Visualization Mnemonic Technique toward Students' Vocabulary Mastery at Fifth Grade of Elementary School Sabbihisma 1 Gunung Pangilun

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Abstract: *This study was aimed at finding out the effect of visualization mnemonic technique toward students' vocabulary mastery at fifth grade of elementary school Sabbihisma 1 gunung pangilun. The design of the research was quasi experimental with factorial design 2x2. The samples were chosen by using cluster random sampling. The samples were VA as experimental class (24 students) and VB as control class (25 students). The students were applied using vocabulary test. The data were analyzed by using Liliefors Test for normality testing, variance test for homogeneity testing, t-test and ANOVA for hypothesis testing. The result of this study show that the students who were taught by using Visualization Mnemonic Technique produced better result than those who were taught by using picture media.*

Keywords: Visualization Mnemonic Technique, vocabulary mastery, picture media

1. Introduction

Vocabulary is one of the most important things that the students should learn in English as a foreign language. This is basic element to construct four skills of learning language; they are listening, speaking, reading, and writing skills. As Alqahtani (2015) states that the important element in four skills of language is vocabulary. This is the needed component of language that should be considered. Therefore, it is necessary for learners to master vocabulary in learning language well.

In mastering vocabulary, it can be done through the process of vocabulary acquisition and vocabulary learning. Vocabulary acquisition is the process of learning new words such as understanding the context. Meanwhile, vocabulary learning is crucial process for students to acquire proficiency and competence in target language by using some techniques and strategies. Therefore, the students should acquire many words by the process of vocabulary acquisition and vocabulary learning.

In acquire many words in the classroom, the teacher uses picture media as a technique commonly used by teacher. In using this technique, the teacher shows the pictures to the students in learning vocabulary and the students look at the picture then record those pictures and meaning in their mind. It is supported by Harmer (2001) states that the most appropriate use of picture is by presenting and checking the meaning of picture. Nevertheless, there is no interaction and association toward students and teachers; sometimes they just record the form of pictures and forget to record the words. Also, pictures media needs large sizes showing to the students, and it will become uninteresting by showing small pictures to the students. The students will ignore the teachers if they cannot see the picture clearly.

In fact, thereare some simple techniques that can be applied in learning vocabulary; one of them is visualization mnemonic technique. Amiryousefi (2011) states visualization mnemonic technique is a technique that visualizes the words as mental image instead of using real pictures. By applying this technique, the teacher can create mental picture through students' mind, so that this aids the students in learning vocabulary which forces the students to concentrate in visualizing by using association.

In the process of making association using visualization mnemonic technique, there are three factors that the teachers and students should know as explained by Higbee in sari (2013). First, association involves interactions. Second, association needs vividness. The last, association must be made bizarre. By applying these three factors in visualizing association by teacher, it will be interesting to the students' mind and help them to remember vocabulary effectively.

There are some studies that have been conducted related to the use of mnemonic in vocabulary mastery. First, Rosdiana (2009) investigated about the effectiveness of mnemonic devices on vocabulary learning process. She relates the English words to the meaning of those have similar sound. Second, Sari (2012) in her study investigated mnemonic technique in improving students' English achievement. She uses phrases or sentences which the first letters or syllables refer to the target word that want to be remembered. The last, Amoli and Karbalei (2012) show that in their study, they used mnemonic strategies of visualization or imagery toward EFL Elementary learners in order to reduce forgetting to its lowest rate and reinforce retrieval to a very high extent.The results of their studies showed that mnemonic technique gives good result in remembering vocabulary.

2. Review of Related Literature

2.1 Vocabulary

Vocabulary is a fundamental and basic element in communication and it cannot be neglected by the learners to get language acquisition. According to Hiebert and Kamil (2005) "vocabulary is the knowledge of collection of words which have meaning." The general definition comes from

Linse (2005) she says that vocabulary is the collection of words that the people know. While more specific definition of vocabulary from Ur (2002) states that the words we teach in foreign language are vocabulary. Based on definitions about vocabulary, it can be stated that vocabulary is one of important role in learning language that must be acquired as much as possible by students in learning language.

