

**THE USE OF MNEMONIC TECHNIQUE IN INCREASING STUDENTS'
ENGLISH VOCABULARY MASTERY AT THE TENTH GRADE
STUDENTS OF SMKS MUHAMMADIYAH MARAWOLA**



A THESIS

Submitted as One of Partial Fulfillment for the Requirements of the Degree of Sarjana (S1) at English Tadris Study Program Faculty of Tarbiyah and Teacher Training Datokarama State Islamic University (UIN) Palu

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2023

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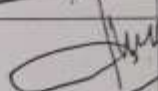
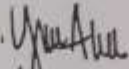


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HALAMAN PENGESAHAN SKRIPSI

Skripsi Saudari Ummul Husnul Auliya NIM: 17.1.16.0018 dengan judul **The Use Of Mnemonic Technique In Increasing Students' English Vocabulary Mastery At The Tenth Grade Students Of Smks Muhammadiyah Marawola**, yang telah dimunaqasyahkan oleh Dewan Penguji Universitas Islam Negeri (UIN) Datokarama Palu pada hari Senin, 09 Agustus 2021 M, yang bertepatan dengan tanggal 30 Dzulhijjah 1442 H, dipandang bahwa skripsi tersebut telah memenuhi kriteria penulisan karya ilmiah, dan dapat diterima sebagai persyaratan guna memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) dengan beberapa perbaikan.

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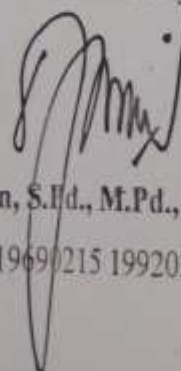
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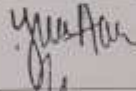


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A Thesis by Ummul Husnul Auliya NIM 17.1.16.0018 entitled "The Use Of Mnemonic Technique In Increasing Students' English Vocabulary Mastery At The Tenth Grade Students Of Smks Muhammadiyah Marawola", which has been tested in front of examiners of Faculty Tarbiyah and Teacher Training (FTIK) Datokarama State Islamic University (UIN Datokarama) Palu on August 09th, 2021. It can be seen that thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor degree of education (S.Pd.) in English Tadris Study Program (TBJ) with some improvements.

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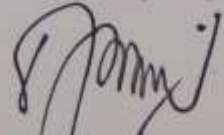
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The Skripsi entitled "**The Use of Mnemonic Technique in Increasing Students' English Vocabulary Mastery at the Tenth Grade Students of SMKS Muhammadiyah Marawola**" by student Ummul Husnul Auliya, Nim: 17.1.16.0018, student of English Tadris Study Program (TBI) Faculty of Tarbiyah and Teacher Training, State Institute for Islamic Studies (IAIN) Palu, after thoroughly researching and criticizing the concerned skripsi, then each supervisor views that Skripsi has fulfilled the scientific requirements and can be submitted for the seminar.

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The researcher,

UMMUL HUSNUL AULIYA

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ABSTRACT

Name : Ummul Husnul Auliya
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Title : The Use of Mnemonic Technique in Increasing Students' English Vocabulary Mastery at the Tenth Grade Students of SMKS Muhammadiyah Marawola

Vocabulary is one of the most important elements in a language that must be mastered. One of difficulties in learning English is the lack of vocabulary. Lack of vocabulary mastery greatly affects language skills; listening skill, speaking skill, reading skill, and writing skill. Difficulties can also arise because the students do not understand meaning of words. Therefore, many techniques are used to improve vocabulary mastery well. One of the techniques that can be used is Mnemonic. Based on the research background, the researcher formulates the problem as follow, "How effective is Mnemonic Technique to increase vocabulary mastery of the tenth grade students of SMKS Muhammadiyah Marawola?". The objective of this research was to find out how the use of Mnemonic Technique can be effective to improve vocabulary mastery of students at the tenth grade of SMKS Muhammadiyah Marawola. The hypothetical formulation based on the previous explanation is (1) the students at the tenth grade of SMKS Muhammadiyah are being responsive in teaching and learning process by using Mnemonic Technique, (2) the students at the tenth grade of SMKS Muhammadiyah are more creative in finding their own way to remind previous vocabularies, (3) the students at the tenth grade of SMKS Muhammadiyah are more synthesis in understanding the meaning of words to increase their vocabulary mastery. This research was conducted as a Classroom Action Research and the research subject is tenth grade students' of SMKS Muhammadiyah Marawola. The data is collected by using field notes, observational sheets, and test (pre-post test).

Mnemonic Technique is easy-to-use and effective technique to help the students to improve their memory. One way of applying Mnemonic Technique is to use acrostic technique. It is a technique of practicing memory by using sentences. In the form of Classroom Action Research, there were four steps in each cycle: planning, action, observation, and reflection. The cycle was done in two cycles. In this research, The researcher gave a pre-test and post-test. The achievement of students by applying Mnemonic Technique can be seen from the comparison between the mean score of pre-test and post-test in cycle I and cycle II. In cycle I, the mean of pre-test score was 65.87 and increased in the mean of post-test score which was 73.87. In the cycle II, the mean of post-test score improved which was 89.87. In cycle I, only 75% students could reach the target of passing grade, and when the researcher continued to the cycle II, 87.5% students could reach the target of passing grade. Based on the data explained previously, it can be concluded that the use of Mnemonic Technique can improve students'

vocabulary mastery at the seventh grade students of SMKS Muhammadiyah Marawola. By using Mnemonic Technique, students can be more responsive in joining teaching and learning process, creative, and synthesis with the result that their achievement is increased.

Keywords: *Mnemonic Technique, Vocabulary Mastery, Classroom Action Research*

CHAPTER I

INTRODUCTION

A. Background

In learning English, there are several skills that must be learned and mastered. Generally, there are four elements or abilities learned in English, namely Writing Skill, Reading Skill, Listening Skill, and Speaking Skill. These four skills are usually referred to as "macro-skills". These skills are the first to be learned in learning English. The components or supporting elements of "macro-skills" are Vocabulary, Grammar, and Pronunciation which are commonly referred to as "micro-skills". These are elements that support the success in mastering the four skills. What will be discussed next is one of the elements or supporting components that is vocabulary.

Vocabulary is one of the most important elements in a language that must be mastered. Lack of vocabulary mastery greatly affects language skills, both in English and other languages because the four skills that must be mastered in English involve using vocabulary in their learning.

In general, one of the difficulty in learning English is the lack of vocabulary. However, difficulties can also arise because the students do not understand meaning of the word. Although English language learning has been learned since Junior High School even Elementary School, students still find it difficult to learn particularly mastering the four skills, for example in mastering Speaking Skill. Speaking is an ability that requires a lot of vocabulary, but

students are unable to speak because they are confused in choosing the right vocabulary that will be used in speaking.

The researcher has conducted an interview and discussion with principal and English teacher at SMKS Muhammadiyah Marawola about students' abilities and activities in learning English. From these activities, the researcher found several problems that affect students' English learning outcomes, especially at the tenth grade students of SMKS Muhammadiyah Marawola.

Another result of interview with English teacher at SMKs Muhammadiyah Marawola showed that one of weakness of the students in mastering English was the lack of vocabulary mastery. Therefore, it is the teacher's job to find a solution to student's difficulties. One of solutions is to use techniques that match the students' needs. One of techniques that can be used is Mnemonic.

Mnemonic Technique is easy-to-use and effective technique to help the students to improve their memory. This technique is not only applicable in vocabulary material, but also in all skills in learning English. In learning English vocabulary, students can solve the problem of vocabulary easily and pleasantly by using this technique. The use of this technique is to help to repeat the new information obtained by students, so as to strengthen the mastery of their vocabulary.

According to Mastropieri & Scruggs, Mnemonic Technique refers to direction or learning designed specifically to improve memory, especially words.¹ This technique uses words that sound like the first language as keyword. It is used as a clue for the new vocabulary given. This way is called acoustic link. In its implementation, the technique uses more image media because many words that are difficult to visualize.

One way of applying Mnemonic Technique is to use acrostic technique. It is a technique of practicing memory by using sentences. For example, when we are going to remember or memorize a long sentence which is quite difficult to remember, for example the phrase "World Health Organization". So, to make it easier to remember and memorize the phrase, we can use the first letter of each word in the phrase accompanied by an illustration image such as *W (by image of the earth) + H (by image or health symbol) + O (by image of a group of people) = WHO*. When we are familiar with those words, and see the letter, word, and image that related, indirectly we will remember the phrase that we already know. When looking at the letter "W" or looking at the image of the earth, we will remember the word "World".

As happened at SMKS Muhammadiyah Marawola, English teacher still use old method and technique by asking students to translate sentences and use English when teaching where students' abilities are still under average. So that students become bored and less interested in English.

¹ Intan Susana, *Enhancing For Vocabulary Mastery Through Mnemonic Keyword Method To The University Students*, Journal(Blitar: PGRI STKIP 2017).2

For these reasons, the researcher was interested in solving this problem. The researcher applied this technique in the form of appropriate actions to improve students' English language skills in the process of teaching and learning English at the tenth grade students of SMKS Muhammadiyah Marawola.

