

CHAPTER II

LITERATURE REVIEW

A. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is central and basic skill to English language teaching. There are several definitions about vocabulary according to experts. According to Bauer (2013) Vocabulary is about words - where they come from, how they change, how they relate to each other and how we use them to view the world. Alabsi (2016) state that Vocabulary is a key element of students' understanding and communicative ability in any language. While Moody *et al* (2018) state that Vocabulary can contribute to reading comprehension through multiple avenues. First, larger vocabularies enable readers to access richer semantic resources to activate relevant background knowledge and integrate new information with existing knowledge, which leads to better comprehension.

Vocabulary is tremendously important in learning to read, in succeeding in all school subjects, and in achieving in the world beyond school. The addition of vocabulary understanding is an important part in the process of learning a language. Teaching new vocabulary to students is vocabulary formation as an interesting and educational activity.

Vocabulary mastery is the ability in a person to understand and explore words in English as the basis of communication that everyone knows and uses both orally and in writing so that they can give the right meaning. Mastery of English vocabulary is very necessary in this era to make it easier to communicate with other people. Learning vocabulary can also help achieve the target in learning English.

2. Aspects of vocabulary

Vocabulary is an aspect that has an important part in learning English. Vocabulary provides an important basis for students in doing foreign language learning (Sayidin *et al* 2021). There are several aspects of vocabulary. Aspects of vocabulary consist of use, spelling, meaning, and pronunciation. These aspects are vitally important in mastering vocabulary.

a. Use

In learning vocabulary, it is not enough just to study word by word separately. Expanding vocabulary must be done in a more productive way, in listening, writing

and speaking must also be understood well. This understanding includes understanding the use of words in the context of sentences, prepositions on certain words, and the forms of verbs that can be used in these sentences. Vocabulary comprehension also refers to how words are combined to form a correct sentence.

b. Spelling

In learning vocabulary, spelling is no less important. Spelling is used to speak the word that is read. Spelling in English is a spelling that is notoriously difficult for some people because many words are written differently from the spelling. This can be seen when examining homonyms, homonyms are words that sound the same but are spelled differently, also in phonemes, and phonemes are units of sound where one word has more than one word to spell it.

c. Meaning

Many words in English have several meanings. Certain meanings have similar meanings, but some have very different meanings. In general, it is better to study vocabulary in the context in which it is being studied or listened to and to learn how that meaning is used, must focus on one meaning rather than all the possibilities.

d. Pronunciation

Knowing the pronunciation of words is very important if you want to use them in speaking, pronunciation like spelling can be a tricky area, because words that are spelled the same are pronounced differently. The main difference is the vowel sound. English does tend to have a lot of vowel sounds compared to other languages, and that makes English difficult to learn. English vowels are very different between the dialects, and that is the source of the difficulty. The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words (Gilakjani, 2016).

In learning English, it is necessary to pay attention to the right important aspects to be a reference in the learning process, so that learning becomes more efficient and on target. In this case, the researcher adds most focused on improving the students' vocabulary mastery in the part of it's use, spelling, meaning and pronunciation.

3. The importance of Vocabulary

Vocabulary is important to literacy achievement and that reading aloud can support vocabulary growth (Hoffman *et al* 2014). Vocabulary is the first thing to learn. With good vocabulary mastery, we can convey and express thoughts, feelings, and meanings of these words so as to simplify the communication process. Learning vocabulary is the main capital in learning sentence structure and other language skills. Good vocabulary mastery makes it easier for someone to write, read, listen and speak, by increasing vocabulary mastery every day. Mastering a lot of vocabulary also increases confidence in mastering a foreign language. The courage to practice directly can also make our self-confidence increase and be more enthusiastic to better master and understand the language.

Mastery of vocabulary also makes it easier to understand grammar. Webb & Nation (2012) this is particularly important in the early stages of vocabulary development when increasing vocabulary size will have a significant effect on the degree to which learners can use and understand language. The goals should be dependent on the time available for vocabulary learning inside and outside of the classroom and the method used for learning. The more vocabulary you master the more you understand English conversation, many people forget that mastery of vocabulary is important in learning English, but in fact vocabulary is the basic thing that must be learned to better understand English.

Vocabulary mastery is also related to daily activities, such as watching movies, listening to music or reading books, with good vocabulary mastery you will easily know what it means. Vocabulary as one of the knowledge areas in Language, vocabulary is a great role for learners in acquiring a Language. Learner's vocabulary development is an important aspect of their Language development. Vocabulary knowledge is more than just citing a word, it requires meaning based upon a given context and also often viewed as a critical tool for second language learners (Salawazo *et al* 2020).

