

# CHAPTER I

## INTRODUCTION

### A. Background of the research

English as an international language is used for communication in most activities and fields in the world. English has become a global language, used in communication, education, technical and scientific information and technology. (<http://one.indoskripsi.com/judul-skripsi/bahasa-inggris/effect-lexical-simplification-second-year-students-smk-negeri-3-palemb-1>). People all over the world use English as an international language. Although there are other languages that are recognized as international languages but English still remains the most important and popular language in the world.

At the present time, English is one of foreign languages that has to be learned in every education level starting from elementary school to university level even kindergarten level. The implementation of teaching English at elementary school is not only in big cities but also in villages. The purpose of teaching English at elementary school is that the students are able to read, to listen, to speak, and to write in simple English with emphasis on speaking skill, which is related to the need of society such as tourism and industry. So, English has important position in every educational level including elementary school.

Although English has been one of subjects and it is usually learned by everyone, it is difficult for some school elementary students to learn that language. When I came into the classroom at year five of the SDN Linggar III

Rancaekek and had a chat with their English teacher, I got the information that students found difficulty in learning that language. Then, they complained how difficult they learn English specially in speaking. From the observation, when they can pronounce the words, they have to know the words meaning and memorize them. The last, they have to write down them.

In addition, English and Indonesian language are very different in terms of spelling, sound and pronunciation, vocabulary, lexical meaning and grammar. Like many other languages, English consists of four skills, listening, speaking, reading, and writing. Among the four skills, speaking is one of the most important. (<http://one.indoskripsi.com/judul-skripsi/bahasa-inggris/effect-lexical-simplification-second-year-students-smk-negeri-3-palemb-1>). Because speaking is important thing, so it is duty for teacher how to teach English clearly to students especially in speaking skill.

A part of the learning process is recalling prior knowledge and incorporating new material. Unfortunately, students occasionally forget the materials that have been learned in learning process. When information is not tucked away in memory, it is difficult to embark on a higher level of thinking. Mnemonic devices are effective aids that help children and adults alike remember. (<http://www.938720-mnemonics-101-memory-aids-for-homeschoolers-and-other-students.html>)

Syah (2010:155) pointed out that forgetting is the missing of ability in recalling and producing thing that has been gained before. Gulo (1982) and Reber (1988) defined forgetting as disability to recognize or remember thing that has

been learned. Thus, forgetting is not a phenomenon in missing of information and knowledge in our mind. So, the trick to minimize forgetting is by increasing students' memory.

According to Syah (2010:158-162) in his book, Psikologi Pendidikan Dengan Pendekatan Baru, many variants of trick that are tried to students in improving their memory, based on Barlow (1985), Reber (1988) and Anderson (1990), as follows:

1. Over learning (belajar lebih) artinya upaya belajar yang melebihi batas penguasaan dasar atas materi pelajaran tertentu means over learning is the effort in studying that is exceeded the limit of basic mastery in certain subject material.
2. Extra study time (tambahan waktu belajar) ialah upaya penambahan alokasi waktu belajar atau penambahan frekuensi aktivitas belajar means extra study time is the effort of increasing allocation of study time or frequent of study activity.
3. Mnemonic device (muslihat memori) ialah kiat khusus yang dijadikan “alat pengait” mental untuk memasukkan item-item informasi ke dalam sistem akal siswa means Mnemonic device is special trick that is made “linking tools” to tuck away items of information into students' memory.
4. Clustering (pengelompokkan) ialah menata ulang item-item materi menjadi kelompok-kelompok kecil yang dianggap lebih logis dalam arti bahwa item-item tersebut memiliki signifikansi dan lafal yang sama atau sangat mirip means clustering is rearrangement items of material become small groups that are regarded as more logical. It means that items have signification and the same pronunciation or resemble.
5. Distributed practice (latihan terbagi) adalah latihan yang dilakukan siswa dengan alokasi waktu yang pendek dan dipisah-pisahkan diantara waktu-waktu istirahat means distributed practice is practice that is done by students in short allocation time and in separated time among break time.
6. The serial position effect.

