

THE EFFECT OF MUSIC MNEMONIC AND FLASH CARDS TO INCREASE ACQUISITION ENGLISH VOCABULARY FOR FOURTH GRADE STUDENTS

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Abstract – The purpose of this quasi-experimental study was to examine the effect of music mnemonic and flash cards in enhancing grade 4 students' English vocabulary acquisition. The participants were 30 students, aged 9-11 years old, who had low capability in second language (English) vocabulary acquisition. The result of the study showed that music mnemonic and flash cards could increase students vocabulary acquisition, $p=0.001$; $p<0.01$. Music mnemonic group has the highest score due to the multimodality of the various methods of memorization that impact to the chunking effect on working memory, so that the new information can be more easily to transfer to the long-term memory. Teachers and school should combine several methods in providing learning appropriate based on the students' cognitive development stage.

Keywords: music mnemonic, flash cards, vocabulary acquisition

INTRODUCTION

The next development process requires the individual to begin performing a form of language adjustment and to understand the second language (L2). English is an International language taught in most schools in Indonesia. English learning should be supported by mastery of vocabulary. Vocabulary that must be mastered by 4th grade elementary school is formulated from the Competency Standards and Basic Competencies set by the government related to the subjects of English for grade 4 elementary school.

Suyanto (2013) explains that the obstacles causing the students can not learn a second language well, among others: 1) lack of motivation, 2) learning materials that are too difficult, 3) methods or language learning media tend to be less attractive, and 4) lack habituation done to English subject matter. Indah (2013) in his research on Arabic learning strategy, suggests that in learning a second language, it