CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework

These following terms are clarified for the purpose in explaining all the terms related to the theory of teaching English, the use of anagram technique in teaching English. Consequently, both reader and researcher have same perception.

1. Teaching English As a Foreign Language

Teaching is a set of events, outside the learners which are designed to support internal process of learning (Sequeira, 2012). Teaching is a process when a teacher sends materials to the learners consciously so that the learners can get new information based on their levels. The teaching and learning process deals with how learners comprehend any text consisted of words, numbers, symbol, etc. In teaching English as a foreign language, teacher is supposed to understand the principle of teaching language at classroom and effectively accomplish comunicative objective (Brown, 2000). The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing (*Depdiknas,* 2003: 6). In this case, the learners are required to comprehend (listening and reading) the language and produce (speaking and writing) the language. Before producing the language, students need to have some

vocabulary; those vocabularies are gotten by the process of comprehending the language.

English is one of subject that tough at junior high school from the first until the third grade and it will be continued at senior high school. The mastery of English is one of the obligations of students at junior and senior high school. It happens because of English have many roles in their learning process. The mastery of English will give many advantages for students; it will make them easy to join or to make communication among people in the world. When students master English and they can make communication among people in the world it will make their knowledge improve, they will get many information about the world or anything about science.

Brown (2000:14) states that there are the important characteristics of current language teaching pedagogy, such as :

a. Approach : a set of assumption, beliefs, and theories dealing with the nature of language and language learning.

b. Method : an overall plan for systematic presentation of language based upon a selected approach.

c. Strategy : specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controling and manipulating certain information.

d. Technique : the specific activities manifested in the classroom which are consistent with a method.

a. The Implementation of Curriculum 2013 In Junior High School

Based on the regulation of Indonesian Ministry of Education and Culture Number 70 year 2013, curriculum 2013 aims to prepare Indonesian people to be faithful, productive, and effective human beings as well as able to contribute in the part of society, nation, state and world. Curriculum 2013 covers the competence in the form of main competences (Kompetensi Inti KI) and basic competence (Kompetensi Dasar KD) which contains of four essential domains, religion, social, knowledge, and skill.

The learning process of curriculum 2013 implements the scientific approaches which consist of observing, questioning, experimenting, associating, and communicating. The steps are :

a. Observing : the student read/or listen to the materials given (text) to list items they need to know further.

b. Questioning : students list or limit the items they want to know, there formulate the questions, and the propose the temporary answer based on their knowledge.

c. Experimenting : the students collect other sources of information and do the experiments which related to the subject or topic.

d. Associating : the students work individually or in group to connect the data they get with their temporary answer in the questioning step.

e. Communicating : the students communicate their answer in written and/or spoken text.

Based on curriculum 2013, procedure topic covers two basic competences they are :

Table 2.1 The Basic Competencies of English in Seventh Grade

Basic Competences
3.1 Iidentify social functions, text structure, and elements linguistic interaction text interpersonal oral and written which involves action say hello, say goodbye, thank you, and apologize, as well respond, according to context of its use.
4.1 Arrange interaction text transactional oral and written very short and simple which involves action give and ask information related to identity, short and simple, with pay attention to social functions, text structure, and elements correct language and in context.

2. Vocabulary

Generically, vocabulary is the knowledge of meanings of words so that we can use it in speaking and writing (Elfrieda H. Hiebert and Michael L. Kamil, 2005). Vocabulary is all the words used or understood by a person in speaking (D.J. Henry and Susan Pongratz, 2007). Read (2000) states that the words are basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole text are formed. Azar (2012) also says that in learning a foreign language, vocabulary plays an important rule. It is one element that links the four skills of speaking,

listening, reading, and writing all together. According to Nilawati (2009), vocabulary was a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his or her ideas in both oral and written form. Therefore the students should have to obtain vocabulary mastery.

Based on several definitions of vocabulary above, it can be concluded that vocabulary is the knowledge of meaning of words that used to communicate effectively, both in oral and written forms. The more vocabularies that are acquires by someone, the more he or she is able to understand the language in listening, speaking, reading, and writing.

a. Types of Vocabulary

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. According to Nation (2001), there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make it clear the researcher explains both of them as follows:

a. Active/productive vocabulary

The active vocabulary means the words that are used in oral or written expression by the students. Meanwhile, Templeton (2004) states active vocabulary refers to the words the students understands, can pronounce correctly and use them constructively in speaking and writing.

b. Passive/receptive vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context. The students usually find passive vocabulary in listening or reading. In Templeton (2004) states passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening, but they do not use the words in speaking or in writing. Receptive or passive vocabulary is the word that when someone knows it is hear or seen, she/he can mention the meaning and recognize it. Meanwhile productive or active vocabulary is the word that someone must pronounce the word well, be able to use grammar in sentence.

