

CHAPTER I

INTRODUCTION

1.1 The Background

As a global language, English plays a crucial role in a formal education at all levels in Indonesia, from kindergarten through senior high school and university. English language instruction centers around four principal abilities; listening, reading, speaking and writing.

Once proficiency in these skills is attained, it becomes clear that vocabulary is intricately intertwined with language skills. The ability to comprehend spoken language in the listening skill necessitates a rich vocabulary to grasp the words spoken by the speaker. Similarly, the speaking skill relies on the use of words to effectively communicate with others. When it comes to the reading skill, a robust vocabulary is essential for comprehending written text found in books, magazines, newspapers, and various other sources. Finally, in the domain of writing skill, vocabulary plays a crucial role in our capacity to construct and arrange words effectively. Learning can be described as an effort to transform and shape the intellectual, attitudinal, and spiritual aspects of students as individuals. It involves learning activities organized by teachers to enhance students' potential and fulfill various competencies, such as thinking skills, creativity, knowledge reconstruction, problem-solving, and etc (Angga et al, 2022) in (Alhayat Amsal et al,2023:107).

The term "vocabulary" encompasses various perspectives. Traditionally, it is defined as knowledge about words and their meanings, often presented in alphabetical order. However, a word's essence goes beyond mere definitions. According to Meyer and Schmitt (2002) in (Asranida Wa Ode Lulu and Nur Melansari; 2019:117), mastering vocabulary involves understanding not only its meaning but also its form and usage. This comprehensive knowledge comprises three main components: the form aspects (word parts, write, and speak), the meaning aspects (associations, concepts and referents, and form and meaning), and the use aspects (collocations, grammatical functions, and contextual constraints). Together, these components form what is known as word knowledge. Additionally, Zhou (2010:15) in Wero Yuliana (2021:24) the importance of understanding productive and receptive vocabulary comprehension as a important components of vocabulary awareness was highlighted. Receptive vocabulary knowledge involves the ability to comprehend words when encountered aurally or visually, while productive information relates to the skill of generating a word in spoken or written form. Usually, it is accepted that receptive information is initially acquired and, through conscious review, becomes accessible for productive

use. Consequently, one should view vocabulary knowledge as a continuity, where a word advances from an receptive to a productive state (Wero Yuliana 2021:24). This idea is supported by research findings indicating that students generally possess a significantly larger receptive vocabulary size compared to their productive vocabulary size. The size of one's vocabulary can also serve as a predictor for morphological awareness, meaning the comprehension of principles that dictate how morphemes are assembled to create words (Moody Stephanie et al, 2018:1). This, in turn, plays a role in the enlargement of one's vocabulary. Ultimately, the interconnection between vocabulary and morphological awareness is mutually influential.

Language skills are inherently dependent on a robust vocabulary (Wilkins in Thorn, 2002:13) in (Gultom, Rodolfo Josafat et al 2022: 10). The importance of vocabulary cannot be overstated in language, especially for conventional language learners. Insufficient vocabulary poses a significant challenge, hindering effective communication and the expression of ideas in both spoken and written contexts. Additionally, a restricted vocabulary acts as a hindrance for individuals attempting to acquire proficiency in a foreign language (Fauziati, 2008:149) in (Gultom, Rodolfo Josafat et al, 2022: 10)

Based on the practical experience of researchers at SMP SWASTA DWIWARNA MEDAN, it was seen that numerous understudies lacked interest in English learning activities, leading to boredom in the classroom. Some students were uninterested in participating in English classes and often disrupted the learning process by being noisy and disturbing their peers due to their lack of understanding of the lessons being taught. Nevertheless, there are some effective ways to create a fun learning environment in a classroom, one of which involves incorporating games. Games, defined as entertaining and engaging activities that challenge learners and encourage interaction with others, are inherently enjoyable. By integrating games into the learning process, it is anticipated that students will remain motivated and attentive. Educators have explored ways to integrate formal education with gaming to create a more enjoyable learning experience for students, enabling them to gain the necessary knowledge and academic skills in a relaxed manner. It is now acknowledged that games must be entertaining to play while also fulfilling their educational purposes.

There are some games practice that can be used in classroom learning : such as mixing words, Scattergories, estafet words, crosswords, index card, fast vocabularies, word search and anagrams. Researchers is interested in using the anagram among various teaching techniques to enhance

students' vocabulary. Anagrams games can stimulate and engage students, encouraging their enthusiasm in learning vocabulary. This game enables students to focus on the significance of letter positions in relation to word meanings. Some historians believe that the Greek poet Lycophron created the first anagram in 260 B.C. In 1925, a collection of approximately 5,000 English anagrams was published under the title "*Anagrammasia*." in (Wallwalk, Adrian; 2018:3). An anagram involves rearranging letters to form a new word and can pertain to individual words, phrases, or even people's names. For example, the term "smile" can be transformed into "miles." The fundamental principle dictates that the letters from the original word or phrase must be utilized exactly once in the resulting anagram. The process begins by listing a word or words in one column and their corresponding anagrams in the other column. The words in the second column not only serve as anagrams but also offer a (often humorous) description, explanation, or commentary on the words in the first column.

