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RESEARCH ARTICLE

Improving Students' Vocabulary Through Mnemonic Method for Second Grade of SMP IT Nurul Iman Pesawaran

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Kata Kunci:
Kosakata, Teknik Mnemonik, Siswa.

Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dengan menggunakan teknik mnemonik di kelas delapan SMP IT Nurul Iman Pesawaran. Penelitian ini menggunakan desain penelitian tindakan kelas (CAR) untuk meningkatkan penguasaan kosakata siswa guna mendukung keterampilan bahasa Inggris dengan menggunakan metode Mnemonic (Harefa, 2020). Populasi penelitian ini adalah siswa kelas dua SMP IT Nurul Iman Pesawaran, Penelitian ini melibatkan dua puluh siswa di kelas dua. Penelitian ini merupakan penelitian tindakan kelas (PTK). Penelitian ini terdiri dari 3 siklus, siklus pertama dilaksanakan pada tanggal 5 Maret 2024, pada siklus pertama peneliti membuat perencanaan sebelum masuk kelas seperti RPP dan media pembelajaran, kemudian melakukan tindakan seperti melaksanakan pembelajaran yang telah dirancang. , dari hasil pembelajaran peneliti melakukan evaluasi kemudian direfleksikan pada siklus II. Dalam penelitian ini peneliti menetapkan rata-rata nilai yang harus dicapai siswa adalah 75,00, dan hasil pembelajaran siklus I dengan metode mnemonik mendapat nilai rata-rata 61,00, karena belum mencapai target maka kami laksanakan siklus kedua pada tanggal 12 Maret 2024. Pada siklus kedua sama seperti siklus pertama kita mencapai tahap refleksi dan mendapatkan hasil sebesar 67,75. Karena belum mencapai target maka kami melaksanakan siklus III pada tanggal 19 Maret 2024 dengan melakukan evaluasi terhadap pembelajaran yang sebelumnya belum maksimal hingga diperoleh nilai rata-rata sebesar 79,75. Hasil ini menunjukkan peningkatan penguasaan kosakata siswa melalui metode mnemonik untuk kelas dua SMP IT Nurul Iman Pesawaran.

Key Word:
Vocabulary, Mnemonic Technique, Students.

Abstract

This research aims to improve students vocabulary mastery by using of mnemonic technique at eighth grade SMP IT Nurul Iman Pesawaran. This research used classroom action research design (CAR) to improve the students' vocabulary mastery to support English language skills by using Mnemonic method (Harefa, 2020).The population of this research is the second grade SMP IT Nurul Iman Pesawaran, This research involves twenty students at the second grade. This study was class action research (CAR). This research consists of 3 cycles, the first cycle was carried out on March 5th 2024, in the first cycle the researcher made plans before entering class, such as lesson plans and learning media, then took action such as implementing the learning that had been designed, from the results of the learning the researcher carried out an evaluation then reflected in the second cycle. In this research, the researcher determined that the average score that students had to achieve was 75.00, and the results of the first cycle of learning using the mnemonic method got an average score of 61.00, because we had not reached the target, we carried out the second cycle on March 12th 2024. In the second cycle, the same as the first cycle, we reached the reflection stage and got a result of 67.75. Because we had not yet reached the target, we carried out the third cycle on March 19th 2024, by evaluating the learning that had not been optimal before, until we got an average score of 79.75. In this result, it shows an improvement students' vocabulary mastery through mnemonic method for second grade of SMP IT Nurul Iman Pesawaran.

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INTRODUCTION

The objective of teaching English for Junior High School based on curriculum of 2013 is to develop students' potential to have communicative competence in personal, transactional, and functional texts using a variety of spoken and written English text. To achieve this goal the students should be able to master the vocabulary, because the students are expected to be familiar with the vocabulary that is common in academic texts, attain vocabulary to comprehend academic and social reading and listening texts, become familiar with different spelling patterns for parts of speech, learn strategies to understand vocabulary in the text, use correct

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form of the words in their oral and written language production, develop an understanding of collocations, understand separate meanings of a word as it is used in a reading and listening text.

Vocabulary is an essential lesson for students to master in English. According to (Wardani 2015) said that vocabulary is an important aspect of language, because it appears in every language skill including listening, speaking, reading and writing skills. It can be concluded from this statement that vocabulary is a main factor in a language, because it is needed in speaking, reading and writing. This means that a person's low language skills are closely related to the amount of vocabulary he or she has. As a lecturer must have many strategies to make students are interested and not feel bored in the classroom. One of strategy to enhance for vocabulary mastery through mnemonic keyword method. According to (Lan Hunter in Joyce 2011), mastery of simple mnemonic strategies can lead some people to form the principle, for the first time, that they can control and change their own mental activities. This realization could encourage them to carry out self-critical experimentation with learning and memorizing procedures which are also an important part of intellectual development. In many cases, it refers to modifying or changing to be-learned in formation to link it directly to information the student already knows. One of the most powerful mnemonic strategies is the keyword method. It works best when the information to be learned is unfamiliar to the students.

