CHAPTER II
LITERATURE REVIEW

A. Theory Description

1. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Understanding vocabulary is deemed to be a crucial element in language acquisition. It is frequently regarded as a central aspect of learning a new language, with the perception that mastering a foreign language is closely tied to acquiring its vocabulary. The significance of vocabulary is also paramount in the education and learning processes of English. Hiebert and Kamil defined vocabulary as "the knowledge of the meaning of words" (Borer, 2006:469). This means that if learners are unaware of the meaning of words, they will face the difficulties in understanding to the things that they see, read, hear and learn.

Vocabulary encompasses all of our knowledge of words. Words are an essential component of every language, as stated by Thornbury (2006:13). Hiebert & Kamil (2005:3) emphasize that vocabulary refers to understanding the meanings of words, establishing it as a fundamental component of language. Having a robust vocabulary enables individuals to communicate effectively, expressing their thoughts clearly and effortlessly.

Mastery is the attainment of high skill or total command over a subject. The concept is derived from the term "master," denoting someone with profound knowledge in a specific field, such as a master painter (*Mastery - Definition, Meaning & Synonyms*, 2023). When applied to vocabulary, mastery means having a proper understanding related to the meanings of words and being knowledgeable about words. Good vocabulary skills allow us to communicate effectively with others. According to Cameron (2001:78), vocabulary is an essential part in

learning a foreign language. This means that having a strong vocabulary makes it easier to learn a new language.

All vocabulary consists of words. Learning words involves acquiring new words and discovering their meanings. Words can be in either oral or written form. Oral vocabulary encompasses the words an individual comprehends when speaking or reading aloud, while printed vocabulary involves understanding words when written or read silently. Word knowledge manifests in two ways: receptive and productive. Receptive vocabulary pertains to words understood when listening or reading, while productive vocabulary involves words a person can use when speaking or writing. A student's language proficiency is enhanced with a broader vocabulary

It can be stated that limited vocabulary can pose challenges for students when using English for communication. Possessing a robust vocabulary is essential for speaking a language fluently and articulating thoughts effectively. According to Thornbury (2006), grammar plays a role in conveying information, but vocabulary is the foundation upon which communication is built. Without a sufficient vocabulary, it becomes difficult to express oneself, leading to misunderstanding Thornbury (2006:27). Although understanding a language may be possible without knowledge of grammar, without a strong vocabulary, the language will not serve as a means of effective communication.

The statement implies that vocabulary plays a vital role in language and communication, serving as a teaching block for constructing language and being a fundamental element in comprehending it, whether in written or spoken forms. To effectively communicate, a strong vocabulary is necessary. When a person has a restricted vocabulary, they might be feeling difficulties in expressing their ideas effectively, underscoring the importance of vocabulary in the process of language acquisition. To sum up, vocabulary is considered a vital component of language, and a language cannot thrive without it.

b. Types of Vocabulary Mastery

Knowing the types of vocabulary is one of the parts of teaching vocabulary. Types of vocabulary are very important for researcher that will conduct the research. The researcher will know what types of vocabulary that the teacher will teach to the students based on the students' level.

In this research, the primary focus is on Vocabulary Mastery, nouns representing the name of a thing, and adjectives describing nouns or pronouns and providing details about people, places, and things. Therefore, important to know the types of vocabulary based on the experts' theory. In this research, researcher used nouns,pronouns and adjectives in teaching vocabulary including:

1) Nouns

According to Dykes (2007:24), the origin of the term "noun" may be traced back to the Roman word nomen, which means "name." The name of a thing is referred to as its noun. Whether or whether it is visible to you, a name has been given to everything that exists (that exist in our minds, like hope, beauty).

2) Pronoun

The term "pronoun" has its roots in the Latin word "praenomen," translating to "for a noun." True to its name, pronouns are words employed to substitute for nouns. Examples of common pronouns for an individual or object include "I," "you," "he," "she," "it," "me," "her," and "him.". For multiple people or things, the commonly use pronouns are "we", "you", "they", "us", and "them". There are three main categories of pronouns, which are personal pronouns, reflexive pronouns, and relative pronouns. For example, in the sentence "Rara borrows books there," the noun "Rara" can be replaced with the pronoun "she" and "borrows" is the verb, "books" is the direct object noun, and "there" is the adverb of place. In the sentence "We saw her

in bookstores," "we" is the pronoun and noun, "saw" is the verb, "her" is the direct object noun, and "bookstores" is the adverb of place.

