USING *KEYWORD MNEMONICS STRATEGY* TO IMPROVE STUDENTS' VOCABULARY ACHIEVEMENT OF PHYSICAL EDUCATION AND RECREATION DEPARTMENT, FACULTY OF PHYSICAL EDUCATION AND HEALTH OF PGRI UNIVERSITY OF BANYUWANGI

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Abstract

This study is aimed at improving the vocabulary achievement of the students using *"Keyword Mnemonic Strategy"*. This strategy is selected because it is an effective and helpful for the students in learning English vocabulary. The research problem is how can Keyword Mnemonics strategy improve students' vocabulary achievement at Physical Education and Recreation Department of PGRI University of Banyuwangi.

This study employs classroom action research design in which the researcher acts as the lecturer who conducts the teaching activity while her collaborator is positioned as the observer who observes the lecturer's performance and the students' activities during the teaching learning process. The subject of this study is the students of Physical Education and Recreation Department, Faculty of Physical Education and Health of PGRI University of Banyuwangi. The cycle of the research consist of four major steps: planning of action, implementation of action, analysis, observation and reflection.

The instruments used to collect data are test, observation checklist and questionnaire. The study is completed in cycle two. The finding of the research in cycle 1 shows that the students' vocabulary score has improve. But, the score do not achieved the criteria of success. In cycle 2, the students' score achieve the criteria of success.

Based on the findings, it can be known that the improvement of the students' average score has improved from 64.66 in cycle 1 to 79.66 in cycle 2. It can be concluded that teaching vocabulary using "Keyword Mnemonic Strategy" can improved the students' vocabulary score. In this strategy, the students learn the five steps of keyword mnemonic strategy. They are: (1) *Make a keyword* (2) *Think the picture* (3) *Produce the definition* (4) *Find the synonym* and (5) *Make a sentence*. By using those five steps, the students can easily memorize the meaning of the target words. Cycle two shows that by creating their own keywords, students easiest to memorize the meaning of the words and they have long-term memory. Besides that, by creating their own keyword mnemonic, the students become a creative students. They free to create their own keyword to make their learning more enjoyful and more easy to understand.

Key words: *Keyword Mnemonic, Improving, Vocabulary*

A. The Background

Teaching Vocabulary is one of the ways of developing students in learning English. Vocabulary teaching is an important part to be taught by the lecturers to their students. Vocabulary plays an important role in learning a foreign language. Vocabulary is the knowledge of words and word meanings. Vocabulary is very important to be mastered first since it is an essential means in conducting communication. Jack C. Richard and Theodore S. Rodgers (2001: 37) said that "vocabulary was one of the most important aspects for foreign

language". It is true that it might be impossible to learn a language without mastering vocabulary..

In Physical Education and Recreation Department Faculty of Physical Education and Health of PGRI University of Banyuwangi, students also have the knowledge of English language. Learning English in Physical Education and Recreation Department is also useful. As we known Indonesian government put English as the first foreign language. English holds an important role in the field of education. Therefore, English become an obligatory subject for students. Then English has been put in curriculum of education as one of the compulsory subjects of non-English students, Physical Education and Recreation Department.

Generally, students have some difficulties in learning English, especially in mastering vocabulary. They cannot memorize the vocabulary in a large amount, they forget them easily. Teaching vocabulary in non-English department is not easy. There are many problems faced by the lecturer in teaching learning process. Most of the students in the class have low motivation in learning English. It is proved by the result of the questionnaire showed 90%of students also have the opinions that English is difficult. They stated that it is because they have poor vocabulary. The other problem faced by the lecturer is most of the students do not understand the lecturer's speech when she speaking English. Even though they are learning in the university level, their vocabulary mastery is still low. This condition makes the lecturer have difficulty in teaching English. The lecturer have to help and guide them with the new techniques of teaching to grow their spirit and motivation to study English in order they can get better scores.

The big problem is the students have been explained the lesson orally, even the researcher has repeated more than once, written on board, given exercises followed by the simplest examples, however the students are still in difficulties in finishing vocabulary questions. They are not enthusiastic and their motivation to do exercises is low. The other problem, their vocabulary mastery is very low. It makes them feel difficult in understanding the meaning of the words, phrases, sentences, moreover clauses or complex sentences. The students often ask the meaning of certain word to the lecture in doing the vocabulary test.

To make effective learning for the students in learning vocabulary in this class, the lecture should create strategies to increase the vocabulary achievement of the students. One of the ways in helping students improve their ability to learn new vocabulary is to help them remember new words. There are several kind strategies can be used. One of them is using Memory (Mnemonics) strategy.

