CHAPTER I

INTRODUCTION

1.1   The Background of The Study

Language in general is a system of speech sounds that are used to communicate by the user community. Good language develops based on a system, namely a set of rules that are followed by the user. The language itself functions as a means of communication as well as a means of integration and adaptation. In the world there are many types of languages, including Indonesian, Spanish, Mandarin, English.

English is a language that is used as the official communication media of many common wealth countries and is widely understood and used. English is used in more countries throughout the world than in other languages, this language is also used more by people.

Teaching English in Indonesian is started from elementary school, junior high school, senior high school, and up to university level. The English curriculum in elementery school until senior high scool using K13. It is the basic elements in achieving all four basic language skill, they are: speaking, listening, writing and reading.

Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people will not be able to say anything. People with large vocabulary are more proficient in language skill than people with little vocabulary. Large vocabulary makes a significant contribution to almost all of the aspects of language.

Teaching Reading is an activity where the focus is on something such as to get information. Teaching reading also process learning in the class that the teacher give a lesson.

Teaching can be define as interaction between the teachers and the thought as fas as it is related to importing of knowledge to the students.

Based on the writer experience when conducting teacher training program (PPL), the writer found that students were full of enthusiasm while they were learning English, but the problem that students less of vocabulary mastery. The writer tried to speak with them by using English, but the students can't understand what the writer was talking about, the students can't express the sentence in English, the students always asked how to say the words in English.

Moreover, the media which support the vocabulary teaching such as dictionaries were not sufficient. As a result, the students tend to find difficulties in learning vocabularies. It seemed that they were not interested in the lesson. When the teacher asked questions, no students answered. They answered the questions if only the teacher called their name and forced them to answer. In general, the students were passive in the classroom.

According to Djiwandono (2009:16) the use of mnemonics techniques are depend on the student's learning style. There are students who prefer to find the meaning of words 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.

The writer chooses mnemonics technique to improve students vocabulary because mnemonics technique can be very effective and easy to be apply. One of the most popular mnemonics is keyword method. It can motivate the students and the classroom will be more interesting. 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. Those are the reason why the writer uses mnemonics technique.

The writer chooses this title as her graduating paper. Another reason, the writer excited to applying mnemonics technique in teaching English. By using mnemonics technique in English learning hopefully the writer and the readers can learn more and increase their vocabulary mastery.

Based on the problem revealed or said above, the writer will to conduct a research entitled 'Improving The Students' Vocabulary Mastery By Using Mnemonics Technique at SMP HKBP Pajak Baru Belawan.

1.2. The Problem of The Study

Based on the background of the study above, the problem can be stated in such formulation below "Does Using of Mnemonics Technique Improve Students' Vocabulary Mastery at SMP HKBP Pajak Baru Belawan?"

1.3. The Scope of Study

In this research, the writer focussed on her study on word meaning. Mnemonics as a technique to improve the vocabulary mastery. John states (2000:16) vocabulary is knowledge of knowing the meanings of words and therefore the purpose of vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary tape definition, or an equivalent word in their own language

In learning language, there are many technique in teaching vocabulary, for examples using a song, using a picture, using games, using movie and using body language. In this study, the Technique of Mnemonics. Language skill to be improved is vocabulary mastery.

Harmer (2001:16) states that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym and antonym) and the grammar of words which comprises noun, verb, adjective, adverb, pronoun and conjuction.

The writer has a reason why choose word meaning as aspects to focus in her research. The writer saw that most students in SMP HKBP Pajak Baru Belawan have a lacks of vocabulaies. In this case the meaning word of vocabulay is important to students comprehensively. So, if the students know what is meaning of vocabulary students can to easier to understanding the Mnemonics.

1.4. The Objective of Study

The objective of the study is to find out the improvement of students vocabulary mastery by using Mnemonics Technique at SMP HKBP Pajak Baru Belawan.

1.5. The Significances of The Study

There are some benefit which can obtained from this study.

1. Theoritically

1. The analysis would enrich the model of teaching media.

2. It would deepen the theory teaching vocabulary.

2. Practically

1. The English teacher

It is expected that the teacher gets more information about one of the appropriate activities. In this case are mnemonic technique. So the teacher is hoped to create an interesting teaching and learning process by using mnemonic technique. Hopefully the data of the research could be also useful for the teacher.

