

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses six major points. They were the background of the study, scope and limitation, research question, purpose of the study, significance of the study, and the definition of key term. Basically, this chapter contains the introduction of this research. The description of each part is discussed below.

A. Background of the Study

English as one of the languages in the world was very important to learn. In English there were four skills of English language namely listening, speaking, reading, and writing. Meanwhile, some language components are grammar, pronunciation, and vocabulary. Based on some language components, vocabulary was one of the most important elements in a language. Though many times, Bromley (2004) states that an important role in the learning process one of which was vocabulary. Rahman (2016) stated that vocabulary is a more important factor in second language learners. Because we should master the vocabulary to make it easy to study in every skill of English.

In the learning process, teaching vocabulary is not easy, because many students often feel bored when they have to learn vocabulary which causes students to be less interested and lazy. In other words vocabulary in English is mostly taught out of context as isolated words, the main criticism of this way of teaching is that vocabulary cannot be learned in isolation (Al Neyadi, 2007).

The students of X MIPA 3, SMAN 15 Surabaya was a little bit interested in vocabulary because the technique used might not be suitable and the teaching method remained unchanged. The teacher always used the same method when teaching vocabulary as the teacher gave a new word on the whiteboard or from the books and students searched the meaning of the

word. Sometimes, the teacher gavetime to the students to memorize the difficult vocabularyand then present in front of the class, and it made the student nervous because they have trouble memorizing. Therefore, the teacher must have different techniques to restored students' interest in vocabulary and as can as possible become a creative teacher to help their students.

Games were advantageous and effective in learning vocabulary. They were stimulated because they usually friendly competition can be involved in the learning process and responsive environments were easy to create, so students have an opportunity to collaborate with their friends. They improve students' communicative skills and they have a chance to use the target language (Sorayaie-Azar,2012). As Nguyen ThiThanhHuyen says,"Learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence." HuyenNguyen ThiThanh (in Nirmala:2017).

Anagram games were one of technique that can be used by teachers on teaching vocabulary. Anagrams games were in themselves a fun learning activity for students. In addition, anagrams games were used to develop students' interest in every word in the learning process. These games can be used to teach or review the vocabulary properly. Rosadi (2017) states that a good vocabulary learning strategy was anagram games. It encourages greater self-direction for learners. Through anagram, students lead their self to a harder work finding words from the provided alphabets.

Based on the statement above the researcher is interested to conduct the research about anagram games on teaching vocabulary in SMAN 15 Surabaya.

B. Scope and Limitation

The scope of this study focuses on implemented anagram games on teaching vocabulary. The limitationof this research

about announcement used by anagram games in tenth-grade senior high school.

C. Research Question

The question being raised in this study is “How implemented anagram games on teaching vocabulary in SMAN 15 Surabaya?”

D. Purpose of the Study

The purpose of the study was to know implemented anagram games on teaching vocabulary in SMAN 15 Surabaya.

E. The Significance of the Study

The benefit from the research to describe the usefulness of the results of a study. The result of this study could give advantage for:

1. The Teacher

Anagram games can make easier for teachers to teach students in vocabulary.

2. The students

Students felt more enjoyed learning process in class and easy to get a new vocabulary.

F. The Definition of Key Term

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

1. Anagram games : Patel (2015) explain 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. In this study the researcher used random anagram where the letters of an English word being scrambled into a random pattern and the players must rearrange the original word

and the researcher choosed the name of jobs as the topic to apply anagram games.

2. Teaching Vocabulary : Alqahtani (in Oqab: 2015) defines that teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. In this study the researcher used announcement to improve the students' vocabulary.