

BAB I

INTRODUCTION

This chapter the research presents seven point related to this study. I consist of background of study, formulation of research problem, the purpose of the study, formulation of hypothesis, significant of the study, the scope and limitation of the study, and definition of the key terms.

A. Background of The Study

Language is a communication that everyone used every day to convey information and arguments to other (Rabiah: 2012). English is an international language, people from all around the world needed to learn English. English is taught in Indonesia from elementary school through university given that English has been taught for a long time.

Vocabulary is an essential component of language proficiency and serves as the foundation for how well learners speak, listen, read, and write (Richards and Renandya 2002: 255). It is difficult for students to express ideas while they have a limited vocabulary. Their problems is enhanced when they need to produce language. Thornbury, Scott (2002:2), stated that finding the right word to express the intended meaning is frustrating when their collection of words is limited.

Students are more enthusiastic if they learn vocabulary in a fun environment. The game is one of the most effective ways to teach and memorize vocabulary in the classroom. Hafield (1999:4) that a game is an activity that has rules, a goal, and an element of fun. The game gives a sense of competition in students' participation in the vocabulary learning

process and motivates them to learn enthusiastically (Harmer: 2002). Thornbury (2002) stated that the game can help students remember words quickly and that the fun aspect can make them memorable and competitive.

There are various strategic games for teaching and learning vocabulary. One of the games is “Anagram game”. According to Lycophron, a Greek poet, created the first anagram in 260 B.C. Anagrammasia, a collection of anagrams published in English in 1925, contained around 5,000 anagrams. Anagrams were created using a combination of letters in the pre-computer era using a pen and paper and experimenting with different combinations. Hassan Shadily and John M. Echols (2003: 28) the definition of anagram is the exchange of letters in a word so that the word has a different meaning than the one before. From the definition above, an anagram is a word that has been rearranged from the same letter into another word. Teachers can use this game to assess students' knowledge of language and then teach the vocabulary. As a result, students are motivated to remember the vocabulary they have learned and to participate in the gaming activity with their friends, where they will enjoy learning and studying the language. The students will be active while playing the game, which will enhance and develop their interest in the learning process, resulting in easy-to-understand material. As a result, the teacher could use the Anagram game to enchant students' interest and motivate them to enhance their vocabulary.

Several studies have been conducted on the effectiveness of the Anagram game strategy, as well as research on teaching vocabulary

mastery. The researcher gets lessons from previous studies and also their differences on the basis of the discovered gaps. The first previous studies conducted by Meleanous E. Sarries & Chris T. Panagiotakopolous from University of Patras, Yunani entitled "*Linguistic Effects on Anagram Solution: The Case of a Transparent Language*". The result showed that the anagram solved time was by the syllabic structure of target words. The effect of syllabic complexcity was also revealed in the reading fluency measure.

The second study was conducted by Meri Giorgadze et al., from Tbilisi State University of Greece of Giorgia entitled "*Teaching Vocabulary Through Language Games – Anagram*". The result showed the anagram game enhances learners' motivation in learning additional words, improving thinking ability, and memorizing perfect word spelling. Anagram games improve brain function, verbal fluency teamwork abilities, and general productivity.

The third study was conducted by Riska, et al., from Universitas Islam Negeri Alauddin Makasar of Indonesia entitle "Enhancing Student's Vocabulary Items Through Online Anagram Game". The result showed the implementation of using anagram game was improvement of the teacher's and the students' activities during the teacher learning process. Anagram game could be motivate the students became more enthausiatic in learning english especially in english vocabulary.

However, no research has been conducted to determine the effectiveness of anagram games that are played directly in the classroom using traditional techniques applied with pen and paper to enhance

students' vocabulary mastery. As a result, the goal of this study was to see if anagram games improved students' vocabulary mastery.

The researcher chose this school since the researcher observation at MTsN 5 Blitar did not use the anagram game technique. Then, the researcher conducted research at this school and saw that there were significant differences in the students' vocabulary mastery in Anagram game with and without being taught using Anagram game strategy. So, the entitled "The Effectiveness of Using Anagram Game on Students' Vocabulary Mastery of Seventh Grade Students' at MTsN 5 Blitar".

A. Formulation of Research Problem

Based on the background of the study, the researcher can state the problem as follows:

“Is there any significant difference score in vocabulary between the students who taught by using Anagram game of the seventh grade students at MTsN 5 Blitar?”

B. Purpose of The Study

Based on the background of problem mentioned previously, the researcher wanted to investigate there was any significant difference of the vocabulary mastery between the students who taught using Anagram game.

C. Formulation of Hypothesis

Hypothesis is a tentative explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome. The researcher has two hypothesis they were:

1. Null Hypothesis (Ho)

There is no any significant different score in vocabulary mastery between the students who are taught and those who are not taught by using Anagram game.

2. Alternative Hypothesis (Ha)

There is significant different score in vocabulary mastery between the students who are taught and those who are not taught by using Anagram game strategy.

D. Significant of The Research

The result of this study is expected to give some significances both theoretically and practically as follow :

1. Theoretically

The result of research added knowledge about anagram techniques in teaching vocabulary

2. Practically

- a. Student

The researcher hopes that the Anagram game can help students overcome their difficulties in Learning Vocabulary, and it is hoped that by using this interesting Anagram game students can be motivated to learn English with fun environment in the class.

- b. Teacher

The researcher provides some information about other sources that can be used in teaching English. Hopefully it can help English teachers to developed students' vocabulary mastery by using Anagram games.

c. Future Researchers

The results of this study are expected to provide references and reviews to conduct similar research in the future.

E. Scope and Limitation of The Research

In avoiding the misunderstanding upon what the researcher has explained, the researcher in order to make it more detail and focus. Here, some limitations proposed are as the following:

The subject of this research were class VII-A and VII-B at MTsN 5 Blitar. It will be better if use the effectiveness of Anagram games to teach students vocabulary mastery.

F. Definition of Key Term

In this part, there are some explanation from the title mentioned in the previous items. The entitled “The Effectiveness of Using Anagram Game on Students’ Vocabulary Mastery at Seventh Grade Students’ of MTsN 5 Blitar”. The definitions of key terms are as follows:

1. Anagram game

The anagram game creates rearranging the letters in cheating to create a new word, in this case teaching. Anagrams can be of individual words, sentences, or people's names. The basic rule is that the letters from the first words or phrases must only be used once in the anagrammed word or phrase (Wallwork, A., 2018: 3).

2. Game

Games are fun activities that motivate students to learn, critical thinking, learning, and problem-solving strategies. Furthermore, a game is a system in which students participate in an

artificial conflict specified by rules that results in a measurable conclusion. Games are activities that include doing something fun in order to solve a problem and compete with someone else or another group to be the winner. There are several games which could be used in an English vocabulary class (Akdogan, E. 2017:39).

3. Vocabulary Mastery

Vocabulary is important for the student to develop in order to understand the language. Vocabulary mastery is needed to express our ideas and understand what others say. Mastery, according to Hornby (1995), is defined as total knowledge or complete skill. According to that definition, mastery means complete knowledge or great skill in a certain subject.

4. Effectiveness

Effectiveness is a measure of the success in achieving a clearly stated objective (J.S McCromick, 1981: 299). Effectiveness is the ability to achieve a desired result or product. When something is regarded successful, it indicates it achieves the desired or expected result or creates a significant and strong impression.