



The Effect of Using Mnemonic Technique toward Students' Vocabulary Mastery

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Abstract

This study aimed to find out whether the use of Mnemonic technique affected the students vocabulary mastery. This study employed a quasi-experimental design. The subject of this study comprised 64 students of grade XII science class of SMAN 9 Kota Bengkulu. The instrument of this study was a vocabulary test. The experiment class was taught by Mnemonic technique, while the control class by contextual learning. In the pretest there was no significant difference in mastery between the experiment class (mean=71, 18) and control class (mean=68) with t count (0, 1) < t table (df =62 sig 0, 05). After the use of Mnemonic technique, in the post test, there was a significant difference in mastery between the experiment class (mean=73, 51) and control class (mean=67, 53), with t-count (1, 99) > t table (1, 67), (df =62; sig. 0, 05). It can be concluded that the use of Mnemonic technique was effective toward the Students' vocabulary mastery at grade XII-Science Students of SMAN 9 Kota Bengkulu.

Keywords: Mnemonic technique, vocabulary mastery.

Introduction

Vocabulary is the most important thing in learning language, because it is the basic knowledge of someone to master all language skill. If we want to learn a new language we needs to deep about vocabulary so that can speak fluently (Syafryadin, 2020). Thus, it be one of the keys to becoming a fluent reader. The students who have many vocabularies will be easier to understand a text that is read. Vocabulary can help the students easily in practice and use language. Saricoban and Balaman (2008: 2) stated that, the important of learning vocabulary in foreign language teaching cannot be neglected at present. Although less importance was given to vocabulary learning in the past, many experienced teacher of English have realized that knowing a language means knowing its vocabulary as well. Manurung (2003.P2) stated that the ability of speaking, listening, reading and writing English depends on the mastery of vocabulary and grammar. For English lesson, the objective of English lesson is to give knowledge of vocabulary mastery so that when the students continue their education to a higher level, they will not get any difficulties (Listia and Kamal: 2008.p2)

Furthermore English vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. According to Adger (2002.p2) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Moreover, vocabulary mastery also in line with



another English skills, such as: listening, reading, writing, and speaking. It means that if a student has a lot of vocabulary, the student will get the ease in learning those four skills.

Based on previous observation and interview done at grade XII-Science students of SMAN 09 Kota Bengkulu, the researcher found some problems on students' ability in English. The students have difficulty in spelling and arranging the sentence. Then the students are less of vocabulary mastery. Another problem is students' more anxiety and afraid in practice English speaking. And the last, the teacher only give monotone technique and media in teaching and learning process, so that the students felt boring in their class. Moreover, students' speaking score is still low. It was proved by the baseline data of students' score which was only 50% or 16 students got passing grade. Due to, the problem above a new and innovative method must be applied to solve the problems.

The researcher used Mnemonic as a new strategy for solving the problems mentioned above. Mnemonic is devices are used for remembering information that needs to be memorized, but not necessarily understood. A general rule for any type of mnemonic device is that it must be simple, clear and vivid. Moreover, Baddley (1989.p3) said that a mnemonic is a memory aid, a way of helping to ensure we retain information which would otherwise be forgotten. Most mnemonics involve first reducing the amount of information to a minimum then elaborating this minimal information in a more memorable way. There are several kinds of Mnemonic, they are; acronym, acrostics, loci, keyword, reconstructive, and double keyword.

Since Mnemonic is a technique which rarely applied in High School level in Kota Bengkulu, therefore the researcher needs to do a study to find out the data whether Mnemonic technique is effective or not in teaching vocabulary. According Wolgemuth et al (2007.P3), the keyword, peg word, and reconstructive elaboration mnemonic strategies have proven effective across many studies and have shown effective for middle school and high school age students. From some kinds of mnemonic strategies the researcher will use keyword method. The Mnemonic Technique or Keyword Method was introduced to vocabulary teaching by Atkinson (1975.P3) who proposed the keyword method as a supplementary technique for foreign language vocabulary study and reported that it is superior to rote rehearsal technique for vocabulary and strongly claims that this method is highly useful for both foreign and native language learning. Thus, the researcher will use keyword method as mnemonic tool to teach vocabulary. In this research, the kinds of vocabulary taught were noun, adjective, and verb, among the students in narrative text design.

Research Methodology

This study used a quasi-experimental design to investigate whether the use of mnemonic technique can help students' improve their vocabulary mastery. According to Hatch and Farhady (1982.P21), a quasi-experimental design is a practical agreement between true experimental and the nature of human language behavior. There were two classes employed as the sample of the study. Class XII Science 1 consisting of 32 students as experimental group that received Mnemonic technique as a treatment. The second class was XII Science 2 consisting of 32 students took part as the control group of the study. The instrument of this study was students' vocabulary test.

Result and Discussion

Result

A. Data analysis on pre-test

1. Normality test result

After tried out the instrument,the researcher gave some pre-test, normality of the pre-test by using SPSS.

Table A.1

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	DF	Sig	Statistic	DF	Sig
Pre-test	.079	64	.200	.946	64	.062

According to table A.1 the result of this experiment control group were not statistically significant at the 0,05 level (df=64,p>0,05).this means the data of the sample came from normally distributed population as the normality in pre-test was Normal. An independent sample t-test can be used to analysed the data.