In the sentence "We are staying at our friend's house," the subject is "we," and the verb phrase "are staying" describes the ongoing action. This verb phrase involves the auxiliary verb "are" and is in the present continuous tense, evident from the "-ing" ending.

3) Adjectives

The term "adjective" originates from the Latin word "ad jacere," translating to "to throw to" or "to add." In the realm of grammar, this entails imparting attributes to a noun or pronoun.

Adjectives are vocabulary units used to depict nouns or pronouns, furnishing details about individuals, locations, and objects. These descriptive words can be positioned either before or after nouns. Certain adjectives delineate the size of individuals or objects, like "big," "short," or "large," while others specify the color of objects, such as "red" or "brown." Some adjectives describe the qualities of people or things, such as "beautiful," "hot," "sunny."

c. Aspects of Vocabulary

When teaching vocabulary in the classroom, it's not possible for the teacher to address every single word. Therefore, they must meticulously choose the vocabulary content essential for the students to grasp. The process of acquiring vocabulary should extend beyond mere memorization and encompass a comprehensive understanding of how to effectively use words and the various facets of vocabulary. There are some aspects of vocabulary. Harmer (2001:16), mentioned that there are specific aspects to delve into when exploring vocabulary. These include understanding word meanings, covering elements like synonyms, antonyms, connotations, and denotations. Additionally, expanding word usage involves learning idioms, word combinations or collocations. Another important aspect is delving into the grammatical structures of words, encompassing nouns, verbs, adjectives, and adverbs. Ur

(1996:60), In addition to the discussed aspects, several crucial considerations should be taken into account when teaching vocabulary, including its form which involves pronunciation and spelling, its grammatical application, and its overall meaning. Learners should be acquainted not only with how a word sounds (pronunciation) but also with its visual representation (spelling).

. The four aspects explained as follows:

a. Word Meaning

Word meaning refers to the concept or idea that a word represents, conveys or signifies. Harmer (1991:158) A single word can have multiple meanings, and the interpretation of a word relies on the context in which it is used.

It is the definition or interpretation of a word in a particular context or language. Word meaning is an essential component of language and helps people communicate effectively by understanding what is being conveyed. It is the understanding of a word's significance, and how it can be use to express ideas and convey information. Word meaning can change over time and can be influenced by culture, context, and individual interpretation.

b. Spelling

Spelling involves the act of writing a word or words with the correct letters and diacritics, adhering to an accepted standard order and arrangement of letters to form a word or part of a word. According to Ur (1996:60), when teaching vocabulary, it is crucial to consider the form, which encompasses pronunciation and spelling. Learners should be familiar with both how a word sounds (its pronunciation) and its visual representation (its spelling).

c. Word Use

Word use is how words are use to express meaning. Harmer (1991:158) proposed that Students should be able to identify word collocation, understanding which words naturally go together. It

includes literal, metaphorical, and idiomatic word use. Metaphorical language uses words to describe something other than their literal meaning. For instance, "hiss" might mean snake sounds or threatening speech. Idiomatic words are phrases that have become part of the language and have a meaning beyond their literal meaning. "A snake in the grass" refers to a dangerous person. "Raining cats and dogs," "my home is my castle," and others are idioms. Finally, word usage includes literal, metaphorical, and idiomatic uses of words to express meaning.

d. Pronunciation

Pronunciation can be defined as the manner in which words or a language are spoken, encompassing the accurate articulation of sounds, stress patterns, intonation, and rhythm. This ensures the clear and comprehensible production of words and phrases. As outlined by Hewings (2004:3), pronunciation is a fundamental aspect of speech, incorporating various components that come together. These components range from individual sounds constituting speech to the use of pitch—the rise and fall of the voice conveying meaning. Pronunciation is closely connected to phonetic transcription, which consistently represents speech sounds and serves as a dependable guide for mastering spoken language. The primary elements of pronunciation include sounds, syllables, and words.

In this research addresses four key aspects of vocabulary: word meaning, indicating the concept or idea conveyed by a word; spelling, involving the correct arrangement of letters and diacritics in a recognized order to form words; word use, exploring how words are employed to convey meaning; and pronunciation, referring to the manner in which words or a language are spoken.

