

## CHAPTER 1

### INTRODUCTION

This chapter presents the background of the study, statement of the problems, objective of the study, significance of the study, the scope and limitation of the study and definition of key terms.

#### **A. Background of the study**

Vocabulary is the an essential component in language learning. In relation to this, the linguist David Wilkins in Thornbury (2001: 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 students is the main component in order to learn a language successfully.

One component of language learning is the understanding of the vocabulary of the English language itself, in addition to other components. Vocabulary is the set of the unknown meaning and can be used by someone in a language. Person's vocabulary is defined as the set of all words that are understood by the person or all the words which are likely to be used by the person to construct new sentences. Wealth of a person's vocabulary is generally considered to be an overview of intelligence or level of education.

One of important component in studying English is vocabulary. Vocabulary is one of the key to be successful in mastering English and without mastering vocabulary the students will get the trouble in developing

their language skills. Mastering vocabulary, it is not easy for students of junior high school. They cannot remember words quickly and easily because they have to think slowly to get English words that they want. According to Nila Balton Smith & H. Alan Robinson, the children often find difficulty to remember the vocabulary because they can attach no meaningful experience to the vocabulary.<sup>1</sup> So, the teacher should have new techniques and materials which can improve their vocabulary.

Learning English vocabulary in junior high school is to make students fun in learning English. There are many problems arising during the teaching learning process because English is foreign language and the students seldom use it outside the class to practice about it. One of them is that the students are less motivation and difficult to understand English, students were lazy to memorize all the unfamiliar words that they heard or read in the text and also lazy to open their dictionary about difficulties word. The teacher always give exercise in each meeting. So, the students lazy to learn English and bored to study about vocabulary.

MTs Al Amien is a school located in Ngasinan-Rejomulyo-Kediri. Based on the first observation that was done by the researcher, the achievement of the students especially in English subject is not good. They become less motivated to study English and passive in teaching learning process. They also get difficulties in remembering and pronunciation vocabularies given by the teacher. The teacher also have limited idea to create

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<sup>1</sup> Nila Balton Smith & H. Alan Robinson, *Reading Instruction for Today's Children*. (USA: Prentice-Hall inc, 1980), 209.

some creative technique to improve vocabulary mastery in teaching and learning process. Before doing research, the researcher observe about students score especially vocabulary test, it means that the students VII A got average score 69 it is far from the minimum standard value in this school that is 75.

There are many technique in learning vocabulary that can be used by the teacher to make students interested. One technique for teaching English vocabulary is using memory challenge. Memory challenge is technique to remember or memorize some words or sentence, and work collaboratively in groups. This technique develops a person's capacity to observe and remember detail and can make students more active, feel happy to study especially vocabulary in English, and also not bored. By using this technique, the researcher expects that the students can learn more effectively in developing the students knowledge in learning English vocabulary, and also can make the students ordinary study with group's discussion.

The previous study shows that memory challenge technique can improve vocabulary mastery. The study conducted by Siti Nur Halimah (2013) is about using memory challenge's games to improve vocabulary mastery of the first grade students at MTs NU Mojokari. The study used CAR (Classroom Action Research) and the students shows that by using memory challenge can improve the students vocabulary mastery because the students score increase after getting teaching and learning by using memory challenge.

Based on the explanation above the researcher becomes will do a research entitled “Using Memory Challenge to Improve Vocabulary Mastery at the First Grade Students of MTs Al Amien”.

#### **B. Problem of The Study**

Based on the background of the study above, the problem of the research is formulated as follows, “How can technique of Memory Challenge improve vocabulary mastery at the first grade students at MTs Al Amien?”.

#### **C. Objective of The Study**

The objective of the study is aimed to improving the vocabulary mastery of first grade students at MTs Al Amien through memory Challenge.

#### **D. Significance of the study**

The finding of the presents study are hopped to give addition of information in teaching technique to improve the students mastery in vocabulary and support the existing similar studies which have already revealed the importance of mastering vocabulary by language learners who learn English and the present are intended to improve the students achievement in mastering English vocabulary, and they are expected to be more motivated in studying English.

#### **E. Scope and limitation of the study**

In the research, there are many kinds of technique in teaching English, and the researcher is very interested in conducting study that focuses on memory challenge in teaching vocabulary of first grade students of MTs Al Amien.

## **F. Definition of Key Term**

Concerning to the title of this study, the researcher shows the definitions of some key terms in order to avoid misunderstanding and make the readers become clear about what the researcher means.

### **1. Vocabulary**

Vocabulary is one of significant language elements of learning at any level. Hiebert (2005: 6) states a clear perspective on vocabulary learning is useful. But without a similarly clear perspective on meaningful instruction, students learning in school will not be optimal.

### **2. Memory Challenge**

Memory Challenge is technique to help students memorize words and this technique helps the students improve their vocabulary to remember the word with groups condition. And this technique can be student more active to learn vocabulary mastery in the classroom and make students enjoy with technique.

### **3. MTs. Al Amien**

MTs Al Amien is the Islamic junior high school where the subject of the study is conducted.