

CHAPTER I

INTRODUCTION

1.1 Background

As an international language, English is almost commonly spoken. English is a foreign language or a second language in Indonesia. From elementary school through university level, it is formally taught. In other words, Indonesia need English. As a reason, English is an essential subject in Indonesian schools. Furthermore, to master the language, people must learn four skills: listening, speaking, reading, and writing.

Vocabulary is the most crucial skill among these because it is a person's foundational understanding of all other language skills. Keeping up with vocabulary is necessary if we wish to learn a new language and speak it well. It is thus one of the keys to learning to read fluently. It will be simpler for students who have a large vocabulary to comprehend a text that is read. Those that have a strong vocabulary can easily practice and use language. According to Saricoban and Balaman (2008:2), it might address vocabulary learning in the teaching of foreign languages. Although vocabulary study was previously not given as much attention, many seasoned English teachers have come to the realization that mastering a language also involves knowing its vocabulary. Manurung (2003) asserted that command of vocabulary and grammar is a prerequisite for being able to talk, listen, read, and write in English. The goal of English lessons is to provide knowledge of vocabulary mastery so that students will not encounter problems when they continue their education to a higher level (Listia and Kamal: 2008).

Also, mastering the English language's vocabulary entails having thorough understanding of how to identify, comprehend, and produce a variety of words and their meanings. Adger (2002) contends that vocabulary is more than just the significance of words; it also includes the processes by which a language's vocabulary is developed. These processes include how people use and arrange words, how they investigate the relationships between words and phrases, and how they classify words and phrases. Also, vocabulary serves as the cornerstone for all English skills, including reading, writing, speaking, and listening. Hence, in

order to learn the four abilities more quickly, kids need to have a large vocabulary.

According to the researcher's observations at the MTsN 1 Luwu, particularly in the eighth grade, the pupils have a few issues with their English proficiency. To start, they have trouble pronouncing words. The students' lexical proficiency is also lower. Finally, because they find repetitious memorizing procedures boring, students are too sluggish to memorize terminology. Ultimately, due to these issues, junior high school kids struggle to master vocabulary in English.

Language teachers must devise a successful strategy to assist their pupils in efficiently learning English vocabulary in light of the issues raised above. For the students at this level, this strategy not only aims to provide them with practical advice on the quickest way to learn vocabulary, but it also makes their English learning experience more alluring, cozy, and unforgettable. And last, by using this technique, they will be better able to retain the terminology that the teacher has taught them. Mnemonic devices are one technique frequently employed to aid language learners in learning vocabulary. It is a teaching strategy designed to improve material retention and memory storage.

The researcher is additionally interested in exploring "The Impact of Mnemonic Technique on Vocabulary Mastery of The Eighth Grade in MTsN 1 Luwu."

1.2 Problem Statement

Based on the circumstances described above, the researcher has identified the following issues:

Is the effect of the mnemonic method effective in mastering vocabulary?

1.3 Objective of the Research

This study aims to interpret the effect of the mnemonic on vocabulary mastery at the 8th grade of MTsN 1 Luwu based on the research problems raised above.

1.4 Significances of The Research

The researcher anticipates that this study will have implications for things like:

1. For teachers, this research can be helpful in assisting students in using mnemonic method to make language memorization simpler.
2. It was believed that this research's findings would help students learn the vocabulary.
3. This research was anticipated to serve as a starting point for future studies on vocabulary instruction or the use of mnemonic method.

1.5 Scope of the Research

The effect of using the mnemonic method to vocabulary mastering in the eighth grade at MTsN 1 Luwu limits the problem in this study.

1.6 Operational Definition

1. Vocabulary

One of the keys to learning a foreign language, especially English, which is spoken widely across the nation, is vocabulary. English vocabulary is useful; communicating will only be simple if you are familiar with the language.

2. Mnemonic

The mnemonic method is a fantastic quick-memorization method. Humans are able to rote-memorize a large number of vocabularies in a single day. The mnemonic method works well for speedy memorization. We can memorize a lot of vocabularies in a day thanks to the way that memorization works. This approach uses peg words, acronyms, locations, keywords, and musicals among other methods. The five strategies help us fast become proficient in vocabulary.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

An crucial component of a language is its vocabulary. According to Evelyn Hatch and Chery L. Brown, it is the maximum number of words a person can use during the language usage process (1995). It indicates we won't be able to master a foreign language if we don't know the vocabulary. Because vocabulary is the foundation of all communication, we will have trouble communicating. So, communication will be simpler if someone has a large vocabulary or has mastered all of it.