2. The students

This study is expected to encourage the students to master the English lesson, to feel relaxed when they learn English lesson and solve their problems in understanding the meaning of the word in the sentence, because the teacher uses the suitable technique in teaching. Therefore, the students can use the vocabulary that they have learned in the communication.

3. Other researchers

This study is expected to give new knowledge to other researchers to do the better research of teaching and learning cases, and to solve the students vocabulary problems, and to the teachers that have the similar problem with this writer.

4. The School

It is expected that the information of the result is useful for getting success in the teaching learning process, so the quality of the teaching and learning process could be increased. The result of the research is also hoped to improve students' achievement in English lesson standard.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoritical Framework

Chapter two deals with the review of underlying theory or literature. The writer presents theory and definition supported by some experts.these will discuss about teaching English vocabulary through mnemonics technique.

2.2 Theory of Vocabulary

2.2.1 The Definition of Vocabulary

Talking about language, it is inseperable from vocabulary, learning language means learning its component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of the requirements for people to speak a language; it cannot be denied that without vocabulary, people canot say anything. That is, language students need to learn vocabulary of language. Even though, vocabulary is not the only one component that students must have, it is undeniable that vocabulary becomes one of important components in developing language.

According to David Nunan (2006 : 101) vocabulary is lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. According to Michael L. Kamil and Elfrieda H. Hiebert (2005 :3) "Vocabulary is the knowledge of meanings of words".

According to Oxford Advanced Learner's Dictionary p1662, vocabulary is defined as " 1. all the words that a person knows or uses; to have a wide/limited vocabulary, active vocabulary(= the words that you use) passive vocabulary(= the words that you understands but don't use), 2. All the words in a particular language, 3. The word that people use when they are talking about a particular subject, 4. A list of words with their meanings, especially in a book for learning a foreign language.

Vocabulary is total number or list of words, and then it can be arrange in to broader forms, such as phrase, clause or sentences. Those arrangements forming ideas that can be understood by others, ideas will not be able to be performed without vocabulary.

In The New Lexicon Webster's Dictionary, vocabulary is defined as: a list of words and often pharses, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or ot herwise identified, as in a dictionary or glossary. All the words of a language. An interrelated group of nonverbal symbols, signs, gestures, etc. Used for communication or expressions in a particular art, skill, etc..

Vocabulary cannot be separated from the language; it is important part of language. According to Nation (2001: 22) "The importance of vocabulary has been neglected, when people began to realize that learning vocabulary is indeed not simple matter".

It means that vocabulary is the important part of language, without vocabulary the language cannot be used to maintain all information in language. Vocabulary can be defined as sounds that express a meaning and form an independef nt unit in a language. It can be said that vocabulary is smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be said as a group of words on certain language as a part in teaching-learning in a foreign language.

.Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009 : 385). Hornby (1995 : 133) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998)states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a

new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items"rather than "words."In addition, Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1997)'vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings."

From those definitions about vocabulary, the writer can conclude that vocabulary is a total number of words with meanings and definitions used by someone or students to express the idea in a language.

2.2.2 Vocabulary Mastery

It is very important to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills.

Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners" vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

Further Krasen and Terrel (1983) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly in the comprehensible input. The

comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance.

Mastering vocabulary is one of the learners" needs in order to understand the language. In English teaching – learning process, mastering vocabulary well can help the students to understand the lesson.

Cameron (2001: 74) stated that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, to increase vocabulary.

The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. The learners also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Vocabulary mastery of course relates to what kinds of words learners have to master. Mastering vocabulary is one of the learners" needs in order to understand the language. In English teaching – learning process, mastering vocabulary well can help the students to understand the lesson. In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form and usage in context of communication. It is the basic knowledge that the students should master first before mastering English.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 17) stated that there some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation and denotation), extending word use such as idioms,

words combination collocation and the grammar of the words which comprises noun, verb, adjective and adverb.

It's mean vocabulary is one of component of language and that no languages exist without words combination collocation and the grammar of the words.

2.2.3 Kinds of Vocabulary

According to Michael L. Kamil and Elfrieda H. Hiebert (2005 :3) Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, andused frequently. Conversely, **receptive vocabulary/recognition** is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. In general, recognition or receptive vocabulary is larger than production vocabulary.

In relation to kinds of vocabulary, Nation (2000:15-16) stated that there are four kinds of vocabulary in the text:

1) High frequency words. These words are almost 80% of the running words in the text;

2) Academic words. Typically, these words make up about 9% of the running words in the text;

3) Technical words. These words make up about 5% of the running words in the text

4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

From explanation above, it is received that person with productive or active vocabulary have better language capability than person with receptive or passive vocabulary, because knowing vocabulary is not only knowing the meaning, vocabulary does not stand alone, there are some aspects that make vocabulary more useful.

