

## 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 (Jacson, 2002). In Indonesia, vocabulary is considered as the most important part to be learned by the students in school. Norbert (2008) says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This statement implies if the 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 sentence. Thus, it is an obligatory that students need to master vocabulary in order to able to comminicate with other.

Jacson (2000; 176) says that vocabulary is the stock of words in a language or that is known use by individual or that is associated with a particular activity. Those who want to master a language have to know many words and their meanings. Since the vocabulary itself deals with all the four main skills of language: reading, listening, speaking, and writing. It means dealing with comprehending and producing language.

The statement above reveals that the importance of vocabulary affects the students' achievement of the fourth language skills. In other words reading, listening, speaking, and writing skill cannot seperated from vocabulary. 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 problem 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. Based on the observation that was done by the writer in grade VIII at SMP Swasta Parulian Medan. 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 Competence Criteria (KKM) of English lesson for Junior High School. The Minimal Competence Criteria (KKM) applied for grade VIII by school is 70. The researcher found that from 40 students, they were only 12 students could pass the Minimal Competence Criteria (KKM).

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 teacher's way of teaching, 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.

The fact shows that vocabulary does not only memorize the words and open dictionary, but also has to develop the meaning of word. There are some ways to develop word meaning, one of them is play word games. 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 basis of given clue, require the students to match words with definition (Asian EFL Journal)

From the explanation above, one of the relaxing ways in teaching and learning vocabulary is anagram technique. Anagram technique is a type of word play, the result of rearranging the letters of a word or phrase, using all the original letters. Anagram technique can motivate the students and make them interested in learning vocabulary English for junior high school, not only that the students also know about the new words by using anagram they can find the new word by themselves. It means that after learning vocabulary by using anagram, the students are expected to be able to increase their vocabulary in a friendly way.

According to Collins (2003) anagram technique is a one of the type word play, the result of rearranging the letters of word or phrase to produce a new word or phrase, using all the original letters exactly one: for example dormitory can be rearranged into dirty room. Someone who creates anagram is called an anagrammatist. The original word or phrase is known as the subject of an anagram.

**B. The Problem of The Study**

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

“Is there any significant effect of using anagram technique on students’ Vocabulary Achievement in Reading Descriptive Text?”

**C. The Objective of the Study**

In accordance with the problem of the study above the objective of this research is to find out whether there is significant effect of using Anagram technique on students’ vocabulary Achievement in Reading Descriptive Text.

**D. The Scope of the Study**

The scope of this study is limited on the effect of using anagram technique on students’ vocabulary Achievement in reading descriptive text on grade VIII at Junior high school.

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

The result of this study is expected to be useful and meaningful for:

1. English teacher in increasing the quality of teaching and learning vocabulary in future.
2. The students to have a better technique in learning vocabulary by using anagram.
3. Readers who are learning English, the result of this study is expected to be useful for those who are interested in conducting in depth research related to this study.

