USING MNEMONIC DEVICE STRATEGY TO MOTIVATE STUDENTS IN LEARNING ENGLISH VOCABULARY

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Abstracts: This research was aimed to describe whether Strategy Mnemonic Device can improve students' motivation in learning English vocabulary or not. This research was a Classroom Action Research (CAR). The data obtained in the form of quantitative and qualitative ways. The instrument used by the researcher ware test (post-test) in the form of multiple choice and non-test in the form of a questionnaire. There were four steps in conducting: planning, action, observation, and reflection. This classroom action research was done in one cycle. The cycle was conducted into four meeting with recount text and mnemonics as the topic of discussion. The result of this study showed that students' improvement in mastering vocabulary was statistically significant. Based on the research conducted, the researcher found the significant improvement in the cycle, it could be seen from the mean of cycle which was 77,34 for pre - test and 84,65 for post-test. So, Strategy Mnemonic Device was able to improve students' motivation in learning English vocabulary. Through this strategy students have the opportunity to work together in groups and help each other. Hopefully, this strategy helped the students more motivation to learning the vocabulary mastery.
Keyword: mnemonic, device strategy, students, vocabulary

INTRODUCTION

Vocabulary is the most important thing in English language. Without vocabulary, the skills would be meaningless. According to McCarthy (1990: 8) says that No matter how successfully the sounds of second language are mastered, without words to express a wide range of meanings, communication in second language just cannot happen in any meaningful way. And yet vocabulary often seems to be the least systematized and the least well catered for of all the aspects of learning a foreign language.

Thornbury (2002: 13) "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" this statement indicate the researcher about vocabulary is one of the important language components in learning English, as the basic components of the four languages skill such as: writing, reading, speaking, and listening, it has to learn by student in learning English. Because, vocabulary is the main points to learn English, without having education of vocabulary student will get difficult and confused to learn English. Thus it mean, vocabulary should be priority in learning English because the more they master the better they used vocabulary in the language skills, this statement support by the statement of Thornbury (2002: 13) above.

Teachers have a big role to motivate all of them to have the same perception about the importance of English. Motivation is the act or process of providing a motive that can causes a person to take some action (Nancy, 2013: 23). It means that motivation has a big role in doing and reaching something. Without motivation, the learning process does not exist.

Furthermore, motivation is one of the most significant factors in learning languages. It is also related to students' vocabulary. Dornyci (1994) states that

motivation is one of the main determinants of second or foreign language learning. Students who have high motivation may have better mastery and learn faster compared to those who have low motivation. Students with high motivation may do strategic actions and are willing to spend more time to do the necessary efforts to achieve their goals.

The source of motivation can be derived from either inside or outside someone. The motivation which is from inside is called intrinsic motivation. This can be seen when someone performs something to get pleasure or satisfaction or even to satisfy his/ her curiosity. The motivation which is from outside is called Extrinsic Motivation. This can be seen when someone performs something to get reward (good scores, employment, etc). Thus that the motivational function in learning is very great because it can encourage individuals to complete assignments or activities with better results. With high motivation someone will carry out learning activities with a passion tall, full of confidence, directed and will always be passionate or enthusiasm to always learn and learn until the achievements are obtained maximum, as well as riddle with high enthusiasm, students easily solve the Mnemonic device strategy given by the teacher.

RESEARCH METHOD
1) Research Design
This study is a Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher as researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular school operates, how they teach, and how well their students learn (Geoffrey E.Mills, 2003:5). In other words, action research is one of the research approaches that conducted to know the problems in teaching and learning, and then solve the problems using some techniques, and improve the quality of teaching and learning process itself.

The data of Classroom Action Research (CAR) is a Qualitative (descriptive data) and Quantitative (numeric data) because CAR is a mix method. It is the combination of Qualitative and Quantitative approach. So this study used descriptive and numeric data. In this study, the researcher was the English teacher, where the researcher taught the English class using Mnemonic Devices Strategy and media and the subject's teacher was the observer who observed the teaching and learning process with the observation sheets to help the researcher collects the qualitative data. This research was conducted in SMAN 1 Lenek, especially on tenth grade students. This research is by applying collaborative research, and also the result of the students test could in implementing one cycle. In the CAR a researcher can reach the KKM standard, the research must stop in the first cycle, may not be continued in the second cycle because, it has reached KKM.

According to Kemmis and Mctaggart in Burns (2010: 7), classroom action research typically involves four broad phases in a cycle of research.
2) Research Subject
This research was conducted at the Tenth grade students of SMAN 1 Lenek in academic year 2021/2022. This research was conducted in SMAN 1 Lenek. It was located in the Lenek, East Lombok. The research was conducted begin from March until May 2022.

3) Research Instrument

In a research, instrument is an important element to support the researcher in finding out the date. Here there are two kinds of instruments that the researcher used to collect the date: vocabulary test and questionnaire.

1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The questionnaire was invented by Sir Francis Galton (1822 - 1911). Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. As a type of survey, questionnaires also have many of the same problems relating to question construction and wording that exist in other types of opinion polls. The formula to find out the score of questionnaire will be used formula as follow:

$$\text{Final Score} = \frac{Amount\ of\ obtained\ score}{Amount\ of\ ideal\ score\ for\ all\ items} x100$$

(Sugiono, 2015: 137)

After each answer is calculated, the score is processed based on the criterion of interpretation score as follow (Ridwan, 2005: 89):

Percentage 0%-25%	Very low
Percentage 26%-50%	Low
Percentage 51%-75%	Strong
Percentage 76%-100%	Very strong

2. Vocabulary test

To know the effect of teaching vocabulary by using mnemonic device researcher gave the multiple-choice test that consist of 20 question with 4 options (a, b, c, d), each correct answer got score 1 and incorrect of vocabulary test was used.

