

## **EFEKTIFITAS PENGGUNAAN MNEMONIK TERHADAP PRESTASI BELAJAR KOSAKATA SISWA**

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### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengajaran kosakata dengan menggunakan teknik mnemonik efektif dalam pengajaran kosakata bagi siswa kelas sembilan yang dididik di SMP N 2 Ketanggungan selama tahun ajaran 2023/2024. Hipotesis penelitian yang dihasilkan dirumuskan dalam konteks tinjauan teoritis dan kerangka teori terkait: Pada tahun ajaran 2023/2024, siswa kelas sembilan SMP N 2 Ketanggungan diajari kosakata secara efektif menggunakan teknik mnemonik. Populasi penelitian adalah seluruh siswa peserta SMP N 2 kelas IX semester I tahun pelajaran 2023/2024. Sebanyak 164 orang terdaftar sebagai pelajar. Lima puluh siswa dipilih untuk sampel penelitian menggunakan cluster random sampling. Peneliti membagi siswa menjadi dua kelompok: kelompok I, kelompok eksperimen yang terdiri dari 25 siswa yang mendapat pembelajaran menggunakan teknik mnemonik, dan kelompok II, kelompok kontrol tanpa pembelajaran teknik mnemonik. Penelitian ini menggunakan tes pilihan ganda sebagai instrumennya. Pada pre-test dan post-test disajikan empat puluh soal pilihan ganda. Hasil uji-t menunjukkan perbedaan yang signifikan secara statistik antara kinerja kelompok kontrol (64,64), yang lebih rendah dibandingkan skor posttest kelompok eksperimen sebesar 78,92. Mengidentifikasi tingkat signifikansi (dua sisi) kurang dari 0,000 < 0,05 Berdasarkan hasil data, hipotesis awal (H0): Teknik Mnemonic tidak memberikan pengaruh positif terhadap pengajaran kosakata (ditolak), sedangkan hipotesis alternatif (H1) : Teknik Mnemonic memberikan efek positif pada pengajaran kosakata (diterima). Hal ini menunjukkan bahwa pada bidang akademik 2023/2024, teknik mnemonik dapat meningkatkan kosakata siswa kelas IX SMP N 2 Ketanggungan. Kemudian, peneliti mengusulkan agar guru bahasa Inggris menggunakan teknik ini untuk meningkatkan kosakata bahasa Inggris siswa SMP.

**Kata Kunci** : Teknik Mnemonik, Pengajaran Kosakata.

## **THE EFFECTIVENESS OF USING MNEMONIC TECHNIQUE ON LEARNING STUDENTS VOCABULARY ACHIEVEMENT**

### **Abstract**

*The objective of this study is to determine whether vocabulary instruction utilizing the mnemonic technique is effective on learning vocabulary for ninth-grade learners educated at SMP N 2 Ketanggungan during the academic year 2023/2024. The resulting research hypothesis is formulated in the context of the theoretical review and related theoretical framework: In the 2023/2024 academic year, SMP N 2 Ketanggungan ninth graders are effectively instructed in vocabulary using the mnemonic techniques. The population consisted of all students who participated in SMP N 2, class IX, in the first semester of the academic year 2023/2024. A total of 164 people registered as students. Fifty students were selected for the research sample using cluster random sampling. Researchers divided the students into two groups: group I, the experimental group consisting of 25 students who received instructions using mnemonic techniques, and group II, the control group without mnemonic technique instruction. The research used a multiple-choice examination as the instrument. On the pre-test and post-test, forty multiple-choice questions were presented. The t-test results indicated a statistically significant differential between the performance of the control group (64.64), which was lower than the experimental group's posttest score of 78.92. Identifying a significance level (two-tailed) less than 0.000 < 0.05 In light of the data results, the initial hypothesis (H0) : Mnemonic Technique does not give positive effect on learning vocabulary (rejected), while the alternative hypothesis (H1) : Mnemonic Technique gives positive effect on learning vocabulary (accepted). This suggests that in the academic*

