THE INFLUENCE OF USING MNEMONICS TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY

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Abstract: The research was aimed to know the influence of Mnemonic Technique towards students' vocabulary mastery, and to know whether or not the average score of the students' vocabulary mastery which is taught by using Mnemonic Technique. In conducting the research, the writer used experimental method. The population in this research were the students at the second semester of eighth class at MTs Negeri 1 Tanjung Karang 319 students in 9 classes. The sample of this research was two classes, one class was VIII KK as experimental class there were 30 students, and another class was VIII F as the control class there were 31 students. In determining the sample, the writer used cluster random sampling technique. In collecting the data, the writer used vocabulary test. In analyzing the data the writer used t-test formula. Based on the data analysis, the students who were taught Mnemonic technique get higher score than those who were taught translation technique. It can be seen from calculating of the result of the hypothesis testing and average score of the experimental class that was higher than the control class. The average score of experimental class is 74.66 and the average score of the control class is 70.53. it also can be seen at the significant level 0.01 and 0.05 the t$_{test}$ is higher than t$_{table}$ (t$_{test}$> t$_{table}$),that is 2.73 > 1.68 for significant level 0.01 and 2.73 > 2.02 for significant level 0.05. Therefore, substitution strategy gave the positive influence of Mnemonic technique towards students' vocabulary mastery at the eighth class of MTs Negeri 1 Tanjung Karang in 2017/2018.

Keywords: *Vocabulary, Mnemonic, Keyword Method*.

INTRODUCTION

Vocabulary is one of the elements of language that connects four skills; listening, speaking, reading, writing. In order to be able to communicate well, the students should master vocabulary as one of the English components. Vocabulary is a basic component in English for communicating. As it is argued by Vermeer in Schimitt and McCarthy (1997:140) that "knowing words is the key to understanding and being understood". The students must have sufficient vocabulary to be able to communicate. In addition, the students should also know how to use the words correctly. Students are expected to understand not only the meaning of the word but also know how to pronounce and use it correctly. As the fact that, if the students have limited of vocabulary, they cannot communicate to others clearly. That is why vocabulary is important to be mastered well before master all of four skills of language. When the students practice the four skills of language, they use certain amount of vocabularies. Getting lack of vocabulary will discourage students to use English, either in spoken or written communication. It is better to teach

vocabulary to students in their early age. The earlier it is taught the better result will be. The importance of vocabulary for students are accepting and expressing ideas, thoughts, and feelings both the written and oral font.

Vocabulary is the most important factor in learning English even in all languages. According to Scott Thombury (2002:13): "How important is vocabulary? Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In this case, they cannot communicate clearly their thoughts and ideas both oral and written if they have limited vocabulary. The students must multiply the understanding in the vocabulary to be able to convey the idea clearly.

In teaching and learning process it is important for students to improve their vocabulary. They can add their knowledge in vocabulary by listening to the English music, reading some English text and interact with others to spur the way of thinking and finding new things. They also can add their list of vocabulary everyday by sticking the vocabulary to be memorized in the bedroom. Through the little things they do, new vocabulary has been embedded in the brain directly. Good vocabulary mastery affects the students' abilities. So it will improve then they can develop their writing activity and also speaking activity well.

In teaching English, especially vocabulary, most of English teachers teach commonly use ordinary way, such as just doing exercise in the students' work book without knowing about the function and the meaning of words and just writing the material from the textbook. It makes students feel bored in learning English. The students think that English as a boring subject because it does not give challenge for them to make their English better. Teaching vocabulary needs a good technique. Therefore, it is necessary for the teacher should focus more on the technique of teaching vocabulary that can improve the learners' vocabulary achievement. A good technique can make the learning interesting for the students.

There are many techniques that can be applied by the English teachers to teach vocabulary. One of the techniques is Mnemonic Technique. Mnemonic technique is a good technique to make the material more memorable for students. Mnemonic is formed to improve memory of key information. Mnemonic is technique for remembering things which can be use to train good vocabulary learners. Moreover for vocabulary learning, they are used to relate the word to some previously learnt information, using some form of imagery or grouping. By using mnemonic technique, students' ability in remembering words much better or the material more memorable, then it is possible for students increasing their vocabulary without forgetting what they have learned before.

