

THE EFFECT OF USING MNEMONIC STRATEGY ON STUDENTS' VOCABULARY MASTERY

Amalia Maulida Efendi (1510231036)

Advisor¹ : Yeni Mardiyana Devanti, M.Pd.

Advisor² : Widya Oktarini, M.A.

English Education Program Universitas Muhammadiyah Jember

JL. Karimata No.49 Jember Telp. 0331 336728

Email: amalia.me06@gmail.com

Abstract

Vocabulary is the most important things that students should be mastered when they learning English. But, many students still find difficulty in learning vocabulary. This research is aims to investigate whether there is or not a significant difference in using mnemonic strategy on the seventh grade students' vocabulary mastery.

The objective of this research referring to the research problem is to know whether there is a significant difference between students' vocabulary mastery who are taught by using mnemonic strategy and who are taught by using grammar-translation method.

The result of t-test using SPSS, the value of t 0.380 with significance value 0,012. It shows that probabilities value of students lower than 0,05 level of significance. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

It can be conclude that there is significant difference on students' vocabulary mastery who are taught by using mnemonic strategy and students' who are taught by using grammar-translation method. The future researcher can use the result of this research as reference to conduct a further research dealing with a similar topic in different design to improve students' vocabulary mastery by using another kind of mnemonic strategy.

Key word: Vocabulary Mastery, Mnemonic Strategy

Language is main aspect of communication. The first thing that should mastered in learning any language is vocabulary. More vocabulary mastered, it can make easier to communicate with other people. Hornby in Alqahtani (2015, p.24) states that vocabulary is the total number of word in a language.

Teaching vocabulary often given little priority in foreign language learning program (Patahudin and Saidna, 2017). Mastering vocabulary is not easy for students, especially students in Indonesia learning English as a foreign language and do not used in daily communication. It make more difficult for students to master English vocabulary.

Murcia (2001, p.290) states strategies can help students in understanding the meaning of word and consolidating it especially when they are encouraged in learn independently. One of the appropriate strategies in helping student memorizing

vocabulary is mnemonic strategy. Hatch and Brown (1995, p.388) state that mnemonic or memory aid devices are basic kind of strategies used to increase memory to be more explicit and also used for consolidating of form meaning connection in memory. This strategy are intended to make the students create more effective ways to take encoding vocabulary meaning material then make it much easier for them to remember.

Method

The kind of this research is experimental research. Arikunto (2010, p.9) experimental research is a technique to find out causality between two factors that made by the researcher by eliminating disturbing factors. Research experiment is study that help to learn the presence or absence of something imposed on the subject sequence.

The research design used in this research was quasi experimental research design. Quasi experimental research was used in this research because it was quite

impossible to conduct a true experimental research design (Ary, et.al., 2010, p.316). In this research, the researcher was use two group. Two groups were taken as research samples, one class becomes experimental group (E) and the other class becomes control group (C). The class which is selected as experimental group would give the treatment (X).

The data collected from (post-test) vocabulary test as the primary data, were analyzed by using t-test formula with SPSS computing system to know whether or not there was a significant difference of using mnemonic strategy on students vocabulary mastery. SPSS (Statistical Package for Social Science) used to calculate the result more accurate than calculating by using the formulation of t-test manually.

Result and Discussion

Pre-test is used to know earlier knowledge of the students' vocabulary

mastery before giving the treatment. The result of pre-test is follows:

4.2 The result of pre-test score in experiment and control group

Statistic	Experimental	Control
Mean	51.04	48.33
Variance	89.085	107.971
Minimum	35	20
Maximum	65	65
Range	30	45

In the table 4.2 shows that the mean score of experiment group' pre-test is 51.04. The mean score of control group's pre-test is 48.33.

Post-test is used to know earlier knowledge of the students' on vocabulary mastery after the student given the treatment. The result of post-test is follows:

4.4 The result of post-test score in experiment and control group

Statistic	Experimental	Control
Mean	79.38	73.75
Variance	63.723	46.196

Minimum	65	60
Maximum	90	85
Range	25	25

The table above shows that the mean score of post-test in experiment group is 79.38 and for the mean score post-test in control group is 73.75

Then continue to use independent sample t-test to know there is a significant or not of the treatment. If significance value in the (sig 2-tailed) > 0.05 level significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

Meanwhile, if the significance value in the (sig 2-tailed) is < 0.05 level significance, the null hypothesis is rejected and alternative hypothesis (H_a) is accepted. The test criterion is if the significant (sig 2-tailed) $< \alpha (0.05)$ it means there is effect. The result of t-test post-test as follows:

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Differ	Std. Error Differ	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.785	.380	2.628	46	.012	5.625	2.140	1.317	9.933
Unequal variances not assumed			2.628	44.859	.012	5.625	2.140	1.314	9.936

The result of independent sample t-test sig. (2-tailed) is 0.012. The data had a significant less than $< \alpha (0,05)$. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted which means there is a significant difference on students' vocabulary mastery who are taught by using mnemonic strategy.

Conclusion and Suggestion

This research found there is significance different between experiment

and control group based on the post-test given. The mean result of post-test in experiment group is 79.38, while in the control group is 73.75. It can be concluded that experiment group had better achievement by using mnemonic strategy than control group by using grammar-translation method on the seventh grade students' vocabulary mastery.

Suggestion for the future researcher, being creative is one thing should be remember in using this strategy because by being creative the pattern of association made will be more interesting and memorable for student.

References

- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*. 3 (3): 21-34
- Arikunto, S. (2010). *Prosedure Penelitian*. Suatu pendekatan Praktik. Jakarta: P.T Rineka Cipta.
- Ary, D. (2010). *Introduction to Research in Education*. United State of America: Wardworth Group

Hatch, E and Cheryl, B. (1995). *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press

Murcia, C (2001). *Teaching English as a Second Foreign Language*. United State of America: Thomson Learning.

Patahudin, S. & Saidna, Z. (2017). Investigating Indonesian EFL Learners' Learning and Acquiring English Vocabulary. *International Journal of English Linguistic*. 7 (4): 128-137

