# The Use of Mnemonic Technique to Increase Vocabulary Mastery of Students

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## ABSTRACT

*The Use of Mnemonic Technique To Increase Vocabulary Mastery of the Eight Grade Students of SMP Negeri 3 Suppa Pinrang.* Supervised By Patahuddin and Amir Patintingan.

This research was intended to reveal that: can mnemonic technique increase vocabulary mastery of the eight grade students of SMP Negeri 3 Suppa Pinrang significantly. This research used Quasi Experimental method, with two class pre-test and post-test design. The population was the eight grade students of SMP Negeri 3 Suppa Pinrang. The samples were drawn by using nonequivalent group design that consisted of 40 students which were class VIII, A as experimental class, VIII, C as the control class. The data were acquired by using vocabulary test. The vocabulary mastery test was applied in the pre-test and post-test. The data required from reading test was analyzed by using t-test and percentage technique. The result of the data analyzed shows that mnemonic technique can increase vocabulary mastery of the eight grade students of SMP Negeri 3 Suppa Pinrang significantly. It was proved by the mean score of the pre-test was (38.94) and the post-test was (82.10). It showed that used of mnemonic technique can increase vocabulary mastery of the eight grade students of SMP Negeri 3 Suppa Pinrang significantly. After analyzing the data by the t-test formula, the result of t-test value in post-test was (4.83) and t-table value was (2.024). Those indicated that $H_1$ was accepted and $H_0$ was rejected. The students who were taught through mnemonic technique were better than the students who were taught words list technique.

*Keywords: Mnemonic, Technique, Vocabulary, Mastery*

**ABSTRAK**

*Meningkatkan Penguasaan Kosakata dengan Menggunakan Tehnik Mnemonic di Kelas VIII SMP Negeri 3 Suppa Pinrang,* Dibimbing oleh Patahuddin dan Amir Patintingan.

Tujuan penelitian ini untuk mengetahui: dapatkah teknik mnemonic meningkatkan penguasaan kosakata siswa kelas dua belas SMP Negeri 3 Suppa Pinrang secara signifikan. Penelitian ini menggunakan metode kuasi-eksperimen, dengan menggunakan 2 kelas pada pre-test dan post-test. Populasi penelitian adalah siswa kelas delapan SMP Negeri 1 Suppa Pinrang. Sampel penelitian dipilih dengan desain kelompol nonequivalent yang terdiri dari 40 siswa dimana kelas VIII, A sebagai experimen, dan kelas VIII, C sebagai kelas control. Data penelitian diperoleh dengan menggunakan tes penguasaan kosakata. Tes penguasaan kosakata di terapkan pada pre-test dan post-test. Data yang dibutuhkan dari tes membaca dianalisis dengan menggunakan uji-t dan teknik persentase. Hasil analisis data menunjukkan bahwa tehnik mnemonic dapat meningkatkan peguasaan kosakata siswa kelas delapan SMP Negeri 3 Suppa Pinrang secara signifikan. Itu dibuktikan dengan skor rata-rata dari pre-test adalah (38.94) dan post-test adalah (82.10). Hal ini menunjukkan bahwa penggunaan teknik mnemonic dapat meningkatkan penguasaan kosakata siswa kelas delapan SMP Negeri 3 Suppa Pinrang secara signifikan. Setelah menganalisis data dengan rumus t-test, hasil nilai t-test pada post-test adalah (4.82) dan nilai t-tabel adalah (2.024). Itu menunjukkan bahwa $H_1$ diterima dan $H_0$ ditolak. Siswa yang diajar melalui teknik mnemonic lebih baik dari pada siswa yang diajar teknik daftar kata.

*Kata kunci: Mnemonik, Teknik, Kosakata, Penguasaan*

**INTRODUCTION**

English is one of communication tool in the modern world. English has the important role to increase the human character that smart, diligent, and become a great competitor. Besides, it has the big impact on the development that involves social interactions such as trade, technology, politic, economy, culture or the educational field. English has been studied for communication almost in the whole of the world. As the example in educational, from the lower level involve kinder garden into the higher level university English always maintains its' existence.

In Indonesia, English has studied as the obligatory subject in primary to university. Even, English has learned in Elementary School before the revolution of the curriculum in

Indonesia from 2006 to 2013. Since that revolution, English in lower level did not as the obligatory, but some of the schools place it as the local content. There are four language skill that must be mastered by students they are listening, speaking, reading and writing and language aspects such as structure, vocabulary, grammar, and pronunciation.

