USING STORY SYSTEM OF SUPER MEMORY TECHNIQUE TO IMPROVE VOCABULARY MASTERY AND WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 6 PALEMBANG

A Thesis by

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2015

Dedication

This final project is dedicated to:

- My beloved parents, M. Yamin and Siti Zubaidah, who set me on my path, thanks for your love, pray, help, time, great support, and encouragement.
- My beloved uncle and aunt, Amrullah Arpan and Rusnani, who always support me emotionally and materially with prayer, love, and patience.
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- My almamater

Motto:

All that glitters is not gold.

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The writer,

Melvi Trisna

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USING STORY SYSTEM OF SUPER MEMORY TECHNIQUE TO IMPROVE VOCABULARY MASTERY AND WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 6 PALEMBANG

ABSTRACT

The objectives of the study were to find out whether or not story system of super memory technique was significant to improve vocabulary mastery and writing achievement of the eighth grade students of SMP Negeri 6 Palembang and to find out whether or not there was significant difference in vocabulary mastery and writing achievement between the students who were taught by using story system of super memory technique and that of those who were not. This research used quasi experimental research design. The sample was 76 students which were taken by using purposive sampling method from 412 of the total population. The result of paired sample t test of vocabulary showed that the t obtained was higher than the t table 7.365>2.026 with the significance level .000 and for the control group, the t obtained was higher than the t table-4.098>2.026 was significant with the significance level .000. The result of the independent sample t test indicated that the t obtained was higher than the t table 5.252>1. 993 with the significance level .001. The result of paired sample t test of writing showed that the t obtained was higher than the t table 5.740>2.026 with the significance level .000 and for the control group, the t obtained was higher than the t table -5.781>2.026 was significant with the significance level .000. The result of independent sample t test indicated that the t obtained was higher than the t table 3.863>1. 993 with the significance level .000. Moreover, the writing aspects namely vocabulary, organization, content and mechanic were also increased. The findings showed that story system of super memory technique was significant to improve vocabulary mastery and writing achievement.

Keywords: Vocabulary Mastery, Writing Achievement, Story System of Super Memory Technique

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CHAPTER I

INTRODUCTION

This chapter describes (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

In learning and mastering target language, vocabulary plays a very important role in any foreign language teaching and learning. Desri (2013, p. 74) states that the knowledge of vocabulary enables an English of Foreign Language learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. Similarly, Ghazal (2007, p. 57) explains that vocabulary is central to language and great significance to language learners.

Vocabulary is important since it has been evident not only in foreign language teaching and learning in a wider context of the world, but also in the Indonesian context of English of Foreign Language. Cahyono and Widiawati (2008, p. 4) describe that a great number of Indonesian writers, in fact, considered vocabulary as essential as grammar and recommended that vocabulary be given greater emphasis in the Indonesian curriculum. Vocabulary teaching aims at enabling learners to understand the concept of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes. In line with this, Biemiller (2005) also depicts that lacking of adequate vocabulary will ensure failure in acquiring foreign language learning.

Moreover, vocabulary is also associated with the other skills of English, consisting of listening, speaking, reading, and writing. Saglam (2014, p. 69) shows that listening comprehension is influenced by knowledge of grammar and knowledge of vocabulary. In this case, vocabulary knowledge has the strongest predictive value on listening comprehension. Together with knowledge of grammar, knowledge of vocabulary has a strong predictive feature on listening comprehension test performance. In line with it, according to Nouralian, Jahandar, and Khodabandehlou (2013, p. 188) many studies have shown that a large and

rich vocabulary can improve learner's ability to communicate, and it is obvious that speaking is the key element in communicating ability. Dealing with this, Chen (2011, p. 31) states that vocabulary knowledge also heavily relates to reading comprehension. Hence, without understanding the meaning of words, the readers may have a hard time developing comprehension. Consequently, vocabulary is an important factor in reading comprehension.

Considering the importance of vocabulary, the mastery of this element should be improved. Schmitt (2000, p. 4) argues that the knowledge of individual words grows over time that comes to master. According to Azar (2012, p. 253) the richness of students' vocabulary will be limited and they will have difficulty in learning the skills of the language.

