

CHAPTER 1

INTRODUCTION

This chapter briefly presents about the background of the study, scope and limitation of the study, statement of the problem, purpose of the study, and significance of the study

A. Background of the Study

Vocabulary is important to learn in foreign language. Students can improve vocabulary mastery by reading a book, watching TV, chatting among people across the country, watching film videos. By mastering vocabulary, students can easily speak and write in English, because vocabulary is one key to improve the English achievement.

Vocabulary is needed to be mastered, because vocabulary is the basic knowledge of someone to master all language skills. According to Nation in Cameron (2001:75), the student who has graduated from elementary school has an achievement of vocabulary approximately 12,000 words. On the other hand in Curriculum 2013, it was explained that the standards of vocabulary mastery for each level is different, for Elementary to Junior High School is 500-2500 vocabularies including beginner level reader. However, many students do not master vocabulary enough and it makes them have low achievement in English. Without having vocabulary mastery, students will face difficulties in their studies. When they do not know how to enrich their vocabulary, students often gradually lose interest in learning process.

One of the problems that has to be faced by an English teacher and learner is how to deal with vocabulary. Sometimes, the students are able to master and always remember all of the vocabularies which learned at school well, however after they have finished their study, they lose many English words and only limited numbers are remembered. On the other hand, students must think and recall the other lessons that make them bored. Therefore, the teacher must have a good way to teach vocabulary with the pleasant ways that make students enjoy to learn vocabulary.

The problems of vocabulary mastery concern the researcher during the internship program in SMPN 21 Surabaya. Based on the observation towards the eight-graders at SMPN 21 Surabaya in the first semester of 2019-2020, the researcher noticed that the students

had problems in memorizing and understanding vocabulary. They easily forgot some new words that the teacher taught. Then, sometimes they could not remember how to pronounce them. Furthermore, based on the interview with the VIII-F graders in the first meeting of internship, the researcher found that most of the students did not like English subjects, because they found that English was difficult, it challenged them with lots of unfamiliar words. This phenomenon indicated that their tendency to repel the subject of English was caused by their lack of vocabulary. Thus, the researcher assumed that their English teachers had to find a better technique to make learning vocabulary more enjoyable.

To improve the students' ability in mastering English vocabulary, the teachers have to think about how to make students master English vocabulary for their purposes. There are so many approaches, methods, and techniques that can be used by the teacher.

One technique that can be used by the teacher to increase the students' ability in English vocabulary is memorizing using mnemonic technique. Thornbury (2000) said that through memorization there are so many advantages for students and teachers in the learning process. Memorizing vocabulary provides language practice in various skills of listening, speaking, reading and writing.

One of the aims of teaching English vocabulary is to enhance students to be able to understand English words which they might find in their environment. Therefore, it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more useful to learn. Hereby, the teachers are expected to have creativity in teaching by using any kind of teaching technique that makes teaching and learning process more enjoyable. One of those aids is using the mnemonic technique. The researcher selected this technique because memorizing some words could help students to enrich their vocabulary. Through memorization, they can master some vocabulary and make them find new vocabulary every day during their memorizing activities.

This study is examined students' mastery of vocabulary via memorization. Through mnemonic technique, it has effectiveness in learning vocabulary in various ways. Therefore, the role of memorization in teaching and learning vocabulary cannot be denied.

However, to achieve the most important form of vocabulary mastery, a suitable technique must be chosen.

The objective of this study is to know the effect of using mnemonic technique on the students' vocabulary achievement for eight grade of SMPN 21 Surabaya. Based on the description above, the researcher was interested in carrying out a study under the title "The Effect of Using Mnemonic Technique on the Students' Vocabulary Achievement for eighth grade of SMPN 21 Surabaya"

B. Scope and Limitation of the Study

The scope of this study was teaching vocabulary using mnemonic technique and the limitation of this study was limited to the use of mnemonic technique in teaching vocabulary in the materials when the researcher conducts teaching practice. Clearly, the researcher limited the research on the effect of mnemonic technique as a medium to help students learn vocabulary of regular and irregular verbs.

C. Statement of the Problem

According to the background of the study, the researcher formulated the statement of the problem as follows "Is there any significant effect of using mnemonic technique on the students' vocabulary achievement for eighth grade of SMPN 21 Surabaya?"

D. Purpose of the Study

Related to the formulation of the problem, the purpose of the study was to prove whether there is significant effect or not in using mnemonic technique on the students' vocabulary achievement for eighth grade of SMPN 21 Surabaya.

E. Significance of the Study

The finding of this study are expected to be able to give some benefits for the students, the teacher, the researcher, and other researchers.

1. For the students

The students can enjoy the process of learning in the classroom and memorize vocabulary easier and enjoyable. They can make a unique acronym mnemonic by their creativity.

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2. For the teachers

The teachers can get a description of how to use mnemonic technique in teaching English especially to increase students' vocabulary building.

3. For the researcher and other researchers

This study is valuable for enriching the literary study, particularly among the researcher who wants to take a study about Teaching English Language, especially in vocabulary mastery. The researcher expects that the result of this study will shed light in improvement of vocabulary mastery and also can be used for other researchers who want to conduct a related study about teaching vocabulary and Mnemonic Technique.