

## IMPROVING STUDENTS' VOCABULARY MASTERY ON NARRATIVE TEXT THROUGH MNEMONIC METHOD AT THE SEVENTH GRADE OF SMP 1 HURUNA

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### Abstract

This research was motivated by the researcher found many students still lack of vocabulary and difficult to memorize vocabulary. This research aimed to improving the students' vocabulary mastery through Mnemonic Method at the Seventh Grade of SMP Negeri 1 Huruna. The research was designed in classroom action research (CAR). Observation paper of the researchers' activities and students' activities, and test were used as the instrument to collect the data needed. The research did action research in two cycles. Each cycle consisted of two meetings. The result of this action research was that the percentage of researchers done activities in meeting I of cycle I was 73 %, meanwhile in meeting II of cycle I was 83 %. Next, the percentage of students' done activities in meeting I of cycle I was 69.9 %, meanwhile in meeting II of cycle I was 87.2 %. The average of students' score in cycle I was 67.3. Furthermore, the percentage of researchers done activities in meeting I of cycle II was 93 %, meanwhile in meeting II in cycle II was 100 %. Next, the percentage of the students' done activities in meeting I of cycle II 93.6 %, meanwhile in meeting II of cycle II was 94.8 %. The average students' score in cycle II was 88.1. It was concluded that there was improvement of students' vocabulary through Mnemonic method. Therefore, the researcher gives suggestion to English teachers to use Mnemonic method in teaching and learning process, because through Mnemonic method the classroom atmosphere becoming live and no boredom in learning English

**Key Words:** *Mnemonic; vocabulary; narrative text*

### Abstrak

Penelitian ini dilatar belakangi oleh peneliti menemukan masih banyak siswa yang kurang kosa kata dan sulit menghafal kosa kata. Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui Metode Mnemonic di Kelas VII SMP Negeri 1 Huruna. Penelitian ini dirancang dalam penelitian tindakan kelas (PTK). Lembar observasi kegiatan peneliti dan kegiatan siswa, serta tes digunakan sebagai instrument untuk mengumpulkan data yang diperlukan. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari dua kali pertemuan. Hasil penelitian tindakan kelas ini yang persentase dari kegiatan yang sudah dilakukan peneliti pada pertemuan I siklus I adalah 73%, sedangkan pada pertemuan II siklus I adalah 83%. Selanjutnya persentase keaktifan siswa pada pertemuan I siklus I sebesar 69,9%, sedangkan pada pertemuan II siklus I sebesar 87,2%. Rata-rata nilai siswa pada siklus I adalah 67,3. Selanjutnya persentase peneliti melakukan kegiatan pada pertemuan I siklus II adalah 93%, sedangkan pada pertemuan II

pada siklus II adalah 100%. Selanjutnya persentase keaktifan siswa pada pertemuan I siklus II 93,6%, sedangkan pada pertemuan II siklus II adalah 94,8%. Rata-rata nilai siswa pada siklus II adalah 88,1. Disimpulkan bahwa ada peningkatan kosakata siswa melalui metode Mnemonic. Oleh karena itu, disarankan kepada guru bahasa Inggris untuk menggunakan metode Mnemonic dalam proses belajar mengajar, karena melalui metode Mnemonic suasana kelas menjadi hidup dan tidak ada kebosanan dalam belajar bahasa Inggris.

**Key Words:** *Mnemonic; kosa kata; teks naratif*

## A. Introduction

Language is a system of communication that used by human being to interacting to other peoples to convey their ideas, feelings, and experience. According to Jordan (1999:39), "A language is asignalling system which operates with symbolic vocal sounds, and which is used by group of people for the purpose of the communication". From the statement above, it can be concluded that language is a tool that very important for humans being to communicate, language can also be said the most important thing in human life to build communication to others.

English as international language is spoken almost all over the world. In Indonesia, English is foreign language or second language. It is taught formally from elementary school up to university level. In other words, English is really needed in Indonesia. Therefore, English is an important subject to study in schools in Indonesia. In addition, to master the language well, people need to learn four skills in the language, namely listening, speaking, reading and writing.

