Proceeding of Integrative Science Education Seminar Vol. 4, 2024, pp. 350 - 356

Available online at

PISCES

Proceeding of Integrative Science Education Seminar

Journal homepage : https://prosiding.iainponorogo.ac.id/index.php/pisces

Article

Application of Mnemonic Methods to Increase Vocabulary Memory of MTs Ma'arif Klego's Students

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Article Info

4th AVES
Annual Virtual Conference of Education and Science 2024

Keywords:

English vocabulary;
Mnemonic singing technique;
Memorization skill student.

ABSTRACT

This article is shown to find out the results of the application singing-type of mnemonic in strengthening the English vocabulary memory of MTs Ma'arif Klego, Jenangan, Ponorogo's students. The students have learnt English for six years, but their competence is still low, especially in vocabulary acquisition. They still have difficulties in learning English vocabulary, especially in terms of memorization. To overcome this problem, the teacher applied the singing-type of mnemonic method to helps students to be more creative in an effort to improve their ability to remember English vocabulary. This research was conducted at MTs Ma'arif Klego in 8th grade with 27 students consisting of 13 males and 14 females as research subjects. The thing that studied was the mnemonic method with singing techniques, where the implementation involved the use of a song to help and facilitate students memorize English vocabulary. The research method used is a case study by developing in-depth analyses related to the phenomena that occur through observation and interviews in collecting data and informations.The final result of the application singing-type of mnemonic method is considered successful in improving memory and ability to memorize English vocabulary and creating high enthusiasm in student's learning process.

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INTRODUCTION

Based on the interview results with Eny Qomariyah from Madrasah Tsanawiyah Ma'arif Klego, a significant issue currently faced by the students is their difficulty in acquiring vocabulary in English. Generally, students are expected to study English in schools for a minimum of six years, comprising three years in junior high school and three years in senior high school. Some institutions even introduce English as a local content subject starting in elementary school, with exposure beginning in kindergarten. However, this is not the case for all students. At MTs Ma'arif Klego, students are only beginning to recognize and learn English in junior high school, as they have not received English instruction in either kindergarten or elementary school. This lack of early exposure contributes to their

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insufficient English language proficiency. Consequently, their vocabulary mastery is notably low, stemming from both a lack of understanding and delayed introduction to the English language. As a result of this inadequate vocabulary acquisition, the students at MTs Ma'arif Klego are struggling to master the four skills of English: listening, speaking, writing, and reading.[1]

According to Alderson, vocabulary encompasses a collection of lexemes, including single words, compound words, and idioms.(Ibrahim, 2022) It is a basic component of language, as the absence of vocabulary hinders the ability to process information effectively. Knowing large amounts of vocabulary is particularly important in language learning, especially in English. Students who have a limited vocabulary can face challenges in speaking and understanding spoken language.(Risna Rianti Sari, 2018)

In fact, students at MTs Ma'arif Klego still continue to face challenges in learning English vocabulary, particularly regarding memorization. [2] They tend to memorize words during class but frequently forget them afterward. This problem is largely due to uninteresting teaching methods and lack of exposure to the language outside the classroom. (Mantasiah R & Fitri Radhiyani, 2015)As a result, students struggle to remember vocabulary, highlighting the need for more effective vocabulary teaching. Some common factors that hinder vocabulary acquisition include limited vocabulary knowledge, feelings of frustration when trying to understand the meaning of words, and difficulties in memorizing and recalling new vocabulary. Therefore, it is imperative to develop better, interactive, and engaging methods for teaching and learning vocabulary to improve students' retention and proficiency.

Based on the observations at Madrasah Tsanawiyah Ma'arif Klego, we found a specific approach employed by the English subject teacher to address the issues and conditions. The teacher uses a technique called mnemonics. Mnemonic techniques are chosen and used to improve students' memory of English vocabulary.[3] This technique can be applied by teachers to improve students' ability to memorize foreign language vocabulary. This method associates the mind with words, ideas, images, and imagination, thus increasing one's memory capacity.

