

CHAPTER I

INTRODUCTION

In this chapter, The researcher describes seven topics related to this research. It covered the background of the research, research problems, purpose of the study, significant of the research, scope and Limitation of the research, and definition of key terms.

A. Background of the Research

In Learning English, Vocabulary plays an Significant role to play. The more words we've got, the easier it will be for us to understand the Some people's voice or writing in that Language and the easier it will be for us to express our thoughts in that Language orally or in writing. On the other hand, the less English Vocabulary we have, the more difficult it would be for us to Understand the voice or writing of other persons. In English, and the more demanding it is, will be for us to express thoughts in English, orally or in writing. To understand a Language, students will be able to master Vocabulary, without having enough Vocabulary, students will have some difficulty developing all four Language skills.. Nurhayati et al (2018) state let people know that the importance of the English Language as an early form of in this modern world is increasing. In Indonesia, to Learn two or three Languages between students and English teachers, English as a third Language (I3) or FI Languages, and Javanese as a native Language or first Language (I1) and Indonesia as a second Language (I2) have received a lot of attention. In general, the state of English Learning and teaching (EIIT), with the aim of teaching English is to develop students' skills, that is, to gain greater ability to communicate in different areas of . states that English Language teaching is part of the teaching Language research department. Then Nurhayati (2008) also mentions that some of the important aspects in Learning a foreign Language is Vocabulary.

As a foreign Language, English has been studied in Indonesia, a compulsory subject in middle, high and university schools in Indonesia, although Vocabulary is the first thing every student learns in his formal and informal education. et al (2005: 241) state using the Language to express themselves and communicate with each other, the Language user uses words. is impossible without shared knowledge and assumption between speakers and hearers (Nurhayati and Yuwartatik, 2016). Vocabulary is basic, Chitraveleu et al (2005:243) explained that in foreign Language Learning, Learners have to master 3000 Until 10000 words or Vocabulary. Vocabulary is the word or group of words that have a specific meaning. It emerges from the declaration that Vocabulary has a meaning that humans have for speaking and communicating. People need to learn some Vocabulary and master some Vocabulary. Make conducting with other people easier. The Vocabulary as one of the important aspects plays a very important role in supporting the four Language skills. Harmer (1984:149) states that in teaching foreign Language, including speaking, writing, and reading and listening skills, it is impossible to use those skills without Vocabulary. Vocabulary mastery should be the first priority in English Language teaching and Learning, believes that it is impossible for Learners to perform well in English if their Vocabulary is very poor. It means they are lack of Vocabulary knowledge, misspelled words, unable to identify word meaning. Based on an observation conducted by the researcher at SMK PUTRA HARAPAN. The teacher asked the question about the meaning of some vocabularies from the dialogue that were read by the students, but they were difficult to answer them without opening the dictionary.

Conventional method usually makes students bored because the method is monotonous and the students are passive, the interaction among them becomes dull. So, it makes the Learners get bored (Nurhayati, 2018). One of the Learning modes in developing countries and modern

countries is active Learning (Pringgawidagda as cited in Nurhayati: 2019). English teachers need to be imaginative in teaching English skills using every teaching technique. (Nurhayati, 2018). The teacher should try to choose the best methods to teach student's Vocabulary. From the problem above the researcher finds a new technique to memorize Vocabulary, and this technique is combined with recount text. The new technique is Mnemonic Acrostic. Mnemonic Acrostic is an In a knowledge package, acrostic takes the first letter of each term and replaces the term with a new word that begins with the same letter (Ellis, 2000). Here we use this technique which the students can remember the vocabularies that they have found. This technique is designed to support student's center in Learning process. The students can find about, noun, verb 2 and adjective form from text recount that have provided by the teacher.

This research focuses on vocabularies of recount text. The researcher gave recount text to the students in the form of piece of paper, Researcher's asked to the students to find some words of noun, verb, and adjective words. Then the students had to make acrostic form from the initial letter with the Limitation about person name. After that the students had to give the meaning of those words and memorize them by coming forward and facing to the researcher one by one. As stated by Anderson (1997: 48), Telling is discussing or writing about incidents in the past or telling past events in a piece of text, usually in the order in which they occurred.. On Indonesia curriculum the students should Learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

The researcher chooses recount text because events of recount text talks about student's experience. They can use those vocabularies in daily activities, because the words that used in recount text are from surroundings environment and appropriate with their prior knowledge. It

also makes them easier to memorize than other vocabularies that are far from them. In this study, the investigator used the acrostic mnemonic method to teach Vocabulary.

The researcher used mnemonic acrostic because according to Wang (2008) acrostic is one of the simplest poem for the students to write because it give the students a concrete format to follow. The nature of acrostic actually follows basic principles of association and meaning of words. Vocabulary acrostics also developed student's writing skills in sentence formation. Some previous study showed that this technique is good in teaching student's Vocabulary. One of them is from Rosdiana (2009) conducted a research entitled "the effectiveness of mnemonic devices in Vocabulary Learning process" based on research that teaching Vocabulary by using Mnemonics device is effective to Help the Primary school students' fifth grade in SMK PUTRA HARAPAN.

