



The Effectiveness of Using Mnemonics Strategy to the Students' Vocabulary Mastery at the Eighth Grade

Kezia Verawati¹, Rumiri Aruan², Masyhur³

^{1,2,3}Universitas Riau, Indonesia

E-mail: kezia.verawati1232@student.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id, masyhur@lecturer.unri.ac.id

Article Info	Abstract
Article History Received: 2024-08-07 Revised: 2024-09-22 Published: 2024-10-05	This pre-experimental research aims to evaluate its efficiency in improving students' vocabulary acquisition at SMPN 8 Rupert. Specifically, this study answers the research question of how effective the mnemonic strategy is in improving students' vocabulary acquisition abilities. This study used a one-group pretest-posttest methodology. A total of 19 students from class VIII A were selected as samples using cluster sampling. Based on the results, the mean score of the pre-test was 57.68, while the mean score of the post-test was 89.31. For more details, a paired T-test was conducted on the students' pre-test and post-test scores. The results showed that the mnemonic strategy can improve students' vocabulary mastery at SMPN 8 Rupert because researchers used t-test analysis at the significance level (p) = 0.05 with degrees of freedom (df) = $N-1$, where N = the number of subjects (19 students) and the t-table value is 2.101. t-test statistics and analysis for independent samples are applied. From the above calculation, it can be seen that the t-count value of adjectives and nouns is greater than the t-table value ($4.73 > 2.101$). This means that there is a significant difference between students' vocabulary before and after using the mnemonic strategy on the vocabulary of class VIII students in SMPN 8 Rupert.
Keywords: <i>Effective;</i> <i>Mnemonics;</i> <i>Vocabulary.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-08-07 Direvisi: 2024-09-22 Dipublikasi: 2024-10-05	Penelitian pra-eksperimental ini bertujuan untuk mengevaluasi efisiensi strategi mnemonik dalam meningkatkan kemampuan penguasaan kosakata siswa di SMPN 8 Rupert. Secara khusus, penelitian ini menjawab pertanyaan penelitian tentang seberapa efektif strategi mnemonik dalam meningkatkan kemampuan penguasaan kosakata siswa. Penelitian ini menggunakan metodologi pretest-posttest satu kelompok. Sebanyak 19 siswa dari kelas VIII A dipilih sebagai sampel dengan menggunakan cluster sampling. Berdasarkan hasil penelitian, nilai rata-rata pre-test adalah 57,68, sedangkan nilai rata-rata post-test adalah 89,31. Untuk lebih jelasnya, uji T berpasangan dilakukan terhadap skor pre-test dan post-test siswa. Hasil penelitian menunjukkan bahwa strategi mnemonik dapat meningkatkan penguasaan kosakata siswa di SMPN 8 Rupert, karena peneliti menggunakan analisis uji-t pada tingkat signifikansi (p) = 0,05 dengan derajat kebebasan (df) = $N-1$, di mana N = jumlah subjek (19 siswa) dan nilai t-tabel adalah 2,101. Statistik uji-t dan analisis untuk sampel independen yang digunakan. Dari perhitungan di atas, terlihat bahwa nilai t-hitung kata sifat dan kata benda lebih besar dari nilai t-tabel ($4,73 > 2,101$). Hal ini berarti terdapat perbedaan yang signifikan antara kosakata siswa sebelum dan sesudah menggunakan strategi mnemonik terhadap kosakata siswa kelas VIII di SMPN 8 Rupert.
Kata kunci: <i>Efektif;</i> <i>Mnemonik;</i> <i>Kosakata.</i>	

I. INTRODUCTION

The fact that English serves as an international language and is widely spoken around the world makes it the most important language in the world. As a global language that is widely used in various aspects of life, English plays an important role (McKay, 2016). Learning English well has many advantages for personal, professional, and educational growth, as well as global communication. Speaking, listening, writing and reading are the four language skills learned in English language learning. In these English learning efforts, students as learners need to have basic English skills for reading,

listening, speaking and writing. Therefore, students need to know and understand the meaning of various vocabulary.

It is important for teachers to understand the meanings of the words they are teaching and why they are doing them. Therefore, he or she can decide which kinds of words to teach. Also, it is crucial to language learning and important to language education. According to Berne & Blachowicz (2008), A recent study found that many teachers lack confidence in good teaching techniques and occasionally don't know how to place an instructional emphasis on word learning, making vocabulary learning difficult.