2. Homogeneity Test result.

Homogeneity test result was run to know whether the data of pre-test result homogenous or not.F- test formula was used to test the homogeneity pre oth eprement and ontrol that group. Test of Homogeneity of vaanies of the pre-test using SPSS. Pre-test score:

Table A.2

Levene Statistic	Df1	Df2	Sig
262	1	62	611

The Levene's Test for equality of variances shows $p = 0.611 > 0.05$, proving that the variances of both groups were equivalent. Thus, the samples assigned to the experimental and control groups were not initially different but homogeneous.

B. Data analysis on Post-Test

1. Normality Test Result.

Table A.3

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	Df	Sig
Post-Test	019	64	058	955	64	021

In Table A.3, the results of the experimental and control groups were not statistically significant at the 0.05 level ($df=64, p>0.05$), meaning the data of the sample came from a normally distributed population.

2. Homogeneity Test result.

F-test was used to test homogeneity post-test result for both experimental and control groups.

Test homogeneity of variances of the pre-test using SPSS.

Table A.4

Levene Statistic	Df1	Df2	sig
234	1	62	630

Test for equality of variances shows $p = 0.630 > 0.05$, proving the variances of both groups were equivalent. Experimental and control groups were not initially different but homogeneous.

Examining the Hypotheses.

From pre-test results, both experimental and control groups distributed normally and the sample was homogeneous. Independent sample t-test was used to examine the hypothesis proposed.

The hypothesis that relate to sub problem 1.a

H_0 = there is no significant difference in mastery between the experiment class and control class before at pre-test.

H_1 = There is a significant difference and mastery between the experiment class and control before experiment pre-test.

A Comparison of the pre-test scores between experiment and control group.

Table.A.5

Group	X	Df	T	Sig.(2-tailed)
Experiment(n=24)	71,25	62	1.180	.243
Control(n=24)	67,87			
Mean difference	3,38			

The result showed $t = 1.180$, $df = 62$ and $p = 0,234 > 0,05$, indicating that two groups not differ significantly but were homogenous with mean difference was about 3.38 therefore it can be concluded the data homogenous.

The hypothesis that to solve problem 1.b

H_0 = there is no significant difference in mastery between the experiment class and control class after experiment.

H_1 = there is no significant difference in mastery between the control and control class after experiment at post test.

A comparison of the pre-test scores between experiment.

Table.A.6

Group	X	Df	T	Sig.(2-tailed)
Experiment(n=24)	73,31	62	2.156	.035
Control(n=24)	67,53			
Mean Difference	5,78			

Furthermore, the result showed $t=2.156$, $df =62$, and $p= 0.035$ indicating that the two groups differ significantly. So the null hypothesis stating that no significant difference existed in scores of the students who were not controlled receive from Mnemonic technique was rejected.

In conducting a teaching program in experimental and control groups, the researcher acted as a teacher who uses mnemonic technique in experimental group and common strategy in control group during teaching-learning process. The teaching vocabulary for the experimental and control groups were carried out in the same procedure by using pre-activities, whilst-activities and post-activities. After collecting data, the result from the instrument. The pre-test was administered to 64 students in two classes. Then the pre-test score from experimental and control group and the administered post-test, the post test gave to both experimental and control group a group after the treatments were given to all groups for several sessions. (pre-test and post-test) was analyzed in order to answer the study question. Normality, homogeneity, and independent sample t-test was run.

Discussion

There were not differences in vocabulary mastery among the experiment class and control class before used of Mnemonic technique at grade twelfth SMAN. 9 kota Bengkulu. However, there were significant differences in mastery between the experiment class and control class after the use of Mnemonic technique at grade twelfth SMAN 9 kota Bengkulu in other words, the use of Mnemonic was effective toward improving students vocabulary mastery at grade twelfth SMAN 9 kota Bengkulu.

Mnemonic instruction make the students easily more effective to study vocabulary, it can dissolve linking unfamiliar to be learned information with familiar all ready known information through the used visual picture or letter/word combination. The mnemonic instruction with young adults at secondary school students interesting with it. Specifically with disabilities, are particularly at risk in academic settings (Wolgemuth, Cobb & Alwell, 2008). Mnemonic are effective when they speed up learning. Retention and application of the information (Shmidman, Ehri 2010, p. 160)

This research result also confirm the theory from Wolgemuth et al (2008) states that the keyword, pegword and reconstructive elaboration mnemonic strategy. The focus of mnemonic strategies is so specific that they are intended to be implemented to enhance the recall of the components of signification lesson for which memory is needed. But strategies to aid the recall of new information. The key method is a mnemonic the technique used to increase the initial learning retention of fact and system which young adults often encounter in school. (Wolgemuth, Cobb & Alwell, 2008). In addition mnemonic devices such as acrostics, acronym, narrative and rhymes can assist in making abstract and concepts more meaningful for individuals (Laing, 2010, p.349). The research result was also similar



to the result some previous studies. Firstly Saricoban & Basibek (2012) stated mnemonic technique is more effective than the context. Second the reseach result from Bakkenn (2011)defined that the manuscript will present a v arety of mnemonic strategies that an e very useful in working in adult learners improving their vocabulary knowledge.

Mnemonic strategies have been proven to help individuals rememer information making it easier to rememer and more concrete. To Conclude mnemonic technique is effective to applied for teaching vocabulary.is notr only can be applied in science class.but also in social class at seniour high school level furthermore the small class taken as the sample and kinds of vocabulary.

Conclusions and Suggestions

From the research we know that by using technique Mnemonic the students can easy to understand to study vocabulary,by the technique Mnemonic is effective tobe applied for teaching vocabulary.the reseacher sugest to english teachers to classify the group of vocabulary that will be used.it must be appropriate of the students.the effect of using Mnemonic techniques thestudents can mastery on vocabulary.

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