TEACHING VOCABULARY THROUGH MNEMONIC DEVICE
(The Experiment Study at the Second year of SMP As-syu‘a‘iyah Sukaraja Bogor)

A Paper
Presented to the Tarbiya and Teachers’ Training
In a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1)

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
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The Examination committee of the Faculty of Tarbiya and Teachers’ Training certifies that the Skripsi (scientific paper) entitle “Teaching Vocabulary through Mnemonic Device (An Experiment Study at the Second year of SMP As-Syuja’iyyah Sukaraja Bogor)” written by Abdul Gofar, registration number: 102014023719 was examined by the committee on August, 15th 2008, and declared to have passed, and therefore fulfilled one of the requirements for the academic title of ‘S.Pd.’ (Bachelor of Arts) in English Language Education at the Department of English Education.

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The Writer
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CHAPTER I
INTRODUCTION

A. The Background of Study

As one of the language components, vocabulary is considered an integral part of literacy and content learning in school today. The use of vocabulary is a part of reading, learning in a language and a foundation of effective communication. For this reason, vocabulary is one of language components to be mastered by students of second language. However, there are some problems to make learners master vocabulary. The reasons that make students weak in vocabularies are often complex and overlapping, but there are a few of the common reasons for weak vocabularies:

1. Static curriculum (inflexible),
2. Live in an environment where higher level vocabularies are not used,
3. Do not read enough or have reading problem,
4. Do not pay attention to words,
5. Do not have a good understanding of the structure of language including parts of speech and word parts.\(^{48}\)

In *Kurikulum Tingkat Satuan Pendidikan (KTSP)* as present curriculum in Indonesia, vocabulary has urgent role in supporting language skills like listening, speaking, reading, and writing that are hoped to be applied in literary level through *formative, functional, informational and epistemic.*\(^{49}\) But in junior high school, English is just targeted in *functional* indicated with ability both oral and written communication to solve the problem of daily activity. From the reasons mentioned above, the vocabulary development with variety or alternative ways is needed.


\(^{49}\) [www.puskur.co.id](http://www.puskur.co.id)
In order to read and speak fluently, and comprehend what is written, students need to use not just phonetically, but in context. Therefore, vocabulary needs to be taught explicitly and be a part of daily curriculum. And it is also extremely important for the teachers to know and incorporate the ways that students learn vocabulary directly, including; explicitly teaching vocabulary before students read a text, how to correlate one word to another.

Other reasons of the weak vocabulary are; first, it is caused by ineffectiveness of teaching vocabulary strategy, which is chosen by the teachers. Second, it is caused by the students who always forget their new vocabulary.

Ebinghouse, an expert of mind development as quoted by Parlindungan says that there are something that causes forgetting; the first is the decay theory, second is the interference theory, third is the motivated forgetting, and the last is key dependent theory. It will be discussed more detail in chapter two.

Muhibbin Syah in his book “Psikologi Pendidikan” says that forgetting is a humane and perhaps it cannot be prevented. However, trying to minimize the process of forgetting can be done by many strategies.

Principally, if the subject given to the students can be absorbed, processed, and kept well in their memory system, the forgetting phenomenon maybe does not happen. Now, how is strategy to make the memory system of students work optimally in processing the subject that has been given to them? The best strategy to minimize forgetting is by increasing the student’s memory that will be discussed in the next chapter, such as;

1. Over Learning
2. Extra Study Time
3. Mnemonic Device
4. Clustering

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50 Ibid, p.187
52 Parlindungan Pasaribu, Ir, Taufikurahman Lukman, Ir, Melipatgandakan Potensi Otak; Tehnik Praktis Melejitkan Daya Ingat. (Jakarta: Elex Media Komputindo, 2005), p.23-24
5. Distributed Practice
6. The Serial Position Effect

From the explanation above, the writer brings up the using of mnemonic technique in teaching vocabulary strategy by using mnemonic device in this paper. The major purpose of this technique is to enhance the memory, and it is usually used for the students with disabilities.\textsuperscript{55}

The basic principal of mnemonic device is for minimizing forgetting phenomenon to the learners. As professional, could a teacher prevent forgetting that is always experienced by learners?

One of the most popular mnemonic strategies is \textit{keyword technique}.\textsuperscript{56} It is a new compared other mnemonic device, such as; rhyme technique, acronym system, peg-word system, and method of loci. Firstly, two experts of psychology, Raugh and Atkinson developed this method in 1975. It usually engineered specially for learning the word of foreign language that has similarity in sound and form.

B. Limitation and Formulation of Problem
1. The Limitation

The limitation will be discussed in this paper is the teaching of English vocabulary through mnemonic device (keyword technique) at the second year of \textit{SMP As-syuja’iyyah, Bogor}.

2. The Formulation

The formulation of the problem on this study is “whether to use mnemonic device in a vocabulary learning strategy has significant influence to the students’ vocabulary acquisition”.

\textsuperscript{55} http://www.vcl.org/pages/newsletters/00_01_fall/mnemonic.htm

C. Objective of Study

The writer intends to get data information for explaining the mnemonic strategy and how to use it in a language teaching process, especially in vocabulary teaching. The result of this study is hoped to be useful for English teachers and to know the effectiveness of teaching vocabulary through mnemonic device.

D. Method of Study

In this study, the writer will use the field research. He will collect data by teaching two classes. They are experiment class; which will use the mnemonic device, and controlled class; just give the meaning from dictionary during the teaching-learning process. Firstly, he will give students of both classes a pre-test, to get the basic knowledge of their vocabulary achievement. After that, the writer will give them a post-test to find the result of the technique treated at the end of the research and compare the result of the test between the experiment class and controlled class.

E. Organization of Writing

The organization of this paper is facilitating the discussion of the problem and helps the readers understand what they read. It is divided into four chapters.

Chapter one is introduction. It contains background of study, limitation and formulation problem, objective of study, method of study, and organization of study.

