

## **IMPROVING THE VOCABULARY MASTERY OF THE EIGHT GRADE STUDENTS OF SMP NEGERI 12 PAREPARE THROUGH MEMORY STRATEGY**

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### **ABSTRACT**

Vocabulary is basic knowledge of the students to mastery in language skill. Students have a lot of vocabulary automatically able to speak and to write within communication. Limited vocabulary also can influence students' comprehension in listening and reading. Those become some of the considerations of the researcher to conduct this research when doing an observation at SMP Negeri 12 Parepare since the students show very poor achievement in vocabulary Mastery. In this case, the researcher try to solve the problem of students' vocabulary mastery by implement one of innovative learning strategies that is Memory Strategy. , the objective of the research is to find out whether or not the use of Memory Strategy is able to improve vocabulary mastery of the eighth grade students of SMP Negeri 12 Parepare. The researcher applied quasi-experimental method, with two group pre-test and post-test design. The samples where chosen by using random sampling technique which consisted of 35 students from two classes taken from the population. The result of the data analysis showed that there was significant difference of the students' vocabulary mastery before and after teaching vocabulary through Memory Strategy. It is proved by the result of the statistical analysis by using SPSS 21.0 application with applying t-test calculation where the significant value of pre-test (0.235) was higher than the level of significant (0.05) and post-test (0.000) was lower than the level of significant (0.05).

**Key Word: The Memory strategy, Vocabulary learning through memory strategy.**

### **ABSTRAK**

Kosakata adalah pengetahuan dasar siswa dalam menguasai keterampilan bahasa. Siswa dengan kemampuan kosa kata yang dimiliki secara langsung akan mampu berbicara dan menulis untuk berkomunikasi. Keterbatasan kosakata juga mempengaruhi pemahaman siswa dalam mendengar dan membaca. Ini menjadi pertimbangan peneliti untuk membuat penelitian ini ketika melakukan observasi di SMP Negeri 12 Parepare siswa menunjukkan prestasi yang sangat rendah dalam penguasaan kosakata. Dalam kasus ini, peneliti mencoba mengatasi masalah penguasaan kosakata siswa dengan mengimplementasikan salah satu strategi pembelajaran inovatif yaitu strategi memory. Penelitian ini bertujuan untuk menemukan benar atau tidak menggunakan strategi memory dapat meningkatkan penguasaan kosakata siswa kelas delapan SMP Negeri 12 Parepare. Peneliti menggunakan metode kuasi-experimen, dengan desain dua kelompok test awal dan test akhir. Sampel dipilih dengan menggunakan teknik random sampling yang terdiri atas 35 siswa dari dua kelas yang terpilih dari populasi. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan penguasaan kosakata siswa sebelum dan setelah pengajaran kosakata dengan strategi

memory. Hal ini dibuktikan dari hasil analisis statistik yang menggunakan aplikasi SPSS 21.0 dengan pengaplikasian kalkulasi t-test dimana nilai signifikan dari test awal (0.235) lebih tinggi dari tingkat signifikan (0.05) dan test akhir (0.000) lebih rendah dari tingkat signifikan (0.05).

**Kata kunci: Strategy memory, strategi pembelajaran melalui strategi memori**

## INTRODUCTION

In Indonesia English as a foreign language has been taught at formal and informal school. Especially in junior high school that English is obligatory subject and requirement of graduation. The criteria of graduation are students must imperialize skill English consists listening, reading, writing, speaking and also there are some English aspects namely vocabulary, pronunciation, and grammar. Particularly, Vocabulary is basic knowledge which has a lot of vocabularies automatically students are easy to speak and write. Limited vocabulary also can influence Students' comprehension in listening and reading. The definition provided by Flynt and Brozo (2008) that is most applicable to the classroom; academic vocabulary is "word knowledge that makes it possible for students to engage with, produce, and talk about texts that are valued in school" So, vocabulary is central core in language skill and it is supported by Biemiller (2003) states that vocabulary is a strong indicator of reading success.

Based on observation the researcher found English class is always boring to the students, moreover their teacher always gives assignment with limited explaining material and teacher does not follow up students' vocabulary in the teaching process. That strategy is an oriented social strategy and Students' score is 33 their score categorized very poor (<40) achievement based on DEPDIKNAS classification achievement in 2014. The researcher chose Memory Strategy as one way to use in teaching vocabulary. Memory Strategy can build up and improve vocabulary by grouping words. This strategy will be effective to improve the students' vocabulary mastery because it will be high frequency and the words are related each other in mind.