One of the important parts in language aspect is vocabulary. Vocabulary is a set of letters that have meaning. The researcher chose vocabulary as a research because vocabulary very important to study like Ji (2015) stated vocabulary is the source of language and an important basic of the language learner. Besides, it is a key of the other skills and aspects language such speaking, writing, listening, structure, grammar and the others. Without vocabularies all skills or aspects language cannot exist, for instance is speaking. If you do not have the vocabulary, you cannot speak anything that you will produce to someone. Not only that, for reading, you cannot understand what you read and so on.

People possible have a hundred vocabularies, but it is not enough for have a good speaking and writing because they need more than a thousand vocabularies to make it well. Students have many vocabularies will better in speaking, listening, reading and writing. As like Tosun (2015) said "without much vocabulary mastery, probably people will failure about the mastery of grammar to communicate. Learners cannot know and remember the words as a foreign language in a conversation because the range is limited by knowing about vocabulary." Therefore, vocabulary becomes source or key from the other skills.

Studying it is not as easy matter as people have in their mind. It was proved by the students' achievement in vocabulary mastery at number school in Indonesia for example observation at "SMP Negeri 3 Suppa Pinrang. Based on the problem that the researcher found by using data collecting, the researcher found that the vocabulary mastery of the eight grade students at SMP Negeri 3 Suppa Pinrang was low. Their mean score was about 32.9 rate score, while the minimum standard criteria (KKM) in SMP Negeri 3 Suppa Pinrang is 76. The low score of students caused by the way of teacher to teach the material. There were 75% students said it. Besides, students did not interest about English because it was difficult. They were difficult to know the meaning because one word has more than one meaning. They said English has different writing and reading, so it made them lazy to study English. The researcher found these problems by interviewing the students.

The learning process can be reach through some technique. Nevertheless, learning activity develops the suitability between learning material and technique that use can stimulate students' interest to involve in learning situations. One of the technique which

can be use in teaching English vocabulary is mnemonic technique.  As people remember well what they have organized well. The students can recall their vocabulary easily in conveying their meaning and comprehending the text (their needs). Mnemonic technique also useful for students across a wide age range, because it is simple, easy to understand, and suitable for the level of junior high school.

Considering the background, the researcher conducted a research under the title, "The Use of Mnemonic Technique to Increase Vocabulary Mastery of the Eight Grade Students of SMP Negeri 3 Suppa Pinrang"

**METHOD**

This research used Quasi Experimental method with nonequivalent group design. The researcher looked at two classes as the sample; were experimental class and control class. This research was conducted to the eight grade students of SMP Negeri 3 Suppa Pinrang. The population of this research was eight grade which consisted of 82 students and the sampling where VIII$_A$ as the experimental class which consisted 19 students and VIII$_c$ consisted of 21 students.

The instrument of this research was vocabulary test. The test that applied as a pre-test and post-test. The test instrument was multiple choices; translate the words, and make acronym. Each of the instrument have 10 test with different theme, example like theme of "family", the students have to answer the vocabulary test that related with the theme. When the students finished their answer, the paper were collected. The pre-test was used to find out the students vocabulary mastery before the presenting the material and giving the treatment, and the post-test was used to find out the students achievement after giving the treatment. After all the data have been collected. The writer analyzed them. The allocation time of pre-test and post- test was 40 minutes.

**FINDINGS**

In the pre-test, there were no students who got very good classification and good classification even fair classification, both class just got poor and very poor classification. There were 8 students (42%) in experimental class and 7 students (33.33%) in control class who got poor classification. For very poor classification 11 students (58%) in experimental class and 14 students (66.67%) in control class. because there are some students difficult to mastery the vocabulary. It conclude that Some of the students confused to understand

the word because in one word have more than one meaning. Automatically from their answer all most failed, it means that vocabulary mastery of achievement still low in pre-test. Then control class also showed that students vocabulary mastery of achievement got classified very poor, because there some students also difficult to understand the sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, in control class also all most answer failed. But the experimental and control was different got very poor classified, which experimental class 11 students then control class 14 students got very poor classified. It can concluded that both of class still got classified poor in pre-test.

The mean score of pre-test in experimental class was (38.94) while (33.57) in control class. The standard deviation in experimental class was (8.26) while (12.46) in control class. The mean score of experimental class was higher than control class. the standard deviation of students in experimental class was lower than control class. It means that the students vocabulary mastery of control class was more various than students in experimental class.

In the post-test, there were 8 students (42%) who got very good classification in experimental class while in control class only 1 student who got very good classification (5%). In good classification there were 6 students (32%) in experimental class and 8 students (38%) in control class. Fair classification 5 students (26%) in experimental class and 8 students (38%) in control class. for poor classification, there were no student in experimental class and 4 students (19%) in control class. It concluded that the students vocabulary mastery of achievement experimental class in post-test, showed that students variety score had been less significant. After giving treatment the progress of students was improved, because there were some students had been mastery the vocabulary, also understanding the spelling of the word. Meanwhile in control class there are some students also was improve, but not significant. It means that the students who were taught by using mnemonic technique has significant difference than the students who were taught by using words list technique.

