

**THE EFFECTIVENESS OF USING MNEMONIC TECHNIQUE
TO TEACH VOCABULARY**

FINAL PROJECT

**Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor in English Language Education**



Composed by :

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ABSTRACT

Title : **THE EFFECTIVENESS OF USING MNEMONIC TECHNIQUE TO TEACH VOCABULARY**

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Mnemonic technique is one of technique that might be used to improve student's activeness in teaching learning process and improve student's mastering about vocabulary. This research was aimed to explain the effectiveness of using mnemonic technique to teach vocabulary. The study was conducted through the experimental research at the fifth grade of SDIT Cahaya Bangsa Mijen, Semarang in academic year of 2019/2020. The data was gathered through try out test, pre-test, post test and documentation. The researcher used simple random sampling. V B was chosen as an experimental class and V A as a control class. The experimental class was taught using mnemonic technique and control class taught using lecturing and small group discussion. The test instrument were 20 multiple choice questions of vocabulary. T- test formula was used to analyze the data. The result was obtained through comparing the posttest's average score between experimental and control class. The average score of experimental class was 76.88 and the average score of control class was 70.55. Meanwhile the pre- test's average score of experimental class was 67.22 and the average score of control class was 67.03. In addition, it is proven that the independent t test result for post test that the t count is higher that t table ($3.57 > 2.000$). It means there is significant difference in the achievement between experimental class who were taught by using mnemonic technique and control class who were taught without mnemonic technique.

Key Words: Experimental Study, Mnemonic Technique, Vocabulary.

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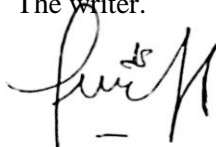
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The writer.



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CHAPTER I

This chapter discusses about background of study, research question, reason for choosing topic, objective of research, limitation of research, and significance of study.

A. Background of the study

In learning a language, one of the language components that should be acquired by learners is vocabulary. In this case, teachers need to introduce new words using a particular strategy to the students. However, if the strategy in teaching vocabulary is not conducted in correct and interesting manner, the result tends to lead the students to memorize the words and this will cause stress on the part of the students. This means that teachers should be creative and innovative enough. In order to fulfill the students' needs in vocabulary mastery, teachers can use many kinds of alternative media or strategy to teach vocabulary.¹

From statement above we can state in other way that in learning English, one of the requirements a student to learn is mastering vocabulary. Vocabulary is one of the essential language components for studying English. Without a proportional amount of vocabulary, anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is

¹Bambang Yudi Cahyono & Nur Mukminatien, *Techniques and Strategies to Enhance English Language Learning*, (Malang: State University of Malang Press, 2011), p. 185-186.

vocabulary. It means that learning vocabulary is very important, especially for students start from primary school. They must master English vocabulary and its grammatical rules to make communication with other people. Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading and writing.²

Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of foreign language at school.

The problem in learning and teaching English still exists at school, because the English language is completely different from the Indonesian language in the system of the structure, pronunciation, and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching-learning activities. They have to present materials by using suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs suitable

²Ida Ubaidah Hidayati, The Use of Think, Pair, Share Learning Method to Improve Vocabulary Mastery of the Second Class Students of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012, *Vision : Journal for Language and Foreign Language Learning*, 2017, vol. 6, no. 2, 89-99, page 105.

techniques and methods. In reality, learning English especially to memorize vocabulary is boring for some students.

Another problem that students need a certain amount of vocabulary to be mastered before they can move on to language proficiency and a lot of laboratory researches are done in order to get the result. Still, students are struggling to achieve the expected results. The problem of mastering a large vocabulary expansion by the second language learners who reach the intermediate stage is referred to as the main reason for giving up their effort. This also affects the students to be not able to expand the ability to integrate the link between past information with the new item.³

One of the ways to teaching strategies that can make students motivated to learn English is using a suitable strategy, such as mnemonics technique. The use of suitable strategies not only will change the dynamic of class but also we help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. The more exciting and interactive the

³Mohd Nazri Latiff Azmi & Muhammad Hadi Syafiq Mohd Najmi & Nurazan Mohmad Rouyan, A Case Study on the Effects of Mnemonics on English Vocabulary, *International Journal of Applied Linguistics & English Literature*, ISSN 2200-3592 (PRINT), ISSN 2200-3452 (ONLINE)vol. 5 no. 7; december 2016, page 178.

teacher can make learning environment, the more teacher tries to introduce games and activities more. The teacher changes shapes and manipulates both language and environment, the better circumstance for students. The game allows students to work cooperatively, compete with another strategy in a different way, work in a stressful and more productive environment and allow students to have fun.

A teacher has a very noble task, such as conveying knowledge to his students. No matter how small the knowledge, it will be delivered by a teacher. Like learning English, even if only one vocabulary, it will be taught to students. The Prophet Muhammad said ;

بَلِّغُوا عَنِّي وَلَوْ آيَةً

Meaning :

“ *Convey from me even if only one word*”(HR. Bukhari)

Although the vocabulary that the teacher gave is not from the prophet, from the hadith it can be concluded that teaching or conveying knowledge is recommended, even though only one word.

