

IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY APPLYING ANAGRAM PLUS FLASHCARDS AT THE SMP NEGERI 7 PEMATANGSIANTAR

Sartika Manurung

Abstract

This study focused to improve Students' Vocabulary Achievement by Applying Anagram Plus Flashcards. This study was conducted by using classroom action research. The subject of this study was students in class VII-7 of SMP Negeri 7 Pematangsiantar. There were 32 students taken as the subject. The instrument for collecting data were the test for vocabulary and diary notes, questionnaire sheets, observation sheet, and interview for process of teaching and learning vocabulary. The data were analyzed by descriptive analysis. The result of the research showed that the mean of students' score in pre-test was 56.41, the mean of students' score in post-test I was 69.22. The mean of students' score in post-test II was 76.72. There were improvement of students' achievement from 56.41-76.72 about 20.31 point and that score (76.72) was excelled the indicator (75). Based on diary notes, questionnaire sheets, observation sheet, and interview, it found that teaching and learning process ran well. Students were active, cooperative, enthusiastic and interested in learning vocabulary. There were 16 students (50%) agreed that the students active in learning process, 20 students (62.5%) were interested, 20 students (62.5%) were enthusiastic and 19 students (59.37%) were agreed that strategy of learning was effective. It can be concluded that the application of anagram plus flashcards had successfully improved the students' vocabulary achievement at the SMP Negeri 7 Pematangsiantar.

Keywords: Improve, Anagram Plus Flashcards, Vocabulary, Data, Achievement

Introduction

Background of the Study

English as one of the language in the world is very important to learn because it can be used in giving or receiving information and for the development of education, technology, and arts. Preparing a young learners to study english as early as possible is very crucial because their brain and memory is ready for learning and most them can

learn quite well. According to Schmitt (2000) says that second language students need approximately 2000 words to maintain conversations, 3000 word families to read authentic texts, and as many as 10000 words to comprehend challenging academic texts.

Vocabulary is the knowledge of words and word meanings. As Stahl, in *Reading Rocket, Teaching Vocabulary*, 2005, defines vocabulary is knowledge; the knowledge of a word not only implies a definition, but also implies how that fits into the world. Vocabulary is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime.

In reality it is difficult to learn vocabulary. Vocabulary is one of the main problems often is faced by students in learning English. Based on the writer's experience when did a field teaching practice program (Program Pengalaman Lapangan: PPL) in SMP Negeri 3 Pematangsiantar, students are not interested in learning vocabulary and they do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary can not run well. This situation happened because the methodology or the strategy which is used maybe not suitable. The teacher has still used old method in teaching english vocabulary, most of the teachers teach english vocabulary through translation, they usually apply too many new words and ask the students to translate and then to make sentences by using the given words. She/ he usually gives many words to the students and asks them to open their dictionary to find the meaning of those words, after finding the words, they forget. In fact, the students may become confused and discouraged in the process of learning. The students feel that they are forced and they would get bored.

Based on the result of research Adams' in his journal (2011: 94-109), the score of the students when the teacher used the old method is 25 students get score under 65

and just 7 students who get score up to 75. It means the student do not know about the lesson and also the teacher still use the old method that makes the students feel confused and bored.

Based on the explanation above, it is important to use a new technique or media to help students in solving their vocabulary problems. In this case, one of the relaxing ways (suggestopedia), the reearcher chooses anagram as a technique and flashcards as a media to solve the problem above.

Anagram is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. All the letters of the name or phrase must be used once and only once. This is the basic rule of anagramming. Flashcards are interesting and colorful which can motivate students. Flashcards can be used to explain language meaning and construction, engage students in a topic, or as a basis of whole activity.

The writer thinks that it can make the students interested in and relaxed in order to motivate and encourage them in learning vocabulary. It means that after learning vocabulary by using anagram plus flashcards, the students are expected to be able to increase their vocabulary in a friendly way and it will be very interesting and challenging.

Research Question

Based on the background of the study, the problem of this study can be formulated as the following: “Does the application of anagram plus flashcards significantly improve students’ vocabulary achievement?”

Conceptual Framework

Vocabulary is one of the basic elements in mastering english. Vocabulary plays a very important role in learning language because without vocabulary proficiency, the students automatically can not obtain the four skill of english, such as listening, reading, speaking, and writing.

In obtaning the four skills of language, teacher must use an effective technique in teaching vocabulary. Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning.