After the students got many words, building the words into sentences is one of ways to do writing. Javed, Juan, and Nazli (2013, p. 129) state that writing is one of the basic skills of the English language. Writing helps to reinforce the grammatical structure, improves the students' vocabulary, and assists other language skills such as reading, listening and speaking. Besides, Hack and Helwa (2014, p. 9) argue that writing requires thinking and cognitive processes to be produced. It goes through different stages such as prewriting, writing and editing to reach its final product. Besides, it is a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar. It is a process and that heavily influenced by constraints of genres, then these elements have to be presented in learning activities.

Based on the observation conducted at SMP Negeri 6 Palembang on October 15th 2014, the writer found that the students' score in writing was still low. The average score was 75 and the journal that they wrote did not have the various words. Moreover, the teacher of the class asked the students to recall the sound and the meaning of words or sentences after reading a text or conversation in a text book. Then, the teacher asked the students to memorize the conversation. In this case, this method is known as *recitation*. Xu (2009, p. 156) explains that students repeat the words mentioned by teacher, recall and practice them, and memorize chunks. Meanwhile, Hoetker and Ahlbrand (1969, p. 150) argue that

recitation is wasting time, dull, and slow, because students do not really memorize and understand the words. In addition, according to Xu (2009, p. 156) how well students remember something depend on how deeply they process it. Repeating words as strings of sounds is low-level processing which results in poor retention.

In order to solve the problem of poor retention in memory, Lorayne (1975, p. 38) defines that super memory technique is used in order to be able to memorize the words faster, better, and even more retentiveness. Since memory is processed in the brain, Buzan (1986, p. 37) states through the book entitled Use Your Mind, the left brain deals with the language. Language produces words and sentences. Meanwhile, there are three kinds of memory : they are short term, mid term , and long term memory. The words stored as short-term representations are easily forgotten, whereas long-term representations of words are retained longer. Words learned through short-term representation can be retained as long-term representation through rehearsal or practice, resulting in the chunking of working memory contents. Besides, Paramitasari (2011, p. 39) cites that vocabulary is in the midterm and just saved for about an hour. Furthermore, after the recitation method is over, the vocabulary will be forgotten by the students. She also defines that super memory is a technique to increase memory maximally in order to remember every word faster for long term. The International Memory Sport Association (IMSA) (2004) shows that Indonesia has won The Tokyo Friendly Open Memory Championship held on May 4th – 5th 2014. The kids and the chairman of this association won the memory competition on remembering the words, pictures, places, some random events by using some systems of super memory technique. Thus, this technique will improve the memory into a noticeable degree with the systems as an aid to true memory which can get the way to an amazingly remarkable and retentive memory.

Super memory has five systems to be applied; they are association, story, location, number, and multi-sensory writing. Hartiningsih (2011, p. 13) defines that association is a system to link one vocabulary to another vocabulary. In the location system, the students link each vocabulary to some places which are

familiar to them and for the number system guides the students remember the number by chunking the number into some parts. Based on an experimental study conducted by Maulinda (2013), the mean score of vocabulary post-test (36.45) in experimental group increased from the pre-test (26.65). Then, the mean score of the pre-test in control group (35.00) decreased 5.100 to 29. 90. For the writing test, the mean score for writing post-test in experimental group was 18.00 and the mean score of the pre-test was 14.30. Meanwhile the mean score of the pre-test in control group decreased 0.60 to 15. 10. As seen in the results above, one of system of super memory technique (multi-sensory system) is effective to enhance the students' vocabulary and writing skill.

According to Amiryousefi and Ketabi (2011, p. 180) through the article entitled 'Mnemonic Instruction : A way to Boost Vocabulary Learning and Recall' mnemonic has story system that invites the students to choose the topic then making up the story containing the words the students learned. Besides, according to Mccabe (2011, p.1) through the article entitled 'Integrating Mnemonics into Psychology Instruction' mnemonic is used to improve the new vocabulary by applying the method of association, acronyms, and stories. At last, an article written by Banikowski and Alison (1999, p.1) which entitled "Instructional Strategies Design to Enhance Memory" shows that in order to enhance the memory, teachers can use the cues or signal, using movements, using sensory, story/jokes, and other strategies.