B. Reason for Choosing the Topic

Some reasons for choosing the topic are as follow :

1. Teaching vocabulary to the elementary school is not simple and easy case because teachers should be creative and able to select the appropriate technique.

2. Most students have difficulties in learning English vocabularies. They feel bored and do not pay attention because there is nothing interesting in English subject, which the teacher presents.
3. Teaching vocabulary using the mnemonic technique is an interesting strategy to teach English vocabulary.

C. Research Question

This research is aimed to find the answer to the research question.

How is the effectiveness of using the mnemonic technique to teach vocabulary in SDIT Cahaya Bangsa Mijen, Semarang ?

D. Objective of the Research

The objective of this research is to explain the effectiveness of using the mnemonic technique to teach vocabulary in SDIT Cahaya Bangsa Mijen, Semarang.

E. Limitation of the Research

This research about the effectiveness of the Mnemonic technique to teach vocabulary. The experimental class was taught by using the Mnemonic technique ,and the control class was taught without using the Mnemonic technique. The research focuses on teaching vocabulary.

F. Theoretical and Pedagogical

The significances of the study is expected by the writer to be able to give the benefits as follows:

1. For students of English Language Education

This research can be used by students of English Language Education to improve their vocabulary.

2. For readers

This research is able to increase the readers' knowledge about how to learn vocabulary using the mnemonic technique.

3. For lecturers

The research is expected to provide and add the information about the mnemonic technique to teach vocabulary. Hopefully, the lecturers will get the additional references to teach vocabulary.

4. For writer

This research extends the writer's knowledge about teaching vocabulary. The writer will get a great experience in doing this research by analyzing the experimental research.

CHAPTER II

This chapter discusses about two main points, those are theoretical review, previous study and conceptual framework.

A. Theoretical Review

1. Definition of Mnemonic Technique

Kozarenko says that mnemonic derived from a Greek word “ Mnemonicon” which means an art of memorization. Mnemonics are techniques or devices, either verbal or visual in nature, that serves to improve the storage of new information, and the recall of information contained in memory.¹

According to Foster, mnemonic is a way of organizing information to make easier to remember, typically by using codes, visual imagery, or rhymes.²It is important to remember that mnemonics technique is a memory-enhancing strategy and is not designed specifically to enhance comprehension. Based on the definitions above, it can be concluded that mnemonic technique means a technique to utilize memory in certain ways.

The mnemonic method is quite effective in helping someone to remember. This ability is often used by Roman and Greek senators to seek the attention of politicians and the public with the power of learning and memorizing power. This method allowed the

¹V.Kozarenko, 2006. “*Real Memory Improvement*”. Available at <http://www.RealMemoryImprovement.com>[Assessed : 15/10/2019 10.44 am]

²J. K. Foster, *Memory: A Very Short Introduction*. New York: Oxford University Press,2009, p. 123.

Romans to remember various facts about the kingdom without error.

Mnemonic is technique that a person can use to help them improve their ability to remember something. In other words, it's a memory technique to help your brain better encode and remember a word in your brain. In essence, Mnemonics are techniques or devices such as a rhyme or an image that serve to enhance the storage and the recall of information contained in memory. Children who are primarily visual or verbal learners are able to create a picture, word, rhyme, or sentence that is attached to an idea they already have. By using mnemonics, a learner can develop better ways to take in information so that it will be much easier to remember and retrieve. Mnemonic techniques include peg words (words associated with numbers used to remember lists of items), keywords (associating a similar-sounding word with a targeted word), acronyms (using the first letter of each word in a list to construct a word), acrostics that is creating a sentence where the first letter of each word is the targeted information, and loci (storing information you want to remember in carefully visualized locations)³, mnemonics means formulas or expressions to help remember things. The main purpose of using mnemonics is to keep words in the long term memory that has unlimited capacity

³Fatemah Anjomafrouz & Ghaffar ajalli, "Effects of Using Mnemonic Associations on Vocabulary Recall of Iranian EFL Learners over Time", *International Journal of English Linguistics*; vol. 2, no. 4; 2012, page 102.

compared to short term memory. Amiryousefi and Ketabi say: “Mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory”.⁴A mnemonic is explained by Hayes that it is a formulate design to support memory and students can encode better data by using the mnemonic order, so that it is easier to remember later on. Learners can be helped by mnemonic devices to recall bigger pieces of info especially in the form of list like characteristics, steps, stages, parts, etc. Students who need help understanding the concept will benefit from instruction in comprehensive strategies. A mnemonic device becomes an instrument to construct threads from new to old ideas for students with memory challenges and processing disorders.⁵Mnemonic devices have been differently classified by different scholars. Thompson, for example, arranges mnemonic strategies into five classes; linguistics, spatial, visual, physical response and verbal methods. Oxford, on the other hand, identifies four major strategies namely, creating mental linkage, applying images and sounds, reviewing well, and employing action.

