CHAPTER II
REVIEW OF RELATED LITERATURE

Review of related literature consists of previous studies, vocabulary (definition of vocabulary, teaching vocabulary), types of vocabulary, kinds of vocabulary, vocabulary size, how many word foreign language learners have to know, assessing vocabulary, the importance of teaching and learning vocabulary, anagram (definition of anagram), types of anagram, teaching procedure of anagram, the advantages of anagram, quasi-experimental design.

A. Previous Studies

There are some studies those are concerned about experimental study previously. The studies are trying to proof some theories’ effect toward a specific population. Those studies are:

The first is journal article by Roy B. Weinstock entitled: “ANAGRAM SOLVING AS INFLUENCED BY SOLUTION WORD FREQUENCY, ANAGRAM TRANSITION PROBABILITY, AND SUBJECT'S VOCABULARY LEVEL”, the result are: (1) anagram transition probability is effective when anagrams are based on Thorndike-Lorge common, but not uncommon, words; and (2) the vocabulary size effect (i.e., the finding that high-vocabulary subjects tend to solve more anagrams than low-vocabulary subjects) appears to be due strictly to the number of words stored in memory and not to any retrieval efficiency differences among these subjects. ¹

¹ Roy b. Weinstock, Anagram solving as influenced by solution word frequency, anagram transition probability, and subject's vocabulary level, Journal article, Virginia, 1979.
The second is thesis by Maimunah entitle :” IMPROVING STUDENTS’ VOCABULARY ACHIEVEMENT IN READING RECOUNT TEXT THROUGH ANAGRAM TECHNIQUE,” This research was conducted by using action research method. The subject of the study was grade VIII students of SMP SWASTA PEMBANGUNAN GALANG totalling to 29 students. They were taught vocabulary by anagram technique. The instruments for collecting data were quantitative data and qualitative data (observation sheet and questionnaire sheet). Based on the test score of quantitative data, students’ score kept improving in every evaluation. In the orientation test the mean was 43, 2, in the cycle I test the mean was 55, 6. In the cycle II test the mean was 67.2. The percentage of orientation test was 10, 34%, cycle I test was 24, 13% and cycle II test was 86, 20%. The finding of the research showed that applying anagram technique significantly improved students’ vocabulary achievement. The qualitative data show that the students were more interested and motivated on vocabulary achievement through anagram. It is suggested that teachers should apply anagram technique as one of methods to improve students’ achievement in vocabulary.²

The third is thesis by Sartika Manurung entitle : “IMPROVING STUDENTS’ VOCABULARY ACHIEVEMENT BY APPLYING ANAGRAM PLUS FLASHCARDS AT THE SMP NEGERI 7 PEMATANGSIANTAR”, 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.3

Based on previous studies above, the writer do different study, in this case the writer has different subject and object of the study. In this study the subject of the study is student of MTs Islamiyah Palangka Raya. And the object of the study is the effectiveness of using anagram as the teaching on vocabulary size.

B. Vocabulary

3 Sartika Manurung, Improving Students’ Vocabulary Achievement By Applying Anagram Plus Flashcards At The Smp Negeri 7 Pematangsiantar, pdf Accessed on 29 juni 2015
1. **Definition of Vocabulary**

Vocabulary is central language and critical important to typical language learner. Without a sufficiet vocabulary, one cannot comunicate effective or express his idea in both oral and writen form. Having a limited vocabulary is also a barier that preclude, learner from learning a foreign language. When they do not know how to enrich their vocabulary. For example they often gradually lose interesting learning.\(^4\)

Hocket argued that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.\(^5\) Vocabulary is a basic and a foundation to learn English. According David Wilkins in Norbert’s book, he summed up the important of vocabulary learning, “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.\(^6\)

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being’s life. Vocabulary is the form at all words that human being use to communicate each other. Trough vocabulary, people convey what they one to say and receive what they want to hear.

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2. Teaching Vocabulary

Teaching vocabulary is a process of way to students to learn about vocabulary. There are various ways to teaching vocabulary but there is no single best way for teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong point. And than, it is also has a weakness. Therefore, it is teacher’s to find or choose a better technique that is suitable to students’ condition.

Like Finocchiaro, Wallece in Nurapeni also give some suggestions concern to teaching vocabulary principle. There are:

1. The teacher has to decide the aim of teaching and she/he has to many items she/he expects all the students to able to understand.

2. The teacher has to decide the quantity of vocabulary that the teacher wants to teach after the teacher decide what kind of vocabulary is involved vocabulary learning.