Chapter two is theoretical framework. This chapter tells vocabulary, memory, mnemonic device, and hypothesis. Vocabulary consists of three items; the understanding of vocabulary, types of vocabulary, and vocabulary teaching. Memory consists of four items; the understanding of memory, types of memory, forgetting phenomena, and minimizing forgetting. Mnemonic device consists of four items; the understanding of mnemonic device, function of mnemonic device, types of mnemonic device, and the procedure of using mnemonic device.
Chapter three is research methodology and research findings. Research methodology consists of six items; the objective of study, place and time of study, method of study, teaching procedure of experiment class, teaching procedure of controlled class, population and sample, and technique of data analysis.

Chapter four is conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary Teaching Strategy

1. The Understanding of Vocabulary

Vocabulary as defined by experts is a total number of words which (with rules for combining them) make up the language/list of words usually with definition for translation.\(^{57}\)

Meanwhile, according to Webster’s, vocabulary is (1) a list of word and phrase, abbreviation inflectional form etc. usually arranged in alphabetical order defined or otherwise identified as in a dictionary glossary. (2) An interrelated group of noun-verbal symbol, sign, gestures, etc. used for communication or expression in a particular art, skill etc.\(^{58}\)

Harmer states that vocabulary is more than merely a list of words. It is of words which express meaning, but meaning is a slippery concept. Some words may appear to refer to one thing and therefore easy to teach, but some words may also be difficult to teach because their meaning may change depends on the words they are attached with.\(^{59}\)

From the explanation above, we can see that vocabulary is a list of words or phrase usually arranged in alphabetical order with the definition for translation.

2. Types of Vocabulary

Vocabulary is of words to know for effective communication. According to Jo Ann Aebersold and Mary Lee Field vocabulary consists of receptive and productive vocabulary, they say that: “Receptive vocabulary is vocabulary that


\(^{58}\) Britanica.com

\(^{59}\) Jeremy Harmer, Teaching Vocabulary, English Teaching Professional, Issue Thirteen, October, 1999, p.3
readers recognize when they see it but do not use them for speaking and writing. Productive vocabulary is the vocabulary that people actually use to speak and write.\(^\text{60}\) Whereas, John Haycraft in his book, at least there are two types of vocabulary:

1) *Active vocabulary*, are the words that students understand and can pronounce it correctly and use constructively in speaking and writing.

2) *Passive vocabulary*, are the words that students recognize and understand when they occur in a context, but which cannot produce correctly him-self.\(^\text{61}\)

Meanwhile, Fries as quoted by A. M. Zaenuri says that vocabulary is of two namely; function and content words. The function words are a closed class, we cannot add to the prepositions or auxiliaries or modals or any structure words of the language. The content words can be added to at anytime as new scientific advances make new words and communication about new invention necessary.\(^\text{62}\)

From the classification above, it shows there are two kinds of vocabulary stated before namely; function words and content words.

3. Vocabulary Teaching

There are many strategies or techniques in teaching vocabulary that have been found by experts to find out the effectiveness of learning vocabulary. But principally, there are two techniques in teaching vocabulary, according to Ruth Gairn and Stuart Redman:\(^\text{63}\)

1) Visual technique including visual, blackboards, real objects, charts, picture files, flannel boards, pocket charts, flash card, word card, number card, magnetic board, etc.

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2) Verbal technique including the illustrative situation (oral or written),
use of synonym and definition, contrast and opposites, scales and
example of type.

In the following, there are some types of the strategies in teaching
vocabulary. But, before that, there are some principles of teaching vocabulary that
have to be paid attention by teachers:

1) The teaching of vocabulary is based on the students’ ability,
2) The teaching of vocabulary is suitable with students’ capability,
3) The words are taught from simple words to complex words (the
easiest to the most difficult).

According to Michael J. Wallace: to know a word in a language as well
as the native speaker knows it may mean the ability to:

1) Recognize it in spoken or written form;
2) Recall it well;
3) Relate into an appropriate object or concept;
4) Use it in the appropriate grammatical form;
5) In speech, pronounce it in a recognizable way;
6) In writing spell it correctly;
7) Use it in the correct collation;
8) Use it in the appropriate level of formality;
9) Aware of its connotations and association.

Generally, as a beginner it is not easy to understand word by word in
understanding the meaning of a sentence. If it is not practiced often, automatically
it will reduce or lose. To help students maintain the capacity of word has been
taught, vocabulary cards can be used as an aid.

Some techniques on teaching vocabulary can be used to explain the
meaning of words, and every teacher has to determine the best technique to teach
or explain the meaning of words. In determining, a teacher needs to consider
whether the technique is able to improve student’s retention.

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64 Jack C. Richards and Theodore S. Rodgers, Approaches And Methods in
65 Michael J. Wallace, Teaching Vocabulary, (Oxford: English Book Society, 1982),
p.52
As discussed above that there are many strategies in teaching vocabulary, According to Browman, there are six strategies in teaching vocabulary.  

1) Mnemonic Keyword Strategies (encoding word)  
2) Cognitive Strategy Instruction (semantic mapping)  
3) Meaning of Word Parts (prefix instruction)  
4) Vocabulary Practice Activities (flash cards, drills, pair quizzing, and games)  
5) The Peg-word Strategy (rhyming words)  
6) Computer Assisted Instruction (CAI) (video clips, and other computer based media)  

From the explanations above, we can say that there are six strategies in teaching vocabulary and we can choose one of them by giving the attention to the teaching principles to make it more effective and not make students bored.

B. Memory

1. The Understanding of Memory

Memory is a learned capability for responding, and its persistence over time is measured by the retention test. Loss of memory strength over time is called “forgetting”.  

According to Webster, memory is  

1) The power or process of reproducing or recalling what has been learned and retained especially through associative mechanisms.  
2) The store of things learned and retained from an organism's activity or experience as evidenced by modification of structure or behavior or by recall and recognition.  

