

CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important role in life, especially in language. Without vocabulary, it will be difficult to communicate and interact with each other. Proficiency in a word involves not only recognizing its meaning but also comprehending and using it appropriately within sentence structures. In the area of English education, vocabulary serves as a fundamental and foundational element, playing a pivotal role in the overall learning process. According to Harmer (2013: 229), it is difficult to employ abilities like speaking, writing, reading, and listening in the context of teaching a foreign language since vocabulary is required in order to use these skills.

Vocabulary is the basic aspect of English supports listening, speaking, reading, and writing. Richard and Renandya (2002: 255) mentions that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, and write. In listening, students' vocabulary influences their understanding of teachers' speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary is also influenced by how good they convey their thoughts to the reader. The most important point of vocabulary is that mastering vocabulary for the students is the main component to learn a language successfully.

The goal of teaching vocabulary to the eighth grade students, the students have to achieve four aspects of vocabulary. There are word meaning, spelling, word use, pronunciation. In word meaning, the students have to know the meaning of the words. In spelling, the students have to spell the letter of words. For word use, the students have to know how use the words in a sentence. The last pronunciation the students have to pronounce correctly. There are some

previous related studies about this technique. Rosadi (2017) mentioned that the Anagram Technique serves as an efficient vocabulary learning strategy, fostering increased self-directed learning in students. Kartikasari *et al.* (2021) mentioned that teaching using Anagram Technique positive effect. Based on that fact, the researcher will experiment using Anagram Technique in teaching vocabulary.

The researcher found the technique to experiment in teaching vocabulary. The technique is the Anagram Technique. The researcher used this technique because the student can memorize the word directly, trained their word meaning, spelling, word use, and pronunciation in the learning process because it was pleasurable. Playing word games like Anagrams is one technique of expanding one's vocabulary and understanding of their meanings. Use various technique, like as anagrams and the introduction of new terms, to pique students' interest in learning English and encourage them to push themselves to learn more. Word games like anagram require students to pay careful attention to words and call out words depending on the directions provided; they also offer students experience in calling out words based on the instructions given; and they stimulate word play. in essence (Asian EFL Journal). Collins (2014:54) defines anagrams as a subgenre of word games in which one attempts to create a new word or phrase by rearranging its letters. The finest anagrams keep the original subject matter in mind while still being amusing. Contrary, humorous, scathing, sarcastic, or flattering, they are always interesting. Students will be more engaged in their studies because of this technique. Vocabulary instruction that employs this technique is extremely helpful in learning and teaching students vocabularies.

Based on the explanation, the researcher believed that the Anagram Technique was appropriate technique that used to help students in learning vocabulary, and the researcher interested to conduct this pre- experimental research in teaching vocabulary mastery to the eighth grade students of SMPN 5 Sungai Kunyit in the academic year of 2022/2023.

B. Research Questions

Based on the research backgrounds above, researcher had formulated research questions that can be seen as follows:

1. Is the use of anagram technique effective in teaching vocabulary mastery to the eighth-grade students of SMPN 5 Sungai Kunyit?
2. How is the effect of using anagram technique in teaching vocabulary mastery to the eighth-grade students of SMPN 5 Sungai Kunyit?

C. Research Purposes

As can be seen on the research questions above, researcher had conclude the purposes of this research:

1. To find out whether using anagram technique is effective or not in teaching vocabulary mastery to the eighth grade students of SMPN 5 Sungai Kunyit
2. To find out how the effect of using anagram technique in teaching vocabulary mastery to the eighth grade students of SMPN 5 Sungai Kunyit.

D. Significance of Study

Through the implementation of this research, researcher aims to provide useful insights for the readers, particularly:

1. For the students

The researcher aims for the study to enhance students' comfort levels, thereby increasing their interest in learning. moreover, it is also expected to make the teaching and learning process more enjoyable, while also contributing to the expansion of their vocabulary mastery.

2. For the teachers

The researcher hopes that teachers might be able to enhance students' vocabulary proficiency by incorporating the anagram technique into the teaching and learning process. This approach aims to achieve the learning

objectives and enable students to learning their vocabulary mastery through the utilization of the anagram technique.

3. For future researchers

The researcher expects that this research will inspire other researchers to explore the topic further and generate new ideas. This research is also anticipated to provide valuable information to future researchers about using anagrams technique in teaching vocabulary in the classroom.

E. Scope of the Research

1. Research Variable

In this research, the variables were categorized into two types: Independent variables and Dependent variables. They are outlined as follows:

a. Independent Variable

Independent pertains to the capacity of one or more factors to directly influence the results of a research. Independent variables are those that "affect or are the cause of the change or appearance of the dependent variable," as stated by Sugiyono (2016:39). Zulfadrial (2012:38) defines this variable as a factor or circumstance that affects or impacts the existence or manifestation of other variables known as dependent variables. In this research, the independent variable is the use of the Anagram Technique.

b. Dependent Variable

The dependent variable is a factor that appears as a result of the influence of the independent variable. According to Sugiyono (2016:40), "the dependent variable is the variable that is affected or becomes the result because of the independent variables." Zulfadrial (2012:39) also suggests that "the dependent variable is a variable that exists or appears determined or influenced by independent variables." In this research, the dependent variable is the students' vocabulary mastery.

2. Research Terminology

The researcher provides further explanations of the terms use in the research title to help readers better understand the research.

a. Pre- Experimental Research

Pre-experimental research involves comparing one group under two different conditions. In other words, researchers will provide pre-test, treatment, and post-test only for one group, without comparing the results with other groups.

b. Vocabulary

Vocabulary refers as set of words an individual possesses to convey ideas and thoughts proficiently in English. This includes English words related to the meanings of terms and their usage in conversations. The evaluated aspects of vocabulary include understanding word meanings, spelling, pronunciation, and the application of words.

c. Anagram

The anagram technique is a wordplay method that entails rearranging the letters in a word or phrase to create a new one, using all the original letters only once. This approach is valuable for improving vocabulary learning as it helps students in remembering new words by establishing connections and associations between them.

F. Research Hypothesis

A research hypothesis is a temporary conjecture of the problem to be studied. There are two hypothesis that is used in this research, those are:

1. Alternative Hypothesis (H_a)

An alternative hypothesis is a solution that accepts the applied technique. In this research, the alternative hypothesis is that the Anagram Technique is effective in teaching vocabulary mastery for eighth grade students of SMPN 5 Sungai Kuyit.

2. Null hypothesis (H_0)

The null hypothesis is a solution that contradicts the applied technique. Therefore, the null hypothesis in this research is that Anagram Technique is not effective in teaching vocabulary for eighth grade students of SMPN 5 Sungai Kuyit.