

KEYWORD MNEMONIC IN BOOSTING THE STUDENTS' VOCABULARY MEMORIZATION FOR YOUNG LEARNERS LEVEL

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**KEYWORD MNEMONIC IN BOOSTING THE STUDENTS' VOCABULARY
MEMORIZATION FOR YOUNG LEARNERS LEVEL**

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Abstract

The young learners are mostly easy in memorizing the vocabulary of English as a foreign language, but they also very quickly forget them. They need an effective technique to overcome this problem. This study aims to explain the effectiveness of the Keyword Mnemonic Technique in boosting their English vocabulary memorization. The quasi non-equivalent experimental is used as the research method. The subjects of this study are the thirty students of elementary school class five from Lampung Tahalo. The result shows that the significant value of the independent t-test was $0,000 > 0,05$. It means that there is a difference between the experimental class and the control class. The sample t-test shows a significant number of $0,000 > 0,05$. It means that the student's achievement is good after receiving the mnemonic method. It could be concluded that the keyword mnemonic technique can improve or assist the students in memorizing the English vocabulary. The teacher at the beginner level can use this technique as the strategy to boost the students in memorizing the English vocabularies as a foreign language.

Keywords: Young Learners, Mnemonic, Memorization, Vocabularies

INTRODUCTION

Teaching Vocabularies as a foreign language to young learners should be interesting and enjoyable. They are more interested in teaching with modified like a game. Nowadays, many young learners are mostly easy in memorizing the vocabulary but they also very quickly forget them. Sudirman dan Ridha (2017) said that vocabulary is a crucial thing for remembering by the students, but sometimes they get difficulties in memorizing the vocabularies. They need a method to help their problem in memorizing the vocabularies.

Vocabularies can not be separated from language learning like English as a foreign language. Sari R. R. (2018) It was neglected in language teaching programs to help the students understand the language effectively.

Next, according to Susana (2017), she said that the students feel bored in vocabulary learning. It is caused by a monotonous teaching style that is used by the teacher.

In line with them, Tahery and Davoudi (2016) said that vocabulary teaching has been less interesting than the teaching of English Grammar. Learners inevitably tried hard to

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memorize vocabularies was the repetition of a long of irregular verbs. Many students at Pematang Tahalo Public Elementary School II East Lampung can memorize many vocabularies but not. The students do not have the best techniques to make it easy in memorizing the vocabulary. Therefore, the students experience difficulties with it. The plain problem is they do not have the best technique which allows them to remember the vocabularies for longer. Also, they are difficult to practice what they have been memorized. This was revealed by the students themselves and based on a survey. So, the students need the best technique for memorizing vocabularies that can be easy to memorize for longer.

According to Heckman (in Andi Ahmad, 2017:227), language skills will increase if the quantity and quality of vocabulary also increase. It means when the student learns a language, they will naturally feel an increase in their vocabulary or skills through the way they talk to others. If the vocabulary they memorize is limited to daily activities, without wanting to know the language of other activities such as work vocabulary, transportation vocabulary, and so on. Here we can know that when a student/person has only a little vocabulary the level of improvement in which their vocabulary is still basic, of course, they will tend to have difficulty in speaking. However, different from those who have memorized a lot of vocabulary, of course, it will be easy to talk even understand what the other person is saying. In language learning, vocabulary is included as a major component for speaking ability when communicating with others. One of the best ways to help students remember vocabulary and its meanings is by using the keyword mnemonic technique.

Davoudi, M., & Yousefi, D. (2016) investigate the effect of the keyword method, as one of the mnemonic strategies, on vocabulary retention of Iranian senior high school EFL learners. Quasi-experimental was used in this research. It used thirty-eight (n=38) female senior high school students in grade four from two intact classes at a public high school. Overall, this study illustrated that the use of the keyword method can largely reduce learners' problems in the acquisition and retention of L2 words. The findings of the research may have pedagogical implications for teachers and learners.

According to the above research, mnemonic can be used at all ages. This statement is reinforced by the results of the research of Anjomafrouz & Tajalli (in Raouf Hamzavi, 2012:3), about the mnemonic method that involves 43 students in Iran who found that there was no effect of age differences in the use of the mnemonic method. Atkinson (1975:822) explains that before using the mnemonic keyword method, the first thing to do is to search for known words and to have similar sounds with those foreign words.

