AN ANALYSIS OF STUDENTS' VOCABULARY ABILITY THROUGH ANAGRAM IN SMK SANDHY PUTRA 2 MEDAN

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Abstract

This research is aimed to find the students' vocabulary ability through Anagram. The research was conducted by using descriptive qualitative research design. The place of the research is SMK Sandhy Putra 2 Medan. The subject of the research were 29 students of the students in SMK Sandhy Putra 2 Medan. The instrument used in order to collect the data in this research is test. Test was given to the students in order to find the students' vocabulary ability through Anagram. From the analysis of the data in the previous chapter, it was found that: There is one student got 72 (3,4%). There is one student who got 76 (3,4%), one students got 80 (3,4%), five students who got 84 (17,2%), twelve students who got 88 (41,3%), seven students who got 92 (24,1%), one students who got 96 (3,4%). From the data, the writer concluded that: (1) the students in SMK Sandhy Putra 2 has a good comprehension in vocabulary through anagram since their level of comprehension are good, very good and excellent. (2) From the findings above and from the observation done by the writer it can be concluded that students' in SMK Sandhy Putra 2 Medan did not find any difficulties in vocabulary mastery through anagram.

Keywords: Vocabulary, anagram

I.INTRODUCTION

1.1 The Background of Study

Vocabulary is important in English learning. Vocabulary needS to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can convey, without vocabulary nothing can convey. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It is clearly states that learning vocabulary is very important and becomes a must for every learner to make his English has a special place in teaching of the foreign language at school, especially junior high school. In reality it is difficult to

effectively or express his ideas in both oral and written forms. It is clearly states that learning vocabulary is very important and becomes a must for every learner to make his English has a special place in teaching of the foreign language at school, especially junior high school. In reality it is difficult to learn vocabulary. Vocabulary is one of the main problems often is faced by students in learning English. Based on the researcher's experience when did a field teaching practice program, students are not interested in learning vocabulary and do not also give their full attention in the task and without that attracting and

learn vocabulary. Vocabulary is one of the main problems often is faced by students in learning English. Based on the researcher's experience when did a field teaching practice program, students are not interested in learning vocabulary and do not also give their full attention in the task and without that attracting and

interesting the process of teaching vocabulary can not run well. This situation happened because the methodology or the strategy which is used maybe not suitable. The teacher has still used old method in teaching English vocabulary, most of the teachers teach English vocabulary through translation, they usually apply too many words and ask the students to translated and then to make a sentences by using the given words. She/he usually gives many words to the students and asks them to open their dictionary to find the meaning of those words, after finding the words, they forgot. In fact, the students may become confused and discouraged in the process of learning. The students feel that they are forced and they would got bored. It is not easy to teach vocabulary to the students because most of them are not interested in learning English so that they are lazy to memorize some words in English and finally they can not master vocabularies in daily word. This situation happened because the method and strategy which are used not suitable.

In this research, the writer would like to know the students' ability in vocabulary through anagram technique. Anagram technique is a technique in teaching vocabulary in which Anagram is a kind of education game which helpfull for the student. Anagram is a type of word play. A word or phrase made by arranging in a different order the letters of another word or phrase (Rahman:2016).

In order to support this research, the writer takes some previus research. First Rahman (2016). The research is entitled The Effectivenes of Anagram on Students' Vocabulary Size. This research was aimed at measuring the effect of anagram on the students'

vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. The research included in quantitative approach with Quasy Experimental Design. The population of study was the eight grade at MTS Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. The sample were determined using cluster sampling technique. After getting the data from pre-test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated, Based on the result of analysis, it was found that the value of ttest has higher than ttable with 2,81 and 2,02 at 5 % level of significance and ttable 2.71 at 1% level of significance with degrees of freedom = 40. It showed that the ttest was higher than the ttable. The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was accepted and the Null Hypothesis (Ho) stating that there was no anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was rejected. It meant that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. This research recommended for the students, teachers, and also for the next researchers.

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1.2 The Problem of Study

Based on the background of the study above, the writer formulates the research problems as follows:

1. How is the students' vocabuary ability through anagram technique?
2. What are the students' difficulties in vocabulary through anagram technique?

1.3. The Objectives of Study

In line with the problems of the study above, the objectives of this study are:

1. To find out how is the students' vocabuary ability through anagram technique.
2. To find out the students' difficulties in vocabulary through anagram technique.

1.4. The Scope of Study

This study limits the discussion only on the students' ability through anagram technique. The subject of this research will be the tenth grade students of SMK Sandhy Putra 2 Medan.

1.5. The Significant of Study

The result of this study will give contribution to:

a. Theoretically
The result of this study will enrich theory of anagram technique.
b. Practically
1. To Students
The result of this study will help the students in learning vocabulary theough anagram technique.
2. To Teachers
The result of this study will help the teachers in teaching vocabulary
3. The Next Researchers
The result of this research will be useful as one of the refernces in order to conduct the similar research.

II. REVIEW OF LITERATURE

2.1. Vocabulary

Vocabulary is the knowledge of words and word meanings. It not only implies a definition but also implies how that fits into the world. In addition, vocabulary is list of words with their meaning especially in a book for learning a foreign language (Oxford, 2008) in Rosadi (2017:42). It refers to the stock of words used by group of people or by a particular person.