⁴Mahmut Kayaalti, “Mnemonic Technique - An Effective Vocabulary Teaching Method to Plurilingual Students”, *Modern Journal of Language Teaching Methods* (MJLTM) ISSN: 2251-6204.2018,

⁵Mohd Nazri Latiff Azmi & Muhammad Hadi Syafiq Mohd Najmi & Nurazan Mohmad Rouyan, A Case Study on the Effects of Mnemonics on English Vocabulary, *International Journal of Applied Linguistics & English Literature*, ISSN 2200-3592 (PRINT), ISSN 2200-3452 (ONLINE) vol. 5no. 7; december 2016, page 179.

2. Kinds of Mnemonic Technique

Mnemonic devices have been differently classified by different scholars. There are two opinions related to various kinds of mnemonic here. The first opinion is the opinion of psych central staff that they explained in their website account. Mnemonic devices are techniques a person can use to help students improve their ability to remember something. Popular mnemonic devices include⁶:

a. Rhyme

Rhyme is a saying that has similar terminal sounds at the end of each line. Rhymes are easier to remember because they can be stored by acoustic encoding in our brains. The example of Mnemonic for remembering the number of days in a month:

*'Thirty days hath September,
April, June, and November;
All the rest have thirty-one,
Excepting February alone;
Which has twenty-eight, that's fine,
Till leap year gives it twenty-nine.'*

b. Acronym and Acrostic

⁶<https://psychcentral.com/lib/memory-and-mnemonic-devices/>, [assessed : 02/11/2019, 9.26 a.m.]

Acronym is a word formed from the first letters or groups of letter in a name or phrase. An acrostic is a series of lines from which particular letters from a word or phrase. For example, in music, students must remember the order of notes so that they can identify and play the correct note while reading music. The notes of the treble staff are EGBDF. The common acrostic used for this are *Every Good Boy Does Fine* or *Every Good Boy Deserve Fudge*. The note on the bass staff are ACEG, which commonly translates into the acrostic *All Cows Eat Grass*.

c. Imagery

Imagery is a great way to help memorize items for some people. For example, it's often used to memorize pairs of word (green grass, yellow sun, blue water, etc.). Imagery usually works best with smaller pieces of information. For example, when trying to remember someone's name you have just been introduced to. You can imagine a pirate with a wooden leg for "Peggy", or a big grizzly bear for "Harry".

d. Method of Loci

Loci (means location) is a mnemonic tool that functions by associating places or objects in a location that is known by the things you want to remember. Usually the use of this method involves places as visual memories and then remembers everything that is in that place to be connected

each part so that it becomes a unified/ integrated whole. Everything from that place contains everything we want to remember/ memorize. The use of this method requires that a person has a strong imagination power to describe everything he wants to remember. For example we want to remember things. The first way we have to choose the place. For example we choose a house. There are any items in the house. For example there are tables, chairs, clocks and so on. After we determine what objects we will memorize, the next way to memorize them is by like each sentence containing the name of the object that we want to remember. For example, after school I always sit in a chair and put my bag on the table. If the clock showed 1 p.m. I immediately went to take a nap.

e. Keyword system

It is the system using words as keyword as a tool for remembering the meaning of target word. This strategy is new if compared to other mnemonic strategies. It firstly was developed in 1975 by two psychology experts. Keyword system usually is formatted especially for learning foreign words and term English for example, and this effective enough. This system formatted of words list that consist of unsure, as following example:

Words	Code	Meaning
	(Mnemonic device)	
Accept	Asep	Menerima
Adult	Adul	Orang dewasa
Astute	Astuti	Cerdik, lihay
Direct	Derek	Langsung
Deny	Deni	Menyangkal
Enchant	Encan	Memikat
Enact	Enak	Memerankan
Engine	Enjing	Mesin
Towel	Toel	Handuk
Unjust	Anjas	Tidak adil

Table 2.1 list of mnemonic keyword

From the example above, it explains that words: adult, astute, enact, engine and deny more have similarity in form. Meanwhile, words: accept, direct, enchant, towel and unjust have similarity in sound.

The second opinion from Thompson in Amirousefi and Katabi's journal arranges mnemonics technique into five classes;

they are linguistics, spatial, visual, physical response and verbal methods.⁷

1. Linguistic Mnemonics

a. Peg word method

Through peg word method unrelated items can be remembered easily by relating them to easily memorizing items which act as pegs or hooks. Peg word method has two stages. At first students are asked to remember number-rhyme pairs like one is bun or john, two is shoe, three is tree, four is door, five is hive, six is cheeks, seven is heaven, eight is gate, nine is pine, ten is hen and so on. In the second stage the students are asked to visualize the word and try to link it to rhyming words. For example if the first word to be learned is "exploration", its peg can be "John" and after its meaning is defined to the students, they can form a mental picture in which "John is doing oil explorations", if the second one is "feature", its peg according to the rhyme pairs can be "shoe" and the students can form a mental picture in which some people are talking about the features of a kind of shoe.

b. The key word method

⁷Mohammad Amiryousefi & Saeed Ketabi, Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall, *Journal of Language Teaching And Research*, vol. 2, no. 1, PP. 178-182, january 2011, page 179-180.

