

# THE USE OF VISUAL MNEMONIC TECHNIQUE IN TEACHING ACTIVE VOCABULARY AT THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 GOWA

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## ABSTRACT

Vocabulary is an indispensable part of language and its importance for second language learners. Nowadays, however, researchers have realized that vocabulary is an important part of language learning and teaching, worthy of attention and research. This paper provides information on how Visual Mnemonic can be used as one of the best Techniques to improve vocabulary learning, recall, and boost memory. This study was aimed to examine whether or not the use of Visual Mnemonic Technique is effective in teaching vocabulary. The researcher employed quasi experimental design by using non-equivalent control group design and took 2 classes in this research. The data were collected by using instrument with pre-test and post-test. The result of this research was analyzed by SPSS program. The final results of this study showed that, null hypothesis was rejected while the alternative hypothesis was accepted. Visual Mnemonic Technique is effective and improved the storage of new information also help the students learn faster and recall better.

**Keywords:** Visual Mnemonic, Vocabulary, SPSS, Tenth Grade Students.

## 1) INTRODUCTION

Teaching vocabulary considered as one of the most discussed parts. Especially teaching and learning English as a foreign language. It is almost impossible to learn English without learning vocabulary first. According to Hornby (2002), without grammar very little can be conveyed without vocabulary, nothing can be conveyed. To know English words and word meanings, the students must know how to apply the words in English sentences.

Gardener (2009) as cited in Adger (2002) states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. How people use and store words and how they learn words and the relationship between words, categories of words, and phrases. It means that teaching vocabulary is not only teaching the meaning of the word but also how the role of the word worked in a sentence, because some words in English have multiple meanings.

The common problem that the students faced today is they have difficulty in memorizing vocabulary that was taught or practiced before. It proved when the students could not answer the teachers' questions and they were still depended on the dictionary to make a sentence in English words in line with that, the researcher formulated problem statement as follows: to what

extent is the Visual Mnemonic Technique effective in teaching vocabulary at the tenth grade students of Senior High school 2 Gowa Currently, coronavirus disease or (Covid -19 pandemic) has become one of the big problems that the student and the teacher's faced today because this virus causes various problems especially in the educational system and humans' life in general.

The fact above became a reason for the researcher to conduct this research by analyzing one technique that facilitate students to memorize the words easily. According to Ellis (1995) stated that, Mnemonic is a useful technique that helps language learners retain new vocabulary for a longer period of time. Mnemonic devices can be very effective and can make the students motivated also the classroom more interesting because they are involved mostly in activities requiring them to remember and recall information (Levin, 1993).

## 2) METHODS

The method of this research was the quasi-experimental method and the design of this research used non-equivalent Control Group design. This design consists of pre-test, treatment, and post-test. A group of classes who receive treatment was known as the experimental group, compared to the control group who did not receive treatment. In this design, the researcher did not compare the yield of pre-test and post-test but it compares pre-test of the control group and the pre-test in the experimental group.

The subject of this research were the tenth grade students of Senior High School 2 Gowa, 20 students from XI as controlled class and 20 students from X3 as experimental class. To obtain the data, the researcher used a vocabulary test. The test consisted of pre-test and post-test, namely multiple-choice picture-cued response adapted from Brown (2003).

This research was conducted through an online process because it was in a pandemic era, government agencies instruct us to stay at home, work at home, and also learn from home. Due to obey that rules, the researcher conducted treatment and collected the data by using Zoom application. These treatments were carried out from 15th February 2021 until 15th March 2021. The data of this research were analyzed by classifying the score and using SPSS program. The formula used in SPSS are normality test and paired t-test.

## 3) RESULTS

### Data Description

#### a) Experimental class

##### 1) Pre-test

**Table 1. The frequency and percentage score of experimental class in pre-test**

No	Score	Classification	Frequency	Percentage
1	Excellent	95 to 100	0	0%
2	Very Good	85 to 94	1	5%
3	Good	75 to 84	4	20%
4	Fair	65 to 74	12	60%
5	Poor	55 to 64	3	15%
6	Very poor	45 to 54	0	0%
	Total		20	100%

##### 2) Treatment

The treatment in experimental was done was done in 3 weeks. The activities during the treatment used Visual Mnemonic Technique.

3) Post-Test

**Table 2. The frequency and percentage score of experimental class in the post-test**

No	Score	Classification	Frequency	Percentage
1	Excellent	95to 100	9	45%
2	Very Good	85 to 94	10	50%
3	Good	75 to 84	1	5%
4	Fair	65 to 74	0	0%
5	Poor	55 to 64	0	0%
6	Very poor	45 to 64	0	0%
Total			20	100%

b) Controlled Class

1) Pre-Test

**Table 3. The frequency and percentage score of controlled class in the pre-test**

No	Score	Classification	Frequency	Percentage
1	Excellent	95to 100	0	0%
2	Very Good	85 to 94	0	0%
3	Good	75 to 84	11	55%
4	Fair	65 to 74	9	45%
5	Poor	55 to 64	0	0%
6	Very poor	45 to 64	0	0%
Total			20	100%

2) Treatment

The treatment in experimental was done was done in 3 weeks. The activities during the treatment used existing method.