3. Course book or syllabus should be a basis in making the choice of vocabulary item.

4. There has to be a certain amount of repetition of the new words.

5. The presentation of vocabulary should be meaningful.

6. The presentation should be created in which the students can learn the word in the where are appropriate.

Nation stated that good vocabulary teaching technique should do the following things:

1. It should interest the learners.
2. It takes the learners give to the form meaning or use of word,

3. It gives a chance for a certain amount of repetition.

He also proposes the way of presenting new vocabulary as follow:

1. Demonstrating. For example: showing the object, having gesture or performing an action.

2. Picture. For example: photograph, blackboard drawing, illustration or picture from the book.

3. Explanation. For example: giving description, synonym, and antonym, putting the word in definition context in by using translation.7

3. The Types of Vocabulary

There are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary is words that students can understand, pronounce correctly and use appropriately in speaking and writing. While passive vocabulary is the words which the students can recognize and understand when they occur in a context, but they can not produce or use correctly in speaking and writing.8 Hubbard in Suryani, states that many connect pairs of items consist of vocabulary and structure. Tarigan in Suryani argues that in speaking connects pairs of items language by students depends on the qualities of their vocabulary, the understanding of the whole reading connects pairs of items. Urmeister in Suryani claims that writing connects pairs of items used in writing. The teaching

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8 Bredrik Martinus, The Effect of Chain Mnemonic on Students’ Vocabulary Mastery at the fourth Grade Students of SD 219 Jambi in 2011. Academic Year, Jambi: English Study Program, Universitas Jambi, 2012, P.2
English at elementary school will become basic for the students at higher levels such as: junior high school, senior high school and university. Failure in teaching English at elementary school will give bad effect on the success of such teaching English at higher level. Learners acquire vocabulary in various ways. According to Gairns and Stuart Redman in Varechova, traditional ways of learning and teaching vocabulary are visual techniques and connect pairs of items description, examples, illustration (picture, object) demonstration (acting, mime), context, synonym and antonyms, translation, and collocations.

4. Kinds of Vocabulary

In English, vocabulary should be comprehended by the teachers before giving it to the students. Vocabulary is one of the most important aspects of foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about vocabulary if they want to get success in their learning language. According to Thornbury, there are two kinds of vocabulary, such as:

1. Function Words (Grammatical Words)

Function Words (Grammatical Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

a). Prepositions

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Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

b). Conjunctions

Conjunctions are words that connect sentences, phrases or clauses.
Example, and, so, but, etc.

c). Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

d). Pronoun

Pronoun is a word that used in place of a noun or noun phrases.
Example, her, she, they, etc.

2. Content Words (lexical words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

a). Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Types of noun are:

1. Proper nouns; they are names people, place, times, organization etc which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example : Susi, Jakarta, Singapore etc.
2. Common nouns; all nouns which are not proper nouns are common nouns and a few examples are cop, art, paper, work, frog, bicycle, atom, familiar examples are cop, art, paper, work, frog, bicycle, atom, family, and mind.

b). Verbs

Verbs are words or group of words which is used in describing an action, experience or state of being, which means that it makes a statement about the subject. The types of verb are:

1. Finite verbs; they are ordinary verbs which their form are changed by tenses, has infinitive, present participle, and gerund. Example: walk-walking-walked-walks.

2. Transitive verbs; the verbs are followed by word or phrase that answers question what? Or whom? It means that transitive verbs cannot complete their meaning without the help of a direct object. Example: bite-a lion bites the man. (Modal)

c). Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example, carefully, at home, etc.\(^ {10} \)

d). Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Something

\(^ {10} \text{Jeremy Harmer, } \textit{How to Teach English}, \text{ England : Pearson Education Limited, 2001,p.3.} \)
though, the adjective appears, after noun, later in the sentences. For examples: smart, tall, windy, etc. 11

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.12

Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. This study focus on nouns, verbs and adjective based on curriculum and syllabus that used by MTs Islamiyah Palangka Raya.

5. Vocabulary Size

The number of words that a person knows. Vocabulary size is a kind of measurement test, just like TOEFL. Since vocabulary test is which cover all kinds of vocabulary known by someone. The test of vocabulary size of this study will conclude of the content words. Total number of the test is 100 items which consist of 50 verb and 50 noun words. The goal of this research is to measure how many vocabularies that students know before and after the treatment to find any differences

Test is a way of getting feedback on teaching learning process. 13 Without testing, there is no reliable means of knowing how effective a teaching sequence has been. In this study, the test used Anagram which consist of 50 Vocabularies.

