

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents eight topics related to this study. It covered the background of the study, research problems, research objectives, research hypothesis, significance of the study, scope and limitations of the research, and definition of key terms.

A. Background of The Study

There are several components in teaching English such as vocabulary, grammar, and pronunciation. Vocabulary is one of the basic elements that students must master when learning English. For students, vocabulary is an essential component that they must master in both oral and written communication. Vocabulary mastery can help students speak, listen, write, and read fluently. Without a good mastery of vocabulary, students will find it difficult to convey their feelings, ideas, and opinions. This is under what was expressed by Runnalls & Wilkins without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed.¹ Students with a large vocabulary will be more proficient in language skills than those with a limited vocabulary. Such an argument was strengthened by Thornbury, who stated that finding the right word to express the intended meaning is frustrating when their

¹ Graham A. Runnalls and D. A. Wilkins, "Linguistics in Language Teaching," *The Modern Language Review* 68, no. 3 (July 1973): 623, accessed June 12, 2025, <https://www.jstor.org/stable/3725001?origin=crossref>.

collection of words is limited.² A large vocabulary is important for practically every aspect of language. Therefore, vocabulary mastery should be the priority in English teaching and learning to make students perform well when using their English.

It should be noted that mastering vocabulary is not an easy task for foreign language learners. Several issues can make it difficult for students to master vocabulary. The first problem is that most students still have limited vocabulary because they do not practice English in their daily conversations. Secondly, many students still use the method of memorizing vocabulary without knowing the context of the vocabulary. Furthermore, students feel bored with the teacher's way of teaching vocabulary, where they are asked to look up the meaning of difficult words in the dictionary. This situation makes them have low motivation to learn English.

Problems related to vocabulary mastery are found in the students of SMAN 1 Karangrejo. The results of the researcher's observations and unstructured interviews with the English teacher during the second internship the researcher found that most of the students in tenth grade at SMA Negeri 1 Karangrejo lack an understanding of English vocabulary and lack motivation to learn English. Students' lack of understanding of English vocabulary can be caused by their limited engagement with learning materials and classroom activities. Often, students who have limited vocabulary lack the confidence to

² Scott Thornbury, *How to Teach Vocabulary*, 13. impr. (Harlow: Longman, Pearson Education, 2013).

express their opinions and are afraid of making mistakes. In addition, the passive learning approach and lack of media used by the teacher also trigger students' low motivation to learn English. Based on the researcher's observation, the teacher only used a textbook when teaching in the classroom. When students are asked to open the textbook to find the meaning of a difficult or new word, there are only three or four students who do it, and the rest of the students are too lazy to open the dictionary, and they just wait until their friends get the meaning of the word.

Considering the importance of vocabulary in learning English, teachers should be able to make lessons more interesting. The difficulties in mastering English vocabulary can be overcome by using the right learning media and strategies. The use of appropriate media can assist teachers in delivering subject matter to students more interestingly and enjoyably. The use of learning media can improve effective communication between teachers and students. Students will be more excited and motivated if they learn vocabulary in fun classes and activities. Games are one of the most effective ways to make classroom learning activities lively and fun. Game is an activity that has rules, goals, and an element of fun.³ A game will motivate students to be directly involved in classroom learning. Games involve participation and competition between students. Games can help students remember words quickly, and the fun aspect can make

³ Jill Hadfield, *Intermediate Communication Games: Photocopiable Material*, 17. impression. (Harlow: Longman, 2011).

them memorable and competitive.⁴ Therefore, the use of games in the learning process will help teachers to develop students' mastery of English vocabulary.

Many learning media can be used to overcome students' difficulties in mastering English vocabulary. One of these learning media is by playing word games such as an Anagram. Anagram is a type of word game, the result of rearranging the letters of a word or phrase to produce a new word or phrase. Anagram is an exchange of letters in a word so that the word has another meaning of the word before.⁵ From the definition above, Anagram is a word that has been rearranged from the same letters into another word. In the learning process, teachers can use this game to teach English vocabulary to students. In its implementation, the anagram game involves active participation from students. In addition, the anagram game can also be used in either individual or group tasks. In this word game, students can be actively involved in learning. So that they will be motivated to remember the vocabulary, know the context of the vocabulary, and be able to use it in daily conversations.

Several studies have been conducted on the effectiveness of the Anagram game in teaching students' vocabulary mastery. The researcher learned from the previous studies and the differences based on the gaps. The first research conducted by Mutiah et al. the title "Anagram Game to Teach Vocabulary Mastery for Islamic Junior High School Students". This research investigates the use of Anagram in improving students' vocabulary in seventh grade. The

⁴ Thornbury, *How to Teach Vocabulary*.

