

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Vocabulary is the center of all aspects of language learning, therefore vocabulary is a part that has a very important role in the ability to master English as a foreign language. Vocabulary is the basic aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. Mastery of vocabulary will affect the preparation of English sentences and understanding of English. If students do not have a sufficient vocabulary, they will find themselves in unfavorable circumstances, and it will be difficult for them to communicate their sentences or their thoughts.<sup>1</sup> Developing a strong vocabulary forms the foundation for comprehending English. Attaining proficiency in English vocabulary has a significant impact on conversational skills, as well as the understanding of grammar and the application of different tenses, as one progresses to more advanced levels.

According to Elmahdi and Hezam, learners have a tendency to view vocabulary study as tedious, particularly those who came of age

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<sup>1</sup>Penny Ur. *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2003), 60.

during the information technology revolution.<sup>2</sup> Most of English teachers make efforts to improve their mastery of English vocabulary, such as conducting discussions and asking questions in class. The question and answer method is a method in education and teaching where the teacher asks questions and students answer the material they get. This method is teacher-centered, resulting in unidirectional communication, namely the process of delivering information from the teacher to students, while a good learning process is interaction in carrying out an activity, so that an effective and fun learning process occurs. Therefore, the teachers also should implement student-centered technique which involve students in teaching – learning activities. In line with that, Emaliana’s research showed a preference for teacher-centered teaching method and student-centered teaching method in EFL teaching and learning, not just one, but both, can be used to improve both effective teaching and learning at various levels.<sup>3</sup>

Teachers use conventional learning strategies that tend to be monotonous. Another effort made by the teacher is to hold small group discussions. Conventional teaching methods make students uninterested in class, discouraged, bored, stop trying in accomplishing tasks given,

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<sup>2</sup> Omer Elsheikh H. Elmahdi and Abdulrahman Mokbel M. Hezam, “Challenges for Methods of Teaching English Vocabulary to Non-native Students”, in *Advances in Social Sciences Research Journal*, Vol.VII, No.5, (May, 2020), 556.

<sup>3</sup> Ive Emaliana, “Teacher-centered or Student-centered Learning Approach to Promote Learning”, in *Jurnal Sosial Humaniora*, Vol. X, No 2, (2017), 66.

and do poorly in tests.<sup>4</sup> However, these efforts have not been maximized due to the unfavorable learning atmosphere and the learning strategies used are not in accordance with the characteristics of students. Vocabulary mastery is also influenced by the teaching strategies applied by the teacher in delivering the material. When teachers apply innovative strategies, students will easily master English vocabulary.

One of the teaching and learning methods that can be applied to overcome these problems is the mnemonic technique. This technique has not been widely used by English tutors, but many researchers have tried to study the study of this technique. The Mnemonic technique is a technique to make it easier to instruct vocabulary and help remember better and more effectively. Mnemonic technique is a strategy that helps students memorize information, words, and knowledge.<sup>5</sup> The researcher tries to make new breakthroughs by using Mnemonic techniques as a means to increase students' vocabulary. The overall aim of this research is to explore and find out how students acquire and apply new vocabulary and the role of the researcher as a facilitator in the exploration process.

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<sup>4</sup> Farha Alia Mokhtar, "Rethinking Conventional Teaching In Language Learning And Proposing Edmodo As Intervention", A Qualitative Analysis", in *Malaysian Online Journal of Educational Technology*, Vol. IV, No.2, (October, 2016), 22.

<sup>5</sup> Haritzah Ningrum, Jamik and Soeharno, "The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian Young Learners", in *Journal of Primary Education*, Vol. IX, No. 4, (2020), 423.

The Mnemonic technique is a technique to make it easier to instruct vocabulary and help remember better and more effectively. The background of this research study was the lack of understanding of students' vocabulary due to an ineffective learning system. Madani et al.'s research in Jamik and Soeharno found that mnemonic technique applied for the experimental group led to a better result than the control group intervened by conventional method.<sup>6</sup> Teaching and learning by using mnemonics is another name for learning by using the donkey bridge. Learning in this way utilizes the meaning of the relationship between what is easy to understand and what is being learned.