Language as a medium of information is very important to master. One of the languages that we have mastery is English. English is an international language, which is often used in the world as a means of communication. In that position, English is the language of science and science technology; Therefore, without English skills, someone will experience difficulties in learning world interactions that are increasingly open, fast and uncontrolled (Yamin, 2017). Vocabulary becomes one of the important aspects in English teaching learning process, the teaching vocabulary in the classroom should be appropriate in order to avoid problems related to the students' vocabulary mastery. According to (Richards at all 2009:185) vocabulary relevant to all sub-skills, therefore the concept of general language proficiency can perhaps be reinterpreted, at least to some extent, as vocabulary knowledge. Vocabulary is all about words in the certain language that are owned and used by the language user to communicate and share the information.

In reality, based on the researcher observation the researcher found many students still lack vocabulary and difficult to memorize vocabulary. When the researcher gave some questions to the students, they did not say anyword. The students just kept quiet, and they did not know how to answer. The problem is caused by some reasons: the first is teachers only focus on the learning process and do not pay attention to students who are still struggling to follow the learning process in the classroom. Second is the teacher teaching method, which only prioritizes material without knowing that the students understood or not the material delivered by the teacher. The texts that learned by students such as Descriptive text, recount text, narrative text, and procedural text. However, this research will be focused on the narrative text. In narrative text, the students should have a good mastery of vocabulary. In reality, many students cannot understand narrative text caused of a lack of vocabulary.

One technique that can improve the students' vocabulary mastery is the Mnemonic technique. According to (Bakken at all 2011), mnemonic techniques are an affective method that can be applied by all female students in composing difficult sentences. This agrees with Sardjana's research which states that the mnemonic method is a donkey bridge because he thinks that this method is indeed a method that can help a person's memory easily. Mnemonic is a technique to make easier to remember things. More specifically, it means a formula or phrase to help remember something. Students are given keywords and one is related to the second thought, and so on. Having mnemonics can make it easier and stimulate someone to improve memory. According to Amiryousefi Muhammad and Saeed Ketabi in their journal, mnemonics are taken from the name of the god Mnemosyne which means the god of memory. (Laing 2010) also stated in his research that using mnemonic techniques can improve the ability to remember and answer more varied questions. This mnemonic technique is also an effective method because it can be used by all students and can be applied to compose difficult sentences (Bakken & Simpson, 2011).

Mnemonic is assisting or intended to assist memory. It is important to remember that mnemonics technique is a memoryenhancing strategy and is not designed specifically to enhance comprehension. According to (Joyce at all 2016), *"Mnemonic merupakan strategi-strategi menghafal dan mengasimilasikan informasi."* It means that the mnemonic here is about a way to help us to remember something more easier especially for the students to follow the teaching and learning process in the classroom. In teaching and learning process, Mnemonic method involves students' participation to be active during the teaching and learning activities begin. According to (Hasan Baharun 2018) This mnemonic is a creative solution which is a hook tool to increase the ability to remember information contained in a person's memory.

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Not only at Junior High School, this mnemonic method is also used in children (kindergarten) such as those carried out by (Ningrum 2015) who used it for letter recognition in kindergarten groups. And also the mnemonic technique is a method that can help female students learn to improve their memory and memorization by imagining and making associations. Where, according to Choirun Nisak, imagination is the power of thought to truly appreciate the material presented imaginatively and how he associates it. This mnemonic is a creative solution that is a deep hook tool stimulate the ability to remember existing information in someone's memory. As the brief definition has been explained by Bellezza said that the mnemonic method is a method of transferring material into long-term memory that is easily accepted by the human brain.

According to (Hardi 2008) also does this the research uses the mnemonic method who looked at the effectiveness of mnemonic methods to improve memory skills in chemistry subjects and see the difference in the effectiveness of the mnemonic method, narrative technique and loci technique. Research result What Hardi did shows that The mnemonic method in the experimental group was more effective in improving abilities recall than the control group. There is no difference between narrative and loci techniques there are significant differences. There is Research was also carried out using the mnemonic method in biology subjects, the main material of the plant world (Plantae), according to (Kurniawan at all 2014), although it does not directly examine memory, this research shows that the mnemonic method is effectively used in material This is where the material is needed memory. In mnemonics there are several various methods such as acronyms, acrostics, loci, peg words, and keywords. All of these methods are good for certain types of material.

