

CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points related to this research those include background of the study, formulation of research problem, research objective, research hypothesis, research significance, research scope and limitation, and definition of key terms.

A. Background of the Study

In English language, there are some skills which must be mastered by the students. These are receptive and productive skill. The receptive skills including reading (understanding written language) and listening (understanding spoken language). Productive skills include speaking (producing spoken language) and writing (producing written language). In order to support those skills, it is essential to learn vocabulary. Vocabulary is the most important thing in English language. Without vocabulary, the skills would be meaningless.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255). In other words, vocabulary is one of the foundation for the students to learn foreign language even it should be developed with other language components. It gives contribution to the students to perform or practice their skill better. Without having enough vocabulary, the students will have difficulties to know the meaning of what

they listen and they read as well as to express their aim in communication (Kusumaningrum and Cahyono, 2011: 127). It means that by mastering the vocabulary, the students will be able to produce so many sentences easily either in spoken or written one.

Vocabulary is more than list of target language words (Nunan, 1999: 101). Through vocabulary, the students can effectively express their ideas both in oral and written forms. Thus, they should have good ideas on how to expand their vocabulary so that it can help them easier in learning process. Vocabulary is very important for every students who wants to master English. It is helpful the students to learn four skills which include listening speaking, reading and writing.

As a foreign language, English has been studied in Indonesia which taught as a compulsory subject in junior high school, senior high school, and university in Indonesia. Although, vocabulary is the first thing that every student learns in their formal and informal education. It assumed that if the students learn English in earlier age, of course they have much vocabulary by now. But the fact is they still have problem in learning English vocabulary. Students have difficulties to memorize the vocabulary. They just memorize the word in the classroom, but after that they sometimes forgot what they have learned before. It happened since most of the teacher give them unimpressive lesson and no exposure to the language outside the classroom. The students also seems that study English make them bored in learning it in the class. Beside that, the teacher teaches vocabulary by repeating the word and uses

the same strategy in every meeting. So, it makes students bored and are not interested to follow vocabulary class. Without having enough vocabulary, students will have difficulties to know the meaning of what they listen.

Furthermore, based on interview with English teacher of MTs Al Ma'arif Tulungagung a revealed that the students have difficulties in learning vocabulary: 1) they had lack of vocabulary knowledge; 2) they often give up trying to understand the meaning of the words; 3) they were difficult to memorize the meaning of the words and remembering new vocabulary; 4) almost of all students felt bored studying vocabulary without any variation technique such as using media or games. So they do not give attention about the teacher explanation and make noisy with their friends. To solve problem above, teacher should help students by using the appropriate technique. One way that has been found to be effective for teaching vocabulary is the use of mnemonics.

A mnemonic is any learning technique that aids memory. Mnemonic technique is one way that can help students to remember the vocabulary and information that is quite difficult to recall. Mnemonic are usually verbal, such as special word used to help someone remember something like a name or a location. It allows for classification, organization, storage, and recollection of information into and out of long-term memory. As people remember well what they have organized well (Gleitman et al, 1999). The students can recall their vocabulary easily in conveying their meaning and comprehending the text or their needs. Mnemonic technique also can be used for every people

and it is useful for students across a wide age range (Levin, 1993).

Mnemonic technique is arranged into five classes, the one that has long been used to teach vocabulary is called mnemonic keyword method by Rugh and Atkinson in 1975. Mnemonic keyword method is a mnemonic procedure for associating a foreign word with its English translation (Atkinson and Raugh, 1975: 99). This method involves the association of phonetic and visual imagery components of a word with its definition. It takes unfamiliar information and makes it more meaningful and concrete and thus, easier to remember.

The method can be used when learning a variety of material, but is especially effective when learning new vocabulary words, such as when learning a second language (Dehn, 2008: 283). The method uses a means to aid in the information recall in learners with their short term-memory (Conduis, Marshall, & Miller, 1986: 69). It includes the following mnemonic techniques (recoding, relating, retrieving). The implementation of mnemonic keyword method helps them remember more information they have learned and also can strengthen their vocabulary mastery.

