

---

# INCREASING STUDENTS VOCABULARY MASTERY BY USING MNEMONIC TECHNIQUE ON TENTH GRADE AT SMK NU PACE

**Diterima:**  
2025-02-19  
**Revisi:**  
2025-02-24  
**Terbit:**  
2025-03-10

<sup>1</sup>Lusiana Afrilia, <sup>2</sup>Caltira Rosiana  
*1,2 Universitas PGRI Mpu Sindok*

**Abstract**— *In learning vocabulary, students tend to have difficulty in memorizing or remembering vocabulary in English, this makes it difficult for students to understand or receive information. To be fluent in English, students must master vocabulary as well as possible. The aims of this study is to find out the significant differences between students outcomes that learn with and without mnemonic technique at SMK NU Pace. This research design uses quantitative and the type of research uses quasi-experimental with a static group comparison model. The analysis technique used to analyze the data in this study is descriptive statistics and inferential statistics using the t-test. Based on the posttest scores, students who learned using mnemonic techniques got an average score of 86.42 while students who learned without using mnemonic techniques got an average score of 55. Then based on the calculation of a significant level of 5% for  $Df = 27$ , the value of  $t_{count} = 7.297$  and  $t_{table} = 1.703$  then  $t_{count} > t_{table}$  so that  $H_a$  is accepted. Based on the results of these calculations, it seen that "There is a significant difference in the vocabulary mastery of students who use mnemonic techniques with those who do not use mnemonic techniques".*

**Keywords**— *Vocabulary, Mnemonic Technique*

This is an open access article under the CC BY-SA License.



---

## Penulis Korespondensi:

Nama Penulis: Caltira Rosiana  
Program Studi Penulis: Pendidikan Bahasa Inggris  
Institusi Penulis: Universitas PGRI Mpu Sindok  
Email: [caltirarosiana@stkipnganjuk.ac.id](mailto:caltirarosiana@stkipnganjuk.ac.id)  
Orchid ID:

---

## INTRODUCTION

English is more needed for communication, English becomes a means of communication for different countries, including in Indonesia itself. English is taught starting from the Junior High School until Senior High School or even until university level and English is one of the subjects which are included in the national examination. So, the students' must get good score in English subject. The English language has ascended to a position of unparalleled importance in today's interconnected world. While not the most spoken language globally, English has become the lingua franca, the common language that facilitates communication across cultures and continents. The privileging of English can potentially marginalize other languages and cultures. English has become an essential tool for navigating the complexities of our interconnected world. In a nutshell, mastering English language skills is an investment in your personal and professional growth. It empowers you to connect with a wider world, access a vast knowledge base, and navigate new opportunities. So, if you're looking to unlock your full potential, consider embarking on your English language learning journey.

Vocabulary is very important in studying English. Vocabulary is needed to improve four skill in language namely, listening, speaking, reading and writing. Without grammar very little can be conveyed but without vocabulary nothing can be conveyed (Thornbury, 2002). If people have less vocabulary, they only can't understand the others say, but also cannot make sentences to tranfer their messages to another people. When we just learn about grammar without learn about vocabulary, we can't express anything we want. Vocabulary is generally as the knowledge of words and word meaning (Butler, 2010). Vocabulary is an important element of language. It is the amount of words that individuals can use in a language learning process. In learning vocabulary, students tend to have difficulty memorizing or remembering vocabulary in english, this makes it difficult for students to understand or receive information conveyed by the teacher. Some of the problems that inhibit students when learning vocabulary include. The first is understanding the meaning of words, many students still do not master English because they do not understand the meaning of words in English. This makes them slow to learn because every time there is an English word they have to translate it first. Second is the difference between the pronunciation of the word and the spelling of the word. This is also one of the reasons why students have difficulty memorizing vocabulary because the spelling and pronunciation are different. Maybe they

remember the pronunciation but forget how it is spelled (Maneba, Sanaria. 2022:29). The third is students who are less focused when the teacher teaches, because students too often speak in their first language so that when the teacher explains in English they will lose concentration.

Based on those problems and condition above, the researcher intends to help the English teacher by introducing mnemonic technique at the tenth grade students of SMK NU Pace, this technique will be effective and easy to apply. Mnemonics technique is a way to help students remember information more effectively and easily. This technique is best used in studying vocabulary in English. Students can master the vocabulary easier and fun. These techniques used to aid the recall of new information. The implementation of mnemonic technique helps them remember more information they have learned and also can strengthen their vocabulary mastery. There are students who prefer to find meaning of the word from the dictionary and save it in their memory. Therefore, mnemonics technique can be used to memorize difficult words, while the words that easy to remember are not necessary to use this technique.

Mnemonic can motivate the students and the classroom will be more interesting. This technique is a way to help students remember information more effectively and easily. This technique is best used in studying vocabulary in English. Students can master the vocabulary easier and fun. These techniques used to aid the recall of new information. The implementation of mnemonic technique helps them remember more information they have learned and also can strengthen their vocabulary mastery. Those are the reason why the researcher uses mnemonics technique. Djwandono stated that the use of mnemonic techniques are depend on the student's learning style. (Djwandono, 2009:16).