2. Anagram Technique

  a. Definition of Anagram Technique

Anagram is a form of wordplay where the letters of a word or phrase are rearranged to create a new word or phrase, utilizing all the letters from the original word or phrase. As defined by Dale and O'Rourke in Richard, an anagram is a word resulting from swapping the positions of letters in two different words. (Kumara, 2016:22). For instance, the word orchestra may be rearranged to become the term carthorse (Rosadi, 2017:43).

Anagram technique has the potential to encourage students and generate interest in vocabulary learning. Moreover, it empowers students to independently discover new words through the use of anagrams. This method aims to teaching students' vocabulary in an enjoyable manner. To sum up, the Anagram technique offers a lively and interactive approach for students to expand their vocabulary. Through self-discovery of new words, students can foster a friendly and engaging understanding of vocabulary.

The Anagram technique involves rearranging the letters of a word or phrase to form a new word or phrase, as discussed by Susanti and Argawati (2022). Utilizing anagrams as a language learning approach is highly engaging because it serves as a creative technique. This technique not only sparks students' creativity but also encourages them to explore and construct new words by manipulating letters. Mistakes made by students during the Anagram Technique become valuable learning experiences, allowing them to promptly internalize the lessons gleaned from the activity, as emphasized by Nurwulandari and Asnawi (2022).

Therefore, in this research, the term "anagram technique" refers to a wordplay technique involving rearranging the letters of a word or phrase to generate a new word or phrase by reshuffling the letters. This technique has the potential to inspire students and cultivate their interest in vocabulary learning. Additionally, it empowers students to

independently discover new words through the use of anagrams, allowing them to find these words on their own.

b. Procedures of Anagram

There are specific steps involved in the anagram technique. As stated by Barus in Bachtiar (2013), anagram is considered an effective method for teaching vocabulary. Various approaches can be employed when implementing anagrams for students, including:

1) The students form other word based on the key word given. Here are some more examples of anagrams:
   a. Teacher   : cheat, teach, etc.
   b. Restaurant   : rest, star, tear, etc.
   c. Mathematics : math, time, etc.
   d. Computer   : compute, put, etc.
   e. Engineer   : engine, green, etc.

   Through the creation of anagrams, students can enhance their language proficiency and enrich their vocabulary in an enjoyable and interactive manner. Crafting anagrams entails rearranging the letters of a word to generate new words, presenting an engaging approach to involve students and enhance their language skills.

2) The students finish the sentences by using anagrams, which they create by rearranging the letters in brackets. Here are more examples of sentences using anagrams:
   a. (Loudly, voice, hear, your, so) Please speak loudly, so I can hear your voice.
   b. (Beautiful, gown, wearing, very, you) You are very beautiful wearing that gown.
   c. (Friendly, teacher, English, my, very) My English teacher is very friendly.
   d. (Punish, teachers, us, will, don't, if, homework) The teachers will punish us if we don't do our homework.

e. (Front, house, in, my, of, school) My school is in front of my house.

These exercises allow students to practice rearranging letters and to use their newly formed words in sentences, teaching their vocabulary and language skills.

3) The students remove one or few letters of the key word and transpose.

For example:

a. Key word   : observe

Definition : watch carefully

New word : serve

b. Key word   : orange

Definition : a type of fruit

New word : range

c. Key word   : alphabet

Definition : a set of letters use to write a language

New word : beta

d. Key word   : stretch

Definition : extend or lengthen

New word : stretch

e. Key word   : believe

Definition : have faith or trust in someone or something

New word : leave

4) The students transpose any letters of the word and turned it into another word by using those letters exactly based on the definition.

For example:

a. Key word   : light

Definition : not heavy

Word   : slight

b. Key word   : board

Definition : flat piece of wood

Word   : broad

    c. Key word   : start

        Definition : begin

        Word   : art

    d. Key word   : sort

        Definition : arrange in a particular order

        Word   : sport

    e. Key word   : storm

        Definition : severe weather

        Word   : form

5) The students match the scramble word on the left to it arrangement on the right.

a. Acdr	a. Card
b. Eflowrs	b. Flowers
c. Fg i t	c. Gift
d. Aehrt	d. Heart
e. Accehloot	e. Chocolate

The application of the anagram technique in language learning is highly engaging due to its inherent nature as a creative method. This technique has the ability to stimulate students' creativity and prompt the formation of new words. Students actively participate in searching and discovering new words independently, discerning the meaningful words from those that are not. Furthermore, this technique contributes to students' vocabulary enrichment by introducing words that were not previously familiar to them.