In this study, the researcher use mnemonic keyword method to facilitate the students in vocabulary mastery. Some previous study showed that this strategy is effective to increase their score and motivate EFL students in learning English especially for mastery vocabulary. The studies had been developed in several grades. First study conducted by Rochimah (2016) in her research proves that using mnemonic technique is effective in teaching

vocabulary at the seventh grade of SMP N 2 Prembun. Second study conducted by Sujarwo (2017), the result of the research is the use of mnemonic technique can improve the students' English vocabulary achievement at the twelfth grade students of SMA Tut Wuri Handayani Makassar. Third conducted by Ina Rosdiana (2009) proves that using mnemonic technique is also effective to help the fifth grade of elementary schools in SDN Babakan I learn and memorize vocabulary. In conclusion, from all of previous studies above, mnemeonic technique has a positive effect to increase vocabulary mastery.

In this research, the researcher employs mnemonic technique with different method. It was mnemonic keyword method which distinguish with previous studies. The researcher wants to investigate that mnemonic keyword method is effective or not to be applied in increase vocabulary mastery in MTs Al-Ma'arif Tulungagung. The reason why the researcher used mnemonic keyword method because it is a new method if compared to other mnemonic method. Also it can make the students more interest in learning vocabulary in order to support their vocabulary learning activity. Dealing with explanation above, the researcher is interested to conduct a research entitled "The Effectiveness of Using Mnemonic Keyword Method on Students' Vocabulary Mastery of the Eighth Grader of MTs Al Ma'arif Tulungagung."

B. Formulation of Research Problem

Based on the background above, the researcher formulated the research problem as follows: Is there any significant different score of the students

vocabulary mastery taught with and without using mnemonic keyword method of the eighth grader of MTs Al-Ma'arif Tulungagung?

C. Research Objective

Based on the formulation of the problem above, the objective of the research are: To find out whether there is any significant different score of the students vocabulary mastery taught with and without using mnemonic keyword method of the eighth grader of MTs Al-Ma'arif Tulungagung.

D. Research Hypothesis

The researcher purposes null hypothesis and alternative hypothesis. Those are explained as follows:

1. Null hypothesis (H_0): there is no significant difference score on students' vocabulary mastery taught with and without using mnemonic keyword method.
2. Alternative hypothesis (H_a): there is significant difference score on students' vocabulary mastery taught with and without using mnemonic keyword method.

E. Research significance

By conducting this study, the researcher hopes that the results of this study will give significant contributions to:

1. The teacher

The result of this study is expected to add new information for them about teaching vocabulary. It is also expected to provide more variation

of teaching vocabulary.

2. The students

The result of this study is expected for student to more active and more motivated in learning English, especially in learning vocabulary.

3. Other researcher

The result of this study can be used as a reference in conducting researcher. The other one is to make the researcher study deeper how to engage the students motivation by applying mnemonic keyword method.

F. Research Scope and Limitation

There are many kinds of mnemonic technique but the researcher only used mnemonic keyword method in teaching vocabulary. In vocabulary learning process, students use words as keywords as a tool for remembering the meaning of target word.

This research is only conducted to the eighth grade of MTs Al Ma'arif Tulungagung which sample are two classes that included of 38 students (VIII A) and 39 students (VIII B). Meanwhile, material the researcher used only about descriptive text to teach them.

G. Definition of Key Term

1. Mnemonic keyword method

Mnemonic keyword method is a mnemonic procedure for associating a foreign word with its English translation (Atkinson and

Raugh, 1975: 99). This method involves the association of phonetic and visual imagery components of a word with its definition. It takes unfamiliar information and makes it more meaningful and concrete and thus, easier to remember.

2. Vocabulary Mastery

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255). So that, by having much vocabulary, it can help students learn for basic skill of English.

3. Descriptive Text

Descriptive text is a text which describes a particular person, place or things (Anderson:1998:27). Its purpose is to tell about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group.