The development of one's vocabulary is crucial to learning a foreign language because new terms' definitions are frequently emphasized in literature and in the classroom (Alqahtani, 2015). It is also essential for language training and language learners. According to a recent survey, many teachers are unsure of the best ways to teach vocabulary and, on certain occasions, are unsure of how to start putting an emphasis on word acquisition in the classroom. People need to remember language since it's essential, but sometimes it's hard for them to remember it. People need a system that would enable them to retain language and its definitions without difficulty or prevent them from quickly forgetting previously learned vocabulary (Annur Indra Putri, 2020)

One ability that students need to improve is vocabulary. It is a category that includes associated nonverbal clues, such as gestures, signs, and symbols. It is used to convey ideas or to express personally in a particular art form or skill. Students studying English are expected to be able to express their thoughts, opinions, and ideas through speaking and in writing because vocabulary is an essential part of learning a foreign language. The more vocabulary a student is able to comprehend, the better they would do in all areas of learning English. Students would succeed in enhancing their language skills if they expand their vocabulary.

The writer found that students need more vocabulary knowledge, especially when learning descriptive text material, based on the reality in the classroom as found through interviews with English teachers. Students still need help understanding, learning, and using the terms used to describe people, objects, and other things. This problem comes from some students who feel lazy and uninterested in learning English. This causes tremendous obstacles for themselves and the teacher in the learning process. Teachers need help to inspire and develop their students' language skills.

The writer suggests utilizing strategies to maximize each teaching and learning process so as to handle these problems. It is suggested that mnemonic techniques should make up a significant portion of classroom instruction nowadays because they can help people quickly learn and remember a lot of information. Numerous mnemonists and scholars have passionately supported the use of mnemonics in education, citing a number of empirical studies demonstrating that these techniques can be highly effective in situations requiring them

(Morini et al, 2017). As one of the world's languages, English indirectly maintains a significant position in Indonesia's academic environment. One of the main reasons that English and other foreign languages need to be taught in schools is because of this element. This is also suggested in one of the rational reasons for the development of Curriculum 2013, which is referred to as external challenges (Alfarisy, 2021).

Based on observations, techniques in teaching vocabulary are ineffective. The students only memorize words related to nouns. Students actually need to become fluent in verbs, noun-related words, adjectives, and adverbs. Students find it challenging to differentiate between grammatical word forms such part-of-speech nouns, verbs, adjectives, and adverbs. Additionally, pupils frequently lack interest in and involvement in English classes. Such vocabulary issues need to be resolved since they may prevent students from moving on to the next level or class. Students who find English to be challenging may also lack enthusiasm to learn it. Additionally, English classes would make students feel bored.

There are many language methods and techniques that may be used to teach vocabulary. The writer employs a mnemonic technique to enhance vocabulary training for a variety of reasons, including giving students the chance to expand their vocabulary and experiment with different ways to create memorable vocabulary reminders.

II. METHOD

The current study used an experimental class, a pre-test and post-test design, and a pre-experimental design with one group. In this design, a pretest is conducted before starting treatment. Because it can be compared to the pre-treatment state, the results of the treatment can thus be known with more accuracy. Based on Sugiyono (2013), the design can be seen as follow:

01 X 02

Notation:

01 = Pre-test

02 = Post-test

X = Treatment

The research would be carried out at SMPN 8 Rupert which is located at Jl. Teluk Makmur Dusun 3 Teluk Tungku, Darul Aman, Kec. Rupert, Kabupaten Bengkalis. The time for writing this

research starts from February 2023 until now. This research aims to determine how effective of using Mnemonic to the Students' vocabulary mastery at Eighth Grade of SMPN 8 Rupert.

The number of populations in this research is only 36; The sample is 19 students the writer used a Cluster sampling technique in this research. This research used quantitative data. Quantitative data analysis is in the form of a vocabulary test consisting of 40 multiple choice questions, 20 adjective questions and 20 noun questions. Each correct answer gets a score of 2,5 while the wrong answer gets a score of 0 and a total score of 100.

Using the following formula, calculate the mean score of the students' answers:

$$X = \frac{\sum x}{N}$$

X = Mean score

$\sum x$ = Total of all score

N = Total number of sample

Calculating the student accomplishment improvement percentages. The following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P = The percentage of the students' improvement

X₁ = The mean score of pre-test

X₂ = The mean score of post-test

Calculating the test's result using the following formula allows them to determine whether there is a significant difference between the pre-test and post-tests:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Total of significance

D = The mean score

$\sum D$ = The sum of differences

N = The total number of the students

III. RESULT AND DISCUSSION

A. Result

The data used in this study were obtained from the pre-test and post-test results of eighth grade students at SMPN 8 Rupert, specifically those who became research samples in this study. The pre-test data for this study was collected when we were not yet

conducting teaching treatments using mnemonic strategies to teach students. After conducting the treatment using the mnemonic strategy to teach students in class while providing learning materials, the post-test data was collected.

