

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the research, research questions, objectives of the research, significances of the research, definition of key terms and organization of the research paper.

A. Background of the Research

English has become an international language which is the language of communication used by most communities in the world. Therefore, at the present, English ability is needed for requirements in various fields. Now, English increases opportunities to find good jobs. In contrary, in Indonesia most people are still confused to respond with English even is taught for a long period from elementary until university because of still lack of vocabulary.

Vocabulary is all about words. Language well means knowing how to write words and how to say its words. During the observation in the class, the researcher found that the problems related to vocabulary mastery that the students did not understand the teacher's explanation in English. Students usually only acquire new vocabulary through their textbooks or receive it during classroom activities. That required them to open up the dictionary (Huyen and Nga, 2003). Once learners have found out the word, they have no reason to attend to it any more, and it will be forgotten. To solve these problems, English teachers have to provide a practical technique in teaching vocabulary.

Therefore, the teachers have to use various techniques in teaching vocabulary to help the students memorize the word. Besides that, game-based learning can make learners become the center of learning, make the learning process easier and more effective (Cheng and Su, 2012 in Apsari, 2018).

Furthermore, the variety of teaching methods in the learning process can make students more interested and can motivate in learning vocabulary that by a variety of word games (Bonet, 1992 in Lube and Nuraeni, 2020). In addition, there are several types of word games. They are puns, riddles, crossword puzzles, anagrams, palindromes (Dale and O'Rourke 1971, in Kumara, 2016). The researcher chooses Anagram as a technique to teach vocabulary. An anagram is often used by the teacher as a method of teaching method itself is very interesting in making the students understand English vocabulary (Capper, 1999 in Kartini, 2010). There are clues in anagram that makes the students have high curiosity when answering the question. That also given a chance to learn how to write every word correctly in an enjoyable learning process (Dale and O'Rourke, 1971 in Kumara, 2016).

There is so much research that uses the anagram technique. For example, improving student's vocabulary achievement in reading recount text through anagram (Maimunah and Bachtiar, 2016), the effectiveness of anagram on student's vocabulary size (Rahman, 2016), the effectiveness of anagram technique in teaching vocabulary (Rosadi, 2017). Another related research is improving student's vocabulary achievement through anagram technique (Harpani, 2018) and the effect of anagram technique on student's vocabulary (Nurjanah, 2018). The

result from the previous study can be concluded that the use of the anagram technique has contributed to the learning process. This technique is able to enhance the student's vocabulary.

Based on the background above the researcher want to conduct research entitled **“Teaching Vocabulary using Anagram Technique”** to describe the use of the Anagram technique in teaching vocabulary.

B. Research Questions

Based on the research background, the problems of the research as follow:

1. How is the implementation of scenario in teaching vocabulary using anagram technique in first grade students' in vocational high school at SMK Pusdikhub Cimahi?
2. How are the teacher and students' responses toward teaching vocabulary using anagram technique?
3. What are the students' difficulties in learning vocabulary using anagram technique?

C. Objectives of the Research

In line with the problem statements above, the objective of the research as follows:

1. To describe the implementation of scenario in teaching vocabulary using anagram technique in first grade students' in vocational high school at SMK Pusdikhub Cimahi.
2. To describe the teacher and students' responses toward teaching vocabulary with anagram technique.

3. To find out the students' difficulties in learning vocabulary using anagram technique.

D. Significances of the Research

Hopefully, this research can give many benefits to students, teachers, and other researchers. This research can be the instruction for another teacher and researcher who wants to improve students' vocabulary.

1. For the English teacher, provides some information for the teacher who wants to apply the anagram technique as one of the alternative technique to support the vocabulary learning process.
2. For the students, this technique can help the students to memorize vocabulary easier and effectively and encourages students in learning vocabulary also the students are able to write and spelling every word correctly.
3. For the other researcher, this research expected can give all information about the anagram technique as an alternative reference for other research with the same topic. Thus, the other researcher is able to make research in other disciplines with a better design in order to find better results.

E. Definition Key of Terms

Some key terms used in this research are as follows:

1. Anagram Technique

The anagram technique is a type of wordplay, the result of rearranging the letters of a word or phrase to produce a new word or phrase by scrambling the letter of a word (Jhonson, 2012).

2. Vocabulary

Vocabulary is the knowledge of the meanings of words. To know the language well, students should acquire an adequate number of words and should know how to use them correctly (McCarthy, 2000).

F. Organizational of the Research Paper

The paper is organized from the first chapter to the last chapter. These are the organization of the paper.

Chapter 1 Introduction

This chapter consists of a background of the research, research questions, objectives of the research, benefits of the research, definition of key terms, and organization of the research paper.

Chapter II Literature Review

This chapter discusses the definitions which function as a literature review of this research for investigated the research question.

Chapter III Research Methodology

This chapter describes the methodology which will be applied in this research.

Chapter IV Result and Discussion

This chapter report the data analysis, discussion, and researcher finding.

Chapter V Conclusions and Suggestions

This chapter is the last chapter, it presents conclusions and suggestions.