B. Problem Formulation

The problem that was researched and discussed was about teaching technique because this problem could impact on students' learning outcomes. In its completion, the researcher discussed with English teacher and suggested one of teaching techniques, namely Mnemonic Technique. The researcher explained the description of how to apply this technique, and got the approval. The researcher applied this technique in the form of appropriate actions to improve students' English vocabulary mastery in the process of teaching and learning English at the tenth grade students of SMKS Muhammadiyah Marawola.

Based on the background and identification of the problem above, the problem is formulated as follow:

How effective is Mnemonic Technique to increase vocabulary mastery of the tenth grade students of SMKS Muhammadiyah Marawola?

C. Scope of the Study

To avoid the overlapping discussion, the researcher limits the problem that was researched and discussed to only about Technique of Mnemonic.

D. Objectives of the Research

1. Research Objectives

The objective of this research was to find out how the use of Mnemonic Technique can be effective to increase vocabulary mastery of students at the tenth grade of SMKS Muhammadiyah Marawola.

2. Benefits of The Research

The benefits of the research are divided into two namely:

a) Theoretical Benefits

Theoretically, this research can be used as a reference source for further researches on the use of Mnemonic Technique to improve mastery of students' vocabulary.

b) Practical Benefits

The results of this study are expected to be used as information in:

- 1) Developing insight and understanding of various teaching techniques.
- 2) Helping and being used as a reference in the teaching and learning process to improve students' abilities.

E. Definition of Key Terms

To avoid the confusion in understanding the title of this thesis proposal, there are several words that need to be explained clearly.

1. Mnemonic Technique

Mnemonic is one of the strategies to improve memory that involves the process of teaching students to connect newly acquired information with the already known.² The modern Encyclopedia mentions that mnemonic is an art in memorization in the form of a collection of methods and techniques in simplifying the process of memorization and helps in increasing the volume of memory by creating artificial associations.³ Artificial associations in this case are comparisons of two different things that are deliberately equated in the form of sounds, etc.

2. Vocabulary Mastery

Vocabulary mastery is an ability in processing and using the right word whether in communication or making sentences.

F. Research Hypothesis

Hypothesis is a temporary answers to a problem that still requires further research. The hypothetical formulation based on the previous explanation is as follows:

1. The students at the tenth grade of SMKS Muhammdiyah are being responsive in teaching and learning process by using Mnemonic Technique.

² Mohammad Amiryousefi and Saeed Ketabi, *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*, Journal (Iran : Department of English 2011).179

³ Nia Lestari, *The Use Of Mnemonic Technique To Increase Students' Vocabulary Mastery (A Classroom Action Research at The Eight Grade Students of SMPN 2 Banyubiru in The Academic Year 2016/2017)*, (Salatiga:IAIN Salatiga 2016),7.

2. The students at the tenth grade of SMKS Muhammdiyah are more creative in finding their own way to remind previous vocabularies.

3. The students at the tenth grade of SMKS Muhammdiyah are more synthesis in understanding the meaning of words to increase their vocabulary mastery.

G. Content Outlines

As an overview of the contents of this thesis, it is necessary to put forward the outlines of the contents of the thesis proposal that aim to be the initial information on the problem that is examined. The skripsi consists of five chapters and each chapter consists of several sub-chapters.

Chapter I, the introduction includes background, problem formulation, scope of the study, objectives of the research, definition of key terms, research hypothesis and content outlines.

Chapter II, theoretical framework which consists of previous studies, vocabulary mastery, and Mnemonic Technique.

Chapter III, research methodology consists of research design, research location, research subject, technique of data collection, technique of data analysis, success indicators, research procedure.

Chapter IV, data analysis consists of the description of research result, score of students achievements, and discussion.

Chapter V, closure consists of conclusion and suggestions.

CHAPTER II

THEORITICAL FRAMEWORK

A. Previous Studies

The previous studies discuss the issues regarding the use of Mnemonic Technique to improve students' vocabulary mastery by other researchers with different subject and object. Some of previous studies that be referred by the researcher include:

Firstly, the research conducted by Nia Lestari entitled "The Use of Mnemonic Technique to Increase Students' Vocabulary Mastery (A classroom action research at the eighth grade students' of SMPN 2 Banyubiru in the academic year of 2016/2017)" discussed the use of Mnemonic Technique to improve mastery of students' vocabulary by Class Action Research method. The study took thirty samples from the eighth grade at SMPN 2 Banyubiru. The result of the study showed that the use of Mnemonic Technique was not only succeeded in improving the ability to master the students' vocabulary, but also succeeded in several other aspects, namely the students' attitude to the subject matter and students' learning outcomes seen from the grades that experienced significant changes. The improvement of vocabulary mastery by students based on the result of the study can be seen from the percentage of the result of the first session, in which 59% of the students who reached the target followed by the second session with a percentage result of 93% of students were able to reach the target. As for

their attitudes, there have been some positive progress in favor of vocabulary mastery.⁴

Secondly, the research of Jeffrey P Bakken entitled "Mnemonic Strategies: Helping Students with Intellectual and Developmental Disabilities Remember Important Information" about utilizing Mnemonic Strategies to remember new and unfamiliar material by using Audio-Lingual method to students especially intellectual and developmental disabilities. The study took the population from secondary and college level student. The result showed that Mnemonic Strategies help to make it easier to remember more concrete information.⁵ From both of previous studies discussed, the researcher concluded that this present research was conducted to try to re-test variables from previous researches. This present has specific rules compared to the previous one.

B. Vocabulary Mastery

1. Definition of Vocabulary and Vocabulary Mastery

Vocabulary is a set of words in a language that is usually developed and serves as a useful and fundamental tool for communication to gain knowledge. Vocabulary can be defined, roughly, as the words we teach in the foreign

⁴ Nia Lestari. *The Use of Mnemonic Technique to Increase Students' Vocabulary Mastery (A Classroom Action Research at the eighth grade students' oof SMPN 2 Banyubiru in academic year of 2016/2017*. Skripsi (Salatiga: IAIN Salatiga 2016).

⁵ Jeffrey P Bakken. *Mnemonic Strategies: Helping Students with Intellectual and Developmental Disabilities Remember Important Information*. Vol 2 Issue 2. Global Journal of Intellectual & Develomental Disablities (Peoria: Bradley University 2017).

language.⁶ Difficulty in learning vocabulary is generally due to the meaning of the word changing from the real meaning depending on accompanying sentence. Because, when people think about a word, they tend to think about the word meaning. According to Carlo, word knowledge involves spelling, pronunciation, morphology, syntax, and depth of meaning.⁷ Therefore, vocabulary learning is not only focused on memorizing each word, but the meaning of each word in each sentence. According to Kamil and Heibert that a better understanding of the vocabulary meaning, it would produce a better understanding on the whole meaning of the text.⁸

According to Wilkin in Mothe "Without grammar very little can be expressed, without vocabulary nothing can be expressed". At the same time, according to Holden, one of the greatest aspects of language learning both foreign and local, especially in the context of EFL is the storage and retrieval of vocabulary.⁹ Vocabulary is crucial to be mastered to express our ideas and to understand what other people say. According to Hornby, the mastery of vocabulary is complete knowledge or complete skill. While Susanto and Fazlinda define vocabulary mastery refers to the great skill in processing words of a

⁶ Penny Ur, *A Course In Language Teaching: Practice and Theory* (New York: Cambridge University Press 1996), 60.

⁷ Megan Hunt And Jay Feng, *Improving Vocabulary of English Language Learners Through Direct Vocabulary Instruction*, International Journal (Washington, D.C : Chinese American Educational Research And Development 2016), 4.

⁸ Mohammad Reza Ahmadi, PhD., *Improving Vocabulary Learning In Foreign Language Learning Through Reciprocal Teaching Strategy*, International Journal of Learning and Development (Malaysia: USM 2012), 188.

⁹ Haniatul Ummah, *The Effect Of Mnemonic Keyword Method On Students' Vocabulary Mastery Viewed From Students' Creativity*, Journal (Surakarta: UNISMUH Surakarta 2018), 1-2.

language and plays an important role in the four skills.¹⁰ According to the definitions discussed, it can be concluded that vocabulary is a set of words that become part of the communication process as well as in language learning. While vocabulary mastery is the ability or skill in processing and using words in languages and sentences with the appropriate meaning.

2. Vocabulary Types

From point of view of mastering, vocabulary is divided into two types:

a. Receptive Vocabulary

Receptive vocabulary is known and understood its meaning by learners when reading text or listening to the text. According to Webb's study, receptive vocabulary is the ability to recognize the form of a word and to define or to find a synonym for it.¹¹ According to Nagy, Anderson, and Herman, learning the receptive vocabulary is usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only.¹²

¹⁰ Alpino Susanto, *The Teaching Of Vocabulary: A Perspective*, Journal KATA (Malaysia: Universiti Tun Hussein 2017), 185.

¹¹ Hua Zhong, *Learning a Word: From Receptive to Productive Vocabulary Use*, ASIAN Journal (Australia: The University of Sydney 2006), 119.

