

**USING MNEMONIC INSTRUCTION IN TEACHING SPEAKING TO JUNIOR  
HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as A Partial Fulfillment of the Requirements  
to Obtain Strata One (S1) Degree*



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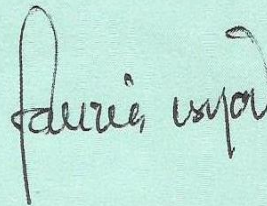
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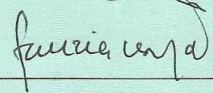
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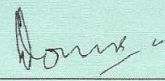
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## ABSTRAK

**Anggi Ananda Putra (Student Number: 54564).** Using Mnemonic Instruction in Teaching Speaking to Junior High School Students. Padang: Bachelor Program (S1) of English Language Education of Language and Art Faculty, UNP, 2015.

Seiring dengan berkembangnya metode mengajar Bahasa Inggris di zaman sekarang ini, pengajaran Bahasa juga ikut mengalami dampak positif dari hal tersebut. Dalam beberapa tahun terakhir, salah satu metode pengajaran Bahasa yang bisa dimanfaatkan dalam pengajaran Bahasa Inggris adalah Mnemonic Instruction. Mnemonic Instruction merupakan sebuah teknik mengajar yang dapat digunakan dalam pengajaran Bahasa Inggris di Sekolah Menengah Pertama (SMP) yang mana digunakan untuk menghafal dengan cara yang unik dan menarik. Mnemonic Instruction sendiri dapat digunakan pada pengajaran beberapa topik dalam Bahasa Inggris tersebut, salah satunya adalah pengajaran berbicara (speaking). Pada makalah ini penulis membatasi penggunaan terhadap pengajaran berbicara (speaking) melalui menceritakan kembali sebuah cerita pendek (short story). Teknik ini digunakan dengan cara mengasosiasikan benda-benda yang terdapat di dalam kelas dengan cerita pendek yang akan di hafal, sehingga dengan menggunakan metode ini dapat membantu siswa dalam menghafal. Pada akhirnya penulis berharap agar guru bisa memanfaatkan metode Mnemonic Instruction ini untuk menghafal sebuah cerita pendek sehingga dapat membantu siswa dalam pembelajaran dan pengembangan kemampuan berbicara siswa dalam Bahasa Inggris

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This is special gift, I dedicated to my parents, my dad Abdul Aziz, S.Pd, and my mom Asmiarti, S.Pd who has give me attentions, care, endless love, support and thanks for praying in the midnight, I love you so much. To my brothers Aandhika Hidayat and Anda Azrio Hidayat, thanks for your praying, support and cheer me up.

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Padang, August 2015

The writer

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# CHAPTER 1

## INTRODUCTION

### **A. Background of the problem**

Speaking is one of four important skills to be mastered by students who learn English as foreign language beside listening, reading and writing. By speaking, students can express and their ideas, thoughts, feelings and experiences to the listener. In other words, speaking can be said as a means of communication between speaker and listener. Speaking is a skillful activity that involves knowledge, ideas, and critical thinking of students. Therefore, speaking is considered as a complex skill for students because it requires a high level of effort, concentration, confidence, grammar, vocabulary, fluency, and comprehension.

Speaking skill is one of the important competences and abilities that must be mastered by junior high school students since English Curriculum Unit (KTSP) 2006 asks students to be more active in the class. It means students have to speak more. In junior high school curriculum, the students will be given materials about speaking. To pass every step or level in curriculum, students must be able to speak every single thing and should speak fluently in front of the classroom.

There are some factors that make students cannot speak well. The first factor is lack of ideas. Most of junior High School students have little or no idea at all when they are asked to speak, so they do not know what they are going to speak. We know that idea is one of the most important aspects in speaking and it is the key in speaking. Without ideas, the students do not have anything to deliver in their speech.

The second factor is grammar. In speaking, grammar takes an important role because to arrange every single word and develop, students have to use correct grammar. However, most of the students never concern about grammar when they tell a story or something. They think idea is more important in speaking whereas to arrange every idea, grammar is really needed. Therefore, when they tell something, their speaking is full of grammatical mistakes. For example: they do not know which one adjective and which one noun.

