

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

One of the language skills which influences people's life is reading. Through reading, people can get a lot of information or message from the text what they have read. According to Grabe and Stoller (2002:9), defines that reading is ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is one of activity to know the information, meaning and idea from the text that was read.

To students, reading is one way to improve their English skill. Thus, students should have had a good reading comprehension ability. By reading comprehension ability, students can understand the main point of the text. Henry (2005:7) explains, "Reading is an active process." Therefore, to achieve comprehension, students have to understand, to master some important reading skills, such as scanning, building vocabulary, understanding paragraphs, skimming, and guessing the meaning from the context.

Nowadays, some students still have a problem to acquire reading skill, especially in reading comprehension. The observation at SMA Islam Kota Bandung reveals that these are some problems in reading comprehension. First, reading text is not interesting for some students. Second, the students are difficult to find out the topic and main idea from the text. Third, the students are reluctant to make conclusions

based on the text, because they are they are lazy to find the difficult words, to continue reading the text, and they do not try to guess the meaning of those words and do not want to check them in the dictionary too. The students always expect their teacher to translate the word.

Moreover, it is proved by the students' KKM score which reaches 70 scores on average. The fact shows that the problems do not only come from students but also come from poor teaching technique that always uses the same and repeated technique in teaching reading. The students feel bored and do not give a response in studying because the teachers do not provide a various technique to students in teaching reading. The last, they assume that English is the most challenging subject and reading is a boring activity in the school because their teacher always gives the same activity.

Using Mnemonic technique might be suitable for the students' ability in reading comprehension is implication toward their ability in vocabulary enrichment. According to Hammer (1979) stated that gave evidence that vocabulary mastery is positively influenced by students' ability in reading comprehension.

According to Solso (1995), the mnemonic is a visual or verbal device that serves to enhance the repository and recall of the information. Mnemonics have been shown to be highly useful in helping people remember new pieces of information (Mastropieri & Scruggs, 1989; Bulgren, Schumaker & Deshler, 1994). It means that in the field of cognitive psychology mnemonic techniques are considered to be

strategies for encoding new information in memory in such a way that they can be more easily retrieved.

In this research, the researcher conducts a Pre-experimental study to see whether the mnemonic technique can improve the students reading skill, therefore this research entitles. **“Exploring Student’s Vocabulary Enrichment through Mnemonic Technique in Reading Comprehension”**

## **B. The Research Questions**

From the observation above, the researcher formulates the problems of this research as follows:

1. What is the students’ vocabulary enrichment before using the mnemonic technique in reading comprehension?
2. What is the students’ vocabulary enrichment after using the mnemonic technique in reading comprehension?
3. How significant is the difference between students’ vocabulary enrichment before and after using the mnemonic technique in reading comprehension?

## **C. Purposes of Research**

Specifically, the researcher purposes the following purposes of research:

1. To find out the students’ vocabulary enrichment before using the mnemonic technique in reading comprehension.
2. To find out the students’ vocabulary enrichment after using the mnemonic technique in reading comprehension.

3. To find out the significant difference between students' vocabulary mastery before and after using the mnemonic technique in reading comprehension.

#### **D. The Significances of The Research**

This research gives several significances. *Practically*, this research is useful for a teacher that mnemonic technique can be used for a teacher in teaching to improve students vocabulary mastery and as alternative vocabulary material in teaching model. *Theoretically*, this research can be useful for information that authentic materials can be useful to go through some empirical studies conducted concerning the effect of the mnemonic technique.

#### **E. Rationale**

This research will find the empirical evidence about the exploring students' vocabulary enrichment through mnemonic technique in reading comprehension of second-grade students at SMA Al-Islam Kota Bandung. Vocabulary is very important for students in EFL because it is an important thing to support reading comprehension. So, the existence of a technique which can facilitate the students in vocabulary mastery in reading comprehension.

Reading is the activity of getting information from the text; According to Day and Bamford (1998:12), reading is the construction of meaning from a printed or written message. It means the development of meaning involves the reader

connecting information from the written word with previous knowledge to arrive at meaning and understanding.

Reading is essential for the students to get success because it is one of the critical ways to communicate with the speakers of other language and culture. According to Brown (1994: 291), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Thus, it needs efforts and strategy to master English, especially in reading comprehension.

A teacher should be able to select an appropriate method or technique in the teaching process, especially in reading. Wallace (1992) states that teaching is reading a subject that helps students to read the material comprehensively. In teaching reading, the teacher does not only teach how to spread the word but also how to find the meaning of what they have read.

The mnemonic technique is systematic procedures for improving the memory and making information more meaningful. This method uses in developing better ways to getting information and can be easier to retrieve and remember the information, and it is also can to find a way to relate new information to information that is already in the long-term memory of students.

The use of the Mnemonic technique is a memory-enhancing instructional strategy that involves teaching student to integrate new information that is taught to information they already know. It means that the researcher tried to lead the students to connect or associate the new vocabulary word to the knowledge that they had already known before.