Based on the preliminary research at MTs. Negeri 1 Tanjung Karang, the writer found that the students have low proficiency of vocabulary used. They cannot memorize and understand the meaning of English words well; they face difficulty to pronounce English words, besides that they cannot use vocabulary in appropriate ways. In relation to the background of problem above, the writer is interested to improve students' vocabulary mastery by applying Mnemonic technique. Therefore, the writer proposes a research entitles: *The Influence of Using Mnemonic Technique towards Students' Vocabulary Mastery at the Eighth Grade of MTs N 1 Tanjung Karang in 2017/201*8.

RESEARCH METHODOLOGY

The population of this research is all of students at the eighth grade of Mts. Negeri 1 Tanjung Karang in 2017/2018. There are 9 classes and total population is 319 students. Furthermore, The sample of this research is the students from two classes; they are experimental class and control class. In the research the writer used quasi experimental method. Quasi experimental method is a type of experimental research but without random assignment of individuals. It means that she will use two classes which are taken randomly, the first class is the

experimental class which is taught by using Mnemonic technique and another class is control which is taught by using conventional technique at the same level and the research focuses on vocabulary mastery.

Walgito (2001) as cited in *Nursanti (2016)* stated that, there are some factors in perceptions that will influence in someone's perceptions. It is from internal and external factors. Internal factor is affected by someone's psychological factor, thought, feeling, motivation, and attention. Meanwhile, external factor is affected by the outside factor, for instance stimulus, environment, culture, and believe.

There are two variables in this research, they are: the independent variable in this research is using Mnemonic Technique (X); and the dependent variable is the students' vocabulary mastery (Y).

Mnemonic is a memory enhancing instructional strategy that involves teaching students to link a new information that is taught to information they already know through the use of a visual picture or letter/word combination. The first step is prepare the material which the students use techniques such as underlining, listing, and reflecting. Then, students try to be familiar with the material and relate the concepts in the material by using techniques of keyword system techniques, pronouns, and hyphens. Thirdly, the students expanding the sensory image and recall the material until everything is through studied.

This research used cluster random sampling technique. According to Walter (2003:174) cluster random sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population. The population consisting of 9 classes taken 2 class considered to representative of a group are a lottery in twice the draw. The first to determine two classes sample research and a lottery second to decide in second-class the classes into class experimentation and control. One class as a experimentation class and a class as a control class. This technique done because of each the Eighth Class at MTs N 1 Tanjung Karang have the average capability same or homogeneous.

There are six kinds of test to measure testing vocabulary, those are : Selection of item, multiple – choice items (A), guidelines for writing items, multiple – choice items (B), sets (associated words), matching items, more objective items and completion item." In this research the writer used multiple – choice item A and multiple – choice items (B) to measure students' skill in vocabulary mastery (Heaton, 1988:52).

The writer used objective test that is multiple choices test to know students' vocabulary mastery. The test consist of 40 items test, each item consist of four options A, B, C, and D. The score is 2.5 of each item tests for true and o for wrong. The lowest score is 0 and the highest is 100. The item test could be valid if they can investigate the data correctly. To know the validity of the test, the writer used content and construct validity.

The are several steps to determine the reliability of the test by using formulation from as follows:

1. Give the students item tests which are out of the sample research.
2. Divide the test on two parts: odd and even number.
3. Observe the test of the odd and even items by using product moment formula by (Arikunto, 2006:170).
4. Analyze the reliability of the test by using the Spearman Brown formula.
5. Consult the result of reliability to the table of product moment.
6. Consult the result to the criteria of reliability

This research used t-test formula. The writer determines the normality of the test before using the t-test formula to know whether the data of two classes were normal distributed or not.

The testing criterion is Ho accepted if $t_1 - \frac{1}{2} \alpha < t < t_1 - \frac{1}{2} \alpha$

Dk = ($n_1 + n_2 - 2$) and opportunity ($t_1 - \frac{1}{2} \alpha$). If t has another value Ho is rejected (Sudjana, 2005:239).

Moreover, the alternative hypothesis (Ha) is accepted on this research. The testing criterion is if t-cαl ≥ t-tαb H_o rejected and H_1accepted with df = $(n_1 + n_2 -2)$ at significant level 5% ($\alpha=0.05$).

DISCUSSION

The objective of teaching English is that students are expected to master the areas of words and finish their study at school level. As a matter of fact, it does not work well as expected for most both students and graduates. They are still having lack of vocabulary and getting some difficulties towards English acquisition.

Inappropriate is another problem in presenting the vocabulary in the class. It makes the situation of the class is boring and the students are not interested in the lesson. There were many techniques can be used to support learning process to be interest. One of the appropriate technique is Mnemonic. Mnemonics means "used for helping one to remember" in the words of the *Longman Dictionary of English Language and Culture* (1992:853).