Key word method requires three stages. At first, a first language or second language word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage the learner is asked to make an association between the target word and the keyword. Finally he is asked to make a mental image of the combination of the keyword and the target word. For example the word “shear’ means to cut the wool off a sheep and it is acoustically similar to the Persian word شیر (shir), lion in English. It can be given to the learner as the keyword and then he is asked to associate them in a mental picture. The learner may associate them in this way: A Shir (lion) is shearing as sheep.

2. Spatial Mnemonics

a. The loci method

Loci method is actually the oldest mnemonic device. Using this method entails imagining a very familiar place like a room or a house and then associating each new word to a part of it to be remembered. In other words, the students take an imaginary walk along their familiar places, and retrieve the items they have put there. As people's experiences are different, students may come up with different pictures. For example if the new words to be learned are era, artificial, mission , sample, mass, density, disturb, distant, the familiar location can be the

moon and the mental picture formed may be (as an example from my own class): "It is the robot era. There are some robots with artificial hands and legs. They are on a mission on the moon. They are collecting a mass of sample rocks to examine their features and density. No one can disturb them because they are in a distant area". They all must be seen as a mental and imagined picture by the students.

b. Spatial grouping

The idea behind this method is that instead of writing words in a column, students can be asked to form patterns like a triangle with them. Writing words in the form of patterns help them recall the words better. As they remember the pattern, they can remember the parts which are signed by the words.⁸

c. The finger method

Through this method students can be asked to associate each word with a finger. This method is especially useful with children to learn numbers, days of the week and month of the year.

3. Visual Mnemonics

a. Pictures

New words are usually paired with their definitions or equivalents. They can be, however, better, learned if they are

⁸Mohammad Amiryousefi & Saeed Ketabi, Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall, *Journal of Language Teaching And Research*, vol. 2, no. 1, PP. 178-182, january 2011, page 179-180.

paired with pictures. Pictures and objects not only can be used to give meaning and information but they also can be used to the motivation and interest of the students. Using this method, a picture can be used to make the meaning of the word clear. It can sometimes be accompanied by its definition. This method can, however, be used with concrete words and usually with elementary or pre-intermediate students.

b. Visualization or imagery

Instead of using real pictures, this method allows a word to be visualized. The learner imagines a picture or a scene which is associated with the target word. Abstract words can be learned through this method by relating them to a visual picture. Visualization can be an aid in vocabulary learning. If the new word is “exploration”, the learner may come up with this mental picture “A scientist is using special drills for oil exploration” by relating it to the picture of a scientist. Again the students may come up with different pictures because people’s experiences are different. Its difference with the method of loci is that in visualization for each word a picture or a scene is imagined while in the method of loci all of them are related to a familiar place and seen as an imaginary walk through that place.

4. The Verbal Method

a. Grouping or semantic organization

As organized materials are easier to store in and retrieve from long-term memory, to organize the words in some fashions will enhance their recall. If the target words to be remembered are, for example, dog, cat, chair, sofa, table, milk, eggs and butter they can be organized and remembered under three categories: animals (for dog and cat), furniture (for chair, sofa and table) and food (for milk, egg and butter). In this way learners have the advantage of better recall than when they all are learned in a list, because if they can remember one word, they will be able to remember the rest.

b. Story-telling or the narrative chain

In this method the learner links the words together by a story. At first he should associate the target words with a topic or some topics, then he should connect them by making up a story containing the words. This method is especially useful for high level students.

5. Physical Responses Methods

a. Physical response method

According to this method the learner should move his body or parts of his body in a certain way that illustrates the meaning of the word. If the target word is tiptoe, for example, the student can get up on his tiptoe and move across the room. It can be imaginary too. It means that he can imagine the action of moving on his tiptoe.

b. Physical sensation method

This strategy is devised by Oxford and Scarcella. Through this method the learner associates the new word to a physical sensation. For example he can feel cold when he learns the word frigid.⁹

2. Definition and Classification of Vocabulary

Language is a means of communication. Communication itself is a way of conveying message. There are many factors which effect the process of conveying messages: language aspects and language skills. Language skills consist of listening, reading, writing and speaking. Whereas language aspects consist of grammar, vocabulary, and punctuation. Vocabulary has an important role in teaching and learning English. Vocabulary becomes one of many issues today in English acquisition. It becomes an important aspect besides grammar and punctuation. Therefore, vocabulary should be placed as the main factor rather than supporting factor in English acquisition.

Alderson says vocabulary is a set of lexemes including single word, compound words and idiom. Extensive vocabulary will be unable to use the structures and function we may have learned for comprehensive communication. In contrast with the

⁹Mohammad Amiryousefi & Saeed Ketabi, Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall, *Journal of Language Teaching And Research*, vol. 2, no. 1, PP. 178-182, january 2011, page 179-180.

development of other aspect of second language, particularly pronunciation, vocabulary acquisition doesn't to be solved by aged.