11 Anne Seaton Y.H. mew, Basic English Grammar For English Language Learner Book 1, saddleback educational publishing, 2007.p.127.
6. How Many Words Foreign Language Learners Have to Know

People use language to communicate, and so naturally one key issue in vocabulary studies is how much is necessary to enable this communication. Nation states that readers need at least 5,000 words to read texts pleasurably. This is in line with Laufer who has estimated that vocabulary size of 5,000 words indicates that a student knows a relatively high proportion (about 95%) of the running words in a text to read it independently.

English native speakers will add roughly 1,000 word families a year to their vocabulary size. This means a (L1) five years old beginning school will have a vocabulary of around 4,000 to 5,000 word families.¹⁴

Thornbury classifies the scale of the words for different levels as follows:

<table>
<thead>
<tr>
<th>Table 2.6 Vocabulary Size of Foreign Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy Stars</td>
</tr>
<tr>
<td>Level One Beginner</td>
</tr>
<tr>
<td>Level Two Elementary</td>
</tr>
<tr>
<td>Level Three Pre-Intermediate</td>
</tr>
<tr>
<td>Level Four Intermediate</td>
</tr>
<tr>
<td>Level Five Upper-Intermediate</td>
</tr>
<tr>
<td>Level Six Advanced</td>
</tr>
</tbody>
</table>

Source,¹⁵

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Based on the table 2.6 about English vocabulary size of foreign learners, it can conclude that easystars students of Indonesia at least have 100 of vocabulary size. Because of the students who would be sample of this study are the eight grade students so the writer give 100 words in testing vocabulary size of the students.

7. Assesing Vocabulary

Assessing is perhaps one of the least understood areas of language teaching and learning. Here is assessing for vocabulary such as :  

a. Respondents receive a loong list of words (e.g., 100) and are to indicate whether they know their meaning. Example: 

Check the words you know the meaning of. E.g., √ milk

b. Contextualized vocabulary: Respondents are asked to indicate what a word means within the context of given passage. These response, could be open-ended or multiple-choice, e.g., what does delinquent mean?

(open-ended response): ________

(Multiple-choice response):

a) Naughty           c) haughty

b) Sinful               d) irresponsible

According to Thornbury many types of test vocabulary, such as :  

a. Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. Moreover, the multiple choice format can be used

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with isolated words, words in a sentence context, or words in whole text. Here, for example is a "word only":

| Tangle means? | a) a type of dance    |
|              | b) a tropical forest  |
|              | c) a confused mass    |
|              | d) a kind of fruit    |

b. Gap-fill test require learners to recall the word from memory in order to complete on understanding the context, as in the example:

**Tumbu Fly**

In Africa south of the Sahara, another pro(1) the traveller may encounter is (2) tumbu or mango fly, which (3) its eggs on clothing laid (4) on the ground to dry,(5) larvae hatch and burrow their (6) into the skin, causing boil-like(7), These can be avoided by (8) that clothes, bedding, etc..(9) spread on the ground to dry.

c. C-test is test that the second half of every second word is deleted. For example:

**Tumbu Fly**

In Africa south of the Sahara, another pro the traveller may encounter is t...tumbu o... mango fl... which la...its eg...on clot...laid o...on t...ground t...dry. T.....larvae hat..... and
d. Use a dictionary and chose a random selection of words. The test will be taken form of multiple choice questions, or multiple matching task.

Such as the following:

<table>
<thead>
<tr>
<th>Match the following words with their meaning (there are more meanings than words):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crowd                          1. Tall narrow building</td>
</tr>
<tr>
<td>Gull                            2. Annoy</td>
</tr>
<tr>
<td>Pester                          3. Type of artist</td>
</tr>
<tr>
<td>Sculpto                         4. Small sailing boat</td>
</tr>
<tr>
<td>5. Sea bird</td>
</tr>
<tr>
<td>6. A lot of people</td>
</tr>
</tbody>
</table>

In this study the types of vocabulary test is arranging the word and gap-fill test.

8. **The Importance of Vocabulary in English Language Teaching.**

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically and the refore, something to be taken into consideration both in second and foreign language teaching although not the only one that coveys meaning. Learning a language cannot be reduced, of
course, to only learning vocabulary, but it is also true that no matter how well the
students learn grammar, no matter how successfully the sound of L2 are mastered,
without words to express a wide range of meanings, communication in an L2 just
cannot happen in any meaningful way.\textsuperscript{18}

According to Rivers in David Nunan argued that the acquisition of an
adequate vocabulary is essential for successful second language use because
without an extensive vocabulary, we will be unable to use the structures and
functions we may have learned for comprehensible communication. Lewis argues
that vocabulary should be at the centre of language teaching, because language
consists of grammatical lexis, not lexicalized grammar.\textsuperscript{19}

Other opinion, John learning vocabulary is a very important part of
learning English. If you make a grammar mistake it maybe “wrong” but very often
people will understand us anyway. But if we don’t know the exact word that we
need, it is very frustrating for us, and the person whom are talking to. Good English
means having a big vocabulary.\textsuperscript{20} So, the first step to learn English that important is
learning vocabulary.