This article is not the first to explore the application of mnemonic methods for enhancing vocabulary retention; several previous studies have addressed similar themes. Notable among these are "*Mnemonics: A Creative Solution to Improve Arabic Vocabulary Memorization Skills of Madrasah Aliyah Nurul Jadid Students*" by Sulton Firdaus and Siti Hafidah,(Firdaus & Hafidah, 2020) "*Mnemonic Model to Improve Students' Memorization Ability Effectively and Fun*" by Meilinda Hutahaean,(Hutahaean, 2021) and "*Application of the Mnemonic Learning Method Singing Technique to Improve Student Memory in Mathematics Lessons in Class III Elementary School"* by Anjani Pratiwi, Irma Suryani, and Silvina Noviyanti.(Pratiwi et al., 2024) However, there are distinct differences between these previous studies and the current research presented in this article.

The difference between this article and previous studies lies in the focus of the discussion. The article by Sulton Firdaus and Siti Hafidah examines the process of learning Arabic vocabulary by applying mnemonic methods through association and rhyme techniques, as well as evaluating how these methods can enhance students' memory at MA Nurul Jadid. Meanwhile, the research we wrote focuses on the application of mnemonic techniques using singing methods to improve English vocabulary mastery among students at MTs Ma'arif Klego. The focus of the article written by Meilinda Hutahaean is the application of the associative mnemonic model in the subject of Citizenship Education.(Hutahaean, 2021) On the contrary, our research focuses on the application of singing mnemonic techniques to improve the vocabulary memorization of English students at MTs Ma'arif Klego. In addition, a previous article written by Anjani Pratiwi, Irma Suryani, and Silvina Noviyanti discussed the application of mnemonic singing techniques to improve memory and motivation in

mathematics learning, conducted through classroom action research (CAR) with third-grade elementary school students.(Pratiwi et al., 2024) Meanwhile, our research focuses on improving English vocabulary memorization among students at MTs Ma'arif Klego by applying mnemonic singing techniques, using observation and interviews for data collection.

On the other hand, when viewed from the perspective of similarities, the articles by Sulton Firdaus and Siti Hafidah share a common theme with the article we wrote, which is vocabulary learning in foreign languages and the use of mnemonic methods as a learning strategy. The research method applied is the same as the research conducted at MTs Ma'arif Klego, which uses a qualitative approach and data collection techniques through observation and interviews. The article by Meilinda Hutahaean has sub-discussions that are relevant to our research, specifically regarding the ability to memorize by utilizing mnemonic learning techniques. In the article titled *"Mnemonic Model to Improve Students' Memorization Ability Effectively and Fun,"* data collection was carried out through observation and interviews, which aligns with the methods used in this research. Although Meilinda's research also includes tests and documentation studies, this article places greater emphasis on observations and interviews with teachers. In addition, from the article titled *"Application of the Singing Technique Mnemonic Learning Method to Improve Students' Memory in Mathematics Lessons in Class III Elementary School"* written by Anjani Pratiwi, Irma Suryani, and Silvina Noviyanti, it shows similarities in the sub-discussion with this research, namely the application of mnemonic methods with singing techniques as a strategy to assist students in the memorization process and enhance memory retention.

Based on several findings from similar articles, there are several aspects that differentiate the article we wrote. The update from the article we wrote is about the techniques and research objects. Where MTs students apply the mnemonic method of singing techniques to help them remember English vocabulary. From the above explanation, it can be understood that the purpose of the research conducted is to see the results of applying the singing type mnemonic technique in remembering English vocabulary among students at MTs Ma'arif Klego.

METHOD

Case study is used as the framework of this research because it allows in-depth observation of students' ability to remember vocabulary through the mnemonic method. In collecting data in the field, researchers used data collection techniques in the form of direct observation, interviews, and documentation located at Madrasah Tsanawiyah Ma'arif Klego, Jalan Halim Perdana Kusuma, Mrican, Jenangan, Ponorogo, with the aim of knowing how the application of mnemonic techniques can improve students' memorisation of English vocabulary at MTs Ma'arif Klego. The research subjects were students of class VIII B, with a total of 27 students consisting of 13 male students and 14 female students. In this study, the teacher applied one type of technique, namely mnemonics through the singing method, where the use of songs aims to help students remember English vocabulary more easily. The application of this technique was conducted for four meetings, each of which lasted for 90 minutes. The researcher used the data analysis model by Miles and Huberman, which consists of data condensation, data display, and conclusion drawing. In procuring data validity checks, the author used triangulation techniques by checking the credibility of data to the same source with different methods, namely direct observation and interviews.