To determine this stage, a keyword search can not be made by students or others, because the provision of keywords for students from others is more effective than students having to make it themselves. Why is it suggested in such a way, because finding keywords for foreign vocabulary (English) has a complexity so that if students make their keywords it is feared that students will find it difficult to get the right association?

Based on the research conducted by Azmi, Najmi, & Rouyan, (2016) entitled *A Case Study on the Effect of Mnemonics on English Vocabulary*, the mnemonic techniques in learning English vocabulary item and its meaning, expanding the vocabulary of a speaker, increasing the performance of a student and many more.

The next research related to the Mnemonic technique has been conducted also by Zaenudin, & Asror (2019). Their research investigated the use of the Mnemonic Technique in learning Nahwu. The result of this research was the time when using the Mnemonic technique more effective and faster. They also found that the use of the Mnemonic technique makes the memories of Nahwu last longer.

Based on the background of the research above, the researcher limits this research to the learning strategies and actions taken to improve students' vocabulary memorization skills in English language learning of 5th-grade students of the state elementary school Pematang Tahalo East Lampung academic year 2019/2020. These vocabulary materials are about Healthy Food and ecosystems.

The researchers formulated the problem as follow:

1. Is the implementation of the Keyword Mnemonic technique effective in English vocabulary learning of fifth-graders at Elementary School II Pematang Mahalo?
2. How is the students' achievement in memorizing vocabulary after using the Mnemonic Technique?

RESEARCH METHOD

In this study, researchers used quantitative methods. The quantitative method involves several processes, namely: the process of collecting, analyzing, interpreting, and writing the results of the research of Creswell (2013).

The design used in this study is a quasi-experimental design using the nonequivalent control group design model. Both groups in this design were given a test that was pretest before being given treatment, both the experimental group and the control group to find out the condition of the group before treatment. Then after treatment, the experimental group

and the group controlled were given a test that is posttest, to determine the state of the group after treatment.

The sample of this study was class V-A and V-B. Class V-A was designated as an experimental class consisting of 15 students and class V-B was designated as a control class consisting of 15 students. The sample selection was obtained based on the justification of experts conducted by interviews with English language teachers and the principal of SDN II Pematang Tahalo, East Lampung in the observation of researchers. The results of observations by researchers stated that the 5th-grade syllabus was by the study. The technique used in sampling is the technique of purposive sampling. This means the sampling used in research is based on certain considerations. Also, sampling with a purposive method sampling can be carried out efficiently and effectively in terms of supervision, conditions of the study, time of the study, and conditions of the research subject.

The research instruments used are the lesson plan and Mnemonic Keyword test. The Learning Implementation Plan (RPP) is used as a guide in learning activities in class. This RPP and the Mnemonic Keyword test had been validated by two experts before researchers use them. The validation sheet used by the researcher was adapted from Heraningrum (2016). The mnemonic keyword test consists of 20 essay questions and is done for 21 minutes. This test is created by researchers to test the students' ability to memorize the English vocabulary. The following lattice mnemonic keyword test questions:

Table 1. The Lattice Sheet Validation Mnemonic Test Questions

No	Item	Item of question
1.	Healthy food	10
2.	The ecosystem	10

Before being used, the test questions have validated by two experts to find out whether the questions are suitable for the research subjects. The validation sheet used by the researcher was adapted from Heraningrum (2016). The following is the validation sheet for the mnemonic keyword test question:

The researchers collected data with a test. The researchers divided it into two classes control class and experimental class. The experimental class here used the mnemonic technique as a research method in the learning process. While the control class used the traditional way, namely memorizing by reciting and imitating the teacher afterward. Researchers collected data by analyzing tests in memorizing vocabulary from students. Pre-test and post-test had given to the control group and the experimental group. The pre-test

was given before the treatment was applied to determine the ability of students. While the post-test was given after the students receive treatment in learning. This test determines the extent of the students' progress in memorizing vocabularies. After this, the students were asked to complete the points with English that already has a sentence and in that sentence, there were keywords and their meanings. So, they can help the students to remember the vocabulary.

The Mnemonic Keyword Test data results that were used as a pretest and posttest are analyzed using scoring guidelines created by researchers. The score obtained by each student was calculated using the following formula Adriana (2017):

$$final\ score = \frac{total\ number\ of\ student\ scores}{maximum\ score} \times 100$$

After the results of each student's pretest and posttest were obtained then proceed to the data normality test to find out whether the pretest and posttest data were normally distributed or not. In this study, the normality test used Kolmogorov-Smirnov with the help of SPSS 23.