3. Observation sheet

The activity of researcher to observe the teacher, classroom to recognize anything happen during the process by using sheet observation.

PROCEDURE OF THE RESEARCH

There are some procedures that the researcher has done during the research. The steps were preliminary study, planning, acting, observing and reflecting. Those steps are described as follow:

1. Preliminary Study

The first step is preliminary study where it is conducted before the researcher arrange thesis proposal. The purpose is to looking for the students' problem, teacher's method, and the learning situation. The result of the preliminary study is the researcher found the students' problems that are they difficult to memorize some vocabularies, especially the recount text which they couldn't find and see in their environment. This preliminary study was explained in the background of the study in Chapter 1.

2. Planning

Planning is the first activities that we have to do before conducting study or teach in the class. In this activity, the researcher made a plan or strategy of learning process such as the method, material, and learning media. In the process of teaching and learning, this plan also known as lesson plan. The researcher also prepared an assessment in form of a test that related to the vocabulary mastery. The test was in form of multiple choice and questionnaire with 20 questions and the students have to choose the best option to answer each question. Every right answer counted as five points and wrong answer counted as zero point. All the point was added to get the students' scores. The minimum score that the students have to reach in this subject is 75. This score is based on the schools criteria of success.

3. Action

In this activity, the researcher has done the strategy that already prepared in the previous activity. The researcher used Mnemonic device strategy during the teaching learning process in order to increase motivation students' in learning English vocabulary. Where in this study, the researcher becomes a teacher an the subject's real teacher was the observer.

As a teacher, the researcher was following all the procedures that the researcher has made in the lesson plan. The researcher increase motivation students' in learning English vocabulary using strategy mnemonic devices. The researcher has followed the procedures as it written in the lesson plan while the teacher (as the observer) was observing the whole class activity. As an observer, the teacher was given the observation sheets own a certain situation in the classroom. This where she wrote situation includes how good the researcher implementing the method in teaching vocabulary, how relatable the material is to the students, and the students response toward the researcher's teaching and the students' activity during the process of teaching and learning. This observation sheet was be very useful for the researcher to reflecting the study.

4. Observing

Observing is the activity that aimed to gather information about the teaching and learning process. In other words, by doing this activity, the researcher would know the learning process was running well or not. To do the observation, the researcher has prepared some instruments in form questionnaire, vocabulary test and observation sheet .the observation sheets and the questionnaire became the supporting instrument where the researcher can get some other information about the strength and the weakness from the process of implementing mnemonic device strategy, and the response or experience of the students to be taught using mnemonic device strategy to motivate students in learning vocabulary, especially recount text . Meanwhile, the vocabulary test is the main instrument that was used to get the information about the students' scores after treatment, where each test consists of 20 questions. Later on, the score was used to know whether this study can improve the students' vocabulary mastery or not.

5. Reflecting

The last step is reflecting. In this activity, the researcher has evaluated the students in order to know their improvement after they join the class. This evaluation was done by using the mean formula by (Levina & Sthepan, 2005:39) where the formula is used to find the average score of the students. It can be found by adding all the scores and dividing it by the total number of the students. The formula can be seen as follow:

$$\overline{X} = \frac{xfx}{n}$$

Where:

X = the mean

∑X = the symbol all of the score

N = the number of score

The second formula is percentage formula. It is used to know the percentage of the students that pass the criteria of success. The formula is described as follow:

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

P = Class percentage

F = Number of students that pass the success criteria

N = Total number of students

This study considered as success if 75% of the students in this class reach the minimum score. If it was less than 75%, than this study considered as failed and the researcher should continue to the next cycle. This statement is supported by Djamarah and Zain (2010:108) that says: 1. If 75% of the students who attended the teaching and learning process reached the minimum, optimum, or even maximum score, so the next teaching and learning process can be discussing a new topic. 2. If 75% or more of the students who attended the teaching and learning process reached less than the minimum score (under the minimum score), so the next teaching and learning process should be revision (remedial).

RESEACH FINDING AND DISCUSSION

Research Findings In this part of the research, the researcher explains about the result of the research that has been conducted at the tenth grade students of SMAN 1 Lenek for four meetings in a month from 27 May to 15 June of 2022, where on the first and the last meeting the researcher held the test (pre - test and post - test) and also the questionnaire (pre - questionnaire and post questionnaire). This research used three techniques of data collection which are test, questionnaire, and observation sheets where the test and the observation sheets become the main instruments and the questionnaire becomes the supporting instrument to strengthen the collected data. Each questionnaire has 20 statements. Those statements are generally consisted about the motivation students' in vocabulary mastery, especially mean the word before and after the treatment using Strategy Mnemonic Devices, the students' interest in learning English.

CONCLUSIONS

This research was about how the implementation of Mnemonic Device Strategy in improved motivate students' vocabulary mastery. It was conducted based on the students' problem that the researcher has found during the observation in SMAN 1 Lenek. After conducting the research of teaching vocabulary at SMAN 1 Lenek by using "Mnemonic Device Strategy" and analyzing the data to answer the research question in the first chapter that was "How did the use of mnemonic device strategy motivate students in learning English vocabulary at tenth grade students of SMAN 1 Lenek in academic year 2021/2022?". The result of this study is that there is improvement on the mean score of the pretest and posttest: 77, 34 - 84,65 in

comparison, where at first there were only 26 students who passed the minimum score (KKM) but now there are only 1 students who didn't pass the Minimum score (KKM). The result also showed that after the treatment, students were showing active participation, paid good attention to the material and showed enthusiastic in the English class. Those activities affected the students' vocabulary mastery.

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