Tony Buzan in his book *Use Your Memory* explains that Memory technique or Mnemonics is a system about "memory code"which make people remember something to remember perfectly (Buzan 2006:22). While Naylor and Diem (1987:212) explain *mnemonic* in detail as follow:

Mnemonic is another useful way to learn facts. Mnemonic devices are technique from improving memory by using rhymes and jingles, acronyms, acrostic, or pictorial association. These devices help full attention on what is to be learned and facilitate its encoding in and retrieval from long-term memory. Mnemonic technique transforms the information to be learned into a more meaningful from by establishing links between the information and prior knowledge.

The definition above explains that mnemonic is useful to help students in learning English vocabulary. It also explains that mnemonic is a strategy to enhance memory using keyword, acronym, acrostic or pictures. There are many method of mnemonic, they are: keyword, loci, acronym, acrostic, rhyme and jingle (Jansen: 2002:82). This mnemonic method can be used one by one or it can be combinated between one method with another methods, based on the material that is memorized. The mnemonic technique gives the formula or memories code that is used to help students remember the material easily and in long-term memory. This Mnemonics strategy can help students to enrich many vocabularies of English.

From some method of mnemonic strategy, the researcher just uses the Keyword Mnemonic Strategy in solving the problem in the class. Generally, students have some difficulties in learning English, especially in mastering vocabulary. They cannot memorize the vocabulary in a large amount, they forget them easily. The success of vocabulary English teaching learning is the creativity of the lecture in teaching in the class. Therefore, the researcher tries to use the Keyword Mnemonic Strategy to make the creativity and is expected to help students remember the new words easily. The other reason why using Keyword Mnemonic Strategy in this thesis because this strategy can make students easy to keep the new words in their mind in long-term memory. The Keyword Mnemonic Strategy is a strategy that is used to remember the new words easily. When using this strategy, the learners learn a keyword that sound similar to the related word. The steps in using the keyword method are make a keyword, think the picture, produce the definition, find the synonym and make a sentence. To make easy for the students in remember the new words, the Keyword that is used is from Indonesian language.

B. Problem

The problem is how can keyword Mnemonics strategy improve students' vocabulary achievement at Physical Education and Recreation Department of PGRI University of Banyuwangi.

C. Keyword Mnemonic Strategy

The Keyword Mnemonic Strategy is a strategy that is used to help students remember the new words easily. When using this strategy, the learners learn a keyword that sound similar to the related word. The Keyword is from Indonesian language. Then represented by using a related pictures. The keyword method is probably the most widely studied method, especially in relation to language learning. To remember a new word, the keyword method is chosen and then associated with the meaning of the original word in an image. By recalling the keyword, students can easily remember the vocabulary that is learned. *The keyword method* is an effective method to remember the foreign word like English vocabulary. In this method, the students identify the foreign word by using their first language that sound similar to the target word. Then think an image that relate to the target word. For example to remember the meaning of the word *'referee'*, we have to make a keyword of Indonesian language that sounds similar to the word '*referee'.* The keyword mnemonic is:*Remond Free mengatur pertandingan.* Then we have to imagine that someone who free to make rulings during a contest is 'wasit (the meaning of *'referee'* in Indonesian).

Presslen and friendin Campos (2003) apply this method on laboratories context. Sample is students in the university who learn a list of words and they use keyword method. The result is the achievement of the students' score more excellent than students who use that other method. (Campos, 2003)

D. RESEARCH DESIGN

This research is intended to improve students' vocabulary achievement by using Keyword mnemonics strategy. Therefore, the appropriate design is classroom action research.

Kemmis and Mc Taggart (1993:5) state that action research is trying out ideas in practice as means of improvement and as a means of increasing knowledge about curriculum, teaching and learning. Furthermore, Ebbut in Hopkins (1993:45) states that action research is systematic investigation on effort in improving learning practice which done by a participant group by their instrument practice and they do their reflection to it effect. Meanwhile, Rochiati (2005:13) explain that classroom action research is how teachers try ideas to improve teaching and learning process based on their own experience. Based on some statements above the researcher concludes that classroom action research is a research done by teachers to improve teaching and learning process.

E. THE CRITERIA OF SUCCESS

To know how effective the Keyword Memory (Mnemonic) strategy to improve students' vocabulary achievement, the researcher makes criteria of success. The criteria of success made by the researcher is the minimum score of each student is (70) or the average score of all the students are (70.00).

F. RESEARCH FINDINGS

1. Finding of Cycle 1

The analysis of learning result was done based on the result of the students in vocabulary test given at the end of cycle 1. Related to the task result, it was found that the average of achievement was 64.66. *(see appendix 10).* The table shows that the vocabulary of the student improved. The lowest score of the students' vocabulary test is 55, while the good score of the vocabulary test is 75. It means that there were only 6 students could pass the criteria of success.

