

IMPLEMENTING MNEMONIC GAME IN LEARNING VOCABULARY

Salwa Afiah Zulfa

English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun Bogor
salwa.afiansyah@yahoo.com

ABSTRAK

Dalam belajar bahasa Inggris ada masalah yang dihadapi oleh siswa, yaitu kurangnya motivasi dan kurangnya kosa kata yang mengakibatkan bagi mereka kesulitan dalam belajar. Belajar kosa kata adalah sepotong kata yang dimiliki oleh seseorang. permainan mnemonik adalah teknik untuk membuat belajar lebih mudah untuk mengingat sesuatu. Tujuan dari penelitian ini adalah untuk menggambarkan persepsi siswa tentang implementasi game mnemonik dalam belajar kosakata yang mudah. Penelitian ini menggunakan penelitian tindakan kelas (PTK) secara kualitatif. Penelitian ini menggunakan kuesioner dan test sebagai alat untuk mendapatkan data. Hasil penelitian ini menunjukkan bahwa prestasi siswa meningkat dan siswa sangat antusias setiap kali kelas kosa kata pembelajaran dimulai. Kesimpulannya, persepsi siswa tentang belajar kosa kata menggunakan permainan mnemonik dikelas adalah positif dan hasil belajar siswa 90% meningkat dari sebelumnya .

Kata kunci: permainan mnemonik, pembelajaran kosa kata

ABSTRACT

In learning English there are problems faced by students, is lack of motivation and the lack of vocabulary they have resulted in difficulties for them to learn. Learning vocabulary is a piece of word owned by someone. Mnemonic game is a technique to make it easier to remember on something. The aims of this study was to describe students' perceptions of the implementation of mnemonic games in learning vocabulary that is easy. This study used classroom action research in qualitative. This study used closed-ended questionnaire and test as the tool to get the data. The result of this study showed that student achievements increase and students are enthusiast whenever the learning vocabulary class is started and children's assessment increases much better. In conclusion, students' perceptions of learning vocabulary using this mnemonic game in class were positive and students learning outcomes 90% increase than before.

Keywords: Mnemonic game, learning vocabulary

INTRODUCTION

Today, learning English is very required. Functioning to build relationships with other countries, and run the foreign policy including as the language used to board communication. Remember the function of education in Indonesia, today many in school learn the language English in almost school level, ranging taught in Elementary school basic to high school.

Learning english as a foreign there are some problems occur. For example, such as, very lacking of motivation in students

learning that refers to the main issues for students and students need a certain amount of vocabulary to be mastered before they can move to language proficiency. Sometimes between each other child is tired of memorizing a very long and hard to remember word.

Many students are also not interested in memorizing, sometimes students hard to keep in mind and memorized. Different from antiquity, students of today's like the practical and easy to carried. Complain when one word or phrase long for

memorized or remember, this is the role of teacher done.

Strategy is planning that leads learning experience. The plan is made by the teacher before the teaching and learning process. In this case, the teacher's efforts in managing in achieving the goals that have been specified earlier. The meaning that are the direction of all decision making strategies is the achievement of objectives, so that the preparation of learning steps, the use of various facilities and learning resources are all directed towards achieving goals.

One of the strategies that can help learners in achieving learning objectives is Mnemonic game. The mnemonic technique is chosen to test the objective of this study whether teachers can guide students as an alternative way to make the learning session to be more joyful, efficient, and effective (Deconinck et al., 2010; Kelly & Li, 2005). Mnemonic is one way for children to easily get information briefly and clearly, and easy to remember.

The researcher carried out this research to see how to implement the mnemonic game in helping the students memorizing the English vocabulary.

THEORETICAL REVIEW

The Definition of Learning

Learning is something of which we all have an understanding and in which we have all participated. This participation has been in a very wide range of settings, both formal and informal, ranging from the relative confines of a school classroom, to the wide open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.

Learning is the process of gaining more knowledge, or of learning how to do something – ride a bike, for example (Pritchard, 2009, p.1). Brown (2000, p.7) say that, “a search contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.”

A basic understanding in learning is very important for people who have the

intention to develop their knowledge and conduct activities that lead to very effective learning in the classroom. They can make behavioral changes in other people from experiences that have been previously obtained.

The Definition of Vocabulary

Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Alqahtani (2015 : 21) stated that, “vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.”

From the above understanding, it can be concluded vocabulary here helps students in facilitating the emphasis of learning English as a foreign language. It can be said that vocabulary is a word or list with meaning and which is known by the speakers and which is used to communicate among those speakers and used by a group or individual.

The Definition of Learning Vocabulary

Learning vocabulary has a very important role. This vocabulary learning connects four skills, speaking, listening, reading, and writing. Learning a new vocabulary word means more than just understanding what the word means.

Learning Vocabulary strategies

According to Schmitt and McCarthy (as cited Alqahtani, 2015), “propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs.”

