

CHAPTER I

INTRODUCTION

A. Background of the Research

Based on Indonesia's education system, English becomes a foreign language that must be studied at the junior high school. This is stated in the 2013 curriculum of Indonesia's education. It has the purpose of equipping the students with basic skills in English such as reading, writing, listening, and speaking. Language learning cannot be separated from vocabulary. Without vocabulary, four English basic skills are difficult to be developed (Nuraeni, 2010). It is the most basic point in the process. They must know a lot of words to facilitate the learning process.

Vocabulary is a collection of words used in the construction of sentences in order to convey a message to others in a foreign language. It means that the students will not be able to use the language without first enriching their vocabulary. Vocabulary is a knowledge, it is not only the ability to define something but it also uses it properly (Stahl, 2006). In English, the students should have the four skills that have been mentioned. However, the skills will be difficult to achieve without vocabulary because it becomes the most important thing in supporting the improvement of the skills (Susanti and Zainudin, 2013). Having vocabulary mastery allows them to hone their skills by practicing.

Learning vocabulary in English seems easy and simple. The teachers usually write words on the whiteboard and ask their students to memorize that.

There is a research which describes that some teachers are not confident in applying the best techniques and also confused about how to increase vocabulary so that it is easy to understand. So learning becomes problematic because it is not optimal (Berne and Blachiwicz, 2008). Although vocabulary in English has difference between pronouncing and writing, the teachers should think of an easy way of emphasizing for memorizing.

Improving vocabulary is something very complex. Moreover, each student has different characteristics so that their memories are not the same. There are some students who are easily to memorize the theory but some are different. Aside from good strategy, the teachers must also consider how the learning process can be flexible so that the impression of being difficult in learning a foreign language can be lost in their minds. The point is if students already feel the learning is difficult and boring, they will find it difficult to catch the theory that the teachers give.

Based on observation that researcher did in doing PLK at odd semester in academic year of 2021/2022, researcher found five problems that were occurred at seventh grade students of MTsS TI Batang Kabung. First, the researcher found that they focused on how enhancing vocabulary but they did not seem to interest in the process. Second, the researcher also found that the students only focus on the teacher because the teacher is the only source of learning. The teacher presented the materials then students should write it. To test their abilities, the teacher provided exercises so that each of them collects it to get grades. The majority of students seemed passive during the learning

process because the teacher's strategy did not stimulate their brains to think creatively. They as who receive without having to struggle to find a way to understand the material. Third, the researcher also found that many of students did not memorize the vocabulary that teacher had presented. It could be seen that every time they are given a task. They always need their notes to find answers. Learning English at seventh grade only focused how to develop the students' vocabulary mastery. Fourth, the researcher also found that many students were not interested in learning English and thought it was not important. Then the other problem was encourage from the environment. In this school, they were not equipped with various facilities to support the learning process and the only source was by utilizing the books available in the school library.

The researcher interested to solve the problems that had happened. The main purpose is to provide a different and best learning process for the students. Mnemonic is a technique that can be used by the teachers to optimize teaching in the classroom (Buzan in Simanjuntak, 2006). Teachers can take advantage of students' enjoyment in making it easier for them to memorize vocabulary, such as preparing musical note in a rhyme in the form of vocabulary so that it becomes a song (Syah, 2013). It can also make learning more enjoyable.

On the explanation above, researcher interested to take the title of the research is "The Use of Mnemonic Technique to Improve Students' Vocabulary Mastery at Seventh Grade of MTsS TI Batang Kabung".

B. Identification of the Research

The researcher takes three main factors that cause the students' vocabulary mastery are hard to improve. First, they are less interested and motivated in the subject so that they are not focused during the learning process. Second, the difference of spelling a word with pronounce also make them to confess that the learning is more difficult. It makes the goal of increasing students' vocabulary mastery difficult to achieve. Third, the strategies used by the teacher are fully needed to support students to be active during learning proses.

C. Limitation of the Research

Based on the identification of the problem above, the researcher limits the problem about teachers' technique and strategies are the basic sources for achieving students' achievement. If it is suitable, the students will focus during the learning process and to improve the student vocabulary would be achieved easily. Therefore, the researcher did research entitled: "The Use of Mnemonic Technique to Improve Students Vocabulary Mastery at Seventh Grade of MTsS TI Batang Kabung".

D. Research Questions

Based on the problems that have been explained in the background of the problem above, researcher formulates the problems in this research as follow:

1. How can mnemonic technique improve the students' vocabulary mastery?

2. How the effective are the results of implementing mnemonic technique to improve students' vocabulary mastery?

E. Objective of the Research

1. To find out how can improve students' ability in memorizing vocabulary.
2. To find out how the effective the results of implementing mnemonic technique to improve student' vocabulary mastery?

F. Significance of the Research

This research is expected to be able to give contributions in learning process theoretically and practically:

1. Theoretically

- a. For Students

This research expects that the application of mnemonic technique can increase students' interest in enriching their vocabulary mastery during learning process in classroom. Moreover, students can learn to use this technique in fun ways and not monotonous.

- b. For Teachers

This research can add the theories in improving the students' vocabulary mastery especially in junior high school.

- c. For Researchers

This research is also intended as useful information and a reference for other researchers wants to conduct the same case.

2. Practically

- a. For Students

This research is hoped that students can learn English with an easy process and fun ways.

b. For Researchers

The researcher hopes that this research can become a reference to conduct a research with the same problem.

G. Definition of Key Terms

1. Mnemonic

Mnemonic is a way used in teaching and learning process to memorize something or materials.

2. Technique

Technique is a specific way which is done to achieve a target in that is wanted.

3. Improve

Improve is an effort that is done repeatedly to get better results or bring an improvement.

4. Vocabulary mastery

Vocabulary mastery is recognizing words, knowing the meaning of words, pronouncing words correctly, and using words based on the context.