The Effect Of Song Mnemonic On Students' Vocabularymastery Of MTsN Tanjungbalai

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Abstract. The objective of this research to identify the faced by the seventh grade students' at MTsN Tanjung Balai, to identify the causes of students' difficulties in improving vocabulary mastery of seventh grade students at MTsN Tanjung Balai in the 2023/2024 academic year. The population was 54 students and the researcher took a 2 class random sampling design, namely: control class and experimental class to carry out pre-test post-test. Material about describing something. In collecting data, researchers used tests to apply the song mnemonic method for several weeks and compared the pre-test and post-test to determine the effect of applying the song mnemonic method. Then the data obtained was analyzed through five stages, namely normality test, homogeneity test, hypothesis test, effect size test and statistical hypothesis. Finally the researcher found that it showed that the value of the T-test was 7.659 and the degree of freedom (df) was 54 (df-2; 54-2=52). The value of T is significant 5% of T-table of db= 2.00. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It can be concluded that the influence of using the song mnemonic method has an influence on increasing students' mastery of English vocabulary. So the suggestion is that teachers must be more creative in developing appropriate learning methods to be taught to support effective learning activities in the classroom.

Keywords: Song Mnemonic, Teaching Vocabulary

1. INTRODUCTION

Harmer (2007: 35) The definition of a word is frequently determined by how it functions with other words. It implies that everyone must become familiar with the definitions and usage of words. Due to this, vocabulary needs to be learned and put to use in the designated setting. Since English vocabulary supports all subjects, students should be proficient in it when taking vocabulary classes.

According to Dji e3 (2009:16) the use of mnemonic techniques are depend on the student's learning style. These technique 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.

Song mnemonics are a learning strategy, namely a technique or a device intended to help students improve their vital memory information that includes teaching students to relate new data to information they already know (Fasih: 2018). Students can therefore infer that knowledge stored in the brain is connected in a variety of ways, which has been shown to be highly beneficial in aiding students in remembering related information.

When the author was practicing teaching at MTSN Tanjungbalai, author found that the students' lack of vocabulary mastery meant that they did not understand what their teacher explained. So, there the researcher paid attention to the way the English teacher taught his students, what methods he used so that the students lacked vocabulary mastery. After time

passed, the author tried to give advice to the 7th grade English teacher to use the song mnemonic method in teaching English in order to improve students' mastery of English.

2. LITERATURE REVIEW

2.1 Vocabulary

Vocabulary is the most important material in language. Learning language cannot be separated from vocabulary learning. Vocabulary is the most important language component because it influences language skills, namely speaking, reading, listening and writing. Right now, master vocabulary has become a big problem for most of the students. If they have limited vocabulary, they will have difficulty communicating with each other, without having a large vocabulary, it is impossible to build communication. (Muhammad Syahrip, 2019)

Vocabulary is one of basic knowledge in English learning. It is important aspect to learn when someone learns a language. Hiebert & Kamil (2005: 3) state that generally vocabulary is the knowledge of meaning of words. Vocabulary used to express ideas, feeling or think or information to people clearly.

2.2 Mnemonic

Thorn burry (2002) states that mnemonics are 'tricks' to help retrieve items orrules that are stored in memory and that are not yet automatically retrievable. Mnemonics instruction is a way to help students remember information/ vocabulary more effectively and easily.

Mnemonics is a method used to help improve students' ability to remember and be able to recall information. This is a creative way to help students remember difficult facts and information. (Ayu Puspita Sari, 2013). By apply the mnemonic method to the teaching and learning process activities, especially vocabulary learning should be the property of every teacher target. If more teachers usedmnemonics, students would be better prepared holding an exam where preparing forthe exam will make you more confident and students who are hungry for education because many students in schools today are hungry for education struggling with the process of memorizing and remembering. Mnemonics are possible is more thanjust a phrase used to remember certain information and can also be used to better store and recall information. Mnemonics are learning a tool that can be used as a learning and memory method.