¹² Zunita Mohammad Maskor And Harun Baharudin, *Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?*, International Journal of Academic Research in Business and Social Science (Malaysia: National University of Malaysia 2016), 263-264.

b. Productive Vocabulary

According to Webb, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which are understood by others or to pass on the word as in the original learners' language.¹³ It means in productive vocabulary knowledge, the learners know and recognize the meaning of words and able to speak and write.

The relation between receptive and productive vocabulary knowledge is in the process of learning words, where vocabulary learning will not be effective if it is done in one way, either only receptively or productively. For example, the ability to identify and recognize in written form then convey the meaning by using the right words.

3. Aspects of Teaching and Learning Vocabulary

Some experts have differences in dividing aspects that must be considered in teaching and learning vocabulary. According to Gairns and Redman, there are several aspects in teaching vocabulary that need to be taken, there are boundaries between conceptual meaning, polysemy, homonymy, homophony, synonym, affective meaning, style, register and dialect, translation, and pronunciation.¹⁴

¹³ *Ibid*, 264.

¹⁴ Rohmatillah, A Study On Students' Difficulties In Learning Vocabulary, Journal (Lampung: IAIN Raden Intan Lampung), 74.

- a. Boundaries: In the teaching vocabulary, it is necessary to note the separation of words that have a relation or almost equal meaning.¹⁵ Examples:

Cup Mug Glass

Amazing Awesome

Large Big Great

etc.

- b. Polysemy: According to Geeraerts, polysemy is identified using definitional test and/or ambiguity test. This test is designed to distinguish polysemous relations from vague relations, on the one hand, and from a monosemic form, on the other.¹⁶ The result showed that polysemy has different concept for functions of a form. Examples:

Court (trial,field) : - I like this *court* because I can get many experinces in this *court*.

People play football in this *court*..

Foot (location,foot) : - The plantation is at the *foot* of the hill.

One of her shoes felt too tight for her *foot*.

¹⁵ Siti Fatimah,dkk., *The Effect Of Using L1 In EFL Teaching on Secondary School Students' Vocabulary Achievement*, International Conference on Education and Technology Journal (Indonesia: Mulawarman University 2017), 150-151.

¹⁶ Dylan Glynn and Justyna A. Robinson, *Corpus Methods for Semantics: Quantitative Studies in Polysemy and Synonymy* (Amsterdam: John Benjamins Publishing Company 2014), 9.

- c. Homonymy: According to Aristotle's that homonyms have the same name, but not the same account of being.¹⁷ Homonym is two words that have a similar sound but different meaning. Examples,

See - Sea,

Now - Know,

For - Four,

etc.

- d. Homophony: Homophone is a word that is pronounced the same as another (a "sound-alike" or an aural/oral echo) but which differs in spelling and meaning.¹⁸ Examples, *cite, sight, and site, etc.*

- e. Synonymy: According to Lyons, any two lexemes were considered synonymous if replacing one lexeme with the other did not change the 'truth semantic' meaning of the phrase.¹⁹ Examples,

Charming = Charismatic,

Difficult = Hard,

Goal = Objective,

Kind = Type, etc.

¹⁷ Christopher Shields, *Order in Multiplicity: Homonymy in Philosophy of Aristotle* (New York: Oxford University Press 1999), 12.

¹⁸ James B. Hobbs, *Homophones and Homographs An American Dictionary* (North Carolina: McFarland & Company, Inc Publishers 1930), 3.

¹⁹ Dylan Glynn and Justyna A. Robinson, *Ibid*, 10

- f. Affective meaning: is differentiating denotation and connotation that include attitudinal and emotional of speakers or sociocultural situations.
- g. Style register : In teaching vocabulary, it is necessary to note the different levels of formalities, the influence of context and topics in each dialect.
- h. Translation: Translation is the comprehension and subsequent production of the words that communicate same messages in another language.²⁰
- i. Pronunciation: According to Fraser, teachers should be provided with course and materials that help them improve their pronunciation instruction.²¹

According to Lado in Mardianawati, there are some aspects in learning vocabulary that can be learned by students, they are the meaning of the word, spelling, pronunciation, word classes, word use.²²

a. Meaning of the word

When the teacher conveys the student about meaning, the teacher must explain that a word may have more than one meaning when used in a different context. For example, according to Britton, a further analysis of the most frequent 100 words in the Kucera and Francis Word List revealed a much higher percentage: 93% of these words were reported have more than one meaning.²³ To

²⁰ Surjeet Singh Warwal, *Translation Process and Problem of Translation in Wolrd Classics*, An International Multidisciplinary Research e-Journal (India: Dr. Hari Singh Gour Central University 2014), 125.

²¹ Abbas Pourhosein G., *English Pronunciation Instruction: A literature Review*, International Journal of Research in English Education (Iran: Islamic Azad University 2016), 1.

²² Siti Fatimah, dkk., *Ibid*, 151

²³ Meral Ozturk, *Multiple Menaing in the EFL Lexicon*, International Journal of Curriculum and Instruction (Turkey: Uludag University 2017), 3.

discover the meaning of the words, teachers can use ways such as guided discovery and use a dictionary.

b. Spelling

Spelling is very important in vocabulary learning. Spelling is very helpful in mastering four skills, especially reading skills, generally found in spelling and writing pronunciation. According to Daniel Morris “Orthographic or spelling knowledge is the engine that drives efficient reading as well as efficient meeting”.²⁴

c. Pronunciation

According to Dalton and Seidlhofer, pronunciation is defined as the production of sound in two senses. First, sound is used as part of a code of particular language. Second, sound is used to achieve meaning in the context. According to Kelly, pronunciation is the ability for using the correct stress, rhythm, and intonation of the word in speaking.²⁵ From those perspectives, it can be concluded that pronunciation is the way to produce sound that is used in communication or language.

d. Word classes

Word classes based on their functional categories are called parts of speech, which include nouns, verbs, adjectives, and adverbs. In addition in major

²⁴ Mohamed Ismail Fouzul Kareema, English Spelling and Its Difficult Nature, Journal(Sri Langka: SEUSL 2015), 1.

²⁵ Handayani, Teaching English Pronunciation Using Film, Journal of English and Education (Indonesia University of Education 2017), 195.

classes there are pronouns, conjunction, prepositions. Word classification depends on their function in communication.²⁶

- 1) Noun: noun refers to a person, place or thing. Example: ring, ball, Everest Mountain, water, sugar, etc.
- 2) Verbs: verbs are words that denote action. Example: eat, sleep, open, close, take, run, etc.
- 3) Adjectives: adjectives are used to highlight qualities or attributes. Example: clean, dirty, soft, large, heavy, light, dark, etc.
- 4) Adverbs: adverbs are similar to adjectives in many ways although they typically assign attributes to verb, to clauses, or to entire sentences rather than to nouns. Example: now, yesterday, tomorrow, clearly, softly, since, etc.
- 5) Pronouns: pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that we are about to mention. Such as: I, you, we, they, he, she, it, him, her, his, our, us, them, myself, etc.
- 6) Conjunctions: conjunctions are usually used as a connector of clauses. Example: I'm listening to the music and Lisa is studying mathematic.

I was cleaning my room when my mom was coming. etc.

²⁶ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education* (England: Cambridge University Press 1995), 218.

- 7) Preposition: prepositions are all those words that help locate items and actions in time and space. In this sense, they much share with adverbs.

Examples:

The cat is in the box.

The ball is under the chair.

The bird is flying above the tree.

The book is on the table.

e. Word use

Choosing the "right" word used in a sentence is required to recognize the context that is used in communication. Choosing the right word to match the meaning that you intend is enough challenging and need many process. As we know, some words in English have the same meaning as others. However, the use of the word should be corresponded to the context. There are many mistakes in the selection of the most correct word of a few words that have some meaning. For example, word "*Pretty*" and "*Beautiful*". "*Pretty*" is used in informal communication and the impression that is given is not as good as the word "*beautiful*", etc.

4. Problems in Improving Vocabulary Mastery

There are several problems or difficulties faced by students in improving vocabulary mastery. Some of them are:

a. Differences in Linguistic Patterns

In vocabulary mastery, differences in linguistic patterns become one of the difficulties of students in mastering vocabulary. English spelling patterns are inconsistent and are not always a reliable guide to pronunciation.²⁷ In this case, mother tongue that has different patterns with English including alphabet and pronunciation will be more difficult in learning English vocabulary.

b. Collocation and Connotation

According to Robins, collocation is the habitual of association of a word in a language with other particular words in sentences. According to Halliday and Hassan, collocation is a means of cohesion; the co-occurrence of lexical items that are in some way or other typically associated with one another, because they tend to occur in similar environments.²⁸

While according to M.H. Abraham, “..... connotation is the range of secondary or associated significations and feelings which it commonly suggests or implies.....”²⁹. Connotation plays a vital role in almost every type of communication and it is a word of association and implications that goes beyond the literal meaning. Many words carry connotations of approval or disapproval, disgust, or delight. Examples of connotation pair are:

²⁷ Paulette Dale and Lilian Poms, *English Pronunciation Made Simple* (New York: Longman 2005), 3.