From the definitions above, we can say that memory is the human ability in keeping information about past events or knowledge or the process of recovering information about past events or knowledge.

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66 http://curry.ed.school.virginia.edu
68 Britannica.com
2. Types of Memory

Generally there are three kinds of memory: sensory memory, short-term memory, and long-term memory.

a. Sensory memory

Sensory memory is a part of human brain which activates the sense censor that is receiving the information. The ability to look at an item, and remember what it looked like with just a second of observation, or memorization, is an example of sensory memory. 69

b. Short-term memory

Short-term memory is a memory often called as “left brain”. Some of the information in sensory memory is then transferred to short-term memory. Short-term memory allows one to recall something from several seconds to as long as a minute without rehearsal. Its capacity is also very limited. 70

c. Long-term memory

Long-term memory is a memory often called as “right brain”. The storage in sensory memory and short-term memory generally have a strictly limited capacity and duration, which means that information, is available for a certain period of time, but is not retained indefinitely. By contrast, long-term memory can store much larger quantities of information for potentially unlimited duration (sometimes a whole life span). Whilst short-term memory encodes information acoustically, long-term memory encodes it semantically. 71

One of the main functions of sleep is thought to be improved consolidation of information, as it can be shown that memory depends on getting sufficient sleep between training and test, and that the hippocampus replays activity from the current day while sleeping. For example, if we are given a random seven-digit number, we may remember it for only a few seconds and then forget, which means it was stored into our short-term memory. On the other hand, we can

69 http://en.wikipedia.org/wiki/Memory.
70 Ibid.
71 Ibid.
remember telephone numbers for many years through repetition; those long-lasting memories are said to be stored in our long-term memory.

Specifically there are five kinds of memory:\(^7^2\)

1) Work Memory

It is a memory which works when we remember some things at the same time. This memory is a great short-term memory. No more than several seconds, it is located in the prefrontal cortex. It is enabling to save and remember some of things at the same time. For example, we could wave at someone while we speak with other people and open a letter. In many peoples begin lost this memory efficiency after 40 years of their age.\(^7^3\)

2) Implicit Memory

It is a conscious memory or automatic memory. It is located in Cerebellum (small brain). For example, once we learn how to do something like riding a bicycle, driving a car, or swimming, we will never forget how to do that next. We often call this memory as “the muscle memory” or “the implicit memory” the memory that does not demand of consciousness. Reflect movement is one of functions of this memory. It tells us why we can “loss memory” when we are in the back of steering wheel and find us shockingly that we have been in our destination place. Loss of implicit memory above is a serious problem.

3) Remote Memory (Long Distance Memory)

It is a memory which keeps the data accumulation of our hold life. On the other hand, this memory is whole life of data accumulation about every wide topic. This memory capability is inclined decrease with increasing age or when peoples get older.\(^7^4\)

4) Episodic Memory

It is a memory of private specific experience, like food which is chosen by us in a restaurant last week, a score of soccer match, or a plot of movie that we watch. It is formed in hippocampus (part of human brain which forms long-term


\(^{73}\) Ibid, p.71

\(^{74}\) Ibid, p.72
When the information is gotten emotionally satisfied, like a story, or conversation, or movie usually will be remembered well.

5) Semantic Memory

It is a memory which keeps basic information or some things. For example, remembering about words and symbols with its meanings is a type of memory that impossible lost. Even, it never use in years. Maybe we still remember the way how to make “a firm knot” that we have gotten in scout activity, or a children game “hide and seek”, or religion symbols is unforgotten because it is a base element in our life like discriminating between cat and dog. This memory is located in the corner coil (part of human brain which connects the left brain to the right brain).

From the explanation above, we can conclude that generally, there are three types of memory and specifically, there are five types of memory.

3. Forgetting Phenomena

Forgetting is a phenomenon that makes someone not remember to the information or anything that he/she has known before. For example, when we are on the way and think whether the water faucet has been closed or not, or whether the computer has been turned off or not. Sometime those make us doubtful and disturb our activity. Muhibbin Syah defines that forgetting is lost of ability to recall or reproduce back something that has been studied before.

There is something why someone experiences the forgetting phenomenon as has been discussed in chapter one.

(1) The decay theory
It means memory that can assume like paint that will eventually fade until 85% of fade.

(2) The interference theory

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75 Ibid, p.72
76 Ibid, p.72
78 Ir. Parlindungan Pasaribu and Ir. Taufikkurahman Lukman, Melipatgandakan Potensi Otak; Tehnik Praktis Melejitkan Daya Ingat. (Jakarta: Elex Media Komputindo, 2005), p.23-24
It means information accumulated one to another, so when they recall that information, their memory is confused and could not recall it anymore.

(3) The motivated forgetting
Some people realized or not often say to themselves that they are a forgetful person, or sometime either parents or teachers often say that his/her students unconscious mind will accepts that he/she is a forgetting person. The effect is he/she becomes a forgetting person. So, the teachers or parents have to be careful in saying the negative things.

(4) Key dependent theory
It means students need something like a key to make easier in remembering the information. For example, if teacher asks student to keep in their mind the following numbers; 9110211708450072340813. If they asked to recall the numbers quickly, some students may be will difficult to recall it. However, some students can do that, because have a key for recalling it. The key is can imagined such as; the emergency numbers (911), telephone code of Jakarta area (021), the independence day of Indonesia (170845), the secret agent of James Bond (007), the Djí Sam Soe cigarette (234), and the first hand phone numbers of Simpati (0813). If these keys are nothing, students will easier to forget the numbers.

From the explanations above, we can say that forgetting is a disability to know or remember something which has been studied or experienced. So, forgetting is not phenomenon of the lost information or knowledge from our mind. And, it is caused by many factors.

4. Minimizing Forgetting
Everyone must be experienced the forgetting phenomenon or feel difficult to retrieve some information although we have tried maximally to remember it.