The next factor is lack of vocabulary. One of the most challenging parts of every language learning is the acquisition of vocabulary items. Mastering vocabulary in speaking is important to develop their speaking, and it also helps the students to support their idea and convey it in speaking. However, most of students do not really pay attention to the vocabulary. Vocabulary is an important part of language learning and teaching and worthy of attention and research. A proliferation of studies done on vocabulary can be taken as a proof to it (Amiryousefi, 2011). That is why they just have a little vocabulary. When they tell something, they do not know what the appropriate words that they use.

The method used by teachers also becomes a factor of the problem. The teachers used conventional method. In this method, the teacher activated students background knowledge by using picture, introduced the picture, asked some questions about the picture, and asked students to describe the picture given. However, this method is still not really helpful for students in speaking. Sometimes, the students give inappropriate and unspecific response in answering the teacher

questions, even some of them just keep silence because their lack of self confidence to explain their idea. It happened because most of the students did not understand what the picture is about and its relationship with the material to be learned.

Considering the problems above, the teacher must be able to improve students' speaking skill by creating the situations that can encourage and motivate the students to learn and speak. The teacher is expected to have interesting teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment. It is considered that *mnemonic instruction* can be used in teaching speaking. By using this method, it is hoped to help the teacher for teaching English especially in teaching speaking by using this method in junior high school. It also expected that this method will help the students to be able to use and practice the target language in a joyful and fun way and also it is a potential activity to give a chance to the student to express their idea freely.

There are many kinds of method that can be used by the teacher in teaching speaking, which that can give opportunities for the students to speak. One of the method that can be used by the teacher is using mnemonic instruction.

## **B. Formulation of the Problem**

Based on what had been described above, The problem will be formulated in form of question: "how does the teacher use mnemonic instruction in teaching speaking to junior high school students?"

### **C. The Purpose of The Paper**

The purpose of writing this paper is to show and explain to the teachers how *mnemonic instruction* can be used as an effective technique in teaching speaking for Junior High School students.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Teaching speaking is a very important part of foreign language learning. The ability to communicate in English clearly and fluently contributes to the success of the students in school and success in every phase in life. However, mastering speaking skill is not easy for the studentseven though speaking has been taught in school, there are still many students cannot speak in English fluently. In this case, mnemonic instruction is very useful as a teaching method which is interesting activity.

Generally, this paper shows that mnemonic instruction can be more effective in enhancing the learners' comprehension as we compared with the conventional teaching method. It boosts their memory power in retrieving information by finding a way to relate new information to information learners already have locked in long-term memory. The students visualize a location through which you can take an imaginary walk. Theystore parts of what they need to memorize throughout each space of the location they have chosen.The students make an imaginary walk along their familiar places or things and retrieve the items they have put there.

Mnemonic instruction provides meaningful connections between the known to the unknown that are difficult to remember. It also develops their psychomotor and cognitive skills as they create their own mnemonic and apply it to their present

learning situation. Thus, it can be concluded that students engaged in the use of mnemonic devices find their learning of English more meaningful and enjoyable.

### **B. Suggestion**

It is suggested to the teacher to use mnemonic instruction as a teaching method in classroom. It will be appropriate to give a chance to the students to create their own mnemonic freely and effectively, because it can develop their psychomotor and cognitive skills. It can be used for topic of English lesson such as retelling short story. So, this method can be multiple used in teaching that can help the teacher to teach speaking in classroom.

Mnemonics serve an important role in memory, but they have limitations and should be used sparingly. If you use mnemonics too extensively, they become cumbersome and can add confusion to your learning process. If you do not study the mnemonics accurately, they hinder rather than help you recall information accurately. The following points show the disadvantages of using mnemonic instruction that the teacher can avoid the cumbersomeness:

1. They must be recite and practice in a precise manner in order to work correctly.
2. They require time to create, learn, and practice. So the teacher should manage the time effectively and efficiently.
3. They can give you a false sense of security that you know the information.

4. They rely more on rote memory than on elaborative rehearsal, so your actual understanding of the concepts maybe inadequate.

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