

THE EFFECTIVENESS OF MNEMONIC KEYWORD METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY

Mutmainnah¹

State Islamic Institute of Parepare¹

Abstract

This script was conducted to examine in teaching vocabulary by using the mnemonic keyword method in improving students' vocabulary mastery at first-year SMP Negeri 12 Parepare. This script used a quasi-experimental design. The population of this script was class VII at SMP Negeri 12 Parepare that comprises 103 students. The writer had chosen two classes as the sample by using a purposive sampling technique, one class as an experimental class and one class as the control class where quantity is 50 samples, 25 students in the experimental class and 25 students in the control class.

The research findings show that there are significant differences in vocabulary mastery between students who are taught using the mnemonic keyword method and those who are not taught by using these methods in the first year of SMP Negeri 12 Parepare. This can be seen from the result show that the t-test value of the experimental class (13,05) was greater than the t-test value of the control class (9,03) it means that the alternative hypothesis (Ha) concluded that the mnemonic keyword can improve vocabulary mastery students'.

It was concluded that the null hypothesis (H₀) was rejected. And also, it can be seen from the average pre-test and post-test scores in the experimental class that is 57,44 and 76,88 (19,44) while the pre-test and post-test average score in the control class are 58,08 and 72,8 (14,72) with a large value of the treatment are 4,72. It can be concluded that the mnemonic keyword method is an effective method that can be used in teaching vocabulary mastery learning.

Keywords: *Mnemonic Keyword Method, Vocabulary, Vocabulary Mastery*

Introduction

Language is one of the most essential means of communication between communities and individuals. Anyone who wants to convey messages or feelings, whether orally or in a written form, should use language. It is known that the English language is considered by many people to be one of the important languages all over the world because it is international.

English is an international language that is very useful to get information about education, technology, religion, economics, and others. This makes us have to master the English language because the exchange of information can be done with all people in the world using the international language. In Indonesia, English has been taught in junior high schools up to college. Four skills in English that must be mastered, namely listening,

speaking, Reading, and writing. Apart from these four skills, there are also components, namely Grammar, Vocabulary and Pronunciation.

Both aspects are very important that you need to be mastered by the student to accomplish all those skills which can not be separated from each other. The students may use English in communication better if they master all those language components. Scott Thornburg, quoting the linguist David Wilkins who summed up the importance of vocabulary learning, point out, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From the statement we can know without the vocabulary we cannot communicate.

Vocabulary is the element of language proficiency that becomes the basis of how well learners speak, write, listen and read. In the past, vocabulary teaching and learning were often given little priority in the second language program. Whereas, without a good mastery of vocabulary, learners may be discouraged in making use of language learning change around them such as watching English program, listening to an English song, reading some kinds of English books, etc.

In communication, students need vocabulary which can support them to produce and use meaningful sentences because vocabulary is part of the sentence. Therefore, vocabulary is very important to be mastered. For this reason, the students have to develop their vocabulary and master it in order to communicate with each other.

Vocabulary is not the only a symbol for ideas, but also a part of how to improve language skills in the target language. The more vocabulary which students master, the more ideas they could have, so they can communicate by using their ideas more effectively. Standard vocabulary that students have to memorize in junior high school is 700 until 15.000 vocabularies. As with most of the students in SMP 12 Negeri Parepare there is less talk when learning English, less in understanding the English text in because of the lack of vocabulary they have.

Problems faced by students while learning English, such as an English vocabulary that they are hard to memorize because of writing and how to read differently, are the methods used by teachers who are less interested in students and others. In teaching English vocabulary, there are many methods we can use, one of which is the method of mnemonic keywords.

The keyword method is a technique (mnemonics) commonly used to learn vocabulary words. It takes unfamiliar information and makes it more meaningful and concrete and thus

easier to remember. With this method will make it easier for students to memorize new vocabulary.

According to Jack C. Richards and Willy A. Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that the first thing we have to learn English is we have to master the vocabulary, because with vocabulary we can learn language skill easier and if we lack vocabulary will face a lot of problems.

