

## CHAPTER I

### INTRODUCTION

This chapter will discuss the background of the study, research questions, research purposes, the significances of the research, research scope, conceptual framework, and hypothesis.

#### **A. Background of The Study**

Vocabulary in learning English has a very important role. Rich vocabulary helps students master English and its four skills which include speaking, listening, reading, and writing. That makes vocabulary one of the aspects that can help students in understanding the process of teaching-learning through vocabulary mastery because vocabulary mastery is central in the English language. Vocabulary mastery is essential for students because English is a universal language, besides being often used to deliver information and science (Lewis & Hill, 1995).

According to Richards and Renandya (2002), "vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write". It means vocabulary is an important aspect of the English language that must be learned to master it. Because, without vocabulary, a person cannot master the language and they will have difficulty understanding what the teachers speak, what the teachers teach, and what the students read and listen to.

Students can improve their speaking, listening, reading, and writing skills by mastering vocabulary. The most important aspect of any language course is vocabulary (McCarty, 1990). In other words, students must not overlook vocabulary. As a result, vocabulary becomes an important component that students or learners must learn. Teachers must learn an appropriate technique for teaching vocabulary. Relating to observations and interviews, the students' difficulties include poor pronunciation, a lack of vocabulary, and a lack of interest in learning English. As a result, students find it difficult to learn English.

One of the learning techniques that can be used by teachers to increase students' vocabulary is using the mimicry memorization method. According to

Chamot (1999), an activity or program that can help improve students' vocabulary memory is to use instructional strategies by the teacher in learning.

Memorizing vocabulary is one of the challenges for students. Students still have a limited vocabulary, making it difficult for them to pronounce and memorize vocabulary. On the other hand, students have sufficient memory and rely more on memory. Likewise, the situation at SMP Assa'adah Limbangan Garut, where based on the preliminary observations at school and interviews with teachers, it is found that there are still many students who are still lacking of vocabulary memorization. Students also do not practice words in daily activities and do not understand their meaning. Lack of interest in learning language or vocabulary makes it difficult for students to respond to foreign language vocabulary. there are several obstacles experienced by students during learning vocabulary. students experience difficulties in memorizing English vocabulary and the teacher uses several learning methods such as repetition, discussion, and assignment which sometimes make students feel bored and less interested in learning English. In this regard, the mimicry memorization method for making it easier for students to absorb, understand, and master English vocabulary.

According to Nuha (2016), mimicry memorization method is to imitate and memorize directly. This method also knowns as informant-drill method. Through this method, memory is needed. In addition, mimicry memorization is a way of finding meaning and sentences using actions (Ohoiwatun, 2015). The mimicry memorization method involves the creation of an oral strategy. Students are instructed to imitate and remember what is taught. Therefore, the students find it relatively simple to imitate and memorize basic language learning techniques. When it comes to vocabulary mastery, the students can imitate the teacher's speech and repeat it while keeping the word in mind. Thus, the mimicry memorization method is suitable for students to increase their vocabulary. The researcher wants to analyze this program because the program's preamble can stimulate students to master their vocabulary and English skills.

This research has a similar topic to the previous study. The first, research was conducted by Fathiyyah (2016). This study focuses on the use of songs as a

realization of the mimicry memorization method to promote students' vocabulary mastery. The next study was conducted by Ula (2021) entitled "The Influence of Using Mimicry Memorization Method towards Students' Vocabulary Mastery. The third is research by Suaebah (2016) with the title "The Implementation of Muhadatsah Program on Students' Vocabulary Mastery". The qualitative design method was used in this study. This study's instruments are observation, questionnaire, and interview.

This study focuses on the using the mimicry memorization method. This program is a strategy to encourage students to improve their vocabulary mastery. Methods used in this research is quantitative research method with pre-experimental.

Based on all motives moved previously, the researcher's wants to conduct research with the title "Using Mimicry Memorization Method to Increase 7th Grade Students' Vocabulary Mastery : A Pre-Experimental Study at SMP Assa'adah Limbangan Garut".

## **B. Research Questions**

Based on the background explained above, here are the following specifics problem:

1. What is students' vocabulary mastery before the implementation with mimicry memorization method?
2. What is students' vocabulary mastery after the implementation with mimicry memorization method?
3. Is there any significance before and after using mimicry memorization method?

## **C. Research Purposes**

Based on the specific problems formulated above, the purpose of the research is as the follow:

1. To find out students' vocabulary mastery before implementing using the mimicry memorization method.

2. To find out students' vocabulary mastery after implementing using the mimicry memorization method.
3. To explore the significance of the using mimicry memorization method to increase seventh grade students' vocabulary mastery.