Hence, the researcher will use Mnemonic device to help students in memorizing words or simple utterances in English. The researcher will give song to students that related to the English subject's material in order to make them easy to remember and when they remember the words they stimulate to speak.

Related to the Mnemonic technique, human memory can be used to memorize something and useful for learning process. It is expressed by this information below.

A mnemonic technique is one of many memory aids that are used to create associations among facts that make it easier to remember these facts. Then mnemonic learning is the used of particular artificial learning strategies to improve learning, memory, recall and recognition of learned material (<http://www.psychologyWiki.com>)

So, when we use Mnemonic technique for helping students in memorizing words or simple utterances in English, students can memorize them and save them in their short term memory then continued to long term memory. When students remember the words or simple utterances, they stimulate to speak up to themselves or with other students as possible as they can. So, speaking process happens.

Based on the background above, the researcher would like to conduct a research entitle: “**The Effectiveness of Mnemonic Technique toward Student's Speaking Skill**” (An Experimental Study of Teaching Learning Process toward Students' Speaking Skill at Year Five of the SDN Linggar I and III Rancaekek-Bandung).

## **B. Statements of research problem**

Base on the background, there are several problems will be tried to formulate as follows:

1. How good is the students' achievement in speaking by using regular teaching and by using Mnemonic technique especially by using song?
2. Is there any significant difference between students' speaking skill by using Mnemonic technique and students' speaking skill by using regular teaching?

## **C. Objectives of study**

Considering the statements of problem above, this research is directed to present a simple and useful description as follows:

1. To know the students' achievement in speaking by using regular teaching and by using Mnemonic technique is.
2. To identify significant difference between students' speaking skill by using Mnemonic technique and students' speaking skill by using regular teaching.

## **D. Significances of study**

There are significances from this research. They are:

### **a. Theoretical significances**

The researcher hopes this study will be beneficial to enlarge knowledge, especially in teaching and learning English process that is emphasized on speaking skill, and can be used as references for the other researchers.

b. Practical significances

1. The researcher greatly expects that the use of Mnemonic technique and its influence on speaking skill can be useful for teacher of English in applying the teaching and learning process
2. The researcher also expects that the research can help students in memorize some words or simple utterances in English
3. Hopefully, this research will be useful for teaching learning process and for improvement of the students' speaking skill.

**E. Rationale**

One of the problems for students studying a new language is remembering vocabulary. If you don't have enough vocabulary you can't really speak the language. It's pretty essential. (<http://www.mnemonics-art-of-remembering-vocabulary.html>). The statement is suitable with the situation of students at year five the SDN Linggar III Rancaekek-Bandung after I observed to that classroom directly. When teacher gave some vocabularies in Indonesia then students had to answer in English, students could answer them all. It proved that they had some words but they had difficulty in pronouncing the words because they forgot the words and did not know how to pronounce that words.

Although they had difficulty in pronouncing the words but teacher tried to help students by showing the picture and her gesture. So, students remembered them and then they could pronounce them. It shows that they have good memory and if the memory can be used effectively, it can bring some benefits not only for

them in learning process but also for teacher to teach English easily. Also, it means that memory and learning process have correlation. I mean when there is learning process, students will get some information and students directly have to memorize it, especially when they learn English they have to memorize the words.

It is supported by statement below:

*Jika kita berbicara tentang daya ingat, maka tidak terlepas dari belajar (learning). Belajar merupakan proses untuk memperoleh informasi atau pengetahuan baru. Sedangkan daya ingat (memori) adalah proses untuk menyimpan pengetahuan yang diperoleh itu dalam jangka waktu lama agar dapat mengingatnya kembali ketika dibutuhkan. Jelas, dalam menyerap informasi dari lingkungan, kita sangat bergantung kepada kemampuan daya ingat ini. Banyak pertanyaan tentang proses mengingat yang masih belum terjawab. Hal itu dikarenakan, "Belajar dan memori merupakan fenomena yang kompleks," kata John Byrne, Ph. D., Guru Besar dan Ketua Jurusan Neurobiologi dan Anatomi Sekolah Kedokteran Universitas Texas di Houston, AS. "Karena melibatkan seluruh bagian otak," tambahnya ([http://www.Mengoptimalkan Daya Ingat « Stetoskop.html](http://www.Mengoptimalkan_Daya_Ingat_«_Stetoskop.html))*