3) Post-Test

**Table 4. The frequency and percentage score of controlled class in the pre-test**

No	Score	Classification	Frekuensi	Percentage
1	Excellent	95to 100	7	35%
2	Very Good	85 to 94	10	50%
3	Good	75 to 84	3	15%
4	Fair	65 to 74	0	0%
5	Poor	55 to 64	0	0%
6	Very poor	45 to 64	0	0%
Total			20	100%

**Data Analysis Technique**

There were two steps in analyzed the data using SPSS. The first step is Normality Test and the second step is Paired T-test.

### a. Test of Normality

#### 1) Experimental Class

**Table 5. One-Sample Kolmogorov-Smirnov Test of Experimental class**

		PRE	POST
N		20	20
Normal Parameters <sup>ab</sup>	Mean	69,2500	91,2500
	Std. Deviation	6,12909	4,83273
Most Extreme Differences	Absolute	,201	,231
	Positive	,201	,169
	Negative	-,199	-,231
Kolmogorov-Smirnov Z		,900	1,034
Asymp. Sig. (2-tailed)		,392	,236

#### 2) Controlled Class

**Table 6. One-Sample Kolmogorov-Smirnov Test of Controlled Class**

		PRE	POST
N		20	20
Normal Parameters <sup>ab</sup>	Mean	72,7500	89,0000
	Std. Deviation	5,25031	6,80557
Most Extreme Differences	Absolute	,216	,172
	Positive	,150	,172
	Negative	-,216	-,161
Kolmogorov-Smirnov Z		,965	,768
Asymp. Sig. (2-tailed)		,309	,598

### b. Paired T-Test

#### 1) Sample Statistic

**Table 7. Paired samples Statistics of experimental class and controlled class in pre-test**

Class	Mean	N	Std. Deviation	Std. Error Mean
Experimental	69.2	20	63.1	1.37051
Controlled	72.7	20	5.2	1,17401

**Table 8. Paired samples Statistics of experimental class and controlled class in post-test**

Class	Mean	N	Standard Deviation	Std. Error Deviation
Experimental	91.5	20	4.8	1,09424
Controlled	89	20	6.8	1,52177

2) Paired Sample Correlation between Experimental Class and Controlled Class.

**Table 9. Paired Samples Correlations of experimental class and controlled class**

		N	Correlation	Sig.
EXP	Pre-test - post-test	20	0.39	0.002
CTL	Pre-test - post-test	20	-0.02	0.004

3) Paired Sample T-Test of Experimental Class and Controlled Class in Pre-test and Post-test.

**Table 10. Paired sample test**

	Mean	Paired Differences			T	df	Sig. (2-tailed)	
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
E X P Pret-test – post-test	22,25000	6,17188	1,38007	25,13853	19,36147	16,122	19	,000
C T L Pret-test – post-test	16,25000	8,71704	1,94919	20,32970	12,17030	-8,337	19	,000

**4) DISCUSSION**

Based on the research findings above, it proved that using the Visual Mnemonic Technique was effective to teach active vocabulary at the tenth grade students of Senior High School 2 Gowa. The performance of the students improved by using Visual Mnemonic Technique. Most of them were in excellent and very good score.

The analysis of the mean score gap in the post-test between the experimental class and controlled class ensured if the technique was effective. The mean score of experimental class was 91.5 and 89 for controlled class. The statistical science with 95% confidence level, p-value (Sig. 2-tailed) is smaller than 0.05 and score of t-count in t-table for 20 respondents more than 2.086, it means that there was a significant difference in pre-test and post-test.

Visual Mnemonic Technique serve an important role in memory, this technique provides a memory bridge to help the students recall information that otherwise is difficult to remember, but this technique also has a limitation. Not everyone is used to thinking in terms of images. Children have an easier time thinking with images than adults do. In general, most people do have the ability to form mental images but it may take some practice to get used to using them.

In other words, by using Visual Mnemonic Technique, teachers can relate new information to information that students already have stored in their long-term memory. Again the students may come up with different information because people’s experiences are different. Visual Mnemonic technique can be very effective and can make the students motivated and the classroom more interesting (Georger, 1997).

The use of Visual Mnemonic Technique was surely useful to improve students' vocabulary mastery. In line with that, Solso (1995) stated that, Mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, the recall of information contained in memory and also Mnemonic has proved to be extremely effective in helping people remember things.

Finally the researcher proposed some recommendation that Visual Mnemonic Technique is recommended to be applied in teaching vocabulary. Visual Mnemonic Technique improved the storage of new information and help the students learn faster and recall better. The researcher also concluded that, the use of Visual Mnemonic Technique to teach active vocabulary was effective to improve the students' vocabulary mastery at the tenth grade students of Senior High School 2 Gowa. Based on the conclusion, the researcher proposed the following suggestion as follows:

- The researcher suggests the English teacher to choose an interesting method or technique to make teaching and learning vocabulary more fun, interesting, and effective. As the final result, the researcher suggests the teacher to use Visual Mnemonic Technique in teaching vocabulary to make the students easy to memorize the vocabulary for a longer period of time.
- The researcher suggests to the next researcher to find out more reference about Visual Mnemonic Technique towards vocabulary mastery.

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