

CHAPTER 1

INTRODUCTION

A. Background of the Research

Vocabulary is the basic part in learning English that should be mastered well by the learners. Learners should have a great number of words in their mind and know how to use them accurately in order to master all of the English skills which have to do with vocabulary. According to Dellar and Hocking in Thronbury (2002: 13), learners will see most improvement of their English if they learn more words. It proves that vocabulary is very important for learners.

In teaching and learning vocabulary, teacher's role is very important. A teacher must be able to give an attractive learning which can interest the students' to be interested with the subject. In fact, based on observation, the writer found some problems in the vocabulary teaching and learning process. The teacher was not able to attract the students' interest and active in the teaching learning process. The teachers used one book only and never used any media. The writer also found some problems of students' difficulties in learning vocabulary. They difficulty to remember, spell, and understand the meaning of English words they got. In the other hand, the students were not interested in following the teacher's instruction and reluctant to learn new vocabulary.

There are so many techniques for teaching English which have been implemented, especially in teaching vocabulary. The technique which is used by the teacher must attract the student's attention in teaching learning process. The technique used does not make students feel bored, while it must make learning activity more interesting. Using game is one of interesting techniques in teaching learning process.

Here the writer wants to know how effective the scrambled words to solve these problems in teaching vocabulary. Scrambled words help and encourage the learners to be interested in their work. Napa (1991: 6) says that scrambled words are the form of scrambled orders in which the students are asked to rearrange them into a good construction. Scrambled words helps the teacher to create context in which the language is used and meaning fully. This is an easy technique to introduce English; it also lets them know that English is not difficult language to learn. Through using scrambled words, the students will be interested in their work and the students will be more active to solve the difficult words because it can make them try to think to rearrange the letter to be a good word not to make or write word by their own word.

This is the reason why the writer is interesting in conducting a research entitled "The Effectiveness of Scrambled Words to Build Students' Vocabulary (An Experimental Study on the First Grade Students of SMP MUHAMMADIYAH Sumbang, Academic Year 2011/2012

B. Reason for Choosing the Topic

The reasons why this topic chosen are:

1. The teacher use monotonous method and technique in teaching vocabulary so the students got bored and could not understand.
2. Teacher's method and technique is an important aspect to achieve the teaching learning process successfully.

C. Problems of the Study

The problem of this study is stated by question: "Is Scrambled Words effective to build vocabulary of the first grade students of SMP in academic year 2011/2012"

D. Aims of the Study

The aim of this study is to find out whether Scrambled Words is effective to build vocabulary through experimental study.

E. Contributions

Hopefully, this research can give some contributions for:

1. The Students

As a useful contribution in build their vocabulary achievement through scrambled words.

2. The Teacher

As an input for teaching learning process especially teaching vocabulary using scrambled words.

3. The Writer

As an opportunities to practice the knowledge and skill in teaching vocabulary and managing the teaching learning process in the real classroom situation directly.

F. Clarification of the Terms

The terms of the research are as follows:

1. Effectiveness

Effectiveness is a measure of ability of a program, project, or task produce a specific desire or result that can be measured qualitatively (Bernadly, 2004).

2. Scrambled Words

Napa (1991: 6) says that scramble words are the form of scrambled orders in which the students are asked to rearrange them into a good construction.

3. Vocabulary

According to Hartman (1972) in Nugraha (1983: 3) vocabulary is “the stock of words which are at the disposal of speaker or writer. The term vocabulary may refer to all words in the whole language, or the words or phrases used in particular varieties such as dialect, register, terminology.”