²⁸ Manfu Duan and Xiaohui Qin, *Collocation in English Teaching and Learning*, Theory and Practice in Language Studies Journal (Finlandia: 2012), 1891.

²⁹ Prof.V.Chandra Sekhar Rao, *A brief of Words Used In Denotation and Connotation*, Journal for Research Schoolar and Professionals of English Language Teaching (Hyberabad: SITECH 2017), 3.

Positive	Negative
<i>Mom</i>	<i>Mother</i>
<i>Confident</i>	<i>Cocky</i>
<i>Chef</i>	<i>Cook</i>
<i>Plagiarizer</i>	<i>Cheater, etc.</i>

c. Spelling and Pronunciation

Spelling and pronunciation of vocabulary is a common problem in vocabulary mastery, especially when it comes to speaking. Structures and pattern in vocabulary can cause confusion for students. For example:

Spelling	Pronunciation
<i>Class</i>	<i>/kla:s/</i>
<i>Clay</i>	<i>/Klei/</i>
<i>Clean</i>	<i>/kli:n/</i>
<i>Clerk</i>	<i>/klɜrk/</i>
Etc.	

C. Mnemonic Technique

1. Basic Types of Memory

Memory storage takes an important role in the process of implementing Mnemonic Technique. In memory storage, there are two types of memory, namely short-term memory and long-term memory. The temporary nature of short-term memory serves as a place to stop information before it is passed on long-term memory.³⁰ While long-term memory contains information that has been retained through repetition in short-term memory.³¹

2. Definition of Mnemonic Technique

According to Elizabeth, Mnemonic Technique comes from the Greek "Mnemon" which means "Mindfulness" and is commonly referred to as a mnemonic device that help capture information in an easy way and able to remember something important.³² At the same time, Suharman defines that Mnemonic is a strategy learned with the aim at optimizing memory performance with repetition.³³

It is important to understand and emphasize that Mnemonic Technique is used to improve memory ability in remembering rather than in designing to

³⁰ Romi Anshorullah, *Efektivitas Metode Mnemonik Dalam Meningkatkan Daya Ingat Siswa Pada Mata Pelajaran Sejarah Di MTs Persiapan Negeri Kota Batu*. Skripsi (Malang: UIN Malang 2008)., 26

³¹ Magna Bhinnety, *Struktur dan Proses Memori*. Journal (UGM),, 74

³² Sujarwo,S.Pd.M.Pd, *Using Mnemonic Technique In Improving Vocabulary Achievement of The Twelfth Grade Student*. Journal (Makassar: STKIP Mega Rezky).,3

³³ Romi Anshorullah., *Ibid*. 32.

improve complicity. From some of the opinions that have been described before, it can be concluded that Mnemonic Techniques utilize memory.

3. The Use of Mnemonic in Vocabulary Teaching Learning Process

According to Mastropieri and Scruggs, Mnemonic instruction uses memory devices that may help students learn a significant amount of information as well as increase long-term retention and Mnemonic may assist with both storage and retrieval of information.³⁴ This persepective is supported by Berkeley and Scruggs, Mnemonic instruction has been empirically validated as a technique that can enhance students' learning since 1973.

In learning vocabulary process, according to Levin, Mnemonic instruction can be very effective to use for students who have problems in remembering information given in which there are many subject area concepts to be learned. Students are often unfamiliar with the content, and the information is often complex.³⁵ Mnemonic is one of the effective way to learn the vocabulary. At the same time, according to Swanson, interventions using Mnemonic instruction have produced some of the largest instructional gains recorded in the special education literature.³⁶

4. Types of Mnemonic

³⁴ Jacqueline Lubin and Edward A.Polloway, *Mnemonic Instruction in Science and Social Studies for Students with Learning Problems: A Review*, Learning Disabilities:A Contemporary Journal 14(Lynchburg College 2016), 1.

³⁵ *Ibid*, 2

³⁶ Frederick Brigham, Focus on Mnemonic Instruction, (offline) available at https://www.researchgate.net/publication/230689286_Mnemonic_instruction

There are many types of Mnemonic device. Some of them are most popular, namely:

a. Rhyme

Rhyme is a repetition of similar sounds in two or more words. Rhyming is particularly common in many types of poetry, especially at the ends of lines, and is requirement in formal verse. Example:

“rough” and “cough”,

“two” and “too”,

“bawl” and “bowl”, etc.

b. Acronym

According to Bauer in Danks, acronym is the taking of the initial letter of a title or phrase into a word.³⁷ Example:

FYI = For Your Information

UNICEF = United Nations Children

WHO = World Health Organization

COVID = Corona Virus Disease

etc.

³⁷ Rio Rini Diah Moehkardi, *Patterns And Meaning Of English Words Through Word Formation Processes of Acronym, Clipping, Compound, And Blending Found In Internet-Based Media.*, Humaniora Journal(Universitas Gajah Mada 2016)., 326

c. Peg-word system

Peg-word system is aid for memory that involves correlating words with numbers to create the mental association between items with associated number that have been remembered.³⁸ Example:

Shoe > *Two*

Tree > *Three*

Door > *Four*

Hive > *Five*

Sticks > *Six*

Etc.

d. Loci Method

The method of loci is a Mnemonic device that relies on spatial relationship between “loci”(location on a familiar route) to arrange and recollect memorial content.³⁹ The method of loci strengthens the Mnemonic Technique to stimulate the memory to repeat the vocabulary they want to reproduce. Example, we would like to remember the list of shopping. Then we can remember the things that we

³⁸ Jeannette L. Nolen, *Mnemonic Memory Aid*, (online) available at <http://www.britanica.com/topic/mnemonic>

³⁹ Ayisha Qureshi,dkk., *The method of Loci as a Mnemonic Device to Facilitate learning in Endocrinology Leads to Improvement in Student Perfomance as Measured by Assessment*, Article in AJP Advances in Physiology Education (Islamad: 2014), 140.

want to buy and try to imagine the route start from the kitchen door and rounding the kitchen to remember anything that is missing.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted as a Classroom Action Research. Classroom Action Research is research that aims to develop new skills, new strategies, or new approaches to solving problems with direct implementation in the classroom.⁴⁰ McTaggart in Hanurawan says that action research is a step or real evidence in finding solutions and improving understanding of the environment.⁴¹ Classroom Action Research is another name of Applied Research. Applied Research refers to finding a solution for specific, practical problem faced by an individual, society or an industrial or business organization.⁴²

B. Research Location

The location of the research is at SMKS Muhammadiyah Marawola located on Jln. Dahlia No. 33 Binangga Village, Marawola, Sigi District, Central Sulawesi. This school is located in the middle of the village. There are two buildings for classrooms, two buildings for the headmaster, teachers, and other staff, and one building for the library and storage shed. While other buildings are still under construction. The researcher was interested to do the research in that school to find out the difficulties of learning English in rural environment.

⁴⁰ Mahmud & Tedi Priatna, *Penelitian Tindakan Kelas : Teori dan Praktik* (Bandung : KDT 2008),11.

⁴¹ *Ibid.*,12

⁴² Dr Shanti Bhushan Mishra and Dr. Shasi Alok, *Handbook of Research Methodology: A Compendium for Scholars and Researcher* (New Delhi: Educreation Publishing 2011), 3.

C. Research Subject

The subject of this research was the tenth grade students of SMKS Muhammadiyah Marawola. Since the design of the research was classroom action research, then the researcher decided to choose one class only to be observed. The tenth grade observed was the class X AP majoring in office administration. The number of students in class X AP was 18 students consisting of 5 males and 11 females.

D. Technique of Data Collection

In this research, the researcher used two approaches in collecting data, namely qualitative and quantitative approaches. Data collected through qualitative approach were obtained from observation. While the data derived from quantitative approach were gained from written test results as one of the instruments of data collection. Written test included pre-test and post-test consisting of pre-test and post-test result scores. The following are data collection techniques that researcher performed.

1. Test

The test was used to evaluate students' learning outcomes before and after the research cycle. The test included pre-test and post-test. The pre-test was carried out in the first cycle. Pre-test aims to see students' learning outcomes before Mnemonic Technique was applied in learning process, while post-test was carried out in the first and second cycles, after the Mnemonic Technique was applied in learning. The results of the test were used as data in the research.

2. Observation

Observation is an effort to observe and document things that happen during the action.⁴³ It is important to observe the model of class setting and students' interaction during the learning process. The observation included students' participation and interest, students' difficulties, and class situation. Data from the observations were used as inputs in reflection. Reflection is an effort in reviewing something that happened or not, or results that have been successful or have not been successfully completed from the corrective actions that have been done. In the observation activity, the researcher used observation sheet to record the result of observation. Here under is the observation sheet used:

⁴³ Suryana, *Metodologi Penelitian: Model Praktis Penelitian Kuantitatif dan Kualitatif* (UPI 2010), 47.

