

CHAPTER I

INTRODUCTION

In this chapter, researcher presents background of the study, statements of the problem, objectives of the study, and benefits of the study.

A. Background of the Study

Nowdays, many students can memorize vocabularies fast but forget fast. It becomes a big problem for them where they have to master English. Holden (in Marzban & Amoli, 2012) states, “one of the most difficult aspects of learning a foreign language, particularly in an EFL context, is the retention and retrieval of vocabulary”. Waring (in Marzban & Amoli, 2012) argues, “our brains are designed to forget, not remember”. If a student has just learned ten new words, it is normal for most of them to be forgotten within a few days and maybe only one or two will be retained in memory. But, this can be overcome by a variety of ways, one of them is to find the right and innovative method in the learning process so that students can memorize many vocabularies quickly but not easy to forget.

Vocabulary is an important part in foreign language learning. Richard and Renandya (in Ummah, 2014) state, “Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read and write”. Vocabulary is also central to language teaching and importance to a language learner. According to Wilkins (in Mothe 2013), “Without grammar very little can be expressed, without vocabulary nothing can be expressed”. Based on those points, we know that one of the most basic elements of conquering the English language is vocabulary. We can not express anything in English, not to say, write a good article or talk with foreigners in English without vocabulary. Therefore, a new method and technique should be introduced so the students can find it easier to memorize new vocabulary, and the adult problem in mastering foreigner language can be solved from the primary school level.

One technique that can be used to solve that problem is Mnemonic. Mnemonics is as a strategy to improve memory in vocabulary learning process. One

kind of mnemonics that the teacher can use is “Mnemonic Keyword Method”. Mnemonic keyword method is a mnemonic which uses the keyword for recalling the new vocabulary. The keyword is the word that sounds like the mother language. It is as a link to recall the new vocabulary given. This stage is called acoustic link. The use of acoustic link helps the students to recall the new vocabulary which other methods seldom emphasize it. The method also uses image. The use of image is proved effective in the class because it is more meaningful and brings real life communication. As the word is not limited in concrete word that easily to be visualized, Hulstsin (in Coady & Huckin, 1997) gives the alternate way of Mnemonic Keyword for the word that is difficult to be visualized by using mediating sentence; the sentence that mediate the keyword with its meaning.

In the fact, there are many English teachers who did not apply the appropriate method for teaching vocabulary yet. This phenomenon can be seen in SMP Dharma Lestari Salatiga. The English teacher tended to apply old-school methods which maybe make them feel secure. As the result, teaching English did not run well and the students’ creativity which is very important for them did not develop. Hence, the students felt unmotivated in joining the English class.

Creativity is one of the important factors affecting students in learning English since whenever the students think in a way that regard and respect their creativity, their academic performance enhances (Fisher, 2009) as well as turn on the turned off interest of the students in learning English. Creativity is the process of making use of imagination or original ideas to produce an artistic work (Formosa & Zamit, 2016). Creativity also allows one to think outside the box which results in innovative or different approach in facing (Formosa & Zamit, 2016) or producing something new (Munandar, 1999). Creativity which deals with words and sentences is verbal creativity (Torrance in Munandar, 1999). Verbal creativity refers to one’s ability in creating new association among different ideas (Mednick & Mednick in Sinolungan, 2001), finding new linguistics patterns based on the available knowledge, and finding alternative solution upon problems. Munandar (1999) states that verbal creativity can be seen through ones’ *fluency*, *originality*, *flexibility*, and *elaboration*.

Some researchers have proved the effectiveness of this Mnemonic Keyword in many fields of the foreign language acquisition. As the language is a practice, the researcher wants to know the effect of The Mnemonic Keyword viewed from the students' creativity in developing vocabulary in term of recalling and emphasizing the vocabulary by adapting the use of acoustic link as one of the stages in Mnemonic keyword.

Therefore, the researcher is interested in conducting experimental research entitled: "The Effect of Mnemonic Keyword Method on Student's Vocabulary Mastery Viewed from Student's Creativity (An Experimental Study at the Seventh Grade Students of SMP Dharma Lestari Salatiga in the Academic Year 2018/2019.)"

B. Statements of the Problem

Based on background of the study above, the research questions are described as follow:

1. Is there any difference of influence of Mnemonic Keyword Method and Translation toward student's vocabulary mastery of the seventh grade students of SMP Dharma Lestari Salatiga in academic year 2018/2019?
2. Is there any difference of influence of high students' verbal creativity and low students' verbal creativity toward students' vocabulary mastery of the seventh grade students of SMP Dharma Lestari Salatiga in the academic year 2018/2019?
3. Is there any influence of interaction between teaching technique and students' verbal creativity toward students' vocabulary mastery of the seventh grade students of SMP Dharma Lestari Salatiga in the academic year 2018/2019?

C. Objectives of the Study

The objectives of the research are as follows:

1. To find out whether there is any difference of influence of Mnemonic Keyword Method and Translation toward students' vocabulary mastery of

the seventh grade students of SMP Dharma Lestari Salatiga in the academic year 2018/2019.

2. To find out whether there is any difference of influence of high students' verbal creativity and low students' verbal creativity toward students' vocabulary mastery of the seventh grade students of SMP Dharma Lestari Salatiga in the academic year 2018/2019.
3. To find out whether there is any influence of interaction between teaching technique and students' creativity toward students' vocabulary mastery of the seventh grade students of SMP Dharma Lestari Salatiga in the academic year 2018/2019.

D. Benefits of the Study

The result of the research is expected to give some benefits theoretically and practically:

1. Theoretical Benefits

The theoretical benefit of this research is meant to improve students' vocabulary through use of Mnemonic Keyword Method in teaching English viewed from students' creativity.

2. Practical Benefits

a. For the Teachers

This result can enrich the teacher technique in learning process. It can make effective, easy and enjoy learning, so students do not feel hard in the learning process especially in memorizing the new vocabularies.

b. For Other the Researchers

This research can be used as a reference to conduct the similar research or same research with different subjects and or different classroom settings.