(If we talk about memory, it is not apart from learning. Learning is process to get information or new knowledge, whereas memory is process to save the knowledge that is gotten in long term so that we can memorize again when we need them. Clearly, in absorbing information from environment, we are very depended on memorize skill. Many questions about memorize process that are still unanswered. It because, "Learning and memory are complex phenomenon," said John Byrne, Ph. D., Senior Teacher and Dean of Neurobiology and Anatomy of Medical School Texas University in Houston, US. "Because it involves all parts of brain" he added)

The same statement came from Bruno (1987) in Syah (2007:72), memory is a mental process involving coding, saving and recalling information and knowledge that are saved in brain. Then, according to Kapadia (2006:23-31), memory is divided into two areas:

1. Explicit memory (or called as declarative memory) is the memory that is gotten through certain aim and effort.
2. Implicit memory (or called as non declarative memory) is the memory that is gotten through organic and automatically.

So, by using memorization skills we hope it can make easier for students in learning English especially in memorizing the words. Hence, in this paper the researcher uses technique of Mnemonic as an alternative technique of English learning process and that technique can support students' speaking skill. Then, Mnemonic can be defined as:

A mnemonic (pronounced [nəˈmɒnɪk] in American English, [nəˈmɒnɪk] in British English) is a memory aid. Mnemonics are often verbal, something such as a very short poem or a special word used to help a person remember something. Mnemonics rely not only on repetition to remember facts, but also on associations between easy-to-remember constructs and lists of data, based on the principle that the human mind much more easily remembers data attached to spatial, personal or otherwise meaningful information than that occurring in meaningless sequences. The sequences must make sense though ([http://www.mnemonic/Mnemonic\\_learning.html](http://www.mnemonic/Mnemonic_learning.html))

The idea behind using mnemonics is to encode difficult-to-remember information in a way that is much easier to remember. In one source I found that “our brains evolved to code and interpret complex stimuli such as images, colors, structures, sounds, smells, tastes, touch, positions, emotions and language. We use these to make sophisticated models of the world we live in. One memories store all of these very effectively”. ([http://www.mindtools.com/pages/article/newTIM\\_00.htm](http://www.mindtools.com/pages/article/newTIM_00.htm)). So, it is good idea if we use Mnemonic to memorize words or simple utterance in English language learning.

The techniques explained later show how to code information vividly, using stories, strong mental images, familiar journeys, and so on. We can follow these steps as follows:

You can do the following things to make your Mnemonics more memorable:

- Use positive, pleasant images. Your brain often blocks out unpleasant ones
- Use vivid, colorful, sense-laden images - these are easier to remember than drab ones
- Use all your senses to code information or dress up an image. Remember that your mnemonic can contain sounds, smells, tastes, touch, movements and feelings as well as pictures.
- Give your image three dimensions, movement and space to make it more vivid. You can use movement either to maintain the flow of association, or to help you to remember actions.
- Exaggerate the size of important parts of the image
- Use humor! Funny or peculiar things are easier to remember than normal ones.
- Similarly, rude rhymes are very difficult to forget!
- Symbols (red traffic lights, pointing fingers, road signs, etc.) can code quite complex messages quickly and effectively

Then, there are comprehension strategies of Mnemonic base on one source as follows:

1. **Acronym and Acrostic:** An acronym is a word formed from the first letters or groups of letters in a name or phrase. An acrostic is a series of lines from which particular letters (such as the first letters of all lines) from a word or phrase.
2. **Rhyme:** A rhyme is a saying that has similar terminal sounds at the end of each line. Rhymes are easier to remember because they can be stored by acoustic encoding
3. **Chunking and Organization:** Our memory is much enhanced if we can find organization or create organization to what we have to remember.
4. **Organization:** Finding organization to what you need to memorize is often critical to understand the information. If you are able to group what you need to remember into categories, you process the information in more depth. You

add meaning to what you are learning by making a judgment about the nature of the information. In some cases, you are incorporating the new knowledge with information you already know.

