CHAPTER I

INTRODUCTION

This chapter presents, (A) background, (B) formulation of the study, (C) objective of the study, and (D) significance of the study.

A.   Background

Vocabulary is an important part of English. It plays a significant part in English. It will be easier to grasp what other people are saying or writing if they use terminology. It allows people to express themselves verbally or in writing in that language more easily. Vocabulary is an important aspect of teaching a foreign language. Vocabulary is the driving force behind linguistic abilities and grammar. Vocabulary is very crucial when learning a foreign language. It is a component that connects the four skills of speaking, listening, reading, and writing. Students must learn a sufficient quantity of words and know how to use them correctly in order to communicate effectively in a foreign language. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately (Nasution, 2020, p.102).

Vocabulary is the based component that students need to master to be able in those language skills. However, vocabulary is not specially taught in teaching English in the classroom. Consequently, students lack knowledge about words, and it impacts their language skills. Compared with three other skills, reading is a fundamental and useful skill for language acquisition. Also, reading will let students deal with many rexts and words. That is to say that reading will allow students to face words and gaining them will be suitable for their language competence. However, students oftens find unknown words in reading. It is because the language or vocabulary they encounter in the English text is often entirely new for them (Marlina, 2017, p.23).

Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an

extensive vocabulary and strategies for enquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to radio, listening to the native speaker, using language in different context, reading or watching television.

Based on observations at SMA Muhammadiyah 2 Palembang, when learning English students cannot achieve some of the subject achievements.. The most difficult achievements was that students can not understand what was being discussed because of a lack of vocabulary. In addition, based on interview with teacher who teach that students understanding of vocabulary is still around 60% and there are still many students who do not understand for mastery of vocabulary due to limited time and lack of confidence in being able to improve vocabulary skills. Besides that students also feel bored in learning text individually and answer some questions. Also the teacher only used the text in LKS (Student Worksheets) or workbooks whose performance does not support student interest. Therefore to overcome this problem the teacher must be creative to provide a fun, meaningful teaching and learning process. One way to do that is to teach vocabulary through Anagram technique.

The ministry of National Education has also anticipated about level of mastery of standard vocabulary that must be mastered by students in each educational lecvel. Curriculum for primary and secondary schools is observing so that vocabulary mastery for elementary school graduates is 3500 words, junior high school graduates 9000 words and high school graduates 12,000 words (Depdikbud, 1994). Then, on Competency-based curriculum (Depdiknas, 2000) changes occur for students SD graduates are 9000 words, SMP graduates are 15,000 words and SMA graduates are 15,000 words is 21,000 words. Therefore, students are required to be more enriching vocabulary so that it is easier to understand the reading and explain the ideas in depth 4 written form. Thus, vocabulary mastery can improve language skills.

To address this issue, it is proposed that the researcher employ an effective technique. One of them is by Using Anagram. It is not an easy thing to teach vocabulary, to make students excited while learning and easy to understand requires a technique. According to (Sutherland, 2009, p.23) Anagram Game is the right game because it gives students pleasure or challenge in learning a language and also encourages them to look at words or terms carefully. According to (Sartika, 2013) also states that Anagram is one of the expressions, an exciting, and fresh way to practice vocabulary because it offers laughter or tasks.

Anagrams make teaching English to pupils more effective for both teachers and students (Rahman, 2016, p.103). It aids pupils in creating new words using the letters, words, or phrases provided. According to those definitions and studies, playing anagram games helps students learn new words. It has a favorable impact and influence on students' vocabulary development. The researcher wishes to discover the positive impact of Anagram games on students' vocabulary mastery by using Anagram to the tenth grade students of SMA Muhammadiyah 2 Palembang.

B.   Formulation of the problem

The study is formulated in the following question: Is it effective to teach English Vocabulary by using Anagram to the Tenth Grade Students of SMA Muhammadiyah 2 Palembang?

C.   Objective of the study

Based on the formulation of the problem above, the objective of the study is to find out the effectiveness of Teaching Vocabulary mastery by using Anagram to the tenth grade students of SMA Muhammadiyah 2 Palembang.

D.   Significance of the study

The significance of the study may be useful for the following parties:

a.   For the researcher herself

For the researcher in this study, by conducting the research, the researcher will have insight and better understanding of vocabulary by using Anagram.

b.   For the students

For the students in this study, it will make students more confident to be able to more easily remember and find the new vocabularies in learning and understanding vocabulary more.

c.   For the teacher

For the teacher in this study, teacher will motivate students to learn vocabulary by using Anagram media to inspire in class.

d.   For the other researcher

Can be reference of strategies that used in teaching vocabulary for the next author and also can help in teaching vocabulary process by using Anagram this strategies.

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