Forgetting phenomenon is natural process that could happen because of brain rhythm or brain capacity of remembering about the information will lose very fast in twenty minutes after we get that information. Moreover, if we never repeat or recall it back, 85 % of that new information will fade in twenty four hours.  

79 Ibid, p.16
For minimizing forgetting, we have to practice, repeating or recalling, and associating to the new information that will be reminded. Here some strategies to minimize forgetting according to Muhibbin quoted from Barlow (1985), Reber (1988), and Anderson (1990);^80

1. **Over Learning**
   Its means learning activities more than usual and it happen out of usual or out of class. For example, reading *Pancasila text* on every Sunday and Saturday will make possible the students’ memorization about *P 4 (Pedoman Penghayatan dan Pengamalan Pancasila)* become stronger.

2. **Extra Study Time**
   Extra study time is additional time of learning. For example, from one hour become 1 ½ hours or from one meeting becomes two meetings in a day.

3. **Mnemonic Device**
   Mnemonic device is a trick of memory which is often called just mnemonic its means a special trick as a linking tool of mental for entering the information items into students’ mind system.

4. **Clustering**
   Clustering is rearranging the learning materials become small groups that is considered more logic and easier to be remembered. For example, (a) Indonesia, Malaysia, Singapore, etc. are the names of *Negara Serumpun*, (b) WHO, ILO, UNESCO, etc. are the acronym of International organization.

5. **Distributed Practice**
   The opposite of Distributed Practice is massed practice that has been considered no more effective strategy. Because, can make student doing cramming (learning with many materials in a hurry at sort time).

6. **The Serial Position Effect.**
   For getting the positive effect from this strategy, students are suggested to arrange the words list (names or terms) which are began and finished with words which have to be remembered. And it had better are written by contras letter and color to make it different with other words.

From the explanations above, it shows that forgetting is can be minimized.

### C. Mnemonic Device

#### 1. The Understanding of Mnemonic Device

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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. It is a strategy that provides a visual or verbal prompt for students who may have difficulty retaining information. In this way, children whose learning modalities are primarily visual or verbal are able to create a picture, word, rhyme, or sentence that is attached to an idea they already have. This strategy enhances access to the general curriculum by building on what students already know or have experienced.

In Hornby’s dictionary mnemonic is art of system for improving the memory.\(^{81}\)

According to Levin (1993), mnemonic instruction is useful for students across a wide age range. Though students in the early elementary grades are usually not expected to learn and recall as many facts as older students, they are involved in a number of activities that involve making associations that employ mnemonic principles. Teachers instruct students in the use of mnemonic strategies by using both visual and verbal clues.\(^{82}\)

From the definitions above, we can say that mnemonic device is a tool used for making something that unfamiliar to become familiar and easier to remember.

2. Function of Mnemonic Device

Mnemonics are designed to improve memory of key information. Mnemonic keyword is possibly the most helpful method for teaching vocabulary according to the findings of the National Reading Panel (NRP) National Institute of Child Health and Human Development (NICHD, 2000).\(^{83}\) With mnemonics, associations may be made to link a letter or picture with a word. Special educators use these strategies because mnemonics provide access to the general education curriculum by acting as a tool to encode information so that it can be retrieved.

\(^{81}\) AS Hornby, 2002, Op cit, p. 543
\(^{82}\) http://www.vclsd.org/pages/newsletters/00_01_fall/mnemonic.htm
\(^{83}\) Ibid.
from the memory later. Many students with learning disabilities must learn strategies for retaining information in and out of school.

Mnemonic device is a way to increase the attention of information that will be remembered. This method used for remembering some words that are not popular enough for us. As the method we can use a word or more as a replacement a target word that do not understood the meaning, in order to be known or familiar in our mind.

For Indonesian people, of course, English is not popular enough because it is not our language. So, it is natural if some students feel hard to understand the language. But, it becomes different if those words are changed into the words that have similarity in sound or form.

There is no special pole for making a device in this technique. So, each of everyone can be different in making a device as their keyword or code, it is depend on their own knowledge and experience. This is good for us, because Indonesia has many regional languages such as, Sundanese, Javanese, Batak language, Bugis language, and so on. The important thing of making code/keyword is the word and code must have a similarity in sound or form.84

From the explanations above, we can see that mnemonic device can increase the attention of information that will be remembered.

3. Types of Mnemonic Device

Mnemonic device or a tick of memory is a special way which is made as a code for entering information items into mind system of students. There are many types of mnemonic device. However, there are five types the most popular of mnemonic device,85 among others are:

a. Rhyme

Rhyme is a poem that consists of words and terms which have to be remembered by students. The poem will have a good effect if it is given not and can be sung. The learner of kindergarten song that consists of morality massages as an example.

b. Acronym and Acrostic

Acronym is words whose individual letters can represent elements in list of information. For example, to remember names of prophet, such as; Muhammad, Isa, Musa, Ibrohim, and Nuh we can make it to become MIMIN. Acrostic is sentences whose first letters represent to be remembered information, such as”My very educated mother just served us nine pizzas” to remember the nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturnus, Uranus, Neptunus and Pluto).

c. Peg-word system

Peg-word system is a mnemonic technique which uses the components that have been mastered before. It components are formatted in pair, such as; merah-saga, panas-api, langit-bumi, etc. the words is used to remember words which have same character such as; blood, lipstick, hell, etc.

d. Method of loci

It is a mnemonic strategy which uses the special and famous places as a way to put words or terms which have to be remembered by students. Word loci itself is plural form of “Locus” that has meaning place. In this case, the names of famous cities, building, and street can be used for placing word and term that relevant in meaning has a similarity in character or situation. For example, the capital city of USA can be used for remembering the first president of that country (George Washington)

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86 Ibid, p.160
87 http://www.vclcl.org/pages/newsletters/00_01_fall/mnemonic.htm
88 Ibid
89 Muhibbin Syah, M. Ed. Opcit, p.161
90 Ibid, p.161
e. Keyword system

It is a system which use words as keywords as a tool for remembering the meaning of target word. This strategy is new if compared to other mnemonic strategies. It firstly was developed in 1975 by two experts of psychology, Raugh and Atkinson (Barlow, 1985).

