THE EFFECT OF USING MNEMONIC METHOD ON TEACHING VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS' OF SMP NEGERI 22 BUTON TENGAH

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ARTICLE INFO	ABSTRACT
	This research was conducted to find out whether there was a significant effect of the Mnemonic method in teaching vocabulary mastery at the Seventh-grade students' of SMPN 22 Buton Tengah. The design of the research was a pre-experimental design (one group pre-test post-test design). The population of this research was the seventh-grade (VII) of SMPN 22 Buton Tengah which consists of three classes, while the sample in this research was class VII_3 that consisted of 25 students and used a simple random sampling technique. The instrument in this study was multiple choices, matching tests and public buildings, food, people around us to the topic. This study was conducted three sections namely pre-test, treatment, and post-test. The researcher used a paired sample T-test through SPSS 16.0 version to analyze the result of this research. The result showed that the mean score of students' vocabulary mastery in the post-test was higher than students' vocabulary in the pre-test ($53.6 > 45.28$). The hypothesis testing found that the value of sig (2 Tailed) was 0.00 while the significant alpha value was 0.05. It can be concluded that the value of Sig (2 Tailed) was lower than the significance of α value ($0.000 < 0.05$). in other words, (H_1) was accepted. It showed that there was a significant effect of using the Mnemonic Method on teaching vocabulary mastery at the seventh-grade students of SMPN 22 Buton Tengah.

1. Introduction

Vocabulary is a very important thing for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills. Mc Charty (1990: 8) st the experience of most language teachers and it is the biggest component of any language course. In addition, vocabulary is the word to express a wide range of

meanings. Develop a rich vocabulary is an important aspect of learning a foreign language. Therefore, vocabulary needs to be learned by the students in aiming to develop or master other skills in English. In learning English students also should master the language skills. Students cannot master language skills well without having vocabulary. According to Hirsch (2003:16), students do not effectively know what they read, when they do not know more than 95% vocabularies in a textbook. Therefore, students should have a lot of vocabulary to help them improve their language skills. By having vocabularies, students can produce a language, construct a sentence, and know the meaning of a sentence. In short, students will be hard to master language skills without having vocabulary.

Besides, some students can not understand the meaning and do not know how to write the word, because of the students are very lazy to memorize the meaning of the words, the students just see the words on dictionary without memorizing their its meaning and without giving attention about the vocabulary choices and grammar. That problem supports by Holden (2012), these problems come because of the teaching strategy, method, and technique that is not interesting for the students.

In this case, the researcher finds these conditions when doing observation at the seventh-grade students of SMP Negri 22 Buton Tengah . in this school learning English is still very minimal, where the English language skills of students are still very low, especially in learning vocabulary. in this learning process, students use more dictionaries to find out the tasks given by the teacher. they also at the time of learning take place more dominant using Indonesian compared to English, so that what they learned faster they forget about it. When I conducted observation at SMP 22 Buton Tengah the ability of vocabulary skill by the students are very less and their memory is very weak. So, using the Mnemonic method will help students to improve their vocabulary skills.

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Based on the problems above, the teacher should give the appropriate method to the students in teaching vocabulary, so that they are fast to comprehend the material that teaching by the teacher. The mnemonic method can give a good understanding to the students because of the applying of this method related, to their activity every day. So that way, they are able to develop their ideas at SMP Negri 22 Buton Tengah. According to Solso, (1995:57), "Mnemonics" is a memory-enhancing instructional strategy that involves teaching students to link new information taught to information. They already know mnemonics are techniques or devices, either verbal or visual in nature, that serves to enhance the storage of new information, and the recall of information contained in memory).

The study was conducted by Nurul Miftakhul Jannah. She had applied Mnemonic devices at the eight grade of MTsN 2 Bandung in the reading subject. It means that the research focused to improve the students' reading comprehension by using mnemonic devices while this research was done to know the effect of mnemonic strategies on students' vocabulary achievement. Besides this study used experimental design while both of the previous research used classroom action research and applied four techniques in the learning process are rhyme, keyword, visualization, and narrative chain.