Vocabulary has a very important role in learning English because it can have a significant impact on increasing vocabulary understanding and increasing knowledge about the meaning of vocabulary.

B. Anagram

1. Definition of Anagram

Anagram is a kind of education game which helpful for the student. Anagram game was implemented and also the students' opinion about the effectiveness of Anagram game toward their vocabulary mastery (Prawiyata, 2020). For example; dormitory can be rearranged into dirty room. "Anagrammatist" is the name for the person who creates anagram. In anagram, the original word is called subject of anagram. Anagram is often used as a form of mnemonic device as well. Mnemonic is any learning technique that aids information retention in the human memory for better understanding. Another example; heart can be rearranged into earth. Meanwhile, Valerjev (2012) states that Anagram is commonly used in the field of problem solving since they provide a number of possible experimental manipulations such as length, difficulty, and solvability. Recent trends in cognitive psychology emphasize the importance of metacognitive processes which accompany human reasoning, decision making and problem solving. In addition, Reams (2012) an anagram in the first place, individuals use the feature of pronounce ability to predict solving ease, because pronounce ability is an instantiation of the general mechanism of processing fluency.

Anagram is word games that rearrange words or phrases to produce new vocabulary. Anagram game may also giving some clues based on the definition or meaning of the words in the different order and asking the students to complete vocabulary task (Sinaga *et al* 2020). Anagram provides opportunities for students to find other words from the clues given. In the learning process, students find it difficult to understand learning because moods can change quickly, so it becomes a challenge for teachers to make learning techniques more interesting for students. Anagram is considered as an effective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form other words from the given clues, match words with definition, provide spelling practice, show the students how the letters of many words can be manipulated to form other words, emphasize the importance of letter position in relation to word meaning (sartika manurung, 2014).

In this anagram game, researcher use flashcard as media. Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it. It should be noted that the letters on it must be visible and large enough for everyone sitting in the front and the back of the classroom. To make sure that everyone can see the letters on the card, it is better to write words with capital letters (Komachali & Khodareza, 2012). Anagram is very necessary to help students, especially for students who improve vocabulary skills,

because it is easy for students to understand, making it easier for students to express their ideas in completing anagram. There are three types of transpositions (letter re-arrangement) in anagram.

From the explanation about, researcher can conclude that anagram is a game which is used as a reference to expand the vocabulary of the vocabulary itself.

2. Procedures of Anagram in Teaching Vocabulary

According to Mutiah *et al* (2020) The procedure used for the anagram solution was the same as the procedure used for the word fragment completion test:

- a) Dividing the students to groups.
- b) Giving the anagram list to every group.
- c) Getting some words to consist of a few random words.
- d) Asking the students to arrange and form the randomized words given into a new word correctly.
- e) Asking the students to write down the new words on the task book.

According to Muhammad (2021) There are many ways in applying anagram to the students, such as:

- a. The students form other word from the key word given. For example:
 - a) Grandmother = mother, other, her, ear, etc.
 - b) Learning = earn, lean, liar, etc.
 - c) Reader = dear, read, ear, red, etc.
 - d) Handsome = dome, hand, some, name, etc.
 - e) Weather = her, tea, hat, eat, etc.
- b. The students rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence. For Example: The care, bfiuaeilu, idouyl, Pnhuis and shlcoo
 - a) Please speak loudly, so I can hear your voice
 - b) You are very beautiful wearing that gown
 - c) My English teacher is very friendly
 - d) The teachers will punish us if we don't do our homework
 - e) My school is in front of my house
- c. The students omit one or some letters of the key word and transpose rest. For example:

bright

a) Key word: perceive

Definition: got or accept something

New word: receive

b) Key word: apple

Definition: whiter than usual because of illness; not

New word: pale

c) Key word: adore

Definition: look at and understand something written

New word: read

d) Key word: blame

Definition: food that is eaten

New word: meal

e) Key word: label

Definition: having the power to do something

New word: able

d. 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) Note

Definition: quality of a sound or voice

Word: tone

b) Name

Definition: the explanation or definition of something

Word: mean

c) Rail

Definition: people who tell lies

Word: liar

d) Earn

Definition: a short distance

Word: near

e) There Definition: the number after two

a. Word: three

In using the anagram method, the researcher uses flashcard as a supporting medium for the method in the learning process. students will be given 10 flashcards each containing one word, after the students have read all the words on the flashcards, the teacher gives 5-10 minutes for students to find new words from the words listed on the flashcards, after that, the teacher asks what word just what students find.