The researcher proves with research that has been done by previous researchers, this can be proven by research conducted by 1) Sriyumahmuda (The State Islamic College of Palangkaraya, 2014) in her research entitled "The effect of mnemonic technique on vocabulary recall of the tenth grade students of SMAN 3 Palangkaraya". Seen from the difference in values that occurred significantly from before getting treatment and after getting treatment shows that the study was successful in proving its hypothesis. It can be proven by the result of hypothesis test calculation wich explain that the value of  $T$  observed was greater than the value of table at 1% and 5% significance level or  $2.00 < 7.153 > 2.65$ . It means  $H_a$  was accepted and  $H_o$  was rejected. 2) Nur Andini S & Andi Rahma R (Malang Muhammadiyah University, 2017) in their research entitled "Efektivitas keyword mnemonic dalam

mempelajari kosakata”. Based on the results of learning completeness before being given treatment, the experimental group got a lower average score than the control group, namely 13.82 while the control group was 17.82. Then after being given treatment, the experimental group got an average score of 14.96 higher than the control group 12.68. From the results obtained by the researcher shows that the keyword mnemonic technique has a positive impact on the ability to remember English vocabulary. 3) Mahmut Kayaalti (Hodja Akhmet Yassawi University, Turkistan, 2018) in her research entitled “Mnemonic technique – An effective vocabulary teaching method to plurilingual students”. In his research, it was explained that the pre-test results of the control group and the experimental group got almost the same value, namely the control group 22% and the experimental group 25%. After being given treatment in the experimental group, the post-test results experienced a significant difference, namely the experimental group obtained a score of 96% and the control group obtained a score of 84.50%. With these results it can be concluded that the mnemonic technique used has been successful and in accordance with the researcher's hypothesis.

The aims of this study is to find out the significant differences between students outcomes that learn with and without mnemonic technique at SMK NU Pace.

## RESEARCH METHODOLOGY

This study is using quasi experimental, the design used in this research was a Static group comparison. Using two group namely experimental group and control group. After determining the two groups, then the experimental group given treatment. Then measurements are taken on the dependent variable for find out the comparison of differences between the two groups (Azwar, 2010). The population in this study is all students from tenth grade at SMK NU Pace. There is 6 classes with amount of populations are 207 students.

Table 1. Data from class X students of SMK NU Pace

No.	Classes	Students amount
1	X TBSM 1	32
2	X TBSM 2	42
3	X TKJ 1	28
4	X TKJ 2	30
5	X ACCOUNTING	42
6	X TKRO	33

The collection technique used in this research is purposive sampling technique, namely sampling is carried out not based on strata, groups, or random, but based specific considerations/goals. In this study, the sample was selected from students from class X-Accounting totaling 42 students and from class X-TKJ 1 totaling 28 students and the amount of all sample is 70 students, the collection

technique use is purposive sampling. In This research contains two variables, namely : a) Independent variable (X), Independent Variable is a variable that be the cause of the emergence or change in the dependent variable (bound variable) (Sugiyono, 2014:4).The independent variable in this research is “mnemonic technique”. b) Dependent variable (Y), Dependent variable or dependent variable is a variable that influenced or resulting from, due to the existence of the independent variable. The dependent variable in this research is “students' vocabulary mastery”.

This research uses tests as a measuring tool to determine students' ability to master vocabulary. The test carried out is in the form of a posttest which is given at the end after giving the treatment. The test instrument used to measure student learning outcomes is a essay test consisting of 5 questions. The assessment criteria for essay question is the correct answers are given a score of 20 while for incorrect answers is given a score of 0. The data analisis technique use in this study is descriptive statistic and inferential statistic, descriptive statistic consist the calculation of mean, percentage and standart of deviation score while the inferential statistic is consist the calculation of t-test.

## RESEARCH FINDINGS AND DISCUSSION

This research was conducted at tenth grade students of SMK NU Pace in academic year of 2023/2024. In this section the researcher describes the result of the research conducted, namely the result of post-test from control group and experiment group and the result of t-test which provide answer whether the hypothesis is accepted or not and the final data analysis namely hypothesis testing using t-test formula.

The control group is given posttest without giving a treatment and the experimental group is giving a treatment before posttest so it can be a comparison between the students outcomes in vocabulary mastery that learn use mnemonic technique and students outcomes that learn without mnemonic technique.

The highest score on the control group post-test was 80 and the lowest score was 20, there are 4 students with low criteria, 17 students with sufficient criteria, and 7 students with good criteria. Based on the results of the table above, the average score of students memorize ability that learn without mnemonic technique was 55.

The highest score on the experiment group post-test was 100 and the lowest score was 60, There are 3 students with sufficient criteria, 13 students with good criteria, and 12 students with very good criteria. Based on the results of the table above, the average score of students memorize ability that learn with mnemonic technique was 86,428.