5. **Imagery:** Imagery is used to memorize pairs of words very often. An image is created for each word, and then the two images are connected through mental visualization. (Benjamin, Hopkins, & Natio, 1994.p.267). Imagery is a great way to improve your memory. The more vivid or startling you can create the mental picture, the more likely you are to remember whatever it is you are trying to remember.
6. **The Method of Loci:** In order to use the method of Loci, you must first imagine a place with which you are familiar. You must be able to identify several locations within that one place. It is best if these locations can be given a logical order, such as clockwise, or top to bottom. Here are some examples that would work: Place: your house various locations: rooms in the house Place: your room various locations: objects, such as your bed, your desk, the closet, etc. Place: a baseball field Various locations: players' positions Place: Your ride/drive to work/school Various locations: stores or landmarks you see along the way.
7. **Remembering Names:** Remembering names when you are trying to remember someone's name, the first step is to come up with a mental image with which you will associate person, and perhaps even facts about him or her. Some tips: Repeat the person's name aloud after it is said to you. Comment on the name, or ask how (s) he got it or how to spell it (if appropriate, of course). This helps encode the information into your brain. People usually appreciate your interest. As you are leaving the person, say the name aloud again, "Good-bye, Heather. It was nice meeting you." Combining these tips with the visual association work very well. It's okay to look for physical features or personal characteristics while with the person, but it's best to come up with your exact visual association after you have left the person
8. **Learning a Foreign Language:** Learning a foreign language can be an ideal situation for using mnemonic devices. Often, there are long lists of new vocabulary terms to memorize. The key to memorizing the vocabulary is to associate the English meaning with an English word that sounds like the pronunciation of the foreign word. For example, the Danish word for yellow is gull. You can think of a sea gull, which is a bird. Birds have yellow beaks. \* ASSOCIATIONS - linking

two ideas; PICTURE/WORD. (<http://www.Mnemonic Skills Ppt Presentation.html>)

In English language there are four skills such speaking, listening, reading, and writing. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Furthermore, Barnhart (1965) compiled definition of speaking as follows:

- a) Speaking is an act, utterance, or discourse of a person who speak
- b) Speaking is giving information as if by speech
- c) Speaking is used in, suited to, or involving speech
- d) Speaking is permitted to conversation
- e) Speaking is highly expressive (speaking eyes)
- f) Speaking is life-like ( a speaking likeness)

There are three kinds of speaking situations in which we find ourselves:

