

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Learning a foreign language has become an important thing to research. One of them is learning English because English is a universal or global language and is a language that is generally studied and studied by people in countries across the world. Many schools in Indonesia, starting from kindergarten (TK) and elementary school (SD), include English as a local subject, and it has become a required subject in the junior high school (SMP) and senior high school (SMA). In a few of private schools and international schools in Indonesia, English is used as the first language in the teaching and learning process in schools. English has been incorporated into the curriculum of various educational departments as a required subject that students and education departments must program for in order to prepare human resources to teach English. Students must be able either to communicate or to write in English to face the globalization era. There is an expectation that students can learn English successfully.

Vocabulary is a detail that must be mastered while learning English. Vocabulary performs important things in language learning. Vocabulary also is a crucial skill for learning to examine, talk, write and concentrate. Without enough vocabulary, people are unable to express and specify their feelings in the shape of spoken and written efficiently. People are more able to communicate, write, examine, and concentrate when they have a greater understanding of words. Wilkins in Schmitt (2010: 3) states that without grammar, little or nothing can be communicated, and without vocabulary, nothing can be conveyed. It suggests that even if a person has excellent grammar, however, it'll be pointless if they do now no longer know much vocabulary.

For students, mastery of vocabulary is a critical component of successful understanding. Students who study vocabulary will use it to communicate clearly

and understandably. They will be able to understand what they hear and read if they master a particular amount of vocabulary, and they will be able to understand what they want to say or write if they master a particular amount of vocabulary.

In addition, vocabulary is also one of the crucial matters to be taught in gaining knowledge of an overseas language. It might be impossible to talk without a variety of words. Those statements suggest the significance of teaching vocabulary as an overseas language. Lack of vocabulary knowledge affects all four language skills: listening, reading, speaking, and writing. Based on this fact, foreign language students of English in Indonesia lack their English vocabulary. Therefore, appropriate teaching and learning strategies are needed. In order to keep students interested in learning new vocabulary, it's important to use methods and strategies that make learning the language more enjoyable for them. Students will become more interested in learning more about the new language they are learning. Students can easily convey their ideas about the meaning of words after learning vocabulary.

Teaching vocabulary is challenging and not an easy thing; a technique is required to make students interested to study and understand because English is still unfamiliar to a few students. Therefore, junior high school English teachers must develop resources, and techniques. The teacher must be able to appropriately manage the class in accordance with the teaching and learning process objectives. In particular, when teaching English, the teacher must have tricks like managing discipline and class habits, creating a positive classroom atmosphere, and using English in the classroom.

Meanwhile, if a teacher does not give interesting and interactive learning, students will face problems capturing the material. One of the factors is that the majority of the students understand what the speaker is saying, but they do not know how to respond to it. Moreover, as a result, they do not have enough vocabulary in their minds. They could remember the word for a short time, but they could not keep it in their long-term memory.

Based on observations, the researcher found problems related to students' vocabulary mastery. During the observation in class, the researcher found that students were less interested in learning vocabulary and ignored the assignments given. Students also found difficult words from the reading text and then translated them into Indonesian. Many students still had difficulties solving them. As a result, the teacher must explain and translate the explanation or meaning of the word into Indonesian. Due to the lack of students' vocabulary mastery, the teacher also asks students to learn the meaning in advance through a dictionary.

Actually, the teacher has used anagram, but according to the researcher's observations, the observations were not optimal and did not guide students in the use of the anagram. Whereas based on the theory that the researcher read, anagram can improve students' vocabulary. The teacher also dominates the learning process during learning, even though students can be guided by using anagram techniques. Therefore, the researcher is interested in profoundly studying and analyzing the use of the anagram technique to improve students' vocabulary.

There are so many ways to teach vocabulary, and certainly one of them is the anagram technique. Students will experience relaxation and enjoyment through the anagram technique while gaining knowledge, making it easier to understand the material. It also provides students with unconscious getting to know so that they study without them knowing it. The researcher believes that it can arouse students' interest and help them to motivate and encourage them to learn vocabulary.

An anagram is a word or phrase that is formed by rearranging the letters of another word or phrase in such a way that every letter from the original phrase is used to form the anagram of the new word. Using this strategy, students can learn more vocabulary by increasing their curiosity. According to Rosadi (2017: 43), the anagram technique is a method for students to improve their vocabulary mastery. More anagram technique helps students expand their vocabulary. The result showed that anagram is an effective vocabulary learning strategy. Through anagram technique, it motivates students to work harder to find words than the

alphabet provides. They become considerably more engaged when interacting with their mate. It improves students' vocabulary mastery, making learning enjoyable for them.

Furthermore, according to Wallwork (2018: 3), an anagram can be made from single words, phrases, or even people's names. The essential guideline is that the first word or phrase letters must be used only once in an anagram word or phrase. It thwarts or prevents students from developing new words by looking at the dictionary-based totally at given the word. Students become extra unfastened and innovative in rearranging words through this method. So that students recognize vocabulary after rearranging words, this technique may be used to teach or evaluate the ideal vocabulary.

Based on the description above, researcher are interested in researching "An Analysis the Using of Anagram to Improve Students' Vocabulary at SMP Pahlawan Nasional Medan".

## **1.2. Identification of the Study**

1. There are still many students whose vocabulary skills are low.
2. Students' difficulties in remembering any existing vocabulary.
3. Students are less interested in learning vocabulary.
4. The teacher has used several technique in teaching, but students are still confused about vocabulary.

## **1.3. Limitations of the Study**

Based on the above identification, this study will focus on analyzing the use of anagram in improving students' vocabulary mastery and the obstacles faced when applying anagram technique in improving students' vocabulary

#### **1.4. Formulation of the Problems**

The formulation of the research problem follows the background and limitations of the problem. Therefore, the researcher formulated the problem as follows:

1. How is the use of anagram in improving students' vocabulary mastery?
2. What are the obstacles faced when applying anagram technique in improving students' vocabulary?

#### **1.5. Objective of the Study**

Based on the research question above, the objective of this study is:

1. To analyze how anagram technique can help improve students' vocabulary mastery.
2. To find out what obstacles faced when applying anagram technique in improving students' vocabulary.

#### **1.6. Significance of the Study**

- a. Theoretically, the findings are expected to:
  - English Teachers; this will help the teacher in teaching vocabulary.
  - Students; this will help students learn vocabulary through the anagram technique.
  - Readers and other researchers; it is helpful for readers or researchers to add references or provide alternative teaching and learning vocabulary.
- b. Practically, the findings are relevant and useful for:
  - English Teachers; it is helpful for students by teacher's help to develop their vocabulary achievement in learning English.
  - Students; it is helpful for English teachers to apply the anagram technique in the classroom, especially in teaching vocabulary.

- Readers and other researchers; can provide some information to apply similar research using the anagram technique in the classroom in the teaching and learning process.

