

Mnemonic Device Technique Increase Students' Vocabulary Mastery

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ABSTRACT

This research was conducted to find out the contribution of Mnemonic Device Technique to increase students' vocabulary mastery. Descriptive qualitative was used as research method in this research. The source of data was junior high school students at SMP Swasta Yapim Buiru-Biru. The data of this research were students' score in vocabulary mastery. The result of this research was Mnemonic Device Technique has specific contribution to increase students' vocabulary mastery. Based on five kinds of Mnemonic Device Technique, they are: 1) Rhyme-Keys, 2) acronym, 3) Peg word system, 4) Loci Method, and 5) Keyword Method, the kind that actually increase students' vocabulary mastery was Keyword Method. It happened because students were easy to remember something that near from their daily language or something iconic in their language.

Keyword: Mnemonic Device Technique; Vocabulary; Student.

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1. INTRODUCTION

Vocabulary is very important in studying English. Vocabulary is needed to improve four skill in language, namely listening, speaking, reading and writing. Without grammar, very little can be conveyed but without vocabulary nothing can be conveyed (Thornburry, 2002). If people have less vocabulary, they only can't understand the other say, but also cannot make sentence to transfer their messages to another people. When we just learn about grammar without learn about vocabulary, we cannot express anything we want. Vocabulary is generally as the knowledge of words and word meaning (Butler, 2010). Vocabulary is an important element of a language. It is the amount of words that individual can use in a language use process. Vocabulary is a wealth of word, which is possessed by a speaker, a writer and a listener or possessed by a certain language. More specifically, they use vocabulary to refer the kind of words that students must know to read increasingly demanding text with comprehension. Knowing about a language we have to know first the vocabulary so that we can easily understand about it. Vocabulary is generally as the knowledge of words and word meaning. More specifically, they use vocabulary to refer the kind of words that students must know to read increasingly demanding text with comprehension. Vocabulary is a very important part that should not to neglect in language learning and it is very useful for communication with other people. The words that someone chooses affect how good impression he/she makes and how people react to serve a specific of the language. There are two kinds of vocabulary, which are as follows:

1. Active vocabulary

Active vocabulary is the set of words that an individual can use when writing or speaking. Although in fact it is more difficult to put into practice, its mean that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand connotation meaning of the word.

2. Passive Vocabulary

Passive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognizing the meaning of certain words. In other words, it is more precisely defined as 'to know a word' because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collation, meaning and word formation. Knowing about a language we have to know first the vocabulary so that we can easily understand about it. Vocabulary is a very important part that should not be neglected in language learning and it is very useful for communication with other people.

There are essential steps in learning vocabulary (Cameron, 2001):

1. Having source to find new words.
2. Obtain a comprehensible representation of the form of new words.
3. Learning the meaning of new words.
4. Making a strong memory association between the form and the meaning of the words.
5. Using the words.

Mnemonic is an art of system for improving the memory (Siriganjanavong, 2013). Mnemonic device is a tool for helping to remember something which is unfamiliar to become familiar or a memory enhancing instructional strategy that involves teaching students to link new information that is taught to information they already know. Mnemonic device is as "systematic procedures for transforming difficult to remember stimuli into more remembered stimuli" (Juwowski, 2015).

Mnemonic device is a memorial technique used to help human beings remember easily (Fasih, Izadpanah, & Shahnavaz, 2018). It can help human beings easily memorize information by organizing them into elaborative code and visualization so that they can integrate it and make connection between the new information and the previous familiar information they have already stored in their memory.

As inference, mnemonic is a memory enhancing strategy in which in its implication, these strategies are always accompanied by certain formula and pattern used to organize information into the familiar and meaningful associated information and connect it with the previous information that has been stored in memory, so that the information can be memorized and recalled easily.