Kasim (2011) investigated the effects of media within increased vocabulary mastery of the students. The using world wall media on teaching vocabulary is better. It describes by the score of cycle one is 67.83 greater than cycle two is 82, 60%. So, using word wall is able to increasing the vocabulary of the students. Rahayuningsih (2013) in her research "Improving Student's Vocabulary Mastery through Talking Stick Method for the Second Grade Students" indicate the method can improve students' vocabulary it proves by score

post-test is 8,35% significant improvement than score pre-test is 5,05 %. She stated also the appropriate teaching method in learning process absolutely made students confidence to speak English and to occur feedback between teacher and students. The appropriate method is also able to develop the content, organization, and vocabulary properly in the lesson in teaching and learning process (Malik, 2014).

Setiawan (2010) in his research apply “Direct Instruction to improve the Students’ Vocabulary Mastery” found that students have positive attitude in the class where the students attention are very well and no shy anymore. Their vocabulary also improved properly. It could be seen from the mean score of the pre-test was 45 greater than post-test is 68. Either method or techniques can give positive change for the students’ vocabulary during in the process teacher should consider the lesson sequence must be done. Al-Otaibi (2016) In her research “ The effect of Semantic Mapping on Students’ Vocabulary” found that through semantic mapping strategy are nursing students at King Saud University obtain new information to solve technical problem and improve their limited medical vocabulary knowledge. Vocabulary learning strategies give impact to vocabulary mastery of the students (hamza, 2009). Therefore, improvement students’ vocabulary cause by media, method, technique and strategy.

According oxford (1990) stated that strategies as “powerful mental tools”. Memory strategies, traditionally as mnemonics, have been around since ancient times. The goal of memory strategy is organizing and consolidation. Word frequency is another factor that affects storage because the items used on memory most frequently are easier to retrieve (hincks, 2003). The researcher concludes that Memory Strategy classified as consolidation strategy which designed for the learners’ way to make word group based on topic that teacher gives also the learners are more active and teachers just as facilitator. the step of the memory strategy divide into three main steps are identify a list of target word and identify a related word for each of the word, grouping the word, and then evaluation. The advantage of memory strategies in English learning has merits namely it helps the students organize new concepts and easy to remember vocabulary using context or topic.

## METHOD

This research followed a quasi experimental design which involved two classes with different treatment. Two classes are experimental and control class. The experimental class got treatment through memory strategy while the control class got the treatment through

conventional strategy was social strategy. Those treatments were applied during four meeting. Both of classes were examined in the same test either pre-test or post-test.

The population of this research was eight grade students of SMP Negeri 12 Parepare. The samples were selected by clustering random sampling technique. So, it was decide that the 8.2 class was experimental class and the 8.3 was control class. The number of sample was 35 students.

The instrument of this research was vocabulary test which divide into three kinds namely multiple choice, matching word and fill in the blank. The total number of test was 20 numbers. The test researcher gave in the pre-test and post-test. In the pre-test that instrument was gave by research to measure students vocabulary mastery before treatment applying while in the post-test to measure students vocabulary mastery after treatment applying. Every correct answer got 1 (one) and incorrect answer 0 (null).

In the treatment, the procedure was different where in experimental improving vocabulary mastery through memory strategy and in control class improving vocabulary mastery through social strategy. Firstly, in experimental class the researcher explainer about what the students would do. Teacher gave students opportunity to read the narrative text. Students identified noun, adjective, verb and adverb word on the text. They arranged the words into target words. Next, they filled the framework on work sheet and evaluated. Secondly, in the control class the researcher explained about role of the learning. Then, researcher gave students opportunity to read the narrative text. Students asked to other students or teacher meaning of the unknown words. The Students discuss and write the new word they get in the story. Finally, Students memorized those words in front of the other students.