Based on the explanation of the previous study above, by Nurul Miftakhul Jannah. it can be seen the differences in their research with this research. In the previous study, it means that research focused to improve the students' reading comprehension by using the Mnemonic method, and purposive sampling methods and Nurul researcher used classroom action research and applied four techniques in the learning process are rhyme, keyword, visualization, and narrative chain. and they were not focused on a noun. Meanwhile, this research is used pre-experimental, and applied two methods keyword strategy and visualization, and does not use classroom action research and focuses on a noun.

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Based on the reasons above, thus the research question of this research is: is there any significant effect in using the Mnemonic method on students' vocabulary mastery at the seventh-grade students of SMP Negeri 22 Buton Tengah ?.

2. Methods

This study was used pre-experimental with One-Group Pretest-Postest design to find out the effect of Using Mnemonic Method in Teaching Vocabulary Mastery at Seventh Grade Students' of SMP Negeri 22 Buton Tengah. The study was conducted on July 24th 2019 until August 21st 2019. It was done at SMPN 22 Buton Tengah with all students of class VII 1 as samples.

The instrument of this study was the test used to measure the vocabulary mastery of the students. The test consisted of pre-test and post-test. The test provided by the researcher in pre-test and post-test consisted of 40 numbers of questions which focused on multiple choices form, matching test. The topic was about people around us, food, and public buildings. The test was designed by the researcher herself and it was given for knowing how far students' vocabulary mastery. The tests were conducted on two occasions namely pre-test post-test. Before giving the test, the research checked the validity and reliability of the test by using SPSS version 16. It was to know the significant effect of using the Mnemonic method on teaching vocabulary mastery at the seventh-grade students' of SMPN 22 Buton Tengah.

3. Findings

Comparasion between Students' Score Pre-test and Pos-test

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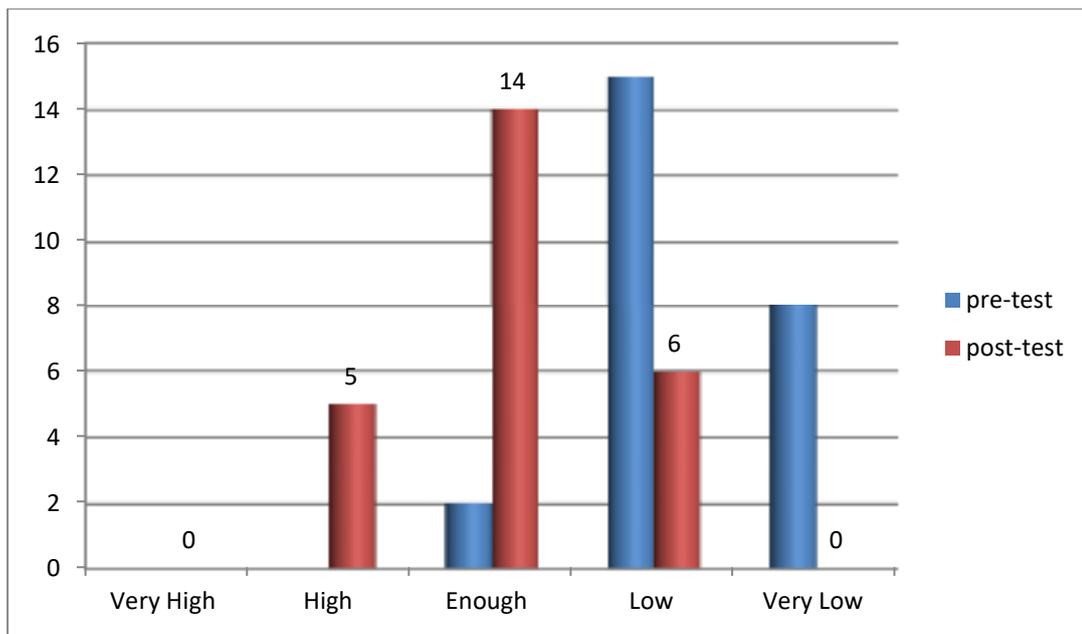
As shown in chart above, it showed that the students who got "very high" criteria score in pre-test was 0 (0%) students while no students who got "very high" score post-test (0%), students who get high criteria in post-test were 5 students (20%) while in pre-test, no students who got "high" criteria, students who get enough criteria in post-test were 14 students (56%) while in pre-test were 2 students (8%), there were 6 students who get "low" criteria with (24%) in post-test. While in the pre-test, there were 15 students who get "low" criteria with (60%), and there were no one students who get "very low" criteria in post-test (0%), while in pre-test there were 8 students who get "very low" criteria (32%).