The researcher conducted preliminary observation at MTs Darul Bina Jakarta, the researcher got several information related to problem in students' vocabulary mastery and problem in teaching media. The problem related to the students' vocabulary were the unmotivated students and they had a hard time learning vocabulary. Based on the teachers' daily reports showed that student vocabulary mastery scores were low. The problem related to the teaching method were the teacher only lectured the students. The material source used by the teacher were only from textbooks which did not make the learning references not vary.

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<sup>6</sup> Haritzah Ningrum, Jamik and Soeharno. "The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian Young Learners", *Article in International Journal of Instruction*, (2019), 423.

Based on the explanation above researcher is interested in researching vocabulary mastery problems and assisted by mnemonic technique. By using mnemonic, it is hoped that students can pay attention to the continuity of the learning process and gain new experiences that can support their mastery in English vocabulary. Therefore, the title for this research is “The Effectiveness of Using Mnemonic Technique on Student’s Vocabulary Mastery”

## **B. Identification of Problem**

Based on the problem context, the researcher has identified some problems as follows:

1. The students were unmotivated in learning vocabulary
2. The students had limited vocabulary it could be seen that their vocabulary scores were low
3. The students were hard to memorize the words
4. The teaching method was conventional for students it only used lecturing
5. The teacher only asked students to pay attention to the explanation without some improvisation.

### **C. Statements of Problem**

In this research, the researcher can identify the problem as follows:

1. How is students vocabulary mastery before and after the treatment?
2. How is the effect of using Mnemonic Technique on Students' Vocabulary mastery?

### **D. Hypothesis**

In this study, the researcher assumed that hypothesis alternatives to his research existed such as:

Ha :  $\mu_1 = \mu_2$ : There is a significant effect of using mnemonic technique to enhance students' vocabulary mastery

Ho: There is no significant effect of using mnemonic technique to enhance students' vocabulary mastery.

### **E. Objective of Study**

Based on the statement of the study above, the objectives of this study are as follows:

1. To know the effect of using Mnemonic technique on Students' vocabulary mastery
2. To know students' vocabulary mastery before and after the treatment.

## **F. Scope and Limitation**

The subject of this research is the seventh-grade students of junior high school level. The material for vocabulary mastery is noun and adjective.

## **G. The Significances of the Study**

Practically:

The results of this study are expected to be a reflection material for teachers and students about the effect of the Mnemonic technique on students' vocabulary skills

Theoretically:

The results of this study are expected to be a reference in improving English in terms of speaking and vocabulary for students through the Mnemonic technique.

## **H. Previous Study**

1. Gulo, Yustina. Laia, Restu Damai and Ndhara, Dian M. *Research on English Language Education (Relation Journal)*, Vol 2, No 3, (2022). The research is entitled "Improving Students' vocabulary Mastery on Narrative Text through Mnemonic method at Seventh

grade of SMP 1 Huruna”.<sup>7</sup> The researcher found that many students still lack vocabulary, and that it was difficult for students to memorize vocabulary, which motivated the researcher to conduct this research. This research aimed to improve the students' vocabulary mastery through the use of the Mnemonic Method at the Seventh Grade of SMP Negeri 1 Huruna. The research was designed in the format of classroom action research (CAR). In order to collect the necessary data, an observation paper documenting the activities of both the researchers and the students, as well as a test, were used as the instruments. The research was conducted in two cycles of action research. Each iteration included a total of two meetings. As a result of this action research, we discovered that 73% of researchers had completed activities during meeting I of cycle I, while the percentage of researchers who had completed activities during meeting II of cycle I was 83%. The following statistic reveals that 69.9% of students completed activities during the first meeting of cycle I, while 87.2% of students completed activities during the second meeting of cycle I. During the first cycle, students received a score of 67.3 on

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<sup>7</sup> Yustina Gulo, Restu Damai Laia and Dian M. Ndhara “Improving Students' vocabulary Mastery on Narrative Text through Mnemonic method at Seventh grade of SMP 1 Huruna”, *Research on English Language Education (Relation Journal)*, Vol. II, No 3, (April, 2022), 1.



average. In addition, the percentage of researchers who had completed activities prior to meeting I of cycle II was 93%, while the percentage had reached 100% prior to meeting II of cycle II. The following statistic reveals that 93.6% of students completed all of the activities during meeting I of cycle II, while 94.8% of students did so during meeting II of cycle II. The students' overall performance in cycle II resulted in an average score of 88.1. Following the Mnemonic method, there was an increase in the students' overall vocabulary, as was drawn to the conclusion. Therefore, the researcher suggests to English teachers that they employ the mnemonic method in the process of teaching and learning English. This is due to the fact that through the use of the mnemonic method, the classroom environment becomes more-lively, and there is no boredom associated with learning English.

