

CHAPTER 1

INTRODUCTION

A. Background of The Research

English as an international language is very important to learn because it can be used in giving or receiving information and for educational development, technology and art. Preparing young learners to learn English as early as possible is very important because their brains and memories are ready to learn and most of them can study pretty well (Anderson, 2018).

To develop students' language skills in reading, speaking, and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes be achieved optimally (Saputri, 2018). In reading, for instance, students will have difficulties comprehending the text if they do not know the words in the text. Similarly, in speaking, they will have the same problem if they only have a few vocabulary.

Teaching vocabulary requires strategies that are easy to understand. According to Hung (2015), using games in vocabulary will make learning and teaching fun, encourage student participation in class, and enable linguistic goals to be met. The Anagram game is thus enjoyable. According to (Sutherland, 2009), the Anagram Game is the best game because it encourages students to consider words or concepts carefully while simultaneously providing them with entertaining or challenging language learning opportunities. Sartika (2013) as cited in (Mutiah, Harida, & Oktapian, 2020), anagrams are one of the expressions

that are a pleasant and novel way to practice vocabulary since they provide tasks or opportunities for laughs.

Vocabulary is an important aspect to improve four language skills, namely listening, speaking, reading, and writing. Without vocabulary, nothing can be conveyed. When we only learn grammar without learning vocabulary, we can't say anything. Vocabulary is central to language and is very important for the average language learner. Without adequate vocabulary, a person cannot communicate effectively or express his ideas both in oral and written form. It is clearly stated that learning vocabulary is very important and a must for every learner, so that English gets a special place in teaching foreign languages in schools, especially in junior high schools.

However, it is difficult to learn vocabulary. Vocabulary is one of the main problems students often face when learning English. Based on observations, the researchers found problems related to students' vocabulary mastery. During class observations, researchers found that students did not understand the teacher's explanation in English. Therefore, the teacher must translate the explanation or instructions into Indonesian. Because the vocabulary of students is reduced.

So, the researcher chose anagrams as a learning technique to teach vocabulary. Anagram is a type of wordplay, the result of rearranging the letters of a word or generating a new word or phrase, using all the original letters exactly once. All letters of a name or phrase must be used once and only once. These are the basic rules of anagrams.

According to Syofiani (2019), this can make students interested and relaxed in order to motivate and encourage them in learning vocabulary. This means that after learning vocabulary using anagrams, students are expected to be able to improve their vocabulary skills in a friendly way and that will be very interesting and challenging. According to the preceding description, it would be interesting to investigate "*The Effectiveness of Anagrams for Teaching Vocabulary*" to find out what extent anagram games can improve students' vocabulary.

Playing games is a good way to acquire language. They are inspired by the possibility of close rivalry being included into the educational process, the ease with which a responsive environment may be developed, and the fact that students can work together with their peers. Students gain better communication skills and get to practice the other language (Sorayaie-Azar, 2012) is cited in (Derakhshan & Khatir, 2015) . "Learning by playing may encourage certain psychological operations and intellectual variables which can facilitate interactions, increase self-esteem, motivation, and spontaneity, improve learning, improve intonation, and build self-confidence," explains (in Nirmala: 2017).

The ability to master vocabulary is a fundamental ability in language skills. The basic element before learning a language is vocabulary mastery. mastering vocabulary will also affect students' critical thinking. Mastering vocabulary ultimately determines a person's quality (Widiyanto et al., 2018). Vocabulary mastery can be seen in the use of language skills every day, especially through speaking skills and writing skills. Speaking activities require sufficient

vocabulary so that the spoken sentences conveyed can be understood by the other person, and are not boring to listen to. Where as in writing skills, vocabulary is the most important factor that influences understanding in manifesting ideas or ideas that are integrated into written form (Mumpuni & Supriyanto, 2020).

According to above discussed considerations, the researcher is curious to find out whether students' participation in anagram games has a substantial impact on their ability to learn new words. Is there a discernible impact on students' vocabulary learning achievement when anagram games are used. That is the research subject at than.

B. Reason for Choosing the Topic

Teachers are weak in their use of the media in vocabulary development because they are unaware of the effectiveness of word play, including anagram media. The goal of this study was to increase the participants' proficiency in speaking English, including their still limited vocabulary. Students who are accustomed to speaking their native tongues have trouble learning English. Although not always employed to its full potential, the instructor can use alternate media to reduce student anxiety in these circumstances. Because they are unaware of the value of games, particularly media anagrams, teachers are hesitant to employ the media to help students increase their vocabulary (Ardhani, 2011).

C. Problem of the Research

Based on the research background above, the problem of this research is formulated as follows.

1. Does using anagram affect students' vocabulary?

D. Aim of the Research

To find out the effectiveness of using anagram media in teaching vocabulary.

E. Scope of the Research

The scope of this research focuses on the implementation of anagram games on teaching vocabulary. Limitations of this research about announcements used in class using anagram games.

F. Clarification the Key

The researcher provides the definition of key terms that related to this study, they are as follow:

1. (Patel, 2015) as cited in (Fadila, 2020) explains that 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. The researcher employed random anagrams in this study, where the letters of an English word were jumbled into a random pattern and the participants had to rearrange the original phrase 4, and the researcher used the name of jobs as the theme to apply anagram games.
2. (Alqahtani, 2015) explains that one of the most debated aspects of teaching English as a foreign language is vocabulary instruction. The researcher used announcements in this study to help pupils enhance their vocabulary.