

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents eight topics related to this study. It covered the background of the research, research problems, objectives of the research, research hypothesis, significant of the research, scope and limitation of the research, definition of key terms, and organization of the research.

A. Background of the Research

Vocabulary is an essential one for students as their first step to go on studying English. Vocabulary is one of the language components that has to be taught to the students in learning a foreign language. It is supported by Norbert (2008) who says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This statement implies if the students do not know any word of language which will be spoken, surely he or she will not able to communicate, even though he or she knows more about the rules to construct the sentence. Thus, it is an obligatory that students need to master vocabulary in order to able to communicate with other. Petty and Jensen (1980: 76) support the idea by stating since the knowledge of words and word meaning is essential in both the expressive and receptive aspect of language, vocabulary building is vital to the early language program.

Vocabulary as one of the important aspects has a very important role in supporting the four language skills. Harmer (1984:149) states that in teaching foreign language, including speaking, writing, and reading and listening skill, it is impossible to use those skills without vocabulary. According to Hatch and Brown (1995:1) the term vocabulary refers to a list or set of words for a

particular language or a list or set of words that individual speakers of language might use. Nagy (2003) appropriately remarks vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean.

Teaching vocabulary well is a key aspect of developing engaged and successful readers. Vocabulary mastery should be the first priority in English language teaching and learning, believes that it is impossible for learners to perform well in English if their vocabulary is very poor.

There are many problems faced by the students in vocabulary. Some of them do not understand the meaning of the words. Some of them confused to differentiate the meaning and the use of which has a word double meaning. Most of the teaching and learning vocabulary in the class is dominated by memorizing the words that is written form and that is meaning answer the question to translate it. This condition and situation caused some of the students feel bored and lazy to memorize vocabulary.

On the observation that was done by the researcher in grade VIII Junior High School at MTs Wahid Hasyim Setinggal-Wonodadi, from 23 students it is found that there are 7 students could pass the passing grade (KKM) and 16 students still could not pass the passing grade, the score of the passing grade is 70. Moreover, it was happened because of many reasons. One of them, when the students ordered to open the dictionary to find the meaning from difficult word or a new word, there was only three or four students' did it and the rest of the students' were lazy to open their dictionary and just waiting until their friends got the meaning from that word. They afraid of making mistakes being laughed at by his or her friends and having lack of confidence in their

ability. And the other problem was come from the teaching technique that used by the teacher, because the teacher's technique used in teaching vocabulary is not interesting.

The fact shows that vocabulary does not only memorize the words and open dictionary, but also has to develop the meaning of word. Widyaningsih (2009) claims that one of the possible causes of poor performance in English as a second language is that the teacher still uses the conventional method in teaching. Thus, approaches or vocabulary learning strategies that help learners in the acquisition of vocabulary should be identified. Learning English will be easy for the students if they mastered the elements of language, and one of those elements is vocab. To make the students mastering vocabulary these elements well, the teacher should try to choose the best methods.

Unfortunately, many students consider learning vocabulary as a tedious job. Because of that, the teacher should look for an effective technique to make learning vocabulary easier, more pleasant, and enjoyable. So, English teacher should give the best way in teaching to make the students understand about the material. One way from the English teacher to make the students interesting about the material is by developing her or his strategies. Teacher strategies are important role for teacher who teach the students and need certain result to show the success of teaching.

So, learning vocabulary by using the technique can be one alternative strategy in teaching learning process. There are some ways to develop word meaning, one of them is play word games like Anagram. To make the students to be inspired in studying English ought to use some technique such as Anagram and use some new words to help the students learn more and make the students fell interested to learn new vocabulary.

Anagram is one of the word game, anagram will point up the element of enjoyment or challenge in language study and encourage word play, require the students to look carefully at words and give the students practice in calling up words on the basic of given clue, require the students to match words with definition (Asian EFL Journal).

According to Collins (2003) 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. The best anagrams are meaningful and relate in some way to the original subject. They can be opposite, funny, rude, satirical or flattering. So with this technique students will be motivated in learning process. This technique is useful for teaching vocabulary especially for increase more the student's vocabulary.

Based the explanation above, the researcher was interested to conduct a research entitled: The effectiveness of using anagram technique to enrich student's vocabulary achievement of the Eight Grade at MTs Wahid Hasyim Setinggil-Wonodadi in the academic year of 2015/2016.

B. Formulation of Research Problem

Based on the background of the study, the research of problem is formula as the following:

- 1) How is the student's score in vocabulary before being taught using Anagram technique?
- 2) How is the student's score in vocabulary after being taught using Anagram technique?
- 3) Is there any significant different score between the student's achievement on vocabulary mastery before and after taught using Anagram technique?

C. Research Objective

In this research the researcher would like:

- 1) To find out the student's score before being taught using Anagram technique

- 2) To find out the student's score after being taught using Anagram technique
- 3) To find out the significant different score after and before being taught using anagram technique.

D. Research Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. The researcher has two hypotheses, namely:

- 1) H_a (the alternative hypothesis) : there is significant different score of the students before taught and after taught using anagram technique
- 2) H_o (null hypothesis): there is no significant different score of the student before taught and after taught using anagram technique.

E. Research Significant

The result of this study is expected to give contribution for the teacher as feedback to improve their technique in teaching English especially to enrich student's achievement vocabulary.

The researcher hopes that the result of this study is expected to give feed back to motivate the student's selves to get a good result especially to enrich their vocabulary.

This research is expected to be used as a reference in conducting further research in the same field.

F. Scope and Limitation of the research

There are many kinds of vocabulary technique. Some of them are picture series, scramble game, Jigsaw and anagram. In this study the researcher only uses anagram technique to enrich vocabulary achievement at the VIII grade of MTs Wahid Hasyim Setinggil-Wonodadi in academic year 2015 / 2016.

G. Definition of Key term

To avoid misunderstanding, in this part the writer defines some terms in relation to this study.

- 1) Effectiveness : The capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcomes.
- 2) Vocabulary : Vocabulary is the important aspect to support the English language component skills, namely: reading, writing, speaking, and listening.
- 3) Anagram technique : This technique a type of word play, the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase.

H. Organization of the Research

The researcher devices this research into five chapters, they are:

Chapter I is introduction. This chapter presents the background of the research problems, purpose of the research, the significant of the research, scope and limitation of the research and definition of the key term.

Chapter II is review of literature. This chapter includes review of related theories about vocabulary learning vocabulary and Anagram technique.

Chapter III is research methodology. It explain the research design, subject selection, data and data source, method of collecting data and instrument, and method of analysis data.

Chapter IV is research finding and discussion. It presents the description of data and discussion.

Chapter V is the last chapter. It presents conclusion and suggestion of the study.