b. Teaching Vocabulary

There are some techniques for teaching vocabulary, hopefully by combining ideas these various parts in ways suitable to your situation that can develop some new and interesting techniques for teaching vocabulary. Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action

b) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c) Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

d) Check Questions

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

3. Technique in Teaching English Vocabulary

Teaching technique is any of a wide variety of exercises, activities or tasks used in language classroom for realizing lesson objective, in Brown (2001). Richards and Rodgers (2001) states that technique is the level at which classroom procedures are described. Commonly, there are several techniques concerning the teaching of' Vocabulary, Sanusi (2009). However, there are a few things that have to be remembered by the most English teachers if they want to present a new vocabulary or the lexical items to their

students. It means that the English teachers want students to remember new vocabulary .Then, it needs to be learnt, practiced, and revised to prevent students from forgetting.

1. *Visul Techniques*

Concerning with the visual techniques, there are there form visual techniques; *relia, pictures, and mime or gestures."* Relia means using a variety of real-object brought by the students in the classroom It can be also applied to remember written material. Students can act out what they read, or associate physical.

2. *Verbal Techniques*

This technique pertains to the use of illustrative situation, synonims, opposites, scale, definition and categories.

a. Definition and illustration sentences, this technique the English teachers are expected to introduce a word in English through the use of other word in the same language.

b. Synonyms and antonyms; Synonyms and antonyms are especially important in building new vocabulary because learners are able to know vocabulary. Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers.

c. Scale; This technique is the presentation of related words in scales that include the combination of both verbal and visual techniques, for example, in term 32° Celsius, the degree sign is the visual.

d. Explanation; This technique explains the meaning and the use of a foreign word in the foreign language itself.

a. Anagram Technique

An anagram [New latin angramma, from Greek anagrammatismos, from anagrammatizein, to rearange letters in a word: ana + 'again' + gramm 'letter] is a type for word play, rearranging the letters of a word or phrase to produce new word or phrase by using all the original letters of a word or phrase to produce new word or phrase by using all the original letters exactly once. Anagram is one of fun and interesting ways to learn writing or spelling words. Aanagrams are commonly used in both everyday life and literature. They often provide instances of wit and humor. Additionally, this word play presents itself as a recreational activity in the form of word puzzles (cross words, up words, scrabble, etc.) to sharpen the deciphering skills of kids, as well as adults. Students may also have figuring out of list words in which the letters are scrambled.

Anagram is a type of word play in which a word or phrase is formed by rearranging the letters of another word or phrase, such as listen to silent (Richard, 2010). Today, anagram is used by the teacher to the language teaching especially in teaching vocabulary. It is believed that using anagram will give the students enjoyment or challenge in studying language and encourage them to look carefully at words, students can practice to form another word from the given clues, match words with defenition, 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.

The broadest definition of anagram is "a word or phrase created by rearranging the letters of another word or phrase, in which every letter in the original is used in the creation of the new phrase. In addition, Oxford dictionary (2003 : 13) defines that anagram is word made by changing the order of letters of another word.

According to Collins in Bachtiar (2014), 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.

The term "anagram" according to Collins (2003) is a word or phrase letters which can be rerranged into another word or phrase. Anagram is word by transposing letters of one word to form another. This is in line with Merriam Webster (1913) who assert that anagram is the change of one word or phrase into another by the transposition of its letters. 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*. Anagram is the first type of word game popular in Europe during the middle ages. Anagram art created by the Greek poet Lycophron. Before the era of computerization, anagram built using pen and paper from a combination of letters and experiment with variations.

It is clear that anagram is an interesting way of learning to increase one's vocabulary. There are many kinds of word games, such as scrabble and puzzle. Anagram is faster paced and more productive than those word games, because anagram is focusing on word formation and vocabulary expansion through the use of affixes and compounds. Among its many beneficial features are the following:

b. Procedure Of Anagram Technique

According to Barus in Bachtiar (2014), there are many ways in applying anagram to the students after the teacher explaining the material, such as:

a. Asking the students to form other words from the key word given;

b. Asking the students to rearrange the letters in bracket after that fill in each blank with the appropriate anagram to complete the sentence;

c. Asking the students to omit one or some letters of the key word and transpose the rest;

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d. Asking the students to transpose the letters of the word and form another word by using those letters exactly once based on the definition;

e. Asking the students to match the scramble word on the left to its arrangement on the right.

c. Teaching Vocabulary Using Anagram

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning according to Brown in Siboro (2011). There are essential steps of learning vocabulary according to Brown in Siboro (2011) as recited by Cameron as quoted by Babri:

a. Getting a clear image for the form of the new word.

b. Learning the meaning of the new words.

c. Making a strong memory connecting between the form and the meaning of the new words.

d. Using words.