There are several components of vocabulary mastery. Nation (2005)reveals that vocabulary involves three components of vocabulary namely meaning, form, and use. Meaning entails form and meaning, concept and referents, and association. While, form consists of spoken form, written form, and word part. Finally, use includes collocation of grammatical function (the pattern of occurrence with other words), and constrains on use (particular types of language use). shortly, by learning three components of vocabulary. It helps the students acquire vocabulary very well.

2.2 Visualization Mnemonic Technique

Visualization or visual imagery is a technique (type of mnemonic) that using mental image to make visualization of words. The students can imagine a picture or a scene which is associated with the target of word. Thompson in Amiryousefi (2011) states visualization is visual mnemonic that can be used in learning language instead of using real pictures by visualizing words. Drobot (2015) says that visualization mnemonic also include imagination rather than image on paper in visualizing material.

There are several principles of using visualization mnemonic technique (higbee:1996). First is meaningful.Using mnemonic should be meaningful. In learning vocabulary, the students will remember the words which are meaningful for them. Second is organization.Mnemonic needs to be organized. Derwinger (2005) states mnemonic makes structure and organization as an aid to memorize information or material. As a result, it is able to record and retrieve information systematically. Third is association.The key of all kind of mnemonics is association. Blerkom (2009) states mnemonic technique applies the form of association with material that have been learned by students. Forth is visualization.Visualization is one of excellent learning strategy (William, 2004). In using mnemonic, it is the important role as the aid in making association. Visualization can create mental image in mind clearly, so that it can retrieve information easier. Finally is interesting. Mnemonic is more likely interesting. Masckiewicz (2005) says that "… mnemonic technique is interesting and easy learning methods for improving one's memory". These five principles of mnemonic is very important in applying mnemonic in the classroom. These principles are uniqueness of mnemonic which make differences between mnemonic technique with other techniques.

2.2 The Use of Visualization Mnemonic Technique toward Students' Vocabulary Mastery

In learning vocabulary, the teacher should implement the visualization mnemonic technique effectively. Higbee (1996) declares that visualization mnemonic will be effective by using these three strategies. They are interaction, vividness, and bizareness.

First is interaction. Actually, visualization will not be really effective by itself without interaction. In creating imagery, it is necessary to link visualization and association each other rather than desperate the items. Drobot (2015) states that to be remembered in mind very well, the association need to be striking and imaginative enough. Therefore, by making interaction between each item, it will create good visualization in mind.

Second is Vividness. Visualization needs vividness in making the images to be clear, strong and real in the mind. The images must be pictured as detail as possible so that it will create the interesting thing in the mind. Kriston (2012) states the brain receives images very well in the form of vivid and colorful images. Therefore, it is necessary to turn into image in mind to be pleasant.

Third is bizarreness. In relating the images, visualization should be as bizarre as possible. According to Lourayne and Lucas in Yaghoubi, Tabrizi, and Naeimi (2017) state that in the suggestion of literature, mnemonic will be effective if it uses bizarreness. It means that this cannot deny that the people can remember very well in their mind if the pictured images are weird, unusual, implausible, ludicrous, and incongruous. The contrary of bizarre is possible or make sense. The items or images cannot be memorized well in their visualization by using usual picture. Thus, these strategies complete each other to create visualization toward pictured image, so that the ability of memorizing using visualization mnemonic technique can give the result effectively.

3. Methodology

The design of the research was quasi experimental research. According to Gay et alI (2011:272), the purpose of the factorial design is to determine whether the effect of an independent variable are generalizable across all level or whether the effect of specific to particular level. The data collected from the fifth grade students of Elementary School Sabbihisma 1 Gunung Pangilun which is he instrument of the test was validated by an expert before it was used in the research. Before administer post test to the samples, the instrument must be tried out first to class where the students had some ability with the students in experimental and control class. It was done to know the validity, reliability, discrimination index and difficulty index of the instrument. Before testing the hypothesis, the data was analyzed by pre-requisite analysis that are normality and homogeneity testing.

