CHAPTER I
INTRODUCTION

This part includes the background of the study, problem of the study,variable of study, hypothesis of study,scope and limitation of study, assumption of study, objective of study, significance of study, operational of definition and framework of discussion.

A. Background of the Study

Language is a tool communication. Language used by people in daily activities, such as to communicate with other people. According to A S Hornby, language is defined as the system of sounds and words used by humans to express their thoughts and feelings. There are many languages in this world.[1] One of them that be taught in Indonesia is English.

Nowadays, English is the important foreign language to be mastered. It is the international or global language around the world. Almost of countries in this world use English as the second language. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. Allan Lauder states that English as an international language is widely used in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture.[2]

As the foreign language, English is an important language in the world. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, diplomacy, and scientific

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[1] A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995, p. 662.

[2] Allan Lauder, 'The Statu   h in Indonesia: A Review of Key Factors', *Makara Sosial Humaniora*, Vol   l2.

research. It is formally thought students of elementary school, junior and senior high school, and even to university. According to Francis, language is an arbitrary system of articulated sounds made use of by a group of humans as means of carrying on the affairs of the society. It is used for human communicate with others when they have known the language that is used. The social interaction is not used only in one country, but it develops to all countries in the whole world. The differences of geographies of region cause different language.[3]

When learning English, there are four achievements that are needed for complete communication. Those are listening, speaking, reading and writing. In addition, studying English means that we study the language about how to listen, how to speak, how to read, and how to write. These four achievements are related to each other. That is important point to communicate in English well.

Vocabulary as central to language learner, without sufficient vocabulary one cannot communication effectively or expresses his ideas in both oral and written form.[4] Fauzianti explains vocabulary as a basic skill which useful to increase the ability related to language.

Vocabulary is very important to learn. It is one of language components which has important role in teaching English. It is a basic and a foundation to learn English. According David Wilkins in Norbert's book, he summed up the important of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[5] It means that if someone has little grammar, he still can convey something, but if he has not vocabulary, he can not

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[3] Francis in Diannovita Evi P.M.A.,*A Contrastive Analysis on English and Indonesia Passive Voice.* Universitas Sebelas Maret. Unpublished (1956: 165).

[4] Ariessalia Nengjayanti, *The Unsuccessful Student's DifficultiesIn Writing Vocabulary Of The Fifth Grade StudentsOf SDN Percobaan PalangkaRaya. Unpublished thesis, Palangka Raya : State Islamic Collage Of PalangkaRaya, 2010, p.1.*

[5] Norbert Schmitt. *Researching Vocabulary: A Vocabulary Research Manual*, University of Nottingham: Palgrave Macmillan, 2010, p. 3.

convey anything. It shows that how vocabulary important for the students in mastering English.

Umi Rahmawati states that vocabulary is the first stage in any language learning. Because, when someone wants to learn a language, he must know about its vocabulary first.[6] It means if you want to learn English very well you must understand about vocabulary.

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown. They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication".[7]

Vocabulary size is more important factor in second language learners. Because, we should master in the vocabulary size to make it easy to study in every skill of English. For second language learners to achieve fluency in English, they need to gain at least 5.000 words, preferably 10.000 words.[8] In order to understand 95% of text, readers have to know at least 4000 word families, including 2000 high-frequency word,570 general academic words, at least 1000 technical words, and proper low-prequency word families.[9] Vocabulary size is a kind of measurement test, just like TOEFL. Most writers believe that second language learners have difficulty in understanding the next because of their limited vocabularies.

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[6] Umi Rahmawati, *The Effectivness of Using Personal Vocabulary Notes (PVN) To Develop Student's Vocabulary of The Tenth Grade Student of SMAN 1 Bulakamba, Thesis,* Semarang : IKIP PGRI, 2011 . P. 3.

[7] Hatch, Evelyn and Brown, Cheryl, *Vocabulary, Semantic, and Language Education.* Cambridge: Cambridge University Press, 1995, p. 1.

