



USING MNEMONIC METHOD IN TEACHING ENGLISH IN IMPROVING VOCABULARY MASTERY OF THE STUDENTS

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ABSTRACT

This research aimed to determine the relationship between the common difficulties that prevent students from mastering vocabulary and the mnemonic methods used by the teachers in teaching English in improving the vocabulary mastery of the students of selected Grade 7 students in Lumbangan National High School.

This study utilized the correlational method of research involving one hundred sixty-eight (168) Grade 7 students. The following are the results of the study: The respondents agreed on the common difficulties that prevent students from mastering vocabulary. They also agreed that mnemonic methods used by the teachers in teaching English improve the vocabulary mastery of the students in terms of spelling, meaning and pronunciation. Therefore, there is significant relationship between the common difficulties that prevent students from mastering vocabulary and mnemonic methods used by the teachers in teaching English to improve the vocabulary mastery of the students. The Learning Activity sheets are designed by the researcher based on the results of the study.

Keywords: *mnemonic methods, common difficulties, vocabulary mastery, spelling, meaning, acronym, guided learning activities*

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