The importance of vocabulary development or mastery development in
learning a foreign language, student must devote part of their time to learn
vocabulary items, to foreign language students, like Indonesian students, learning
vocabulary needs special efforts because English is very much different from
students’ native language and their national language.

\textsuperscript{18} Rosa M. Lopez Campillo, \textit{Teaching and Learning Vocabulary: An introduction for English
\textsuperscript{19} David Nunan, \textit{Language Teaching Methodology ( a text book for teachers)}, Hertfordshire :
Prentice Hall,1995.p.177
From explanation above can be concluded that vocabulary is primary step in language learning and second language acquisition. Vocabulary also plays an important role in English skills (listening, reading, speaking and writing) and content (grammar).

C. Anagram

1. Definition of Anagram

Anagram is a form of word play in which letters of a word or phrase are rearranged in such a way that a new word or phrase is formed. An 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; for example, the word anagram can be rearranged into nag-a-ram. Someone who creates anagrams may be called an "anagrammatist. The original word or phrase is known as the subject of the anagram. Anagrams are often used as a form of mnemonic device as well.

Any word or phrase that exactly reproduces the letters in another order is an anagram. However, the goal of serious or skilled anagrammatists is to produce anagrams that in some way reflect or comment on the subject. Such an anagram may be a synonym or antonym of its subject, a parody, a criticism, or praise; e.g. William Shakespeare = I am a weakish speller. Another example is "silent" which can be rearranged to "listen", the two can be used in the phrase, "Think about it, SILENT and LISTEN are spelled with the same letters". (To mean "the quieter

\[21\] http://literarydevices.net/anagram/ Accessed on (01 May 2015 at 20.00)
According to Collins (2003) Anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once; for example *orchestra* can be rearranged into *carthorse*. Someone who creates anagrams is called an anagrammatist. The original word or phrase is known as the subject of the anagram. According to Richard, (2010) an anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase. All the letters of the name or phrase must be used once and only once. This is the basic rule anagramming. The best anagrams are meaningful and relate in some way to the original subject. They can be opposite, funny, rude, satirical or flattering.

Anagrams are in themselves a recreational activity, but they also make up part of many other games, puzzles and game shows. The jumble is a puzzle found in many newspapers in the United States requiring the unscrambling of letters to find the solution. Cryptic crossword puzzle frequently use anagrammatic clues, usually indicating that they are anagrams by the inclusion of descriptive term like “confused” or “in disarray”.

According to Barus (2010: 13) Anagram is a good technique in teaching vocabulary. There are many ways in applying anagram to the students, such as:

1. **The students form other word from the key word given. For example:**
   a. Grandmother = mother, other, her, ear, etc

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b. Learning = earn, lean, liar, etc

c. Reader = dear, read, ear, red, etc

d. Handsome = dome, hand, some, name, etc

e. Weather = her, tea, hat, eat, etc

2. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For example:

- Thecare - bfiaueilu – idouy- lPnhuis- shlcoo

a. Please speak loudly, so I can hear your voice

b. You are very beautiful wearing that gown

c. My English teacher is very friendly

d. The teachers will punish us if we don’t do our homework

e. My school is in front of my house

3. The students omit one or some letters of the key word and transpose rest. For example:

a. Key word : perceive

Definition : got or accept something

New word : receive

b. Key word : apple

Definition : whiter than usual because of illness; not bright

New word : pale

c. Key word : adore

Definition : look at and understand something written
New word : **read**

d. Key word : **blame**

Definition : food that is eaten

New word : **meal**

e. Key word : **label**

Definition : having the power to do something

New word : **able**

**4. The students transpose the letters of the word and form another word by using those letters exactly once based on the definition. For example:**

a. **Note**

Definition : quality of a sound or voice

Word : **tone**

b. **Name**

Definition : the explanation or definition of something

Word : **mean**

c. **Rail**

Definition : people who tells lies

Word : **liar**

d. **Earn**

Definition : a short distance

Word : **near**

e. **There**

Definition : the number after two
Word : three

5. The students match the scramble word on the left to its arrangement on the right

a. Acdr - Flower
b. Eflowrs - Gift
c. Fg i t - Card
d. Aehrt - Chocolate
e. Accehloot - Hear

Based on the sentence above, the teacher can use the anagram as the technique for teaching. So, the teacher can make the condition in the class can be gladful with the anagram as a game for teach the students.

