

ABSTRACT

Billah, Muhammad Mahali Rosyad Arif. Student Registered Number. 126203201065. 2025. "The Effectiveness of Mnemonic Technique on Students' Vocabulary Mastery at the Eighth Grade of MTS ASWAJA Tunggangri" English Education Departement. Faculty of Tarbiyah and Teacher Training. Sayyid Ali Rahmatullah State Islamic University Tulungagung. Advisor: Dr. Nursamsu, M.Pd

Keywords: *mnemonic technique, vocabulary mastery, quasi-experimental design.*

This research aims to investigate the effectiveness of mnemonic technique on students' vocabulary mastery at the eighth grade of MTS ASWAJA Tunggangri. The background of this study is based on the students' low ability in memorizing vocabulary and the need for more innovative learning strategies.

This study employed a quasi-experimental design with a non-equivalent control group design. The subjects were class VIII A as the experimental group and class VIII B as the control group. The instrument used was a vocabulary test (pre-test and post-test) consisting of 20 items that had been tested for validity and reliability. The data were analyzed using the independent t-test with the assistance of SPSS 25.

The result revealed that the mean score of the experimental class increased from 72.5 in the pre-test to 86.9 in the post-test. Meanwhile, the control class only improved slightly from 70.7 in the pre-test to 72.6 in the post-test. The result of the independent t-test showed a sig. (2-tailed) value of $0.000 < 0.05$, indicating a significant difference between the experimental and control classes. Thus, the use of mnemonic techniques proved to be more effective in improving students' vocabulary mastery compared to conventional methods.

In conclusion, mnemonic techniques are effective in students' vocabulary mastery. They can serve as an alternative learning strategy to help students memorize new vocabulary more easily.

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Kata kunci: *Teknik mnemonic, penguasaan kosakata, desain kuasi eksperimen.*

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan teknik mnemonic dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas VIII MTS ASWAJA Tunggangri. Latar belakang penelitian ini berangkat dari rendahnya kemampuan siswa dalam menghafal kosakata serta kebutuhan akan strategi pembelajaran yang lebih inovatif.

Penelitian ini menggunakan desain kuasi eksperimen dengan bentuk non-equivalent control group design. Subjek penelitian adalah siswa kelas VIII A sebagai kelas eksperimen dan VIII B sebagai kelas kontrol. Instrumen penelitian berupa tes kosakata (pre-test dan post-test) sebanyak 20 butir soal yang telah diuji validitas dan reliabilitasnya. Data dianalisis menggunakan uji t-test dengan bantuan program SPSS 25.

Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test kelas eksperimen adalah 72,5 dan meningkat menjadi 86,9 pada post-test. Sementara itu, kelas kontrol memperoleh rata-rata pre-test 70,7 dan hanya meningkat menjadi 72,6 pada post-test. Uji t-test independen menghasilkan nilai sig. (2-tailed) sebesar 0,000 < 0,05, yang berarti terdapat perbedaan signifikan antara kelas eksperimen dan kelas kontrol. Dengan demikian, penggunaan teknik mnemonic terbukti lebih efektif dalam meningkatkan penguasaan kosakata siswa dibandingkan metode konvensional.

Berdasarkan hasil tersebut, dapat disimpulkan bahwa teknik mnemonic efektif digunakan dalam penguasaan kosakata siswa. Teknik ini dapat menjadi salah satu alternatif strategi pembelajaran yang dapat membantu siswa lebih mudah mengingat kosakata baru.