# ABSTRACT

**Ucih Rukiah (NIM.1142040114).** Exploring Students' Vocabulary Enrichment through Mnemonic Technique in Reading Comprehension**.** A pre-experimental Research in the Second Grade Student in SMA Al-Islam Kota Bandung in Academic Year 2018/2019.

English has an essential position in education in our country and now become a compulsory subject since the junior high school to University level. The purpose if teaching English is to develop students' of ability four component of language skills: listening, speaking, reading, and writing. Reading is one of the four skills to be achieved by a student of English teaching-learning process. In fact, one of the four factors influencing to comprehend the reading material is vocabulary. Based on the observation at SMA Al-Islam Kota Bandung is not satisfied.

The aims of research of the study are: 1) To find out the students' vocabulary enrichment before using the mnemonic technique in reading comprehension. 2) To find out the students' vocabulary enrichment after using the mnemonic technique in reading comprehension. 3) To find out the significant difference between students' vocabulary mastery before and after using the mnemonic technique in reading comprehension.

. The method used in this study was a quantitative method, and the research design was pre-experimental with one group pre-test and post-test. Design study uses a probability sampling. The researcher took one class with 32 participants to compare the pre-test score and the post-test score.

Exploring Students' Vocabulary Enrichment before mnemonic technique in reading comprehension exposed was in the poor category because they got 55,6 for the average pre-test score. However, the students' vocabulary enrichment has increased from the poor category into fairly enough category, because the average of the post-test score is 73,5. The result of t-count is 8.702. The result for t-table is 2.03951; it can be seen from a significant degree or $\alpha = 0,05/2$ and df 31. In this research, $H_o$ is rejected, and $H_a$ is accepted because of 8.702> 2.03951 or t-count > t-table. Moreover, the sig. (2-tailed) of the result is 0,000 it means that Sig. (2-tailed) is less than $\alpha= 0,05$. It proves that the mnemonic technique makes a significant improvement to students' vocabulary acquisition. Moreover, the level of the significance is in medium level. In conclusion, exploring students' vocabulary enrichment mnemonic technique in reading comprehension even though it is applied in a small scope. This technique can be applied at the same level as a much larger-scale study; the result will be more generalizable.