4. Discussion

Based on the findings above, This study was aimed at knowing whether or not there is a significant effect of using the Mnemonic method on students' vocabulary mastery. Based on the findings' explanation of the descriptive analysis, the mean score of the pre-test is (45, 28) is higher than the mean score post-test is (53,6). Besides, the minimum score is 16 and

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the maximum score higher is 48 and the maximum score pre-test 68 higher the maximum post-test is 80, therefore, students' vocabulary mastery before getting treatment.

The result of descriptive analysis in the post-test has significant improvement. The mean score of the post-test (48,28) in higher than the post-test mean score is (53,6). In short, teaching vocabulary by using the Mnemonic method has a significant effect on students' vocabulary mastery. Therefore, the Mnemonic method could improve students' vocabulary mastery at the seventh-grade students' of SMP Negri 22 Buton Tengah.

One of the most difficult aspects of learning a language is vocabulary. It is caused by some students' difficulty to remember the vocabulary they have learned. so, one of the solutions is applying the Mnemonic method in the learning process. The result of this study found that there was a significant effect of using Mnemonic method on students' vocabulary mastery. It was supported by Amiyousefi and Ketabi (2011) who said that the Mnemonic method was a helpful method to improve and remember vocabulary. Bakken and Simpson (2011) also stated that the Mnemonic method could support the students in learning vocabulary by creating it more simple and more real. So, the Mnemonic method improves students' vocabulary mastery.

In applying the Mnemonic method at the seventh-grade students of SMP Negeri 22 Buton Tengah, the researcher applied for the method were keyword and visualization. After being taught by using the Mnemonic method, students' vocabulary mastery was better than before. It was because students could memorize the words by doing some familiar activities. In applying keyword method students made a sentence by associating the words that have a similar sound and the meaning of the words. After that in visualization, students imagined something related to the words and draws it on the book.

Besides doing an interesting activity, students' vocabulary mastery had significant improvement because the Mnemonic method is the way to memorize words by saving on

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students' long-term memory and easily to restore again. These methods use mental filling so when the students remember the association automatically will remember the words. Higbee (1996) said that is the material was more familiar or more related to students' previous knowledge, the material was more stored in students' memory.

The Mnemonic method also made the students feel enthusiastic and more motivated in the learning process. Students were very enthusiastic when the visualization whiles other groups guessed the words students also more motivated to learn vocabulary because, in the Mnemonic method, students more concentrated especially in imagining and made the association. According to Bakken and Simpson (2011: 79), the Mnemonic is the method for facilitating the learners in memorizing material or words to become more simple and efficient. In brief, the Mnemonic method is a teaching method that focuses on memory activity.

5. Conclusion and Recommendation

The Mnemonic method is effective to teach vocabulary. There are significant differences in the students' vocabulary mastery before and after they are taught by using Mnemonic Method. The average score before being taught by using the Mnemonic Method showed a minimum score of 16 and a maximum score of 68 . Meanwhile, the students' score after being taught by using Mnemonic Method, score in the posttest is minimum score 48 and the maximum score is 80. It shows that the students get good achievement in mastering vocabulary after being taught using Mnemonic Method. The mnemonic method also makes the students more enthusiastic and motivated in the learning process. Students do some interesting activities that make them enjoy the learning process like sing a song and draw a picture. Besides, to imagine the words and make the association, students also should

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concentrate on the material. Indeed, because of the learning activities more familiar with the students and need concentration, students more motivated in learning vocabulary.

From the result of the data analysis above, it can be concluded that there is any significant difference in the achievement of the students before and after being taught using the Mnemonic Method. Finally, Mnemonic Method can be applied to teach the English language especially vocabulary because based on the result of the research taught by using the Mnemonic Method is effective toward the students' vocabulary mastery.

After conducting in this study, the researcher though and considered several recommendations. They are:

1. The subject of this researcher is seventh-grade students' of Junior High school, so it is possible for the next researcher to conduct at different levels.

2. The students have to improve their vocabulary achievement to make easy in understanding English subject because the vocabulary is the key part in understanding the English language

3. The variation of the method for teaching to the students, applying a Mnemonic method that makes students enjoy and happy in the learning vocabulary and smaller class to take easy in managing the class.

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