The research design conducted by Rosdiana was using pre experimental design. That technique is effective because they provide motivation to memorize many words. The differences of this research and the previous research are using more specific technique from mnemonics devices that is mnemonics acrostics and focuses on Vocabulary in recount text. Another different is about subject of research. The fifth grade was used by the grade of prior studies, and this analysis used the eight grades at junior high school. The technique is same but little different.

The difference is the previous research used mnemonic that covers 7 all of branches; acronym, acrostic, method of loci, and chunking. However, in this research only focuses on investigating acrostic. The use of pokok bahasan all that given to the student to support acrostic technique is recount text, it also becomes the gap of previous research and this research. Some researchers also have been conducted on Mnemonic. Gofar (2008). He explored Vocabulary Teaching by Mnemonics Devices. The result of the experiment proof that mnemonics is suitable

to encourages students to use the Language and facilitates them to explore individual competencies. The students have made many changes, not only in their academic success, but also in their lesson conduct..

From the three previous studies, the researcher concluded that this study tried to retest some Variable of previous studies. This study had specific rule rather than previous studies variables. As a result, this research is different to the previous studies above. The difference is in independent Variable, the independent Variable of previous study was mnemonic technique they used all devices of mnemonic but the independent Variable of this study is focuses on acrostic technique only. Therefore, the researcher decided to use this technique because the researcher was curious to find out whether this technique was “really” effective or not to teach Vocabulary mastery in recount text. In other hand, acrostic technique in this research limits the word that used with person name. So, it makes the students attractive and easy to memorize the vocabularies that they found in the text. 8 The researcher also used technology by showing power point trough the ICD. Thus, this research is different and innovative than previous research. Based the explanation above, the researcher was interested in conducting a research, a research entitled: The usefulness of the acrostic mnemonics Technique in Vocabulary instruction of students in recounting text of 10th grade students at SMK Putra Harapan.

B. Research Problem

Based from concerning the background study above, the problem of the study as followed:

1. Is Mnemonics Acrostics Technique effective In teaching the Vocabulary of students in the 10th grade recount text at SMK Putra Harapan?

C. The Purpose of the Study

1. To know whether Mnemonics Acrostics The approach is effective in teaching the Vocabulary of students at the 10th grade account text at SMK Putra Harapan Harapan.

D. Hypothesis

- a. Null Hypothesis (H_0) There is no substantial difference between the students' Vocabulary in recount text that are taught before using mnemonics acrostic technique and after using mnemonics acrostic technique.
- b. Alternative Hypothesis (H_a) There is some substantial difference in student Vocabulary in recount text that is taught before using mnemonics acrostic technique and after using mnemonics acrostic technique..

E. Significance of the Research

The author hopes that the outcome of this analysis would benefit to the reader, the English teachers, the students and many more school especially in Indonesia The researcher hopes, first for the English teacher, that the outcome of this research will be is expected to give contribution for the teacher as feedback their technique in teaching English especially to enrich student's Vocabulary.

Second is for the readers. It makes the readers easy to understand the use of meaningful Mnemonics Acrostics in teaching Vocabulary. Then this study can be an inspiration and secondary data to the reader who interest to conduct study about mnemonics acrostics in others grade, so there will be many grade applied. Then this study can be an inspiration and secondary data to the reader who interest to conduct study about mnemonics acrostics in others grade, so there will be many grade applied.

The third for the teachers, then. This study is supposed to provide feedback to encourage students to get a good result, especially in order to enrich their Vocabulary. It also can guide the

students to take some Vocabulary in their opinion, and can improve in their Vocabulary. And the last is for the some school. It is used to give feed for the school's education quality, especially in English Learning. So that have many variations in Learning English.

F. Scope and Limitation of the Study

In order for there to be no confusion and extension of understanding or The researcher will provide the scope and Limitation of this research with a deviation from the purpose of the problem study. The scope describes the areas covered in a research. Here, the scope of this research is only uses mnemonic acrostics technique To enrich Vocabulary at the X grade of the recount text SMK Putra Harapan in year 2020 / 2021.

The Limitation can be weaknesses of this research, or the circumstances that were not considered in this research. researcher's bravely says that the Limitation researcher's is that the researcher cannot give the treatment as satisfied because must use online interaction, so the result maybe rather different with the researcher's want.

G. Definition of Key Terms

1. Vocabulary

Vocabulary is an important aspect of Language Learning. In order to understand a Language, it is necessary to master the Vocabulary. According to Harmer (2007: 123) states Vocabulary is the art of the Language teacher themselves.

2. Mnemonic Acrostics Technique

Mnemonics are methods or instruments of a verbal or visual type that Help to enhance the encoding of new knowledge and the retention of information in memory. According to Foster (2009: 123), the mnemonic is a way of organizing information to make it easier to remember, generally through the use of codes, visual images or rhymes.

3. Recount Text

The recounting text is a text that recounts the experience of the writer in the past.

As stated by Fooel (2008: 4) and return is a piece of paper indicating an event or time series.