The use of methods employing anagrams can have an effect on nurturing interest in each word among students. Consequently, this curiosity drives students to seek additional information about those vocabulary words. This is also depicted by other researchers, indicating that vocabulary has a significant impact on language learning. In a study conducted (Sinaga Heppy et al, 2020: 51-60) titled "The Influence of Anagram Games on Students' Vocabulary Achievement," the researchers stated that engaging and creative methods in teaching English can influence the improvement of students' English vocabulary. Mastering vocabulary is undoubtedly a gradual and profound lifelong journey. Students frequently encounter obstacles study in English as a second language because of vocabulary-related challenges. Therefore, this research aims to investigate "The Effect of Using Anagram in Learning Vocabulary in SMP N 1 Teluk Mengkudu"

1.2 The Problems

Based on the introduction above, the research problem can be formulated as follows "Is It Effective Using Anagrams in Learning Vocabulary to the Eighth-Grade Students of SMP N 1 TELUK MENGGKUDU?"

1.3 The Objectives

The objective of this research is to find out the effect of using anagrams in learning vocabulary to the eighth-grade students of SMP N 1 TELUK MENGGKUDU?

1.4 The Scope

This study limits on the discussion of the effect of using anagram learning vocabulary. The subject of this research will be eight grade students from SMP N 1 Teluk Mengkudu.

1.5 The Significance

By conducting this research, the researcher hopes to contribute to the improvement of vocabulary teaching. The researcher is hopeful that this study can be beneficial for teachers, students, and the other researcher.

- For Teachers

Through this study, it is hoped that teachers can teach vocabulary effectively and determine the best method for teaching vocabulary that considers the characteristics of students.

- For Students

It is expected that students will become more comfortable and interested in learning, so that the learning and teaching process becomes more enjoyable and can enhance the students' vocabulary knowledge.

- For Readers

This research is hoped to be used as additional reference material for conducting research on the process of teaching English.

1.6 Literature Review

The literature review was conducted by analyzing various journal articles, the majority of which were studies addressing vocabulary issues previously explored in research. This study incorporates findings from prior research on the topic. The first, previous research finding that is conducted by Nurwulandari Ade Imas and Asnawi (2022) with the title "The Effect of Using Anagram Games of Students English Vocabulary Mastery" that is the journal English Education Department, Faculty of Teacher Training and Education, Muslim Nusantara Al Washliyah University. This study used quantitative research, and it was conducted using an experimental design with two classes. Finally of this study showed that Anagram Media is effective for teaching students to understand in learning vocabulary, as can be seen from the total score and the mean

result of the post-test of both the experimental group and the control group. The total score on the post-test for the experimental group was 2330, and the mean score was 77,66. Meanwhile, the total score on the post-test for the control group was 1380, and the mean score was 46. The findings of this research showed that the applied anagram game has an effect on learning English vocabulary. Quantitative data showed that students are motivated and enthusiastic in the learning process. It means that anagram media affects students' understanding of vocabulary skills.

The second, the findings of previous research conducted by Kartikasari Dewi et al. (2020) titled "The Effect of Anagram Game on the Eighth Grade Students' Vocabulary Mastery at SMPN 3 Balaraja" is a journal from the English Education study program at Muhammadiyah University of Tangerang. This research method employed a quantitative approach and used an experimental design with two classes. The results of this study indicate that the anagram game influences vocabulary mastery, as evidenced by the average post-test scores of both the experimental and control groups. The mean score of the experimental group is 73.62, while the control group's score is 65.21. The findings suggest that the anagram game improves students' vocabulary mastery and is effective for vocabulary teaching.

Research conducted by Nurwulandari Ade Imas and Asnawi (2022) and Kartikasari Dewi et al. (2020) has similarities and differences to this research. The research this research such as media used was similar to Anagram Media. Then, the differences are the number of population and samples as well as the instrument of Nurwulandari Ade Imas and Asnawi (2022) and Kartikasari Dewi et al. (2020) research using multiple choice, while this research used a fill-in-the-blank test. Meanwhile, both literature reviews and the studies above are similar to this study because the researchers used quantitative methods and were conducted using experimental design.