3. RESEARCH METHOD

Methodology is a set of systematic technique used in research. Research methodology is so important because it can formulate the path to be used in conducting the study and reporting the finding. This chapter consisted of time and place of the study, sample, population,

research design, instrument of data collection, technique of collecting the data, and technique of data analysis.

3.1 Place and Time of Research

This research will be carried out in MTsN Tanjungbalai, located at Jl: M. Abbas Ujung No. 217 Kelurahan Pantai Burung Kecamatan Tanjungbalai Selatan. This research will be carried out for one month from May to June 2024. the reason the researcher chose this location was that The researcher found a problem that matches the topic of this research about the problem in vocabulary, pronounciation and lack of confidence.

3.2 Population and Sample of Research

The population of this research is all the seventh MTSN Tanjungbalai In academic 2023/2024. The total class seventh population is 162 students.

The sample of this research uses random sampling. The sample of this research was two classes of 7th grade of MTsN Tanjungbalai which is VII-2 for the experiment class and VII-6 for the control class. There are 27 students in each class, the total of 54 students have participated as a sample in this research. According to Creswell (2012), the purpose of simple random sampling is to choose sample subjects who are representative of the population. Any bias present in the population will be divided equally among the selected individuals.

3.3 Method and Design of Research

This study used a quantitative approach with a quasi-experimental design. Maciejewski (2020) stated that a quasi-experiment study requires two groups, a treatment group and a non-treatment group. The treatment that will be given to the two groups will be different. Arikunto (2002) defined experimental research as research that is intended to determine whether there is an effect of treatment on the subject under investigation. n. The way to find out was to compare one or more experimental groups that were given treatment with one comparison group that was not given treatment (Arikunto, 2002). The researcher will have two classes, which are the experimental class and the controlled class. In the experimental class, the researcher will teach descriptive something with a song mnemonic while in the controlled class, the researcher will not use song mnemonic.

Table 3.1 Research Design

Group	Measurement1	Treatment	Measurement2	Total
Eksperimen Class VII-6	Pre-test	Using Song Mnemonic Method	Post-test	27 Students

Control Class VII-2	Pre-test	Using English Book	Post-test	27 Students

4. RESULTS AND DISCUSSION

4.1 Data Analysis

4.1.2 Normality Test

The normality test is calculated using the Kolmogorov-Smirnov test to determine whether the data from each variable is normal or not. The data calculation table is presented below:

Table 4.1 Normality test of Control Class

Test Of Normality		Kolmogorov-Smirnov			Shapiro-Wilk		
	Control Class	Statistic	df	Sig.	Statistic	df	Sig.
Hasil_Control	Pre-test Control	,239	27	,000	,865	27	,002
	Post-test Control	,183	27	,020	,891	27	,008
Lilliefors Significance Correction							