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Based on the definition above, the researcher concludes that vocabulary is the number of word that we have as by other people that will be used in communication with other, so if someone has more vocabularies they will easily communicate with other people. Vocabulary is one of the language aspect which should be learnt. Learning vocabulary is important because by learning it we are able to speak, write and listen.

It means that in vocabulary we have to know the meaning of it and also understand and can use it in sentence context. Harmer explains that the first to realize about vocabulary items is that they frequently have more than one meaning. Vocabulary is needed for expressing meaning used in the receptive language skill (listening and reading) and the productive skills (speaking and writing).¹¹

According to Vacca, vocabulary is as unique to a content are as fingerprint are to human being¹². On the other hand Rodger says that vocabulary is one of the most obvious components of language

¹⁰J. Charles Alderson, *Assessing Vocabulary*. New York: Cambridge University Press, 2000, p. 45.

¹¹J. Harmer, *The Practice of English Language Teaching*(3rded). England: Person Education Limited,2001, 156.

¹²Vacca, *Content Area Vocabulary*. United Stated: Longman, 1998, p. 179.

and one of the first thing applied linguist turned their attention to¹³. Furthermore, according to Nunan vocabulary is more than list of target language words. As part of language system, vocabulary is intimately interrelated with grammar. So, it is possible to divide the lexical system of most language into “grammatical words”, such as preposition, articles, adverbs and content words.¹⁴

Vocabulary is one of language components and no language exists without words. Napa states that words are signs of symbols for ideas. They are the means by which people exchange their taught.¹⁵

Vocabulary contains of words which make up the language. It is clear that the vocabulary is very important in foreign language acquisition. Hornby states that vocabulary is the total number of words that make up the language, or words known to a person, or used in a particular book subject, or list of words with their meaning, especially one which accompanies a textbook in a foreign language.¹⁶

Vocabulary is the most important material in foreign language teaching for learners. Therefore the teaching of English

¹³Rodgers, *Doing Second Language Research*. Cambridge : Oxford Press, 2003, p. 4.

¹⁴D. Nunan, *Language Teaching Methodology*. Harlow: Longman, 1991, p. 100.

¹⁵PA.Napa, *Vocabulary Development Skills*. Yogyakarta: Kanisius, 1991, p. 10.

¹⁶Hornby, *AS, Oxford Advanced Learner's Dictionary of Current English*, USA: Oxford University Press,2000, p. 1506.

vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. English vocabulary mastery, in fact, has become a big problem for most Indonesian students. If one does not have sufficient number of vocabulary, he will not able to communicate with his surroundings.

The following are the classification of basic vocabulary as classified :

1. The Family term : grandfather, grandmother, father, mother, child, etc.
2. Part of Body : head, eye, ear, nose, hand, foot, etc.
3. Number : cardinal number (one, two, three, and etc.), ordinal number (first, second, third, etc.)
4. Verb : go, sleep, read, write, drink, eat, walk, etc.
5. Noun : car, shirt, table, pencil, pilot, etc.
6. Adjective : handsome, beautiful, ugly, good, pretty, etc.
7. Universal Thing: land, sky, moon, sun, water, etc.

From the classification above, researcher concludes that vocabulary is an alphabetical list of the words used in a language which can be divided into two main groups; they are function and content words. Vocabulary is one of the important things in

learning a language since it is one of the primary things in building a sentence in a language.

B. Previous Study

1. The first research was conducted by Lubnatul Jannah (2015), with the title Using Hangaroo Game for Teaching Vocabulary.¹⁷

This research aims to describe and analyze the effect of using learning model Hangaroo Game on teaching vocabulary. This research is a quantitative study with an experimental method. The samples in this research are students of class V A as experimental class and class V B as a control class. The sampling technique was conducted using cluster random sampling. Data was collected with a documentation and test. Before it was treated, both of classes are balance in normality and homogeneity test. Then the two classes were given different treatment, the experimental class used Hangaroo Game, while the control class did not use the learning models.

After the data had been collected, the researcher concluded that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, the use of Hangaroo Game was effective technique/method in improving students' in vocabulary achievement and the hypothesis is accepted.

¹⁷Lubnatul Jannah, Teacher Training and Education Faculty, Using Hangaroo Game For Teaching Vocabulary, *Thesis*, (Semarang: State Islamic University of Walisongo, 2015)

The difference between this research and my research is different from the technique used. This research uses Hangaroo Game technique while my research uses Mnemonic technique. The similarity between this research and my research is the same in term of teaching, which is used to teach vocabulary. Not only that, this research also uses quantitative methods in processing the data and this research is also an experimental research.

2. The second research was conducted by Nur Fahmiati (2016), with the title *Improving Students' Vocabulary Achievement Through Word Games*.¹⁸

The purpose of this study are to describe the improving students' vocabulary achievement using Word Games and to find improvement of students' vocabulary achievement after being taught using Word Games.