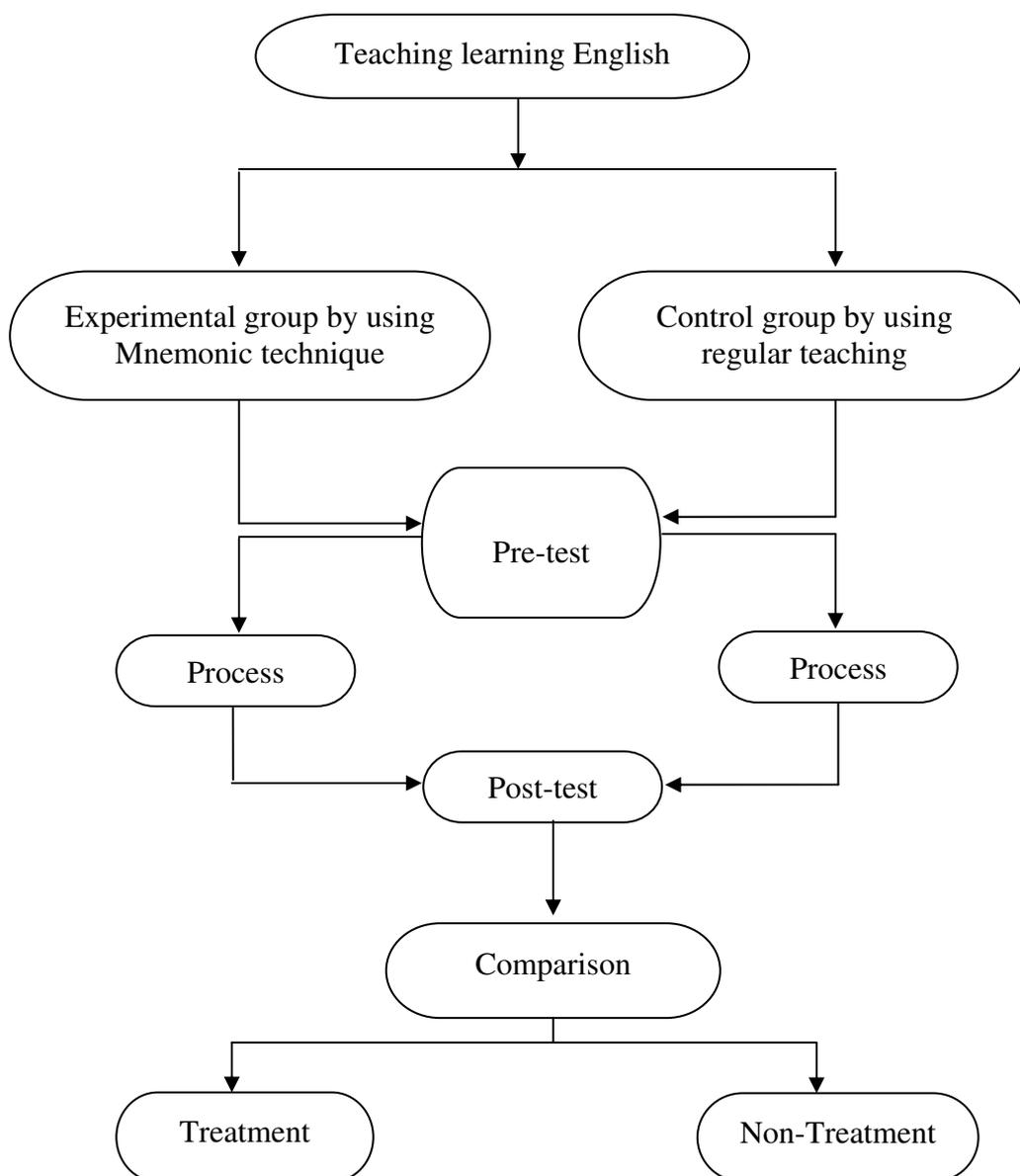
- interactive,
- partially interactive, and
- Non-interactive.

Based on one source:

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. (<http://www.sil.org/lingualinks/languagelearning/OtherResources/GudlnsFrALnggAndCltrLrnngPrgm/SpeakingSkill.htm>)

So, in this paper I would like to emphasize on speaking skill by using Mnemonic technique, by using song, in English learning. Hopefully, when we use Mnemonic as a learning alternative, it will be more effective way toward students' speaking skill in learning English. From the explanation above, the frame will clearly be described by the scheme below:

**Table 1.1**  
Research process



## **F. Hypothesis**

Hypothesis is a temporary answer from research problems that formulated based on researcher conjecture. Further, it will be tested by collecting data of investigation and its result is the summary or generalization of the finding research (Ali, 1993: 31). Hypothesis is a tentative assumption of the research based on the statement of problem and rational, this assumption can be clarified on statistical hypothesis as follows:

$H_a$  accepted if  $t_{count} \neq t_{table}$ : it means that there is any significant effect of Mnemonic technique on students' speaking skill

$H_o$  accepted if  $t_{count} = t_{table}$ : it means that there is not any significant effect of Mnemonic technique on students' speaking skill

## **G. Methodology**

### **1. Method of Research**

This research uses quantitative method with experimental and control group.

