

CHAPTER I

INTRODUCTION

Introduction that consists of the background of the study, previous study, problem of the study, objective of the study, hypothesis of the study, variables of the study, assumptions, significance of the study, scope and limitation of the study, definition of the key terms, and framework of the discussion.

A. Background of the Study

Language is a tool communication. Language used by people in daily activities, such as to communicate with other people. There were many languages in this world. One of them that were taught in Indonesia is English.

English is one of languages used by humans in all over the world. As an international language, it played important role in all aspects of life, such as education, science, business, technology, and economy. In learning English, there were four language skills. They were listening, speaking, writing, and reading. Those skills should mastered by students. But, in fact, most of the students still have difficulty in learning English, especially in mastering language components. Those language components were grammar, spelling, pronunciation, and vocabulary. One of the important components supporting the language skills was vocabulary. Vocabulary supported the students mastering those four language skills. Because of that, vocabulary is very important to be learned.

In the reality, many students of junior high school still have problem in speaking, writing, listening, and reading English. Students of junior high school still could not compose a sentence in speaking and writing English, because they are poor vocabulary. Most of students felt lazy to learn vocabulary. They were lazy to memorize and improve their vocabulary. And most of they were not interesting in teaching learning activities. It caused some teachers could not motivate them, because less teaching technique and using monotonous and traditional methods, teacher just explained the materials from book. In teaching learning process, the important thing was not only how much or how less teaching and learning activity did in the classroom, but we also should know how the students are active and enjoy in teaching learning process. To help the students more active and enjoy, a teacher should have a plan of teaching about technique that the teacher use and suitable to the students. One of techniques could make the students enjoy in teaching learning process is using interesting technique. David Nunan describes some technic in teaching to teaching vocabulary. The technique are, comprehension, word morphology, mnemonic device, loci, paired associated, key words, total physical response, formal grouping, word families, historical, orthographic, similarities, and collocation. The writer used mnemonic device as a technique to teaching vocabulary.¹

¹ David Nunan, *Language Teaching*, p. 134-136

Mnemonic device is one of technique used to improve students' vocabulary. defined mnemonic device is a way of developing students' vocabulary in a personalized way while encouraging them to become autonomous learners. The teacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. The teacher can also teach tricks that can be used by the students to improve information study and concept, both individually and groups. This model has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Sometimes memorizing activities are seemed as boring activities because it needs continually repetitions, and it needs memorize unclear terminologies or ancient and unimportant information, it is seemed as mnemonic learning is just related to information in the lowest level. It is not fully true. It is because a mnemonic can be applicated to help the students in mastering interesting concepts so that this model can also be learned happily. Besides, A mnemonic can be very effective and can make the students motivated and the classroom more interesting (Georger in Amiryousefi, 2011:180).²

According to him, there were many advantages that we got from using mnemonic device, such as helping the students to found the vocabulary that they needed to communicate, giving the students much deeper sense to know many

²Pdf.MuhammadAmiryousefi, "*Mnemonic Instruction A Way to Boost Vocabulary Learning and Recall*". Unpublished thesis, Iran Isfahan University of technology.

words, more motivate the students, and providing the teacher with a time efficient way of giving attention to individual students, etc. Because of that, it was very important applied by teacher. It could help the students to memorize new words and difficult words. Mnemonic device could give cheerfulness and comfortable in learning vocabulary. It could motivate the students to remember those words and it could motivate the students.

The writer conducted the study in MTsNMaliku especially at the second grade student. When the writer conducted observations to MTsNMaliku held on the writer did twice observation to get the data. The first observation was held on Wednesday, 19 August, 2015; at 7.00 a.m. up to 8.20 a.m. And the second observation was held on Friday, 21 August, 2015; at 9.15 a.m. up to 10.35 a.m and asked for teachers of English teaching and learning process. The students have no motivation to learn English, by way of better teaching and other methods to make it more fun and easier to understand. Based on observation, the writer found that many students of MTsNMaliku have some problems in learning English, especially in learning vocabulary. They said that English is difficult to be learned. They also said that written form of word and manner of pronunciation were different. When the writer asked to students about some word, many of them don't know about it. They also have difficult in memorize words, when the teacher taught English vocabulary, they able to memorize it, but after that, they forgot the words they have learned before. It caused they didn't write it, because of some

reasons, like their notebook was collected. When the teacher asked the students to open dictionary, most of them were lazy and bored to open dictionary. Because of that, the writer tried to use mnemonic device as a learning technique and as substitution dictionary. In this study, the writer tried to improve the students' vocabulary using mnemonic device.