⁵ John M. Echols and Hassan Shadily, *Kamus Inggris - Indonesia*, Cet. 29. (Ithaca [N.Y.], Jakarta: London : Cornell University Press ; Gramedia Pustaka Utama, 2010).

result showed that anagram games have a positive impact and are an effective method for teaching vocabulary acquisition.⁶

The second research was conducted by Indrawati & Resti with the title of this research is “Using Anagram Technique to Develop Students’ Vocabulary Mastery to the Seventh Grade Students”. This study has a similar context to the study conducted by Mutiah et al., which finds out the effectiveness of using an anagram in improving students' vocabulary in seventh grade. The study found that the anagram technique effectively enhanced students’ vocabulary mastery.⁷

The other previous research has been applied by Sinaga et al., entitled “The effect of anagram game on students’ vocabulary achievement at grade eight of SMP Negeri 8 Pematangsiantar”. The research was to find out the use of anagrams in improving students' vocabulary in eighth grade. Based on the result of the research, it can be inferred that using Anagram to teach vocabulary in the eighth grade of SMP Negeri 8 Pematangsiantar has a positive impact. As a result, the alternative hypothesis was accepted, while the null hypothesis was dismissed.⁸

⁶ Wardah Mutiah, Eka Sustri Harida, and Ardi Oktapian, “Anagram Game to Teach Vocabulary Mastery for Islamic Junior High School Students,” *Tazkir: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman* 6, no. 2 (December 30, 2020): 225–236, accessed June 12, 2025, <http://jurnal.iain-padangsidiimpunan.ac.id/index.php/TZ/article/view/3014>.

⁷ Indrawati Indrawati and Febya Resti, “Using Anagram Technique to Develop Students’ Vocabulary Mastery to the Seventh Grade Students,” *SUSTAINABLE: Jurnal Kajian Mutu Pendidikan* 3, no. 2 (December 25, 2020): 86–96, accessed June 12, 2025, <https://jurnal.lp2msasbabel.ac.id/index.php/sus/article/view/1434>.

⁸ Heppy Sinaga, Herman Herman, and Eben Pasaribu, “The Effect Of Anagram Game On Students’ Vocabulary Achievement At Grade Eight Of Smp Negeri 8 Pematangsiantar,” *Journal of English Educational Study (JEES)* 3, no. 1 (May 18, 2020): 51–60, accessed July 2, 2025, <http://jurnal.stkippersada.ac.id/jurnal/index.php/JEES/article/view/655>.

However, only a few studies have been conducted to determine the effectiveness of anagram games for tenth-grade high school students. Therefore, the purpose of this study is to see whether anagram games can improve students' vocabulary mastery. The researcher chose this school because, based on the researcher's observation, SMAN 1 Karangrejo did not use the anagram word game. Then, the researcher conducted a study at this school to see if there was a significant difference in students' vocabulary mastery before and after being taught by using anagram games. Therefore, the researcher took the title “The Effectiveness of Using Anagram Word Games Towards Vocabulary Mastery of the Tenth-Grade Students at Sman 1 Karangrejo”

B. Formulation of Research Question

Based on the background of the study, the researcher can state the problem as follows: “Is there any significant difference in scores between the students' vocabulary mastery before and after being taught using the Anagram word games?”

C. Objectives of The Research

Based on the research problem mentioned previously, the researcher wanted to investigate the difference in scores between the students' vocabulary mastery before and after being taught using the Anagram word games.

D. Research Hypothesis

The hypothesis is a tentative answer to a variable in which the truth must be tested, based on the previous statement. The researcher has two hypotheses, namely:

1. H_0 (null hypothesis): There is no significant difference in the score of the student in the tenth grade of SMAN 1 Karangrejo before and after being taught using the Anagram word games.
2. H_a (alternative hypothesis): There is a significant difference in the scores of the students in the tenth grade of SMAN 1 Karangrejo before and after being taught using the Anagram word games.

E. Significant of The Research

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

1. Theoretically

The results of this study can enrich knowledge and insight on the anagram word game in teaching vocabulary.

2. Practically

- a. Teacher

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

b. Future Researchers

The results of this study are expected to be a reference and review for conducting further research in similar contexts.

F. Scope and Limitations of The Research

This research is accomplished in SMAN 1 Karangrejo, whose population is the tenth-grade students of SMAN 1 Karangrejo. The limitation of this research focused on the use of an anagram word game towards students' vocabulary mastery at tenth-grade students of SMAN 1 Karangrejo.

G. Definition of Key Term

To avoid misunderstanding, in this part, the researcher defines some key terms concerning this study.

1. Effectiveness

Effectiveness refers to the ability to achieve a desired result. It evaluates how well a system, procedure, technique, or action meets its intended outcome.

2. Anagram

Anagram is a word formed by rearranging the letters of another word. The basic rule in the anagram word game is that the letters can only be used once to form another word.

3. Vocabulary

Vocabulary refers to the collection of words that an individual knows and uses in a specific language.