### **2. Research Setting**

#### **a. Population**

According to Supranto (2000:21), population is a whole homogeny element of a group and the population of this research is all students of the the SDN Linggar I and III Rancaekek-Bandung

b. Sample

Sample in this research will take two classes of grade 5 students of the “SDN Linggar I and III” and those will be divided into experimental class and control class. The sample is selected randomly. The SDN Linggar I consists of 50 students and the SDN Linggar III consists of 50 students. As showed on the table below:

**Table 1.2**  
The Sample of Research

Grade	Male	Female	Total
5	20	20	40
5	19	21	40
Total	39	41	80

### 3. Research Techniques

The techniques are used by the writer in this research for collecting data are through:

a. Observation

The main use of observation is examining a phenomenon or a behavior while it is being implemented. Marshall (1995) in Sugiyono (2008:403) stated that “though observation, the researcher learn about behavior and the meaning attached to those behavior”

Observation is to research the situation and condition of research, to observe the objective condition of the students, teacher, teaching process, course location, and the real activity both teacher and students. Sanafiah Faisal (1990) classifies observation become participant observation, overt observation and converts observation and unstructured observation.

In this research, the researcher uses participant observation because she can enter the class and involve in teaching learning process. So, the data is more complete, actual even she knows every attitude that is shown.

#### b. Triangulation

In collecting data, triangulation is defined as a technique of collecting data that is submitted from every data collection and source of data that had been obtained. Further, Stainback (1988) stated “the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one understand of what ever is being investigated”.

#### c. Design of Research

Design of research is showed in the table as follows:

**Table 1.3**  
Design of research

Class	Pre-test	Treatment	Post-test
Experimental	T <sub>1</sub>	X	T <sub>2</sub>
Control	T <sub>1</sub>	-	T <sub>2</sub>

(Suryabrata, 2005:105)

Note:      $T_1$ : Pre-test  
           $T_2$ : Post-test  
          X: Treatment

a. Test

The test will consist of two tests, they are:

- Pre-test

The implementation of pre-test is conducted at class. The students are asked to answer the question that is related to subject material. It is intended to know students' speaking skill in English before they are given new material of speaking.

