

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, scope and limitation of the study, statement of the problems, the research objective, significance of the research, and the organization of the research.

A. Background of The Study

The existence of English in Indonesia as a foreign language makes the existence of language foundation is very important. The English foundation itself consists of speaking, listening, reading and writing. These four language foundations can be mastered by a language learner supported by the ability to master language component, they are grammar and vocabulary mastery. Therefore, the skills will be difficult to achieve if the use of grammar especially tenses cannot be mastered because tenses are a supporting element for mastery of learning English, especially in writing and speaking skills. Tenses are an important basic component in good and correct English writing. Tenses are usually used to indicate the time or state of an action when a sentence is spoken. By studying and understanding tenses well, the ability of writing will be better and easier to understand. Without tenses, writing text will be ambiguous and difficult to understand. Having an understanding of tenses is a must if you want to write good and correct English. Students must have a basic understanding of tenses to assist them in learning English.

According to the Oxford Learner's Pocket Dictionary - Fourth Edition, tenses are "verbs that show the time of an action or state" (verb form that shows the time of the action or state). So, people who want to talk about an activity in English that uses verbs need to pay attention to the context of time or the context of the circumstances (finished or not) when the activity was carried out. Nofriani(2016) states that tenses are forms of verbs related to time. Therefore, with the existence of tenses, changes in time will also affect the verb/verb to be used. Using the right learning model will really help in the learning process (Megawati: 2019).

Learning tenses that are difficult perhaps it's best to use fun methods for children, one of which is by singing. A suitable method for this is the learning method using Musical Mnemonics. Mnemonics in the complete dictionary of psychology is the art of improving memory with help. According to Muslihat (2017), mnemonics are special tools that are used as mental "hooks" to insert information items into students' minds. According to Bruno, memory is a mental process that includes encoding, storing, and recalling information and knowledge. Meanwhile, according to Jhon W Santrock, mnemonic strategies are memory aids for remembering information

Just as from the earliest ages our parents started using musical mnemonics to help us learn things. How many of us learned the abcs with the ABC song? "According to an online survey at squidoo.com from Edwards (2020), when memorizing the abcs, 67% used the ABC song, 12% with rhymes, and 7% without rhymes or songs and only with flashcards."

Mnemonics help improve memory because they train the mind to look for patterns in information and create meaningful associations with information. They also allow you to cross-reference information across different parts of your memory. Mnemonics sometimes involve visualization, making the facts clearer. The mnemonic technique makes remembering more effective. Mnemonics use rhythm, rhyme and alliteration to aid memory and are often not set to music.

Some of previous studies state that using mnemonics to improve students' English skill is effective and highly interested to the students. The first study was conducted by Hadiwijaya, Luqman Putra (2020) entitled *the Effectiveness of Mnemonic Technique To Increase Students' Vocabulary Master*. The purpose of this research was to examine whether there was a significant difference between the students' vocabulary mastery who were taught by mnemonic technique and those who were not taught by mnemonic technique at SMPN 1 Siman Ponorogo in academic year 2019/2020. This research applied a quantitative approach and used the quasi-experimental design. This research used two classes as an experimental group and a control group. The population was taken from the eighth-grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020. The number of the sample in this research was 28 students of the control group and 24 students of the experimental group. The result of this study showed that there is a significant difference between students' vocabulary mastery who are taught by mnemonic technique and those who are not taught by mnemonic technique because students are more motivated in learning vocabulary using

mnemonics.

The second previous study was conducted by Bahrami, Izadpanah, Bijani (2019) entitled *The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian Young Learners*. The purpose of this study was to examine the effect of musical mnemonic on vocabulary recalling, and long-term retention of words by young learners using experimental design. The subject of this study is Sixty teenagers from Shokoh Language Institute in small town of Khorramdare, Iran. The result from this study is showed that musical mnemonic help learners better understand words in new contexts. The findings imply that musical mnemonic can improve memory, and comprehension by practicing, and using melodic and rhythmic information.

Moreover, the previous study that was carried out by Awal, Rezki (2017) entitled *Improving the First Year Students' Understanding on Simple Past Tense through Song at SMKN 3 Selayar Island Regency*. The purpose of this study was to discuss the use of song to improve the students' understanding on simple past tense. The researcher used Classroom Action Research as the research method. This research was done at the first-year students of SMKN 3 Selayar Island Regency. The subject was all the students of the class which consists of 24 students. The result of this research showed that students' understanding improved after they were taught using song. It was signed by their improvement of each result test.

Based on the explanation and the previous studies above, the use of English material by using the mnemonic method in the teaching and

learning process will help teachers and students to get the main goal much better. It means that this medium brings positive change in learning. However, researcher have not found the use of musical mnemonics to improve students' grammar abilities, especially in the 4 tenses in previous studies. Therefore, the researcher will conduct research by using the mnemonic technique to measure the effectiveness for teaching grammar, thus this research entitle "**The Effectiveness of Using Musical Mnemonic Method in Teaching Grammar**".

B. Research Question

The researcher formulates the research question as follow :

1. Is musical mnemonic method effective in teaching grammar at the eighth-grade students of SMPN 1 Prambon?

C. The Objective of The Research

1. To know the effectiveness of musical mnemonic in teaching grammar at the eighth-grade students of SMPN 1 Prambon.

D. Research Hypothesis

The hypothesis is not the final answer of research. This is an alternative answer that needs to be verified. The researcher's hypothesis must first conduct research empirically. The hypothesis in this study is:

1. The Null Hypothesis (Ho): The use of musical mnemonic is not effective to teach grammar at the eight grade students of SMPN 1 Prambon.

2. Alternative Hypothesis (Ha): The use of musical mnemonic is effective to teach grammar at the eight grade students of SMPN 1 Prambon.

E. Significance Of Research

The results of this research are expected to have the following positive impacts.

1. For students

This can be useful to find out the suitable method for students to learn tenses using mnemonics. .

2. For teachers

The findings help the teacher adjust their teaching media to address the needs of the learner. They can use mnemonics to make the learning process to be more interested and enjoyed. So, the students can easier in getting understand in English tenses learning.

F. Definition Of Key Term

The following definitions have been offered to clarify the variables that areinvolved in this study:

1. Musical mnemonics

Mnemonics are learning method that help improve memory because theytrain the mind to look for patterns in information and create meaningful associations with information. Mnemonics also allow children to cross- reference information in different parts of the child's memory. Mnemonicssometimes involve visualization, making facts clearer so that mnemonic techniques make remembering more

effective. In musicals, mnemonics use rhythm, rhyme, and alliteration to aid memory.

2. Grammar ability

Grammar is the structure of the sentence arrangement. By using the correct structure, a sentence will be perfect. This structure is also used in all languages, not only in English. That's the term SPO (Subject, Predicate, Object). Grammar is also a part of language that every native speaker learns from infancy, because even when they are young babies cannot understand what grammar is, over time they can naturally distinguish meanings because they often hear people talking around them. Then, growing up, they also understand how to put words together into perfect sentences. especially the mastery of the 4 tenses which is very important in everyday life, both in social and in learning English.