

**THE EFFECTIVENESS OF MNEMONIC TECHNIQUE TO INCREASE
STUDENTS' VOCABULARY MASTERY ON THE FIRST GRADE OF
SMP NEGERI 2 POLEWALI**



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ABSTRAK

NURUL FATONA: Efektifitas Teknik Mnemonik dalam Meningkatkan Penguasaan Kosakata Siswa Kelas Satu di SMP Negeri 2 Polewali. **Skripsi.** **Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan teknik mnemonik untuk meningkatkan penguasaan kosakata siswa. Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif. Penelitian ini menggunakan desain kuasi eksperimen, yaitu mengambil kelas pre-test dan post-test. Peneliti menggunakan purposive sampling sebagai teknik pengambilan sampel. Sampel terdiri dari 58 siswa, 29 untuk kelompok eksperimen dan 29 untuk kelompok kontrol dari dua kelas di SMPN 2 Polewali. Data penelitian dikumpulkan dengan menggunakan instrumen tes dan kuisisioner. Data dikumpulkan dengan menggunakan instrumen Tes, instrumen pre-test dan post-test yang terdiri dari 20 soal dalam bentuk 15 pilihan ganda dan 5 esai, Instrumen kuesioner yang terdiri dari 10 pernyataan. Instrumen tersebut dipilih melalui uji prasyarat untuk memastikan tidak ada perbedaan yang signifikan antara kelompok-kelompok tersebut. Data dianalisis dengan menggunakan independent-samples t-test dan skala liker untuk kuesioner dengan aplikasi SPSS versi 25 for windows. Hasil analisis penelitian menunjukkan bahwa nilai rata-rata post-test adalah 83,79, yang lebih tinggi dari nilai rata-rata pre-test, yaitu 60,17. Hal ini berarti H_0 dapat diterima. Hasil angket menunjukkan bahwa siswa memiliki pendapat yang positif terhadap penggunaan teknik mnemonik, hal ini dapat dilihat dari banyaknya siswa yang setuju dengan pernyataan mengenai penggunaan Teknik Mnemonik di kelas. Oleh karena itu, Teknik Mnemonik dapat meningkatkan penguasaan kosakata siswa setelah diberikan perlakuan.

Kata kunci: Mnemonik Teknik, Penguasaan Kosakata

ABSTRACT

NURUL FATONA: The Effectiveness of Mnemonic Technique to Increase Students' Vocabulary Mastery on The First Grade of SMP Negeri 2 Polewali. **Undergraduated Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

The purpose of this study was to determine the use of the mnemonic technique to increase students' vocabulary mastery. The approach used in this research is quantitative. This study used a quasi-experimental design, namely taking pre-test and post-test classes. Researchers used purposive sampling as a sampling technique. The sample consisted of 58 students, 29 for the experimental group and 29 for the control group from two classes at SMPN 2 Polewali. Research data was collected using a test instrument and questionnaire. Data was collected using instrument Tests, pre-test and post-test instrument consisting of 20 questions in the form of 15 multiple choice and 5 essays, Questionnaires instrument consisting 10 statements. They were selected through prerequisite testing to ensure no significant difference between the intact groups. The data were analyzed using an independent-samples and liker scale for questionnaires with the SPSS version 25 application for windows. The results of the research analysis indicate that the average post-test score is 83.79, which is higher than the pre-test average value, which is 60.17. this means that H_a is acceptable. The results of Questionnaires showed that the students had a positive opinion of using mnemonic technique. it could be seen from the number of students who agree with the statement regarding about using Mnemonic Technique in class. Therefore, Mnemonic Technique can increase students' vocabulary mastery after being given treatment.