Mnemonic is a method to help the students remember new information or vocabulary more effectively and easily by linking unfamiliar to be learned information with familiar already known through the use of letter/word combinations or a visual picture. Amiryousefi and Ketai (2011) have the same opinion about Mnemonic, Mnemonics is a memory enhancing that involves teaching students to link information taught to information. To apply it, students can relate the words or the meaning, pronunciation, and etc with visual picture, song, or their experiences to make the words more memorable. Beside that this technique is really helpful for the students to remember the vocabulary they have learned, to motivate students in learning vocabulary and to ensure memory.

In the learning process, the writer believed that memory and memorization were the important aspect and its place in the hierarchy it is the basic or fundamental aspect of any learning process such as understanding, applying, analyzing, evaluating, and creating. All the later mental processes are possibly only if at the given moment the necessary information can be retrieved. Thus, why it becomes important to give a serious thought to memory and memorization. Mnemonic make the process of memorization interesting and effective. When the students learn new words then apply mnemonic to remember the words, the information or words should be stored in a systematic manner so that it can be easily retrieved when necessary. This is like trying to locate a particular book from a huge library. If there is a poper catalogue, list made with reference to either subject, title or author of the books then finding the book is very simple task but if these lists or catalogues are unavailable, locating the book becomes a very confusing job.

Furthermore by being able to remember many new words, automatically the number of vocabulary owned by students is increasing and able to improve another aspects. It is clear that Mnemonics Technique is one of good techniques in teaching vocabulary and this technique also can improve students' creativity in memorizing list of vocabulary. This way is effective in helping the students' in mastering vocabulary because the students will be easier to learn and master vocabulary in enjoy way.

Based on analysis of the data and hypothesis test, the result of the hypothesis by using t_{test} = 2.73 and from the distribution table at the significance level 5% know T_{table}= t (1 - ½ α) = 2.02 and at the significance level of 1% known T_{table}= t (1 - ½ α) = 1.68, it means that t_{test}> $t_{table.}$ Therefore Ha is accepted and the null hypothesis (Ho) is rejected. It means that teaching vocabulary by using Mnemonic Technique has positive and significant influence, it can be know according to the experimental class test result compared with the control class test result. So it can be said that there is an influence of using Mnemonic Technique towards students' vocabulary mastery at the eighth class of MTs Negeri 1 Tanjung Karang in 2017/2018.

The average score of students' vocabulary mastery who learn vocabulary through Mnemonic Technique (74.66) was higher than those who learn vocabulary through translation technique (70.53). It means Mnemonic Technique is good technique in teaching the students to improve their vocabulary mastery. It is supported by Mohammad Amiryousefi , (2011: 182) states that: strategy instruction or Mnemonic technique can improve vocabulary learning. It is mean that Mnemonic Technique was found to increase the experimental students' scores in vocabulary mastery from the beginning to the end of experiment. It further as certained that the students from the experimental group gained higher scores that those from the control group who were taught using translation technique. Additionally, the students from the experimental group gave positive responses towards the implementation of Mnemonic in their class. This approach could encourage them with constructive effects not only on their academic achievement, but also on their social relationships.

Therefore the writer recommended that English teacher, Mnemonic provides the teacher with a time-efficient way of giving attention and feedback on language or imagination to individual students. Mnemonic gives students a much deeper sense of what it is to learn vocabulary. Mnemonic makes students recognize and remember new things easily.

Therefore in this case the writer concluded that using Mnemonic Technique in teaching learning process is one alternative technique in teaching English, especially in teaching vocabulary. Mnemonic also can make students enjoy the lesson and motivate them in learning English. Mnemonic able to increase students' interest and creative in learning English. So it is expected that the students will be easier to improve their vocabulary mastery.

CONCLUSION

Based on the data, the researcher concluded that 1) There is positive influence of Using Mnemonics Technique towards students' vocabulary mastery of the eighth class at MTs Negeri 1 Tanjung Karang in 2017/2018. This shown by the result of data analysis in which $t_{cal} > t_{tab}$ (t_{cal} = 2.73 and t_{tab} = 2.70); 2) The average score of the students' who were taught by using Mnemonics Technique in experimental class is higher than the students' who were taught by using translation technique in control class.

Mnemonics techniques was a suitable technique in teaching vocabulary, because the students did not feel bored and could memorize also recall vocabulary easily.
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