1. The Result of Pre-test

Before beginning treatment, a pre-test was carried out to determine the students' knowledge of acquiring the vocabulary. The test was taken by 19 students from one class. The pre-test was conducted on November 24th, 2023. The following formula was used by the writer to determine the pre-test mean:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1.096}{19}$$

$$X = 57.68$$

Table 1. Statistic of pre-test

Pre-test	
Highest Score	75
Lowest Score	38
Avarage Score	57.68

2. The Result of Post-test

This post-test is meant to assess the students' vocabulary proficiency following their treatment. The writer applied the following formula to determine the average post-test score:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1697}{19}$$

$$X = 89.31$$

Table 2. Statistic of post-test

Post-test	
Highest Score	100
Lowest Score	73
Avarage Score	89.31

3. The achievement improvement percentages

The following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{1697 - 1096}{1096} \times 100$$

$$P = 54.83\%$$

4. The significant difference between the pre-test and post-test

Determining whether there is a substantial difference between the pre- and post-test by utilizing the following formula to determine the test's value:

$$t = 4.73$$

Researchers used t-test analysis at the level of significance (p) = 0.05 with degrees of freedom (df) = $N-1$, where N = the number of subjects (19 students), the t-table value is 2.101. t-test statistics, analysis for independent samples is applied. From the above calculation, it shows that the t-test value for adjectives and nouns is greater than the t-table ($4.73 > 2.101$). This means that there is a significant difference between students' vocabulary before and after using Mnemonic Strategy in vocabulary in eighth grade students of SMPN 8 Rupert.

B. Discussion

The sample of this study consisted of grade VIII students of SMPN 8 Rupert. Descriptive text was the subject matter taught. To measure the improvement of students' vocabulary mastery by using the mnemonic strategy, the researcher calculated the average score of students' vocabulary from two tests, namely the pre-test and the post-test. Before starting the lesson, students took a pre-test to measure their competency level. Based on the pre-test, students got an average score of 57.68.

After that, the lesson was taught using the mnemonic strategy to help students learn more vocabulary. Six meetings were held to implement, with the first meeting as the pre-test and the last meeting as the post-test. The mnemonic strategy was used to treat students for four meetings. The post-test scores were used to determine the changes in students' learning outcomes after using the mnemonic strategy. As seen in Table 4.4, students obtained an average post-test score of 89.31, which indicates an increase in student learning outcomes. It can be said that the use of mnemonic strategies can improve students' vocabulary mastery.

Pre-test and post-test scores in this research increased significantly, according to data analysis results. There are several reasons for this improvement. First off, the research strategy or intervention was successful in raising students' comprehension

and proficiency levels. This is evident from the average post-test score, which is much greater than the pre-test score. Second, Enhanced Participation and Motivation: Following the intervention, participants' motivation and active engagement in the training or learning process have been enhanced. Higher motivation frequently results in more favorable learning outcomes. Third, Using the Right Learning Methods: Participants may get a deeper and more purposeful learning experience from the learning techniques employed. Fourth, constructive feedback: participants can identify their areas of weakness and strengthen those areas before the post-test by using the feedback they receive during the training or learning process. Fifth, Length and Intensity of Learning: If the intervention or training is long enough and intense enough, learners may have enough time to fully comprehend the subject matter. Lastly, Learning Material Quality: Improving post-test scores is also significantly influenced by the caliber and applicability of the materials offered during the intervention. Participants may comprehend the concepts more fully if the materials are tailored to their requirements.

This can be verified by using t-test analysis at the significance level (p) = 0.05 with degrees of freedom (df) = $N-1$, where N = the number of subjects (19 students), then the t-table value is 2.101. In t-test statistics, t-test analysis for independent samples is used. From the above calculation, it can be seen that the t-test value for adjectives and nouns is greater than the t-table ($4.73 > 2.101$). This means that there is a significant difference between students' vocabulary before and after receiving treatment using the mnemonic strategy in vocabulary ability in eighth grade students of SMPN 8 Rupert. This shows that students' scores before and after receiving treatment using the mnemonic strategy are significantly different.

Based on the previous data, the significant increase shows that the use of mnemonic strategies at SMPN 8 Rupert successfully improved students' vocabulary ability. Mnemonics is a technique that helps students learn and remember subject matter (McCabe et al., 2013). According to the researcher's findings, mnemonic strategies can facilitate vocabulary improvement and ease of learning for English language learners. The mnemonic strategy is one of the strategies that teachers

can use in English lessons to help students with their vocabulary. According to the researcher's assumption, students' actual ability is determined by their capacity and proficiency in using the strategy. Before teaching, there are several things to consider: teachers should have a lesson plan; teachers should feel comfortable with the material; teachers should provide specific information both before and during the learning process; teachers should re-explain anything that students do not understand; and teachers should repeat the material.