According to Oxford English Dictionary, vocabulary is all the words that a person knows or use: all the words in a language, list of words with their meanings, esp. In a book for learning a foreign language. Vocabulary is the collection of the word that individual knows, Hatch and Brown define vocabulary as a list or set words for a particular list or set of the word that individual speakers of language might use.

a. Reading Vocabulary

This vocabulary refers to the words the people recognize when reading any text because reading is the activity of perception, analysis, and interpreted by the reader to get messages to be conveyed by the author in the media writing. People can read and understand many words. But do not use them in speaking vocabulary. Vocabulary grows with reading.

b. Listening Vocabulary

These types of vocabulary refer to the word people can hear and understand. Starting. A person's listening vocabulary is all the word he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues, such as tone, gestures, discussion, and the social context of the conversation.

c. Writing Vocabulary

A person's writing vocabulary is all the words he or she can make used to express ideas in writing. Contrary to the previous two vocabulary types, the writing vocabulary is inspired and prompted by its user. Word is used in various forms of writing, from formal essays to social media feeds. Many written words rarely appear in speech.

d. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. It is likely to be a subset of the listening vocabulary. Because of the natural mode of the speaking vocabulary, the word is often misused. This misuse-through slight and unintentional—may be balanced by facial expression, tone of voice, or hand gestures and other pair lingual features.

1. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become proficient in using, to gain complete knowledge through understanding. Vocabulary mastery is competence in knowing words and meaning. Nation proposes the following list of the different knowledge that a person must master in order to know a word are:

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word

In this study the writer only includes two points from the eight points above, namely the meaning of the word and the written form of the word.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

Kozarenko says that mnemonic derived from the Greek word “Mnemonic” which means the art of memorization. Mnemonics are techniques or devices, either verbal or visual, that serves to improve the storage of new information, and the recall of information in memory. A mnemonic device is a trick of memory, which is often called just mnemonic. It means a special trick as a linking tool of mental for entering the formation items into students’ mind system.

A mnemonic device is things that help you remember something. They work by creating a link in your memory between a word and its definition through another associated

image, phrase, or sound (or smell, but we don't have any good examples for those). Mnemonic: this is a trick to help retrieve items or rules that are sutured in memory and that are not yet automatically retrievable. The most well-attested memory technique is the keyword technique.

Mnemonic devices have been classified differently by different scholars. Thompson in Amiryousefi and Ketabi's journal arranges mnemonics technique into five classes; they are linguistics, spatial, visual, physical response and verbal methods. Types the most popular of mnemonic device, among others are:

a. Rhyme

Rhyme is a poem that comprises word and term which have to be remembered by student. The poem will have a good effect if it is given not and can be sung. The learned of kindergarten song that comprise morality messages as an example.

b. Acronym and Acrostic

Acronym is wording whose individual letter can represent elements in the list information. For example, **NATO** : **N**orth **A**tlantic **T**reaty **O**rganization. Acrostic is sentencing whose first letters represent to be remembered information. For example, **R**ichars of **Y**ork **G**ained **B**attle **I**n **V**ain – the visible spectrum in sequential order: **R**ed – **O**range – **Y**ellow – **G**reen – **B**lue – **I**ndigo – **V**iolet.

c. Peg-word system

Peg-word system is a mnemonic technique which uses the components that have been mastered before. The mnemonic peg system, invented by Henry Herdson is a memory aid that works by creating mental associations between two concrete objects in a one-to-one fashion that will later apply to to-be-remembered information.

d. Method of loci

Word loci itself is plural form of "locus" that meaning place A variation of the "method of loci" involves creating imaginary locations (houses, palaces, roads, and cities) to which the same procedure is applied. It is accepted that there is a greater cost involved in the initial setup, but thereafter the performance is in line with the standard loci method.

e. Keyword Method

Raugh and Atkinson define the keyword method as associations between an acoustic similarity of an English keyword to a foreign word and the visual association of the English keyword to the English definition of the foreign word. The keyword mnemonics

Strategy was developed by Atkinson and was simplified by Levin as recording, relating, and retrieving. In recording, the student changes the word to a well-known, similar-sounding word. This word is the keyword. This table of word list that comprise unsure as following example:

Table 1 Mnemonic Technique in Presenting Vocabulary

Words	Phonetic	Keyword (Mnemonic)	Meaning
Accept	æksépt	Asep	Menerima
Adult	ədólt	Adul	Orang Dewasa
Direct	dərəkt	Derek	Langsung
Deny	dəný	Deni	Menyangkal
Enchant	enčánt	Encan	Memikat
Enact	enák	Enak	Memerankan
Engine	énjən	Enjing	Mesin
Towel	táwəl	Toel	Handuk
Unjust	ənjést	Anjas	Tidak adil

From the example above, it explains that words; adult, astute, enact, engine, and deny more have similarity in form. Meanwhile, words; accept, direct, enchant, towel, and unjust have similarity in sound. Next, in the relating stage, the student visualized and draws a picture that symbolizes the keyword. Finally, in the retrieving stage, the student hears the target word, thinks of the keyword, and visualizes the picture and retrieves the meaning of the target word.

Mnemonic is memorizing something with help. It may be an abbreviation, an assumption with an object, or "linking" (remembering something based on a relationship to something else), besides Mnemonic is a technique for remembering information that is very difficult to recall. There are three basic principles when using mnemonic, i.e. imagination, association, and location. By integrating all three, you can use these three principles to build a powerful memory mnemonic system.

Effectiveness shows up how far the achievement of a goal that we have determined. This is under the notion of effectiveness according to Hidayat, which explains that Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater percentage of targets achieved, the higher the effectiveness. The understanding of effectiveness according to Prasetyo Budi Saksono, effectiveness is how much the output attachment level is achieved with the expected output of some inputs.

From definitions above, it can be conclude that effectiveness is a measurement of how far the target (quality, quantity and time) have been achieved. It can be matched in learning of how far the learning objectives can be achieved with the achievement of quantity, quality and time. In learning activities context need to consider effectiveness means how far the objectives have been achieved as expected.

Method

This research design applied to a quasi-experimental design that would use two classes, the experiment class, and the control class. This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pre-test and post-test scores.

The instrument of this research is a vocabulary test which is applied in pre-test and post-test. The pre-test was to being used to find out the students' before vocabulary before giving the treatment. While, post-test was to being used to measure the students' vocabulary after being given treatment, to know the effectiveness of the mnemonic keyword method in improving students' vocabulary mastery.

Discussion

The data were collected from students; pre-test and post-test in two classes. experimental class and control class, in which VII.2 as the experimental class and VII.4 as the control class. As the explanation in chapter III, the experimental class was taught vocabulary by using the mnemonic keyword method, and the control class was not. The result of the data can be described as:

Table 2. The score pre-test and post-test of the experimental class

No	Name	Pre-Test		Post-Test	
		Correct Answer	Score	Correct Answer	Score
1	AF	14	28	22	44
2	AS	40	80	46	92
3	HK	22	44	28	56
4	GN	30	60	28	84
5	NBA	40	80	42	84
6	HN	16	32	28	56
7	MJM	36	72	46	92
8	AN	36	72	48	96
9	FK	22	44	42	56
10	SR	32	64	48	96

11	TH	16	32	28	56
12	AF	32	64	42	84
13	SY	28	56	46	92
14	HT	40	80	48	96
15	AA	14	28	22	44
16	NH	36	72	44	88
17	YT	30	60	40	80
18	YM	32	64	42	84
19	RS	28	56	34	68
20	NS	36	72	48	96
21	KA	40	80	48	96
22	MH	20	40	25	50
23	RW	28	56	44	88
24	FM	30	60	40	80
25	NW	20	40	32	64
Total			1436	Total	1922
Mean			57,44	Mean	76,88

Table above has shown that the lowest pretest value of the experimental class is 28 and the highest pretest value is 80 with an average value of 57.44. While the lowest posttest is 44 and the highest posttest is 96 with an average value of 76.88. From the results of the assessment above, the value of the experimental class students can be classified

Table 3. Classification, Frequency and Percentage Score of the experimental class

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	4	16	16%	64%
2	Good	66-79	4	1	16%	4%
3	Fair	56-65	9	5	36%	20%
4	Poor	40-55	4	3	16%	12%
5	Very Poor	0-39	4	0	16%	0%
Total			25		100%	

Table above has shown that in the experimental class pre-test, four students got a very good score, four students got a good score, nine students got fair scores, four students got a poor score and four students got a very poor score. Whereas in the post-test there were sixteen there were four students who got a very good score, one student got a good score, five students got a fair score, three students got a poor score and none of the students got a very poor score.