The first thing about vocabulary words, according to Harmer, is that they typically have more than one meaning. It implies that a term can have various meanings depending on where it is used. According to A.S. Hornby (2000), vocabulary is the total quantity of words in a language, terms that a person is familiar with, terms that are used in a certain book or subject, or a list of words with their definitions, particularly one that is provided with a textbook written in a foreign language.

Vocabulary, in the perspective of Hiebert and Kamil (2005:3), is the understanding of word meanings. We can therefore understand the significance of each sentence. According to Jackson, a person's vocabulary consists of the common terms in a language that they have learnt, use, or are connected to. The words we teach in a foreign language compensate vocabulary.

According to the justification provided, vocabulary is crucial when learning a foreign language. A single word can have multiple meanings, and when we are unable to communicate, it can be as simple as that. If we want to master a foreign language, we must first learn the vocabulary. Nevertheless, sometimes individuals are not as interested in learning the vocabulary, even though without it, we cannot master a foreign language.

a. Kinds of Vocabulary

Vocabulary is divided into two different groups;

1. Active Vocabulary.

Active vocabulary, also known as productive vocabulary, refers to words that students can employ correctly in speaking or writing. According to Penny, implementation is more difficult (1996).

2. Passive Vocabulary.

Language components that can be recognized and understood while reading and listening are referred to as passive vocabulary. According to Gail Ellis and Barbara Sinclair, it is also known as receptive vocabulary (1989).

b. Parts of Speech

There are nine parts of speech in English grammar, according to Imtiaz Ahmad (2022): nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections, and determiners. Determiners are grouped under adjectives by certain authors and websites who only list the first eight parts of speech. Advanced research, however, classifies determiners as a distinct speech category. These nine speech categories describe how the words fit within a phrase. When used in different sentences, a single expression may serve as more than one component of speech.

The nine English language components of speech:

1. Noun

Nouns are words that describe people, places, or objects. A noun is something that has an identity and is the subject of conversation. Everything is donated by a name, which is referred to as a "noun." Most of the time (**lamb, pen, table, etc.**), a noun will be the name of something we can manage. But, there are times when a noun will be the name of something we cannot handle (**e.g., happiness, determinism, truth**).

A few examples of a noun:

A word known as a noun is used to describe everything. These are some examples of the noun.:

- **Individuals:** Ali, dancer.
- Pets:** Cats, rabbits, and elephants.

- **Locations:** Karachi City and Street.
- **Objects:** Book, pencil, and cup.
- **Characteristics:** Bravery, grief.
- **Activities:** Listening, writing, and running

a. Types of Noun

Nouns come in a wide variety of forms depending on many factors.

Several parts can be found in one noun. The pen is a common noun, an actual countable noun, and a single noun, all at the same time. Common nouns can also be physical nouns. Here is a list of some important noun categories.

1) Proper Noun

A proper noun, such as his name, is a name that a person uses to refer to a particular location or thing (**e.g., Sehun, Karachi, and Rover**). Capital letters are frequently used to begin proper nouns. Every day and month is a proper noun that begins with a capital letter (**e.g., Tuesday, February, and September**). The proper noun class is enriched by the names of people, places, and oceans (**e.g., Kai, South Korea, Atlantic**).

2) Common Noun

Common nouns are terms for groups, individuals, locales, or objects (**e.g., people, city, and cat**). Only when used at the beginning of a sentence are common nouns capitalized. There are certain exceptions, such as when a new line of poetry begins with all the words capitalized. Capitalization is also used when something is personified in rhyme, as in "The cool twilight questioned me that afternoon."

3) Concrete Noun

The objects that we can physically see or touch are known as concrete nouns. Contrast this noun with the abstract noun category. For instance, a bottle, hammer, and tree. We can observe them, interact with them, or run into them. We refer to it as a material noun at times.

4) Abstract Noun

States that are abstract nouns are ones that you cannot see or feel. Nouns that are abstract don't actually exist. It is challenging to guess this noun. Occasionally,

students need explanations for abstract nouns and adjectives. The words for abilities and feelings are abstract nouns, such as **bravery, joy, and resolve**.

5) Collective Noun

Collective nouns refer to a group's collection or a large number of items. Unique nouns like **team, army, and concert** are used with these nouns.