Therefore, the process of assessment in this research uses a test as a tool to measure students vocabulary mastery. The test is in the form of an objective test to measure students' level of vocabulary mastery. An objective test is a written test with questions that require students to answer in the form of describing and filling in words or expressions with the correct answers (Harefa at all 2021). In this research, the test that will be given by the researcher is multiple-choice. According to Matondang in (Ndraha 2022), "*pilihan ganda dapat digunakan untuk hasil belajar dalam area aspek pengetahuan (knowledge)."* It means that multiple choice will be used to measure the students study results in the knowledge aspect. Therefore, it can be concluded that multiple choice is used to measure and observe the improvement of the students in the classroom. Based on the statement above, researchers use the mnemonic method to help students improve their vocabulary skills because this method tries to make students easier for students to memorize and makes them more effective and motivated to follow the learning process.

Based on the background above, the researcher states that the problem of this research is: "Does the mnemonic technique improve vocabulary mastery in second grade students at SMP IT Nurul Iman Pesawaran?" The objective of this research is to find out whether or not the mnemonic technique will improve students vocabulary mastery at SMP IT Nurul Iman Pesawaran.

RESEARCH METHOD

This research used classroom action research design (CAR) to improve the students' vocabulary mastery to support English language skills by using the mnemonic method. According to (Djiwandono 2009) Use of mnemonic technique are depend on the student's learning style. Classroom action research aims to improve the quality or solve problems in the learning process. The information was gathered with the goals of gaining insight, developing reflective practice, and effecting positive changes in the school environment (and in educational practices in general) and improving student outcomes and the lives of those involved. In addition, Stringer (Harefa at all 2020) states that action research is often used to investigate specific issues or problems associated with classroom or school life.

Based on the explanation above, action research is a study to improve the process of teaching and learning by investigating very ordinary problems and issues in situations and conditions in an educational environment. In addition, there are some benefits of CAR, as stated by Kemmis and Taggart in (Harefa, 2020) as follows: (1) Think systematically about what happens in the school or classroom. (2) Implementing action where improvements are unlikely to be possible. (3) monitoring and evaluating the effect of the action with a view to continuous improvement. (4) monitoring complex situations critically and practically. (5) Implementing a flexible approach to school or classroom improvement through action and reflection. This research was conducted using classroom action research (CAR). There were four stages to the implementation of classroom action research, which were: (1) planning, (2) action, (3) evaluation, and (4) reflection. Further, the process of research is carried out in three cycles, and each cycle consists of three meetings.

Planning in cycle I, we make learning media and lesson plans about vocabulary using the mnemonic method. And the action, according to the plans made, is the evaluation in cycle I for the reflection in cycle II.

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And planning in cycle II according to cycle I for the action is different because we have some evaluation in cycle I, and there is an evaluation in cycle II for the reflection in cycle III. Planning in cycle III according to cycle I, but the action should be better than cycle I and cycle II, because this is the last cycle we made, and in this cycle there is the reflection for the next researcher.

FINDING AND DISCUSSION

This can be seen from the mean score gained by the students in individual tests. It was identified that after being treated with the keyword method, the teaching and learning process became much better and had a good impact on enhancing vocabulary mastery in second grade in junior high school. Based on students' responses toward learning vocabulary, the mnemonic keyword method was obtained through a questionnaire with 10 statements and given to 30 students in the second grade. The students' responses in this study showed their opinions toward the use of the mnemonic keyword method in learning vocabulary. The result of the students' questionnaire about their response to the use of the mnemonic keyword method in learning vocabulary indicates that such a vocabulary learning model has a good impact on the students in some aspects, which are as follows: 1) The students had high motivation for learning vocabulary with the keyword method because it promoted group and pair work in which the students could learn from one another by sharing ideas among the members; 2) The students had a good word meaning because the key word method is effective because it provides a meaningful visual image upon which to base memory for a new word's meaning; 3) Students felt it was easier to learn new words using language pictures and thinking images, so they could memorize many vocabulary words. The students were content to learn vocabulary through the mnemonic keyword method. They can help broaden students' vocabulary mastery through speech and, ultimately, through reading and writing.