Table 3.1**Observation Sheet**

No.	Statement	Yes	No
1	Teacher prepared the material		
2	Teacher prepared media		
3	Teacher could adapt with the situation of the class		
4	Teacher explained the material well		
5	Teacher was able to use the media well		
6	Teacher asked the students' difficulties		
7	Students paid attention to the teacher explanation		
8	Students understood the material		
9	Students paid attention and understood the new technique		
10	Teacher prepared an evaluation after the lesson		
11	Teacher was being friendly to the students		
12	Students were active during the learning process		
13	Students were brave to ask and answer		
14	Students memorized the new vocabularies		

15	Students answered the evaluation correctly		
16	Students were noisy during the lesson		
17	Students got bored during the lesson		

3. Field notes

Field notes are very useful for the researcher as an intermediary tool that researcher sees, hears, and feels in order to collect data. Field notes is compiled after observation. This was to facilitate the preparation of report because the data obtained was easily forgotten by the researcher.

E. Technique of Data Analysis

To analyze the learning process, the researcher examined the results of notes and field observations as well as conduct tests at the beginning and end of the cycle. After obtaining the results of the tests conducted at the beginning and at the end, the researcher compared the increase of students based on the results of both tests to see the progression of the improvement of the students' vocabulary whether it was increased or not.

The researcher used quantitative analysis using statistical techniques to find out the progress that have been done in the research. The following statistical techniques to be used are:

1. Mean⁴⁴

Mean is a formula to know the average of student test results. The formula is:

$$M = \frac{\sum Xi}{N}$$

M = Mean of the students' score

$\sum Xi$ = Sum of students' scores

N = Total of students

2. Target success percentage

The formula is :

$$X = \frac{f}{N} \times 100$$

X = Target percentage

f = Total of students who could reach the passing grade

N = total of students

F. Success Indicators

Success indicator is a criterion used to see the level of success of Classroom Action Research activities on the problem that researched in the teaching and learning process and the results can be clearly measured. The

⁴⁴ Dr.Kadir,M.Pd. Statistika (Jakarta: Rosemata Sampurna 2010).32

indicators of the success of this study were students and teacher. The following were success indicators in this Classroom Action Research:

1. Students, include:
 - a. Test : The average value of the daily test results.
 - b. Observation : Responses and activeness of students in learning process.
2. Teacher
 - a. Documentation : Students' attendance list
 - b. Observation : Observations' result, management class.

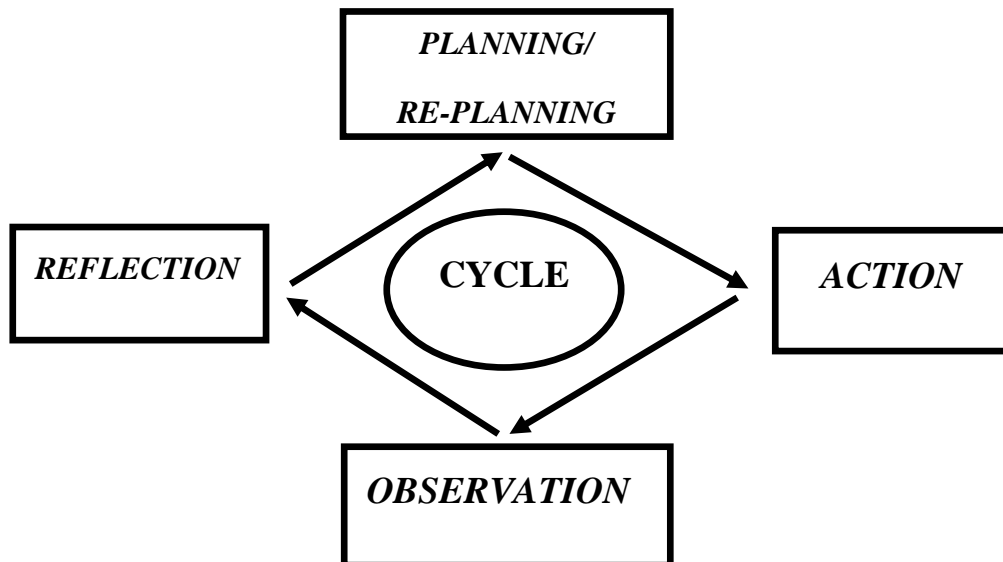
This research was carried out in a minimum of two cycles. The cycles would be stopped if the reflection at the end of the cycle showed the increase from the previous cycle. The researcher used KKM in the school which was 70. If 80% of students have reached 70 or ≥ 70 , then the result of learning using Mnemonic Technique has been optimal.

G. Research Procedure

According to the type of the research selected, namely *Action Research*, then this research used research design by Kemmis and Mc Taggart. Each cycle

includes *planning, action, observation, and reflection*. The following is the form of action research design by Kemmis and Mc Taggart:⁴⁵

Figure 3.1



Cycle I

1. Planning

Some things that need to be prepared are:

- a) Preparing materials and creating lesson plan

⁴⁵ Stephen Kemmis and Robin McTaggart Rhonda Nixon, *The action Research Planner: Doing Critical Participatory Action Research* (New York: Springer 2014), 19.

- b) Designing about what to do while teaching
- c) Preparing students' assessment sheets
- d) Preparing observation sheets
- e) Setting up appropriate learning media

2. Action

The implementation of learning is based on the lesson plan that has been prepared and procedure.

3. Observation

Observation activities were carried out during the teaching and learning process taking place in the classroom. In observation, the researcher paid attention to the attitudes and interests of students when the material was being given. During observation, the researcher:

- a. Prepared notes on what to observe, then the observations were more structured.
- b. Set up the field notes.
- c. Participated in activities carried out by subjects observed in the classroom during the learning process, in order to directly observe the process experienced by the subjects.

4. Reflection

In this step, the data obtained from the results of observations were collected and analyzed. Based on the results of the data, the researcher could reflect on the activities that have been carried out. This research is successful if fill up the following requirements:

- a. 75% of students are able to remember and retell the previous material.
- b. 75% of students are able to explain the previous material.
- c. $\geq 75\%$ of students are active in doing the assignments.

Cycle II

1. Planning

The researcher made a lesson plan based on the result of reflection in the previous cycle.

2. Action

The researcher applied the Mnemonic Technique in learning process based on lesson plan.

3. Observation

The researcher and collaborator did the observation during the researcher applied the Mnemonic Technique.

4. Reflection

The researcher did the reflection on the second cycle and analyzed to make a conclusion of applying Mnemonic Technique.

CHAPTER IV

DATA ANALYSIS

A. The Description of Research Result

In this chapter, the researcher analyzed the data collected and obtained from the teaching and learning process to the students of the tenth grade of SMKS Muhammadiyah Marawola. The purpose of the analysis is to measure the increase in students' vocabulary mastery by using Mnemonic Technique. This research consisted of two cycles.

1. Cycle I

a. Planning

The first activity in this research was planning. The activities were:

- 1) Made the lesson plan and prepared the material about recount text.
- 2) Prepared the attendance list of students.
- 3) Prepared the media of teaching.
- 4) Prepared observation sheet and field notes.
- 5) Prepared test (pre-test and post test).

b. The implementation of the action

The first meeting was conducted on Saturday, February 20th 2021. The researcher entered the class X AP and introduced herself and what the purpose of being in SMKS Muhammadiyah Marawola.

Researcher : *Okay bismillah, assalamu 'alaikum Wr.Wb.*

Students : *Wa'alaikumussalam Wr. Wb.*

Researcher : *Good morning, Everyone.*

Students : *Morning Ma'am.*

Researcher : *Sebelumnya Ma'am ucapkan terima kasih untuk yang sempat hadir hari ini, perkenalkan my name is Ummul Husnul Auliya, boleh dipanggil mam ummul. ma'am mahasiswa Tadris Bahasa Inggris dari IAIN Palu yang akan mengambil alih pembelajaran bahasa inggris untuk beberapa pertemuan kedepan, sekaligus melakukan penelitian. Kalian siap?*

Students : *Yes Ma'am.*

Researcher : *Alright, thank you, before we start the class, I'd like to check your attendance list.*

After cheking the attendance list, the researcher shared the material module to the students, and asked about recount text.

Researcher : *Today, we are going to study about recount text, anyone remember, what is recount text? Ada yang ingat apa itu recount*

text? (the researcher repeated the question in bahasa to help students and used more bahasa than English).

Students : Tidak ada mam.

Researcher : okay, recount text is the text which retells events or experiences in the past. Recount text adalah cerita atau bacaan yang menceritakan kejadian atau pengalaman yang sudah terjadi atau di masa lampau.

The researcher explained about recount text, generic recount text, and kinds of recount text. The researcher gave the example of recount text entitled “ A busy day”. After explained the material, the researcher gave a pre-test, which was asking the students to make a story. During the students did the pre-test, the researcher went around the class to make observation and check the students’ work. Most of them had difficulty in understanding the meaning of vocabularies. After the students finished the pre-test, the researcher closed the first meeting.

The second meeting was conducted on Monday, February 22th 2021. The researcher entered the class at 08.45 AM and started the class by greeting and asking the students’ condition.