#### **D. Research Scope**

This research only focuses on the using mimicry memorization method to increase students' vocabulary mastery. This research was conducted at SMP Assa'adah Limbangan Garut. This mainly applied to grade 7 students as the sample population for this study.

#### **E. Research Significances**

The researcher hoped that this research would assist English teaching and learning. It has two major significances:

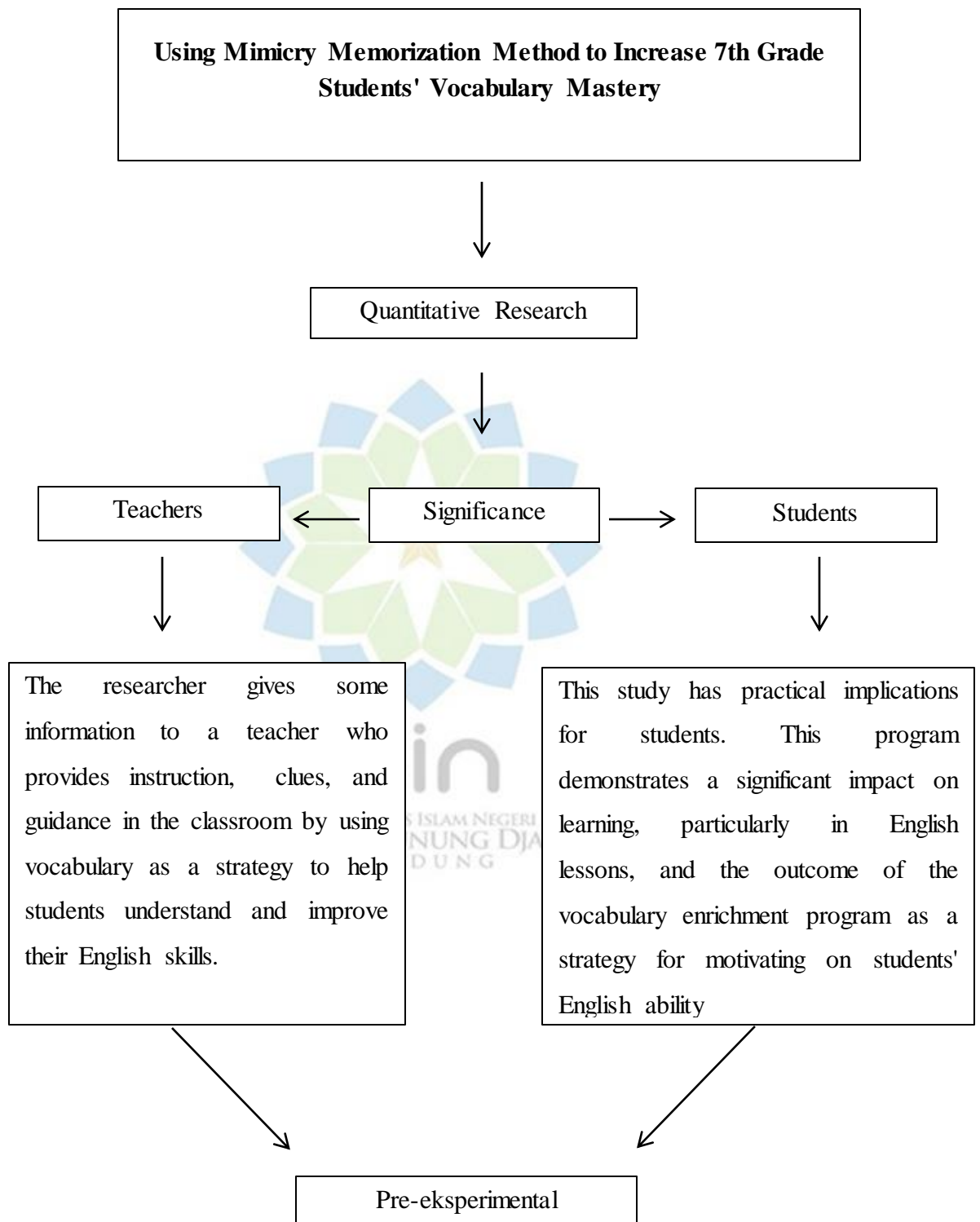
1. Theoretical Benefits

This research can help students improve vocabulary mastery, especially in vocabulary enrichment.