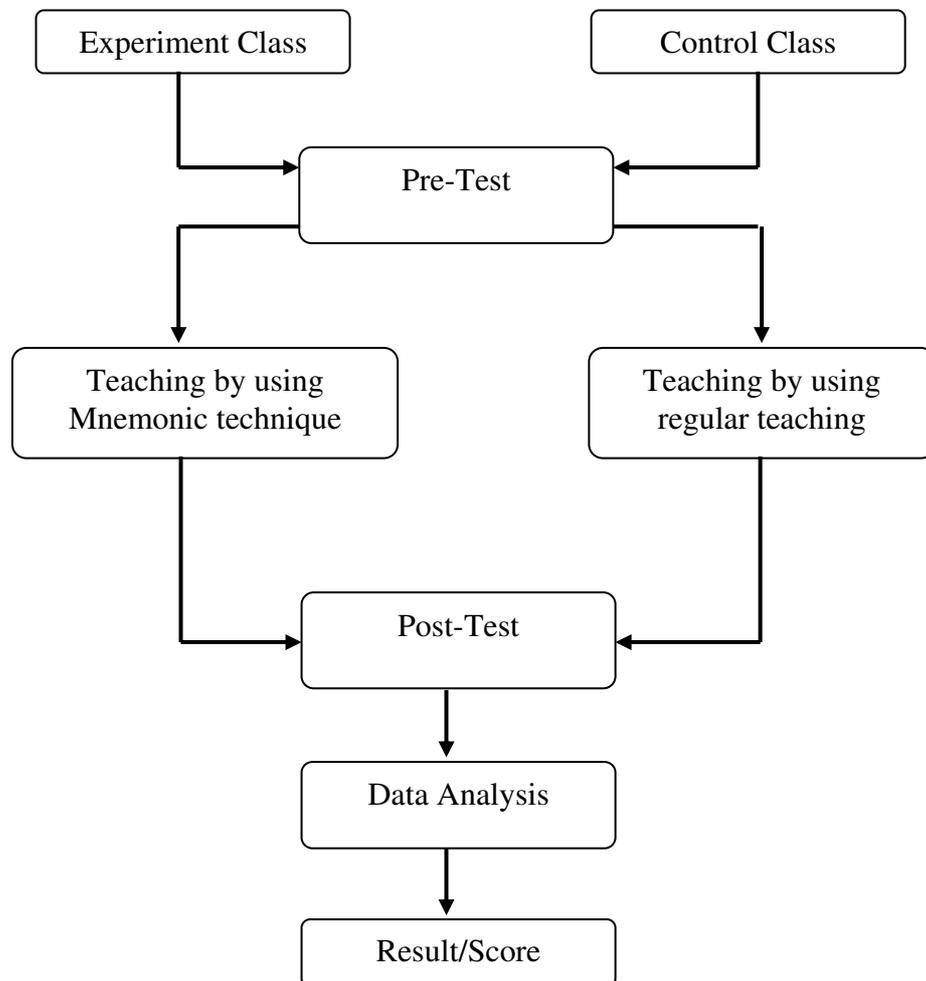
- Post-test

The implementation of post-test is conducted at class. The material is tested in pos-test to the students after they have obtained an experiment.

b. The Implementation of research

The implementation of research consists of applying speaking subject teaching by using Mnemonic technique in experimental class and speaking subject teaching by using regular teaching in control class.

**Table 1.4**  
The Implementation of Research



### c. Data Analysis

#### Testing the Normality Distribution

The analyzing steps are:

1. Determining the Range (R)

$R = \text{The highest score} - \text{The lowest score}$

(Sudjana, 2005: 91)

## 2. Determining Class Interval (K)

$$K = 1 + 3.3 \text{ Log } n$$

(Sudjana, 2005: 47)

## 3. Determining the Length of Interval (P)

$$P = \frac{R}{K}$$

Where, R: Range

K: Class Interval

(Sudjana, 2005: 47)

## 4. Making frequency distribution table for each variable.

5. Determining Mean ( $\bar{x}$ )

$$\bar{x} = \frac{\sum f_i \bar{x}_i}{\sum f_i}$$

(Sudjana, 2005: 67)

6. Determining the Standard Deviation ( $S^2$ )

$$S^2 = \frac{\sum f_i (x_i - \bar{x})^2}{(n-1)}$$

(Sudjana, 2005: 95)

7. Determining Chi Square ( $\chi^2$ )

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where,  $O_i$ : Frequency of observation

$E_i$ : Frequency of theoretic

(Sudjana, 2005: 273)

8. Determining Degree of Freedom (df)

$$df = K - 3$$

(Sudjana, 2005: 146)

9. Determining the score ( $\chi^2_{table}$ ) with the level of the significance of 1%.

10. Determining the normality distribution by the criteria as follow:

$$H_0: \chi^2_{count} \leq \chi^2_{table} \text{ (Normal)}$$

$$H_1: \chi^2_{count} > \chi^2_{table} \text{ (Abnormal)}$$

### Testing the Homogeneity of Two Variance

The analyzing steps are:

1. Determining the Homogeneity of Variant (F)

$$F = \frac{S_1^2}{S_2^2}$$

(Sudjana, 2005: 250)

2. Determining the Degree of Freedom (df)

$$df_1 = n - 1$$

$$df_2 = n - 1$$

(Sudjana, 2005: 146)

3. Determining score of F from the table with the value of significance of 5%.
4. Determining the Homogeneity of the Data
  - If  $F_{\text{count}} < F_{\text{table}}$ , it means homogenous
  - If  $F_{\text{count}} \geq F_{\text{table}}$ , it means inhomogeneous

### Testing the Differences of the Two Interrelated Averages Score by Using t-Test Formula

The analyzing steps are:

1. Testing the difference of the two interrelated average of pre-test score by using t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{S_1^2}{n_1} - \frac{S_2^2}{n_2}}}$$

Where,

$$S^2 = \frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}$$

(Sudjana, 2005: 239)

2. Determining the score t-table from the distribution of students with the level of the significance of 1%.
3. Determining the hypothesis
  - If  $t_{\text{count}} = t_{\text{table}}$ , it means there is no significance
  - If  $t_{\text{count}} > t_{\text{table}}$ , it means there is significance.