Keywords: Mnemonic Technique, Vocabulary Mastery

PREFACE

In the name of Allah SWT, The Most Gracious, The Most Merciful. All praises to be Allah, the Lord of the Lord, the King of the King, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Effectiveness of Mnemonic Technique to Increase Students’ Vocabulary Mastery on The First Grade of SMP Negeri 2 Polewali”. Praise and salutation peace be upon to our Prophet Muhammad SAW, the great leader and good inspiration of world revolution. I would like to give my highest appreciation and deepest thankful to my beloved parents **Jalal** and **Nurliah**, also to my beloved siblings for never ending prayers and hope, for their everlasting affection, for their support to facilitate in writing this thesis. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, suggest her during the process of writing this proposal. This goes to:

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CHAPTER 1

INTRODUCTION

A. Background

Teaching English as a foreign language refers to teaching the English language to the students with different first languages. In Indonesia, English has traditionally been regarded as the top foreign language. It serves as a tool for the growth of the state and country, for forging ties with other countries, and for implementing foreign policy, including serving as a language for more extensive communication in international forums. In relation to that, English is being taught as a foreign language in practically all Indonesian schools, beginning in elementary school and continuing through secondary school. However, there are numerous issues with learning English because it is merely a foreign language. English is a foreign language in Indonesia but is not regarded as a second language. The target language that needs to be taught in schools is also known as English.

As foreign language, English is not used in daily communication by most Indonesians, which limits students' exposure to and practice with the language outside the classroom. One of the persistent challenges in learning English is vocabulary mastery. In learning English, vocabulary is one of the important aspects of the language. It is the flesh of the language. It is used to make an interaction with other people in society and also it is used to express emotion, feeling, and opinion within the language.

Vocabulary is the most important part in learning English. It is a basic to communicate and also important for the acquisition process. S. Krashen (1996) states that learning a language deals with learning the vocabulary. Without grammar people still able to transfer what they mean but without vocabulary nothing can be explained. Wilkins in Thornbury (2002) stated that it is truly impossible for us to save some vocabulary in our minds and how to express those feelings through words.

Hanson and Padua (2011), state that vocabulary refers to words we use to communicate in oral and print language. Hence, we know that vocabulary is words included in the list which has meaning approvingly, so we use it as language to communicate in oral and print language. It means that in learning vocabulary we have to know the meaning of it and also understand how to use it with suitable context, so at the last we can communicate easily when we have a lot of vocabulary and are able to use them. With appropriate context. communicate easily when we have a lot of vocabulary and are able to use them with appropriate context.

Based on the experts' explanation, the researcher concludes that vocabulary is a crucial component of language learning given that it is the fundamental unit of language that may assert and communicate a student's notion. Mastering English means that people have to master vocabulary. Mastering vocabulary can become a key to learn English better. The vocabulary achievement of students could also be seen from the number of vocabularies that they mastered.

The problem that usually students did is a lack of vocabulary when they are using a foreign language. Class conditions do not support learning, for example the process of English learning students are bored to learn in a monotonous class and the students only given some the traditional teaching methods often involve students being given only lists of words to memorize without meaningful context or interactive practice. This lack of engagement and real world application leads to difficulty in retaining and using new vocabulary. As a result, students struggle to expand their vocabulary and use English effectively in both written and spoken communication.. They could understand just the simple sentences.

There were many factors that made students' vocabulary mastery being low. Based on the pre-observation conducted by the researcher at SMP Negeri 2 Polewali. There were some reasons why the students got difficulties in mastering the vocabulary. The problems were using inappropriate techniques in learning vocabulary, they had no motivation in learning English, did not use suitable technique in teaching vocabulary, no fun and interesting learning. So, those problems made students had very low vocabulary mastery. They did not even know the common vocabulary for their daily communication.

Based on these problems, the teacher must find effective solutions to help students easily memorize the vocabulary they are expected to master. It is essential for teachers to apply appropriate teaching strategies and incorporate engaging techniques that can make the learning process more enjoyable and effective for students.

Based on the pre-observation that conducted when teaching practice in SMP Negeri 2 Polewali, the researcher found out that main problem that the students is difficult to memorize the meaning of the words. Teachers also had to pay their attention to every students. They might not give their attention just for the smart students. Teaching English especially vocabulary, teacher could use many sources. They could apply the suitable one for their class. One of the effective strategies was mnemonic strategy. It is a method to memorize the vocabulary by connecting the already known information or words and the information or words that we wanted to learn. It helped students to make strong connection between their already known words and the new words and it would be saved in their memory for long time. Joyce (2009) states that mnemonic strategy is divided into some methods, they are acrostic method, acronym method, visual imaginary, and keyword system. Based on the background of the study, the researcher concern in vocabulary mastery of students and interest to conduct research under the title: "The Effectiveness of Mnemonic Technique To Increase Students' Vocabulary Mastery on The First Grade of SMP Negeri 2 Polewali".

