LINGUISTIKA

Jurnal Pendidikan Bahasa Inggris

Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisional tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober,April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

CONTENTS

IMPROVING STUDENTS VOCABULARY MASTERY AT TENTH GRADE OF SCIENCE 1 OF SMA AL-AZHAR 3 BANDAR LAMPUNG BY USING COMBINATION OF ANAGRAM AND KEYWORDS

Kinanti Rahmawati[1], Dameria Magdalena Sidabalok[2]

[1]English Education Study Program, Bandar Lampung University, Indonesia,
[2]English Education Study Program, Bandar Lampung University, Indonesia

Abstract

Vocabulary is one of the important skills must be mastered to acquire the English. Therefore the purpose of this research is to observe the use of the combination of anagram and keywords in improving students. vocabulary mastery at tenth grade of Science 1 of SMA Al-Azhar 3 Bandar Lampung. The researcher conducted the students at tenth grade of science 1 of SMA Al-Azhar 3 Bandar Lampung that consist of 43 students.

The researcher used the qualitative and quantitative design. The researcher did the research in six meetings consisted of two meetings of the preliminary study, four meetings of the implementation of the combination of anagram and keywords. In the preliminary study, it was found that many students are poor of the English vocabulary. They were difficult to catch the teachers instruction when the teacher spoke in English.

The researcher used the instruments; observation checklist, video recorder and students' vocabulary test to gather the data. Then, in the final mean score got the result was 81.74 of 43 students. There were 84 % of 43 students who could pass the minimum score 80. So, based on the result, it explained after the implementation of the combination of anagram and keywords, the students got the good improvement in the vocabulary mastery.

Keywords: Vocabulary, combination of anagram and keywords, qualitative, quantitative, improvement.

1. INTRODUCTION

In education, English is one compulsory lesson which becoming a target examination in the end of school. It means that at least the students have to learn about English. While in communication, vocabulary is one skill that needed to deliver our ideas and it is also important to be learned by students in learning. According to Alqahtani (2015), "lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning". It means that the understanding of vocabulary is very significant in learning since vocabulary is like a heart of language. Without vocabulary, language cannot live. On the other word, vocabulary is one fundamental aspect in comprehending languages.

The ability to grasp the meaning of new words is a necessary skill to strengthen reading and listening comprehension (Keshta and Al-Faleet, 2013). The meaning is mastering vocabulary skill will influence in comprehending the other skills like reading, listening, writing, speaking, etc. For instance, when we are reading some books/references or listen to recorders or speakers talk, exactly we invite the vocabulary there to understand the texts or the sentences. So, it can be concluded that mastering vocabulary is really significant in comprehending language in the communication.

In teaching and learning vocabulary, we as the teacher have to build an enjoyable and fantastic class in order to make the students take pleasure in learning. Alqahtani (2015) states, "A good teacher should prepare him or her with various and up-to-date techniques". Besides, we need to get ready with the materials then we have to arrange the techniques which are innovative in teaching vocabulary that can make the

students be an active participation in learning process.

In the phenomenon, sometimes the students feel bored and unenthusiastic to learn English in the class, for example vocabulary learning, besides the language is different from their first language, for example Indonesia, the strategy of the teaching is boring and uninteresting. So, it explains that the students need something fresh and challenging in the learning process.

Actually, there are many interesting ways and techniques to build vocabularies up, for example using flashcard, guessing expression or gestures, finding the antonyms and many more. In this research, the researcher uses combination of anagram and keywords that giving some letters and clues, then the letters before should be rearranged by the students into the exact word.

According to the researcher, the technique will challenge the students to be more critical and active in the learning because the technique give the letters that can be made into other words, for example there is a word 'could' and the clue is 'a white or gray mass in the sky that consists of very small drops of water'. The answer of the anagram 'could' is 'cloud'. It will increase students' critical thinking and make their vocabulary more extensive.

Nowadays, the models of learning in Indonesia are oriented on students. It means that the learning should be focused on the students' attention and interest. Students should be able to access the knowledge and skills that they need. While, the rule of the teacher is only as a link to develop students' knowledge and as facilitator to facilitate whatever that the students need in learning. So, the teacher should be able to make the students more active and creative in learning.

The techniques which interesting are also needed to support the students in learning activity, because they need something to motivate and interest in learning, especially English. The combination of anagram and

keywords is one of them, because in the technique there are the clues and the letters arrangement, so the students will be easily to answer.

The use of anagrams allows the evaluation of visual word recognition process (Panagiotakopoulos and Sarris, 2013). It explains that the anagram is the process of knowing words by using visualization in deep. In addition, there are clues that can help the students to guess the answer. Thus, the researcher chooses this topic which entitled "Improving Students' Vocabulary Mastery at Tenth Grade of Science 1 of SMA Al-Azhar 3 Bandar Lampung by Using Combination of Anagram and Keywords".

.

2. LITERATURE REVIEW

In this chapter the researcher tries to give clear explanation about some theories which are about anagram, keywords and vocabulary. Anagram includes the concept of anagram. Keywords include the concept of the keywords. Vocabulary includes the concept, the types of vocabulary and the concept of teaching and learning vocabulary. The last is about related study and hypothesis.

