

LINTRODUCTION

1.1 The Background of Study

Vocabulary is important in English learning. Vocabulary needs to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can convey, without vocabulary nothing can convey. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school.

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 stated that learning vocabulary is very important and becomes a must for every learner to make his English has a special place in teaching of the foreign language at school, especially junior high school. 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 researcher's experience when did a field teaching practice program, students are not interested in learning vocabulary and 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 words and ask the students to translate and then to make a sentence 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 forgot. 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. It is not easy to teach vocabulary to the students because most of them are not interested in learning English so that they are lazy to memorize some words in English and finally they can not master vocabularies in daily word. This situation happened because the method and strategy which are used not suitable.

In this research, the writer would like to know the students' ability in vocabulary through anagram technique. Anagram technique is a technique in teaching vocabulary in which Anagram is a kind of education game which helpful 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 (Rahman:2016).

In order to support this research, the writer takes some previous research. First Rahman (2016). The research is entitled The Effectiveness of Anagram on Students' Vocabulary Size. This research was aimed at measuring the effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. The research included in quantitative approach with Quasy Experimental Design. The population of study was the eight grade at MTS Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. The sample were determined using cluster sampling technique. After getting the data from pre-test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated, Based on the result of analysis, it was found that the value of t_{test} has higher than t_{table} with 2,81 and 2,02 at 5 % level of significance and t_{table} 2.71 at 1% level of significance with degrees of freedom = 40. It showed that the t_{test} was higher than the t_{table} . The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was accepted and the Null Hypothesis (H_0) stating that there was no anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was rejected. It meant that there was significant effect of anagram on the students' vocabulary

size at the eight grade of MTS Islamiyah Palangka Raya. This research recommended for the students, teachers, and also for the next researchers.

Second is Rosadi (2017). The research is entitled The Effectiveness of Anagram Technique in Teaching Vocabulary. The research was aimed at measuring the effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. The research included in quantitative approach with Quasy Experimental Design. The population of study was the eight grade at MTS Islamiyah Palangka Raya which consisted of four classes. The writer took the sample of two classes are VIII-B as control group and VIII-A as experimental group. The sample were determined using cluster sampling technique. After getting the data from pre-test and post-test, the writer analyzed the data using SPSS 21, program to test the hypothesis stated, Based on the result of analysis, it was found that the value of t_{test} has higher than t_{table} with 2,81 and 2,02 at 5 % level of significance and t_{table} 2.71 at 1% level of significance with degrees of freedom = 40. It showed that the t_{test} was higher than the t_{table} . The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was accepted and the Null Hypothesis (H_o) stating that there was no anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya was rejected. It meant that there was significant effect of anagram on the students' vocabulary size at the eight grade of MTS Islamiyah Palangka Raya. This research recommended for the students, teachers, and also for the next researchers. Based on the explanation above, the writer decides to conduct a research entitled An Analysis of Students' Vocabulary Ability Through Anagram Technique.

1.2 The Problem of Study

Based on the background of the study above, the writer formulates the research problems as follows:

1. How is the students' vocabulary ability through anagram technique?
2. What are the students' difficulties in vocabulary through anagram technique?

1.3. The Objectives of Study

In line with the problems of the study above, the objectives of this study are:

1. To find out how is the students' vocabulary ability through anagram technique.
2. To find out the students' difficulties in vocabulary through anagram technique.

1.4. The Scope of Study

This study limits the discussion only on the students' ability through anagram technique. The subject of this research will be the tenth grade students of SMK Sandhy Putra 2 Medan.

1.5. The Significant of Study

The result of this study will give contribution to:

- a. Theoretically
The result of this study will enrich theory of anagram technique.
- b. Practically
 1. To Students
The result of this study will help the students in learning vocabulary through anagram technique.
 2. To Teachers
The result of this study will help the teachers in teaching vocabulary
 3. The Next Researchers
The result of this research will be useful as one of the references in order to conduct the similar research.