B. Identification of Problems

There were some problem faced by students. They were:

1. The teacher teaches by using the similar method in teaching learning activity. So, it tends to be monotonous.
2. The students are still low in vocabulary mastery.
3. The students get difficult in process of memorizing vocabulary.
4. Student's inability to stay motivated while studying.

C. Problem Limitation and Formulation

The researcher formulates the study problem as follows, based on the foregoing explanation:

1. Problem Limitation

Based on the background of the study and the identification of the problem above, there are some problems related to teaching and learning process. However, because of the limitation of the time and in order to focus on the study, the researcher just wants to limit the study on the use of technique mnemonic to increase students' vocabulary mastery.

2. Problem Formulation

- a) Is the use of Mnemonic Technique effective to increase students' vocabulary mastery at SMP Negeri 2 Polewali?
- b) To what extent can Mnemonic Technique increase students' vocabulary mastery at the SMP Negeri 2 Polewali?

D. Research Objective

The goal of this study to find out the effective of mnemonic technique on the students vocabulary mastery and to what extend the influence of mnemonic technique can increase students vocabulary mastery.

E. Research Benefits

The researcher hopes that this study will have some benefits in English teaching and learning as follows.

1. Theoretically

After research, it hopes to give the contribution of the knowledge to develop in the teaching-learning process. It can help to involve the students in the teaching-learning process directly. Besides, it also supposed to give an additional perspective nowadays.

2. Practically

a. The Teachers

This study is expected to give teachers, particularly English teachers, an input concerned with the implementation of teaching vocabulary. The mnemonic technique is one of the learning techniques applied to teach vocabulary mastery.

b. The Students

This study is expected to give students, particularly the first grade students of SMPN 2 Polewali, knowledge of increasing vocabulary mastery and motivating students to actively learn new vocabulary using the mnemonic technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The following conclusion can be made in light of the results and discussion in the previous chapter:

1. The data analysis of this research shows that the use of the mnemonic technique can increase students' vocabulary mastery. It is shown in the difference in learning result between the pre-test and the post-test in the experimental class it was seen the mean score of the pre-test and mean score of the post-test. The mean score of the post-test was higher than the mean score of pre-test.
2. The use of mnemonic technique can increase students' vocabulary mastery to quite effective, This based on the result of the N-Gain Score Test showed a significant comparison between the experiment group with average (58.11%) and the control group with average (22.01%). Based on the category classification by Hake (1999), the experiment class showed an increase in the Quite Level Effective (55-75). Thus, based on the N-Gain interpretation score, it indicates that the use of Mnemonic Technique can increase students' vocabulary mastery to a level of Quite Effective.

Therefore, from the two description above, it can be concluded that there is a positive effect of using of mnemonic technique to increase students' vocabulary mastery on the first grade of SMPN 2 Polewali.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to this researcher for teachers, students, and another researcher, as follows:

1. For teachers, the researcher suggest the mnemonic technique as an alternative in teaching vocabulary. However, it is also important for teachers to continue to modify, and read some references about learning strategy according to what students needs. Teachers should pay more attention that using appropriate strategy also greatly influences student learning outcomes because the strategy can be one of the factors that shape the classroom atmosphere, while student learning requires a pleasant classroom atmosphere, that is for the shake of getting good learning outcomes.

2. For the students, the researcher suggests that students have to learn more, especially in improving their vocabulary mastery. They also have to encourage their motivation in learning English, and think that English lesson is very important for their future.
3. After conducting the research and getting the result, the researcher would like to suggest other researchers to develop this research with the new innovation such as the use of the mnemonic technique to increase other student abilities such as the four skills in English. Moreover, hopefully the results of this research can be a reference.

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