Anagrams, are vague and unclear words represented to participants and they have to solve it (Kormi-Nour, 2004) as cited by (Alaghehbandha, Yazdi and Nafissi, 2015). They utilize a more time-consuming strategy of a serial process by rearranging the letters until they work out the correct word (Novick and Sherman, 2003) as cited by (Sarris and Panagiotakopoulos, 2013). Anagrams are presented from a predefined word list and users can repeatedly try to guess the word, from which the anagram is derived, by placing successively the given letters into the correct orthostatic order (Panagiotakopoulos and Sarris, 2013).

2.1 The Concept of Vocabulary

Student's knowledge of the words is strongly linked to academic accomplishment, because a rich vocabulary is essential to successful reading

comprehension (Keshta and Al-Faleet, 2013). The knowledge of word is an access of comprehending a language especially in foreign language. It is also needed, when we are elaborating our ideas or feelings. Therefore, know much about the words and know how to use it is very fundamental learning in education.

Nowadays, vocabulary must not be neglected by anyone who learns a language (Hanifia, 2013). It is because the value of vocabulary in learning a foreign language is approved and it is accepted as the most important element of language (Özen and Mohammadzadeh, 2012). Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer (Ebrahimi, Azhideh and Aslanabad, 2015). So, mastering vocabulary is an essential aspect for foreign learners when they are learning English as a foreign language. It is because to be excellent learners in English, mastering vocabulary is a must.

2.2 Types of Vocabulary

In learning vocabulary, there are some types of vocabulary that should we know before. According to Alqahtani (2015) vocabulary is divided into two types, they are receptive and productive vocabulary.

2.3 The Concept of Teaching and Learning Vocabulary

Vocabulary is an important part in acquiring the English lesson. Nunan (1991:117) explained that the status of vocabulary has been considerably enhanced and he also added that Vocabulary teaching regains an important place in the language classroom. It means that the vocabulary teaching is really essential in the language teaching learning process especially English. Vocabulary is the repertory of the words. All languages in the world have words. The words itself can be modified into some types, like adjectives, nouns, verbs and adverbs. Some words also can be combined into one and sometimes different

words may have the similar meaning or opposite meanings. Words itself belonging to different word classes vary according to how difficult they are to learn (Read, 2000: 40). Based on the Rodgers' (1969) statement cited in Read (2000), the rank of the easiest word is noun continued with adjectives, verbs and adverbs.

Having the ability in mastering the words especially in using the words in communication is very important in learning languages especially English. The reason is we often apply the vocabulary in our communication rather than grammar. In learning vocabulary, the students are not only learning many words, but also they are expected to remember those words because remembering the words is also part of learning vocabulary. Many techniques to help the students in remembering the words, one of them is mnemonics, and one type of mnemonics is keywords where the technique of keywords provide some clues that can help the students easily to guess the meaning of the words, for example synonyms, antonyms or the full definition of the words. Nattinger (1988) cited in Nunan (1991:134) presented a number of classroom techniques for vocabulary development. He separates these into comprehension and production techniques, where the comprehension is like mnemonic devices, keywords, cognitive depth and so on, while the productive is like situational sets, semantic sets and collocations.

In learning vocabulary also, the students need a fun condition to motivate their learning. Actually, there are many ways to make the students feel happy in learning vocabulary, for example game. Game is the way required to invite the students more enthusiastic in learning process especially vocabulary learning. There are many types of learning games especially in learning vocabulary, for example anagram. Anagram is one kind of word games that can help the students memorize the words especially its spelling. In addition, anagram can help the students more critical in knowing the words. That is why the

researcher combines both anagram and keywords technique in order to make the students more motivate to learn vocabulary and help them to improve their vocabulary mastery.

3. METHODOLOGY

This chapter presents information about how this research is conducted. It includes the explanation of the research method, research variables, population and sampling, data gathering techniques, and research analysis data.

In this research, the researcher used the mixed methods design. The mixed methods research design was a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011) cited in (Creswell, 2012). So, the researcher mixed both the qualitative and quantitative approach to analyze the research data. The reason why the researcher used the mixed methods was to measure how the use of combination of anagram and keywords influence the students' vocabulary mastery and students' attitudes in the classroom process. Firstly, the researcher gathered the data by using the qualitative approach then the researcher built on the analysis by using the quantitative on

The researcher collected the data by using the qualitative and the quantitative approach. First, the researcher used the observation checklist, video recorder and field note as the qualitative data to support the data before and after the implementation process of the combination of anagram and keywords. Then, the researcher used the students' score test as quantitative data to measure whether the use of the combining anagram and keyword was getting improvement or not in students vocabulary mastery.

In the data analysis, firstly the researcher observed the students, English learning process in the class then the researcher took notes about their goodness and their problems. After knowing their learning process and their problems, the researcher gave the pre-test for the students to see their ability of the English vocabulary.

The next step, the researcher came to teach them by implementing the combination of anagram and keywords technique. In the teaching process, the researcher used the video recorder and asked one English teacher of the tenth grade of Al-Azhar 3 senior high school to be an observer and gave him the observation checklist. It intended to collect the qualitative data. Then, after the implementation of the technique, the researcher gave the students post-test twice in order to strengthen the data analysis.