According to Tarigan (1986: 3-4) "There are seven classifications of basic vocabulary". Basic vocabulary deals with words which have possibility adopt from other languages. They are:

1) Kinship: father, mother, son, daughter, brother, sister, etc.

2) Parts of the body: hand, hair, nose, etc.

3) Pronouns: I, you, we, they, she, etc.

4) Numbers: 1, 2, 3, 4, 5, etc.

5) Verbs: walk, eat, drink, sleep, etc.

6) Adjective: sad, happy, angry, etc.

7) Universal matters: water, land, sun, moon, animals, etc

From those kinds of vocabularies, it can be seen that mastery vocabulary is not an easy way, people can not master the whole words, especially English that have so many idioms. Idiom usually becomes the first problem for foreign language students to master vocabulary; however teacher can give the students some phrasal verbs or idiomatic expressions that most frequently they use.

2.2.4 The Teaching of Vocabulary

Teaching vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teacher had better teach English vocabulary first than other aspects of this language, such as grammar, speaking, reading and writing. Of students know more about vocabulary, it will easy for them to learn another

aspect of English language. The teacher needs a good preparation before teaching vocabulary in the classroom.

Thornbury (2002: 30) suggested some implications in teaching vocabulary. They are:

1) By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.

2) The learning of new words involves a period of 'initial fuzziness' and the teacher needs to accept it.

3) Learner need to wean themselves off a reliance on direct translation from their mother tongue.

4) Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.

5) Teaching should direct attention to the sound of new words, particularly the stressed.

6) Learners should aim to build vocabulary range as quickly as possible.

7) The learning of words should involve the learners.

8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.

9) Multiple decisions about words should be made by the learners.

10) If new words are used to express personally relevant meaning, they may be reinforced.

Learning language not only prepare the material as much as possible, but the major provides training to the students how to use language who has taught it actively, whether oral or written form. Many definition of the purpose of learning vocabulary can be found from the experts. Further, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2) "The challenge are making the correct connections,

understanding the foreign language between the form and meaning of words, and discriminating the meaning of closely related words".

Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher may refer to the levels of vocabulary described by Beck et al. (2002) when deciding which words to teach.

1) Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of context, virtually all students learn them. Level I words are sometimes referred to as conversational speech.

2) Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as „academic vocabulary", and as „instructional vocabulary".

3) Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field

4) Level IV Words

 These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

Harmer (2001: 155), the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

The teacher demonstrates the language where she/ he want the students to study by offering them there in action.

2) Explanation

The teacher explains the construction of language in diagram, using text book, using board or overhead projector(OHP).

3) Discovery

Students can be encouraged to understands new language forms either by discovering them for themselves in a text or by looking at grammatical evidence in order to work out a grammar rule.

4) Accurate reproduction

One of the ways students learn new language form best is through an accurate reproduction stage.

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

1) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

2) Presentation

The teacher shows the thing and does not present words to students, for example: pictures, video and also use the mime, action, and gesture to presents the words.

2.2.5 The Difficulties in Teaching English Vocabulary

Indonesian and English language are so different,so are in the words,the differences maken lamers hard to learm the language, Scott Thombury (2002 : 27) mentioned some factors causing second or foreign language leaners feel some words more difficult,those are:

 a. Pronunciation

"Words that are more difficult to pronounce are usually more difficult to learn.potentially,difficult words will be typically those that contain sounds that are unfamliar for some groups of learners ". For exampel, sundanese speakers who are hard to distinguish between 'p' and 'f', such in the world paper, some of them pronounce it 'fater','faber'or "paber', then "flash' becomes 'ples', the difficult pronunciation can be caused some letters do not exist in the learners first language.

b. Spelling

Spelling usually becomes the problem for second or foreign language learners. "Sounds spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling. Some words containing silent letters may become the problem: foreign, listen, climbing, honest, muscle, and so on".

c. Length and Complexity

"The long words seem to be more difficult for learners, also variable stress, such as in the word families like: necessary, necessity, and necessarily, can add their difficulties".

d. Meaning

"When two words overlap in meaning, learner are likely to confuse them, such as in 'make' and 'do', like in sentences 'you make a breakfast' and 'you make an appointment', but 'you do the homework' and 'do a questionnaire'. Words with multiple meaning, such as 'since' and 'still', can also troublesome for learners".

e. Idiomaticity

"English contains so many idiomatic expression, they are generally more difficult then the words whose meaning is transparant". The writer has discussed about idiomatic expression in types of vocabulary subbab.

f. Grammar

"Also problematic is grammar associated with word, especially if this differ from L1 equivalent". Indonesian speakers know that adjectives is following verb, such as in the phrase 'buku baru' that influences when the speakers are translating the English phrase, such as 'red balloon' most of them translate it becomes 'merah balon'.

