



De La Salle University – Dasmariñas

THE EFFECTIVENESS OF MNEMONICS ON SHORT-TERM
MEMORY RECALL PERFORMANCE OF SELECTED
SEMINARIANS OF LA SALLETE UNIVERSITY
ACADEMIC YEAR 2003-2004

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Bachelor of Arts Major in Psychology

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ABSTRACT

NAME OF INSTITUTION : De La Salle University-Dasmariñas
ADDRESS : 4115 Dasmariñas, Cavite
TITLE : The Effectiveness of Mnemonics on Short-Term Memory Recall Performance of Selected Seminarians of La Salette University Academic Year 2003-2004

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OBJECTIVES OF THE STUDY:

A. GENERAL

To find out whether mnemonics can help enhance the short-term memory recall performance of selected seminarians of La Salette University with different treatments/conditions.

B. SPECIFIC

1. To determine the mean score on short-term memory recall performance of the participants with and without mnemonics.
2. To know if there is a significant difference in short-term memory recall performance between the participants.



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SCOPE AND LIMITATIONS:

The general aim of this study was to determine the effects of mnemonics on short-term memory recall performance among the seminarians of La Salette University through a recall test by Otani and Whiteman (1994).

METHODOLOGY:

The study made use of the Two-Independent Groups Design.

MAJOR FINDINGS:

The researchers conducted the study to determine the effectiveness of mnemonics, specifically the Pegword Method, and its relationship with the short-term memory recall performance of selected La Salette seminarians of the academic year 2003-2004.

The participants of the study were composed of 30 seminarians of La Salette University in Silang, Cavite A.Y. 2003-2004. Their ages ranged from 16-30 years old. The sample size was determined from the total population of 124 seminarians.

The sample population of 30 participants was determined with the use of Simple Random Sampling, "Fish Bowl Method". This was done for the random placement of the participants to their respective groups and that both the control and experimental groups would have the same number of participants.



1. What is the mean score in short-term memory recall performance of the participants with and without mnemonics?

With a total raw score of 263, the mean score of the experimental group (participants with mnemonics) was 17.533 while the control group (participants without mnemonics), with a total raw score of 224, had a mean score of 14.933 (see Table 1).

2. Is there a significant difference in short-term memory recall performance among the participants with and without mnemonics?

At 0.05 level of significance, the computed t-value resulted to 2.2985, which is greater than 2.048, the critical value of t. This then remarked that there existed a significant difference among the mean scores in the short-term memory recall performance of the participants with and without mnemonics.

CONCLUSIONS:

Having taken into consideration the aforementioned findings, the researchers came up with the following conclusions.

The experiment used a mnemonic to aid the experimental group with their performance on short-term memory recall. With the mnemonic, Pegword Technique, the learner memorizes a series of “pegs” such as a simple rhyme and a strategy for memorization in which items of a list to be learned are associated with cue words and images (Eggen, 2001).



1. There exists a significant difference in short-term memory recall performance among the participants with and without mnemonics.
2. Based from the results of the experiment, the researchers then came up with the conclusion that the use of the Pegword Method, a mnemonic device, was effective in short-term memory recall performance.

RECOMMENDATIONS:

From the results gathered, the researchers came up with the following recommendations:

1. Mnemonics, using the Pegword Strategy, can be used for memory enhancement.
2. Mnemonics works differently in every person, therefore, one should not expect to receive the same effects as others had.
3. Mnemonic devices are not limited to Pegword Strategy alone; therefore, other devices may also be used.
4. Since the study did not consider intellectual functioning as an extraneous variable, it is suggested that for future research, the IQ level of the participants should first be measured to make sure the difference between the groups is not mainly because of the difference in intellectual level.
5. The use of different mnemonic devices should be taken into more consideration so that students should become familiarized with these techniques and that they may be able to organize, store, and retrieve information during their time of study. With this in mind, this may become helpful in their study habits, and time



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management, so that they can focus their time more in things they should accomplish, and the things they need to study for.

6. Future researchers should first be familiarized with the use of mnemonic devices so that they can teach their participants more effectively. Another option would be that if the future researchers have used mnemonic devices before this is for them to clearly explain the use of mnemonics so that any extraneous variable would be minimized or either eliminated.
7. The La Salette seminarians are also recommended to further explore the uses of the different mnemonic devices and their effectiveness that they may become acquainted with ways in improving their memory.



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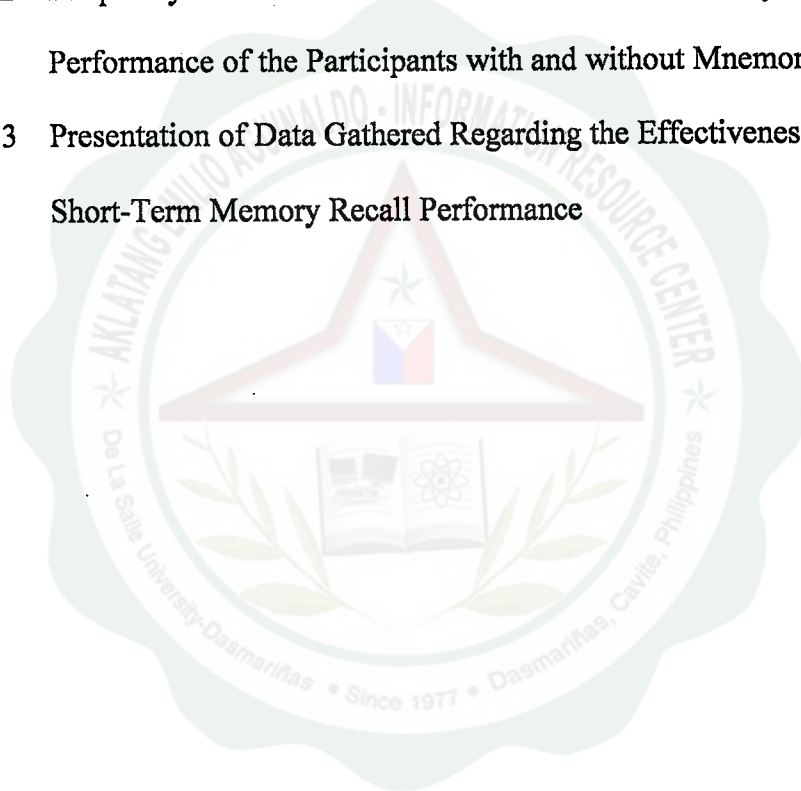
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