2. Othman, Waleed. Osama, Mohammad., and Kayode, Bakare Kazeem. *International Journal of English Language Education*, Vol. 7, No. 2, (2019). The research is entitled “Investigating the Impact of Mnemonic-based Instruction on Saudi University Students’ Attitudes Towards Vocabulary Learning”.<sup>8</sup> This study

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<sup>8</sup> Waleed Othman, Mohammad Osama, and Bakare Kazeem Kayode. “Investigating the Impact of Mnemonic-based Instruction on Saudi University Students’ Attitudes Towards Vocabulary Learning”, in *International Journal of English Language Education*, Vol. VII, No. 2, (2019), 13.

was designed to investigate university Saudi students' attitudes towards the mnemonic keyword method. By employing a survey research design to discover the attitudes of the students enrolled in the preparatory year program at Taibah University. Vocabulary acquisition plays a crucial role in the process of learning a foreign language. Mnemonics, a technique employed to teach vocabulary, aids in enhancing learners' memory retention. The utilization of visual and auditory associations in mnemonic devices, particularly through the implementation of the keyword method, can significantly improve learners' ability to recall words for extended periods. To gather data from a sample of 40 students, a questionnaire called "Students' Attitudes towards Keyword Method (SAKM)" was utilized. Descriptive statistics such as mean, median, mode, and standard deviation were employed, along with an independent-sample t-test, to analyze the collected data. The study's findings indicated that Saudi students possess favorable attitudes towards the use of the mnemonic keyword method for vocabulary instruction.

3. Jamik, Haritzah Ningrum and Soeharno. *Journal of Primary Education*, Vol. 9, No. 4, (2020). The research is entitled "The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian

Young Learners”.<sup>9</sup> The learners' struggles to articulate their thoughts in a straightforward manner using English presented the research team with a number of challenges. A lack of motivation on the part of the learner while they were studying English was also one of the influential factors. The purpose of this study is to investigate whether or not the use of mnemonic devices can help students in primary schools improve their writing skills while they are studying English. The students who participated in the study were all in the fifth grade at Integrated Islamic 5 Primary School in Semarang. This study utilized a methodology known as quasi-experimental research as its approach. The findings demonstrated that the mnemonic method was successful in enhancing the writing abilities of the students who participated in the study. The students were motivated, and they did not shy away from expressing their thoughts in straightforward sentences. Writing ability in the experimental class obtained better results than that of the control class, and learning achievements in the experimental class were also higher. After being exposed to the mnemonic method, the students' scores on the post-test demonstrated a significant

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<sup>9</sup> Haritzah Ningrum, Jamik and Soeharno. “The Impact of Musical Mnemonic on Vocabulary Recalling of Iranian Young Learners”, *Journal of Primary Education*, Vol. IX, No. 4, (2020), 422.

improvement relative to the benchmark. It was 80. It is possible to draw the conclusion that using the mnemonic could help students become more proficient in writing sentences using simple English.

There are similarities and differences between the three previous studies above and the researcher's study. In the similarity aspect, the significant similarity is the teaching method used, mnemonics, as an independent variable and vocabulary mastery as a dependent variable. The research approach is also similar in that it displays statistical data. On the other hand, the previous studies above are different from the researcher's study. The researcher only employed abbreviation mnemonic, picture mnemonic, semantic organization mnemonic, and physical response mnemonic. The reason why the researcher uses those kinds of mnemonic is because the simplicity to use in classroom. Othman et al's previous study focuses on university students as the subject of the research which is different with researcher study on junior high school students. The vocabularies studied by students in mnemonic focus on the use of nouns and adjectives because they are adapted to the lesson plan material for class VII.