It is clear that anagram is an interesting way of learning to increase one's vocabulary, anagram technique plus flashcards can motivate and encourage the students' interest learning vocabulary. Flashcards are interesting and colorful which can motivate students. Flashcards can be used to explain language meaning and construction, engage students in a topic, or as a basis of whole activity. The combination between technique and media that is interesting can improve the students' comprehension in learning so the new vocabularies can accepted easily by students. The procedure of teaching that will be used in this research as follows: preparing yourself (media, and teaching materials), setting the class, showing the flashcards, discuss in the group and doing the exercise, giving some clues of difficult words that related to the material, and asking the students to complete vocabulary task.

Therefore, teaching and learning process through anagram plus flashcards are aimed to improve students' vocabulary mastery. It means that by using anagram plus flashcards both teacher and students will be helped to overcome their problem in teaching and learning process.

Methodology

The subjects of the research were the students of Grade VII-7 in SMP Negeri 7 Pematangsiantar. The class consisted of 38 students. The sample of the research would be obtained by using total sampling.

This study was designed as Classroom Action Research (CAR). Harmer (2003) said that action research is the name to a series of procedure teacher which can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.

According to Kurt Lewin (2006), action research concerned to four phases namely: (1) planning, (2) action, (3) observation, and (4) reflection. These phases were applied to each cycle. If result for the first cycle failed, it was continued to the next cycle by renew the previous steps to find out the problem solving. The new cycle should improve the result of the teaching. If the new planning increased students' vocabulary achievement through anagram plus flashcards, the cycle had to stop. If it did not increase the students' vocabulary achievement, the cycle was continued on the next cycles until the result determined was reached.

The indicator of achievement was determined by using KKM (Kriteria Ketuntasan Minimal). The KKM in SMP N.7 Pematangsiantar for English subject was 75 (mean). The students must got minimal that score to be master in the subject.

The data were collected by using test, observation sheet, questionnaire sheet and interview. In this research, the writer used vocabulary test as a technique to measure their ability in vocabulary. Observation sheet, questionnaire sheet and interview also were used for collecting the data. It was obtained the information about students' interest, their problems and other conditions of the students.

The technique of data analysis of this study was applied descriptive analysis. The descriptive technique in data analysis were used to find out the mean, standard deviation, and median of the score.

After finding out the mean, standard deviation, and median, the analysis was going on qualitative analysis by showing the process of teaching to make the conclusion of research.

Result and Discussion

This study applied quantitative data and qualitative data. The quantitative data were taken from the mean, standard deviation, and median of students' scores of writing test. The qualitative data were taken from observation sheet, diary notes, interview, and questionnaire sheet.

The data were analyzed into two data, they were quantitative and qualitative data. In the first meeting, the students were given pre-test to know their ability in vocabulary. From the pre-test, it was found that students' vocabulary was still low. After that, the students were taught by applying anagram plus flashcards in teaching and learning vocabulary. They still had some problems in learning until the adding explanation was given in cycle 2. The students' score were improved. This improvement proved that the students' vocabulary achievement had improved after they

were taught by applying anagram plus flashcards. The summary of the students' score improvement can be seen as follows.

Tabel 1. The Percentage of Students' Score Improvement

Interval of score	Pre-test		Post-test I		Post-test II	
	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
80-100	-	-	-	-	53.12%	17
70-79	-	-	71.87%	23	43.75%	14
60-69	56.25%	18	28.13%	9	3.13%	1
50-59	34.37%	11	3.13%	1	-	-
40-49	9.38%	3	-	-	-	-
Total	100%	32	100%	32	100%	32

As it is shown in the Table, the students' score were improved from pre-test until post-test II. The students' score can be described that none of students who got 80-100 in pre-test and post-test 1, there were also none of students who got 70-79. Then in post-test I, the students' score were improved that 23 students (71.87%) who got 70-79. Next, in post-test II, the students more active and the score were improved because there were 17 students (53.12%) got score 80-100, 14 students (43.75%) who got 70-79. The students thought English as a complicated subject, but they thought differently after they had taught by applying anagram plus flashcards. Their improvement was influenced by the writer's way of teaching and also their enthusiasm in learning the subject.

Table 2. The Percentage of Students Who Got Score Up to 75

Test	Number of the students who got score up to 75	Percentage
Pre-test	-	-
Post-test I	10	31.25 %
Post-test II	26	81.25 %

In pre-test, there was none of students who got the score up to 75. After the students were taught by applying anagram plus flashcards, there were 10 students (31.25%) who got the score up to 75 in post-test I of cycle I and there were 26 students (81.25%) who got score up to 75 in post-test II of cycle 2. As it is shown in the table that there were 81.25 % of the students who got score up to 75 in the last meeting. According to Howard Gardner's (2008) multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's reserch indicates that teachers should aim to appeal to all the different learners types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type intelligence. It had been proved that anagram plus flashcards worked effectively in helping the students to improve their vocabulary achievement.