**DISCUSSION**

Before giving treatment, there was no one of the students' vocabulary mastery in experimental class who got very good classification, as the result no one students who got good score. It was also proven by the mean score from the pre-test obtained by the students

in experimental class was 38.94, and the result of the students' pre-test in control group that was 33.57. In addition, the result of its statistical t-test value 1.60 is smaller than t-table value 2.024 at 0.05 level of significance and the degree of freedom ($n_1 + n_2 - 2$). It proves that there was no significance difference between experimental class and control class before each of them got treatment.

After giving treatment for four times to each class, the students' vocabulary mastery of post-test in experimental class showed that there was a significant improvement by the score of the students. It was proven by seen the mean score from the post-test in experimental was (82.10) and control class was (65.47). The standard deviation in experimental was (9.91) and control class (11.71). It figures out that the mean score and standard deviation of post-test obtained by the students in both of classes are different, besides, in experimental class t-test value (4.83) was higher than t-table value (2.024) at 0.05 level of significance and the degree of freedom ($n_1 + n_2 - 2$). It means that the achievement of the students who are taught vocabulary mastery through mnemonic technique was effective than those who are taught through Words List Technique.

The teaching of vocabulary through mnemonic technique is a new way for the students in SMP Negeri 3 Suppa Pinrang. The students have said that in learning English especially in vocabulary, the teacher only used a handbook or asked the students to memorize the words that make them fell bored. Therefore the researcher tried to use mnemonic technique to know how effective the using technique to increase the students vocabulary mastery.

Such as the explanation in findings, the researcher able evidence that she success to increase the vocabulary mastery of the eight grade students of SMP Negeri 3 Suppa Pinrang through mnemonic technique. This technique has proven to make the students more interesting in learning process.

This research was similarity with the previous research that is done by Sudirman (2016). She got that the used keyword mnemonic can increase the ability to remember the meaning of the English vocabulary. It was supported by the data, that Independent sample t-test showed that there is slightly difference in considering the meaning of the English vocabulary between the group using the keyword mnemonic (*mean* = 1.14) and the control group (*mean* = -5.14). The group that used the keyword mnemonic has higher ability to recall it than the control group.

The next previous research was conducted by Sujarwo (2016) on his research entitled, Using Mnemonic Technique in Improving English Vocabulary Achievement of

the Twelfth Grade Students of SMA Tut Wuri Handayani of Makassar. It is supported by the data that the result of the research said the mean score of students' pretests is 5.3 as "fair" pretest and the posttest score is 7.9 as "good". It was supported by the value of the T-test 23.00 which is greater than the value of the T-table 2.093 with level of significance (p) 0.05 and degree of freedom (n-1) = 19.

The difference between the researcher technique and another researchers was by the kinds of mnemonic that used by them. The researcher used acronym as the technique that she applied in the class and for Sudirman (2016) she used keyword mnemonic to be applied in the class. Sujarwo (2016) he used also mnemonic type acronym to be applied in the class but different treatment, for his treatment he gave the students a text and asked them to identify the unfamiliar words that were consisted of verb, noun and adjective. The researcher gave them examples in memorize the farming tools, namely: shears, hoes, spades, hammer, and saw. Then the he taught them to memorize those words by using mnemonic technique. They did not need to memorize the words one by one, but they just memorized H2S3 as the acronym of the five farming tools (hoes, hammer, saw, shears, and spade).

Based on the research findings, the researcher concludes that there were similarities and differences to improve vocabulary mastery of the students, but all researchers same focus to improve the students' vocabulary mastery. The result of this research showed that their technique was able to improve the students' vocabulary mastery the researcher used previous researcher to support her research.

## CONCLUSION AND SUGGESTION

Based on the findings and discussion presented, it showing that the using of mnemonic technique better than words list technique to increase the students are taught vocabulary material through mnemonic as technique. As a result their vocabulary mastery can increase. It was supported by the data, in which the mean score of the students in the pre-test from experimental was 38.94 and the control class 33.57, after the students the students were giving treatment, the mean score of experimental class was 82.10 and control class was 65.47. in applying t-test of the students' post-test for both of the class, it is found that the t-test is grater that t-table value (4.83>2.024).

For the English teachers, it is suggested to use mnemonic in vocabulary as a technique to increase the vocabulary mastery of the students, especially of English teacher

of Junior High School. For the students should spend a lot of time to listen to music, watching television about English build up their vocabulary.

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