4. DISCUSSION

The researcher did the observation class on January 11th, 2017. The participants was the tenth grade students of science 1 of SMA Al-Azhar 3 Bandar Lampung that consisted of forty three participants including the teacher, but only forty participants were included because three students got dispensation and one student were absent. Then, the students consisted of seventeen males and twenty two females.

In doing the observation, the researcher took notes to find the problems which occurred during the teaching learning process. Then, the researcher found some good things related to the students and the teacher. The good things were the teacher used the media for teaching like power point, internet and pictures; the teacher was aware of the students mispronunciation, and the students also were active to ask about words that they didn't know the meaning.

Besides the good things mentioned above, the researcher also found some problems that faced by the students and the teachers. The problems were; some student's didn't pay attention during the learning process, some students pronunciation was not really good and many students who had poor English vocabulary that made them didnt understand some English instruction, so the

teacher mostly used Bahasa Indonesia to explain it; then, the teacher only used the translation technique to build vocabulary. So, the students often felt bored in learning vocabulary because they just translated the words then they ignored it without memorized it more.

Based on the problems found, the researcher would focus on the teaching learning process of students vocabulary mastery. The researcher would help the students to solve their problems in learning vocabulary that focused on the meaning, the spelling and the use of the words. So, the researcher applied the combination of anagram and keywords as medium that contained the random letters and the clues in order to make the students felt easy guessing the meaning, knowing the spelling then applying the words into the sentences. Then, according to the researcher, by using the combination of anagram and keywords also, the students would feel enjoy in learning vocabulary

In the first teaching process, the researcher used the observation checklist in order to see the class environment between the teacher and the students activity. The researcher asked one of the tenth English teachers to be the observer. The observation checklist was completed on January 18th, 2017, during the implementation of combination of anagram and keywords. The point of the observation checklist was to observe both the teacher's and the students activities during the implementation. The observation checklist consisted of 15 statements. The eight statements focused on the teacher's activity and the seven statements focused on the students activities.

5. CONCLUSION

The goal of this research was to investigate the use of the combination of anagram and keywords in improving the students vocabulary mastery at the tenth grade of science 1 of Al-Azhar 3 Bandar Lampung. Then, the researcher applied the qualitative and quantitative approach. The researcher used some instruments to gather the data analysis; they were students vocabulary test, observation checklist, field note and the video recorder.

In the result of the pre-test described that the students vocabulary and students learning strategy were quite low, only 16 % of 43 students who passed the minimum score and the average score of the students was 60.12. After the implementing the combination of anagram and keywords, the students had good improvement. There were 86 % students who could pass the minimum score. The average score have been gotten after the implementation of the combination of anagram and keywords was 81.74. The combination of anagram and key words helped the students to master the words. So, the researcher concluded that the combining anagram and key words could improve students vocabulary mastery in X IPA 1 of SMA AL-Azhar 3 Bandar Lampung.

6. REFERENCES

Alaghehbandha, N., Yazdi, S.M., and Nafissi, Z. (2015). Studying the effect of mental sets in solving anagram. IJBS, 9 (3), pp. 192-195.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education, 3 (3), pp. 21-34. doi: 10.20472/TE.2015.3.3.002.

Creswell, J.W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research. Fourth Edition. Boston: Pearson Education.

Ebrahimi, Z., Azhideh, P., and Aslanabadi, H. (2015). The effects of teaching vocabulary learning strategies on Iranian EFL learners vocabulary development. International Journal on Studies in English Language and Literature, 3 (1), pp. 57-64.

Hanifia, F.N. (2013). The use of vocabulary journal in enriching students vocabulary mastery and the students attitudes toward its use. The Journal of English and Education, 1 (1), pp. 81-88.

Keshta, A.S., and Al-Faleet, F.K. (2013). The effectiveness of using puzzles in developing Palestinian tenth graders' vocabulary achievement and retention. Humanities and Social Sciences, 1(1), pp. 46-57. doi: 10.11648/j.hss.20130101.16

Nunan, D. (1991). Language teaching methodology: teaching vocabulary. In: Candlin, C.N. (Ed.), Language teaching methodology (pp. 116-142). Sydney: Prentice Hall.

Özen, B., and Mohammadzadeh, B. (2012). Teaching vocabulary through poetry in an EFL classroom. International Online Journal of Primary Education, 1 (1), pp. 58-72.

Panagiotakopoulos, C.T., and Sarris, M.E. (2013). Playing with words: Effects of an anagram solving game-like application for primary education students. International Education Studies, 6 (2), pp. 110-126. doi:10.5539/ies.v6n2p110.

Read, J. (2000). Assessing vocabulary: research on vocabulary acquisition and use. In: Alderson, J.C., Bachman, L.F. (Eds.), The Cambridge language assessment (pp. 38-73). Cambridge: Cambridge University Press.

Sarris, M.E., and Panagiotakopoulos, C.T. (2013). Linguistic effects on anagram solution: The case of a transparent language. World Journal of Education, 3 (4), pp. 41-51.