The analysis data was collected through the test to find out the score for each student is formulated by researcher as follows:

- a. Calculating the students score

$$\text{Score} = \frac{\text{The total number of correct answer}}{\text{The total number of item}} \times 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2014:30)

- b. To calculated the mean score used the following formula:

To calculate the mean score, the researcher applied the formula as follows:

$$\bar{X} = \frac{\sum X}{N} \quad (\text{Gay, 2006: 320})$$

Where:

- $\bar{X}$  : Mean score  
 $\sum X$  : Total of raw score  
 $N$  : The number of students

c. Table to the rate percentage of the students score obtained:

Scale 0-100	Predicate of Knowledge and Skill Competence	Classification of Attitude and Extracurricular
94-100	A	Very Good
86-93	A-	
78-85	B+	Good
70-77	B	
62-69	B-	
54-61	C+	Fair
47-55	C	
38-46	C-	
29-37	D+	Poor
0-28	D	

(Dirjen Pendidikan Dasar dan Menengah, 2014:30)

To test the hypothesis, the researcher used descriptive statistic analysis SPSS application 21.0 version. To test the different, independent sample t-test with Level of Significance (0.05) was used the criteria to accept or reject decision based on the P-value as follows:

$$H_0 : P \geq \alpha$$

$$H_1 : P < \alpha$$

Where ,  $P$  : P-value

$\alpha$  : Level of significance (0.05)

1. If the P-value is greater than or equal to level of significance ( $\alpha$ ),  $H_0$  is accepted and  $H_1$  is rejected.
2. If the P-value is smaller than significance value ( $\alpha$ ),  $H_0$  is rejected and  $H_1$  is accepted.

## FINDING AND DISCUSSION

The findings of this research show the result of the treatment implementation for the students' vocabulary mastery in experimental class and control class. The researcher

had given pre-test and post-test to the students both in experimental class and control class. The score of the students in test have been analyzed by using SPSS 21.0 application by applying the t-test calculation. There were presented as follows:

Table 1: The Frequency and Percentage the Students' Vocabulary Mastery in Experimental Class and Control Class

Score	Predicate	Classification	Experimental Class		Control Class	
			F	(%)	F	(%)
94-100	A	Very Good	0	0%	1	5.26%
86-93	A-		0	0%	0	0%
78-85	B+	Good	1	6,25%	1	5.26%
70-77	B		0	0%	1	5.26%
62-69	B-	Fair	1	6,25%	0	0%
55-61	C+		0	0%	3	15.78%
47-54	C		3	18,75%	2	10.52%
38-46	C-	Poor	2	12,50%	2	10,52%
29-37	D+		3	18,75%	6	31.57%
0-28	D		6	37,50%	3	15.78%
Total			16	100%	19	100%

Table 1. Showing that the students' Vocabulary achievement of SMPN 12 Parepare was proved that in pre-test many students score are classified poor. In experimental class, there are 14 students got fair classification and poor classification. It is not too different with the students in control class, there were 16 students got fair and poor classification. It can be concluded that students in both experimental and control classes were still less of vocabularies.

Table 2: The Students' Vocabulary Mastery in experimental class and control class

Score	Predicate	Classification	Experimental Class		Control Class	
			F	(%)	F	(%)
94-100	A	Very Good	0	0%	1	5,26%
86-93	A-		1	6.25%	0	0%
78-85	B+	Good	11	68.75%	1	5,26%
70-77	B		3	18.75%	1	5,26%
62-69	B-	Fair	0	0%	1	5,26%
55-61	C+		1	6,25%	3	15.78%
47-54	C		0	0%	2	10.52%
38-46	C-	Poor	0	0%	5	26.31%
29-37	D+		0	0%	3	15,78%
0-28	D		0	0%	2	10.52%
Total			16	100%	19	100%

Table 2 shows that most of students' vocabulary achievement in experimental class categorized good and very good classification. It is different with the students in control class that most of students' vocabulary achievement still on the poor and fair classification. Only four students got very good and good classification. It can be concluded that students' vocabulary mastery in experimental class was significant improving and control class was slight improvement

Table 3: The gain score of the students' vocabulary Mastery in the experimental class and control class

Sample	Pre-test	Post-test	Gain score
Experimental class	38.75	80.94	42.16
Control class	46.58	48.95	2.37

Table 3 shows that the gain score in experimental class was higher than control class. It also proved that the students can easily to improve the new vocabulary better than before. Improving vocabulary mastery through Memory Strategy makes the students' achievement better than before. It meant that the improvement of the students' vocabulary mastery in experimental class who are taught through Memory Strategy was better than the students' vocabulary mastery in control class who are taught through social strategy.