2. Types of Anagram

Types of anagram are:

a. Ambigram

An anagram which is ambiguously opposite to the original phrase, such as The Nuclear Regulatory Commission = your rules clone atomic nightmares.

b. Anigram or animagram

An animation (usually in a computer format) showing the letters of a word or phrase moving as they rearrange to form an anagram.

c. Antigram
An anagram which is antonymous of the original phrase, such as

violence = nice love.

d. **Pairagram**

A transposed couplet in which the anagrams are linked in meaning, or form a sentence when juxtaposed. Examples are Elvis = lives andmarried = admirer.

e. **Pangram**

Not really a variety of anagram, but included here because of the similarity in name and meaning. So called perfect pangrams are anagrams of the alphabet, e.g. abcdefghijklmnopqrstuvwxyz = Blowzy night-frumps vex'd Jack Q.

f. **Spamagram**

A term used exclusively in the newsgroup alt.anagrams. Those who spam the newsgroup (i.e. post irrelevant messages) will find their words anagrammed by alt.anagrams regulars. The resulting anagrams are termed spamagrams.

g. **Synanagram**

Single words that are anagrams of other single words, such as angered

= enraged.

h. **Trianagram**
Also called triplets, these are three-way anagrams such as *mastering = emigrants = streaming*.24

3. Teaching Procedure of Anagram

1. Teaching Procedure
   a. Tell students they are going to use anagrams to transform their names and even their identities! Ask them if they know what an anagram is (a word or phrase made by transposing the letters of another word or phrase). Give them these examples of successful anagrams. Discuss how these anagrams enhance the meaning of the original word or phrase.
      - Butterfly
      - Flutter by
      - A gentleman
      - Elegant man
      - Clint Eastwood
      - Old west action
      - Vacation times
      - I'm not as active
      - Grandmother = mother, other, her, ear, etc
      - Learning = earn, lean, liar, etc
      - Reader = dear, read, ear, red, etc
      - Handsome = dome, hand, some, name, etc

- Weather = her, tea, hat, eat, etc

b. Let students practice making anagrams by using a simple word such as "lemon" (melon, no elm) and a more challenging phrase such as "the story" (Shy otter, They sort). Discuss how these anagrams change the meaning of the original word or phrase.

c. Explain to students that they will be using their first and last names to create anagrams. Tell them not to use uppercase letters. Ask them to come up with as many anagrams of their names as possible in a selected time period. Younger students might need assistance with this.

d. Once they have found all the anagrams for their names, have students select their favorite one as their new name and write it at the top of a sheet of paper.

e. Tell students they are going to write a story about the "character" created by their new name. Ask them to think about the story they want to tell about the name. What are some colorful adjectives they might use?

f. Remind students to use descriptive language to make their stories interesting and vivid, and to reveal character through direct statements as well as the character's actions, thoughts, or words. Ask them to think about what the characters in the story do and say that will help readers get to know them.

g. Encourage students to share their completed stories in small groups. They might enjoy first stacking the stories and exchanging them anonymously to see whether group members can identify each student's original name.

4. The Advantages of Anagram
Anagram helps the students more effective in learning and teachers easier to give the teaching of English. Here, not only can previous knowledge be consolidated, but it can be an acquisition of new forms and structures. Orthography is also an important area, since the solution to a anagram is based on the correct spelling of answers, Anagram is also develop and test students’ knowledge of morphology, through the use of items dealing with verb ending, prefixes, suffixes. Since abbreviation also occur in anagram, this presents an opportunity to review them or introduction new ones. Finally, many anagram clues test general knowledge of a historical and culture nature.

D. Quasi-Experimental Design

Experimental is to establish a cause and effect relationship between two phenomena. The writer will aim to establish that one variable, the independent variable, causes changes in order variable, the dependent variable. Experimental design is a study design in which the researcher imposes some artifical constraints in the setting, manipulates the indepedent variable to establish cause-effect relationship or both. Experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable. In the present study, the writer typically compare two groups, one of which (the experimental group) receives the treatment, while the other (the control group) does not.

The writer used nonrandomized control group pre-test post-test design. There were two groups in this design, they were control group and experimental group. Both groups were given pre-test to measure the score of students before the
treatment was given. Then, the treatment was given for experiment group only. The control group was not given the treatment but another conventional strategy as usual. The post-test is given for both groups to measure the difference score of students between control and experiment group.\textsuperscript{25}