IMPROVING STUDENTS' VOCABULARY MASTERY ON NARRATIVE TEXT THROUGH MNEMONIC METHOD

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Abstract

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. Furthemore, the percentage of researchers done activites 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.

Keywords: *Improving; students; vocabulary; method*

Abstrak

Penelitian ini dirancang dalam penelitian tindakan kelas (CAR). Makalah observasi kegiatan peneliti dan aktivitas mahasiswa, dan tes digunakan sebagai instrumen untuk mengumpulkan data yang dibutuhkan. Penelitian ini melakukan penelitian tindakan dalam dua siklus. Setiap siklus terdiri dari dua pertemuan. Hasil penelitian tindakan ini adalah persentase peneliti yang melakukan kegiatan dalam pertemuan I siklus I sebesar 73 %, sedangkan pada pertemuan II siklus I sebesar 83 %. Selanjutnya, persentase aktivitas siswa yang dilakukan 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. Selain itu, persentase peneliti yang melakukan aktivitas dalam pertemuan I siklus II adalah 93 %, sedangkan pada pertemuan II pada siklus II sebesar 100 %. Selanjutnya, persentase aktivitas siswa yang dilakukan dalam pertemuan I siklus II sebesar 93,6 %, sedangkan pada pertemuan II siklus II sebesar 94,8 %. Nilai rata-rata siswa pada siklus II adalah 88,1. Disimpulkan bahwa ada peningkatan kosakata siswa melalui metode Mnemonik.

Kata Kunci: *Meningkatkan; siswa; kosakata; metode*

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 to (Surur, M., 2020), "A language is a signalling 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 (M. Sarumaha et al., 2022).

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 to (Sarumaha, M., 2022a) "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 (M. D. Sarumaha, 2022).

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, (Harefa et al., 2020)reading, and writing. Richard to (Sarumaha, M., 2022b), state that vocabulary is one of the most obvious components of language and what of the first things applied languages turned their attention to. Therefore, English language cannot separate in learning vocabulary because Vocabulary is all words in.

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 to (Harefa & Sarumaha, 2020) 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 t 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 (Harefa, D., 2022).

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 (Harefa, D., 2020).

Teaching is an activity that doing by teacher in conveying knowledge or the material to students in the learning process in the classroom. According to Brown to (Sarumaha, M; Harefa, 2022) "Teaching is showing or helping someone to learn how to do something, giving intructions, guiding in the study of knowledge, cousing to know and to understanding". So the researcher can conclude that teaching as helping, facilitating, and giving intructions how to learn and get something or knowledge.

Assessment is the process of collecting the information or feedback about how well the students understood the material tought. The process of the assessment can be done at the beginning and at the end of teaching and learning process or even when teaching and learning process is in progress. According to Banta and Palomba to (NDRAHA, 2020) "Assessment is the systematic collection, review, and use of information about educational program undertaken for the purpose of improving students learning and the development".

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 (NDRAHA, 2018), "*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. In addition, Martin at all to (Ndraha, 2021) said that, special techniques or strategies consciously used to improve memory – make use of information already stored in long-term memory to make memorisation an easier task.

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 several language features which are commomly find in the narrative text, namely: a) Simple past tense, using to talk about things that happened or existed before now (killed, drunk, etc), b) Adverb of time that show or telling us when things happen (once upon a time, one day, etc), c) Action Verb that show the action that occur in the story (go, came, etc), d) Noun that occur or can find in the story (man, daughter, etc), e) Adjective that use or can find in the story (beautiful, black, etc), f) Pronoun that use in the story (I, You, She, he, etc), g) Conjuction that use to connect words or sentences in the story (and, then, etc).

Therefore, the process of assessment in this research use a test as a tool to measure students vocabulary mastery. The test use in the form of objective test to measure students' level of vocabulary mastery. Objective test is written test with question that require students to answer in the form of describing and filling in words or expressions with the correct answers (Harefa & Laia, 2021).