Kolmogorov-Smirnov test normality test in determining decisions as follows:

- 1) If the sign value. > 0.05 ($\alpha = 5\%$), then the data were normally distributed.
- 2) If the sign value. < 0.05 ($\alpha = 5\%$), then the data was not normally distributed

If the results of the pre-test and post-test data obtained were normally distributed, then the homogeneity test was then performed to find out whether the variance of the pre-test and post-test from both classes' data were different or the same. In One-Way ANOVA research with the help of SPSS 23.

RESULT AND DISCUSSION

Result

The researchers provide some results related to RPP validation results, Mnemonic Keyword Test Validation Results, The Effectiveness of the Mnemonic Keyword Method.

1. RPP Validation Results

The Learning Implementation Plan (RPP) is validated by school principals and class teachers in SDN II Pematang Tahalo, East Lampung. The score is in the range of 51-75 with quite valid criteria. So based on the validity criteria, the lesson plans made by the researcher are appropriate.

2. Mnemonic Keyword Test Validation Results

The mnemonic keyword test questions are validated by class teachers and experts in English. The score meets the validity criteria in the range 51-76 with the category quite valid. So the mnemonic keyword test questions are feasible to use in this study.

3. The Effectiveness of the Mnemonic Keyword Method

The effectiveness of the mnemonic keyword method results from the comparative analysis test using the Independent T-Test with the help of SPSS 23. The comparative test will show whether there are differences between the control class that does not get the mnemonic method and the experimental class that gets the mnemonic method. Before the comparative test is carried out, the researcher tests the normality and homogeneity test on the pretest and posttest results of the control class and the experimental class as a condition of the comparative test.

Table 2. Pre-test Results of Control and Experiment Class Students

No	Class	Experiment's Studens	Score	No	Class	Control's Students	Score
1.	V-A	AS	20	1.	V-B	AI	10
2.	V-A	DAP	20	2.	V-B	AY	30
3.	V-A	FDR	30	3.	V-B	DJ	15
4.	V-A	KF	15	4.	V-B	DK	15
5.	V-A	LK	10	5.	V-B	FI	15
6.	V-A	MA	15	6.	V-B	HAP	30
7.	V-A	NR	20	7.	V-B	IDS	20
8.	V-A	RF	10	8.	V-B	OVS	20
9.	V-A	SW	30	9.	V-B	RA	5
10.	V-A	VR	15	10.	V-B	RW	5
11.	V-A	VW	10	11.	V-B	SDA	15
12.	V-A	AB	20	12.	V-B	SFM	5
13.	V-A	AS	30	13.	V-B	SWM	10
14.	V-A	MS	15	14.	V-B	UO	10
15.	V-A	DAD	30	15.	V-B	NKS	30

From the results of the pretest students of the control class and the experimental class, the researcher then tests the normality before testing the hypothesis of the effectiveness of the mnemonic keyword method. A normality test is conducted to determine whether the pretest data of the control class or the experimental class is normally distributed or not. The normality test used is the Kolmogorov-Smirnov test using SPSS 23.

The normality test results for the control class and experimental class pretest data are as figure 4.1:

One-Sample Kolmogorov-Smirnov Test

		pretestC	pretestE	
N		15	15	
Normal Parameters ^{a,b}	Mean	15.67	19.33	
	Std. Deviation	8.837	7.528	
Most Extreme Differences	Absolute	.197	.198	
	Positive	.197	.198	
	Negative	-.148	-.188	
Test Statistic		.197	.198	
Asymp. Sig. (2-tailed) ^c		.122	.117	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.110	.106	
	99% Confidence Interval	Lower Bound	.102	.098
		Upper Bound	.118	.114

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 1. Pretest Data Of The Control Class And Experimental Class

Figure 1 shows a significant number of 0.122 for the control class pretest and 0.117 for the experimental class. A significant number of normality tests from the control class and experimental class showed a significant number > 0.05. Based on the decision-making in SPSS 23 if the significance value > 0.05, it is concluded that the pretest data from the control class and the experimental class are normally distributed.