Researcher : *Bismillah, assalamu’alaikum wr.wb*

Students : *Wa’alaikumussalam wr.wb.*

Researcher : *How are you today?*

Students : *Fine, Ma'am.*

Researcher : *Alhamdulillah. Okay, last week I gave you a pre-test and today I'd like to share your result and we will discuss it. Jadi, minggu lalu Ma'am sudah berikan pre-test dan hari ini Ma'am akan bagikan hasilnya, setelah itu kita bahas bersama-sama.*

Students : *Okay Ma'am.*

Researcher : *Before that, Ma'am check attendance list lebih dulu, anyone absent today? Ada yang tidak hadir hari ini?*

Students : *Dua orang Ma'am,*

Researcher : *It's okay, let's start our class.*

After checking the attendance list, the researcher shared the students' pre-test result. Most of them were still confused and did not understand about the material before. So, the researcher did not give a new material but review the previous material about definition of recount text, generic of recount text, and kinds of recount text. Because time was over, the researcher closed the class and continued the discussion in the next meeting.

The third meeting was conducted on Wednesday, February 24th 2021. Like the last meeting, the researcher opened the class by greeting and asking the students' condition. In the third meeting, the total of present students was twelve of eighteen students only. Most of them could not come to the school because it was raining.

Researcher : *Good morning, Students?*

Students : *Morning, Ma'am.*

Researcher : *Okay, terima kasih untuk yang sempat hadir hari ini, how are you?*

Students : *Good, Ma'am.*

Researcher : *Okay, Ma'am check dulu attendance list, karena ada beberapa dari kalian yang sempat izin dan ada yang tidak.*

Students : *Ok, Ma'am.*

After checking the attendance list, the researcher continued to explain the previous material. After explaining material and students already understood, the researcher explained about Mnemonic Technique to help them to remember, to memorize, and to reuse the material especially in vocabulary, because vocabulary really relates to make a recount text. Therefore, the researcher gave examples of using Mnemonic Technique. The students were confused about this new technique. The researcher gave a short simple recount text. The researcher asked the students to translate the text without using dictionary and asked them to write the difficult vocabulary. For the difficult vocabulary, they had to find the meaning in Bahasa, then memorize and remember it by using Mnemonics Technique. The students made some sentences from those vocabularies based on their imagination.

After the students understood about Mnemonics Technique, the researcher gave the post-test for cycle I. The researcher asked the students to collect their test result when they were finished. Before the researcher closed the class, the researcher gave them some vocabularies to memorize and make sentences while for the students who did not come still did the post-test by online (sending by using private WhatsApp).

c. Observation

In the first meeting of cycle I, the students seemed unusual to follow the lesson. Because this was their first time to join the study in the class since they entered the high school and after online learning for a long time. The students had to adapt and build the new atmosphere with the new teacher. The students got difficult enough when the researcher gave a pre-test directly.

In the second meeting of cycle I, some of them were getting used to the new learning situation and seemed happy to join the class. The students gave attention more to the explanation about previous material. The researcher found that the students find it difficult to understand the material because they never and did not remember about recount text taught in Junior High School. It could be seen when the researcher had to repeat the material more than twice.

In the third meeting of cycle I, some students followed the learning process enthusiastically while the others were bored. The researcher found that students felt bored because the learning process was done almost every day. But

most of them already understood about the material even the students still had difficulty in the meaning of the words. The researcher decided to continue to the next cycle.

The researcher observed the teaching and learning process by observational checklist below:

Table 4.1

Observational Checklist of Cycle I

No.	Statement	Yes	No
1	Teacher prepared the material	√	
2	Teacher prepared media	√	
3	Teacher could adapt with the situation of the class	√	
4	Teacher explained the material well	√	
5	Teacher was able to use the media well	√	
6	Teacher asked the students' difficulties	√	
7	Students paid attention to the teacher explanation	√	
8	Students understood the material	√	
9	Students paid attention and understood the new technique	√	

10	Teacher prepared an evaluation after the lesson	√	
11	Teacher was being friendly to the students	√	
12	Students were active during the learning process		√
13	Students were brave to ask and answer		√
14	Students memorized the new vocabularies	√	
15	Students answered the evaluation correctly		√
16	Students were noisy during the lesson		√
17	Students got bored during the lesson	√	

d. Reflection

By analyzing the result of the cycle I, the researcher found that students able to understand the material by giving explanation more than once because students did not have strong English basic from Junior High School, especially in understanding the meaning of the words. Another problem that the researcher found and wrote on the field note was students got bored which caused by English class everyday. This decision was given from the school for this research that using Classroom Action Research by face to face can be finished sooner. Due to the fact that the situation was still in covid-19 pandemic. Mnemonic Technique was only used to solve students' difficulties in vocabulary. Therefore, the researcher decided to use other strategies to solve students' boredom.

The passing grade (KKM) was 70 and the target passing grade was 80%, but only 37.5% of students could reach the target. Therefore, the researcher decided to continue to the cycle II.

2. Cycle II

a. Re-planning

The re-planning in the cycle II was based on the result and reflection of the cycle I, they are:

- 1) Made the lesson plan and prepared the material about characteristic of recount text (simple past tense).
- 2) Prepared the teaching media.
- 3) Prepared observation sheet and field notes.
- 4) Prepared the test (post-test).

b. The implementation of the action

The fourth meeting was conducted on Thursday, February 25th 2021. The researcher entered the class at 09.00 AM. The class was noisy when the researcher came. Such as the previous meeting, the researcher started the class by greeting and asking students' condition.

Researcher : *Assalamu'alaikum wr.wb. Good morning!*

Students : *Wa'alaikumussalam wr.wb. Morning Ma'am!*

Researcher : *How are you today?*

Students : *Fine, Ma'am.*

Researcher : *Ok. Seperti biasa, I'd like to check your attendance list.*

Students : *Yes, Ma'am!*

Researcher : *Well, yesterday we were still discuss about recount text and studied the new technique, anyone remember what technique was it? Kemarin kita masih membahas tentang recount text, dan juga mempelajari teknik baru dalam menghafal kosakata, ada yang ingat teknik apa namanya?*

Students : *Teknik Mnemonik Ma'am.*

Researcher : *Good, jadi hari ini Ma'am masih akan menggunakan teknik mnemonic di materi yang berbeda tentang salah satu karakteristik atau pola dari recount text yaitu simple past tense.*

In the fourth meeting, after checking the attendance list, the researcher shared the material and explained it. During the learning, the researcher changed the management of class to solve the students' boredom and make students more enjoyed the lesson. The researcher also used humorous strategy sometimes to make students more cheerful. The researcher retold about Mnemonic Technique because some students did not come in the previous meeting. After the students understood about Mnemonic Technique, the researcher explained the new material about simple past tense. Because time was over, before the researcher

closed the class, the researcher gave the students a text and asked the students to find out the verb II then made it into the sentences and memorized it by using Mnemonic Technique. Most of students used Rhyme and Acronym among other types of Mnemonic technique.

The fifth meeting was conducted on Saturday, February 27th 2021. The researcher started the class at 09.00 AM. Such as the previous meeting, the researcher opened the class by greeting and asking students' condition.

Researcher : *Good morning, Student.,*

Students : *Morning Ma'am.*

Researcher : *How are you today?*

Students : *We are fine,*

Researcher : *Ok. Well, in the end of previous meeting, ada tugas yang Ma'am berikan dan dihafalkan, have you finished it? Sudah dikerjakan?*

Students : *Sudah Ma'am,*

Researcher : *Good. Because today, I'd like to give you a game that still relate with Mnemonic Technique. Jadi, hari ini Ma'am akan berikan sebuah game yang masih berhubungan dengan teknik mnemonic dan tugas kalian, ready? Siap?*

Students : *Siap, ready, Ma'am.*

Before the researcher applied the game, the researcher checked the attendance list of students. In the fifth meeting, 80% of students were present. After checking the attendance list, the researcher started the game about Mnemonic Technique to make students enjoyed the lesson.

1. First was, the researcher asked the students to close their books and wrote a text from their assignment that was not complete. There were some verbs that should be filled.

2. Second was, the researcher asked the students to fill them based on the meaning in the brackets, for example: the teacher(mengajar) science last morning.

During the lesson, the researcher sometimes used humorous strategy to make students enjoy the lesson and were not bashful to answer. After the game finished, the researcher discussed the students' answer before closing the class, and most of them answered correctly.

The sixth meeting was conducted on Monday, March 01th 2021. The researcher entered the class at 08.45 AM. As usual, the researcher opened the class by greeting and asking students' condition then checked their attendance list. In the sixth meeting, the researcher reviewed the first material until the last. After reviewing, the researcher asked the students one by one to memorize the vocabularies that were already given. After that, the researcher gave a post-test and asked to collect it when they were finished.

c. Observation

In the cycle II, while the researcher used Mnemonic Technique in the class, the researcher also changed the management of class to solve students' bored and students' interest in learning. By changing the management of class, students enjoyed the class than before. Most of the students understood about the material and could finish the assignment well. The use of game about Mnemonic Technique in teaching and learning process made the students more understood about Mnemonic Technique and easier to memorize the new vocabularies and the meaning. Beside that, the researcher added the use of humorous strategy to make class more interest and keep students being cheerful. According to Freud, the purpose of humorous strategy is to provide pleasure and bring out things that were previously hidden.⁴⁶. After analyzing the result of the cycle II, the researcher found that the Use of Mnemonic Technique could improve students' vocabulary mastery. The researcher decided that cycle II was the last meeting.