From these skills, vocabulary becomes one of the important aspects in English teaching learning process, the teaching vocabulary in the classroom should be appropriate in order to avoid problems related to the students' vocabulary mastery. According to Richards at all (2009:185) state

that vocabulary relevant to all sub-skills, therefore the concept of general language proficiency can perhaps be reinterpreted, at least to some extent, as vocabulary knowledge. Vocabulary is all about words in the certain language that are owned and used by the language user to communicate and share the information.

In reality, based on the researcher observation the researcher found many students still lack of vocabulary and difficult to memorize vocabulary, when the researcher gave some questions to the students but they did not say anything. The students just keep quiet and they did not know how to answer. The problem is caused by some reasons: the first is teacher only focuses on the learning process but not pay attention to students who are still taut and difficult to follow learning process in the classroom. Second is the teacher teaching method which only prioritizes material without know that the students understood or not the material that delivered by the teacher.

The texts which learn by studentssuch as Descriptive text, recount text, narrative text, and procedural text. However, this research will be focus on the narrative text. In narrative text, the students should have a good mastery of vocabulary. In reality many of the students cannot understand narrative text caused they lack of vocabulary.

Therefore, to overcome the problem the researcher will apply one of strategies to improve students' competence in predicting information in vocabulary. Teacher can use many ways in teaching learning process. The best way to help the students' understand and comprehend the content of the text or message by using the mnemonic method. According to Foster (2009:123) "Mnemonic is a way of organizing information to make it easier to remember- typically by using codes, visual imagery, or rhymes (something in combination)". It means that mnemonic method is the strategy that can help students memorize words and make easier to get information from the text.

Based on the statement above, researcher use mnemonic method to help students improve their vocabulary skill because this method tries to make students easier to memorize and make students become effectively and more motivated to following learning process.

Based on the explanation above, the researcher inspired to conduct a researcher proposal entitled **"Improving Students' Vocabulary Mastery on Narrative Text through Mnemonic Method at the Seventh Grade of SMP Negeri 1 Huruna"**.

Vocabulary is a collection of words usually alphabetically arranged and explained or defined. Vocabulary is a basic to arrange sentences, paragraph, easy and text. Vocabulary is very important to learn in English, it can be used in doing communication both spoken and written. Furthermore, vocabulary can be measurement of the students' quality and capability to communicate the meaningful information to others and support the students to comprehend the language well. In learning English language,

vocabulary becomes the first component that should be acquired by the students in doing interaction either orally or written form and affects the four skills; speaking, listening, reading, and listening. According to Hiebert and Kamil (2005:3), "Vocabulary is the knowledge of meanings of words". Knowing a meaning of words is one way to understand the whole meaning of sentence or paragraphs.

Based on the explanation above, it can be concluded that vocabulary refers to all words regarding to their forms and meanings that are use accurately in the context to deliver and receive the information in oral and written communication. Therefore, teaching and learning vocabulary is a continuously process in learning English language which gives the opportunity to the students to improve their ability in using the language for communication.

To mastering vocabulary students must know types of vocabulary and how to use them. The knowledge of knowing vocabulary types is very important to be well understood in order to facilitate the students in recognizing those words.

Hiebert and Kamil (2002:3) stated that *productive vocabulary* is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, *receptive, or recognition, vocabulary* is that set of words for which an individual can assign meanings when listening or reading. So that, Productive vocabulary is a type of vocabulary that requires speakers or writers to convey their own vocabulary choices in accordance with the message they want to convey to others. While Receptive vocabulary is a type of vocabulary which is a type of vocabulary

that has a relationship with someone's understanding of the language used by the other person. Furthermore, another types of vocabulary also can be categorized into active and passive vocabulary as Haycraft (1978:44):

1. Active vocabulary is words which the students understand, can pronounce correctly, and use constructively in speaking and writing.
2. Passive vocabulary is words that the students recognize and understands when they occur in a context, but which he cannot produce correctly himself.

It means that students most understand and mastering even using all the time of active vocabulary than passive vocabulary.