*field of 2023/2024, mnemonic techniques can improve the vocabulary of ninth-grade students at SMP N 2 Ketanggungan. Then, the researcher proposed that English teachers use this technique in order to improve the English vocabulary of junior high student*

**Key Words :** *Mnemonic Technique, Learning of Vocabulary.*

## 1. INTRODUCTION

Language is used to communicate ideas clearly, thus vocabulary is required to express it. In addition to other components such as grammar, vocabulary is a crucial component of language acquisition, particularly when learning and teaching English. Vocabulary Achievement is a component of language learning that can facilitate students' comprehension of the language's four fundamental abilities. The four language skills, including reading, writing, listening, and speaking, are aided by vocabulary development. (Sulistianingsih et al., 2019)

Lucy Widiyaningsih & Sofian Hadi, 2021 state that pointed out vocabulary is more than just a list of words in the target language. According to the that definition, it can be concluded that vocabulary is closely related to grammar. Most student of SMPN 2 Ketanggungan find some problems in mastering vocabulary, such as spelling, writing, limited sources of information about words, and complexity of word knowledge. Based on my observations, these problems are influenced by many factors, such as facilitators, teaching methods, learning media, ineffective teaching methods, and many others, all of which contribute to their low motivation for vocabulary acquisition. To overcome students' negative feelings, the teacher must create a pleasant and relaxed learning and teaching environment. Teaching vocabulary is the process to make words simple to memorize and familiar to students. Thus, they are able to deduce the meaning of words based on their context. The teacher of English may use various methods and techniques. The purpose of using various methods of instruction is to make the lesson easier for students to learn and understand. In one definition, (Neil R Carlson, 1992) describes mnemonic method as a memory technique that aids humans in recalling information.

This information and explanation stimulated the author's interest in using the mnemonic technique to instruct ninth-grade students in vocabulary. Afterward, the author decides to conduct an experimental study titled "The Effectiveness of using Mnemonic Technique on Learning Students Vocabulary Achievement." It is an experiment that took place in SMP N 2 Ketanggungan during the 2023–2024 academic year.

## 2. RESEARCH METHODOLOGY

### Research Approach

The researcher used quantitative methods in this study, researchers employed experimental research methods in this study,

### Time and Place of Research

1 December 2023-15 January 2024 in SMP Negeri 2 Ketanggungan

### Research Subject

The population of this study were class IX students of SMPN 2 Ketanggungan for the 2023/2024 academic year. The total class IX was 6 classes (IXA to IXF). 164 students make up the population of this study. This writer used cluster random sampling to find research samples for this study.

### Procedur.

In this research, the researcher used true-experimental design with Two Group Pre-test and Post-Test. It consist of experimental and control classes.

### Data, Instrument, and Data Collecting Technique

In this research, the writer used test as a data collecting technique to gain the information. The writer used pre-test and post-test to collect information from students. The collection of data began with a pre-test given to both groups, the control class and the experimental class. It seeks to found out the level of a student's vocabulary acquisition before applying the mnemonic technique. The writer next used the mnemonic technique in the classroom activities of the experimental class and the vocabulary materials of the control class. After receiving the treatment, either the control and experimental groups completed a post-test. The purpose of this study is to find out the significance of the effect of mnemonic technique on student vocabulary mastery. The pre- and post-test findings of the control and experimental group were analyzed and calculated using statistical analysis.

### Data Analysis Technique

The present study used a t-test and statistical analyses of normality, homogeneity, and normality to find out the impact of using the mnemonic technique in data analysis. The statistical tests were done in this order: first, a test for normality; then, a test for homogeneity; and finally, a t-test to see if there was a difference between the control and experimental classes' pre- and post-test scores. The analysis was

conducted using the SPSS 26 programme. Normality Test, Homogeneity Test, The T-Test.

### **3. RESEARCH RESULT AND DISCUSSION**

The statistical analysis revealed that the experimental group had a standard deviation of 64.64 in learning outcomes compared to its average academic achievement of 78.92 (t-test conducted with SPSS). This indicates that, on average, the experimental group achieved better learning outcomes than the control group. Consequently, it can be hypothesised that there actually exists a significant difference in the learning outcomes between the experimental group and the control group. The big difference in learning outcomes scores between the experimental group and the control group can be seen as significant (Sig. (2-tailed) = 0.000, which means 0.05) based on the t-test decision-making on the independent test table.