The Definition of Game

As we know about this game is a game that uses electronic media, is a multimedia entertainment made as attractive as possible so that players can get something so the existence of inner satisfaction. The game is

also a complex activity in which there are rules, play and culture.

The game aims to entertain, usually many games are liked by children - adults. Games are actually important for brain development, to increase concentration and train to solve problems correctly and quickly. The game in this case refers to the understanding of intellectual agility (Intellectual Playability Game) which can also be interpreted as the arena of the decisions and actions of the players.

The Definition of Mnemonic

According to Foster (1972, p.123), "mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual imagery, or rhymes." Chaplin (2011: 307) stated that, "mnemonic in a complete dictionary of psychology is the art of improving memory with help."

From the above understanding can be concluded that mnemonic is a technique to make it easier to remember on something.

The Learning Mnemonic Strategy

The following strategy can be used to facilitate such as memorization :

1. Loci Method

Spence (1984) stated that, "method of loci sound scary but "loci" is simply the plural for "locus" which means "place". The loci method is the most commonly used remember technique. The data that should be kept in mind are usually numerical sequences, binary digits, random words, names and faces, historic dates, abstract images, and cards. For example, if a child has to remember a series of concept, they can mentally (put them in mind) to put them in their home space, such as by the entrance, living room, dining room and kitchen.

2. Rhyme

This technique is a word formed from the first syllable in a phrase or set of words. How to abbreviate things to remember. For

example, MEJIKUHIBINIU for understanding color of the rainbow.

3. Keyword system

For example, linking the spanish word "Carta" means a letter, with an image of a letter being transported in a cart. Since the known picture has same sound as the foreign language being learned (cart and carta) both the meaning and pronunciation of the new word are caught.

4. Acronym technique

This strategy is to create a word from the letter of the item that will be remembered. For example, HOMES can be used as a guide to remember the five great lakes: Huron, Ontario, Michigan, Erie, and Superior. Acronym helps memory connections between new information and known information.

5. Chunking or cutting

Because a person's working memory has such a limited capacity, it is difficult for most people to learn a long sequence of numbers like numbers of used for credit card identity or call phone number. For example, many people remember phone number because the number has been split into two pieces: the city code (031) and the person's own phone number (7214045). So many people can remember 031-7214045 rather than face with 03172140245.

METHOD

In this present study, the researcher used classroom action research (CAR) design in qualitative method. According to Elfanany (2013, p.22), "classroom action research (CAR) is a research conducted systematically reflective of the various actions taken by teachers as well as researchers, since the formulation of a plan to research on real action in the form of classroom teaching and learning activities, to improve teaching and learning process." In this study, the researcher used to closed - Ended questionnaire and test as the tool to collecting the data.

The site of this study is an students of a state Junior high school in Bogor and the participants are students 7a and 7b class from Junior high school in Bogor.

RESULT AND DISCUSSION

Data Description

To find out students' perceptions of learning to improve vocabulary using mnemonic games, researchers used data obtained from students directly. The following researchers present the questionnaire results from 20 statements given to 53 respondents.

Tables 1. Students perceptions about mnemonic game

No	Question	Yes	No	Not Answer	Inform
1	Do you like learning in class using this mnemonic game?	52	1	-	98,1% that almost all students like the lesson using this method.
Total : 53					
2	Can you understand the learning of words that are difficult to remember?	29	24	-	54,7 % that some students understand learning words that are difficult to remember
Total : 53					
3	Does this method really help you in remembering learning material that is very difficult?	40	13	-	75,5 % that this method is very helpful for students in learning.
Total : 53					
4	Do you feel happy in learning in class when you know this method?	51	2	-	96,2 % that most of it students very happy when knowing this game's mnemonic method.
Total : 53					
5	Will you be more active memorizing	45	8	-	84,9 % that more active memorizing

	all the difficult sentences or words with this method?				all the difficult sentences or words with this method.
Total : 53					
6	Can you remember the short sentence using this method?	47	6	-	88,7 % that students are able to remember using this method
Total : 53					
7	Do you know if remembering the sentence is very easy?	34	19	-	64,2 % that most students know memorization is now easier.
Total : 53					
8	Do you still find it difficult to understand memory material using this method?	29	24	-	54,7 % that half of them still find it difficult to understand memory material.
Total : 53					
9	Do you like this method in learning English?	53	-	-	100 % that all students more like this method in learning English.
Total : 53					
10	Do you always discuss with friends about learning using this game's mnemonic method?	44	9	-	83 % that students always discuss about learning using this mnemonic game's.
Total : 53					
11	Do you always repeat the words delivered by the teacher with your friends?	39	14	-	73,6 % that students always repeat the words delivered with their friends.
Total : 53					
12	Do you always enthusiastically sit quietly in class listening to the teacher who is explaining?	48	4	1	92,3 % that students always enthusias sit in class when the teacher explaining.
Total : 53					
13	Are you easy to understand in learning English using	35	18	-	66 % that some students it's easy to understand in

