CHAPTER I
INTRODUCTION

This chapter presents the background of the research, problem of the research, purpose of the research, operational definition, significance of the research, and the scope of the research.

1.1 Background of the Research

English learning has four language skills. There are reading, writing, listening, and speaking. English also has component those are vocabulary, pronunciation, and grammar. One of important elements is vocabulary.

Hornby (1995), states that vocabulary is study of word and word meanings. It is not only learning about definition, but also learning about accuracy meaning in a sentence. According to Wilkins (1987, p.135) "Out grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means, if we do not understand any vocabulary, we will not be able to catch the meaning, and it will be hard to understand about English.

In English Foreign Language (EFL) learning vocabulary is the important thing, it is basic knowledge that must be mastered, Nunan (1991) states success in using of second language is influenced by broad vocabulary mastery. Without good vocabulary, students will not be able to use structure and function of language in good communication. Here means that good vocabulary will improve many aspects in

learning English, such as the skills which include: writing, reading, speaking, and listening and also the language components like grammar and pronunciation.

One of ways in teaching vocabulary is using game. Nguyen & Khuat (2003) stated in his journal that teaching vocabulary using game makes teaching and learning fun, it can make the students active in class and target language can be achieved. One of fun games in teaching vocabulary is Anagram game.

Anagram is a type of word play, anagram is a word made by changing the other of the original word (oxford dictionary, 2008) here means, anagram is rearranging the original word or phrase to produce a new word or phrase, for example educational can form lion, action, due to, lie, tea, etc.

Based on the explanation above anagram is unique game that makes students more in active and creative thinking to create new word from the original word. According to Towell (1997-1998) anagram is the right game in vocabulary learning, with anagram students are trained to create new words. The students can get more new vocabulary that they created. It can make them more creative in learning vocabulary, so the vocabulary of the students will be improved. Rosada (2016) concluded in his journal entitle "Improving Students' Vocabulary Mastery by Using Anagram Game at the First Grade Students of MTs N Karanganyar in the 2015/2016 Academic Year" using anagram game is very effective to improve the students' vocabulary mastery.

Referring to the explanation above, researcher would like to see the effect of using anagram game to students' vocabulary mastery of the seventh grade students of MTs Negeri 5 Jember in academic year 2018/2019.

1.2 Problem of the Research

Based on the background of the research above, the problem of the research can be formulated as "Is there any significant effect of using Anagram Game on Vocabulary Mastery on VII Grade Students of MTs Negeri 5 Jember in the 2018/2019 Academic Year?"

1.3 Purpose of the Research

Based on the problem of the study above, the purpose of the research is "To know whether or not there is a significant effect of using Anagram Game on Vocabulary Mastery on VII Grade Students of MTs Negeri 5 Jember in the 2018/2019 Academic Year"

1.4 Operational Definition

An operational definition will become a guide to understand the concept of the research. It is important for the readers to get understanding term that are used in the title. The terms need to be clarified are Anagram Game and Vocabulary Mastery.

1. Anagram Game

Anagram is a game that rearrange of the letters of one word or phrase to form a new word. Anagram game can help students to achieve target language. In addition, in the process of teaching learning, it makes students becomes more active and have fun in learning. For example: the word *knowledge* can form *know*, *low, edge, dog, now, etc,* Wells (2001:45)

2. **Vocabulary Mastery**

Vocabulary mastery means that the students are able to classify about noun, verb, adjective, and adverb of word. Then, they are able to set up the sentences using them.

1.5 Significance of the Research

The result of the study is expected to be useful theoretically and practically.

1. **Theoretical Significance**

Theoretically, the result of the study can give a reference for English teacher and perspective researchers especially in teaching vocabulary.

2. **Practical Significance**

Practically, the result of this study can help teachers to teach students' vocabulary mastery using anagram game, so that the teacher can improve her performance in teaching learning process especially in vocabulary learning.

1.6 Scope of the Research

The scope of the study that discussed here is to know the effect of using anagram game on seventh grade students' vocabulary mastery of MTs Negeri 5 Jember in the 2018/2019 Academic Year. The vocabulary which will be discussed as the indicator of the study are: noun, verb, adjective, and adverb.