Naturally, the terms of Mnemonic according to Bruning (1995: 92), are rhymes, saying and other procedures designed to make the new material more memorable. Also, Bruning later states those mnemonic are memory strategies that help people remember information by making it easier to elaborate, chunk, or retrieve it from memory (1995: 85). In short, mnemonic is a strategy to make the brain work maximally so that it can produce new information as input more memorable even though it preserves for the long term in the memory. Simply, the terms of mnemonic according to Bruning are rhymes, sayings and other procedures designed to make the new material more memorable (1995: 92).

In addition, Bruning later stated those mnemonics are memory strategies that help people remember information. It helps us learn information by making it easier to elaborate, chunk, or retrieve it from memory (1995: 85). In short, mnemonic is a strategy to make the brain work maximally so that it can create new information as input more memorable even though it preserves for the long term in the memory.

According to Thompson (1987) surveys analyzes that Mnemonic technique fall into significant group there are: linguistics mnemonic (the page word method and keyword method), spatial mnemonic (the loci method and the spatial grouping), visual mnemonic (picture and visualization), verbal method (semantic organization and story-telling), physical responses method(physical responses method and physical sensation method).

As already mentioned, the visual mnemonic group includes two types; pictures and visualization. For the picture sub-technique, a new word is paired with an

appropriate picture (Thompson, 1987). It means the picture and illustration increase comprehension through two effects that are motivation and elaboration. Clearly, remembering can be improved by using visual, and while teaching new vocabulary, if a new word is reinforced with the relevant picture, the result will be the long-term coding of this target language item.

Visualization sub-technique, new words are acquired by imagining a picture or scene, visualization can be an aid in vocabulary learning (O'Malley & Chamot, 1990). Learners can merely go beyond the word, visualize the concept and think metaphorically.

In fact that one of the factors influencing to comprehend the material read is vocabulary. It means that to comprehend the text, one is insisted on to know well the list of word use on the context. Thus, vocabulary development is an important component of comprehension skill. It means that students' can comprehend the material of reading if the students' mastery adequate vocabulary.

From the explanation, the researcher tries to present materials that are expected to give an effect on the vocabulary enrichment of the students, which is a mnemonic method. The sample of this research used two kinds of the variable. The first is a mnemonic technique as the "X" variable, and the second is student' vocabulary enrichment ability as the "O" variable.

## **F. Hypothesis**

According to Hatch and Lazaraton (1991), the hypothesis is a tentative statement about the outcome of the research. The hypothesis in this study is a null hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ). The researcher formulated the hypothesis below:

1. Alternative hypothesis ( $H_a$ )

There is a significant influence on teaching vocabulary enrichment through mnemonic technique in reading comprehension

2. Null hypothesis ( $H_0$ )

There is no significant influence on teaching vocabulary enrichment through mnemonic technique in reading comprehension.

### **G. The relevant studies**

The research is about Exploring Student's Main Idea through Mnemonic Method in Explanation Text in senior high school for second grade in SMA Islam Kota Bandung in Cilengkrang.

The relevant studies about mnemonic technique had been ever conducted by some researchers. First, in the study by Kordjazi (2014) "The Effect of Visual Mnemonic Support Practice on The Reading Comprehension of Psychology Texts." This journal reports that Iranian psychology students often face difficulties in understanding psychology texts in English. But this research using visual mnemonic techniques are highly promising. These memory techniques can be beneficial and can make the students motivated and the classroom more interesting (Groeger, 1997).



Motivation is recognized to be the primary point that influences the comprehension and recall of the information being read. To control students motivated, the language teacher should introduce and employ reading comprehension techniques to the learners. Visual memory techniques have proved to be of significant advantage for they can easily prod the memory of the learners. The similarity with this research is using the visual mnemonic technique, while the differences are subject, place, objective, kinds of the text and research design.

The second research is from Agung Restu Batari Siregar (2016), *Improving Students' Reading Comprehension Achievement Through Reciprocal Teaching Technique and Mnemonic Technique*. This research was directed to determine whether there is a significant difference between students who are taught through RTT and MT to increase their reading comprehension achievement. The results that Mnemonic Technique (MT) is more effective than Reciprocal Teaching Technique (RTT) to help students improve their reading comprehension because they enjoy the lesson because they think easier to do the learning method. The students think easier to understand the text that had been given by looking at the keyword and the picture. The similarity with this research is using the mnemonic technique, while the differences are subject, place, objective, and research design.

The last relevant studies from Heather Flosser (2009), the title is "The Effects of a Mnemonic Map on Eighth Grade Reading Comprehension" at eighth-grade students enrolled in a general education language arts course. This research mention that use of a mnemonic map would improve the reading comprehension scores of students.

The similarity with this research is using the mnemonic technique, while the differences are subject, place, object, and kind of the text and research design. It was focused on the eighth-grade students enrolled in a general education language arts course, and using mnemonic map. But this research focused on senior high school for second grade in SMA Islam Kota Bandung in Cilengkrang, and this research using a visual mnemonic.