[8] Muhammad Rochman,"The Implementation of the 5E Model Stages to Build Students' Vocabulary", *Jurnal on English as a Foreign Language,* V (2),2012,p.25

[9] *Ibid,*p.32

This problem occurs in students at MTs Islamiyah P.Raya. The Result of interview conducted at 16 January 2015 to the teacher showed that students low interest, vocabularies limitedness moreover, the result of observation during teaching practice 2 strengthened the assumption. In the school there are 93 students of MTs Islamiyah Palangka Raya, the writer chose 21 the eighth grade students(VIII D) MTS Islamiyah include nine man and eleven women to follow the try out. The try out was conducted on Monday 23 September 2015, 09.00 am at MTS Islamiyah Palangka Raya. The 21 students were done the tryout of Vocabulary test. After doing try out all of item were valid and can be given as the instrument of the study. The results of try out there are 82 items valid and there are 118 items invalid. For this research there are two groups like experiment class (VIII A) 22 students and control class (VIII B) 22 students.

The students junior high school still have less vocabulary to learn English well based on interview at MTs Islamiyah Palangka Raya in the year 2014. The teacher's experience who teach English especially in vocabulary, that the student is difficult to learn English because of less vocabulary. Then based on teaching experience when teaching practices 2 as well as from the observation of students at MTs Islamiyah that still less interest in learning English. sometimes the students do not understand what the teachers meant or said. In addition, the students are getting difficult to speak up in english or the students still be shy to communicate with English. In other reason, the students are lazy to learn about English cause it is too difficult. They just keep silent in the class and do not pay attention the teacher when teach them. So, the teacher need something to make the students interest to study English and enjoyable in the English class. The

writer has an assumption that the vocabulary size take an infortant role in learning process.

According to the problem mention above, the writer conclude that there are some ways to help the students vocabulary size through effective technique.

Maimunah is study showed Anagram as a good technique in teaching vocabulary. Anagram is a kind of education game which helpfull for the student. Anagram is a type of word play. A word or phrase made by arranging in a different order the letters of another word or phrase.[10] So anagram technique very important to teach vocabulary size, there are some benefits of anagram, anagram helps the students more effective in learning and teachers easier to give the teaching of English. Here, not only can previous knowledge be consolidated, but it can be an acquisition of new forms and structures, Orthography is also an important area, since the solution to a anagram is based on the correct spelling of answers, anagram is also develop and test students' knowledge of morphology, through the use of items dealing with verb ending, prefixes, suffixes. Anagram is one way to make students enjoy in the class when the teacher teaches, cause it makes the situation be fresh. And then, the education needs a tool that make the knowledge can be developed well. In the fact, the students are poor vocabulary cause they feel boring when the teacher teachs them using the direct methode.

Based on the explanation above, the writer is very interested to conduct a research entitled: **THE EFFECTIVENESS OF ANAGRAM ON STUDENTS' VOCABULARY SIZE AT THE EIGHTH GRADE OF MTs ISLAMIYAH PALANGKA RAYA.**

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[10] Maimunah, Improving Students' Vocabulary Achievement In Reading Recount Text Through Anagram Technique. *Journal.Accessed on 29 Juni 2015.*

B. Problem of Study

Based on the background of the study, the problem of the study is" Do the students taught vocabulary using anagram have better vocabulary size than those taught using non anagram at the eight grade of MTs Islamiyah Palangka Raya ?

C. Objective of The Study

Based on the statement of the problem above, the objective of the study is to measure the effect of anagram on students' vocabulary size gained by the eight grade at MTs Islamiyah Palangka Raya in academic year 2015/2016..

D. Significance of Study

This study is significant both theoretically and practically.

1. Theoretically

The writer would like to understand more how vocabulary can be taught by using anagram in improving the student knowledge on vocabulary size, the result of the research can be used an input for English teaching learning method, especially for teaching vocabulary in junior high school.

