

CHAPTER I

INTRODUCTION

This chapter shows background of the research, statement of the problem, objective of the research, significant of the research, scope of the research and operational definition.

1.1 Background of the Research

Vocabulary is one of the language components that should be mastered by the students and an essential lesson for students to master in English. So, it's related to the four skills in language teaching. In other sessions, the text books of are famous written in English by Alwasilah in Maryam (2003:1) clarified that scientific books are written in English around 60%. However, most people can read and understand English, if they do not master vocabulary. In order to master English they have to master element of English. The elements of language skill such as grammatical structure, vocabulary, and sound system must be taught to the students as the prerequisite knowledge toward the English language use skill because language is characterized by these elements. It is assumed that the students who learn English in earlier age, of course they get much vocabulary.

In fact, based on the interview done by the researcher and the English teacher of the seventh grade student of SMPN 3 Tambakromo Pati, they still have difficulties in producing sentences and understanding the meaning of words they wrote and translate. Many students have same problem in learning English vocabulary. Students have difficulties to memorize the vocabulary. When they get material from their teacher in classroom about memorizing vocabulary, they easily forget about it. It happens since most of the teachers do not give them an impressive lesson and no exposure to the language outside the classroom. So, they forget their vocabulary easily and it makes teaching and learning vocabulary need development. It proved by the students' score that it is still under the passing grade, it is 70. Therefore, it is necessary for the teacher to apply certain technique to solve those problems and makes the students interested to learn English. Mattinger was quoted by Munan (1991:134) presents a number of classroom techniques for vocabulary development. One of the techniques is Mnemonic.

A mnemonic is demonstrated by Hayes (2009) that it is a design to support memory and the students can encode better data by using this, so that it is easier to remember later on. Learners can be easier by mnemonic devices to recall bigger pieces of info especially in the form of list such as characteristics, steps, stages, parts, etc. (Congos, 2011). From the research "*The Effect of Mnemonic Keyword Method on Vocabulary Learning and Long Term Retention*" concludes that using Keyword method can help the students learn vocabulary more effectively than other methods like rote memorization. Based on this statements, Mnemonic is a method to help students more effectively, easily and fun to remember vocabulary. They have learned and also can strengthen their vocabulary mastery. Those are the reasons why the researcher uses Mnemonic especially Keyword method. Therefore, Mnemonic Keyword method can be used to memorize difficult words.

Based on the description above, the researcher done to compose a research entitled "The English Vocabulary Mastery of Seventh Grade Students of SMPN 3 Tambakromo Pati in Academic Year 2017/2018 taught by using Mnemonic Keyword Method".

1.2 Statement of the Problem

As the background of the research presented the research establishes the statement of the problem as follows "Is there any significant difference between the English vocabulary mastery of the seventh grade students of SMPN 3 Tambakromo Pati in academic year 2017/2018 before and after being taught by using Mnemonic keyword method?"

1.3 Objective of the Research

Based on the statement of the problem which comes up above, the objective of the research is find out whether there is significant difference between the English vocabulary mastery of seventh grade students of SMPN 3 Tambakromo Pati in academic year 2017/2018 before and after being taught by using Mnemonic keyword method.

1.4 Significant of the Research

By composing this research, the research is expected that the result of the research can be significant as follows:

a. Theoretically

The research is expected to enrich knowledge about the use of Mnemonic Keyword method for English Vocabulary.

b. Practically

The researcher informs reader and English students how to apply and learn Mnemonic Keyword method in English vocabulary for Junior high school. Mnemonic Keyword method for English Vocabulary helps provide knowledge about the advantage and wake the readers up that the effectiveness of Mnemonic Keyword method.

1.5 Scope of the Research

This research is limited on teaching vocabulary by using Mnemonic keyword method. This research conducted in SMPN 3 Tambakromo Pati. The subject of the research is the seventh grade of SMPN 3 Tambakromo Pati in academic year 2017/2018. The material of teaching vocabulary is based on syllabus of the research of seventh grade but the researcher focus on descriptive text.

1.6 Operational Definition

Based on the title of the research, the researcher defines the operational as follows:

1. The English vocabulary mastery is the mastery of the students in SMPN 3 Tambakromo Pati to recognizing and memorizing word especially in verb and adjective.
2. Mnemonic Keyword method is a method to helps the students make assosiation with something that commonly, picture, synonym, antonym, and easy to remember.
3. The seventh graders students of SMPN 3 Tambakromo Pati are the students who learned in SMPN 3 Tambakromo Pati in academic year 2017/2018.