Table 4. The score pre-test and post-test of the control class.

No	Name	Pre-Test		Post-Test	
		Correct Answer	Score	Correct Answer	Score
1	HAM	14	28	22	44
2	AN	40	80	46	92
3	RH	22	44	28	56
4	RE	30	60	40	80
5	MF	40	80	42	84
6	RR	16	32	28	56
7	UV	36	72	46	92
8	NFZ	36	72	40	80
9	NH	22	44	28	56
10	AA	32	64	48	96
11	MN	16	32	28	56
12	AF	36	72	40	80
13	IM	28	56	30	60
14	AR	40	80	42	84
15	AP	14	28	28	56
16	MAJ	36	72	44	88
17	AWR	30	60	36	72
18	CM	32	64	40	80
19	NR	28	56	30	60
20	PO	36	72	48	96
21	AT	40	80	46	92
22	AH	20	40	22	44
23	MFR	32	64	44	88
24	MA	30	60	36	72
25	MDM	20	40	28	56
Total			1452	Total	1820
Mean			58,08	Mean	72,8

Table above has shown that the lowest pretest value of the experimental class is 28 and the highest pretest value is 80 with an average value of 58.08. While the lowest posttest is 44 and the highest posttest is 96 with an average value of 72,8. From the results of the assessment above, the value of the experimental class students can be classified:

Table 5. Classification, Frequency and Percentage Score of the control class

No	Classification	Scores	Frequency		Percentage	
			Pretest	Posttest	Pretest	Posttest
1	Very Good	80-100	4	13	16%	52%
2	Good	66-79	5	2	20%	8%
3	Fair	56-65	8	8	32%	32%
4	Poor	40-55	4	2	16%	8%
5	Very Poor	0-39	4	0	16%	0%
Total			25		100%	

Table above has shown that in the experimental class pre-test, four students got a very good score, five students got a good score, eight students got fair scores, four students got a poor score and four students got a very poor score. Whereas in the post-test, there were thirteen students who got a very good score, two students got a good score, eight students got a fair score, two students got a poor score and none of the students got a very poor score.

Table 6. The result of T-Test Value and T-table

No	Class	T-Test	T-Table
1	Experimental Class	13,05	1,711
2	Control Class	9,03	1,711

The table above shows that t-test value of the experimental class and control class was greater than t-table, it means that the experimental class that used mnemonic keyword method in teaching vocabulary and in control class that didn't use mnemonic keyword method in teaching vocabulary, equally improving students' vocabulary mastery. But the increase in the experimental class was greater than the control class.

Mnemonic keyword method in improving the students' vocabulary mastery was a success. The writer got a result from this research that through mnemonic keyword method gave influence for the students in memorize word. As explained in data collection writing test was administered twice on the pretest and the posttest. From the finding shows that the mean score of the posttest was higher than the mean score of pretest in experimental class, it concluded that using the mnemonic keyword method improved students' vocabulary mastery.

Conclusion

The data analysis of this research shows that the use of the mnemonic keyword method can improve students' vocabulary mastery. It is shown in the difference in learning a result between the pretest and the posttest in the experimental class it was seen the mean

score of the pretest and mean score of the posttest. The mean score of the posttest was higher than the mean score of pretest

Based on the result of finding and discussion shows that t-test value of the experimental class was greater than the t-test value of control class, it means that mnemonic keyword method was better and more effective in improving students vocabulary mastery than the teacher's usual method. Also, the data analysis of this research shows that there was a significant difference between the experimental class and the control class, it was seen on t-test and t-table. The t-test value was higher than the t-table value. It means that teaching vocabulary by using the mnemonic keyword method could improve the students' vocabulary mastery in the first year SMP Negeri 12 Parepare.

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