2. Practically

This study is expected to be useful for :

a. Researchers

This study may provide benefits to researcher in the form of doing experimental research and the same time be made in one loaded to get college degree majoring in English education.

b. Students

1. This study is donated learning experience, especially students of MTs Islamiyah of Palangka Raya by using anagram media.

2. This research can be made in reference to be developed in the next study.

c. Teachers

This study provides an alternative media in teaching vocabulary.

E. Hypothesis of Study

A hypothesis is a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study.[11] Hypothesis is temporary statement of research product; it is a research product that will be carried out. The hypothesis of the study are :

(+) Ha : The students taught vocabulary using anagram have better vocabulary size than those taught using non anagram at the eight grade of MTs Islamiyah Palangka Raya in academic year 2015/2016.

(-) Ho : The students taught vocabulary using anagram do not have better vocabulary size than those taught using non anagram at the eight grade of MTs Islamiyah Palangka Raya in academic year 2015/2016.

F. Scope and Limitation of Study

Based on the study is limited based on the syllabus at the level of eight grade students in MTs Islamiyah Palangka Raya. The study was only done to measure the effect of anagram vocabulary size especially on Noun, Verb and Adjective.

G. Assumption of Study

The study is based on the assumption that the students more easily to vocabulary size because using the media anagram students can be active in learning English than these teach without using anagram. First, anagram is one of

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[11] Mackey Alison and Sussan M. Gass, *Second Language Research : Methodology and Design,* New Jersey :Lawrence Erlbaum Associates Publishers, 2005,p. 100-101.

media that to help students increase their vocabulary specially English subject . Second, anagram is a media makes students interest to learn about English. Third, anagram is one a way to measure the students' ability.

H. Variable of the Study

According to Arikunto, variable are the object of the research[12]. There are two variables in this study, as follows :

1. Independent variable : Anagram used in teaching vocabulary (X)

   X_1 : Experiment group is the group where Anagram used to teach vocabulary size

   X_2 : Control group is the group where Anagram was not applied

2. Dependent variable : Vocabulary size who involved in this study (Y)

I. Operational Definition

1. **Experimental** is using or based on new ideas or method and not yet firmly established.[13] It is research studies design for establishing causal relationship.

2. **Vocabulary Size** is a convenient proxy for a whole range of educational attainments and abilities. In this study, vocabulary size as a students' standard which how many students' vocabulary size, it's mean that the vocabulary size are noun, verb and adjective.

3. **Effect** is result or consequence of an action.[14] In the present study is the effect of using anagram to vocabulary size at the eight grade students' of MTs Islamiyah Palangka Raya.

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[12] Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek,* Jakarta : PT Rineka Cipta,2002,p.96

[13] A.S Hornby, *Oxford Anvanced Learner's Dictionary Of Current English*, New York: Oxfford University Press, 2000, p.405

[14] *Ibid. p.369.*

4. **Anagram** is a type of word play. A word or phrase made by arranging in a different order the letters of another word or phrase.[15] It can be a technique for teaching English especially in vocabulary size.

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[15] *Ibid.p.38.*

J. Framework of Discussion

The framework of the discussion of the study as follows:

Chapter I : This part covers the background of the study, problems of the study , objective of study, significance of study , hypotheses of study, scope and limitation of study, assumption of study, variable of study, operational of definition and framework of discussion

Chapter II : Review of related literature consists of previous studies, vocabulary (definition of vocabulary, teaching vocabulary), types of vocabulary, kinds of vocabulary, vocabulary size, how many words foreign learners have to know,assessing vocabulary, the importance of teaching and learning vocabulary, anagram (definition of anagram), types of anagram, teaching procedure of anagram, the advantages of anagram, quasi-experimental design.

Chapter III : This chapter is going to discuss research time and place of the study, research design and approach, population and sample, research instrument, instruments try out(research instruments reability, research instruments validity, index of difficulty), data collection, data analysis procedures.

Chapter IV : Research findings and discussion consists of description the data, the result of data analysis, and discussion.

Chapter V : Closing consists conclusion, and suggestion.