In this research, the test that will given by researcher is multiple choice. According to Matondang to (Ndraha, 2022) *"pilihan ganda dapat digunakan untuk hasil belajar dalam area aspek pengetahuan (knowledge)"*. It means that multiple choice will be use to measure the students study result of knowledge aspect. Therefore, it can be concluded that multiple choise is used to measure and observe the improvement of the students in the classroom.

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 (Harefa et al., 2021).

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 (Harefa, 2020a). 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 to (Harefa, Darmawan., 2022a). "Action research is any systematic inqury conducted by teacher researchers, principles, school, counsellor, or other stakeholder in the teaching/learning enviroment 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 to (Harefa, Darmawan., 2022b) state that action research is often used to investigate specific issues or problem assosiated with clasroom or school life.

Based on explanation above, action reserch 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 to (Harefa, 2020b) as follows: (1) Thinking systematically about what happens in the school or classroom. (2) Implementing action where improvements are tought to be possible. (3) monitoring and evalueting the effect of the action with a view to contiuning improvement. (4) Monitoring complex situation critically and pratically. (5) Implementing a flexibble approach to school or classroom improvement through action and reflection.

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. Furthemore, the prosedure of research carried out in two cycle and each cycle consist of two meeting. Cycle I aim to determine students' ability in vocabulary mastery and cycle II aim to know the improvement of students' vocabulary

mastery after teaching and learning process (Harefa, 2017).

C. Research Finding and Discussion

The process of teaching vocabulary in this research was done by applying Mnemonic method. Mnemonic method was technique used in teaching vocabulary by asking the students to underline some words in the text and make a new words on the each letters based on the clues provided. In doing the Mnemonic, the learning process that make became enjoyable and the students were active.

The researcher did action research at the Seventh grade especially class-C of SMP Negeri 1 Toma by applying Mnemonic method to improve the students vocabulary mastery on narrative text. Based on researcher finding, the effect of applying Mnemonic method in teaching vocabulary was very significant. *Technique at SMP HKBP Pajak Baru Belawan"*. The finding of the research there were impovement on the students' vocabulary mastery through Mnemonic tecnique. That was proved by the result of post-test 82.It could be concluded that there were the improvement occurred on the students' vocabulary mastery seen from the research result analyzed by theresearcher.

Considering the findings of the latest related research, this research done by the researcher had the similar findings that the use of Mnemonic method in teaching vocabulary to the students could improve their vocabulary mastery. Therefore, it could be concluded that Mnemonic method was a really good method in teaching and learning voabulary and the it is suggested to apply it in teaching vocabulay at the school.

It could be seen from the students test result in two cycles. Eventhough in cycle I was 11 students who passed the test from 24 students, but this could be improved in cycle II. Therefore, there were 21 students achieved the MCC, and only 3 students failed from the test. The average score of students in cycle II was 87.5%. Therefore,it could be known that Mnemonic method was an effective way in teaching vocabulary, It means that Mnemonic method could facilitate the students in memorizing and mastering the vocabulary. Joyce at all to (Ndraha, 2019) who states that Mnemonic ia a strategy in memorizing and assimilating information.

Additionally, the latest related research in teaching vocabulary by using Mnemonic method had been conducted by Veronika Intan, 2019*"Improving the Students Vocabulary Mastery by Using Mnemoni*

D. Closing

After conducting CAR at the Seventh grade of SMP Negeri 1 Toma, 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 precentage 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 obyained from the students' tesdt result of Seventh grade, especially class-C, it is concluded that the students' ability in mastering English vocabulary through Mnemonic was impoved.

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 techear, students, and researchers.

Mnemonic method was one of the methods that could be considered and used in teaching English vocabulary. Using Mnemonicmethod in the learning process makes the classroom atmosphere becoming live and no boredom in learning English. Through this method, the students would discover new things (words) that encouraged them to know more more so that they would countinue to dig up information about it which increased their motivation to learn English words. Additionally, the teacher should always give apportunities for the students to practice as they laearn best way to do by themselves.

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