Based on the explanation above, the writer would like to conduct the study with the title: **“The Effect of Using Mnemonics Device In Learning English Vocabulary at The Second Grade Students of MTsNMaliku”**.

B. Previous Study

There are some related studies reviewed and discussed on vocabulary. The first is the thesis by Baden Austin Connolly, the title is “An Experiment In Mnemonic Imagery In Adult basic Education Science Instruction”. The result of his study was that students who report using imagery performed better on a rule recall test than those students reporting no imagery use.³

The second thesis is by GhaffarTajalli, the thesis title is “The Effect Of Using Mnemonics Associations On Vocabulary Recall of Iranian EFL Learners Over Time”. The result of the research is indicated that the teaching of vocabulary by mnemonic technique influenced the students' memorization ability on

³Pdf.Baden Austin Connolly, “*An Experiment In Mnemonic Imagery In Adult basic Education Science Instruction*”. Unpublished thesis, Canada. Faculty Education Science, Mary's University.

vocabulary and using mnemonics associations was effective in classroom setting and whether it was suitable for practical use by students as a learning strategy.⁴

The third is by Muhammad Amiryousefi, the thesis title is “Mnemonic Instruction A Way to Boost Vocabulary Learning and Recall”. The result of his study was teaching vocabulary by mnemonic technique are useful way of enhancing vocabulary learning and recall. It can be very effective and can make the students motivation and the classroom more increasing.⁵

The teacher was found different situation before and different types of students in learning. Therefore, teacher should be creative and smart in choosing and using different types of methods in teaching different skill of language. The differences and similarities of the writer is use acronym and numerical to applied and the previous studies they used imagery and association. The similarities here between the writer with previous study, they same used mnemonic device, but only different in the technic applied. Teacher can use as teaching method in their teaching. Using mnemonics device is very interesting but challenging to do. It can be seen from some considerations. Based on the previous study the writer found that there are many students who still have many problems in writing skill such as control of content, form, grammar, vocabulary, punctuation, and spelling.

⁴Pdf.GhaffarTajalli, “*The Effect Of Using Mnemonics Associations On Vocabulary Recall of Iranian EFL Learners Over Time*”. Unpublished thesis, Canadian Center of Science and Education. 2012

⁵Pdf.MuhammadAmiryousefi, “*Mnemonic Instruction A Way to Boost Vocabulary Learning and Recall*”. Unpublished thesis, Iran Isfahan University of technology.

In addition, the key factors of effective teaching are not the approaches and methods in language teaching themselves but the teachers deliberate selection of different approaches and methods and the devoted practice of putting theories into real teaching activities in a corresponding social-cultural context. It is a fact that no approach or method is perfect. However, there is no end for teacher to seek the perfection of the approaches and methods in language teaching. The problems above, the teachers are required to be more creative as dynamic development of learning technologies. The sources of external as well as the background of the low quality value of the subjects English language is the difficulty of students to memorize vocabulary. The difficulties faced by students this should be recognized from the beginning.

The objective of this research is to find out the effect of using mnemonics in teaching vocabulary. The aspects include grammar, vocabulary, comprehension, fluency and task.

C. Problem of the Study

Based on the background of the study above, the problem of the study is .

Is there any significant effect of using mnemonic device in teaching vocabulary at the second grader of MTsNMaliku?

D. Objective of the Study

The objective of the study based on the background of the study is to measure the effect of using mnemonic device in teaching vocabulary at second grade of MTsNMaliku.