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 is 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 thet the words can be used in the students' daily life.

Almost student feel difficult in mastering vocabulary because it is very hard for then to memorize the words. That is why, teacher should use different technique and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly. One of the interesting and enjoyable technique is anagram.

d.   The Ways of Applying Anagram Technique

According to Barus (2010: 13) anagram is a good technique in teaching vocabulary. There are many ways in applying anagram to the students, such as :

1. The students are asked to form new words by using the letter of previous word. For example :

   a. Art : Rat
   b. Bear : Bare
   c. Listen : Silent
   d. Owl : Low
   e. Sneak : Snake

2. The student omit one letters of the key word and transpose the rest. For example :

   a. Key word   : Good
       Definition   : kind of animal which is able to bark
       New word   : **Dog**
   b. Key word   : Blame
       Definition   : food that is eaten
       New word   : **Meal**
   c. Key word   : Later
       Definition   : measurement or the number of times
       New word   : **Rate**
   d. Key word   : Parky

Definition   : place to get relax
New word   : **Park**
e. Key word   : Trade
     Definition   : look at and understanding something written
     New word   : **Read**

3. The student transpose the letter of the word and form another word by using those letters exactly once based on the defenition. For example :

a. Cat
    Defenition   : doing something
    Word   ; Act
b. Balm
    Defenition   : young sheep
    Word   : Lamb
c. Horse
    Defenition   : the land along the edge of the sea, lake or another area of water.
    Word   : Shore
d. Elbow
    Defenition   : at lower level or position
    Word   : Below
e. Meteor
    Defenition   : the ability to oporate machine from a distance using radio or electrical signal.
    Word   : Remote

4. The students match the scrambled word on the left to its arrangement on the right.

a. T a e r c	Ocean
b. E s o u m	Snake
c. R m d r i a e	Create
d. E s k a n	Mouse
e. A e c o n	Admirer

5. The student from other words from the key word given. For example :

a. Flower   = low, flow, lower, owe, etc
b. Participant   = pant, part, art, etc

    c. Skyrocket   = sky, rocket, rock, key, ect
    d. However   = how, ever, owe, eve, etc

6. The student rearrange the letters in bracket after that fill each blank with the appropriate anagram to complete the sentence. For example :

Mrekat	Rarybli	Opsalthi

    a. I want to go to *library* to borrow some books.
    b. She went shopping to the *market* after had cleaned up her room.
    c. You should go to the *hospital* tomorrow.

e. The Reasons of Using Anagram Technique

Anagram technique is a type of word play in which a word or phrase is formed rearranging the letters of another word or phrase, such as listen to silent (Richard, 2010). (Camille & Peter, 2004 : 220) believe the evidence base supports using word play in the classroom. Their believe relates to these three research-grounded about word play :

- Word play is motivating and an important component of the word rich in the classroom.

- Word play calls on students to reflect metacognitively on words, word parts, and context.

- Word play develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words.

In applying anagram technique for teaching there is always the reasons why we should use the anagram technique. Manalu (2015) gives several reasons why anagram are so commonly used in teaching. They are:

1. Anagram can motivate the students to involve constant attention and full concentration.

2. Anagram is appropriate for all students in all ages because it combines language practice with fun and excitment.

3. Anagram is interesting because it can be played competitively and cooperatively.

4. Anagram will give the students enjoyment or challenge in studying language and encourage them to look carefully at words.

B. Relevant Studies

There are a number of studies conducted that are supporting this research towards the application of anagram technique in teaching writing descriptive text. The study used anagram technique in order to see how anagram technique used in teaching English. They got the similar findings that the aplication of anagram technique in vocabulary teaching brings to the successful result. Here are some relevant studies that will support this research:

The study related to this research was by an Undergraduate student of Sanata Dharma University, Kumara, (2016), in his study, the researcher found the problems related to vocabulary mastery of the students. During the observation in the class, the researcher found that the students did not understand the teacher's explanation in English. So. The teacher had to translate the explanation or instruction to Bahasa Indonesia. Then, by the end

of the study, the students had successfully achieved the learning goal. The students were able to remember the new words, understand the meaning, the spelling, the pronounciation, and the students also expected that the English teacher use anagrams again for vocabulary learning activity.

The other relevant study was conducted by an Undergraduate student of Syarif Hidayatullah State Islamic University Jakarta, Nurjanah, (2018), in her study, the research was aimed to get the empirical evidence of the effectiveness of Anagram technique on students' vocabulary. The method that was used was a quantitative method. The design of this research was quasi-experimental. This research was conducted in MTs N 13 Jakarta. The number of the sample of the research was 72 students of eighth grade. The instrument of this research was tests. The tests were divided into two, there were pre-test and posttest.