4. Findings and Discussion

Vocabulary test was used to know the students' vocabulary mastery. The data can be seen on the following table:

Table 4.1: The result of students' vocabulary score in experimental and control class

Class	N	Mean	Max	Min	Sum	SD	Var
Experimental	24	78.7	96.6	46.6	1889.8	15.1	229.7
Control	25	70.3	96.6	43.3	1759.9	13.6	186.4

From the table above, it was found that the maximum score of students' vocabulary in experimental class is 96.66 and the minimum score is 46.66. The mean score is 78.74, the deviation is 15.15, and the variance is 229.73. While, the maximum score of the students' vocabulary is 96.66, minimum score is 70.39. The mean is 70.39, the standard deviation is 13.65 and the variance is 186.40.

Furthermore, the result of the data analysis of vocabulary by using t-test in both of experimental class and control class can be seen in table below.

Table 4.2: The result of T-test Analysis of Students' vocabulary mastery in experimental and control class

T-test Analysis	$t_{observed}$	t_{table}	Note
Students' Vocabulary Mastery	2.028	1.6779	$t_{observed} > t_{table}$ H_1: accepted

Based on the table above, it was used that the value of $t_{observed}$ was 2.028, while the value of t_{table} with the level of significance 0.05 was 1.677. Since the value of the $t_{observed}$ was higher than the value of t_{table}, it means that H_o was rejected and if the $t_{observed}$ was lower than the value of t_{table}, it means that H_o was accepted. Consequently, H_a is accepted. It shows that the students who are taught by using Visualization Mnemonic Technique produced better result toward students' vocabulary mastery than the students who are taught by using picture media.

Based on the data analysis and findings of vocabulary post test and statistical analysis hypothesis testing. It is concluded on further explanation on discussion as follow: students who are taught by using Visualization Mnemonic Technique produce better result toward students' vocabulary mastery than those who are taught by using picture media. From the data analysis and findings, it is concluded there was a significant effect using Visualization Mnemonic technique as a treatment in experimental class on the students' vocabulary mastery. It happens that visualization mnemonic techniquecan interest students to engage in teaching learning process in the classroom. They feel motivated, enjoy and fun so that it helps the students to memorize several words faster and easier by association mental image to target words. According to Amiryousefi (2011) says that in using visualization mnemonic technique, the students can imagine the picture or scenes in their mind that is associated with the target words. It means that this technique deals with imagination which is facilitating the students to play cheerful with imagination freely in their mind. Therefore, by using visualization mnemonic technique, the students are able to memorize the words in their mind easily.

In addition, the use of Visualization Mnemonic Technique is easier to be applied in learning vocabulary than picture media in the classroom. Masckiewicz (2005) says that "… mnemonic technique is interesting and easy learning methods for improving one's memory".This technique can

be used by teacher automatically without using pictures, or things as a tool in learning vocabulary. The teacher just need to create mental image in their mind as interesting as possible. Regarding to the explanation above, it can be said that using Visualization Mnemonic Technique give better result toward students' vocabulary mastery.

5. Conclusion and Suggestion

5.1 Conclusion

Based on research finding and discussion, Visualization Mnemonic Technique provide an opportunity to the students in learning vocabulary in the classroom. They feel motivated, enjoy and fun in following teaching learning process in the classroom so that it helps the students to memorize several words faster and easier by association mental image to target words in their mind. Additionally, the use of visualization mnemonic technique is easy to be applied in the classroom by teacher. The teacher does not have to prepare the things such pictures or real object in the classroom. The teacher just prepare the concepts of vocabulary that would be visualized by relating association to the target words in students' mind. Therefore, visualization mnemonic technique is one of the better technique that can be applied in learning vocabulary.

5.2 Suggestion

Based on the findings and conclusion above, the research would like to provide suggestion as follows: this reseach finding indicates that visualization mnemonic technique was one of the effective way to help the students in vocabulary mastery at fifth grade students of Elementary School to apply Visualization Mnemonic Technique as a variation of teaching vocabulary in the classroom. It is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Beside that, the researcher suggested to conduct the same research for other skills.

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