The result of this study showed that in the pre cycle the students' average score is 55.6. In the first cycle the students' average score is 59,4. In the second cycle the students' average score is 78.3. From pre cycle, first cycle and second cycle. The average of students' score is always increasing. It means that there is an improvement of students' vocabulary achievement after being taught using Word Games. In conclusion, Word Games are effective to improve students' vocabulary achievement.

¹⁸Nur Fahmiati, Teacher Training and Education Faculty, *Improving Students' Vocabulary Achievement Through Word Games*, *Thesis*, (Semarang: State Islamic University of Walisongo, 2016)

The difference between this research and my research is different from the technique used. This research uses Word Game technique while my research uses Mnemonic technique.

The similarity between this research and my research is the same in term of teaching, which is used to teach or improve vocabulary.

3. The third research was conducted by Rochimah (2016), with the title The Effectiveness of Using Mnemonic Devices in Teaching Vocabulary at the Seventh Grade of SMP N 2 Prembun in the Academic Year of 2015/2016.¹⁹

The objective of this research is to describe whether using “Mnemonic Devices” is effective in teaching vocabulary at the seventh grade of SMP N 2 Prembun in the academic year of 2015/2016. The researcher took 60 students as the sample. Class VII D consists of 30 students as experimental group and class VII E consists of 30 students as control group. To collect the data, the researcher used test as instrument. It was done by giving pre-test and post-test to both classes. Meanwhile, to analysis the data, the researcher used t-test.

¹⁹Rochimah (122120059) Teacher Training and Education Faculty, The Effectiveness of Using Mnemonic Devices in Teaching Vocabulary at The Seventh Grade of Smp N 2 Prembun in The Academic Year of 2015/2016, *Thesis*, (Purworejo : Muhammadiyah University, 2016)

The result of t-value is 3.644. Based on the t-value on t-table for ($n_1=30$ and $n_2=30$) and the significance level is 5%, the value of t-table is 2.002. The computation shows that t-value was higher than t-table is ($3.644 > 2.002$). Another result is the mean of experimental group is higher than the mean of control group. The mean of experimental group is 76.70 ; meanwhile, the mean of control group is 66.30.

The research findings indicate that using mnemonic devices is effective in teaching vocabulary at the seventh grade of SMP N 2 Prembun.

The difference between this research and my research is the different levels of the subject studied , this study chooses secondary schools for its research, while my research chooses primary schools for its research. The similarity between this research and my research is the same in the use of the technique, which uses Mnemonic technique. In addition, this research is also an experimental research. Not only that, this study also uses tests as an instrument.

4. The fourth research was conducted by Nur Sa'adah (2017), with the title Improving the Students' Achievement in Vocabulary Through Acronym in Mnemonic Technique at the First Grade

Senior High School at Al-Jam'iyatul Washliyah²⁰

The aim of this research is to improve students' vocabulary achievement after being taught using acronym technique at MAS Al-Jam'iyatul Washliyah. This researcher was conducted with Classroom Action Research. The subject of study was students of class X-A at MAS. Al-Jam'iyatul Washliyah which consisted of 40 students in the academic year 2016/2017. The qualitative data was taken from observation, interview, diary notes, and document. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II. It was showed from the mean of orientation test was 57.87 there was (9 students) who got point 65 above. In the post test of cycle I, the mean of the post test of cycle I was , it was higher than orientation test. There was (19 students) who got point 65 above. The percentage of the students' score in the post test of cycle I to the orientation test was improvement 25%. In the post test of cycle II the mean of the post test of cycle II

²⁰Nur Sa'adah (34134195) Faculty of Tarbiyah Science and Teacher Training, Improving The Students' Achievement in Vocabulary Through Acronym in Mnemonic Technique at The First Grade Senior High School at Al-Jam'iyatul Washliyah, *Thesis*, (Medan : State Islamic University Sumatra Utara, 2017)

was , and the percentage was 77.5% (31 students) who got point 65 above. The improvement of the students score from the post test of cycle I to the post test of cycle II was improvement 30%. In other words, the students achievement in vocabulary was improved. Based on the observation , it showed that the excitement of the students were also improved.

There are some differences between this research and my research. The first in terms of the type of research, this research is classroom action research while my research is experimental research. The second is different in terms of data collection methods, this research uses qualitative methods and quantitative methods, while my research only uses quantitative methods. The third is the different levels of the subject studied , this study chooses senior high schools for its research, while my research chooses primary schools for its research. The similarity between this research and my research is the same in the use of the technique, which uses Mnemonic technique.

5. The fifth research was conducted by Nia Lestari (2016), with the title The Use of Mnemonics Technique To Increase Students' Vocabulary Mastery

(A Classroom Action Research at the Eighth Grade Students of SMPN 2 Banyubiru in the Academic Year of 2016/2017)²¹

This study is a classroom action research. There were four steps in conducting: planning, action, observation, and reflection. The subject of this study is eighth grade students. This classroom action research was done in two cycles. Each cycle was conducted into two meeting with recount text and mnemonics as the topic of discussion. The result of this study showed that students' improvement in mastering vocabulary was statistically significant. Based on the research conducted, the researcher found the significant improvement between cycle I and cycle II, it can be seen from the mean of cycle I which is 60.56 for pre-test and 69.09 for post-test, and the mean of cycle II which is 64,62 for pre-test and 83.21 for the post-test. The calculation showed that t-calculation is bigger than t-table. There were 7.10 and 2.04 in cycle I, 9.38 and 2.04 in cycle II. It can be concluded that the application of mnemonic technique can improve students' vocabulary mastery. Hopefully, this technique can help the students easier to master vocabulary.