In summary, the anagram technique involves rearranging the letters of a word to create another word or rearranging a group of words into another meaningful set of words or sentences.

c. Teaching Vocabulary Through Anagram Technique

The utilization of the Anagram technique in vocabulary instruction proves to be more effective in facilitating student learning, enabling them to easily recognize new words and enhancing the overall appeal of the

lesson. Anagrams involve three types of transpositions, particularly letter rearrangement. Ghazal and Singh (2016:6) define that anagrams are words or phrases formed by rearranging the letters of others words or phrases by using the original letters exactly once. In learning, student more difficult to study because their mood tends to change every other minutes. But on the other hand they have more motivation to learn than adult. So the teacher should be more creative in selecting activities in learning process. Furthermore, the teacher should provide a great variety of interesting activity and exercise. Using Anagram technique in teaching vocabulary more effective for helping the students in learning, they would be easier in recognizing new words and make the lesson more interesting. There are three types of transpositions (letter re-arrangement) in Anagram. One of them is Random Anagram where the letters of an English word being scrambled into a random pattern and the players must rearrange the original word. The rules of Anagram technique as below:

1). Students are divided into groups where each group consists of two people.

2). Student gets some words consists of 4-6 letters.

3). Student must arrange the letters that were randomized into a new word

4). Student uses all the letters to form a 1 or 2, even 3 new words.

Example:

a. Malp : lamp, palm

b. Tapel : petal, plate, pleat

c. Elam : male, meal, lame

d. Erosh : horse, shore

e. Balett : battle, tablet

5). Group with a most new word is the winner.

There are three criteria, or rules, that must be met in order to classify something as an Anagram:

a. The letters of a word or phrase must be re-arranged.

b. A new expression must be created.

c. The letter of the original must be used in the new expression.

Employing this approach ensures that students remain engaged as it aligns well with their inclination towards playful activities. The anagram technique, being a form of word play, not only prevents boredom but also captures the students' interest. Additionally, this technique promotes active participation in classroom activities. Given its enjoyable and advantageous nature, the anagram technique provides students with opportunities to enhance their English vocabulary.

d. Advantages and Disadvantages of Using Anagram Technique

1. Advantages of Using Anagram Technique

When putting a technique of instruction into practise, there are usually going to be pros and cons associated with that technique. Since it iscontingent on the students that we are instructing, we are unable to definitively state which technique is the most effective overall. What we need to give serious consideration to is whether or not a strategy is appropriate for the students. According to Kumara (2016), anagrams are recognized as an effective, enjoyable, and engaging method for teaching vocabulary. They have the ability to offer students both enjoyment and a challenge during the language learning process, motivating them to closely examine words. Anagrams enable students to practice creating alternative words based on given clues, match words with their definitions, engage in spelling exercises, and understand how the letters of various words can be rearranged to form new words. This technique underscores the importance of vocabulary acquisition.

Bachtiar (2013), indicates that the usage of anagram games as a technique of instruction has both positive and negative aspects to consider. It is not feasible to identify which technique is the most effective for all students since this is dependent on the particular set of

students who are being instructed. It is essential to do comprehensive analysis in order to determine whether or not a specific strategy is appropriate for the students.

According to a comment attributed to Kumara (2016:22), Anagram Technique are regarded as a technique that is not only efficient but also pleasant and engaging for teaching vocabulary. These technique make learning a language fun and challenging for kids, motivate them to pay careful attention to the words they are learning, allow them the opportunity to create new words based on hints they are given, practise spelling, and match words with their meanings. An additional benefit of playing Anagram Technique is that they assist demonstrate to students how the letters of a variety of words may be rearranged to make new words and underline the significance of letter position in relation to the meaning of a word.

2. Disadvantages of Using Anagram Technique

There are some drawbacks associated with playing anagram technique in addition to the benefits. Since it is student-centered and encourages participation from all of the students, the first Anagram Technique is likely to result in a rowdy atmosphere in the classroom. The second Anagram Technique does not allow players to generate new word forms other than those derived from the given word, which limits the expectations of the instructor. The third step in this process requires the use of a dictionary since, for beginners, it is impossible to locate another word form without the dictionary. Any activity the instructor choose to do with the class will undoubtedly come with both positive and negative aspects (Bachtiar, 2013).