Student posttest data were obtained from the results of the mnemonic keyword test questions given after the treatment class began. The post-test results of the control class and experimental class students can be seen in table 3.

Table 3. Post-test Results of Control and Experiment Class Students

No	Class	Experiment's Students	Score	No	Class	Control's Students	Score
1.	V-A	AS	80	1.	V-B	AI	50
2.	V-A	DAP	75	2.	V-B	AY	60
3.	V-A	FDR	90	3.	V-B	DJ	60
4.	V-A	KF	75	4.	V-B	DK	75
5.	V-A	LK	70	5.	V-B	FI	60
6.	V-A	MA	70	6.	V-B	HAP	65
7.	V-A	NR	75	7.	V-B	IDS	75
8.	V-A	RF	65	8.	V-B	OWS	65
9.	V-A	SW	80	9.	V-B	RA	50
10.	V-A	VR	90	10.	V-B	RW	50
11.	V-A	VW	80	11.	V-B	SDA	65
12.	V-A	AB	75	12.	V-B	SFM	60
13.	V-A	AS	80	13.	V-B	SWM	75
14.	V-A	MS	80	14.	V-B	UO	60
15.	V-A	DAD	90	15.	V-B	NKS	75

Based on Table 2, the significance results based on the mean show the number 0.629 for the pretest and 0.424 for the posttest. The resulting significance number > 0.05, so it

can be concluded that the pretest and posttest data from the two classes have the same variance.

The pretest and posttest data from the control class and the experiment were normal and homogeneous in distribution so that the data could be made a comparative test.

The hypothesis that will be used in the comparative test is as follows:

H_0 : There is no difference in the average between the results of the control class and the experimental class

H_1 : There is an average difference between the results of the control class and the experimental class

The comparative test used is the Independent-Sample T-Test using SPSS 23. The results of the Independent-Sample T-Test are as follows:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	.239	.629	-1.223	28	.231	-3.667	2.997	-9.806	2.473
	Equal variances not assumed			-1.223	27.309	.232	-3.667	2.997	-9.813	2.480
posttest	Equal variances assumed	.659	.424	-5.067	28	.000	-15.333	3.026	-21.533	-9.134
	Equal variances not assumed			-5.067	27.069	.000	-15.333	3.026	-21.542	-9.125

Figure 2. Independent-Sample T-Test Results of The Control Class and Experiment

The picture above shows the significant value of the pretest and posttest between the control class and the experimental class. The pretest significance value was $0.231 > 0.05$, so it was H_0 accepted and H_1 rejected, which means

There was no average difference between the control class and the experimental class. The posttest significance value of $0,000 < 0.05$, then H_0 was rejected and H_1 accepted, which means there is an average difference between the control class and the experimental class.

Based on the results obtained from the comparative test which shows the difference between the control class that is not given the mnemonic method and the experimental class that is given the mnemonic method, it can be concluded that the mnemonic keyword

method is effective in learning English vocabulary of fifth-grade students in SDN II Pematang Tahalo, East Lampung.

Student achievements after the mnemonic method were experimental class students who were given a test to memorize the vocabulary that was tested verbally. Student memorization data obtained from vocabulary memorization test results provided in the experimental class after the treatment class.

The results of memorization of the experimental class students can be seen in table 4:

Table 4. Memorization Results of the Experimental Class Students

No	Class	Initial's Name	Score
1.	V-A	AS	80
2.	V-A	DAP	70
3.	V-A	FDR	80
4.	V-A	KF	70
5.	V-A	LK	60
6.	V-A	MA	60
7.	V-A	NR	60
8.	V-A	RF	60
9.	V-A	SW	50
10.	V-A	VR	70
11.	V-A	VW	50
12.	V-A	AB	70
13.	V-A	AS	60
14.	V-A	MS	50
15.	V-A	DAD	70

From the data above, the students' memorization ability of the experimental class after the mnemonic method in the table above gets an average result of 64. The average value is included in interval $61 \leq \bar{x} < 81$ with the good category.