There are some differences between this research and my research. The first in terms of the type of research, this research is

²¹Nia Lestari (11310016) Teacher Training and Education Faculty, The Use of Mnemonics Technique to Increase Students' Vocabulary Mastery (A Classroom Action Research At The Eighth Grade Students of SMP N 2 Banyubiru n The Academic Year Of 2016/2017), *Thesis*, (Salatiga : State Institute for Islamic Studies,2016)

classroom action research while my research is experimental research. The second is the different levels of the subject studied , this study chooses secondary schools for its research, while my research chooses primary schools for its research.

The similarity between this research and my research is the same in the use of the technique, which uses Mnemonic technique.

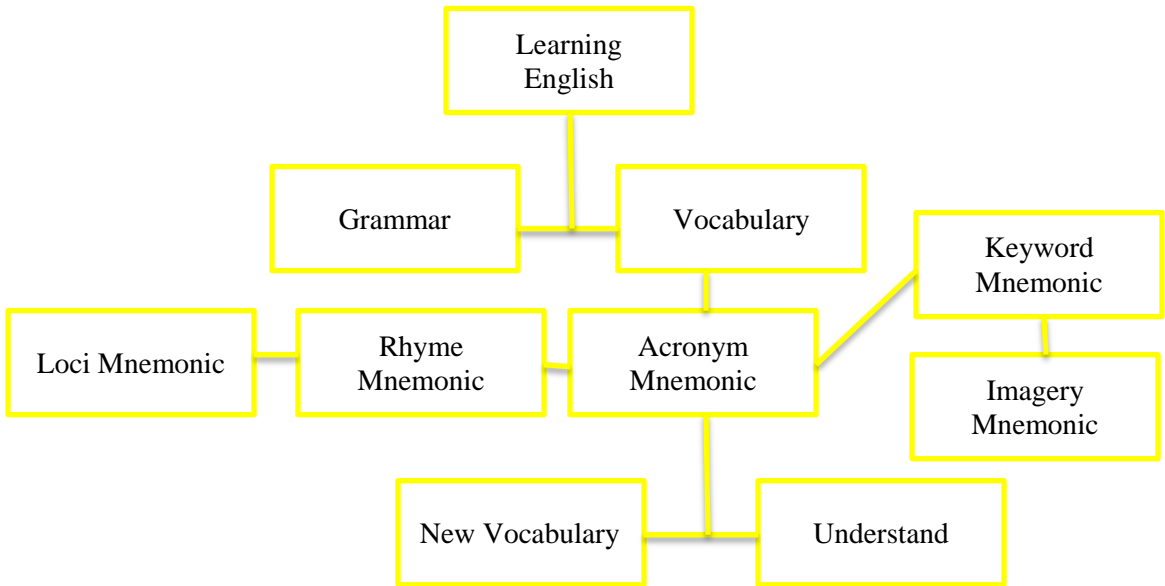
C. Conceptual Framework

Everyone really knows about vocabulary. The vocabulary can be defined as total of number or the collection of words has meaning, which is contributed to give information for the people. Vocabulary is also the basic skill and one of the important factors in learning foreign language especially English, because it will help the students more comfortable when they are reading, speaking, writing, or listening in learning process. Therefore, vocabulary is used as facility in developing language.

Teaching English in Indonesian students that English becomes their foreign languages faces some problems. English teacher faces sometimes find several difficulties in selecting the appropriate teaching technique to attract students. The absence of teaching technique which differ from usual technique that have been used before, make teaching learning process is regarded not interesting which could not motivate student to learn.

The researcher found that teaching technique which is used as teaching technique in English class, especially in introducing new words are not effective. The researcher assumes that it is important to provide teaching technique which can motivate student and more effective.

So, in case of teaching vocabulary, the researcher assumes that it is important to use mnemonic technique. Mnemonic technique is a technique used to help people remember something or words they want to remember. In mnemonic techniques there are several tools for remembering. One of them is an acronym. An acronym is a method of remembering by abbreviating words or term with the first letter of the word. In this way students will be able to easily remember new words.



CHAPTER III

This chapter discusses about research design, population and sample, research instrument, variables of research, data collection technique, and data analysis technique.

A. Research Design

The design of this study, first the researchers gave a tryout instrument to fifth grade C students, then gave pre-tests to experimental and control classes. Then provide treatment for both classes, where the experimental class uses techniques while the control class doesn't. after completing the treatment, the researcher gave a post-test to find out the difference in achievement between the two classes. The kind of this research is an experimental research which aims to explain the effectiveness of using the mnemonic technique to teach vocabulary. The researcher took two classes/group to do observations, they are control and experimental class. The control class has learned vocabulary using conventional learning by lecturing and small group discussion and the experimental class has learned vocabulary by using the mnemonic technique. The researcher also gave pre-test and post-test for two groups to know the achievement of student's understanding in learning vocabulary.