The next research was done by an Undergraduate student of State University of Medan, Manalu, (2015), in her study, the research was conducted as an attempt to find out the effect of using Anagram Technique on Students' Vocabulary Achievement in Reading Descriptive Text. This study used the experimental design. The population of this study was the students of SMP Swasta Parulian Medan.

The other relevant study was conducted by Rosadi (2017). This study was conducted by pre-experimental design. The sample was one class consisted of 30 students. The population of this research was the year-VII students of MTs. Al-Majidiyah NW Majidi. The data collection was done by

administering pre-test and post-test in the form of objective test. Additionally, the result of this research shows that anagram is a good vocabulary learning strategy. It encourages greater self-direction for learners. Thus, it is strongly suggested that teachers apply this technique to help improve students' vocabulary.

The last relevant study was conducted by Rahman, (2016) 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.

Related to those researches above, the researcher of this study try to aplly Anagram Technique in different field of study. The reason for choosing this field is finding and knowing the improving students' vocabulary achievement through Anagram Technique.

C. Conceptual Framework

Language was an important part of human existence and social process that has many functions to perform the life of human beings. Language was an instrument to get information. It was used to express ideas, feeling, purposes, thoughts, and opinions in written or oral way. With language, we can share and transfer knowledge, transmit message from one to another, and

from generation to the next generation. In short, almost all of human activities are conducted through the language use.

In English, there were four language skills that must be learnt and mastered by the students, they are listening skill, speaking skill, reading skill, and also writing skill. Among those skills, writing skill is the complex skill that must be learnt seriously by the students, as there are so many difficulties in writing.

The fact that English as a foreign language in Indonesia also allow it happen. Another reason is teachers' technique that used in teaching. In teaching English, teacher must choose the appropriate technique that can be used in class. Technique must support students to promote their enthusiasm to learn the subject. Students will be motivated and will enjoy the learning process if the activity provides appropriate technique.

Anagram Technique is the appropriate technique to support the learning process. Anagram is one of fun and interesting ways to learn writing or spelling words. Anagrams are commonly used in both everyday life and literature. They often provide instances of wit and humor. Additionally, this word play presents itself as a recreational activity in the form of word puzzles (cross words, up words, scrabble, etc.) to sharpen the deciphering skills of kids, as well as adults.This technique then is expected to help students at Junior High School become more excited to learn English, especially in vocabulary. Vocabulary is chosen as the focus of this study since the students are not motivated in learning English.

Teaching vocabulary is followed by Anagram technique in order to enhance students' interest in teaching-learning English. It is considered that anagram technique is the best technique to apply since junior high school students will understand ho to learn better.

ANAGRAM TECHNIQUE

The Procedure of Anagram Technique

The Teacher's reason of using Anagram Technique

Getting a clear image for the form of the new word.

Learning the meaning of the new words.

Making a strong memory connecting between the form and the meaning

Using words.

1. Word play is motivating and an important component of the word rich in the classroom.
2. Word play calls on students to reflect metacognitively on words, word parts, and context.
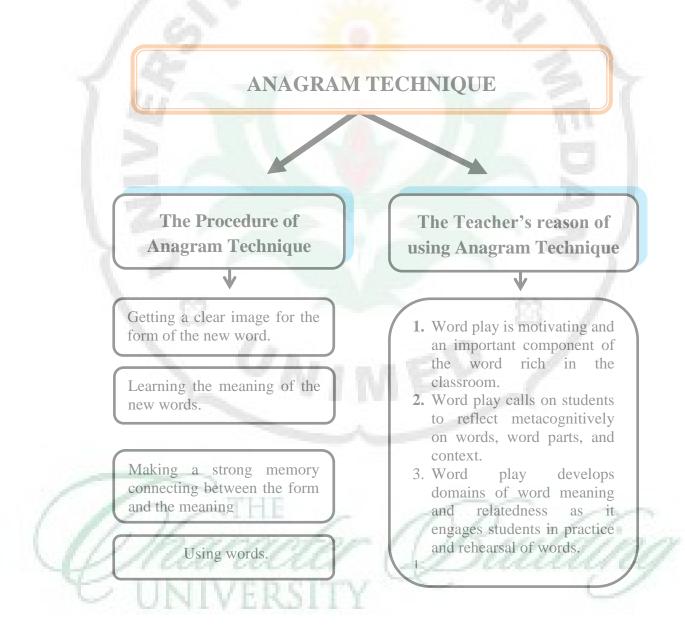3. Word play develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words.

Figure 2.1 The Diagram of Contextual Framework