Procedure for teaching the mnemonics is using the step (Azmi, Najmi, & Rouyan, 2016):

1. Processing information to learn. However, if more information to be processed, will be more easily to be learned and gained.
2. Organize information to learn. The information learned in a series, especially if there is the meaning in a series, will be easier to be saved.
3. Connect the information with a representation of the visual. Example: if memorizing the name of the city "Maryland", can be connected the city "Maryland" with "Marriage Picture".
4. Practice, by practicing more it's easy for students to memorizing.

There are many types of mnemonic. However, there are five types the most popular of mnemonic devices, among others are (Siriganjanavong, 2013):

1. Rhyme-Keys there are 2 steps memory process
 - a) Memorize key words that can be associated with numbers (one-bun)
 - b) Create an image of the items you need to remember with key words. (A bun with cheese on it will remind me of dairy products).
2. Acronym
An invented combination of letters with each letter acting as a cue to an idea you need to remember.
3. Peg word system

Which use the componets that have been mastered before, such as: merah-saga, panas-api, etc.

4. Loci Method

Imagine placing the items you want to remember in specific locations in a room with which are familiar.

5. Keyword Method

Select the foreign words you need to remember, and then identify an English word that sounds like the foreign one. Keyword system usually is formatted especially for learning foreign words and terms English. This system formatted of words list that consist of unsure, as following example:

Table 1 Example of Keyword Method

Words	Phonetic	Code	Meaning
		(Mnemonic Devices)	
Accept	ək'sept	Asep	Menerima
Adult	ə'dalt	Adul	Orang dewasa
Astute	ə'stuwt	Astuti	Cerdik
Direct	Də'rekt	Derek	Langsung
Deny	Di'nai	Deni	Menyangkal
Enchant	En'cæn	Encan	Memikat
Engine	'enjənt	Enjing	Mesin
Enact	E'nækt	Enak	Memerankan
Towel	'tawəl	Toel	Handuk
Unjust	An'jast	Anjas	Tidak adil

There are many advantages and disadvantages of Mnemoni Device Technique (Fasih, Izadpanah, & Shahnavaz, 2018).

1. Advantages of mnemonic method

- a) Procedure for intensification of memory
- b) Extremely effective in helping people to remember things
- c) Own prepared mnemonics by students outperform the results in comparison to students in free study condition
- d) Often enables information to be better retained in memory
- e) Is not as dependent as a memory schema.

2. Disadvantages of mnemonic method

- a) Low or lack connection between the conceptual content and the material being learned
- b) Are focused only on certain aspects of their operation
- c) Overuse can result in confusion and an excessive amount of time reviewing
- d) Students' performances may be lower than when teachers supply the strategies.

2. RESEARCH METHOD

Descriptive qualitative research was used as research method. The researcher was the key instrument, and the other instrument in this research was a paper test and sound recorder to record interview student's session. The data was the result of test and selecting recorder interview.

The technique of data analysis used is interactive analysis by Miles et al., (2014). In this research, it was used for the ongoing analysis and after collecting the research data. An analysis model consists of three concurrent steps:

- (i) Data condensation is the process of selecting, focusing, simplifying, abstracting and/or transforming the data that appear in test session and the full corpus (body) of written up field notes, interview document, and other empirical material. The processes of selecting data are focusing, simplifying and resuming cigarette advertisement.
- (ii) Data display is the process of organizing the data. The researcher does not need to display the data, because the data was test and result of recording students' interview.

- (iii) Drawing and verification conclusion were done through deciding what the data mean or finding after reading the result from resuming.

3. RESULTS AND DISCUSSION

Mnemoni Device Technique has significant contribution to increase students' number vocabulary. There are five kinds of Mnemoni Device Technique that was applied in classroom, they are: 1) Rhyme-Keys, 2) acronym, 3) Peg word system, 4) Loci Method, and 5) Keyword Method, all of them has significant effect when they were applied. Base on student result students' test, the percentage of students' number vocabularies, Mnemoni Device technique increase students' vocabulary. It can be seen in table 2 below.