RESULT AND DISCUSSION

The selection of the appropriate teaching method is very important to consider in order to meet the needs of students in receiving, mastering, and developing learning materials efficiently, and not just focusing on the concepts or materials written in books.(Rozi et al., 2022)

The research results show that the singing mnemonic method used by English teachers to improve students' memorization of English vocabulary at MTs Ma'arif Klego is as follows:

Planning Learning with the Singing Mnemonic Method

Learning planning serves as a reference and standard for educators in carrying out the learning process to achieve the desired outcomes. The better the learning plan formulated by an educator, the more positive the impact on the learning process will be.(Wati, 2023) According to Eric Jeansen's theory, mnemonics is a method to help remember large amounts of information that involves three elements: encoding, maintenance, and retrieval.(Darusman & Herwina, n.d.)

It is important for a teacher to design the learning process well in order to create efficient, effective, and conducive learning.(Ożańska-Ponikwia, 2015) Eny Qomariyah, S.Pd, as an English teacher at MTs Ma'arif Klego, explained that the lesson planning using the singing mnemonic method for the material on present and past verbs is a well-considered rational idea that aligns with the objectives intended to be achieved in the learning process. It takes about a month to apply mnemonic techniques to help improve students' memory. The teaching and learning process will certainly be more organized according to the concept with the establishment of lesson planning.

By considering the theory proposed by Eric Jeansen, in the preparation of English lesson planning using this mnemonic method, the teacher involves three main elements, namely encoding, maintenance, and recall.(Fatima Risa S, 2020) The present and past-verbs material is one of the materials designed as a suitable material to use the mnemonic method in its application in the classroom. The learning process is designed to be applied for 4 weeks, where the first week is utilised as the application of the encoding element, weeks 2 and 3 apply the maintenance element, and week 4 is used as an evaluation as an embodiment of the recall element.

The Implementation of Mnemonic Learning Methods in Enhancing Students' Memory

The English language guru at MTs Ma'arif Klego stated that the singing-type mnemonic method has been implemented for approximately three meetings. In its implementation, the teacher explains and introduces the song that will be used as a tool to support students in memorizing English vocabulary. The song created to support this learning process is composed in a very light manner with a melody that is often heard, and lyrics that can be adjusted to the vocabulary that needs to be memorized. This aims for the students of MTs Ma'arif Klego, especially those in the 8th grade, to be able to memorize, understand, and apply English vocabulary well both inside and outside of school.

The implementation of learning takes place over 3 class hours, which is 90 minutes, starting from 08:00 to 09:30 WIB. The learning process is conducted once a week. This very short duration requires teachers to make the best use of their time. In its implementation, the learning process for the material on present-past verbs requires four meetings, using a singing-type mnemonic method. The explanation regarding the learning and memorization of present-past verbs at MTs Ma'arif Klego is as follows:

In the first meeting, the learning activities will be led by the teacher in charge of the English subject. The teacher entered the classroom and began leading the prayer before starting the learning activities. After that, the teacher began to introduce examples of present-past verbs to the students. Starting from verb 1, verb 2, and their translations. The present-past verbs are then incorporated into the song lyrics that will be used as a mnemonic method in the learning process. Then the teacher invited the students to practice the song. This is done repeatedly with enthusiasm so that students become accustomed to hearing English vocabulary.

In the second meeting, the teacher invites the students to recall the vocabulary learned in the previous session. Students are encouraged to focus on recalling various verbs, both

present verbs and past verbs. Then, with this singing-type mnemonic method, students can replace the lyrics of the song used with other verbs. The lyrics of the song used are as follows:

Table 1. Lyrics of The Song

First Meeting	Second Meeting
Fry fried menggoreng Grill grilled memanggang Boil and boiled merebus	Walk walked berjalan Jump jumped melompat Work and worked bekerja
Cut cut memotong Stir stirred mengaduk Pour and poured menuang We want to learn remember, vocabulary in here Because we are happy setiap hari Drink drunk meminum Eat ate memakan Swim and swam berenang	Play played bermain Talk talked mengobrol Call and called memanggil We want to learn remember, vocabulary in here Because we are happy setiap hari See saw melihat Catch caught menangkap Find and found menemukan
Buy bought membeli Sell sold menjual Bring and brought membawa We want to learn remember, vocabulary in here Because we are happy setiap hari	Build built membangun Break broke itu rusak Give and gave memberi We want to learn remember, vocabulary in here Because we are happy setiap hari