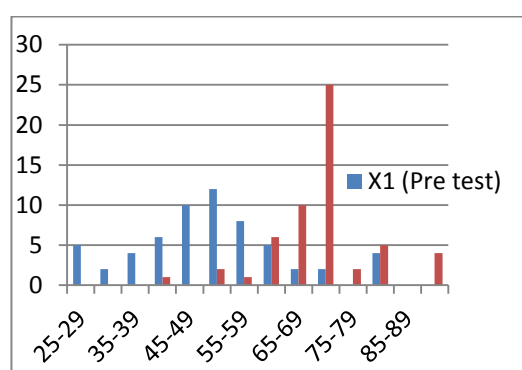
	this mnemonic?				learning English using this mnemonic.
Total : 53					
14	In your opinion, this game's mnemonic method is not useful in the learning English lesson?	1 6	3 6	1	69,2 % that students opinions disagree and state that this mnemonic is very useful in learning English.
Total : 53					
15	Do you like English learning after using this method?	4 9	4	-	92,5 % that all students very like English learning.
Total : 53					
16	Is this mnemonic game very difficult to understand in memorizing sentences?	1 9	3 4	-	64,2 % that students feel this mnemonic is very easy for them to understand.
Total : 53					
17	In my opinion, motivation greatly increases after learning with this method?	4 5	8	-	84,9 % that students motivation greatly increases after learning with this method.
Total : 53					
18	In my opinion, I can easily understand the material context that uses this mnemonic method	4 4	9	-	83 % that students can easily understand the material context that uses this mnemonic games.
Total : 53					
19	Can the selection of methods be understood?	5 1	2	-	96,2 % that students agree this methods can be understood.
Total : 53					
20	In my opinion, this mnemonic game includes a fun method and a very suitable topic in learning	5 0	3	-	94,3 % that students agree that this mnemonic game includes a fun method and a very suitable topic in learning.
Total : 53					

From the table above it can be seen that the result is positive from students perceptions, they liked the mnemonic game that as applied to them. Not only that, they also become active, and very enthusiastic in the teaching and learning process takes place.

Data Analysis

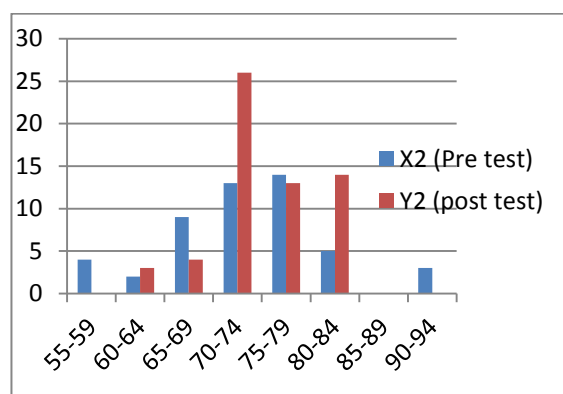
To make it easier for researchers to create tables for student grades in each cycle of variable X for pre-test and variable Y for post-test.

Table 2. Data Score of cycle I



From the data graph above that the total number of the first pre-test is **3018** and for the post-test is **4289**. Which reaches the KKM value only 51% from 62 students, and were not in accordance with the target of the researcher. Target the researcher is 80 %. Therefore, the researchers must cycle II which is because there are still many students who lack understanding and lack of improvement in learning.

Table 3. Data Score of cycle II



From the data graph above that the total number of the second pre-test is **4522** and for the post-test is **4542**. In this cycle, reaching KKM is up to 90% of 62 students and has exceeded the research target 80%. Thus, the researcher stopped her research until the second cycle. In this cycle, the students understands a lot of the material using mnemonic game.

Discussion

During the cycle I and II carried out in Junior high school in Bogor, researcher found that during class learning that in word mathcing and chain messages using the mnemonic game students were very enthusiastic, they were more active beyond the expectations of researchers. Not only that, students perceptions turned out to be almost 100% mnemonic games. This game too helps students to remember difficult new words and help them in learning vocabulary well. This games too help 90% students in developing English language skills. Very rapid development from 55% to 90% through this mnemonic game.

Based on the analysis concluded that implementing mnemonic game in learning vocabulary for young learner in Junior high school in Bogor the academic year 2018/2019.

CONCLUSION

From the results of research the researchers in Junior high schools in Bogor it can be concluded that: (1) mnemonic games can help students improve learning especially learning vocabulary, (2) student's enthusiasm for learning increases, (3) mnemonic games can increase student's ability to memorize new words, (4) mnemonic games helps the student's to be more creative, imaginative and active, (5) teaching and learning process vocabulary using mnemonic game very effective when implemented in class.

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