The analysis above shows that the research findings reject the initial hypothesis (H0) and support the alternative hypothesis (H1), indicating that the application of mnemonic techniques does not benefit the increase of students' vocabulary. Accept H1 which states that the use of mnemonic techniques has a beneficial impact on increasing students' vocabulary. This results in an average increase in learning outcomes when using mnemonic techniques compared to traditional approaches because these techniques encourage students to be more engaged and resistant to learning boredom.

Researchers can conclude that the mnemonic technique approach has an impact on the success of increasing students' vocabulary based on the data above. It is known that students in the experimental class performed better than students in the control class. Based on the results of initial tests given before therapy began, both groups started at approximately the same level. Students taught using mnemonic techniques and students taught using traditional methods vary greatly in how they apply mnemonic techniques. The experimental group and control group were the two groups that received learning. The experimental group students received instruction using mnemonic techniques, while the control group received instruction using more traditional methods. In this study, the researcher conducted four 45-minute sessions in which he taught experimental and control courses. This study found wide variations in the use of mnemonic techniques. The following will be explained as follows:

First, the experimental class showed greater and better improvement compared to the control class. The post-test average after being given certain treatments shows a change. The average score for the experimental class was 78.92 and 64.64 for the control class. This shows that students in the control class were not able to obtain higher results, those in the experimental class fulfilled the completeness requirements (KKM). Students in the experimental class achieved higher results as they were taught using mnemonic techniques. In the experimental class, most students were able to improve their grades. Second, traditional techniques that always prioritize the instructor or teacher are changed to placing students at the center when using mnemonic techniques. Researchers used mnemonic techniques to help students develop a better vocabulary. By using this technique, students can concentrate on organizing knowledge so that it becomes significant. Mnemonic techniques make learning and teaching more interactive and are very helpful in helping students acquire reliable knowledge. This information is easily accessible to students. In the traditional approach, students pay exclusive attention to the teaching style.

The third conclusion of this study is that children can understand vocabulary. Understanding the material is challenging for many students due to factors such as limited vocabulary, lack of interest, inexperience, and others. They cannot fully understand the material. Through the implementation of this technique, learners can improve their understanding of the subject matter presented in the textbook and its practical implications.

Calculation data, as explained before, indicates a significant difference between students in class IX of SMP N 2 Ketanggungan who are instructed using mnemonic techniques and those who are instructed using conventional methods.

### **4. CONCLUSION**

This research project is of an exploratory nature. The researcher identified significant effects in two groups, such as the experimental class and the control class, using quantitative techniques and numerical statistics. In this chapter, the researcher presents a definitive conclusion about the research conducted at SMP N 2 Ketanggungan. With the goal of improving memory, researchers anticipate that students learning English will need mnemonic techniques to improve their vocabulary.

After examining the information in the preceding chapter, the researcher came to the following conclusion:

1. Class IX students of SMP N 2 Ketanggungan are making progress in their efforts to improve their English vocabulary by using mnemonic techniques. Understanding vocabulary, especially descriptive text, has improved somewhat. One student is actively involved in the learning process because he knows the meaning of what he is reading, and many other students read and translate the material quickly. The scores of experimental class students were higher than those of control group students. The average post-test score for the experimental group was 78.92. The average post-test score of the control group was 64.64. It is clear that the increase in the average score of the experimental class is greater than that of the control group.
2. Mnemonic techniques have quite a big impact on vocabulary increasing students'. In other words, the use of mnemonic techniques produces improved results and has a positive effect on increasing students' understanding of learning English.
3. Students can increase their self-confidence by using mnemonic techniques. Students are able to participate actively, relate new ideas to those they already understand, and pay attention. This approach can be applied to a wide range of subjects, extending beyond English classes. This shows increased student engagement and the development of understanding.

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