

CHAPTER I

INTRODUCTION

A. Background of the study

Learning English becomes strategic way to build qualified human resource in many countries including in Indonesia. Being good at English is not only to communicate with people around the world, getting and sharing information but it undeniably also becomes the standard of most companies employee recruitment. Facing that profesionalism dynamics, it becomes vocational highschool institutions' concern to create educated and qualified students that master English.

There are some aspects in learning English, one of them is vocabulary. The succes of learning English is proven by the ability in expressing his or her mind by using suitable vocabulary. Vocabulary is the concrete part of the implementation of English in handling job in many departments as many tools and process are named in English.

However, Improving vocabulary is unfortunately not easy for vocational highschool students. Based on the observation held by the researcher in vocational highschool, The students seemed lack of vocabulary mastery so that some of them could not be active in asking and answering questions. They also seemed not to be interested in joining the class and felt bored of the text book learning technique. In short, There are some obstacles such as building their own motivation, finding the suitable learning technique and memorizing the new vocabulary.

Based on the previous explanation dealing with teaching students' vocabulary, the researcher was interested in finding out whether EMT (Environmental Mnemonic Technique) will be effective or not to improve students' vocabulary mastery in vocational highschool. Environmental Mnemonic Technique is teaching technique that is sophisticated and is based on the fact that the basic vocabulary of every language is somehow connected/linked to everyday things in environment. (Markella, 2010). English for vocational highschool requires specific vocabulary depending on their own department. EMT will take the advantages of the things in vocational highschool environment as the vocabulary learning objects. It can be from laboratory, practice room, or other environment related to their department. The available things that are continuously seen by students will be mnemonic for students, It means students will remember again whenever they see the things.

Based on the explanation above, this research will investigate the effectiveness of Environmental Mnemonic Technique for teaching vocabulary in vocational highschool. This study will take a title "The Effectiveness of Environmental Mnemonic Technique (EMT) to improve students' vocabulary mastery in vocational highschool".

B. Reason of Choosing the Topic

There are some reasons of choosing the topic in this study as follows:

1. Vocabulary mastery for vocational highschool students is very important.

2. EMT is interesting technique and easy to use in vocational highschool because vocational highschool environment provide facilities related to the department that will be used to be the vocabulary learning object.

C. The Problem of Study

Based on the background of the study, the problem of study is formulated in the following question. “Is EMT effective to teach students’ vocabulary in vocational highschool?”

D. Aim of the study

The aim of this study is to know wheater or not EMT effective to teach vocational highschool students’ vocabulary mastery.

E. Contribution of the study.

Through this research, it is expected that the result of this research will give advantages for teacher and students.

1. For the teacher
 - a) Adding a strategic technique in teaching vocabulary.
 - b) Giving more alternative technique to find vocabulary sources for teaching.
2. For students
 - a) Giving an experience of learning vocabulary through EMT.
 - b) Motivating students to be more interested in learning English especially in learning vocabulary.
 - c) Helping students to remember new vocabulary easily.