Table 2 Percentage of Number of Vocabularies

No	Mnemoni Device Technique	Number of Vocabulary (%) Before	Number of Vocabulary (%) After
1	Rhyme-Keys	20,5	25,5
2	Acronym	25,0	35,0
3	Peg word system	20,5	25,5
4	Loci Method	25,0	60,0
5	Keyword Method	25,5	80,5

Table 2 above explain the increase of percentage students' vocabulary after applying Mnemoni device technique in classroom. There were many students accurately increase number of their vocabulary after following rules in Mnemoni Device technique. But each kind of Mnemoni Device Technique had different result. It meant that every single kind of Mnemoni Device Technique has their own way to increase students' vocabulary. It can effect of level of difficulty and easily to be understood of applied in classroom.

Based on Table 2 above, 'keyword method' has significant effect to increase student vocabulary, is about 25,5% of studets vocabulary before applying Mnemini Device Technique and 80,5% after applying. This result was not only taken from student's test, but also interviewing from students' that has applied 'keyword method'. In accordance of interview session, 'keyword method' is the easiest kinds of Mnemoni Device Techique. Students were easy to remember vocabulary because the vocabularies that need to be remembered by students have equivalent sound in Bahasa Indonesia. 'Keyword method' accurately made students easy to pronoun and easy to remember word because ehas special eqivalence sound. 'Keyword method' was much more increase students' vocabularies from others kinds of Mnemoni Device Technique.

'Loci method' is one of Mnemoni Device Technique that caught student attention to increase students' vocabulary after 'keyword method'. It can be seen in Teble 2 the percentage of 'loci method' has second position in percentage increasing students' vocabularies. There were 25,0% before applying 'loci method' and it increased into 60,0% number of students' vocabularies after applied it. Based on interview session, 'loci method' is one of student favorit to increase students' vocabulary because 'loci method' is easy to understand and every single instruction that was build by 'loci method' was easy to follow by student. 'Loci method' brought students into new experience in remembering vocabularies. It is real to increase student vocabulary.

'Acronym', one of Mnemoni Device Technique that has third position to increase students' vocabulary, it happened because 'acronym' has special way to be followed by students to remember vocabulary, and not all of students are able to follow the way 'acronym' works. It can be seen in Table 2, there are not significant effect to students when 'acronym' applied in classroom, there are 25,0% number of students' vocabulary and only increase 10% number of students vocabulary. It meant that, this Mnemoni Device Technique were not able to apply to every single student, it must be applied to students who actually able to follow the rule of 'acronym'. In accordance of interview session, 80% students state that 'acronym' was to difficult to applied and need much more knowledge and energy to apply it in classroom.

Students were going to easy to remember vocabulary because the way that applied in classroom was easy to follow and act.

Both of the last kinds of Mnemoni Device Technique has samne percentage before and after applying, they are 'Rhyme-Keys' and 'Peg word system' had 20,5% before applying and 25,5% after applying. 'Rhyme-Keys' and 'Peg word system' were only able to increase 5,5% students' vocabulary. Based on interview session, there were many students complain about the way them applied in remembering vocabulary. Both of them are difficult to be followed by students. Studnets got confuse about the direction of 'Rhyme-Keys' and 'Peg word system'. Both of them ask too much students action and they consume much time, energy, space of students' memory. Both of them also asked students to think harder that another kind of Mnemoni Device technique. That is way, 'Rhyme-Keys' and 'Peg word system' were not able to increase students' vocabulary and there were not significant effect to increase students' vocabularies.

4. CONCLUSION

Mnemoni Device Technique has signifikan contribution to increase student vocabulary mastery. It can be identify from number of students' vocabularie. Mnemonic Device Technique builds up student convidence in remembering vocabulary. Students have new experience and technique to increase number of vocabularies. Students also have a new horizon to know and remember much more vocabulary in English. Based on five kinds Mnemonic Device Technique, there was only one kind that was significantly increase number of students' vocabularies. It is "keyword method". This Mnemonic Device Technique is the easiest for student to apply, it is because keyword method definitely near from daily students' language.

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