The Anagram Technique offers more advantages than drawbacks. Consequently, the teacher should make necessary modifications to the content before incorporating the anagram approach. Each teaching activity selected by the teacher comes with its own set of advantages and disadvantages. Given that the Anagram technique comes with numerous

advantages, it is essential for the teacher to tailor it according to the topic before implementation.

B. Previous Related Studies

Previous related studies have explored the effectiveness of the Anagram technique in teaching vocabulary to students. Numerous studies have been undertaken to investigate whether Anagrams can be employed to teaching students' vocabulary. There are previous related studies that described.

The first research by Rosadi (2017), the primary objective was to assess the effectiveness of the Anagram technique in teaching vocabulary to 7th-grade students at MTs Al-Majidiyah NW Majidi. The researcher employed a pre-experimental design, involving a sample of 30 students from a single class. Data collection comprised pre-test and post-test objective assessments, and the analysis utilized the Paired Sample T-Test. The outcomes revealed a notable disparity between the mean scores of the pre-test (18.67) and post-test (25.30), with a t-value of 19.282 (df=29) and a p-value of 0.000, which is below 0.05. This signifies the acceptance of the alternative hypothesis, indicating the effectiveness of the Anagram technique in teaching vocabulary. The research suggests that the Anagram technique serves as an efficient vocabulary learning strategy, fostering increased self-directed learning in students. In light of these results, the author recommends that educators consider implementing the Anagram technique to enhance their students' vocabulary.

The second research conducted by Indrawati & Resti (2020), aimed to assess the impact of the Anagram technique on vocabulary mastery by comparing an experimental group utilizing the technique with a control group receiving no treatment. Employing a quasi-experimental design, the researchers analyzed the data using Paired Sample t-test and Independent Sample t-test. The findings indicated that the Anagram technique contributed to an enhancement in vocabulary mastery, as evidenced by the experimental group's higher post-test score (80.89) compared to the pre-test (43.31). Moreover, a significant disparity in vocabulary mastery emerged between the experimental

and control groups, with a t-obtained value of 3.488 higher than the t-table value of 2.03 (p<0.05).

The third research, undertaken by Kartikasari *et al*. (2021), explored the impact of Anagram Games on students' vocabulary mastery and identified a significant positive effect. This quantitative research employed a quasi-experimental design and involved 70 eighth-grade students at SMPN 3 Balaraja. The research incorporated pre-test and post-test assessments, with a hypothesis test utilized to ascertain the presence of a substantial difference between the experimental group (taught using Anagram Games) and the control group (not exposed to Anagram Games). The outcomes indicated a noteworthy influence of Anagram Games on students' vocabulary mastery, as evidenced by a t-count of 2.04 surpassing the t-table value of 1.99 at a 5% level of significance.

The fourth research conducted by Setyowati (2020), aimed to assess the impact of incorporating Anagram games on the English vocabulary proficiency of eighth-grade students at SMP Bhakti Malang. Employing a classroom action research approach, the research concentrated on a single classroom, specifically class 8A, which had previously displayed unsatisfactory results in English. The findings revealed an enhancement in the students' average scores on vocabulary tests, rising from 56.66 to 84.44. Additionally, there was a reduction in standard deviation, indicating more consistent scores. The success of the Anagram strategy was attributed to the teacher's creative utilization of materials, a well-structured lesson plan, diverse activities, and the encouragement of student collaboration.

The fifth research, conducted by Sembiring (2019), assessed students' vocabulary proficiency using Anagram games at SMK Sandhy Putra 2 in Medan, Indonesia. The research, employing a descriptive qualitative research design with a sample of 29 students, utilized a vocabulary test incorporating Anagram games. Results indicated that a majority of students (41.3%) scored 88, while 24.1% scored 92. The author concluded that students demonstrated

good to excellent vocabulary comprehension through Anagram games and encountered no difficulties in mastering vocabulary through this approach.

The similarities among all the previous studies, including this research, is the exploration of the impact of Anagram used in teaching vocabulary. However, this research sets itself apart by focusing on specific vocabulary categories, such as nouns, pronouns and adverbs.