Table 4: The mean score and standard deviation Students' Vocabulary Mastery in pre-test

Class	N	Mean	Std. Deviation
Experimental	16	38.75	16.882
Control	19	46.58	20.753

Table 4 shows that the mean score of pre-test obtained by the students were similar in fair classification. The mean score of students' vocabulary mastery in experimental class was smaller than control class. It means that most of students in both experimental and control classes were still less of vocabulary mastery before giving treatment.

Table 5: The mean score and standard deviation Students' Vocabulary Mastery in Post-test

Class	N	Mean	Std. Deviation
Experimental	16	80.94	8.004
Control	19	48.95	20.789

Table 5 shows that the mean score of post-test obtained by the students categorized different classification. The mean score of the students in control class got fair classification and the standard deviation was constant. While the mean score of students in experimental class got good classification and the standard deviation was significant down. It meant that the students' vocabulary mastery in experimental class and control classes had improved after giving treatment but the different change of standard deviation proved that students' vocabulary mastery in experimental class was homogeneous and students' vocabulary mastery in control class was heterogeneous

Table 6: The calculation result of significance value and level of significance on pre-test

Level of Significance	Significance (2 tailed)
0.05	0.235

Table 6 shows that the significance value is higher than the level of significance. It indicated that the null hypothesis ( $H_0$ ) of pre-test was accepted and the alternative hypothesis ( $H_1$ ) was rejected. Based on this analysis, it was concluded that there is no significant difference between the students' vocabulary mastery achievement in experimental class and control class.

Table 7: The calculation result of significance value and level of significance on post-test

Level of Significance	Significance (2 tailed)
0.05	0.00

Table 7 shows that the significance value is lower than the level of significance. It indicated that the null hypothesis ( $H_0$ ) of post-test was rejected and the alternative hypothesis ( $H_1$ ) was accepted. Based on this analysis, it was concluded that there is significant difference between the students' vocabulary mastery achievement in experimental class and control class.

When the researcher applied this research, the score of the students in experimental class and control class were improving. Of course, there were different improvements for both classes. The students' vocabulary mastery in experimental class got better or significant improvement than the students vocabulary mastery in control class, the result of calculation of significance value was 0.235 for pre-test and 0.00 for post-test. If it consulted



with the level of significance (0.05), the significance value of pre-test indicated that the students' were same before giving the treatment, while the significance value of post-test indicated that the students' vocabulary mastery were different after giving treatment. Naeimi (2013) she found a significant difference between these two assessments demonstrated that experimental group which utilized vocabulary learning strategy was better. With regard to this finding of this research, it can be inferred that the vocabulary achievement of experimental group improves significantly. Improvements of the students' vocabulary mastery also prove that Memory Strategy was helped students to organize new concept. Students were easy to remember word based on the context and quicker to response.

The Result of post test indicated the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted because the significance value of post-test (0.00) was lower than the level of significance (0.05). It meant that the use Memory Strategy is able to improve vocabulary mastery of the eight grade students of SMP Negeri 12 Parepare. Similarly with previous research, Ghorbani and Riaby stated that Memory strategy instruction is useful for the long-term vocabulary retention. Result of their research post test in experimental class had a better performance than control group. Both of this research and their research also were used SPSS application to test the hypothesis. So, it prove that memory strategy was useful strategy and effective strategy within vocabulary learning.

## **CONCLUSION AND SUGGESTION**

The implementation of Memory Strategy for the students' vocabulary mastery of the eight grade students' of SMP Negeri 12 Parepare applies well. The researcher concluded that the use of Memory Strategy is able to improve vocabulary mastery of the eight grade students of SMP Negeri 12 Parepare. It was proved by the gain score the two groups. Memory Strategy can be the alternative strategy in teaching English especially in Vocabulary Mastery. The finding of t-test is the proof that there is significant difference between the vocabulary mastery of the eight grade students who are taught through Memory Strategy and the vocabulary mastery of the eight grade students who are taught through social strategy.

Based on the result of data analysis and conclusions of this research, the researcher also gives some suggestions for some elements related to this research, those are: The result of the research can be useful information in building vocabulary mastery, especially in four

skills in learning English. The teacher is able use some different image tools at the classroom to make attractive in teaching English. So they can build the students' want to learn English. The students can measure their four skills in learned English by mastery their vocabulary. The result of the research can be used by curriculum designer as a consideration in arranging and designing curriculum. Then For the next researcher, the research result can be used as a reference to create a better research in the future.

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