

CHAPTER 1

INTRODUCTION

1.1 The Background of Study

The implementation of education in Indonesia through three institute, namely: formal education, non-formal education, and informal education. Formal education is an educational path, that is officially held in schools based on the curriculum and provisions that are bound by the education. Non-formal education is education based on certain community provisions that are not structured as formal education. Informal education is education that refers to knowledge based on individual experiences have been taken. Education carried out in schools is a form of formal education this is marked by the teaching and learning process in schools with the intermediary of the teachers as knowledge distributors.

Based on the above statement, formal education categorized into several compulsory subjects and elective subject, one of the categorized is English lesson. The government policy allows elementary schools to teaching English starting from the fourth grade (Depdikbud, 1994). This is a good step, because it is gives the students opportunity to learn foreign languages earlier than the previous policy. This is to provide opportunities starting from 1st grade of junior high school. However, these subjects are elective subjects.

English is one of the foreign languages in Indonesia that deserves to be mastered both orally and writing, (Hasibuan and buan and buan). This theory supported by increasingly sophisticated technological developments, in encouraging individuals to be active and practice English. For example: students, lecturers, business people and officer to be more active in following global development. Hence, makes it possible to facilitate their self-development in the future, both in terms of science, association, and so on.

In simple terms, English is a foreign language the government has included in the education curriculum, as the first foreign language taught to junior high school and university level. At this time English lessons have been entered

into the elementary school level, in several schools as elective subject. Kindergarten was included English lessons for international schools. (Depdikbud, 1994) By looking the developments, it is concluded English is important lesson to mastering.

Teaching and learning is a process that produces educational value (Dewi Kustanti, 2016). In the process of teaching and learning English there are many difficulties that students go through, therefore it hinders the development of students' language skills, namely: Difficulty in mastering English vocabulary, therefore it is becomes an obstacle in developing the 4 components that must be mastered by students such as: listening, speaking, reading and writing. (Enung Nuraini, 2010).

These four mandatory components can be mastered well if you master vocabulary well, because it have a positive effect on our interlocutors to quickly mastered about the other people hear, read, write and say. Vocabulary Mastery is an important component to launch the 4 components that must be mastered in English lessons.

Vocabulary is one of the important components in language, by mastering a lot of vocabulary will make it easier to master the 4 components of language such as: listening, reading, writing and speaking. Vocabulary is the basic foundation for developing these four skills. The uncorrectly vocabulary shown the wrong language structure, especially English is a foreign language (Herlinda: 2005: 4).

Vocabulary Mastery is the most important thing in language learning skills (cahyono & widyawati: 2008) in encouraging students' vocabulary mastery, collaboration between teachers and students is needed in developing these language skills, it is means teachers or students have the same dominant in english learning, However, it does not mean the other components such as: syntax, phonology, grammar, tenses are excluded from language learning, these components also important components in language learning, because were made the language complete, and vocabulary mastery is the basis for students to master English lessons.

Regarding Wilkin's opinion in Thornbury (2004:13) explains although good in language sense but don't understand the vocabulary obtained it will be useless, this is related to the study above, even though good at grammar but do not understand the vocabulary it will uselessly. So, even you mastering grammar, tenses or good in language, but the vocabulary mastery component is lacking, it is impossible to developing your knowledge skills because vocabulary is very important thing to learn when you want to mastering foreign language (city, 1996).

In essence, vocabulary is related to remembering word by word and finding new words and meanings by using 2 language dictionaries. (Ivone 2005). The teacher usually asks students to looking for new words then asks them to memorized the new vocabulary have gotten, usually this method was used commonly by most schools. This method creates problems in teaching vocabulary, based on opinion (ivone: 2005:4) suggested there are has big problems in mastering vocabulary, namely: the limitations of using learning technique, because only monotonous to the dictionary and sometimes students do not use a dictionary. Hence, the students' difficult to understand the lesson.

According to Muhibbin Shah (2006:173) there are 2 factors caused student learning difficulties, namely: Student internal factors, These include from the inside of students such as learning skills, student intelligence capacities, students' psychic abilities, emotional instability, impaired senses such as hearing, vision which makes it difficult to receive lessons.

Student external factors, these include by environmental conditions surrounding students, it does not support student learning activities. There are like: Family environment, example: disharmony in the relationship between father and mother, family divisions, economic problems, lack of parental attention. Surrounding environment, the environment also affects student learning activities, example: if around the residence is filled with naughty children it will affect learning activities. The last is school environment, school is the main factor in influencing student interest in learning because the school is a learning

facilitator so, if the school conditions are inadequate and the teachers are not professional so, the learning activities will be less effective in the school.

Based on above statement, it is felt by English teacher at SMP Al-Hikmah, the teacher faced about the low student learning outcomes in English lessons, because students lack vocabulary mastery so that they get unsatisfactory grades in these subjects, based on the teacher's perception in class VII at SMP Al-Hikmah there are only a few people who mastery vocabulary.

Whether teacher's perspective or students' itself, there are teaching materials and students' comprehension are the most important scope in the success of lessons. To overcome the difficulties of these teaching materials, appropriate teaching technique are needed from teachers to facilitate learning and enthusiasm for student learning. (Rahman, 2016)

On this occasion the author tries to use Mnemonic learning technique. Mnemonics are creative ideas that become a link in improving the ability to remember information (Baharun, 2018). In this technique, Mnemonics are a link between the transfer of knowledge that has been learned and memory in the long term.

Mnemonic can make enthusiasm for student learning, because by using this technique remembering ability is associated with words, ideas, so it can easily stimulate students' memory. This technique presents memory and association with verb alphabet peg word systems this is link to the new memory. So, it is the best way to change student enthusiasm in lessons to be more interesting between teacher and students.

Thus, based on the problems that have been discussed the reserachers interested to conduct this research.

1.2 The Identification of study

Based on the context of study, following these issues, the researcher identified:

Most students think English is a difficult subject to understand because involved foreign language vocabulary, so in teaching and learning process it affects on the students' learning outcome, and the teacher still provide

translation exercises to students who translate but do not master the translated meaning.

1.3 The Limitations of Problems

Based on the identification above, the researcher limits this study to the effect of mnemonic techniques alphabet peg on the students' verb vocabulary mastery at SMP Al-Hikmah Rokan Hulu

1.4 The Problem formulation of Study

Based on the limitations of the problems described above, the researchers found problems that would become research material, namely as follows:

Is there a significant effect mnemonic technique alphabet peg on the students' verb vocabulary mastery?

1.5 The Objectives of Research

Based on the problem formulation above, the research objectives in this study are: to find out whether there is effect of mnemonic techniques alphabet peg on the students' verb vocabulary mastery

1.6 The Significant of Study

1.6.1 Theoretically

This research can support and complement previous theories related to the effect of mnemonic techniques in mastering students' vocabulary.

1.6.2 Practically

1.5.1.1 This research is expected to give more knowledge to the readers and the researcher

1.5.1.2 This research is expected to give more information about the technique in mastering students' vocabulary mastery