenai materi yang akan dibahas.
h. Meminta siswa untuk duduk kembali dalam kelompok seperti pada pertemuan sebelumnya.

KegiatanInti (70’)

Eksplorasi
Dalam kegiatan eksplorasi guru:
d. Membantu siswa untuk mengingat-ingat apa yang telah dipelajari pada pertemuan sebelumnya.
e. Memberi kesempatan kepada siswa untuk membagikan apa yang telah mereka dapatkan pada pertemuan sebelumnya mengenai hortatory exposition.

Elaborasi
Dalam kegiatan elaborasi guru:
e. Memberikan siswa materi bacaan hortatory exposition yang berjudul “Why Students Should Eat Breakfast Everyday.”
f. Meminta siswa secara acak untuk membacakan bacaan yang telah diberikan sebelumnya.
g. Meminta siswa untuk mendiskusikan main idea of the text di dalam kelompok.
h. Memberikan ice-breaking untuk siswa berupa tarian (Gummy Bear Dance).
i. Mengajak siswa untuk mengidentifikasi kata-kata baru yang belum dimengerti dalam teks.
j. Mengajak siswa untuk bermain games: anagrams sebagai sarana dalam aktivitas vocabulary building.
k. Meminta siswa untuk menulis kata-kata baru yang mereka peroleh dari teks dan permainan anagrams.
l. Memandu siswa untuk menyusun sebuah teks hortatory exposition.

Konfirmasi
Dalam kegiatan konfirmasi guru:
d. Membantu siswa untuk menyimpulkan mengenai apa yang telah dipelajari.
e. Menanyakan siswa mengenai pendapat, pengalaman, dan perasaan yang diperoleh siswa selama pelajaran.
f. Meminta siswa untuk membagikan apa yang telah mereka pelajari kepada siswa yang lain.

KegiatanAkhir (10’)
d. Mengajak siswa untuk berdoa bersama sebagai penutup proses pembelajaran.
e. Mengucapkan salam kepada siswa sebelum meninggalkan ruangan kelas.

H. Sumber/Bahan/Alat
1. Laptop
2. LCD viewer
3. Speaker

LAMPIRAN RENCANA PELAKSANAAN PEMBELAJARAN
KELAS XI IPA

A. Reading Passage

Why Students Should Eat Breakfast Everyday

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don’t have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students.

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it’s not healthy to have an empty stomach all day long. It’s very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don’t eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. You body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that’s not true. Breakfast is not a very big meal, and on the contrary, you’re going to feel tired if you don’t have breakfast because you have spent the entire previous night without food.

The last reason to have breakfast every day is because you can avoid
diseases if you eat some breakfast in the morning. If you don’t eat, you are going to get sick, and these diseases will have a stronger effect on you because you’re going to get sick easier than people who have breakfast every day.

You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast that run to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.

Sumber ENGLISHINDO.COM Referensi Belajar Bahasa Inggris Online: http://www.englishindo.com/2011/10/contoh-hortatory-exposition-why-students-should-eat-breakfast-everyday.html.ixzz47qQqU03M

B. Worksheet

Instruction: Make a Hortatory Exposition text based on the topic that you choose!

Thesis

Argument 1
Argument 2

Recommendation

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX C

Field Notes (Preliminary Study) Result

Field Notes

Class: XI IPA 2 — Time: 07.30 - 09.30

Write about what is happening during the teaching and learning process.

1. The students are active in the class.
2. Some students don’t really pay attention during the lesson.
3. A lot of mispronunciation (even the simple one)
4. Students don’t recognize simple vocabulary.
5. The teacher doesn’t use electronic media.
6. Teacher uses games to grab students’ attention.
7. Teacher’s pronunciation is very good.
8. Teacher doesn’t tell the students when they make mispronunciation.
9. Teacher doesn’t develop vocabulary building activity, only drilling.
   Only give chance for Q&A for difficult vocabulary.

The rules of the games developed by teacher is interesting.

Sedaya, 18 April 2016

Richard Devora C.K.
Observer
APPENDIX D

Students’ Vocabulary Tests Result and Group Members Distribution

1. Vocabulary Test
2. Vocabulary Test Result
3. Distribution of Group Members
1. Vocabulary Test

Name : 
Class : 
Student Number : 

*Read the text carefully!*

**Corruption**

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It’s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.
I. Choose the correct answer by giving cross (X) on a, b, c, d, or e!

1. What is the meaning of relation?
   a. The same feeling between two or more people or groups.
   b. The connection or similarity between two things.
   c. Connected.
   d. To find or show the connection between two or more things.
   e. The way in which two things are connected.

