

MNEMONIC AS A STRATEGY FOR MEMORIZING ADJECTIVE ORDERS IN ENGLISH

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Info Artikel	Abstract
Artikel Masuk: 7 Desember 2025 Artikel Review: 17 Desember 2025 Artikel Revisi: 26 Desember 2025	There are many precise and effective techniques in learning English. Especially in learning Adjective orders. Understanding adjective order in English in composing whole sentences is very important. This is done with the aim that students can easily compose sentences accurately and quickly. In the process, many students who learn English repeatedly experience difficulties in composing sentences correctly. Students have difficulty remembering and applying adjective sequences correctly, especially in the formulation of diverse and complex phrases. The effort to get a solution to this problem is to use the mnemonic technique. Of the various techniques that exist, mnemonics are considered to be the right solution with the characteristic of helping to remember and simplify complex information into sequences or abbreviations that are easy to remember. In this study, the Literature Study Method was used with the aim of analysing how effective the mnemonic technique is in composing adjective order sentences. The mnemonics used as the formula are "Deter-Op-Si-Ag-Them-Sha-Col-Or-Mat-Par+Noun". The literature study method can present a variety of theoretical and practical sources. Based on the results of the literature review, it was found that the mnemonic technique can be a difficult solution to compose complex sentences. The mnemonic technique helps improve students' memory of the adjective order and encourages more meaningful and enjoyable learning. Students can more easily compose adjective order sentences by utilizing the Mnemonic technique.
Kata Kunci: Mnemonic; Memorizing; Adjective Orders	

Introduction

Learning English has its own challenges. Many methods are made so that students can easily learn them. However, there is no perfect method in the process. There are advantages on the one hand but there are disadvantages on the other. One of the problems in learning English is that many people have difficulty composing one sentence correctly. First of all, complex sentences.

English is known in general, it is often found that the sentence structure is inverted and confused when compared to the structure of Indonesian sentences whose order is according to the structure. The material that is most often problematic is the arrangement of sentence structures in English is that which involves adjectives. In English learning, the structure of the sequence of adjectives is known as the adjective order. The preparation of this type of sentence is often material that is considered difficult for students to understand.

In contrast to Indonesian, in English, the composition of a sentence, especially one involving an adjective before a noun, has a standard rule in its composition. It can be seen from the following example sentence; The Indonesian sentence: "A large, modern, round, European-style, wooden, beautiful brown serving table" will be the English sentence as follows: "a beautiful large modern round European wooden serving table". If it is observed that the sentence structure has a distinctive arrangement and cannot be changed carelessly, it must be in accordance with the standard formula of the sentence structure of objective order.

Most students who are learning English find difficulty in sentence composing. These difficulties cause errors in the sentence structure they compose. Mistakes in the arrangement of sentence structure in the form of adjective order sentences cause the sentences that are arranged to read unnaturally or even tend to be confusing. Based on the findings of these difficulties, it is ultimately a challenge for teachers or English educators to find the right and effective way. The need for techniques in learning with the aim of making it easier for students to understand and memorize the sequence is a must.

One of the many techniques that can be used is the mnemonic. Etymologically, mnemonic is derived from the Ancient Greek word *mnēmōnikos* (μνημονικός) meaning: "related to memory" which comes from the root word *mnēmē* (μνήμη) meaning: "memory" and also related to the Greek goddess of memory, Mnemosyne.

This mnemonic technique is expected to help students in composing sentences easily and precisely. The Mnemonic technique is a technique that intersects with increasing human memory power by organizing information into a more memorable form. Mnemonics are referred to as techniques to make it easier for a person to remember something (Rasiban, L. M., 2013). In addition, according to Halim, M. A. (2012) The mnemonic technique is one of the ways that can be used to learn material that requires a lot of memorization. Meanwhile, according to the Complete Dictionary of Mnemonic Psychology, it is the art of reminding the memory with a help (Chaplin, J.). According to Nurfadilah, I., Uswatun, D. A., & Sutisnawati, A. (2022) Mnemonics are included in the category of the Mnemonics method, which is a way of memorizing by combining words, ideas or ideas with interesting images.

Mnemonic functions as a "memory aid" or memory aid that is widely used in the world of education. Mnemonic works by associating new information with memorable patterns, such as acronyms, rhymes, or visualizations. In the context of language, mnemonic can accelerate the mastery of complex grammatical structures.

Literature studies show that learning grammar is often a challenge for EFL (English as a Foreign Language) students. Structures such as adjective orders require conceptual understanding and the ability to sort information. Therefore, mnemonic strategies have become relevant for use in learning grammar.

In English learning, the structure of adjective order is often a material that is difficult for students to understand. Unlike in Indonesian, English has a set of rules regarding the arrangement of adjectives before nouns (Azar & Hagen, 2009). For

example, phrases like "a beautiful small old round white French wooden serving table" have an arrangement that cannot be changed carelessly.

In English grammar, adjective order is the customary order in which two or more adjectives appear in front of a noun phrase. Although adjective order in English isn't random, "ordering relations . . . are tendencies rather than rigid rules". (David Dennison in Richard Nordquist:2018). When two or more adjective comes in a sentence, the adjectives have to follow the rule of adjective or called as the sequence of adjective or adjective order (Frank 1972 in Halimah:2023).