Keyword system usually formatted especially for learning foreign words and terms English for example, and it is effective enough. This system formatted of words list that consist of unsure, as following example:91

<table>
<thead>
<tr>
<th>Words</th>
<th>Phonetic</th>
<th>Code (Mnemonic Device)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>ak’sept</td>
<td>Asep</td>
<td>Menerima</td>
</tr>
<tr>
<td>Adult</td>
<td>ə’dʌlt</td>
<td>Adul</td>
<td>Orang dewasa</td>
</tr>
<tr>
<td>Astute</td>
<td>ə’stjuwt</td>
<td>Astuti</td>
<td>Cerdik, lihay</td>
</tr>
<tr>
<td>Direct</td>
<td>də’rekt</td>
<td>Derek</td>
<td>Langsung</td>
</tr>
<tr>
<td>Deny</td>
<td>də’nai</td>
<td>Deni</td>
<td>Menyangkal</td>
</tr>
<tr>
<td>Enchant</td>
<td>en’cænt</td>
<td>Encan</td>
<td>Memikat</td>
</tr>
<tr>
<td>Enact</td>
<td>e’nækt</td>
<td>Enak</td>
<td>Memerankan</td>
</tr>
<tr>
<td>Engine</td>
<td>’enjən</td>
<td>Enjing</td>
<td>Mesin</td>
</tr>
<tr>
<td>Towel</td>
<td>’tawəl</td>
<td>Toel</td>
<td>Handuk</td>
</tr>
<tr>
<td>Unjust</td>
<td>ən’jʌst</td>
<td>Anjas</td>
<td>Tidak adil</td>
</tr>
</tbody>
</table>

From the example above, it explains that words; adult, astute, enact, engine, and deny more have similarity in form. Meanwhile, words; accept, direct, enchant, towel, and unjust have similarity in sound.

4. The Procedure of Using Mnemonic Device

Teachers could consider mnemonic instruction a useful tool on a continuum of strategies that require varying levels of teacher involvement and

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91 Ibid, p.162
student independence. Mnemonic instruction is an inexpensive strategy that provides a means of helping student gain access to the general curriculum.

Mnemonics can be teacher created or student created. However, the teacher has to introduce and create mnemonics until students learn how to properly use them. Student has to be allowed to create their own mnemonic device when they are not comfortable using them but also willing to create mnemonics with appropriate and correct information.

One recommended procedure for teaching the mnemonics is using the steps of recoding, relating, and retrieving (Mastropieri, 1988), as described below:

1. Recoding
   Recoding involves selecting part of the target word that looks like, or sounds like, a word with which the student is familiar. For example, for the word *apex*, a student might select the word *ape*. For the word *corpuscle*, a student might select *corpse*. In other word, students recode the original word into a word that they can easily imagine.

2. Relating
   The next step is relating the recoded word to the definition of the target word using imagery. For example, since the definition of *apex* is a highest point, a student might relate the recoded word *ape* to the definition by imagining an ape at a very high point, such as King Kong on the Empire State Building. The definition of *corpuscle* is a blood cell, so a student might imagine a corpse traveling around the arteries of a body reaching out with “dead” arms to pick up oxygen or attacking disease-carrying germ in the form of monsters.

3. Retrieving
   The last step is retrieving, or recalling, the meaning of the target word. When a student sees the word, the first step is to think of the keyword for that word (*ape* or *corpse*). Next, the picture or image related to that word has to be recalled – the ape on a high place, or the corpse in the bloodstream. Finally, the image must be linked to the definition.

   From the explanation above, we can see the procedure of using mnemonic device, there are; recoding, relating, and retrieving.

D. Hypothesis

92 http://www.vclid.org/pages/newsletters/00_01_fall/mnemonic.htm
93 Ibid
The hypothesis of this paper is whether “there is a significant difference between the achievements of the students’ English vocabulary taught by using mnemonic technique and without mnemonic device (just give students the meaning of words from dictionary) for the students of the second year of Sekolah Menengah Pertama (SMP) As-syu’a’iyah Bogor”.
HAPERT III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. The Objective of Study

The purpose of the study is to find out whether there is a significant influence in the achievement of the students’ vocabulary taught by using mnemonic technique and (just give students the meaning of words from dictionary). Besides that, this paper is expected to be a great help to the writer and to other teacher in finding an effective alternative technique of vocabulary teaching strategy in English class.

2. Place and Time of Study

The research was held at Sekolah Menengah Pertama (SMP) As-Syuja’iyyah, which is located on Jl. Nagrak Km 1 Desa Nagrak, Sukaraja-Kabupaten Bogor.

The research was held from May 7th to 17th, for four meetings, consisting of presenting the lesson and giving test. After data were collected, the writer began to analyze them.

3. Method of Study

In this study, the writer uses the experiment method. To get the data the writer presented the lesson in both classes based on two different techniques in four meetings. They are experiment class; uses the mnemonic technique, and controlled class; uses (just give students the meaning of words from dictionary) during the teaching-learning process.

Firstly, he gives the students of both classes a pre-test, to get the basic knowledge of their vocabulary achievement. After that, the writer gives them a post-test to find the result of the technique treated at the end of the observation
and compare the result of the test between the experiment class and controlled class.

The pre-test and post-test were done to get the data of students’ achievement in teaching English vocabulary through mnemonic device and (just give students the meaning of words from dictionary). The test was given in experiment class and controlled class with the same form before research and after giving the treatment.

The instrument consists of 25 items and test consisting of three types:

a. Multiple choice, there are ten items and each item is scored three, so the total score of this type is 30.
b. Matching, there are ten items and each item is scored four, so the total score of this type is 40.
c. Completion, there are five items and each item is scored five, so the total score of this type is 30.