Compared to the mean score of pretest (55.66), the mean score obtained in cycle 1 indicated that the students had made some progressing in their learning. Eventhough their score did not reach the criteria of success, their score improved (64.66). however, if it was consulted to the minimum mean score prtedetermined (70.00), the obtained mean score in cycle 1 was still considered unsatisfactory.

Based on the data analysis in the observation above, the students had not reached yet with the criteria of the success. The mean score of the students did not reach the score (70.00). However, the score of the students' vocabulary achievement has increased.The average score was 64.66. In this case, the researcher tried to criticize the strength and weakness of these procedures in implementing the model in the first cycle.

Based on the observation the researcher took some conclusions concerning with the implementation of keyword mnemonic strategy to improve students' vocabulary

achievement in the first meeting. Finally, the researcher concluded that the implementation of learning vocabulary in cycle 1 was not satisfying yet. It was proved by vocabulary test was conducted after the researcher implemented the action for two meetings. The researcher found that the result of the individual test was unsatisfactory, 9 students on average achieved below the criteria of success (70.00)

The action research still needed improvement on the teaching learning process. Since the criteria of success of this study had not been achieved in cycle 1 yet, it was need to continue the action to cycle 2 by focusing on the activity to find the solution of the problems encountered for the improvement of the proposed model on the way to achieve the criteria of success of the research.

2. Findings of Cycle 2

The analysis of the students' learning result was still focused on two major aspect-process and product assessment analysis. Process assessment which was derived from the result of the tasks given in the first meeting in cycle 2 indicated that the average score of the student' achievement reach the score 79.66. This improvement can be seen from some indicators. An analysis of product assessment which was done based on the result of the test given at the end of cycle 2 showed that an improvement of learning result was achieved by the students greatly the indicators to this result were as follows: (1) the number of the students who got the score below the minimum passing grade 70.00 became smaller in cycle (2) The minimum score of the students was 70. while the higher score was 90. The average of the score was 79.66

Based on the result of the analysis both the teaching and learning process and students' learning result in cycle 2, it was known that the students made an improvement in learning vocabulary in implementing Keyword Mnemonic Strategy. This improvement could be studied from some indicators of success achieved.

The average of the students in cycle 2 (79.66) was higher than the criteria of success(70.00). On the basis of the achievement of cycle 2, it was decided that the next cycle was not needed anymore because the criteria of success of the research had been fulfilled and the problem in cycle 1 were solved in cycle 2.

The result of the students' product assessment showed that before the action was implemented, the average score of the students in pretest was 55.66. In the first cycle the score of the students has increased. The average score was 64.66. However, the students' average score was not achieved the criteria of success. The research should be continuing in the second cycle. In the second cycle, the improvement of the students' vocabulary score was higher than in the first cycle. The average score of the students' achievement was 79.66. The higher score of the students was 90 that achieved by two students. While the smallest score of the students was 70. The average score of the students was presented in the table below.

Students Average Score

No	Test	Average Score
1.	Preliminary test	55.66
2.	Cycle 1	64.66
3.	Cycle 2	79.66

G. CONCLUSION

Based on the students score in the preliminary test, it was known that the students' vocabulary needed to be improved since their scores were low. There were only 2 students passing the vocabulary test in the preliminary test while the other 13 students were failed.

Therefore, the researcher tried to use the keyword mnemonic to solve this problem. The researcher used the five steps in implementing this strategy. The first step is *make a keyword*, the second step is *think the picture*, the third step is *produce the definition*, the four step is *find the synonym* and the five step is *make a sentence*. The students' vocabulary score improved after they are taught using this strategy. It is proved from the first cycle. It was found that the amount of the students passing the vocabulary test was improved. There were 6 students from 15 students who passed the vocabulary test. However, it did not achieve criteria of success since the average in the first cycle was still 64.66.

In second cycle, the researcher found that the students' score was more improved. The students' vocabularies improved and achieved the criteria of success when they made their own keyword as a way to memorize the target words. The students still used the five steps of the keyword mnemonic strategy. The result of the students' vocabulary score in second cycle was all students passing the vocabulary test. It means that 100% passing the vocabulary test.

In second cycle the students made five group of students. Each member consists of three persons. Each group were given a task to make their own keywords of the two words. After they did the task given, they exchange their task each other to be memorized.

Then the lecturer gave a test to measure the vocabulary improvement of the students. They did to do the vocabulary text individually for the second meeting, and the students spontaneous could improve their vocabulary.

Their motivation also increased since they made their own keyword. They had a group who would help and share him/her. In conclusion, their vocabulary score improved in each cycle until reached the criteria of the students' success. The improvement is due to the researcher applied the keyword mnemonic strategy in teaching vocabulary. In conclusion, the keyword mnemonic technique could help the students to improve the achievement of the students' vocabulary.

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