2. “Well, corruption is common everywhere in the world....” (paragraph 1). The word common has the same meaning with...
   a. Similar.
   b. Honest.
   c. Crime.
   d. Usual.
   e. Dishonest.

3. “It’s just a matter of intensity.” (paragraph 1). The word matter in Bahasa Indonesia?
   a. Masalah/persoalan.
   b. Kasus.
   c. Perbedaan.
   d. Kesalahan.
   e. Ketelitian.

4. “...I stay and earn a living here in the capital.” (paragraph 2). The meaning of the word earn can be defined as...
   a. Get a comfort.
   b. Make a good effort.
   c. Receive money.
   d. Spend money.
   e. Struggling for life.

5. “Entrepreneurs who want to minimize their tax payments....” (paragraph 2). The word minimize can be replaced with...
   a. Increase.
   b. Grow.
   c. Cut.
   d. Fold.
   e. Decrease.
II. Find the meaning in Bahasa Indonesia!

a. Port : 

b. Entrepreneurs : 

c. Tax : 

d. Overcome : 

e. Measures : 

THANK YOU VERY MUCH
2. Vocabulary Test Result

<table>
<thead>
<tr>
<th>No.</th>
<th>Students</th>
<th>Score</th>
<th>Total Score ((\sum \text{Score} \times 10))</th>
<th>Passing Score (78)</th>
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<tr>
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<td>3.</td>
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<td>4.</td>
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</tr>
<tr>
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<td>10.</td>
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<tr>
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<td><strong>Average</strong></td>
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3. Distribution of Group Members

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<tr>
<td>5</td>
<td>3, 9, 14, 2, 6</td>
</tr>
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</table>
APPENDIX E

Observation Checklists Result

1. Observation Checklists Result First Cycle
   a. Observation Checklists Result First Observer
   b. Observation Checklist Result Second Observer

2. Observation Checklists Result Second Cycle
   a. Observation Checklists Result First Observer
   b. Observation Checklist Result Second Observer
1. Observation Checklists Results First Cycle

a. Observation Checklist Result First Observer

<table>
<thead>
<tr>
<th>No.</th>
<th>Object of Observation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teacher uses media for teaching.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students pay attention to the teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students keep the class quiet.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students talk to other students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students walk around the class during the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Students sit on their own seat during the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the game.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

NOTES:
- Teacher walks around to check the students' job.
- [Additional notes or comments]

Signed: [Signature]
Date: [Date]
Observer: [Name]
b. **Observation Checklist Result Second Observer**

![Observation Checklist](image)

**Notes:**
- Teacher lines up students in front of the class before the lesson.
- Students sit on the floor in groups.
- Nellie asks a question to one of the students.
2. **Observation Checklists Results Second Cycle**

   **a. Observation Checklist Result First Observer**

   ![Observation Checklist Image]

   **NOTES:**
b. Observation Checklist Result Second Observer

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<tr>
<th>No.</th>
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<th>No</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
<td>Teacher opens the lesson with greetings.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher checks the students whether they have been ready to study or not.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher gives preview about the material to the students.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher gives clear explanation about the rule of the games.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teacher walks around the class.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher stands or sits in front of the class.</td>
<td>✔</td>
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</tr>
<tr>
<td>7.</td>
<td>Teacher goes to every group to check the students’ activity in group.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teacher uses media for teaching.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teacher gives ice breaking for students.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students pay attention to the teacher.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students make noise.</td>
<td>✔</td>
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</tr>
<tr>
<td>12.</td>
<td>Students keep the class quiet.</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>13.</td>
<td>Students talk to other students.</td>
<td>✔</td>
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</tr>
<tr>
<td>14.</td>
<td>Students walk around the class during the lesson.</td>
<td></td>
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<tr>
<td>15.</td>
<td>Students sit on their own sit during the lesson.</td>
<td>✔</td>
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<tr>
<td>16.</td>
<td>Students raise their hand when the teacher asks them to answer the questions during the games.</td>
<td>✔</td>
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<tr>
<td>17.</td>
<td>Students discuss the questions actively in group during the games.</td>
<td></td>
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<tr>
<td>18.</td>
<td>Students use the media for games given by the teacher.</td>
<td>✔</td>
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NOTES:
- During the students are discussing about the topic in groups.
- Students are active in answering questions.
- Students are engaged in the activity.
- Students would repeat a question.
APPENDIX F

Close-Ended Questionnaire Result

1. Raw Data of Close-Ended Questionnaire (Diagram)
2. Close-Ended Questionnaire Data Analysis
1. Raw Data of Close-Ended Questionnaire (Diagram)
2. Close-Ended Questionnaire Data Analysis

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<th>Section 3 (Statement 11-17)</th>
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