In the third meeting, students were able to memorize the vocabulary learned in the previous session well. Students are able to distinguish between verb 1 and verb 2, including their types, namely regular and irregular verbs. Not only that, students are also able to write the spelling of verbs correctly and understand their meanings clearly in Indonesian. It can be stated that the singing-type mnemonic method has been successfully applied to the eighth-grade students of MTs MA'arif Klego.

Next, in the fourth meeting, all eighth-grade students will carry out memorization submission activities in their respective classes. The memorization submission is led by the teacher as a form of practical assessment of the students and a test of their memory regarding the vocabulary they have previously learned. Not only that, learning evaluation is also conducted to reassess the effectiveness of the learning using the singing-type mnemonic method.

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Evaluation of Student Learning Outcomes

In the fourth meeting, which is the final session for the material on present-past verbs, in addition to conducting evaluations, students were also required to recite the verbs to assess how well they had memorized and retained the material on present-past verbs. This deposit system is carried out and guided by the subject teacher, where students come to the front of the class, facing the teacher directly in turn to present their memorization.

The assessment of the memorization results is viewed from both cognitive and psychomotor evaluations. The cognitive assessment is based on how many verbs the students have memorized. Meanwhile, the psychomotor assessment is evaluated based on the accuracy of the students' pronunciation of the words and their creativity in replacing the lyrics of the song with the new verbs.

The mnemonic methods used in the English language learning process for eighth- grade students at MTs Ma'arif Klego to enhance memory and memorize new vocabulary have been

assessed as successful and quite effective. As a result, the eighth-grade students who initially struggled with understanding present and past verbs are now starting to learn and memorize more than 15 English vocabulary words. With this method, students are assisted in the process of memorizing English vocabulary quickly and efficiently, of course. The mnemonic method used by the subject teacher is very simple. By considering students' experiences with English vocabulary knowledge, the singing mnemonic type is very suitable for the material on present-past verbs. Through three learning process meetings, students demonstrated an improvement in knowledge from the application of the mnemonic method. Starting from recognizing, pronouncing, to memorizing various English vocabulary well can be considered a success for teachers in implementing this method with their students.

CONCLUSION

Based on the observations conducted at Madrasah Tsanawiyah Ma'arif Klego, the lesson planning using the mnemonic method involves three main elements: encoding, maintenance, and retrieval. In their planning, the English teachers at MTs Ma'arif Klego require 4 weeks for the implementation of the mnemonic method to yield optimal results. This planning is also made with consideration of the students' abilities and learning objectives. The application of the singing-type mnemonic method has been declared successful and proven to enhance students' memory of English vocabulary. This can be seen from the improvement in each meeting, where the results from the first meeting showed that students were able to repeat the pronunciation of vocabulary spoken by the teacher. Then, in the second meeting, students recalled the previous vocabulary and began to modify song lyrics with other vocabulary. Furthermore, in the third meeting, students successfully memorized all the present-past verbs that had been studied and were able to pronounce them according to the correct spelling. Next, the assessment of student learning outcomes for this material will be conducted in the final meeting, which is the fourth meeting.

The singing-type mnemonic method can assist teachers and students in the effectiveness of the teaching and learning process; this method provides ease for students in understanding and memorizing material quickly and well. Teachers can also see the students' learning outcomes through the memorization submitted in the last week of learning, which is the evaluation phase of the students' learning results. Not only that, learning using mnemonic methods also provides teachers with a broader scope in establishing assessment criteria through cognitive and psychomotor aspects.

Kesimpulan utama dari penelitian dapat disajikan secara singkat dalam bagian Kesimpulan, yang harus berdiri sendiri. Bagian kesimpulan harus mengarahkan pembaca pada inti artikel (jawaban dari tujuan penelitian). Selain itu dapat juga diikuti dengan saran atau rekomendasi terkait penelitian selanjutnya.

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