Based on Al-Salmi (2000) in her research *Teaching Vocabulary Using Shared Reading and Flashcards* conclude that using shared reading technique and flashcards can help children learn vocabulary more effectively than just using flashcards. Her experience of using the technique suggests that learners find them motivating and enjoyable, and this is a key reason why learning through flashcards is more memorable. Because of that it is good to teach vocabulary with combine technique and media. From the result of research at the SMP Negeri 7 Pematangsiantar that anagram plus flashcards had improved students' vocabulary achievement. It was proved from the data was found with the test for vocabulary, diary notes, questionnaire sheets, observation sheet and interview. All of that shown the improvement. They was more active and interested to learn english. From the result of questionnaire sheets were 16 students (50%) agree that

their vocabulary skill was improved and there were 19 students (59.37%) said that the strategy of learning was an effective way to learn.

From the result of data, it was found that the application of anagram plus flashcards had successfully improved students' vocabulary achievement at the SMP Negeri 7 Pematangsiantar.

Conclusion and Suggestion

Conclusion

After carrying out the research and analyzing the data, the writer found that the students' vocabulary achievement had been improved by applying anagram plus flashcards. It is shown from the mean of students' score in pre-test was 56.41, the mean of students' score in post-test I was 69.22, and the mean of students' score in post-test II was 76.72. The score's improvement from pre-test to post test I was increased 12.81 point and from post- test I to post test II was increased 7.5 point.

Based on diary notes, questionnaire sheets, observation sheet, and interview, it found that teaching and learning process ran well. Students were active, cooperative, enthusiastic and interested in learning vocabulary. There were 16 students (50%) agreed that the students active in learning process, 20 students (62.5%) were interested, 20 students (62.5%) were enthusiastic and 19 students (59.37%) were agreed that strategy of learning was effective.

So it can be said that anagram plus flashcards are a good strategy of learning that could be apply on every subject of lesson, especially in English.

Suggestions

In line with the conclusions, there are three points would be suggested as follow:

1. For english teacher, it is useful to use anagram plus flashcards as one of the alternative way in teaching vocabulary to make variation and combination in it, so that the students do not get bored in learning english especially in vocabulary.
2. For the students, they feel more interested and motivated in improving their vocabulary because they can gain their prior knowledge, remember the vocabulary in long term memory and can refresh or remain their vocabulary.
3. For the other researcher, it is very useful as the information in conducting in depth research related to this study.

References

- Al-Salmi, Badriya. J. 2000. *Teaching Vocabulary Using Shared Reading and Flashcards*, 1(2), 87-92
- Brown, Douglas. H. 2000. *Teaching by Principles. An Interactive Approach to Language Pedagogy. Second Edition*. Longman.Inc
- Fang, Qi. 2007. *Journal Classroom Research And Action Research: Principles and Practice in EFL classroom*
- Folse, K.S. 2008. Six Vocabulary Activities for the English Language Classroom. *English Teaching Forum*, 46(3), 12-20
- Harmer, J. 2003. *The practice of English Language Teachers Third Edition*. Harlow: Pearson Edition
- Macmillan, Collier. 1965. *The Key to English Vocabulary*. London: The Macmillan Company
- McCarthy, Michael. 1990. *English Vocabulary in Use*. Cambridge: University Press

- Milton, James. 2009. *Measuring Second Language Vocabulary Acquisition*. Toronto: Multilingual Matters
- Nunan, David. 1999. *Second Language Teaching and Learning*. Boston: Heile&Heile Publishers
- Pieter A, Napa. 1991. *Vocabulary Development Skills*. Yogyakarta: Kanisius
- Read, Jhon. 2000. *Assessing Vocabulary*. Cambridge: Cambridge University Press
- Richard, Patricia.A. 2003. *Making It Happen. From Interactive to Participations Language Teaching. Theory and Practice*. New York: Longman
- Richards, Jack and Rodgers, Theodore. 2001. *Approches and Methods in Language Teaching. Second Edition*. United Kingdom: Cambridge University Press
- Schmitt, N & Schmitt, D. 1995. Vocabulary Notebooks. *ELT Journal*, 44(2), 133-143
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Longman
- Verlag, Cornelson. 2006. *Learning Strategy. Vocabulary Flashcards: A Strategy to Improve Your Vocabulary*. New York: Teachers College Press
- Presley, Susan. 2006. Defenition of Flash Cards. http://www.ehow.com/facts_6300729_definition-flash-cards.html retrieved June 20th 2013
- <http://www.edu.gov.on.ca/eng/research/mcquinter.pdf> accessed on June 27th 2013
- <http://www.encyclopedia.com/doc/10999-flashcard.html> accessed on July 6th 2013