6) Compound Noun

Compound Nouns with more than one word, such as car park, boyfriend, and post office, are referred to as compound nouns. Also, a few of them are currently moving on from these phases. Compound noun pronunciation can be difficult as a result. toothpaste is one example of a compound noun that consists of two words. Some compound nouns are recorded with linking letters (**e.g., eye-opener**). Certain compound nouns have the s in the main word, not necessarily in the word ending, making them plural (**e.g., brother-in-law**).

7) Countable Noun

A countable noun is one with a singular and plural form that may be roughly approximated by numbers, such as a pencil or two cars. (**Pie/Pie, Dog/Dog, etc.**)

8) Uncountable Noun

An Uncountable nouns, such as oxygen and fortitude, do not have a plural form. Considering is not one of these nouns. All abstract nouns fall into the category of indefinite nouns.

9) Gerund Noun

A gerund is a noun ending in -ing that replaces an action. The gerund has a verbal quality to it. However, it is used as a code in a sentence rather than as a verb. Adverbs are used to modify gerund nouns. How do you tell the difference between gerund nouns and verbs? Consider the following two examples

(a) Ali is performing a song.

(b) Ali enjoys singing.

Singing is a verb in sentence (a) because it describes the action that Ali is performing. Verbs ending in -ing are used, followed by helping verbs such as is, am, was, were, and so on. However, in sentence (b), Ali is not performing an action and is not followed by a helping verb.

10) Gender-specific Nouns

Gender-specific nouns are either male or female, such as king, vixen, and actress. A woman is a blonde. A man is a blond.

11) Verbal Noun

Verbal nouns are nouns that derive from a verb but lack a verb-like character (e.g., **fighting, modeling, attacking**.).

2. Pronoun

Pronouns are words that act as placeholders for nouns in sentences. It is used in place of a noun. Read the following paragraph. (Jam is a sixteen-year-old boy. Jam is in his ninth year of school. Jam is the younger of two brothers. Jam is a huge football fan. Jam is the team's captain.) Consider the preceding paragraph. Because of the repetition of the noun Jam, the name Jam appears strange in every sentence. We replace it with a pronoun to make a sentence more aesthetically pleasing and to avoid word redundancy. We'll reread it after replacing it with the proper pronoun. Jam is a boy sixteen. He is studying in the 9th class and has two brothers. He loves playing football, and he is the captain of his team.

- The kids were having fun in the backyard.

These are the main kinds of verbs:

- Linking Verbs
- Transitive Verbs
- Intransitive Verbs
- Reflexive Verbs,
- Auxiliary Verbs
- Modal Verbs.

3. Verb

A verb describes what is happening or the state of something. It's an action verb. It can demonstrate:

- If someone does something, such as: This cat sleeps all day
- If something has been done to someone, such as: A stranger patted the stray cat.

- The condition of someone or something; for example, the cat is alive and well. The most important part of any sentence is the verb. Without a verb, a sentence is meaningless.

There are times when a one-word response, such as yes or indeed, can replace a whole sentence; however, these responses are not used in formal writing.

Verbs can also be made up of more than one word, as in:

- The kids were having fun in the backyard.

These are the most common types of verbs:

- Linking Verbs
- Transitive Verbs
- Intransitive Verbs
- Reflexive Verbs,
- Auxiliary Verbs
- Modal Verbs.

4. Adverb

Adverbs are words that modify a verb, adjective, or another adverb. It adds to the meaning of a verb, adjective, or another adverb. It tells us how something happened, where something happened, or what is/was done.

Take a look at the examples below.

- Ali moves quickly.
- She removed the groceries from the shopping bags very
- What a lovely child..

The adverb quickly modifies the verb walks in the first example, telling us how Ali walks. In the second example, the adverb significantly is carefully modifying another adverb. In the third, the adverb modifies the adjective sweet, an adjective.

Adverbs are classified into several types, including:

- Adverbs of Time
- Adverbs of Place
- Adverbs of Frequency
- Adverbs of Degree
- Adverbs of Manner

- Adverbs of Reason
- Relative Adverbs
- Interrogative Adverbs
- Adverbs of Affirmation and Negation

5. Adjective

An adjective is a word that describes a noun, pronoun, or noun phrase. It gives more information about a noun or pronoun. It denotes a noun's quality, kind, or degree. Take a look at the examples below.

- Chaerul presented me with eight apples
- The mouse is small.

The word eight refers to the number of apples in the first example. It is an adjective because it provides additional information about the apples. In the second example, the word little indicates that the mouse's quality is minuscule, so it is also an adjective.