3. Advantages and Disadvantages of Anagram.

Every technique and method there must be advantages and disadvantages of each, on this occasion, the researcher will describe some of the advantages and disadvantages of anagram;

a. Advantages of Anagram

It is clear that anagram is an effective and interesting way to increase vocabulary mastery. Anagram can also encourage and motivate students' interest in learning vocabulary. Anagram can help students in developing and enriching students' vocabulary. It is designed to make students realize how important it is to continue to develop vocabulary in English. (Rosadi, 2017) Anagram was significantly effective in teaching vocabulary. There are several advantages of using anagram in the process of learning vocabulary, such as:

- a. Anagram can increase students' motivation and interest in learning.
- b. Anagram can be taught to students of any level of learning.
- c. Anagram is a fun learning method because students can learn while playing.
- d. Anagram games played in groups can also train cohesiveness, speed, and accuracy and can also train competitive between groups.

Anagram is a very effective and easy to understand learning method because it is a vocabulary game that can help students' master vocabulary if it is developed properly according to the use of the anagram itself.

b. Disadvantages of Anagram.

Besides having advantages, anagram also of course has some disadvantages, as below:

- a. Difficulty in arranging original words into new words.
- b. Lack of vocabulary makes students unable to think quickly to complete anagram.

- c. Lack of understanding of vocabulary and its meaning also makes students confused in using it.

In the technique of using anagram, there are also many things that need to be considered, namely explaining the steps in detail to students so that when using anagram as a learning game, students can minimize errors in understanding instructions.

C. Previous Study

Some researchers had conducted research that focused on the method of using anagram in their research.

The first, Hidayat (2013) entitled “The Effect of Using Flash Card and Picture Story in Vocabulary Mastery to the Seventh Grader Of Smp Pgri 1 Margatiga” The result of the research, it was found that the mean score of picture story in pre test is 53,86, in treatment is 81, and in post test 85,33. Meanwhile the mean score of the flash card media in pre test 59,33, in treatment is 73,5, and in post test is 80,66. It means that the student’s vocabulary has increased, and there is significant difference of using picture story and flash card in vocabulary instruction, and picture story was more effective to use in vocabulary instruction.

The second, Hamer & Rohimajaya (2018) entitled “Using Flash Card as Instructional Media to Enrich the Students’ Vocabulary Mastery in Learning English” According to certain research findings done by the students of English department of Sultan Ageng Tirtayasa University, it is recommended that the teachers should apply various media to improve the quality of teaching and learning English in the classroom, such as role play, flash card, and picture series. However, there are many students from elementary school up to university level still get difficulties when they learn English. The students cannot listen carefully and get misunderstanding, they also hesitate to speak English, they do not understand the difficult words when they read English passage, and they cannot write good sentences and/or paragraphs in English as well. From those points above, it is clear that the use of flash card can be expected to be the solution to solve the problems occurred in attempts to increase the vocabulary mastery for the students when learning English. Besides, the use of flash card can also make the vocabulary learning become enjoyable and interesting. Flash card can be an excellent media to be used because there are many students interested in flash card. In flash card they can stimulate their imagination to develop their ideas and they can learn and find new vocabulary.

The third, Farida *et al* (2019) entitled “The Implementation Of Flash Cards To Improve Students’ Vocabulary Mastery” The results of the research showed that the implementation of flash cards can increase students' vocabulary. It can be seen from the development in the mean score of students: for aspect meaning at pretest cycle 1 is 63 and in post test in cycle 2 is 78, for spelling aspects at pretest cycle 1 is 58 and in post test in cycle 2 is 81, for pronunciation aspects at pretest cycle 1 is 65 and in post test in cycle 2 is 83, and for aspects of word use at pretest cycle 1 is 71 and in post test in cycle 2 is 88.

The fourth, Lisa (2019) entitled “The Effectiveness of Flashcards on the Motivation to Increase English Vocabulary Among the Fourth Elementary School” the result of the analysis shows that there is a significance difference between the motivation to learn English vocabulary among the elementary school fourth-grade students before the implementation of flashcards and that after the implementation (76,6%), and there is a significant difference between English vocabulary mastery of elementary school fourth-grade students taught by using flashcards and that of those taught without using flashcards($t=7,74$).

Last but not least, Razaq (2022) entitled “The Use of Flashcards to Improve Students’ Vocabulary Achievement” The researcher selected 8.5 as the research sample using a cluster random sampling technique. Data on students' vocabulary achievement was collected using multiple-choice, word meaning, and sentence-making exercises, and then analyzed using SPSS 24. There was a considerable improvement between the pre-test and post-test findings. The students' experimental post-test score of 69.3871 was greater than their pretest score of 47.2258, demonstrating this. Furthermore, the results revealed that the probability value (0.00) was less than the significance level (0.05). The researcher found that employing flashcards boosted pupils' vocabulary achievement based on the findings