Based on the results of the study, in order to teach and acquire vocabulary effectively, teachers should attract students' attention and encourage active learning by developing high-quality English teaching resources, especially when teaching vocabulary. As long as the composition of the materials matches the needs and abilities of the students, they can be used anywhere and anytime to generate this atmosphere. In this study, students were more interested in using the mnemonic strategy because it is easy and fast, so this can increase their vocabulary.

This research findings agree with those of three earlier investigations. According to the first study, which was carried out by Ratnasari et al. in 2020, using mnemonic devices significantly improved students' vocabulary achievement in SMPN 2 Raha's seventh grade. The use of mnemonic devices in teaching vocabulary mastery in the first semester of grade seven of SMPN 2 Baradatu in the 2019–2020 school year was then shown to be beneficial, according to research conducted by Marthila in 2020. MTs Nurul Hakim's class VIII vocabulary mastery at SMP Negeri 33 Bulukumba was significantly impacted by the mnemonic method, according to research conducted by Tarbiyah in 2020.

Based on this, the researcher came to the conclusion that one of the most effective methods to help students improve their vocabulary is to apply the mnemonic strategy. Based on the previous explanation, it can be inferred that the mnemonic strategy can help grade 8 students at SMPN 8 Rupert increase their vocabulary, especially in terms of adjectives and nouns.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study are proven that the students' writing score after using

strategy mnemonic is increase. The mean score of the students' pre-test was 57.68 and post-test was 89.31. The results have answered the formulation of the the study that using strategy mnemonic to students' vocabulary of eighth- grade students of SMP Negeri 8 Rupert is effective.

B. Suggestion

The following are some suggestions for future researchers, English teachers, and students regarding the usefulness of using mnemonic strategies with the goal to enhance the quality of learning vocabulary, particularly in the context of teaching English language:

1. for English Teacher

It is advised that the study's findings give English teachers fresh ideas and practical experience teaching vocabulary to students through mnemonic techniques. The teachers can then use this method to successfully manage their time.

2. for Students

Students are encouraged to use the mnemonic strategies they have acquired and learned to memorize vocabulary. In addition, the results of this study encourage them to continue to want to learn in order to get the best score from the many vocabularies they already know.

3. for Future Researchers

Future researchers can use this strategy at other student levels in various contexts to determine its effectiveness in using mnemonic strategies to improve students' vocabulary abilities.

REFERENCES

- Alfarisy, Fitri. (2021). "Kebijakan Pembelajaran Bahasa Inggris Di Indonesia." *Jurnal Ilmiah Profesi Pendidikan* 6(3): 303–13.
- Alqahtani, Mofareh. (2015). "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* III(3): 21–34.
- Annur Indra Putri. (2020). "Improve the Students ' Vocabulary At Eight Grade of."
- Benre & Blachiwicz. (2008). *The strategies for effective learning vocabulary.*
- Marthila, Lisa. (2020). "The Effectiveness of Using Mnemonic Technique in Teaching

Vocabulary Mastery at The First Semester of the Seventh Grade of Smp N 2 Baradatu Submitted as a Partial Fulfilment of the Requirements for S1 Degree.”

- McCabe, Jennifer A., Kelsey L. Osha, Jennifer A. Roche, & Jonathan A. Susser. (2013). “Psychology Students’s Knowledge and Use of Mnemonics.” *Teaching of Psychology* 40(3): 183–92.
- McKay, Sandra Lee. (2016). “English as a Global Language.” *Handbook of Research in Second Language Teaching and Learning* 3: 29–41.
- Morini, Giovanna, Roberta Michnick Golinkoff, Thierry Morlet, and Derek M. Houston. (2017). “Translational Issues in Psychological Science.” *Translational Issues in Psychological Science Manuscript*.
- Ratnasari, Wa Ode, Nurnia Nurnia, & Wa Ode Fatmawati. (2020). “The Effect of Using Mnemonic Strategies on Students’ Vocabulary Achievement At Smpn 2 Raha.” *Journal of Teaching English* 5(3): 254.
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*.
- Tarbiyah, Faculty O F. (2020). “The Effectiveness of Mnemonic Strategy on the Students’ Vocabulary Mastery At the Eighth Grade of Mts Nurul Hakim Tembung.”