a. The test distribution is not normal

b. Calculated from the data

c. Lilliefors significance correction

Diagram Normality Of Pre-test Control Class

Normal Q-Q Plot of hasil_kontrol
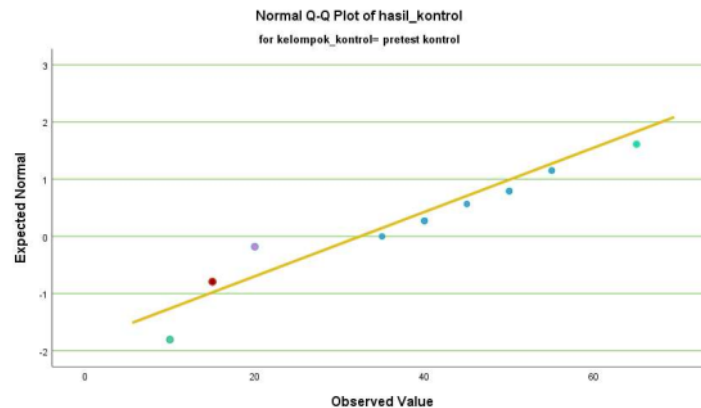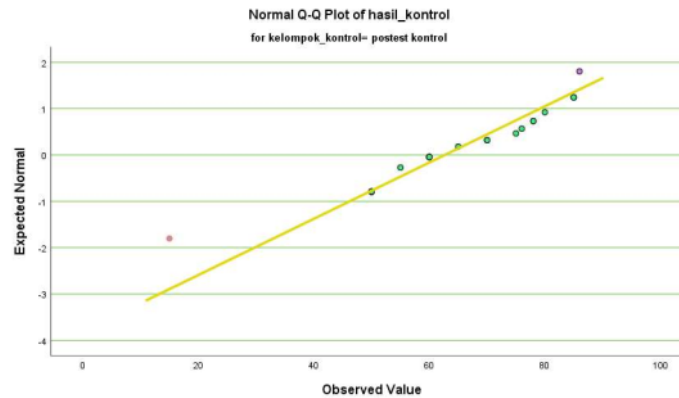for kelompok_kontrol= pretest kontrol

Diagram Normality Of Post-test Control Class

Based on the table above shows that sig. control class in the pre-test is 0.000. It can be concluded that this research data is not normal because the value is lower than 0.05 (0.000<0.05). The results of the post-test from the research data are normal with sig. 0.020 because the value is higher than 0.05 (0.020>0.05).

Table 4.2 Normality test of Experimen Class

Test Of Normality							
	Experimen Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil_Experimen	Pre-test Experimen	,132	27	,200	,937	27	,103
	Post-test Experimen	,167	27	,053	,943	27	,148
*. This is a lower bound of the true significance							
Lilliefors Significance Correction							

a. Normal test distribution
b. Calculated from data
c. Lilliefors significance correction
d. This is the lower limit of the true meaning

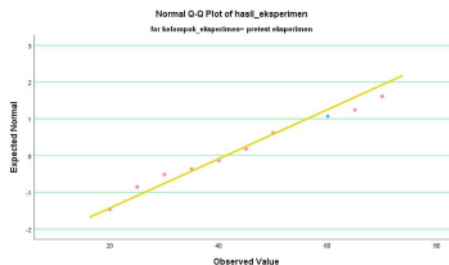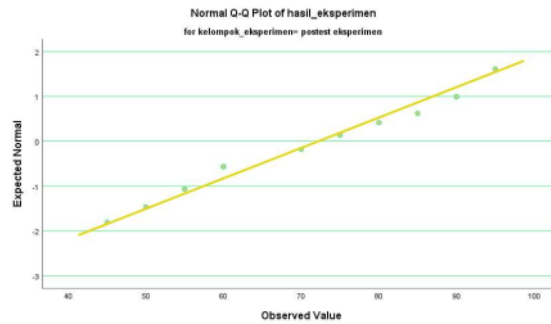**Diagram Normality Of Pre-test Eksperimen Class**

Diagram Normality Of Post-test Eksperimen Class

Based on the table above, it shows that sig. experimental class on the pre-test was 0.200. It can be concluded that this research data is normal because the value is higher than 0.05 (0.200>0.05). Post test results from research data are normal with sig. 0.053 because the value is higher than 0.05 (0.053>0.05).

4.1.3 Homogeneity Test

The homogeneity test is carried out to find out whether the data for the two classes have the same or different variants. In quasi-experimental research, homogeneity is used to determine whether the experimental and control classes taken from the population have the same variance or not. In this research, researchers collected data using SPSS Version 27

Table 4.3 Homogeneity test of Control Class

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Hasil_Control	Based on Mean	1,400	1	52	,242
	Based on Median	1,362	1	52	,249
	Based on Median and with adjusted df	1,3621	1	48,718	,249
	Based on trimmed mean	1,346	1	52	,251

Based on the table above, the researcher calcluted that the data was homogeneity distributed because the value of a statistic is higher (0.251>0.05).