In this study, the writer gave limitation to the use of super memory by applying story as the rest of the other systems. Buzan (1986, p. 45) observes that story system of super memory technique is actually the same as association system. Students associate one word to another word for example if there are two words, bottle and balloon. The students can imagine that bottle is made of glass, and it is very small like a needle, then it stabbed a balloon so that the balloon is broken. It may make the students have their original story. Meanwhile, Katz (2010, p. 95) states that in story system students will write down the whole vocabulary they learned in a day, into a story, not just link two words together. According to Rusydie (2012, p. 41) a story system influences more to the students

besides empowering students' intelligence and imagination, story system also is used to improve students' memory. Rusydi also states that an interesting story can be memorized by students easily. Thus, a story system can result in the impression so that the vocabulary in the story will be remembered.

Furthermore, according to Ramakrishnan and Annakodi (2013, p. 239) connections in story system of super memory are important for the brain. It can not hold random information. It needs to connect to something else that is already there. Students can make connection through experience and stories.

In this story system of super memory technique, students were given a paragraph of short story and found out the unfamiliar words. Then, they discussed the meaning. Morin and Gobel (2001, p. 16) suggest that teaching vocabulary should not only consist of teaching spesific words but also aim at equipping learners with strategies to expand their vocabulary. In this study, the writer tried to expand the students' vocabulary by writing their vocabulary discussed into narrative paragraph. The purpose of narrative paragraph is to entertain or to amuse the readers or listeners about the story. The generic structure of narrative paragraph is orientation, complication, and resolution. Orientation sets the scene and introduces the characters of the story. Students can put the vocabulary such as things, animals, or people that they study into the character of the story. Then, students think or imagine the problem (complication) of the story and how the characters solve the problem using verbs or actions (resolution). In other words, they still use the vocabulary they are not familiar with before. It means that students use their imagination to create another story by using some vocabulary they discuss.

Based on the explanation above, the writer intended to conduct a research entitled ''Using Story System of Super Memory Technique to Improve Vocabulary Mastery and Writing Achievement of the Eighth Grade Students of SMP Negeri 6 Palembang''. By using this system as the strategy, hopefully students remember the vocabulary they study in a long time and develop the vocabulary into a good narrative paragraph.

1.2 The Problems of the Study

These are two problems of the study to be solved in this current study : "(1) Is story system of super memory technique significant to improve vocabulary mastery of the eighth grade students of SMP Negeri 6 Palembang ? (2) Is story system of super memory technique significant to improve writing achievement of the eighth grade students of SMP Negeri 6 Palembang (3) Is there any significant difference in vocabulary mastery of the eighth grade students of SMP Negeri 6 Palembang who are taught by using story system of super memory technique and that of those who are not? (4) Is there any significant difference in writing achievement of the eighth grade students of SMP Negeri 6 Palembang who are taught by using story system of super memory technique and that of those who are not?"

1.3 The Objectives of the Study

The objectives of the study are (1) To find out whether or not story system of super memory technique is significant to improve vocabulary mastery of the eighth grade students of SMP Negeri 6 Palembang, (2) To find out whether or not story system of Super memory technique is significant to improve writing achievement of the eighth grade students of SMP Negeri 6 Palembang, (3) To find out whether or not there is significant difference in vocabulary mastery of the eighth grade students of SMP Negeri 6 Palembang who are taught by using story system of super memory technique and that of those who are not , (4) To find out whether or not there is significant difference in writing achievement of the eighth grade students of SMP Negeri 6 Palembang who are taught by using story system of super memory technique and that of those who are not.

1.4 The Significance of the Study

By conducting this research, the writer expected that this research will give a contribution to the improvement of vocabulary mastery and writing achievement. Story system of Super memory technique involves the students to remember the vocabulary in long time and expand the vocabulary into writing narrative paragraph. Moreover, this research will be useful for the teachers to learn and use the technique to modify the teaching method. At last, the writer expected that the result of this research can be reference for further related study.

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