Table 2. Posttest result from control and experiment group

Group	Average	Category
-------	---------	----------

Control Group	55	Fair
Experiment Group	86,428	Very Good

After carrying out the average scores, the post-test data are processed using hypothesis testing, namely the t test. The calculation results from the hypothesis test are as follows:

Table 3. The result of hypothesis test

$t_{count}$	Df	$t_{tabel}$	Conclusion
7,297	27	1,703	$t_{count} > t_{table}$ , H <sub>0</sub> is rejected and H <sub>a</sub> is accepted

From the data obtained during the research that use and not using mnemonic technique, the t test obtained  $t_{count} = 7,297 > t_{table} = 1,706$ . So, that H<sub>a</sub> was accepted. The alternative hypothesis (H<sub>a</sub>) states that “There is significant differences in students outcomes in vocabulary mastery that learn with mnemonic technique and without mnemonic technique on tenth grade at SMK NU Pace in academic year of 2023/2024”.

Based on the results of the study showed that the average value of posttest between the control group and experiment group was different. The average score of students' memorize ability without using mnemonic technique was 55 and the average score of students memorize ability with mnemonic technique was 86,428. It means that students outcomes in vocabulary mastery that learn with mnemonic technique better than students who learn without mnemonic technique.

## CONCLUSION AND RECOMENDATION

Based on the research and testing of statistical data that the researcher did, in this chapter the researcher have conclusions related to the problem formulation and research objectives, namely as follows: (1) The students outcomes in vocabulary mastery that learn with mnemonic technique at SMK NU Pace in academic year of 2023/2024 is included in excellent category. From the acquisition of students post-test result, the average score is 86,428 with a good category. (2) The students outcomes in vocabulary mastery that learn without mnemonic technique at SMK NU Pace in academic year of 2023/2024 is still low. From the students post-test result, the average score was 55 with a less category. (3) The using of mnemonic technique to increase students vocabulary mastery at SMK NU Pace in academic year of 2023/2024.

From the calculation result with the t-test formula, the result obtained are  $t_{count} = 7,297 > t_{table} = 1,703$  so that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. This means that the hypothesis proposed by the researcher is “accepted”. The hypothesis put forward : “There is significant differences in students outcomes in vocabulary mastery that learn with mnemonic technique and without mnemonic technique on tenth grade at SMK NU Pace in academic year of 2023/2024”.

Based on the result of the research and discussion, in order to build a more effective and more optimal English teaching and learning process for students, the researcher would like to make recommendatons: (1) In learning activity, each learning method and learning strategy used must be in accordance with the materials and students needs. Especially in learning vocabulary, it must use an innovative technique because it can affect students achievements and learning benefits. So that every aspect need to be considered very carefully, balanced and in accordance with the needs of students. (2) Teachers should create a innovative technique to teach vocabulary so that students didn't bored and can easily understanding about English vocabulary. (3) It is intended that the results of this research can serve as guidelines for additional research, so that it can be carried out and developed.

## BIBLIOGRAPHIES

- Elfrieda H. Hiebert, M. L. (2005). *Teaching and Leraning Vocabulary : Bringing Research to Practice*. London: Lawrence Erlbaum Accosiates Publisher.
- Hadfield, J. (1996). *Advance Communication Gmaes*. England: Addison Wesley Longman Ltd.
- Hafidah, S. F. (2020). Mnemonik : Solusi Kreatif Untuk Meningkatkan Kemampuan Menghafal Kosakata Bahasa Arab Siswi Madrasah Aliyah Nurul Jadid. *PALAPA : Jurnal Studi Keislaman dan Ilmu Pendidikan*, 8, 81-96.
- Ismail, B. d. (2022). Analysis of the Students Problems in Learning Vocabulary at SMP SATAP PALEA. *ENGLISH EDUCATION JOURNAL (E2J)*, 1, 27-35.
- John W. Best, J. V. (1981). *Research in Education*. India: Pearson India Education Services Pvt.
- Kayaalti, M. (2018). Mnemonic Technique - An Effective Vocabulary Teaching Method to Plurilingual Students. *Modern Journal of Language Teaching Methods (MJLTM)*, 8, 300-400.
- Ketabi, M. A. (2011). Anti-textbook arguments revisited: A case study from Iran. *Procedia, Social and Behavioral Sciences*, 15, 2015-2020.
- McCarten, J. (2007). *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*. New York City, America: Cambridge University Press.
- Parima Fasih, S. I. (2018). The Effect of Mnemonic Vocabulary Instruction On Conten Vocabulary Learning of Students. *National Research University Higher School of Economics Journal Of Language and Education*, 4(1), 42-62.
- Ridha, N. A. (2017). Efektifkah Keyword Mnemonic Dalam Mempelajari Kosakata. *Jurnal Ilmiah Psikologi Terapan*, 5(2), 226-235.
- Sugiyono, P. D. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung, Indonesia: Alfabeta.
- Thornbury, S. (2007). *How To Teach Vocabulary*. Malaysia: Bluestone Press & Chalrbury.
- WIDIATI, B. (2022). Pembelajaran English Vocabulary Bagi Mahasiswa Semester Ii Program Studi Sttl Mataram Tahun Akademik 2020/2021. *CENDEKIA : Jurnal Ilmu Pengetahuan*, 1, 203-207.