

## **CHAPTER I INTRODUCTION**

### **A. The Background of The Study**

The Curriculum Department of National education (Kurikulum Tingkat Satuan Pendidikan), students implemented and focused on the achievement of the four skills in order to enable to communicate well in English. To achieve this aims, students should master a number of vocabularies. By mastering a number of vocabularies they will be able to conceive what they hear and read, and better they will be able to say what they want to speak or write.

Learning vocabulary is one of the first steps of learning a foreign language, yet one never reaches the last step of the vocabulary acquisition. Whether in one's native language or as a second language, the acquisition of new vocabulary is a continuous process. Vocabulary is very useful for everyone who is studies a foreign language, and is a very essential tool to comprehend the language well, speak better or compose a good writing.

Based on the writer's experience during the Field Teaching Experience (Program Pengalaman Lapangan : PPL) at SMK Negeri 1 Binjai to grade XI students of Senior High School in 2011, most of the students had many problems in mastering English words and this situation made them lazy to study English. Students usually had many problems in mastering English words. They had limited vocabulary to comprehend the meaning of a text; they did not know the context of word used in the text, they could not recognize the meanings of the word, they were unable to heard the English words from speakers, they could not

compose their writing task successfully and they got difficulties to state some sentences in English. So, it could be concluded that vocabulary was seen as the problems difficulty for students.

Based observation that was done by the research in grade XI at SMK Negeri 1 Binjai from 40 students it was found that they were only 8 could pass the passing grade (KKM) and students still could not pass the passing grade which made by the teacher, the score of the passing grade was 70, moreover, it was happened because the approach that was used by the teacher was not suitable. The teacher just applied lecturing method. The teacher gave some explanation about the theory and after that asked the students to read the text and answered the question on the text book.

Table 1.1 Students who could not pass the KKM

No	Students' initial Name	Score	KKM
1	MGS	60	70
2	MS	50	70
3	UMS	30	70
4	RS	40	70
5	JPS	65	70
6	BFT	55	70
7	RG	40	70
8	MT	50	70
9	DOS	20	70
10	ND	40	70

At present many students are not aware of the importance of studying vocabulary. They feel bored with the way of teaching in which they are asked to find out the meaning of difficulty words in dictionary and then they try to memorize the words. It seems that they need something different in studying the vocabulary. Many techniques can help one acquire new vocabulary. It is the

teachers' duty to find out the way to provide the students different style of teaching vocabulary. The use of different technique of teaching considered as one of the solution.

To make the students to be inspired in studying English especially vocabularies, the teacher must involve students and control the class. Based on the above problem, the teacher should find the best or the effective technique to teach English vocabulary. It is also used to stimulate the students' motivation and students' interest to the lesson.

For this purpose teaching vocabulary by using Anagram technique can motivate students and make them interested in learning vocabulary English for junior high school. The students know about the new words by using Anagram. The topic must be selected according to the knowledge of the students. Since the students may not use a lot of logical analysis it is important for teacher ought to emphasize the use of memory.

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. Someone who creates anagram is called an anagrammatist. The original word or phrase is known as the subject of an anagram. An anagram is the rearrangement of the letters of a word, name, phrase, sentence, title, or the like into another word or phrase. All the letters of the name or phrase must be used once and only once. This is the basic rule of anagramming. The best anagrams are meaningful and

relate in some way to the original subject. They can be apposite, funny, rude, satirical or flattering.

Anagrams are in themselves a recreational activity, but they also make up part of many other games, puzzles and game shows. The Jumble is a puzzle found in many newspapers in the United States requiring the unscrambling of letters to find the solution. Cryptic crossword puzzles frequently use anagrammatic clues, usually indicating that they are anagrams by the inclusion of a descriptive term like “confused” or “disarray”.

#### **B. The Problem of the Study**

Based on the background of the study, the research problem is formulated as the following: Is the students’ of junior high school vocabulary achievement improved through Anagram technique?

#### **C. The Objective of the Study**

The objective of the study is to investigate improvement of the students’ vocabulary achievement if they are taught by applying anagram technique.

#### **D. The Scope of the Study**

There are so many games that can be used to improve teaching-learning process of English, including scrabble, scramble, word wall, and puzzle. This study is focused on the application of anagram technique in teaching vocabulary that have related to the descriptive text or descriptive story.

### **E. The Significance of the Study**

Finding of this study are expected to be relevant and useful practically and theoretically. Theoretically, the findings added new horizon to the theories of English learning.

Practically, the findings will be useful for:

1. English teachers to improve the students' achievement in vocabulary through anagram technique.
2. Students to develop their vocabularies through anagram technique.
3. Reader's knowledge about this research.