The types of vocabulary above, In this research the researcher only focus on teach Receptive vocabulary.

Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Vocabulary is one of master in English. By mastering it, students will be able to improve their knowledge, especially English language. People use vocabulary to arrange into sentences to express their opinions, thinking and ideas.

Wilkins in Thornbury (2002:13) state that without vocabulary nothing can be conveyed. Vocabulary has often been viewed as a basic element in language teaching, it is considered to be the most important aspect because it can widen the student intellectual development. In learning a foreign language the students have to know what words mean. To get the meaning of words, the students should learn vocabulary.

Mnemonic is assisting or intended to assist memory. It is important to remember that mnemonics technique is a memory-

enhancing strategy and is not designed specifically to enhance comprehension. According to Joyce at all (2009:33), "*Mnemonic merupakan strategi-strategi menghafal dan mengasimilasikan informasi.*" It means that the mnemonic here is about a way to help us to remember something more easier especially for the students to follow the teaching and learning process in the classroom. In teaching and learning process, Mnemonic method involves students' participation to be active during the teaching and learning activities begin.

As inference, mnemonic is 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 have been stored in memory, so that the information can be memorized and recalled easily.

There are five principles of using mnemonic (Higbee, 1977: 102-103) They are: meaningfulness, organization, association, visualization, and attention.

1. Meaningfulness. The most powerful example is the phonetic system that gives meaning from the most abstract, meaningless, and kinds of material numbers. So that the phonetic system will be easier to learn.
2. Organization. As mental filling system, it gives a systematic way to record and retrieve the material. And then, mnemonics are not needed for material that already has an inherent logic and structure.
3. Association. In associating items to each other, the link system fits to this strategy. In the loci, peg, and phonetic systems are easily remembered material as filing

system. The use of filing system is by associating the new material that is wanted to learn with the material that has been previously memorized.

4. Visualization. Visualization is probably the most unusual aspect of mnemonic and is also probably the most misunderstood. Not all mnemonic involve visual imagery. For example, to associate the words "cats" and "rats" the teacher could either form a mental picture of cats eating rats as a visual mediator, or the teacher could form a sentence, "Cats like to eat rats" as a verbal mediator.
5. Attention. Mnemonic forces the students to concentrate on the material to form pictures and associate them. They tend to be interesting, it is because they make the material meaningful and involve visual imagery.

## B. Research Method

This research used classroom action research design (CAR) to improve the students' vocabulary mastery to support English language skills by using Mnemonic method. Classroom action research is an action research conducted by teachers in the classroom. Classroom action research aim to improve the quality or solving problem of learning process. According to Goodnough (2011:4), "Action research is any systematic inquiry conducted by teacher researchers, principles, school, counsellor, or other stakeholder in the teaching/learning environment to gather information about how their particular school operated, how they teach, and how well their students learn". The information was gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school

environment (and on educational practices in general) and improving students outcomes and the lives of those involved. In addition, Stringer (2010:8) state that action research is often used to investigate specific issues or problem associated with classroom or school life.

Based on explanation above, action research is a study to improve the process of teaching and learning with take an investigated very ordinary problem and issues in situation and condition educational environment. In addition, there some benefits of CAR stated by Kemmis and Taggart in Burn (1999:16-17) as follows: (1) Thinking systematically about what happens in the school or classroom. (2) Implementing action where improvements are thought to be possible. (3) monitoring and evaluating the effect of the action with a view to continuing improvement. (4) Monitoring complex situation critically and practically. (5) Implementing a flexible approach to school or classroom improvement through action and reflection.

This research was conducted in SMP Negeri 1 Huruna, which is located in Soliga street of South Nias Regency. There were three classes of seventh grade students, they are VII-A, VII-B and VII-C. The subject of this research is the seventh grade of C-class at SMP Negeri 1 Huruna that consist of 24 students.

**Table 3.1**  
**The condition at the Seventh Grade Students of SMP Negeri 1 Huruna**

NO	VII-C
Total	
1	Female
	13
2	Male
	11
<b>Total</b>	<b>24</b>



Source: Researcher 2021

This research was conducted in two months. It was started on June 2021 and have ended on July 2021. The schedule of doing research was based on the teaching and learning schedule provided at the school.