Another problem in grammar is using verb+ing, to+infinitive, or bare infinitive, after some verbs, they usually confuse to decide, which one followed by verb+ing, to+infinitive, or bare infinitive.

2.3 Mnemonics Technique

2. 3.1 Basic Types of Memory

There are two basic types of memory: short-term memory and long-term memory. Short term memory keeps the information which is being processed (a new word which is encountered for the first time). It is fast but it can hold information for a very short time due to its small storage capacity. Long term memory has an unlimited storage capacity but is relatively slow. The purpose of teaching and learning vocabulary is to transfer the lexical information from the short term memory to the long term memory.

2.3.2 Definition of Mnemonics Technique

Kozarenko (2006: 15) says that mnemonic derived from a Greek word "Mnemonicon" which mean an art of memorization. Mnemonics are techniques or devices, either verbal or

visual in nature, that serves to improve the storage of new information, and the recall of information contained in memory.

According to Foster (2009: 123) mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual imagery, or rhymes.

It is important to remember that mnemonics technique is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based on the definitions above, it can be concluded that mnemonic technique means a technique to utilize memory in certain ways.

2.3.3 Classification of Mnemonics

Mnemonic devices have been differently classified by different scholars. Thompson in Amiryousefi and Ketabi's journal (2011: 179-180) arranges mnemonics technique into five classes; they are linguistics, spatial, visual, physical response and verbal methods.

a. Linguistic Mnemonics

1) Peg word method

Turkington (1996: 73) says that this best method introduced by John Sambrook in England in 1879. Through peg word method unrelated items can be remembered easily by relating them to easily memorizable items which act as pegs or hooks. Peg word method has two stages. At first students are asked to remember number-rhyme pairs like *one is bun, two is shoe, three is tree, four is door, five is hive,* and so on. In the second stage the students are asked to visualize the word and try to link it to rhyming words.

2) The key word method

Key word method requires three stages. At first, a first language or second language word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage, the learner is asked to make an association between the target word and the

keyword. Finally he is asked to make a mental image of the combination of the keyword and the target word.

b. Spatial Mnemonics

1) The loci method

Loci method is the oldest mnemonic technique. Using this method entails imagining a very familiar place like a room or a house and then associating each new word to a part of it to be remembered. The students take an imaginary walk along their familiar places, and retrieve the items they have put there.

2) Spatial grouping

The idea behind this method is that instead of writing words in a column, students can be asked to form patterns like a triangle with them. Writing words in the form of patterns help them recall the words better. As they remember the pattern, they can remember the parts which are signed by the words.

3) The finger method

Through this method students can be asked to associate each word with a finger. This method is especially useful with children to learn numbers, days of the week and month of the year.

c. Visual Mnemonics

1) Pictures

New words are usually paired with their definitions or equivalents. They can be better learned if they are paired with pictures. Objects and pictures not only can be used to give meaning and information but they also can be used to the motivation and interest of the students. Using this method, a picture can be used to make the meaning of the word clear.

2) Visualization or imagery

Instead of using real pictures, this method allows a word to be visualized. The learner imagines a picture or a scene which is associated with the target word. Abstract words can be learned through this method by relating them to a visual picture. Visualization can be an aid in vocabulary learning.

d. The Verbal Method

1) Grouping or semantic organization

As organized materials are easier to store in and retrieve from long-term memory, to organize the words in some fashion will enhance their recall. In this way learners have the advantage of better recall than when they all are learned in a list, because if they can remember one word, they will be able to remember the rest.

2) Story-telling or the narrative chain

In this method the learner links the words together by a story. At first he should associate the target words with a topic or some topics, and then he should connect them by making up a story containing the words.

e. Physical Responses Methods

1) Physical response method

According to this method the learner should move his body or parts of his body in a certain way that illustrates the meaning of the words.

2) Physical sensation method

Through this method the learner associates the new word to a physical sensation. For example he can feel cold when he learns the word frigid.