Vocabulary refers to words we use to communicate in oral and print language. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. Print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Vocabulary is not something that can ever be fully mastered. It is something that expands and deepens over the course of a life time. In reality, it is difficult to be learned. Lack vocabulary is one of the main problems often is faced by students in learning English. ccording to Ghazal (2007)in Rosadi (2017:42), vocabulary learning is one of the major challenges foreign learners face during the process of learning a language. By and large, knowledgeable, strategic, adaptive, and reflective teachers may make a difference in students' learning. The roles of both, teacher and students, are important in teaching and learning vocabulary. Any teacher must be able to create fun learning to lead students into a more active instructional process.

2.1.1.1. Types of Vocabulary

Harmer (1991) in Alqahtani (2015) states that vocabulary is divided in two kinds, they are receptive vocabulary and productive vocabulary.

1. Receptive vocabulary Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.
2. Productive vocabulary Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2.1.1.2. The Importance of Vocabulary

Thre are some importance in learning vocabulary:

1. Vocabulary is a basic part of reading comprehension. Simply put, if students don't know enough words, they are going to have trouble understanding when reading. If there are too many words the students don't know, comprehension will suffer. The content of textbooks is often challenge enough.
2. Vocabulary is a major part of almost every standardized test, including reading achievements tests, college entrance exams, and armed forces and vocational placement tests. Test developers know that vocabulary is a key measure of both one's learning and one's ability to learn.
3. Studies have indicated that students with strong vocabulary are more successful in school and one widely known study found

that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in fact the tolls not just of better reading, but of better writing, speaking, listening well. The more the student have vocabulary will effective their communication can be.

4. In today's world, a good vocabulary counts more than ever. Far fewer people work on farms or in factories. Far more in jobs that provide services or process information. More than ever, words are the tools of reading, speaking, writing and listening. A solid vocabulary is essential for both of these skills.

2.1.2.1. Anagram

Teaching vocabulary is a very important field. And it is more than just presenting and introducing new vocabulary to the learners. Vocabulary can be presented, explained in all activities and experienced in all manner association. It means that vocabulary should be applied in all activities. It used when we are speaking, listening, writing and reading. The more vocabulary possessed by someone, the better chance she/he has of mastering the language skills. It means that the words can be used in the students' daily life. Almost student feel difficult in mastering vocabulary because it is very hard for them to memorize a long list words. That's why, teacher should use different techniques and activities in teaching in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. One of the interesting and enjoyable techniques in anagram.

The broadest definition of an Anagram, according to Collins Cobuild English Dictionary, is "a word or phrase created by re-arranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase." Anagram comes from the Greek "ana," meaning "after" and "gramma," meaning "letter, or writing" According to Collins in Rosadi 207:43, anagram technique is a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. For example, *orchestra* can be rearranged into *carthorse*. In addition, there are three main things to do in anagram. The first is letter of a word or phrase must be rearranged, and the second new word or phrase must be created. The third, every letter of the original must be used in the new expression. Each letter can only be used as many times as it appears in the original (If there are 2 B's in the original, then the new expression must have the same number of B's. This process creating new words is obviously good for vocabulary mastery. By using this technique, the students will not be bored because this technique is appropriate to their characteristics which is they incline more interested to play, meanwhile anagram techique is a type of word play. Many words will be got through this technique. Automatically, this will increase students' vocabulary.

Applying this technique means to help students to raise their curiosity to master more vocabulary. Anagram technique is a technique that can make the students have capability to develop their mastery on vocabulary. Playing more anagram helps increase students vocabulary. In more advance, students are forced to memorize more words, so they

can create more words in the anagram. In the memorizing and constructing process, students learn to be patient. It is also to help students to monitor their mastery about how to master vocabulary in short time.

Anagram is a kind of education game which helpfull for the student. Anagram is a type of word play (Rahman:2016). There are many ways in applying anagram to the students, such as:

1. The students form other words from the key words given. For example:
   a. Jellyfish = fish, jelly, jell, lie, shill, etc.
   b. Chimpanzee = zinc, zip, chime. Chin, chip. Etc

2. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence.

Setrham camelheon woc gdo dearkop

a. Dog is a animal likes bark and common animal kept by people as a pet
b. Hamster is a animal likes sun flower seed
c. Cow has relationship with buffalo and produce milk
d. Chameleon is a animal which has ability to change its skin color
e. Leopard has freckle in all of its body and have relationship with tiger

3. The student omit one or some letters of the key word and transpose the rest.
For example:
a. Key word : be ran
Definition : a dangerous animal likes honey

New word : bear
   c. Key word : be lam
   d. Definition : young sheep
   e. New word : lamb

4. The students transpose the letters of the word and form another word by using those letters exactly once based on the definition.
   For example :
   a. Check in
      Definition : the animal produce many egg and people kept as a pet
      Word : Chicken
   b. A got
      Definition : the animal has relationship with sheep. It has beard
      Word : Goat

5. The student write in the blanks the names of things hidden in the words and phrases appropriate to the clue.

Animals	
Munk chip	Chipmunk
Fish act	Catfish
Gub bed	Bedbug
Lock bull	Bullock
Lee teb	Beetle

By applying the fifth ways of anagram to the students, it can create livable atmosphere in the study of English vocabulary. It can also create more fun learning activities in classes.

III. RESEARCH FINDINGS

The data of this research were taken from the students' answer sheet. There were twenty nine students as the object of the research. The writer gave the students a test about vocabulary

mastery. The students answer sheet then were collected and checked by the writer.

From the percentage of the score above and from the observation done by the writer it can be concluded that students' in SMK Sandhy Putra 2 Medan did not find any difficulties in vocabulary mastery through anagram.

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