This research was conducted by using classroom action research (CAR), there were four stages of the implementation of classroom action research which was: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. Furthermore, the procedure of research carried out in two cycles and each cycle consists of two meetings. Cycle I aims to determine students' ability in vocabulary mastery and cycle II aims to know the improvement of students' vocabulary mastery after teaching and learning process.

1. **Planning.** Planning is the process of thinking about the activities that should be prepared that are needed in teaching and learning process in the classroom, such as Syllabus, lesson plan, English book, boardmarker, work sheet, and observation paper.
2. **Action.** Action is the realization of theory and teaching strategy and also the treatment that have been planned before. It is aimed to increase the students' ability.
3. **Observation.** Observation is the process to observe the activity from first stages until the last stages. The form of observation prepared by the researcher, it has own purpose to notice the weakness and to inform about any information which has been passed while in process implementing the teaching.
4. **Reflection.** Reflection is an activity of analyzing all of the information get from

observation and evaluation of what have been done in the action. In reflection the researcher will take the conclusion to know whether the problem has been overcome or not after used Mnemonic method.

This study used two kinds of data, there are qualitative and quantitative data. Qualitative data is the data from observation paper which used to be explain. Quantitative data is the data consist of number that referred to the students' test result will analyzing or students score.

### C. Research Finding and Discussion

The researcher did the research in two cycles. Each cycle consisted of two meetings. After the researcher applied the Mnemonic method in the teaching and learning process in each cycle, the researcher did the test to the students. The researcher was accordingly scheduled from 2<sup>nd</sup> June to July 2021. Meeting I of cycle I was done on Wednesday, 2<sup>nd</sup> June 2021. Meeting II of cycle I was done on Friday, 4<sup>th</sup> June 2021. The test of cycle I was done on Wednesday, 9<sup>th</sup> June 2021. Furthermore, meeting I on cycle II was done on Friday, 11<sup>th</sup> June 2021. Meeting II of cycle II was done on Wednesday, 16<sup>th</sup> June 2021. The test of cycle II was done on Friday, 18<sup>th</sup> June 2021. Furthermore, this research was designed in Classroom Action Research (CAR) that consisted of four stages: planning, action, observation, and reflection.

#### 1. Cycle I

The result of observation paper of the researcher activities observed during conducting this research in cycle I. There were 15 activities in first meeting and there were 12 in second meeting activities were observed by teacher collaborator.

Table 4.1

The Result of Observation Paper of  
Researcher's Activities in Cycle I

No	Aspect	First Meeting			
		Done	Percentage	Undone	Percentage
1	The researcher's activities	11	73.0 %	4	27.0%
		Second Meeting			
		Done	Percentage	Undone	Percentage
		10	83.0 %	2	17.0%

Source : The Observation Paper of Researchers' Activities in cycle I

Based on the table 4.1 above, it showed that the result researcher activities in first meeting were done 11 or 73.0 %. While the activities undone by the researcher in the meeting was 4 or 27.0 % from the total activity in meeting I of cycle I. Furthermore, at the second meeting in the first cycle, it was seen that there was a slight improvement in the activities done by the researcher. This could be seen from the increase of the percentage for the activities done about 10 or 83.0%, while the percentage for the undone activities decreases about 2 or 17.0% from the total activity.

## 2. Cycle II

The result of observation paper of the researcher activities observed during conducting this research in cycle II. There were 15 activities in first meeting and there were 12 in second meeting activities were observed by teacher collaborator. The result of this observation activity was presented in following table 4.4.