2.3.4 Implication of Mnemonics Technique

In this research, the writer uses mnemonics technique to increase students' vocabulary mastery. Because of memorizing is very important to enlarge vocabulary, the writer found these technique to help students in mastering it. Mnemonics technique is a method to enhance the student's ability in memorize. In the beginning introduction of this technique may students feel confused, but after they adapt they will be familiar with mnemonics technique and can apply it well.

2.4 Previous Research

The first previous study came from Rosdiana (2009). She has study about "The Effectiveness of Mnemonics Devices in Learning Vocabulary Learning Process". She has two research questions, there were (1) Do mnemonics devices enhance the students in learning and memorizing vocabulary? and (2) can mnemonics devices influence the students in their vocabulary learning activity?. In this previous study, it was experimental research. The researcher used observation and test including pre-test and post-test to collect the data. The subject of the study was consisting of 30 participants. According to the data collected from the pre-test and post-test gained from the experimental class, taught vocabulary by using mnemonics devices and without mnemonics devices in analyzing the students' error in vocabularies, it shared the mean score of pre-test was 73 while the mean score of post-test was 84. The conclusion of this study is teaching vocabulary using mnemonics is effective to help the students.

The second previous study came from Gofar (2008). He had study about "Teaching Vocabulary through Mnemonics Devices". The researcher question of this study is whether to

use mnemonics device in a vocabulary learning strategy has significant influence to the students' vocabulary acquisition?. In this study, the researcher used experiment method. The sample was taken by random sampling system namely only 40 students where 20 students from experiment class and 20 students from controlled class. It used pre-test and post-test to collect the data. To know the result of the experiment, the researcher calculates the result of pre-test and post-test of both classes. The result of the experiment proof that mnemonics is suitable to encourages students to use the language and facilitates them to explore individual competencies.

From the two previous studies, the writer conclude that this study tried to retest some variable of previous studies. This study had specific rule rather than previous studies variables. As a result, the writer study is different to the previous studies.

2.5 Conceptual Framework

Vocabulary is very important to improve the students vocabulary to learn language. Vocabulary has a lot of influence to the four language skills, they are speaking, reading, writing, and listening. The skills are very important for all the students. Teaching English vocabulary apporopriately can help the students to express their ideas in their activities. In learning English as a foreign language, by using Mnemonics is one of the best way to improve the students to express their language ability.

The use of Mnemonics for improving the vocabulary mastery has been one of the most popular ways of teaching English. Using of Mnemonics is more effective because the students

will be more active in the class. Using of Mnemonics is considered as an effective and enjoyable process to teach vocabulary because it enables the students to practice, express their idea, and discussed the meaning of new vocabularies.

Teaching vocabulary by using Mnemonics encourages the students to improve their vocabularies mastery four skills. In listening, the students listen how the teacher or their friends pronounce the words well. In speaking, the students to be active and can speak up in the class and use their new words. In writing, the students can write many sentences and express their idea by using new words. In reading, the students vocabularies will help to comprehand the text.