Then, the writer made a calculation of the result from the post-test. The wider explanation will be discussion later.

4. Teaching Procedure of Experiment Class

In this section the writer would like to propose a model of procedure in teaching vocabulary through mnemonic device at second grade students. This model built several aspects, which are found in the classroom procedure e. g. the number of students, time allocation, and student’s knowledge.

The following is a model of procedure in teaching vocabulary through mnemonic device:

a) Opening

The teacher enters and opens the class by greeting the students, asks them how they are doing and checks the student’s attendance list. After that, before the lesson started, the teacher asks the chairman of the class to lead the students for praying together.
b) Warm up

The teacher leads the student to the topic that will be discussed by showing the pictures, those are the pictures of kind of weather, and then the teacher asks the students e.g. do you know what pictures are they? What are things related with the weather? Can you mention its?

c) Presentation

Step 1

The teacher asks the students to open the textbook. The teacher reads a text about “weather” by reading aloud and repeated by the students. After reading the text, the teacher asks the students to find out the difficult words or the words that they do not understand.

Step 2

The teacher writes the difficult words on the whiteboard including the meaning and says the words followed by the students to say properly. The teacher gives some correction if there are students making mistakes in saying or pronouncing the words.

Step 3

The teacher begins to explain the text and gives them some questions orally, according to the text. In order to know that students have understood the text well. Then the students asked to close their textbook and notebook.

Step 4

The teacher tells the students that they will have a fun activity in the class. The teacher distributes the worksheet contains some words to all students. The teacher asks the students to fill the blanks with their own words that have a similarity to the target word as a key to remember the words, they have to finish it in several minutes, and the teacher limited the time because it will challenge the students and makes the competitive situation.
Step 5

The teacher collects the worksheet when the students have finished their work, then the teacher asks the students one by one about the meaning of the target word according to each students’ worksheet by mention their own words. The teacher takes the score each student by mention the name.

5. Teaching Procedure of Controlled Class

In this section the writer would like to propose a model of procedure in teaching vocabulary without mnemonic device (just give student the meaning of words from dictionary) at second grade students. As the experiment class, this model also built several aspects, which are found in the classroom procedure e. g. the number of students, time allocation, and student’s knowledge.

The following is a model of procedure in teaching vocabulary without mnemonic device (just give students the meaning of words from dictionary):

d) Opening

The teacher enters and opens the class by greeting the students, asks them how they are doing and checks the student’s attendance list. After that, before the lesson started, the teacher asks the chairman of the class to lead the students for praying together.

e) Warm up

The teacher leads the student to the topic that will be discussed by showing the pictures, those are the pictures of kind of weather, and then the teacher asks the students e. g. do you know what pictures are they? What are things related with the weather? Can you mention its?

f) Presentation

Step 1

The teacher asks the students to open the textbook. The teacher reads a text about “weather” by reading aloud and repeated by the students. After reading the text, the teacher asks the students to find out the difficult words or the words that they do not understand.
**Step 2**

The teacher writes the difficult words on the whiteboard including the meaning and says the words followed by the students to say properly. The teacher gives some correction if there are students making mistakes in saying or pronouncing the words.

**Step 3**

The teacher begins to explain the text and gives them some questions orally, according to the text. In order know that students have understood the text well. Then the students asked to close their textbook and notebook.

**Step 4**

The teacher distributes the worksheet contains some words to all students. The teacher asks the students to fill the blanks with the meaning from the dictionary and asks them to memorize the meaning of each word, they have to finish it in several minutes, and the teacher limited the time because it will challenge the students and makes the competitive situation.

**Step 5**

The teacher collects the worksheet when the students have finished their work, and then the teacher asks the students one by one about the meaning of the target word according to each student’s worksheet. The teacher takes the score each student by mention the name.

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**6. Population and Sample**

The population of the study is of 60 students from second year of Sekolah Menengah Pertama (SMP) As-syuja’iyyah Bogor consisting of two classes. The sample was taken by random sampling system namely only 40 students where 20 students from experiment (mnemonic device) class and 20 are from controlled (without mnemonic device) class. Sampling is done in order to get representative data and easy to be calculated.
7. Technique of Data Analysis

The last step in the procedure of experiment is data analysis, in this case, processing the data. The data are the results of the experiment class and control class and also their difference, the writer compares the students’ post-test score of both classes by using the T-test. T-test or t-score is a statistic technique, which is used for testing the difference signification of two mean from two distributions.
Before using the t-test formula, the writer has to seek the differences of mean variables by using formula as follows:

\[
M_1 = \frac{\sum X}{N_1} \quad \text{and} \quad M_2 = \frac{\sum Y}{N_2}
\]

- \(M_1\) = Mean of variable 1
- \(M_2\) = Mean of variable 2
- \(\sum X\) = Total deviation of variable 1
- \(\sum Y\) = Total deviation of variable 2
- \(N_1\) = Total individual of variable 1
- \(N_2\) = Total individual of variable 2

And after getting the mean variables, the writer has to seek the standard deviation of variables and standard error mean of variables by using formula as followed:

1. \(SD_1 = \sqrt{\frac{\sum X^2}{N}}\) and \(SD_2 = \sqrt{\frac{\sum Y^2}{N}}\)

- \(SD_1\) = Standard deviation of variable 1
- \(SD_2\) = Standard deviation of variable 2
- \(\sum X^2\) = Total of deviation quadrate of variable 1
- \(\sum Y^2\) = Total of deviation quadrate of variable 2
- \(N_1\) = Total individual of variable 1
- \(N_2\) = Total individual of variable 2

2. \(SEM_1 = \frac{SD_1}{\sqrt{N-1}}\) and \(SEM_2 = \frac{SD_2}{\sqrt{N-1}}\)