E. Hypothesis of the Study

The hypothesis of this study is:

Ha: using mnemonic device gives effect to students' vocabulary learning process at the second grade students at MTsNMaliku.

Ho: using mnemonic device does not give effect to students' vocabulary learning process at the second grade students at MTsNMaliku.

F. Variables of the Study

A variable is a construct or a characteristic that can take on different values or scores.⁶ In this study there were two variables, they were independent variable (X) and dependent variable (Y).

1. In this study the independent variable (X) is mnemonic device.
2. In this study the dependent variable (Y) is students' vocabulary score.

G. Assumptions

Mnemonic device could make the students got better vocabulary score.

H. Significance of the Study

The study has two significances. The first was theoretically significance and the second was practically significance. Theoretically, this study aimed at

⁶DonalAry, *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engage learning), 2010, p. 38

knowing and testing the effect of using mnemonic device, the result of the research could be used as input for English teaching learning process, especially for teaching vocabulary in junior high school.

Practically, the writer expected to give contribution to the English teacher about importance of learning technique in supporting teaching process especially vocabulary goals and it was one of alternative techniques that could be used for the English teachers in teaching vocabulary. For the student, by learning vocabulary using mnemonic device provided motivation, so the students could learn it easily and the students could increase their ability in English vocabulary. For the reader, the reader could take some theories of the vocabulary and mnemonic device.

I. Scope and Limitation of the Study

The study belongs to experimental research. This research is limited on using mnemonic device in teaching vocabulary. Using mnemonic device is limited to teach vocabulary about "Narrative Text". Kinds of vocabulary that is taught based on syllabus and English book were, adjectives, and verb. The subject of the study was second grade students at MTsNMaliku. The number of student was 60 students.

J. Definition of the Key Terms

1. Effect

An effect is a difference between or among population means in this study.⁷Effect is a change caused by something. In the present study, mnemonic device is said to have effect on students' vocabulary if the qualities of students' vocabulary using mnemonic device are different from the qualities of students' vocabulary without mnemonic device (handout).

2. Mnemonics device

Mnemonics devices are structured ways to help people to remember and recall information. Mnemonic instruction combines presentation of important information with explicit strategies for recall. It is most commonly employed in areas where individuals are required to recall large amounts of unfamiliar information or to make associations between two or more units of information at recall. Mnemonics can be applied to any domain requiring recall of information in this study.

3. T-test

T-test is a statistical procedure for testing hypotheses concerning the difference between two means; also used for other purposes.⁸ In the present study, t-test is used to know difference between two means from experiment class and control class.

⁷Sabarun, *The Effectiveness of Using Outlines in Writing Expository Essays of the Fifth Semester English Department Students of the TBI of Palangka Raya State Islamic College*, Palangka Raya: STAIN, Unpublished, 2011.

⁸DonalAry, *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engage learning), 2010, p. 652.

4. Experiment Study

Experiment study is the event planned and carried out by research to gather evidence relevant to the hypothesis.⁹ In the present study, there were two hypotheses that was tested.

K. Framework of the Discussion

The frameworks of the discussion of this study are:

Chapter I : Introduction that consists of the background of the study, previous study, problem of the study, objective of the study, hypothesis of the study, variables of the study, assumptions, significance of the study, scope and limitation of the study, definition of the key terms, and framework of the discussion.

Chapter II : Review of related literature that consists of previous studies, definition of vocabulary, important of vocabulary, kinds of vocabulary, definition of vocabulary , important of vocabulary , assessing of vocabulary , teaching vocabulary, definition of mnemonic device, the applying of mnemonic device in the classroom, the advantages of mnemonic device,

⁹*Ibid*, p. 641.

procedure of using mnemonic device in teaching vocabulary, t-test and experiment study.

- Chapter III : Research Method that consists of research design,time and place, population and sample of the study, research instruments,research instruments try out, research instruments validity, research instruments reliability, data collection procedures, and data analysis procedures.
- Chapter IV : Result of the study that consists of description of the data, the result of data analysis, and discussion.
- Chapter V : Closure that consists of conclusion and suggestion.