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                    │   TEACHING VOCABULARY   │
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        ┌──────────────────────┐      ┌──────────────────────┐
        │  KINDS OF VOCABULARY  │      │  MNEMONICS TECHNIQUE  │
        └──────────────────────┘      └──────────────────────┘
                   │                             │
        ┌──────────────────────┐      ┌──────────────────────┐
        │ PRODUCTIVE VOCABULARY │      │ LINGUISTIC MNEMONICS  │
        └──────────────────────┘      └──────────────────────┘
                   │                             │
        ┌──────────────────────┐      ┌──────────────────────┐
        │  RECEPTIVE VOCABULARY │      │       SPATIAL         │
        └──────────────────────┘      │      MNEMONICS        │
                   │                  └──────────────────────┘
            ┌─────────────┐                      │
            │    NOUN     │           ┌──────────────────────┐
            └─────────────┘           │        VISUAL         │
                   │                  │      MNEMONICS        │
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            └─────────────┘           ┌──────────────────────┐
                                      │    THE VERBAL         │
                                      │      METHOD          │
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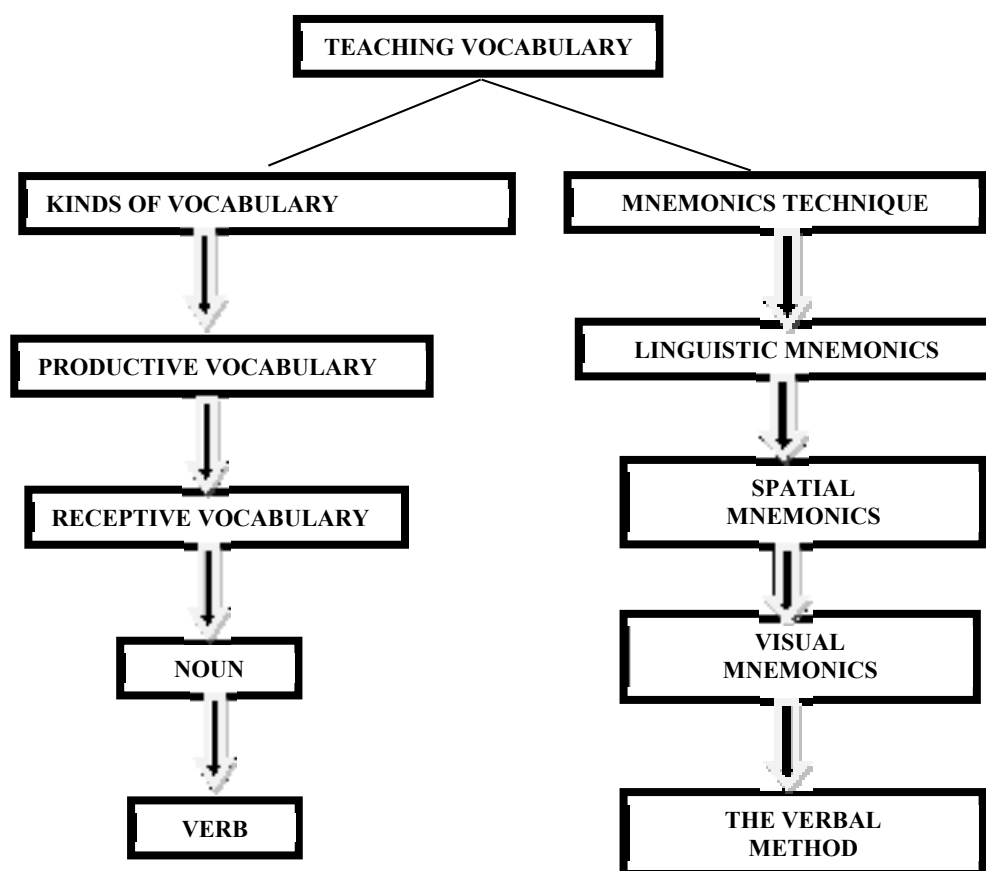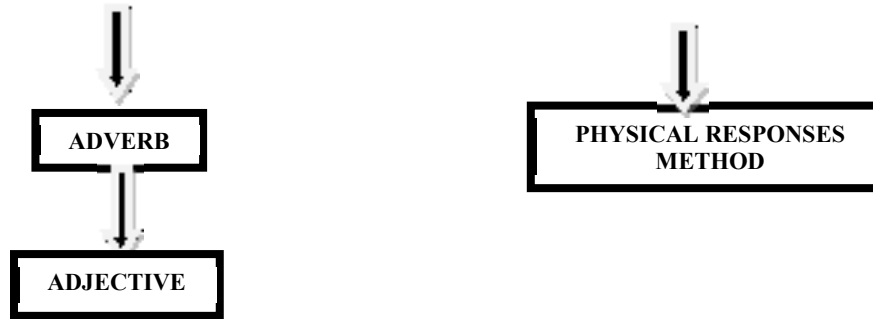
Figure 2.5 Conceptual Framework Of Teaching Vocabulary Mastery By Using Mnemonics Technique (Manullang 2019)

BAB III

RESEARCH METHODOLOGY

3.1 Research Design

This writer was conducted by applied Classroom Action Research (CAR). Action research is a reflective process of progressive problem solving led by individualls working with other team as a "community practice" to improve the way they address issues and solve problems. Action research can also be under taken by larger organizations, assisted or guided by professional researcher with the aim of improving their strategies, practices and knowledge.

There are some definitions of action research proposed by experts. Mettetal (2001: 7) define that classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning.

According to Felicia (2011:5) states that classroom Action Research is research conducted by the teachers (in the cobtext of classroom) or other school components (principal, for example) while they are conducting action such as teaching, implementing policies, creating or changing a system, etc.

