

CHAPTER I INTRODUCTION

A. The Background of Study

English as one of the language in the world is very important to learn because it can be used in giving or receiving information and for the development of education, technology, and arts. Preparing a young learners to study english as early as possible is very crucial because their brain and memory is ready for learning and most them can learn quite well. According to Schmitt (2000) says that second language students need approximately 2000 words to maintain conversations, 3000 word families to read authentic texts, and as many as 10000 words to comprehend challenging academic texts.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written forms. It is clearly states that learning vocabulary is very important and becomes a must for every learner to make his English work well. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.

Vocabulary is the knowledge of words and word meanings. As Stahl, in *Reading Rocket, Teaching Vocabulary*, 2005, defines vocabulary is knowledge; the knowledge of a word not only implies a definition, but also implies how that fits into the world. Vocabulary is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. According to Graves (2000), there are four components of an effective vocabulary program;

they are wide or extensive independent reading, instruction in specific words, instruction in independent word-learning strategies, and word consciousness and word-play activities.

In reality it is difficult to learn vocabulary. Vocabulary is one of the main problems often is faced by students in learning English. Based on the writer's experience when did a field teaching practice program (Program Pengalaman Lapangan: PPL) in SMP Negeri 3 Pematangsiantar, students are not interested in learning vocabulary and they do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary can not run well. This situation happened because the methodology or the strategy which is used maybe not suitable. The teacher has still used old method in teaching english vocabulary, most of the teachers teach english vocabulary through translation, they usually apply too many new words and ask the students to translate and then to make sentences by using the given words. She/ he usually gives many words to the students and asks them to open their dictionary to find the meaning of those words, after finding the words, they forget. In fact, the students may become confused and discouraged in the process of learning. The students feel that they are forced and they would get bored.

Based on the result of research Adams' in his journal (2011: 94-109), the score of the students when the teacher used the old method is 25 students get score under 65 and just 7 students who get score up to 75. It means the student do not know about the lesson and also the teacher still use the old method that makes the students feel confused and bored. There are some reason why the students'

achievement is still low, but the writer just focus to the method the the teacher used when teaching vocabulary.

There are some methods in teaching (Richard, 1985:12), which are designed to provide a detailed account of major twentieth century trends in language teaching. One of them is 'suggestopedia'. It means that the teaching learning process can be done not only in a serious manner, but it can be done in a friendly way. Suggestopedia is a specific set of learning recommendation derived from suggestology, which describes as a science is concerned with the systematic study of the non-rational or non-conscious influences.

Based on the explanation above, it is important to use a new technique or media to help students in solving their vocabulary problems. In this case, one of the relaxing ways (suggestopedia), the researcher chooses anagram as a technique and flashcards as a media to solve the problem above.

Anagram 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. All the letters of the name or phrase must be used once and only once. This is the basic rule of anagramming.

Flashcards are interesting and colorful which can motivate students. Flashcards can be used to explain language meaning and construction, engage students in a topic, or as a basis of whole activity.

The writer thinks that it can make the students interested in and relaxed in order to motivate and encourage them in learning vocabulary. It means that after learning vocabulary by using anagram plus flashcards, the students are expected

to be able to increase their vocabulary in a friendly way and it will be very interesting and challenging.

B. The Problem of the Study

Based on the background of the study, it can be state that mastering students' vocabulary by using anagram plus flashcards is very helpful. This study will be conducted with the intention to discover whether the used of anagram plus flashcards can help the students to master their vocabulary. The research problem of this study is formulated as the following: "does the application of anagram plus flashcards significantly improve students' vocabulary achievement?".

C. The Objective of the Study

The objective of the study is to find out the improvement of students' vocabulary achievement by applying anagram and flashcards.

D. The Scope of the Study

This study basically is limited on the use of anagram plus flashcards students' vocabulary achievement that is based on the content of VII grade's English subject with topic shopping list and things to buy. The writer uses anagram plus flashcards because this way is able to help students' vocabulary achievement.

E. The Significance of the Study

The findings of this study are expected to be useful for the teachers on their attempts to improve the students vocabulary mastery, the results of the findings will provide valuable input to:

1. English teachers, who need information about the use of various technique or media and their advantages to improve students' vocabulary mastery,
2. students of Junior High School, to improve or enrich their vocabulary achievement and to make the students more interested and motivated in improving their vocabulary,
3. those who are interested in carrying out further research related to this study, in order to provide some valuable information needed.