CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary as the basic element of four skills, listening, speaking, reading, and writing plays an important role in teaching and learning English, where mastering the vocabulary effectively is seen as a key objective for learners (Bishop, 2009). In Indonesia, vocabulary is considered as the most important part to be learned by the students in school. David Wilkins as quoted by Thornburry (2002) states "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This statement implies if students does 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 sentences. Thus, it is an obligatory that students need to master vocabulary in order to be able to communicate with other.

At the present day, everybody approves the important of vocabulary in learning a language. Vocabulary as the basic element of language is accepted as even the backbone of the whole language system. But, unfortunately, vocabulary knowledge is not attached importance according to its deserts in language study area in the beginning. Vocabulary teaching was a matter of secondary importance in foreign language programs. It was considered as something useless and time-consuming in such programs. Many educational institutions did not give

importance to the special vocabulary instruction in foreign language teaching all over the world. Today almost all second language theorists and practitioners admit vocabulary is crucial for language teaching.

Vocabulary knowledge also plays a significant role in overall academic success. Students who are rich vocabulary will be better in listening, speaking, reading, and writing a foreign language. Based on the statement above, vocabulary in reading is one of the important problem for students in learning English. There is a strong link between vocabulary knowledge and reading, because vocabulary knowledge impacts reading and academic success, it is significant in our daily life and can have practical as well as social and emotional consequences (Marzano, 2004).

In reality, vocabulary becomes a problem to almost all of students at any level of education. Vocabulary is assumed as one of the major difficult aspect of language to be mastered since there are many students who still struggle with mastering vocabulary. There are many reasons why students have problems in vocabulary. One of the most obvious is simply that they have problems in memorizing, pronouncing, and understanding the words and it makes them lazy to study English. In line with the writer's experience in Teaching Experience Practice (PPL) in grade VII Junior High School at SMP Negeri 1 Selesai, the writer found that the students cannot comprehend a text and do the exercise from the textbook because their vocabularies were still low. Most of the students get the score below Minimal Completeness Criteria (KKM) of English lesson for

Junior High School. The score of English test from the students can be seen in the Table 1.1.

Table 1.1
Students' English Score of Grade VII in SMP Negeri 1 Selesai

Semester	Score	Students	Percentage	Mean
1st Semester 2014/2015	<70	21	64%	60
	≥70	12	46%	
2nd Semester 2014/2015	<70	23	70%	63
	≥70	10	30%	

The Minimal Completeness Criteria (KKM) applied for grade VII by school is 70. From the data above, it can be fulfilled that the students' ability in vocabulary in that class is still low. It can be seen from the mean of the students' score where the mean is still under the Minimal Completeness Criteria.

In the further investigation, the writer found some problems that made the students are difficult to master the vocabulary. The first problem is most of the students still have limited vocabulary in English and second, the students felt bored with the teachers' way of teaching vocabulary, in which they were asked to find out the meaning of difficult words in the dictionary and then memorize the words. It seems that they need something different in studying the vocabulary.

Regarding to the problem discussed previously, the way of teaching in the classroom needs to be improved. The use of creative and effective teaching technique and media in teaching vocabulary is needed to perform in the classroom in order to improve students' achievement, particularly students' vocabulary

achievement. To overcome the problem occurred, the writer acclaimed to use anagram with flashcards.

The reason why the writer chooses anagram with flashcards is that because anagram with flashcards is believed as an effective way in increasing students' vocabulary achievement. Anagram with flashcards is needed to help students; especially those who struggle with vocabulary become more interest in English learning. Another benefit of using anagram with flashcards is to stimulate and encourage the students to rearrange for new words to enlarge their vocabulary and also motivate them to learn seriously through a friendly way.

In line with the teachers' creativity for developing students' mastery of vocabulary, the researcher wants to help in teaching and learning process by using anagram with flashcards in teaching vocabulary. It is expected that the use of anagram with flashcards can motivate and make the students interested and relaxed in learning vocabulary. It means that after learning vocabulary by using anagram with flashcards, the student's achievement in vocabulary will be improved. Therefore, this study chooses anagram with flashcards to increase students' vocabulary mastery.

B. The Problem of the Study

Based on the background of the study, the research problem of this study is formulated as follows:

"Is there any significant effect of using anagram with flashcards on students' vocabulary mastery?"

C. The Objective of the Study

The objective of this study is to find out the significant effect of using anagram with flashcards on students' vocabulary mastery.

D. The Scope of the Study

The scope of this study is limited on the effect of using anagram with flashcards on students' vocabulary mastery in reading on grade VII at Junior High School.

E. The Significance of the Study

The result of this study is expected to contribute either the theories or practices for:

1. Theoretically:

   a. It is useful for the reader, to add reference or give alternative way in teaching and learning vocabulary.

   b. It is providing some information for those who are interested in conducting the further research, especially in vocabulary.

2. Practically

   a. It is useful for the students to increase their vocabulary mastery in learning English.

   b. It is useful for the English teacher in order to use anagram with flashcards in the classroom or in the course especially in teaching vocabulary.