Adjectives are classified into several types, including:

- Adjectives of Quality
- Adjectives of Quantity
- Numeral Adjectives
- Demonstrative Adjectives
- Possessive Adjectives
- Interrogative adjectives.

6. Preposition

Prepositions are words that are placed after a noun or pronoun. It demonstrates how the person or thing is related to something else. Take a look at the examples below.

- The kid jumped out of bed.
- The jar contains a bee.
- Kai enjoys cheesecakes.

The word 'off' in the first representative establishes the connection between the activity represented by the verb jump and the noun chair. The term 'in' in the second representative establishes the connection between the bee and the jar. The

word 'of' in the third representative establishes the connection between the capacity denoted by the adjective fond and the noun cheesecake.

As a result, the words off, in, and of are all prepositions. As a result, the words off, in, and of are all prepositions.

Prepositions are divided into the following groups:

- Simple Prepositions
- Double Prepositions
- Compound Prepositions
- Phrasal prepositions
- Participle Prepositions

Detached Prepositions

7. **Conjunction**

Conjunctions are words that connect sentences, clauses, and, in some cases, single words. These sentence fragments are interpreted to appear more coherent. Conjunctions, unlike Relative Adverbs and Relative Pronouns, enter and do nothing else. Consider the following example to gain a better understanding.

- Although the teacher is young
- Suho and Lay are brothers.

The conjunction 'but' connects the two sentences in the first representative and keeps it simple. So, instead of saying, 'but he's talented,' we've summarized and condensed the sentence. The conjunction joins two words in the second representative.

Conjunctions are classified into two types:

- Correlative Conjunctions.
- Compound Conjunctions.

Conjunctions are classified into two types:

- Coordinating Conjunctions.
- Subordinating Conjunctions

8. Interjection

Interjections Interjections Interjections are words or word combinations used to express or imply excessive affection. These phrases are frequently followed by exclamation points. In a sentence, interjections have no grammatical obligations. The following words are frequently used as interjections:

Hooray!, Ouch! , Oh no!, My God! , What! , etc

Interjections of various kinds:

- Interjections for Greeting
- Interjections for Happiness
- Interjections for Attention
- Interjections for Approval
- Interjections for Surprise
- Interjections for Sorrow
- Interjections for Shock
- Interjections for Anger

9. Determines

Determiners are words that are used to introduce nouns or adjectives. These are distinct from adjectives in that they are only used to introduce nouns, whereas adjectives provide additional information about nouns. Determinatives are another name for Determiners. The following words are commonly used as Determiners: an every, any, that, my, your, which, and so on.

Determiners are divided into the following categories:

- Articles
- Demonstrative Determiners
- Possessive Determiners
- Quantifiers
- Interrogative Determiners
- Distributive Determiner
- Cardinal Numbers
- Ordinal Numbers

c. The Importance of Vocabulary

According to Daller, Milton, and Treffers, Daller, vocabulary is important because it is integrated into all aspects of language knowledge. They mean that vocabulary is necessary because it is an unbreakable unit. If we do not understand the terminology, we will not be able to master the language.

2. Mnemonic Method

a. Definition of Method

According to Poerwadarminta, "method is an orderly and well thought out way to achieve a goal." The goal is to make something easier to remember by doing it in a systematic manner.

b. Definition of Mnemonic Method

According to Muhibbin Syah, mnemonics are special tricks used as mental "connecting tools" to help students remember information. Furthermore, mnemonic aids students in storing and absorbing vocabulary in their memory, which improves their memory.

"Mnemonic merupakan strategi-strategi menghafal dan mengasimilasikan informasi," writes Joyce (2009:33). It means that mnemonics help us remember things more quickly and easily. Mnemonic is a memory-enhancing instructional strategy that involves teaching students to link new information led to information, according to (Amiryousefi and Ketabi, S.2011). They are already aware that mnemonics are techniques or devices, either verbal or visual, that improve the storage of additional details and the recall of information stored in memory (Solso, 1995).

Furthermore, Fatima Risa S (2020) stated that Mnemonic is memory enhancing strategy in which, in its implication, these strategies are always accompanied by specific formulas and patterns used to organize information into the familiar and meaningful associated information and connect it with the previous data has been stored in memory, so that the information can be memorized and recalled quickly.

Mnemonic principles are divided into five categories (Higbee, 1997: 102-103). Meaningfulness, organization, association, visualization, and attention are some of them

1) Meaningfulness.