Mistakes in the adjective order can cause sentences to sound unnatural or confusing. This raises the need for a learning strategy that makes it easier for students to understand and memorize the sequence. One strategy that can be used is mnemonic, a method to help human memory by organizing information into a more memorable form (Bellezza, 1981).

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Research Method

This research uses the library research method, namely by examining various literatures, scientific journals, and textbooks related to the teaching of grammar, mnemonic devices, and adjective orders. The main sources used include the book "Understanding and Using English Grammar" by Azar & Hagen (2009), mnemonic research articles by Bellezza (1981), as well as publications on cognitive approaches to language learning by Nation & Newton (2009).

Literature studies were chosen because they were able to provide an in-depth conceptual understanding of the theory and practice of using mnemonic in the context of learning grammar. The analysis was carried out by identifying the suitability between mnemonic theory and the structure of the adjective order and the effectiveness of its implementation in the teaching and learning process. The information collected was then synthesized to draw conclusions about the potential of mnemonic strategies in English language education.

The analysis steps in this literature study involve searching for keywords in scientific databases such as Google Scholar, JSTOR, and ResearchGate. Furthermore, relevant sources are selected based on the relevance of the topic and the credibility of the author. The results of the literature review were then classified based on key concepts: mnemonic, adjective order, learning strategies, and cognitive approaches.

Results and Discussion

Mnemonic is a memory aid strategy that organizes information into a simple and structured form, making it easier to remember (Oxford, 1990). In the context of adjective order, the mnemonic used is: Deter (Determiner), Op (Opinion), Si (Size), Ag (Age), Them (Temperature), Sha (Shape), Col (Color), Or (Origin), Mat (Material), Par (Participle) + Noun.

1. Determiner: A word that denotes a number, possession, or designation such as a, the, some, and my. These words always appear first before other adjectives. Examples: a, an, the, my, some.
2. Op (Opinion): Shows subjective judgment, such as beautiful, wonderful, ugly. These words indicate how a person views the object personally. Example: a beautiful painting.
3. Si (Size): A word that indicates the size of an object, such as big, small, tall, short. It usually appears after an opinion. Example: a big house.
4. Ag (Age): Indicates age or time, such as old, new, ancient, young. The age position is after the size. Example: an old building.
5. Them (Temperature): Refers to temperature conditions or tastes, such as hot, cold, warm. Although not always used, this category is important in structuring phrases that describe physical conditions. Example: a hot meal.
6. Sha (Shape): The shape of an object, such as round, square, flat. The addition of shapes clarifies the visual representation of the object. Example: a round table.
7. Col (Color): Describes the color of an object, such as red, green, blue. Color usually appears after the shape. Example: a red apple.
8. Or (Origin): Indicates origin or nationality, such as French, Japanese, Indonesian. It is located after the color. Example: a French dish.
9. Mat (Material): Indicates the constituent materials of objects, such as wooden, metal, cotton. It is usually before the partition or function. Example: a wooden chair.
10. Par (Participle/Purpose): Indicates the function or form of a passive verb as an explanation, such as sleeping (bag), serving (bowl). This is the last sequence before the noun. Example: a sleeping bag.

The complete sentence structure using mnemonic is as follows:

"A beautiful small old warm round red Japanese ceramic serving bowl."

The sentence describes an object (bowl) that is described in full with all the adjective order elements. With the mnemonic Deter-Op-Si-Ag-Them-Sha-Col-Or-Mat-Par+Noun, students can compose descriptive sentences precisely. Mnemonic makes memorization simpler and more structured.

This mnemonic strategy is flexible and can be adjusted to the student's cognitive level. In middle or upper grades, teachers can develop games or songs to reinforce this mnemonic understanding. These activities can strengthen students' memory. Nation & Newton (2009) stated that learning involving cognitive strategies such as mnemonics can

improve long-term information processing. In addition, mnemonic gives students confidence when speaking and writing in English. When students are confident in the structure of sentences, they are more active in using language.

Bellezza (1981) also noted that mnemonic increases the storage capacity of linguistic information by up to 60% compared to ordinary memorization methods. This makes mnemonic relevant as a pedagogical tool in the classroom. Teachers should vary the delivery of material to increase student engagement.

From various literatures, mnemonic strategies have proven to be effective for grammatical materials that have rigid orders such as adjective orders (Hedge, 2000). This strategy not only helps with memorization, but also implementation in the context of real communication. Grammar mastery also increases without feeling bored.

In addition, mnemonic can be used across the curriculum to strengthen students' cognitive skills. Teachers can compare this strategy with other strategies such as visualization or mapping. The combination of strategies will result in a holistic learning process.

Conclusion

The use of the mnemonic "Deter-Op-Si-Ag-Them-Sha-Col-Or-Mat-Par+Noun" has been theoretically proven to help students in memorizing and understanding the order of adjective orders in English. Literature studies show that this strategy not only improves memory retention, but also makes it easier to apply grammar in real practice. Mnemonic also encourages deeper cognitive engagement and provides a more enjoyable and systematic learning experience.

Thus, English teachers are strongly advised to integrate mnemonic in grammar teaching, especially sequential material. The practical implication of these findings is the need to develop mnemonic-based teaching media such as infographics, songs, or games to improve learning effectiveness. This strategy deserves further research through quantitative methods in a broader classroom context.

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