Additionaly, Harmer (2001:345), action research will be the name given a series of procedure teachers can engage in. Either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriate of certain activities and procedures.

Classroom Action Research (CAR) were qualified to used in order to see the improvement of students vocabulary mastery by applying mnemonic technique. The classroom action research (CAR) is done through cycle process which consist of four steps, namely: planning, action, research, observation, and reflection. These four steps are formed in spiral (Kemmis and Mc. Taggart: 1982). The procedure of research can been seen in the following figure:
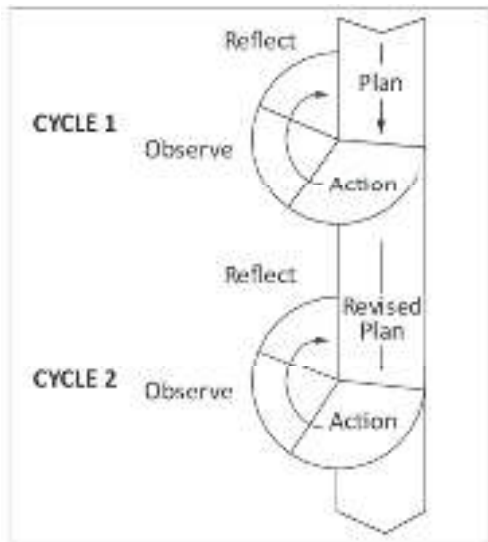
Figure of Action Research bassed on Kemmis and Taggart (1998)

3.2 The Population and Sample

On this research, the population is the students at Grade VIII at SMP Swasta HKBP Pajak Baru Belawan Academic Year 2018/2019 in first semester. The sample is class VIII which consists of 23 students that 15 male and 8 female.

3.3 The Instrument of Collecting Data

In collecting data, the data was collected by used quantitative and qualitative data. Wallace (1998:38) confirms quantitative is broadly used to describe what can be counted or measured and can therefore be consisted "objective". Qualitative is to describe data that are not able to counted or measured in an objective way, therefore "subjective". In action reseach, qualitative data is tending to be applied rather than quantitative data.

3.3.1 Quantitative Data

The quantitative data is colected and analyze by computing the score of the vocabulary based on the evaluation of the vocabulary test. In collecting the quantitative data, the writer made multiple choice testand fill in the blanks which is consist of 30 items. All of the items that were gave related to the topic topic and discuss together.The writer was applied some procedures to get the quantitative data, such as:

1. Pre-test

The writer was conducted the pre test and gave vocabulary test consist of multiple choice 20 items and fill in the blanks words 10 items. The purpose for this pre-test to know students' knowledge about vocabulary.

2. Treatment

The writer was conducted in two cycle and each cycle consist four steps, such as: planning, action, observation and reflection.

3. Post-test

The writer was conducted the post test and gave vocabulary consist of multiple choice and fill in the blanks words to know the result of the students in cycle I. There was no significant improvements in cycle I. So, the writer was conducted post test in cycle II.

3.3.2 Qualitative Data

In quanlitative data was collected performed by taking diary notes, questionnaires sheet and observation sheet.

1. Observation Sheet

According to Arikunto (2006:156) states that observation is attention taking activities to an object by using all sensory devices directly. Observation would be used by the writer to observed class participation and atmosphere during teaching learning.

2. Questionnaire Sheet

According to Gilham (2000:2) states that questionnaires are one of range of ways of getting information from people as respondent by asking question. Questionnaire sheet is the efficient data collection if the writer knows eactly what variables is needed to measure and know what does the writer expected from the respondent.

3. Diary Notes

According to Wallace (1998:39) states that the advantage of diary notes are they tend to more flexible less professionally and more easily implemented than others. In diary notes, it would be used to record everything that will happened during the teaching learning process including reflecting and evaluation of the teaching learning process.

3.4 The Procedure of Collecting Data

The procedure of data collection of the study was conducted by administrated two cycles. Every cycle consist of four steps, namely; planning, action, observation, and reflection. Further, they will be explain clearly as follows.

3.4.1 Cycle I

The first, the writer made a plan and applied in action and do the observation and reflect. The application of four phases of action research in classroom as follows:

1.) Planning

Planning is arrangement for doing something. In planning, it it is considered everything related to the action that done and it is also prepared everything that need in teaching learning process. There were many activities that was done in planning, namely:

a) Preparing lesson plan

b) Preparing and making media that will needed while doing the scenario of teaching learning.

c) Preparing material for vocabulary through mnemonics technique.

d) Preparing test of vocabulary mastery by mnemonics technique in last meeting

e) Preparing the instrumet for collecting data, such as vocabulary test.