The most powerful example is the phonetic system, which gives meaning to the most abstract and meaningless types of material numbers in order to make the phonetic system easier to learn.

2) Organization.

It provides a systematic way to record and retrieve information as a mental filing system. Mnemonics are also unnecessary for material that already has an inherent logic and structure.

3) Association.

The link system fits this strategy by associating items with one another. As filing systems, the loci, peg, and phonetic systems are easily remembered materials. The use of a filing system is accomplished by associating new material to be learned with previously memorized material.

4) Visualization.

Visualization is the most unusual and misunderstood aspect of Mnemonic. Visual imagery is not required for all mnemonics. To associate the words "cats" and "rats," for example, a picture of cats eating rats could be used as a visual mediator, or the teacher could form the sentence, "Cats like to eat rats," as a verbal mediator.

5) Attention.

Mnemonics require students to focus on the material in order to form pictures and associate them. They are intriguing because they add meaning to the material and incorporate visual imagery.

As a result, Mnemonic is a distinct memorization technique. We can combine several words to make a full sentence easier to remember. Make a sentence or more by combining various dishes and then connecting the phrases to form a complete sentence.

c. Types of Mnemonic

The mnemonic trick of memory is a one-of-a-kind method created as a code for entering information items into a student's mind system. Mnemonic devices come in a variety of shapes and sizes. Among others:

1) Peg Word

Turkington claims that in 1879, John Sambrook pioneered the best method in England. Unrelated items can be easily remembered using the peg word method by relating them to easily memorized things that act as pegs or hooks. The Peg word method is divided into two stages. Students are initially asked to remember number-rhyme pairs such as "one is the bun," "two is the shoe," "three is the tree," "four is the door," and "five is the hive," and so on. The students are then asked to visualize the word and try to connect it to rhyming words in the second stage.

2) Acronyms

Another The use of acronyms is another popular type of mnemonic. Acronyms are words formed from the first letter of terms that must be remembered. The following examples show how to use acronyms: The acronym HOMES could be used to recognize the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior.

It should be noted that for the strategy to be effective, students must first know the vocabulary. The same is true for young adult learners. If a student does not already know the names of the Great Lakes, the acronym will not aid in their recall. Students must also be taught how to use the process. They will not be able to recall the information if they are not taught how to use the acronym to help them study. For example, students frequently respond to the question "What are the five Great Lakes?" with the word HOMES. In this case, the student must be properly instructed to associate the acronym with the remembered information. To identify the acronym, the student must understand the content.

3) Loci

Most Most studies show that the loci method aids in memorization, such as remembering a shopping list. The loci method is also referred to as a mental walk. In its most basic form, loci is a memory development technique that uses images to organize and think about information. Many memory contest competitors admit to using this technique to identify faces, numbers, and word lists. " It has even

proven useful for on-the-spot tasks. A group of high school students used the technique to accurately remember the contents of a complex lecture by attaching keywords from the speaker's arguments to various locations in their mental map in one study".

4) Keyword Method

The keyword method is a mnemonic technique that is commonly used to learn vocabulary words. It takes unfamiliar information and turns it into something meaningful and concrete, making it easier to remember. Piggin is an abbreviation for bucket. Create the keyword pig; it is familiar to students, sounds similar to piggin, and is easily pictured. Create a drawing of a pig sitting in (or wearing) a bucket that connects the keyword to the definition of the word. "When I say what does piggin, first think of the keyword pig (piggin-pig), then what was happening with the pig, the pig was sitting in a bucket (or the pig was wearing a bucket), then the answer-bucket," instructs the teacher. It is critical to remember each student's processes for retaining and recalling the necessary information. They will need more than just creating and displaying mnemonic pictures to improve students' recall of vocabulary knowledge.

5) Musical

One music can be used to successfully encode information into a student's brain. The song "A-B-C-" is a notable example, but there is no limit to what you can preview as it plays to music. Students can learn about the country, scientific cycles, memory verses, math equations, and other topics.

If we search online, we can find some songs that have already been created to help teach specific information; for others, students must create their own. This mnemonic method does not require the ability to carry a tune or write music correctly.

Music can also help people who have mild cognitive impairment or Alzheimer's disease. Not only can words and songs from their childhood be remembered even when another language ability is nearly gone, but they can also learn new information more effectively if it is taught through music.

d. Mnemonic Purpose

According to Wijaya, he stated that there are some objectives of the mnemonic strategy, which are as follows:

1) Mnemonic strategy makes it easier for students to remember knowledge, information, or vocabulary such as place names, people's names, dates, and other things by connecting what they want to learn and events related to these students.