Table 4.4

The Result of Observation Paper of  
Researcher's Activities in Cycle II

No	Aspect	First Meeting			
		Done	Percentage	Undone	Percentage
1	The researcher's activities	14	93.0%	1	7.0%
		Second Meeting			
		Done	Percentage	Undone	Percentage
		12	100 %	0	0 %

Source : The Observation Paper of Researchers' Activities in cycle II

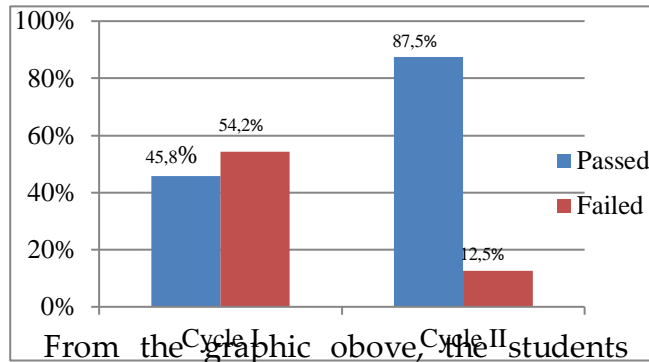
Based on the table 4.4 above, it showed that the result researcher activities in first meeting were done 14 or 93.0 %. While the activities undone by the researcher in the meeting was 1 or 7.0 % from the total activity in meeting I of cycle II. Furthermore, at the second meeting of cycle II, there were 12 or 100% activities done by the researcher from the total activity, and no undone activity. Therefore, in meeting II cycle II, the researcher did all activities in the teaching and learning process in applying Mnemonic Method to the students' achievement in mastering vocabulary.

The result indicated that there was an increasing on the students' vocabulary mastery by using Mnemonic method. The researcher conducted a classroom action research by applying Mnemonic method to improve students' vocabulary mastery at the seventh grade students. The research conducted by the researcher was done into two cycles. The significant improvement could be seen before and after doing action research for this subject of research. In the following graphic, it was provided the

students' percentage improvement in each cycle.

**Graphic 4.1**

**The Percentage of Students' Improvement in Vocabulary Score for Each Cycle**



From the graphic above, the students were improved from cycle to cycle. in cycle I, the students' improvement in mastering vocabulary was not significantly seen. This could be seen from the test result that 11 students or 45.8% were able to pass the MCC that had been determined. While 13 students or 54.2% were not able to pass the MCC or failed the test administered. Meanwhile in cycle II, there were 21 students who pass the MCC with the percentage 87.5% and only 3 students who did not pass the MCC with the percentage 12.5%. In this case, the researcher concluded that this research was successful since most students obtained better result of the test and could pass the MCC that had been determined. Therefore, this research was ended in this cycle.

**D. Conclusion and Suggestion**

After conducting CAR at the Seventh grade of SMP Negeri 1 Huruna, especially at the class VII-C. It was concluded that the implementation of Mnemonic method was useful to teach vocabulary and a good exercise to help the students to remember and keep their vocabulary. The success of Mnemonic method in teaching vocabulary could be seen from the research result. It showed from the result of data analysis

showed that there was significant improvement on the students' by applying Mnemonic method. The improvement was proved by test result in cycle II. The average score of this test result in cycle II was 88.1. There were 21 students of Seventh grade students' class C achieved minimum competence criterion (MCC) with percentage was 87.5 from the number of students.

The teaching and learning through Mnemonic method result showed that the implementation of this method got positive responses from the students in teaching and learning process of vocabulary. Therefore, it is concluded that Mnemonic method is applicable in teaching vocabulary and can increase the students ability in mastering English vocabulary.

Based on the treatment given through Mnemonic method and the achievement obtained from the students' test result of Seventh grade, especially class-C, it is concluded that the students' ability in mastering English vocabulary through Mnemonic was improved.

Based on the researcher result and conclusion of this research that there was significant improvement on the students' ability in mastering vocabulary through Mnemonic, therefore the researcher gives suggestion for English teacher, students, and researchers.

1. For English teachers. Mnemonic method was one of the methods that could be considered and used in teaching English vocabulary. Using Mnemonic method in the learning process makes the classroom atmosphere becoming live and no boredom in learning English
2. For Students. The students should be more active and be more confident in following teaching and learning process.



3. For next researchers. The researcher also suggested the next researcher to do a research on the new way of Mnemonic method in learning other language component, such as grammar, spelling, pronunciation, etc.

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