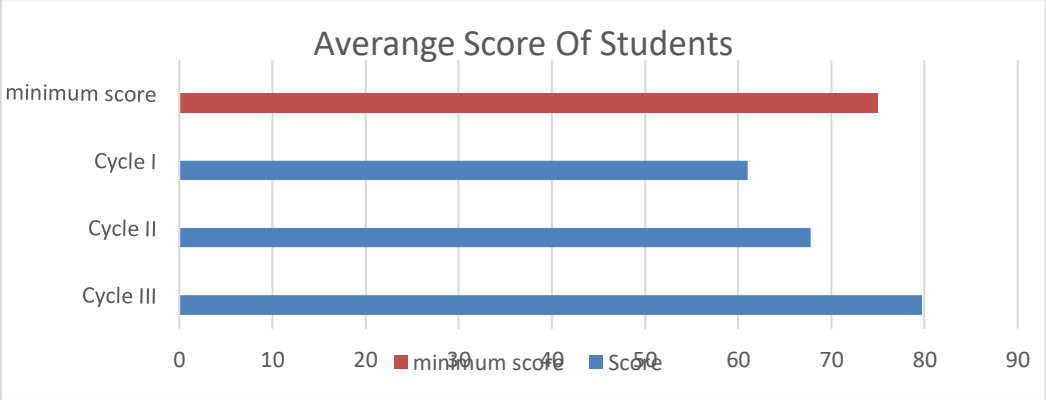
The findings of the research show that learning vocabulary through the mnemonic keyword method can enhance vocabulary mastery for second-grade students in junior high school. according to Koksal, et al. (2013: 265) that mnemonics is a technique for remembering by dividing information into sentences that are easy to remember so that it is more meaningful and increases retention of the material presented so that learning outcomes improve. This can be seen from the experiments done throughout the research. Based on the results of the experiment, the findings of the research show that one of the keyword methods can enhance students' vocabulary mastery. In the evaluation, it was noted that at the early stage of the research, the students were weak in vocabulary learning, especially in memorizing new words before using the keyword method. The most common errors produced by the students were when they found some difficulties in expressing and responding to something written and spoken in English, even in a simple expression. Besides, the students do not have the self-confidence to express their ideas because they are afraid of making mistakes if they are unknown, which has many new meanings and difficulties to know by heart. But after being treated with the keyword method, they could recall or remember information and vocabulary more effectively and easily. It involves linking unfamiliar, to-be-learned information with familiar, already-known information through the use of a card or letter/word combinations. Theoretically, the enhancement was achieved because the students had been treated with the keyword method above. The students make progress in their vocabulary learning on cycles I, II, and III.

Cycle I, we do research on march 5th 2024, the average score that students had to achieve was 75.00, planning is make a lesson plan about mnemonic method, how to make student understand the material and do not bored in their class, the action is we start the class with ice breaking and teach them with enthusiasm, explain them the lesson, we use some card to learn, to memorize the vocabulary, the card be writen with inisial to make it easier for them to remember the vocabularies, In this way learners have the advantage of better recall than when they all are learned in a list, because if they can remember one word, they will be able to remember the rest (Mirhassani and Eghtesadei,2007). Next we give them exercises to find out their understanding in learning, and we got the average score of students 61.00, we make an evaluation in this cycle, and the evaluation is the students didn't memorize yet because too little time to do tasks, then we make a reflection to cycle II.

Cycle II, we do research on march 12th 2024. The planning is according to cycle I; we add more time to memorize the vocabulary; in the action, we get the average score of students 67.75; the evaluation in this cycle is that we didn't use the ice breaking in the middle lesson; it made the students bored, so we make a reflection on cycle III.

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Cycle III, we do research on march 19th 2024. The planning according to cycle II, but in the middle lesson we use the ice breaking so that students don't get bored, we get the average score of students 79.75, this score has exceeded the average score that we made, so we consider this research to be complete until cycle III.



The result shown that the mnemonic keyword method worked very well in classroom. The enhancement of the method was followed with individual test and got mean score 61.00 in the cycle I and 67.75 in the cycle II and 79.75 in cycle III

CONCLUSION

The enhancement of students' vocabulary mastery was shown by the students' mean score with individual tests in cycle I. The students' score in vocabulary mastery increased to 61.00 Though the mean score increased, it did not reach the success criteria yet. So, the researcher conducted the next cycle, and the result of the vocabulary test administered in cycle II increase to 67.75, it did not reach the succes criteria yet. So the researcher conducted the next cycle and the result of the vocabulary test in cycle III was enhanced until 79.75. It showed that the success criterion was improving significantly. This result shows that the vocabulary mastery of the second grade students at SMP IT Nurul Iman Pesawaran was enhanced through the mnemonic keyword method. The mnemonic keyword method can help students with special needs develop a more extensive and impressive vocabulary. Furthermore, the mnemonic keyword method is a useful mnemonic aid that can help broaden students' vocabulary by means of speech and ultimately with reading and writing. Based on the findings of the implementation of the mnemonic keyword method, some suggestions are offered to both English lecturers and other researchers. The English lecturer can use a new technique or method to enhance mastery vocabulary for their students, making the teaching and learning process more creative and enjoyable. For future researchers, the findings of this research project can be used as references in other lessons, to carry out this method at other levels at which this research is conducted, or to strengthen the present result so that it is applicable to a wider classroom setting. According to Nana Sudjana, learning outcomes are the abilities that students have after receiving their learning experience. Learning outcomes are important things that will be used as a benchmark for the extent of a student's success in learning.

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