1. The mnemonic strategy makes it easier for students to recall old knowledge, information, and vocabulary that is needed.
2. Practical information from short-term memory to long-term memory is contained in various ways.

Furthermore, Khairul stated that the purpose of the mnemonic strategy is to make it easier for students to remember knowledge, information, and vocabulary, help students recover knowledge that has long been stored in memory, and help students communicate effectively from short-term memory to long-term memory.

e. Strengths and Weaknesses of Mnemonic

According to Muhibin Syah, Mnemonic has the following strengths and weaknesses:

1) Strengths

Mnemonic strategies have several advantages, including making it easier for students to memorize information or vocabulary, getting students used to doing creative things, making abbreviations (**scientific names, general knowledge, etc.**) easier to remember, and expanding the student's knowledge base.

2) Weakness

Students who are unfamiliar with knowledge acquisition will struggle with this strategy because it requires a high level of creative thinking and imagination to produce good mnemonics.

Based on the above description, the researcher stated that using this method will be difficult if we do not master meaningful learning. Still, if we understand meaningful learning, we will be able to use this method more effectively in memorizing vocabulary.

2.2 Previous Studies

The researcher discovered some previous research connected to this researcher to support this research:

1) Yustina Gulo, Restu Damai Laia, and Lies Dian M. Ndraha (2022), "Improving Students' Vocabulary Mastery on Narrative Text Through Mnemonic Method at SMP 1 Huruna's Seventh Grade." According to the findings of this action research, 73% of researchers participated in meeting I of cycle I, while 83% participated in meeting II of process I. Following that, the percentage of students who completed activities in meeting I of cycle I was 69.9%, while it was 87.2% in meeting II of cycle I. In Process I, the average student score was 67.3. Furthermore, 93% of researchers participated in meeting I of cycle II, while 100% participated in meeting II of cycle II. Following that, the rate of student activity in meeting I of cycle II was 93.6%, while meeting II of process II was 94.8%. In cycle II, the average student score was 88.1. The Mnemonic method resulted in an increase in students' vocabulary, according to the findings.

2) "Enhancing Vocabulary Mastery Through Mnemonics Keyword Method to University Students," Intan Susana (2017). This study's research instruments included tests, an observation schedule, and a questionnaire. This was a class action study. Some processes and activities were revised as a result of the cycle 1 contemplation results. In contrast to cycle 2, the research scientist used the mnemonic keyword method with no reflection. The individual test revealed that students' vocabulary mastery had improved, with an average score of 67.75 in cycle 1 and 79.75 in cycle 2. Furthermore, improvement in students' vocabulary mastery in team tests received a mean rating of 72.00 in cycle 1 and expanded to 81.00 in cycle 2. This result demonstrates that the mnemonic keyword method improved vocabulary mastery in first-grade students at STKIP PGRI Blitar.

3) Mohammad Davoudi and Dina Yousefi (2016) published "The Effect of Keyword Method on Vocabulary Retention of Senior High School EFL Learners in Iran." In the delay recall posttest, a significant distinction was identified between both the effectiveness of the keyword team and the traditional group using paired-sample t-tests and independent samples t-tests. Overall, this study demonstrated that employing the keyword method could help learners acquire and

retain L2 words. The findings of this study could have educational implications for both teachers and students.

4) "The Effectiveness of Mnemonic Devices in the Vocabulary Learning Process," Ina Rosdiana (2008). "The Use of Mnemonic Devices in the Vocabulary Learning Process." The ineffectiveness of the learning vocabulary strategy chosen by the teacher is the source of one of the students' problems in the learning vocabulary process. Second, it is ended up causing by the student's constant need to recall new vocabulary. Mnemonic devices are frequently used to assist language learners in learning vocabulary. The primary goal of this technique is to improve memory, and it is typically used for students with disabilities.

The researcher will concentrate on "The Effect of the Mnemonic Method on Vocabulary Mastery at the Eighth Grade of MTsN 1 Luwu" in this study.

2.3 Hypothesis

The The researcher formulates the hypothesis of this research:

H₀: The mnemonic method may help students improve their vocabulary mastery.

H_a: The mnemonic method improves students' vocabulary mastery.

Note:

If the significance level is $\leq 5\%$, H_0 is rejected, and H_a is accepted

If the significance level is $\geq 5\%$, H_0 is accepted, and H_a is rejected.