

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Many English foreign language (EFL) students find learning is a challenge to know the importance of vocabulary in communication with the other people. Hendry (2012:2) finds, vocabulary as plays an important role in facilitating morphemic knowledge. EFL students should acquire adequate number of words and should know how to use them accurately. Even though students realize the importance of vocabulary when learning language, most students encounter difficulties and tend to learn vocabulary passively due to several factors like pronunciation, spelling and grammatical functions.

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown(1995:1). They said, "Vocabulary is the foundation build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; students can express their ideas and understand the other basic competence well.

Also, vocabulary is then an essential component learned in language learning. In relation to this, the linguist Wilkins in Thornbury (2002:13) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for the students is the main component in order to learn a language successfully. In listening, students' vocabulary influence their understanding towards teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to reader. In short, vocabulary takes an important role in equipping the students to be able to communicate in English.

Vocabulary is more than a list of words and although the size of one's vocabulary matters, it's knowing how to use it which matters most.

According to Murcia (2000:37), vocabulary is one of language areas which need continual growth and development. Vocabulary cannot be separated from language because it is one of the most important elements of the language.

Many students felt bored when vocabulary learning, due to they have to memorize a new word and spelling (Huyen & Nga, 2003). Moreover, according to Mahmoudi & Ozkan (2015) teachers as the heart of classroom instruction should know how to teach vocabulary well.

One of the techniques the teacher can use is “Mnemonic technique”. Mnemonics is a system of “memory codes” that makes people remember perfectly whatever they when to remembered (Buzan, 1986). Thompson (1987) similarly acknowledging the useful of mnemonic technique by stating that they can help learners learn faster and recall better by integration of new material into existing cognitive units and by providing retrieval cues. They are, however, more useful for low level students because they are involved mostly in activities requiring them to remember and recall information (Levin. 1993). It is applied to help students memorize vocabulary well and easier to remember words.

Mnemonic is not only a technique that will help them to improve their memory but their creativity will soar and with the twin improvements in memory and creativity it can make a dynamic synthesis between the right and left side of learner brain (Buzan, 1986). In other words, it's a memory technique to help their brain better encode recall important information. They use of mnemonic techniques are depend on the students' learning style (Djiwandono, 2009). There are students who prefer to find the meaning of words from the dictionary and save it in their memory. Therefore mnemonic techniques can be used to memorize difficult words, while the word that are easier to remember are not necessary to use this technique. It is a simple shortcut that helps students want to remember with an image, a sentence, or a word. With this technique the writer hopes the students will achieve the minimal completeness criteria (MCC) and will make it easier for students to memorize new vocabulary.

Thus, the writer conducted a research under a title: **using mnemonic technique to improve vocabulary skill to seventh grade students' of SMP Negeri 5 Fatuleu Satu Atap.**

## **1.2 Research Problem**

Based on the description above, the problem of this research can be formulated as follow:

1. Is vocabulary skill of seventh grade students' at SMP Negeri 5 Fatuleu Satu Atap improved in using mnemonic technique?
2. To what extent is the improvement?

## **1.3 Aim of Study**

- 1.3.1 To find out whether students are able to use the mnemonic technique
- 1.3.2 what the extent to improving vocabulary skill to seventh grade students of SMP Negeri 5 Fatuleu Satu Atap.

## **1.4 Significance of Study**

### **1.4.1 Implication**

Keskinkilic and Sunbul (2011) mention that using mnemonic technique to improve vocabulary skill, especially improving the ability of meaning in vocabulary.

### **1.4.2 Application**

The result of this research result was expected that the teacher used mnemonic technique to teaching students' vocabulary, also students can increase their technique using mnemonic to improve vocabulary skill.