- \(SEM_1\) = Standard error mean of variable 1
- \(SEM_2\) = Standard error mean of variable 2
- \(SD_1\) = Standard deviation of variable 1
- \(SD_2\) = Standard deviation of variable 2
- \(N - 1\) = Total individual of variable subtracted 1

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48 *Ibid*, p.54
49 *Ibid*, p.56
50 *Ibid*, p.58
The next step is seeking the standard error mean difference of variables by using formula as followed:

$$SEM_1 - SEM_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

SEM1, SEM2 = Standard error mean difference of variables
SEM1^2 = Quadrate of standard error mean of variable 1
SEM2^2 = Quadrate of standard error mean of variable 2

Then the last step is determining t-test by using formula:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

$t_0$ = t observation
$M_1$ = Mean of variable 1
$M_2$ = Mean of variable 2
SEM1, SEM2 = Standard error mean difference of variables

B. Research Finding

1. Data Description

To know the result of the experiment, the writer calculates the result of the post-test of both classes, where variable X is the post-test result of the experiment class and Y is the post-test result of the controlled class.

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51 Ibid, p.62
52 Ibid, p.81
Table 2
The Result of Calculation of the Post-test Both Experiment Class and Controlled Class

<table>
<thead>
<tr>
<th>NO</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>93</td>
<td>80</td>
<td>3.10</td>
<td>5.40</td>
<td>9.61</td>
<td>29.16</td>
</tr>
<tr>
<td>2</td>
<td>96</td>
<td>75</td>
<td>6.10</td>
<td>0.40</td>
<td>37.21</td>
<td>0.16</td>
</tr>
<tr>
<td>3</td>
<td>97</td>
<td>80</td>
<td>7.10</td>
<td>5.40</td>
<td>50.41</td>
<td>29.16</td>
</tr>
<tr>
<td>4</td>
<td>100</td>
<td>90</td>
<td>10.10</td>
<td>15.40</td>
<td>102.01</td>
<td>237.16</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>75</td>
<td>4.10</td>
<td>0.40</td>
<td>16.81</td>
<td>0.16</td>
</tr>
<tr>
<td>6</td>
<td>82</td>
<td>70</td>
<td>-7.90</td>
<td>-4.60</td>
<td>62.41</td>
<td>21.16</td>
</tr>
<tr>
<td>7</td>
<td>100</td>
<td>80</td>
<td>10.10</td>
<td>5.40</td>
<td>102.01</td>
<td>29.16</td>
</tr>
<tr>
<td>8</td>
<td>74</td>
<td>65</td>
<td>-15.90</td>
<td>-9.60</td>
<td>252.81</td>
<td>92.16</td>
</tr>
<tr>
<td>9</td>
<td>92</td>
<td>75</td>
<td>2.10</td>
<td>0.40</td>
<td>4.41</td>
<td>0.16</td>
</tr>
<tr>
<td>10</td>
<td>86</td>
<td>60</td>
<td>-3.90</td>
<td>-14.60</td>
<td>15.21</td>
<td>213.16</td>
</tr>
<tr>
<td>11</td>
<td>98</td>
<td>70</td>
<td>8.10</td>
<td>-4.60</td>
<td>65.61</td>
<td>21.16</td>
</tr>
<tr>
<td>12</td>
<td>88</td>
<td>70</td>
<td>-1.90</td>
<td>-4.60</td>
<td>3.61</td>
<td>21.16</td>
</tr>
<tr>
<td>13</td>
<td>92</td>
<td>70</td>
<td>2.10</td>
<td>-4.60</td>
<td>4.41</td>
<td>21.16</td>
</tr>
<tr>
<td>14</td>
<td>90</td>
<td>82</td>
<td>0.10</td>
<td>7.40</td>
<td>0.01</td>
<td>54.76</td>
</tr>
<tr>
<td>15</td>
<td>84</td>
<td>70</td>
<td>-5.90</td>
<td>-4.60</td>
<td>34.81</td>
<td>21.16</td>
</tr>
<tr>
<td>16</td>
<td>90</td>
<td>84</td>
<td>0.10</td>
<td>9.40</td>
<td>0.01</td>
<td>88.36</td>
</tr>
<tr>
<td>17</td>
<td>82</td>
<td>76</td>
<td>-7.90</td>
<td>1.40</td>
<td>62.41</td>
<td>1.96</td>
</tr>
<tr>
<td>18</td>
<td>80</td>
<td>70</td>
<td>-9.90</td>
<td>-4.60</td>
<td>98.01</td>
<td>21.16</td>
</tr>
<tr>
<td>19</td>
<td>94</td>
<td>80</td>
<td>4.10</td>
<td>5.40</td>
<td>16.81</td>
<td>29.16</td>
</tr>
<tr>
<td>20</td>
<td>86</td>
<td>70</td>
<td>-3.90</td>
<td>-4.60</td>
<td>15.21</td>
<td>21.16</td>
</tr>
<tr>
<td>Total</td>
<td>1798</td>
<td>1492</td>
<td>-</td>
<td>-</td>
<td>953.8</td>
<td>952.8</td>
</tr>
</tbody>
</table>

The table shows that score of both classes are on average level, it means that the students’ vocabulary achievement is generally high. Although there is a difference in minimum and maximum standard of each class, the table shows that the experimental class has higher scores.