Table 4.4 Homogeneity test of Experimen Class

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Hasil_Experimen	Based on Mean	,039	1	52	,845
	Based on Median	,027	1	52	,871

	Based on Median and with adjusted df	,027	1	51,851	,871
	Based on trimmed mean	,040	1	52	,842

Based on the table above, the researcher calcluted that the data was homogeneity distributed because the value of a statistic higher (0.842>0.05).

4.2 Discussion

Based on student data analysis that was carried out in class VII-2 and VII-6 MTsN Tanjungbalai students are known to have increased their ability to master English vocabulary by using the song mnemonic method. The results show that the use of the song mnemonic method has a significant influence on students' mastery of English vocabulary. The test result data is divided into two, namely pre-test and post-test. Students are given material about "describe something". Students' scores increased after using the song mnemonic method. This can be seen from previous research which shows that students' post-test scores increased compared to the pre-test score before using the song mnemonic method. Where the research results show that Ha is accepted and the hypothesis H0 is rejected.

The aim of this research is to find out whether the song mnemonic method is more effective in improving abilities students' vocabulary mastery. The research was conducted at MTsn Tanjungbalai, taking two classes as research samples. Class VII-2 as many as 27 students as an experimental class using the song mnemonic method model, and as many as 26 classes students as a control class using the conventional model.

The learning process in the control class uses models conventional. The students looked passive and only listened to the researcher's explanation. Students who dare to ask and answer questions only a few researchers reported. In KBM, educators explain the material, give examples of how to describe something, researchers also provide question and answer session with students, then students are asked to work on student worksheets provided by the researcher. Then they did do the questions many of them have difficulty with. Students are visible passive during the learning process. This resulted in a lack of understanding of the participants students on the material presented, so that students have difficulty in complete the tasks given by the researcher.

The ability to master high English vocabulary can be seen from the pretest and posttest scores. For interpret the results of this ability test, then the score obtained were converted into five categories, namely very high, high, fair, low and very low. A pretest was given at the beginning of the research to find out to what extent the level of vocabulary abilities the students

have. Results analysis of vocabulary mastery before treatment shows value the average of the experimental class and control class is 0.000 and 0.200. Based on From the pretest results, it can be concluded that the participants' ability to master English vocabulary experimental class and control class students were at a very low stage.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis and discussion in the previous chapter, the researcher concluded that there was an influence from using the song mnemonic method on the English vocabulary mastery of class VII students at MTsN Tanjungbalai. This is proof of the increase in student grades after using the song mnemonic method. From t test calculation shows that the Sig (2-tailed) value is $0.000 < 0.05$ or t count (0.842) is higher than the t table (7.659). Apart from that, it can be concluded that there is a significant influence using the song mnemonic method at the Tanjungbalai MTsN school.

1.Mastery of seventh grade English vocabulary at MTsN Tanjungbalai increased after using the song mnemonic method.

2. By using this song mnemonic method in the teaching and learning process at MTsN Tanjugnbalai, this is very specific and good for increasing students' English vocabulary.

5.2 Suggestion

Based on several research results, researchers provide several suggestions on every aspect of the problem in this research. Here are some suggestions: For students, the results of this research show that students have increased their vocabulary mastery after using the song mnemonic method. This could be seen from the improvement in students' grammar and good spelling. However, it doesn't end there are students must continue to study so that their English skills continue to improve. To achieve this target, students can utilize the methods taught by researchers which is easy to access and has interesting features that can improve their English language mastery skills.

For other researchers, research regarding the use of the song mnemonic method needs to be further improved in terms of students' vocabulary mastery, which is currently still limited. Moreover, researchers hope for this research about song mnemonic as an effective method in improving students' mastery of English vocabulary researched further, so that future researchers can continue this research with the aim of finding out in more detail the influence of using song mnemonics as an internal medium improve students' English vocabulary mastery skills.

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