

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses seven points. It includes Background of the Study, Research Problem, Objective of the Research, Purpose of the Study, Significance of the Study, Scope and Limitation of the research of Study, Definition of Key Term.

A. Background of the Study

As one of the language components, vocabulary is considered an integral part of literacy and content learning in school today. The use of vocabulary is a part of reading, learning in a language and a foundation of effective communication. For this reason, vocabulary is one of language components to be mastered by students of second language. However, there are some problems to make learners master vocabulary. The reasons that make students weak in vocabularies are often complex and overlapping, but there are a few of the common reasons for weak vocabularies:

1. Static curriculum (inflexible),
2. Live in an environment where higher level vocabularies are not used,
3. Do not read enough or have reading problem,
4. Do not pay attention to words,
5. Do not have a good understanding of the structure of language including parts of speech and word parts.

(Collier, V. Thomas, W. "A Synthesis of studies examining long-term language minority student data on academic achievement" (Cambridge: Cambridge University Press, 1992), p.187)

In Indonesia, English as foreign language has been taught from kindergarten until the university. Most of the teacher assumed that vocabulary be learned automatically and directly in teaching and learning process. They believe that vocabulary is important to build the students' language acquisition.

Vocabulary is important in English language. Without that, the skill would be meaningless. Without vocab, the skills would be meaningless. According to Mc Carthy (1990:8) says that :

No matter how successfully the sound of second language are mastered, without words to express a wide range of meanings, communications in second language just cannot happen in any meaningful way. And yet vocabulary often seems to be the least systemitized and the least well catered for all the aspects of learning a foreign language.

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English not the new knowladge for learners. Students still have some difficult in learning English, including writting and speaking skills. For example, when teacher ask them to write and speak some sentence and words, they are still confused because of their vocabulary is limited.

The students' problems in learning English indicating that (1) they had lack of vocabuary knowledge; (2) they not understand the meaning of words

because they give up; (3) they were difficult to memorize the meaning of words and remembering new vocabulary. Therefore, the teacher must be apply certain technique to solve those problems and makes the students interested to learn English and remembering new vocabulary.

Nattinger as quoted by Nunan (1991:134) presents a number of classroom techniques for vocabulary development. One of technique called mnemonics. The technique can be effective and easy to be applied. One of most popular mnemonics is keyword device. It can make students and classroom be more interesting.

Mnemonics is a way to help students remembering vocabulary and understand the words. Students can be learn the vocabulary fun and easier. Those are the reason why the reasercher use mnemonics device. According to Djiwandono (2009:16) the use of mnemonics technique are depend on the students' learning style. There are students who prefer to find the meaning of words from dictionary and save it in their memory. Based on Gofar (2008) research. In the title Teaching Vocabulary Thought Mnemonic Device (Experiment Study at the Second year of SMP As-syuja'iyyah Sukaraja Bogor). This study focused in teaching vocabulary with mnemonics technique. The reason why the researcher used this technique, because this technique useful to teaching vocabulary in the result of study.

The second research has done by Sari (2013) under title Improving Students' English Achievement Through Mnemonic for the Fourth Grade

Students of SMPN 3 Karangnom Klaten In The first Semester of The Academic Year of 2012/2013. The researcher used mnemonics because it was easy to memorize and enjoyable. It was easy for them to memorize the word. During the implementation of mnemonics device in teaching and learning process all of students more enthusiastic and attractive.

The researcher was exited to applying mnemonics in teaching and remembering vocabulary. By using mnemonics the researcher hope that the students can be increase their vocabulary mastery. Based on the reasons, the researcher create a ressearch entitled *“The Effectiveness of Mnemonics Device In Teaching Students’ Vocabulary at The Second Grade of MTsN 2 Tulungagung”*.

B. Research Problem

Based on the research background, the writer formulates some problem statements as follows : “Is Mnemonics Device effective in teaching vocabulary at second grade of MTs Negeri 2 Tulungagung?”

C. Objective of the Research

Based on the research problem above, the researcher wants to investigate the effectiveness of Mnemonic Device in teaching vocabulary at second grade of MTs Negeri 2 Tulungagung.

D. Purpouse of the Study

The purpose of this study is to increase students' vocabulary mastery at the second grade of MTs Negeri 2 Tulungagung.

E. Significance of the Study

The researcher expects this study be beneficial to:

1. For the English students

The result of this study give a new experience for their learning vocabulary. Mnemonics Device help students to learn vocabulary easily and effectively and the learning process become fun.

2. For the teachers

The result of this study is encourage the English teachers in applying effective.

3. For the researcher.

The result of the study give some knowledge the benefit of mnemonics device in teaching vocabulary.

F. Hypothesis

Based on the background of the study in partial the three of previous studies, the hypothesis research are formulated as follows:

- a. Null hypothesis (Ho): The students' vocabulary mastery skill after being taught using mnemonic device is less than or equal to their skill before being taught using mnemonic device.
- b. Alternative hypothesis (Ha): The students' vocabulary skill after being taught using mnemonic device is higher than their skill before being using mnemonic device.

G. Scope and Limitation of the Research

To avoid misunderstanding upon what the writer has explained, the writer limits the scope of the study in order to make it more detail and focus. This study is only limited on the effect by using mnemonic device. This study is conducted at the second grade of junior high school in MTs Negeri 2 Tulungagung. Thus, the result of this study only applied to the target population, specifically at the second grades of junior high school in MTs Negeri 2 Tulungagung.

H. Definition of the Key Terms

To avoid the drawback or misunderstanding of some words in this research, it is important to give some explanations or definitions as follows:

1. Mnemonic Device

Mnemonic device is a tool for helping to remember something which is unfamiliar to become familiar or memory enhancing instructional strategy that involves teaching students to link new information. A mnemonic device, or memory device, is any learning technique that aids information retention or retrieval in the human memory. Mnemonics make use of elaborative encoding, retrieval cues, and imagery as specific tools to encode any given information in a way that allows for efficient storage and retrieval.

2. Mnemonics Technique

Kozarenko (2006: 16) says that mnemonics means a memorization technique. It is derived from a Greek word *mnemonikon*. The memorization art is called *mnemonikon* after a Greek goddess of memory. *Mnemosine*, the mother of nine muses.

Modern encyclopedia define that mnemonics is an art of memorizing, a set of method and technique that ease the memorization process and help increase memory volume by creating artificial associations.

3. Vocabulary

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring

an extensive vocabulary is one of the largest challenges in learning a second language.