Based on the memorization results of the experimental class students above will be tested for normality before testing the student achievement hypothesis after getting the mnemonic method. A normality test is conducted to determine whether the memorization data of the experimental class students are normally distributed or not. The normality test used is the Kolmogorov-Smirnov test using SPSS 23. The results of the normality class memorization test results of the experimental class are as shown below:

One-Sample Kolmogorov-Smirnov Test

		memorize	
N		15	
Normal Parameters ^{a,b}	Mean	64.00	
	Std. Deviation	9.856	
Most Extreme Differences	Absolute	.195	
	Positive	.191	
	Negative	-.195	
Test Statistic		.195	
Asymp. Sig. (2-tailed) ^c		.128	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.117	
	99% Confidence Interval	Lower Bound	.108
		Upper Bound	.125

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 3. Normality Test Results Memorization Data of Experimental Class Students

Figure 4.5 shows the results of significant figures of $0.117 > 0.05$. Based on the decision-making in SPSS 23 if the significance value > 0.05 , it is concluded that the memorization data of the experimental class students are normally distributed.

The memorization data of students is normally distributed, which means that the memorization data of the experimental class students can be tested by a one-sample t-test. One sample t-test was conducted with a hypothesis that tested the research claim. Research claims were obtained from the average memorization of experimental class students with a value of 64. The average entered the interval $61 \leq \bar{x} < 81$ with a good category. This shows that the claim is $\mu < 81$. The hypothesis will be tested as follows:

$H_0: \mu = 81$ (the category of memorizing ability of the experimental class students is very good)

$H_1: \mu < 81$ (the category of students' ability to memorize the experimental class is good)

In testing a one-sample t-test using SPSS 23. The following results from the one-sample t-test:

One-Sample Test

Test Value = 81

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
memorize	-6.680	14	.000	-17.000	-22.46	-11.54

Figure 4. Test Results of One-Sample T-Test Rote Learning Ability of Students To Class An Experiment

According to the output of figure 4.6 test results of one sample t-test obtained by value t (count) of - 6.680, and n use-values Sig. 2 tailed amounted to $0,000 < 0,05$, it can be concluded that it was H_0 rejected and H_1 accepted, which means that the category of memorizing ability of the experimental class students after being given the mnemonic method is good.

Discussion

The research results show that there are two results obtained namely the effectiveness of the mnemonic keyword method and student achievement in memorizing English vocabulary after getting the mnemonic keyword method.

The results of the effectiveness of the above mnemonic keyword method show that the pretest significance value is $0.231 > 0.05$, then H_0 is accepted and H_1 is rejected, which means there is no average difference between the control class and the experimental class. The posttest significance value of $0,000 < 0,05$, then H_0 is rejected and H_1 is accepted, which means there is an average difference between the control class and the experimental class. Therefore, the results obtained from the comparative test indicate a difference between the control class that was not given treatment and the experimental class that was given treatment, it can be concluded that the mnemonic keyword method is effective in learning English vocabulary for fifth-grade students in SDN II Pematang Tahalo, East Lampung. These results are consistent with research from Bengue and Robbins (2019) which state that the mnemonic method is effectively used in learning English at different grades.

The results of the students' achievement in memorizing English vocabulary after getting the mnemonic keyword method above show that the average results of memorization of experimental class students are worth 64. The average entry at an interval of $61 \leq x < 81$ and the significant value of the one-sample t-test of $0,000 < 0,05$, it can be concluded that H_0 is rejected and H_1 is accepted, which means that the category of memorization ability of the experimental class students after being given the mnemonic method is good. These results are consistent with research from Suharnan (in Yokhanan Ardika 2016: 68) which states that mnemonics is a strategy or technique learned to help memory performance that can be optimized with practice.

Based on the discussion above it is stated that the implementation of the mnemonic method in memorizing English vocabulary in class V SDN II Pematang Tahalo, East Lampung is effective and shows good performance, so the implication of this research is to be able to use the mnemonic keyword method as a tool to easily remember various kinds information especially in English vocabulary.

CONCLUSION

Based on the results of the analysis of research data that has been carried out using the comparative independent t-test and one-sample t-test, it can be concluded that:

Firstly the implementation of the mnemonic in English vocabulary learning keyword method is effectively used in class V SDN II Pematang Tahalo, East Lampung, as seen from the results of the independent t-test with a posttest significance value of $0,000 < 0.05$, which means there is an average difference between the control class and the experimental class.

Secondly, the achievement of the memorization ability of the experimental class students after being given the mnemonic method is well seen from the average value of the memorization results of students of 64 entered at intervals of $61 \leq \bar{x} < 81$ and the results of one-sample t-test with a significance value of $0,000 < 0.05$.

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