From the table above the writer gets the calculation using the t-test formula:

a. Determining Mean I with formula:

\[ M_1 = \frac{\sum X}{N} = \frac{1798}{20} = 89.8 \]

b. Determining Mean II with formula:

\[ M_2 = \frac{\sum Y}{N} = \frac{1492}{20} = 74.6 \]

c. Determining the Standard of Deviation of Variable I:

\[ SD_1 = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{953.8}{20}} = \sqrt{47.69} = 6.906 \]
d. Determining the Standard of Deviation of Variable II:

\[ SD_2 = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{952.8}{20}} = \sqrt{47.64} = 6.902 \]

e. Determining the Standard Error Mean of Variable I

\[ SEM_1 = \sqrt{\frac{SD_1}{N-1}} = \sqrt{\frac{6.906}{20-1}} = \sqrt{\frac{6.906}{19}} = \sqrt{0.365} = 0.6041 \]

f. Determining the Standard Error Mean of Variable II:

\[ SEM_2 = \sqrt{\frac{SD_2}{N-1}} = \sqrt{\frac{6.902}{20-1}} = \sqrt{\frac{6.902}{19}} = \sqrt{0.3633} = 0.6028 \]

g. Determining Standard Error Mean Difference of \(M_1\) and \(M_2\):

\[ SEM_1 SEM_2 = \sqrt{SEM_1^2 + SEM_2^2} \]

\[ = \sqrt{0.6041 + 0.6028} \]

\[ = \sqrt{0.365 + 0.3633} \]

\[ = \sqrt{0.7283} \]

\[ = 0.8534 \]

h. Determining \(t_o\) with formula:

\[ t_o = \frac{M_1 - M_2}{SEM_1 SEM_2} = \frac{89.8 - 74.6}{0.8534} = \frac{15.2}{0.8534} = 17.81 \]

i. Determining T-table in significance level 5% with \(df\):

\[ df = (N1 + N2) - 2 = (20 + 20) - 2 = 38 \]

The writer gained t-table:

S.L.5% = 2.021

S.L.1% = 2.704

j. The comparison between t-score with t-table:

\[ t\text{-score} = 2.021 < 17.81 \]

From the comparison above, it shows that t-score or t-observation (\(t_o\)) is higher than t-table (\(t\)). And it means that the treatment that has been given (through mnemonic device) is accepted.

2. Data Interpretation
Based on the data collected from the post-test gained from experiment class taught by using mnemonic device and controlled class without using mnemonic device showed the mean scores of post-test in experiment class is 89.9. While the mean of post-test in controlled class is 74.6.

From the explanation about the analysis of the result on the table 2 above, we can see that the teaching vocabulary through mnemonic device is successful. It can be seen on the table above that the students who receive mnemonic device in learning vocabulary get higher score than students who do not. It can be concluded that mnemonic device has influence in teaching vocabulary for the second year students at Sekolah Menengah Pertama (SMP) As-syuja’iyyah Bogor.

3. Test of Hypothesis

The writer’s hypothesis described in chapter one is “there is significant difference between the achievement of the students’ English vocabulary taught by using mnemonic device and without using mnemonic technique for the students of second year of Sekolah Menengah Pertama (SMP) As-syuja’iyyah Bogor.

The statistic hypothesis states that if $t_o$ is higher than $t_t$, it means that there is significant difference and $H_a$ is accepted. Meanwhile, if $t_o$ is lower than $t_t$, it means there is no significant difference or $H_o$ is rejected and $H_a$ is accepted.

From the result of statistic calculation, it indicates that the value of $t_o$ is 17.81. The degree of freedom (df) is 38 obtain from $(N1+N2)-1= (20+20)-1$. In this paper, the writer uses the degree of significance of 5% the values of the degree of significance are 2.21 and 2.704. By comparing $t_o$ with each value of the degree of significance, the result is 2.021 <17.81> 2.704. Since $t_o$ in the table is higher than $t_t$ obtained from the result of calculating, the alternative hypothesis ($H_a$) is accepted and the null hypothesis ($H_o$) is rejected.

According to Drs. Anas Sujiono that:

1) “Jika $t_o$ sama dengan atau lebih besar dari pada harga titik $t$ yang tercantum dalam table ($t_t$), maka hipotesis nihil yang menyatakan tidak adanya perbedaan mean dari kedua sample itu adalah perbedaan signifikan.

2) “Jika $t_o$ lebih kecil dari pada $t_t$ maka hipotesa nihil yang menyatakan tidak adanya perbedaan mean dari kedua sample yang bersangkutan diterimai; berarti perbedaan kedua sample itu bukanlah perbedaan mean yang
It means that the mnemonic device has a significant influence to the students’ vocabulary achievement as seen from the result of statistic calculation of both experiment class and controlled class. And it can be concluded that mnemonic technique has higher influence in process of teaching vocabulary for the second year of Sekolah Menengah Pertama (SMP) As-syu’iyyah Bogor.

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50 Anas Sujiono, Pengantar Statistik Pendidikan, (Jakarta: Raja Grafindo Persada, 1994), p. 278
CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data described previously, the conclusion can be drawn that the use of mnemonic device has higher influence in teaching English vocabulary. It can be seen from the difference of mean scores of the post-test.

The result of the analysis of the research shows the value of $t_{o}$ is higher than the value of $t_{p}$. It means that the mnemonic technique has proven as one of techniques that could be used in improving students’ vocabulary development. Mnemonic technique is also suitable for present curriculum; it encourages students to use the language, and facilitates them to explore individual competencies (as stated by the English teacher in an interview with the writer). However, it needs further research.

B. Suggestions

There are some suggestions that can be given in relation to the writer’s conclusion as follows:

a. Vocabulary instruction occurs in a variety of ways everyday in the classroom. Teachers must be prepared to work with students with varied ability levels. In one classroom there will be students with diverse word knowledge backgrounds, learning styles, and literacy abilities. “It is up to the teacher to make word learning pervasive, enjoyable, meaningful, and effective”

b. The English teacher ought to give students the opportunities to be active in learning and developing English vocabulary

c. The English teacher should be innovative in developing the teaching-learning activities in classroom. Especially in learning vocabulary, to prevent and reduce student’s bored and facilitate them in developing their language skill
d. In using mnemonic device the English teacher has to consider the factors that make the particular method as well as suited to be given in classroom.

e. In KTSP curriculum the expected objective is the students could develop their competencies in the learning process, so the teacher should find techniques which are suitable for students with different types of learner.
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