The researcher observed the teaching and learning process of the cycle II by observational checklist below:

⁴⁶ Supriyadi. *Penerapan Strategi Pembelajaran Menyenangkan Dengan Humor Dalam Meningkatkan Motivasi Belajar Siswa Kelas X Di SMA Sultan Mahmud Badaruddin Palembang*. Skripsi (Palembang: UIN Raden Fatah 2017),30.

Table 4.2
Observational Checklist of Cycle II

No.	Statement	Yes	No
1	Teacher prepared the material	√	
2	Teacher prepared media	√	
3	Teacher could adapt with the situation of the class	√	
4	Teacher explained the material well	√	
5	Teacher was able to use the media well	√	
6	Teacher asked the students' difficulties	√	
7	Students paid attention to the teacher explanation	√	
8	Students understood the material	√	
9	Students paid attention and understood the new technique	√	
10	Teacher prepared an evaluation after the lesson	√	
11	Teacher was being friendly to the students	√	
12	Students were active during the learning process	√	
13	Students were brave to ask and answer	√	
14	Students memorized the new vocabularies	√	

15	Students answered the evaluation correctly	√	
16	Students were noisy during the lesson		√
17	Students got bored during the lesson		√

d. Reflection

By analyzing the result of cycle II, the researcher found that students were more active and enthusiastically in learning even the researcher still had to explain the material more than once. Based on the result of the field notes, the researcher found that the use of game of Mnemonic Technique and combined to humorous strategy could solve students' boredom and also could motivate the students and improve their mastery of vocabulary. Furthermore, students' boredom and interest can be solved by changing management of classroom and playing game, while students' vocabulary mastery also increased by using Mnemonic Technique based on their imagination.

The passing grade (KKM) was 70 and the target was 80%. 83.3% of students could pass the passing grade. So, the researcher stopped the research until cycle II.

B. Score of Students Achievements

1. Score of cycle I

a. The result of pre-test and post test of cycle I

Table 4.3**Score of pre-test and post-test of cycle I**

No	Name of students	Score of pre-test	Score of post-test
1	FNA	70	80
2	JFO	70	85
3	RA	60	68
4	SY	70	80
5	SRK	60	70
6	YKF	80	85
7	HYI	60	70
8	WA	50	65
9	MFN	65	69
10	RWD	70	77
11	TNT	68	75
12	SPT	68	75
13	RLN	65	70
14	IDW	-	-
15	ULS	-	-
16	TTN	75	75
17	OFN	68	70
18	EJK	55	68
Total		1054	1182

Note : Two students who did not have values of pre-test and post-test result because they never came to the school, and information from other students that they stopped since three months ago but their name still included in the class. So, the researcher only included sixteen students.

b. Mean Calculation

$$M = \frac{\sum Xi}{N}$$

M = Mean of the students' score

$\sum Xi$ = Sum of students' score

N = Total of students

$$\begin{aligned} \text{Mean of Pre-test of cycle I} &= \frac{1054}{16} \\ &= 65.87 \text{ rounded (66)} \end{aligned}$$

$$\begin{aligned} \text{Mean of Post-test of cycle I} &= \frac{1182}{16} \\ &= 73.87 \text{ rounded (74)} \end{aligned}$$

- Mean of Pre-test of cycle I = 65.87
- Mean of Post-test of cycle I = 73.87

c. Target Success Percentage

$$X = \frac{f}{N} \times 100$$

X = Target percentage

f = Total of students who could reach the passing grade

N = total of students

Target success percentage of pre-test of cycle I = $\frac{6}{16} \times 100 = 37.5\%$

Target success percentage of post-test of cycle I = $\frac{12}{16} \times 100 = 75\%$

In this cycle showed that the use of Mnemonic Technique that has been given was accepted. It can be seen on the result of pre – test and post test were 65.87 and 73.87. It means there was an improvement of students' vocabulary mastery but still did not reach the target.

2. Score of cycle II

a. The result of the post-test of cycle II

Table 4.4

Score of post-test cycle II

No	Name of students	Score of post-test
1	FNA	90
2	JFO	100
3	RA	95
4	SY	90
5	SRK	90
6	YKF	90
7	HYI	80
8	WA	68
9	MFN	100
10	RWD	90
11	TNT	90
12	SPT	96

13	RLN	96
14	IDW	-
15	ULS	-
16	TTN	100
17	OFN	95
18	EJK	68
Total		1438

b. Mean Calculation

$$M = \frac{\sum Xi}{N}$$

M = Mean of the students' score

$\sum Xi$ = Sum of students' score

N = Total of students

$$\text{Mean of Post-test of cycle II} = \frac{1438}{16}$$

$$= 89.87 \text{ rounded (90)}$$

$$\text{Mean of Post-test of cycle II} = 89.87$$

c. Target Success Percentage

$$X = \frac{f}{N} \times 100$$

X = Target percentage

f = Total of students who could reach the passing grade

N = total of students

$$\text{Target success percentage of post-test of cycle II} = \frac{14}{16} \times 100 = 87.5\%$$

This cycle showed that the use of Mnemonic Technique that has been given was accepted. It can be seen on the result of post test that was 89.87. It means there was an improvement of students' vocabulary mastery, and the target success percentage was 87.5 %. The meaning is the target is reached successfully.

C. Discussion

From the analyzing of the result in the cycle I and cycle II, students' improvement of each cycle, was as follow:

Table 4.5

The Mean and Target Percentage of Cycles

No	Analysis	Cycle I	Cycle II
1	Mean Pre-Test Post-Test	65.87 73.87	- 89.87
2	Target percentage	75%	87.5%

From the table above, we could see that the mean of post-test in cycle I 73.87 was higher than pre-test in cycle I 65.87. Although there was an improvement mean in the result of post-test in cycle I, it could not reach the target 80%, because the target percentage of cycle I was 75%. In the cycle II, we could

see clearly that there was an improvement from the result of post-test in cycle II 89.87 higher than post-test of cycle I. In other words, the target was reached since the target was 87.5%.

Based on the result of the research explained above, the researcher concluded that the use of Mnemonic Technique gave some advantages in mastering of vocabulary. They are:

1. Mnemonic Technique could improve students' ability in memorizing new words.
2. Mnemonic Technique could help students be more imaginative and creative.
3. Mnemonic Technique could help students to recall the information based on their imagination.
4. The result of students in each cycle showed a better improvement.

So, the researcher concluded that the use of Mnemonic Technique could improve students' vocabulary mastery at the seventh grade students of SMKS Muhammadiyah Marawola.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data explained previously, it can be concluded that the use of Mnemonic Technique can increased students' vocabulary mastery at the seventh grade students of SMKS Muhammadiyah Marawola. There were several students' improvements beside the score that the students got, they are:

1. The students at the tenth grade of SMKS Muhammdiyah were being responsive in teaching and learning process, it can be proved by seeing the total of students who participated in learning process from beginning of cycle I to the ending of cycle II where there are improvement.

2. The students at the tenth grade of SMKS Muhammdiyah were more creative in finding their own way to remind previous vocabularies, it can be proved by seeing where there some different ways of students in memorizing and reminding vocabularies for example using acronym, loci method, etc.

3. The students at the tenth grade of SMKS Muhammdiyah are more synthesis in understanding the meaning of words to increase their vocabulary mastery where the students were able to reuse the words in other sentences.

Related to the students' boredom in the class, the researcher solved the problem by changing the management of class, and playing game. Those activities could help in the success of using Mnemonic Technique where Mnemonic

Technique needs a comfortable atmosphere inside the class to support the success. By applying Mnemonic Technique, the students practiced their brain to memorize and recall the new words by their own imagination, then it can improve their vocabulary mastery. And the humorous strategy helped to make a comfortable atmosphere in class. As the final result, they could remember the new vocabularies easily. Therefore, Mnemonic Technique was effectively used in English learning to increase students' vocabulary mastery.

B. Suggestions

In the end of this chapter, the researcher would like to give some suggestions related to this research as follows:

1. To the students

Related to this research, it is better for the students to be more active in teaching and learning process. They have to be brave in asking anything they do not know to the teacher. Hopefully, by using Mnemonic Technique, students can be more active in joining teaching and learning process then their achievement can be improved.

2. To the English teacher

The teachers have to improve their ability in teaching and learning process. They have to be more creative in making and applying suitable strategies and techniques in teaching and learning process.

3. To other researchers

The use of Mnemonic Technique not only be used in English, but this technique can be used in every situations that should memorize something easily, and also for the other subject. Other researcher can use this research as the source of information on how teaching by using Mnemonic Technique is.

