

CHAPTER I

INTRODUCTION

This chapter describes some aspects underlying the topic of research. They are the Background of the study or introduction, Research question, Objective research, Significance of the study, Scope and limitation of the research, and Definition of the key terms.

A. Background of Study

Vocabulary is one of the most fundamental components. Without adequate vocabulary, learners will face significant difficulties in understanding, expressing ideas, and participating in communication. According to Wanpen et al. (2013), vocabulary is the core of communication skills. The more words a learner knows, the more effectively they can express their ideas and interpret others' messages. Vocabulary knowledge allows learners to grasp the meaning of spoken or written texts and to construct accurate and meaningful sentences. As emphasized by Nation (2001), vocabulary knowledge is central to language and of critical importance to the typical language learner.

Vocabulary also helps a person understand information conveyed by others. According to Mohammadi et al. (2024), when someone hears or reads something, they use their vocabulary to interpret the meaning of the words and sentences used. The more vocabulary they master, the easier it is for them to understand that information. Thus, vocabulary is one of the keys to achieving effective

communication. Enhancing vocabulary can help someone become a better communicator, both in personal and professional life.

Innovative teaching methods are needed to address these challenges. One approach that has gained attention is the use of mnemonic devices. Fasih et al. (2018) describe mnemonic learning media as tools or methods that assist in memory retention by linking new information to existing knowledge. Mnemonics can take the form of acronyms, visual imagery, rhymes, or storytelling. According to Atkinson (1975), “mnemonic strategies are effective in improving both short-term and long-term vocabulary retention among language learners.” These strategies work by activating long-term memory and making the learning process more engaging and meaningful. Rangkuti et al. (2024) also argue that mnemonic techniques are especially useful in language learning because they help students remember vocabulary by creating strong mental associations.

The effectiveness of mnemonic techniques lies in their cognitive basis. Human memory tends to retain information better when it is associated with something familiar, unusual, or emotionally stimulating. By connecting unfamiliar vocabulary with familiar contexts or visual clues, learners can recall new words more easily. Moreover, mnemonic strategies can cater to different learning styles, such as visual, auditory, or kinesthetic learners, making vocabulary learning more inclusive and personalized. Oxford (2003) supports this by stating that mnemonic techniques are adaptable to different learning styles, making them ideal tools for diverse classrooms.

Researcher have conducted surveys and interviews with English teachers at MTS ASWAJA Tunggangri regarding students' English proficiency. From these activities, the researchers identified several problems faced by students at MTS ASWAJA Tunggangri in learning English, particularly among 8th-grade students. One of the main weaknesses of the students is a lack of vocabulary mastery. Therefore, it is the teacher's task to find solutions to these difficulties. One proposed solution to enhance the effectiveness of English learning is the use of "mnemonic technique" to improve students' vocabulary retention.

Therefore, this study aims to investigate The Effectiveness of Mnemonic Technique on Students' Vocabulary Mastery at the Eighth Grade of MTS ASWAJA Tunggangri. With a deeper understanding of how mnemonic devices can be integrated into teaching methods, it is hoped that this research will provide valuable contributions to the development of motivating and effective learning strategies to improve students' vocabulary mastery.

B. Research Question

A research study utilizing mnemonic media can offer valuable insights for educators and policymakers, particularly in determining its impact on students' vocabulary acquisition. This study seeks to examine whether mnemonic technique effectively enhances students' vocabulary mastery. Therefore, the research problem is formulated as follows:

Is there a significant difference in vocabulary scores between students who are taught using mnemonic media and those who are taught using conventional methods at MTS ASWAJA Tunggangri?

C. Objective Research

This study aims to examine the difference in vocabulary learning outcomes between students who are taught using mnemonic media and those who use traditional vocabulary learning methods at MTS ASWAJA Tunggangri.

D. The Significance of research

The researchers expect the results of this study to be beneficial in several ways:

1. Students

The mnemonic techniques used in this study can help students in mastering English vocabulary. This offers an engaging and effective method for enhancing vocabulary acquisition skills in English.

2. Teachers

Incorporating mnemonic techniques into teaching can enhance the quality of students' writing by providing timely and accurate feedback on their English vocabulary mastery. This allows teachers to focus more on students' ideas and imagination. Additionally, it supports students' independent learning by helping them identify and correct mistakes, thereby improving their vocabulary acquisition skills in English.

3. Researchers

The findings of this study will serve as a valuable reference for further research on English vocabulary acquisition using mnemonic techniques.

E. Scope and limitations of the study

This study focuses on evaluating the impact of mnemonic techniques on students' vocabulary comprehension. It is limited to class VIII A at MTS ASWAJA Tunggangri and involves a comparison of pre-test and post-test scores before and after the application of mnemonic techniques. One limitation is that the implementation of mnemonic techniques requires prior explanation and adjustment, as the students are not familiar with this learning medium.

F. Hypothesis of the Research

Based on the research question and objectives stated previously, the hypotheses of this study are formulated as follows

1. Null Hypothesis (H0):

There is no significant difference in score between students taught using mnemonic techniques and those taught using conventional methods at MTS ASWAJA Tunggangri.

2. Alternative Hypothesis (H1):

There is a significant difference in score between students taught using mnemonic techniques and those taught using conventional methods at MTS ASWAJA Tunggangri.

G. Definition Of Keyterm

To avoid ambiguity and ensure clarity in understanding the concepts used in this study, the following key terms are defined:

Mnemonic technique is a technique or strategy used to help someone remember specific information or details more easily. Mnemonic techniques often involve using words, images, or a sequence of easily remembered information to link or associate with more difficult-to-remember information. According to Cioca & Nerişanu (2020), mnemonic techniques often involve the use of imagery, rhymes, acronyms, or storytelling to create meaningful connections that enhance memory retention. In this study, mnemonic devices are utilized to support students in learning and recalling English vocabulary in a more engaging and memorable way.

Vocabulary refers to the collection of words that an individual understands or uses in a particular language. According to Rangkuti et al. (2024), vocabulary knowledge plays a crucial role in communication because it enables learners to comprehend spoken and written texts and to express ideas accurately. In this study, vocabulary refers to English words taught to the eighth-grade students of MTS ASWAJA Tunggangri as part of their learning material.