2. Practical Benefits

This study has practical implications for students. This program demonstrates a significant impact on learning, particularly in English lessons, and the outcome of the vocabulary enrichment program as a strategy for motivating on students' English ability.

### Research chart



## **F. Conceptual Framework**

This study aims to determine the relationships between the concepts that will be developed. The conceptual framework of this study covers mimicry memorization method and vocabulary mastery.

Vocabulary mastery is essential for students because English is a universal language, besides being often used to deliver information and science (Lewis & Hill, 1995).

Vocabulary is the initial component for mastering reading, speaking, listening, and writing. Referring to the Webster's dictionary, vocabulary is defined as "A list or series of words and phrases, generally organized and explained or described alphabetically, a list or set of available words or codes for use, and a sum or stock of words used in the awareness of a language group, person or job, or in a field". Students cannot master English when students do not master enough vocabulary. In the learning process including learning English, especially in vocabulary learning, students should be able to enjoy the learning or not feel burdened. In addition, teachers must use appropriate methods in teaching language because the techniques used to teach are very important to achieve students' English mastery goals.

Based on the statements above, it can be assumed that learning vocabulary using mimicry memorization is an appropriate method to improve the student's vocabulary mastery. The best way to learn a foreign language, according to Mocanu (2015), is to imitate the pronunciation. This method aims to improve communication skills in the target language. The learning is based on a technique known as Mimicry - memorization. Mimicry (also known as imitating) and memorization (means memorizing). Memorization is derived from the word memory, which means to recall. Memory is an abstraction or something that is not visible (Nuha, 2016).

Furthermore, teaching vocabulary through the mimicry memorization method makes students interested, fun, and enjoy learning English, as well as motivating students to master vocabulary. Because the teacher's attention is always

on them, students can be more active. Students are asked to imitate the teacher's words collectively.

### **G. Hypothesis**

The hypothesis is a tentative statement about the outcome of the result (Hatch & Farhay, 1982). The hypothesis must be based on experimentation and logic, or it must be explained. The relationship between variables should be stated in clear terms. Furthermore, the hypothesis can define the research questions.

This research has two variables: the first is mimicry memorization method as the "X" variable. and the second is students' vocabulary mastery as the "Y" variable. The relation of the research hypothesis as proposed as follow: "Using Mimicry Memorization Method to Increase 7<sup>th</sup> Grade Students' Vocabulary Mastery".

The formulation of this study as in the following hypothesis:

H<sub>0</sub>: The use of "Mimicry Memorization Method" cannot enhance on students' vocabulary mastery.

H<sub>a</sub>: The use of "Mimicry Memorization Method" can enhance on students' vocabulary mastery.

In this study, the average score of the pre-test and post-test will be compared to determine whether there is a significance difference between before and after treatment using the mimicry memorization method in improving students' vocabulary mastery. If the average score of the post-test is higher than the average score of the pre-test, then the null hypothesis is rejected and the alternative hypothesis is accepted. This means that the mimicry memorization method is effective in improving students' vocabulary mastery.

### **H. Previous Study**

There are several research relating this topic. First, research was conducted by Fathiyah (2016). This study focuses on the use of songs as a realization of the mimicry memorization method to promote students' vocabulary mastery. Data collection in this study used several methods including observation, tests, and

documentation. This study's design is a CAR to increase students' vocabulary power through song. The sample was taken in the tenth grade of MA Mathali'ul Falah Pati. based on the outcome of the study, the use of songs as a realization of the mimicry memorization method to promote students' vocabulary mastery is successful in developing the vocabulary of students.

The next study was conducted by Ula (2021) entitled "The Influence of Using Mimicry Memorization Method towards Students' Vocabulary Mastery". In conducting this research, the researchers used a quasi-experimental design with the population of this study being 8th grade and a total number was 60 students. This study shows that there is a significant influence on the development of students' vocabulary.

The third is research by Syarifah Muaini (2018) with the title "*Metode Mimicry Memorization Dalam Meningkatkan Penguasaan Mufradat Di MA Darul Lughah Wal Da'wah*". This research explores the application of the Mimicry-Memorization technique for enhancing students' grasp of Arabic vocabulary. The study employs quantitative research approaches, focusing on experimental methods. The result of this research says that the use of mimicry memorization method in learning Arabic is able to improve vocabulary mastery and students are more active and more effective in learning Arabic.

This research is different from previous research. The present research reveals the increase in students' vocabulary mastery. Besides that, this research tries to reveal vocabulary mastery by using the mimicry memorization method which focuses on students in Islamic boarding schools.