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APPENDIX

PEMBIMBINGAN PENULISAN SKRIPSI

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 NIM: 171160018
 Jurusan.Prodi : Tadris Bahasa Inggris in mprasis
 Judul Skripsi : The Use of Macanonic Techniques of the tenth student laboratory Master of the tenth of STKS Muhammadiyah Malang

Pembimbing I : Prof. H Murdin, S.pd, S.Sos, M.Com, Ph.D
 Pembimbing II : ~~Dr. Dorois Jambon~~ ~~Bandung~~ ~~S. Pd.~~
 Afifah, S. Pd. M. Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda TANGAN
1	30/11/2020	1 & 2	Pemeriksaan profile ke Bimbingan Bab 1 & 2	
2	07/12/2020	1	PERBAIKI BAB I	
3	15/12/2020	2	PERBAIKI KEMBALI CHAPTER II GANTI REF ARIING	
4	21/12/2020	3	-	
J.	06/01/2021	1	-	
k	12/01/2021	1, 2, 3	Tambahkan Bagian	

9

... dan ketua ujian untuk Dekan Bidang Akademik dan Pembinaan Kelembagaan.

... dan Jurusan Cq Bidang Akmah menerbitkan jadwal dan angan ujian untuk seluruh tim dosen penguji.

... asiswa melaksanakan ujian skripsi yang dipimpin oleh ang ketua tim penguji dan di tambah 4 orang penguji.

... wa tim penguji mempersiapkan segala kelengkapan ministrasi ujian munaqasyah skripsi.

... n penguji menyerahkan hasil penilaian kepada ketua tim penguji selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

8

	<ul style="list-style-type: none"> - Fix the misspelled words - Fix the grammatical errors! - Put your notes for checking the subject? - Make the students' names as abbreviations!
4.	<ul style="list-style-type: none"> - Fix the grammatical errors! - Fix the punctuation errors! - Fix the capitalization error! - Provide the example of numerous strategy in teaching and learning process!
5.	<ul style="list-style-type: none"> - Fix the grammatical errors! - Answer the research question relating to your hypothesis!

7	13/01/2021	1, 2, 3	<ul style="list-style-type: none"> - Lampiran - References - Fix Example of Material
	15/01/2021	1, 2, 3	-
9	31/05/2022	Corr	<ul style="list-style-type: none"> - Change the department to study program! - Omit the word arranged!
		1.	<ul style="list-style-type: none"> - Fix the grammatical errors! - In content outline, add the explanation of chapter W and U!
		2.	<ul style="list-style-type: none"> - In previous studies, put the footnote! - Develop the poor paragraph! - Fix the grammatical errors! - Fix the punctuation error!

Date	Subject	Date	Page
10/11/2011	<p>Revise the statement of thesis authenticity!</p> <p>Thank the Rector in the acknowledgement!</p> <p>In the abstract, answer your research question and also put the three hypotheses!</p> <ol style="list-style-type: none"> I. Fix the grammatical errors! II. Fix the grammatical errors! III. Fix the grammatical errors! IV. Fix the grammatical errors! <p>- Provide the appendix!</p> <p style="text-align: right;">ACC</p>	12	12
11-Sept, 21/6/2011			13

RENCANA PELAKSANAAN PEMBELAJARAN

- : SMKS Muhammadiyah Marawola
- : X/Genap
- : Bahasa Inggris
- : Recount Text (Patterns of Recount Text)
- : 2 x 45 menit (3 meetings)

Wahid
Samsir
Pembelajaran
Tebok
Waktu

Proses Dasar

peserta didik teks recount lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai dengan konteks.

Proses Pembelajaran

peserta didik mengikuti proses pembelajaran, peserta didik diharapkan dapat :
 1. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana
 2. memahami teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

Metode dan Media/Sumber Belajar

- : Grammar Translation Method
- : Buku, papan tulis, modul singkat materi

Sumber Belajar

Prosedur Pembelajaran

1. Memberi salam pembuka dan mengajak peserta didik untuk berdoa sebelum memulai pembelajaran, serta memeriksa daftar hadir peserta didik sebagai bentuk kedisiplinan.
 2. Menyampaikan tujuan dari pembelajaran tentang topik yang akan di ajarkan.
 3. Menyampaikan garis besar cakupan materi dan langkah pembelajaran.

4. Guru membagikan dan menyampaikan materi yang di ajarkan secara langsung.

5. Guru memberikan kesempatan pada siswa untuk mengidentifikasi hal-hal yang belum dipahami terkait materi yang disampaikan.

6. Siswa diberikan kesempatan bertanya terkait materi.

7. Guru memberikan beberapa contoh tentang gambaran materi.

8. Guru mengulas kembali secara singkat materi yang dipelajari hari ini.

9. Guru memberikan penugasan dan informasi tentang materi selanjutnya, kemudian mengakhiri kelas.

10. Penilaian sikap (mengamati pola tingkah laku siswa selama proses pembelajaran berlangsung didalam kelas)

11. Penilaian Pengetahuan (hasil dari penyelesaian tugas yang diberikan)

12. Penilaian Keterampilan (melihat keterampilan siswa dalam mengumpulkan tugas dengan memanfaatkan media teknologi)

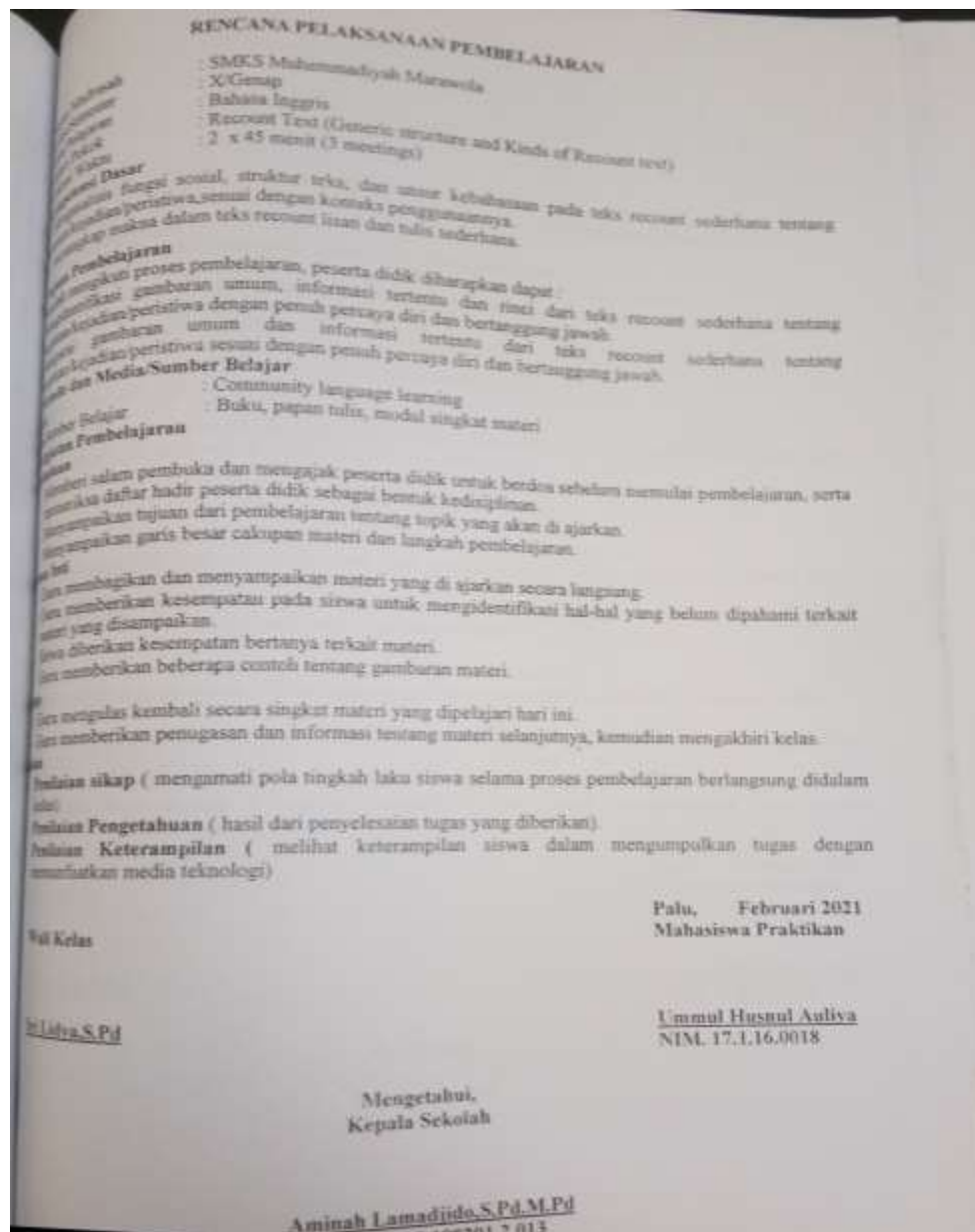
Wali Kelas

Liya, S.Pd

Palu, Februari 2021
Mahasiswa Praktikan

Ummul Husnul Anliya
NIM. 17.1.16.0018

Mengetahui,
Kepala Sekolah



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2011 – 2012 state Boarding School, PPM AL-ISTIQAMAH NGATABARU
2012 – 2014 state Boarding School, PP NURUL UMMAH LAMBELU
2014 – 2017 state Junior High School, SMKN 2 BUNGKU BARAT
2017 – 2021 state University Level, INSITTUT AGAMA ISLAM NEGERI
PALU