2.) Action

In action, scenario in teaching learning process that would be arranged for implementation in classroom. Some steps of action such as:

Table 3.

Teacher's and Students Activities in Cycle I

Teacher Activities	For Students Activity
1. The teacher was given pre-test 2. The teacher was teached the topic about vocabulary and explained the importance vocabulary by using mnemonics technique to the students	1. The students answered the pre-test 2. The studentslisten to the teacher explanations, and the students understand the importance vocabulary 3. The students answered the post test

3. The teacher was given for post test I	I

3.) Observation

Observation were the most important thing to get the information of action during the teaching learning and climate process. Observation was done while the action was done. It was done to all students activities, participants, class events and situations. Both teacher's and students behavior is observe by collaborator in observation sheet. It was necessary to know about the students attitudes, behavior, and even the obstacle happen. Not only to know the students attitudes but also collect the data. In this case the writer observe the students problem.

4.) Reflection

Reflection was the feedback processed of the action. It was used to help teacher made decision because the reflection was done in order to analyse the situation and made conclusion what to do next. In this phase, the writerwould reflect anything that has been done before. The reflecting process were based on the data, vocabulary test, interview sheet and observation sheet. The, based on the reflecting process, the second cycle will be done. The second cycle was a revision of the first cycle.

3.4.2 Cycle II

Based on the first cycle, the writer decides to do second cycle in learning process. The writer makes planning based on the difficulties in vocabulary test. In this case, the writer find that the students score is still low. Because the teachers doen not explain how to applied

mnemonics technique clearly. The writer will see the improvement of students in mastery vocabulary by giving the second cycle. The writer was used the same steps as in the first cycle. In this cycle the writer was make some revisions in learning process. The detail procedure of cycle II will describe as follows:

1.) Planning

Based on the reflection in the first cycle. The writer rearrange the plan based on the students needs, such as:

a) Preparing and designing lesson planning

b) Redesigning the procedures of teaching vocabulary by using mnemonics technique

c) Preparing the test to measure the result of the study.

d) Making questionnaire sheet to know the frequency of the students interest in learning.

e) Giving more explanation about the technique and make sure all students understand.

2.) Action

In action, scenario in teaching learning process that would be arranged for implementation in classroom. Some steps of action such as:

Table 3.2

Teacher's and Students Activities in Cycle II

Teacher Activities	For Students Activity
1. The teacher explained again about the vocabukary using mnemnics	1. The students listen to the teacher

technique 2. The teaher was gave post test II 3. The teacher was controled students' achevement in cycle I and gave some comments, opinions, motivations to do the best in second cycle.	2. The students answered the post test II 3. The students more active to do the best in cycle II

3.) Observation

The purpose of observation found out the information in action, such as the students attitude those are happened. The observation was conducted to all the process and activities of teaching learning process. It is necessary to do, because it is collected as the data are used as a basic of reflection. It means that, the conditions and even the obstacles those are happened are during the teaching learning process.

4.) Reflection

In this phase, the writer concluded that the result of the second cycle reaches the goal determined, because the students show the improvement and give good scores that is shows most of the students understan. Cycle II had done because there was significant improvement of students' achievement in mastery vocabulary.

3.5 The Technique of Analyzing Data

For analyzing data the writer was did following steps:

1. Scoring the sudents' test in pre test, cycle I and cycle II

2. Tabulating the students' score from the lowest up to the highest

3. Comparing the students' score between cycle I and II

4. Calculating the percentage of students scores

5. Making the conclusion.

To evaluate students improvement in vocabulary, the writer give 30 items questions for each cycle. The writer who act also as test were score by using score rank from 0-100 by counting the correct answer.

To scoring students' test the writer was applied that formula:

$$S = \frac{R}{N} \text{ X } 100\%$$

Where : S = Score of test

R = Number of the correct answer

N = Number of test items

To know the mean of the students score of assesment the writer apply on the formula

$$X = \frac{\Sigma x}{N} X \ 100\%$$

Where :

X = The mean of the students score

N = The number of the students

$\sum x$ = The total score

     To categorize the students who got up to 75 calculated by applying the following formula:

$$P = \frac{R}{T} \text{ X } 100\%$$

Where : P = Percentage of students who get the point 75

        R = The number of the students who get point above 75

        T = The total number of students who do the best