The researcher used quantitative, quantitative data used numbers to describe what exists. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated; however, numbers are often a poor substitute for a researcher's vivid descriptions¹. The researcher used quantitative because the data expressed in numeric or in the language of mathematic and interpreted by appropriate statistical

method. There are pre-test and post-test in this research. This is experimental design, there are two groups : experimental group and control group. An experimental group has gotten a special treatment while control group gets a usual treatment. This study used pre-test and post-test control group design.

From design above, the subjects have been divided into an experimental group and a control group. The subject were taken by researcher randomly. The researcher took fifth B Class as experimental group and fifth A Class as control group. Pre-test used for both of them to know the first condition whether there was difference between experimental and control group. If there is a significant difference between them, it meant the result of pre-test was good. After giving pre-test, the researcher gave a certain treatment for experimental group and not for control group. The treatment was teaching vocabulary by using mnemonic technique. After finishing the treatment, the researcher gave the post test for both of them to know the difference between them.

¹Paul S. Gray, John B. Williamson, David A. Karp, John R. Dalphin, *The Research Imagination*,(the United States of America by Cambridge University Press, New York, 2007, p.43

This is scheme of explanation above :

$$\begin{array}{l} E = O_1 X O_2 \\ C = O_3 Y O_4 \end{array}$$

Where :

- E : The symbol of experimental class
- C : The symbol of control class
- O₁ : Pre-test for experimental class
- O₂ : Post-test for experimental class
- O₃ : Pre-test for control class
- O₄ : Post-test for control class
- X : Mnemonic technique
- Y : Lecturing and small group discussion

B. Population and Sample

According to the research dictionary written by Komaruddin, which is meant by the population are all individuals who are the source of sampling.² Whereas according to Burhan Bungin in research methods the word population is very popular, used to refer to a family or group of objects that are the target of research. Therefore, the research population is the entirety of the research object which can be humans, animals, plants, air, symptoms, values, events, attitudes, and so on, so that these objects can be sources of research data.³ Then sampling or

²Mardalis, *Metode Penelitian Suatu Pendekatan Proposal*, Jakarta: PT Bumi Aksara, 2010, p.53.

³Burhan Bungin, *Metodologi Penelitian Kuantitatif*, Jakarta: Kencana Prenada Media Group, 2010, p. 99.

sample means an example, which is a portion of all individuals who are the object of research.⁴

All the definitions above we can conclude that the population is the whole object of research, while the sample is part of the population taken as research objects. In this study the population is all of fifth grade class in SDIT Cahaya Bangsa and the sample is fifth grade A and B class.

C. Research Instrument

According to Suharsimi Arikunto, an instrument is a tool when researching using a method. Suharsimi also mentioned that the instrument for the test method was a test, the instrument for the questionnaire method was a questionnaire, the instrument for the observation method was an observation or checklist and the instrument for the documentation method was a documentation guide or it could also be a check list.⁵Based on Suharsimi's statement, the researcher used test to be instrument for this research.

⁴Mardalis, *Metode Penelitian Suatu Pendekatan Proposal*, Jakarta: PT Bumi Aksara, 2010, p.55.

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p.149-150

D. Variables and Indicators of Research

According to Sutrisno as cited by Arikunto, variable is the object of the researcher something that becomes the concern of research.⁶ There are two types of variables in this research:

1. Independent Variable

Independent variable influences the dependent variable. It causes of change or existence the dependent variable. Sugiyono states that independent variable can be called stimulus, predictor or antecedent.⁷ The independent variable of this research is the use of the mnemonic technique to teach vocabulary, and the indicators were:

- a. Teacher makes a plan and prepares students worksheet, material, and treatment that was used in teaching.
- b. Teacher explains the acronym mnemonic
- c. Students explain the use of acronym mnemonic
- d. Students make sentences by using acronym mnemonic
- e. Students read acronym mnemonic

⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p.159

⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), p. 39.

⁸Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2008), p. 4.

2. Dependent variable

Dependent variable is influenced or become affected by independent variable.⁸The dependent variable of this research is student's vocabulary, and the indicators were:

- a. Teacher asks students to read dialog
- b. Students read English book and try to remember the vocabulary
- c. Students read new vocabulary
- d. Students make sentences with appropriate vocabulary.

E. Data Collection Technique

1. Test

Test is the one of technique to collect data in this research. Test is a set of questions or exercises that were to measure the achievement or knowledge of the group of individual.⁹According to Arikunto, The test is a series of questions or exercises and other tools used to measure the skills, knowledge of intelligence, abilities or talents possessed by individuals or groups.¹⁰In this research, test has been used to measure the achievement of students before and after getting treatment and to know is there any differences between experimental class and control class achievement.

⁹Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, (New York: A person Education Company, 2001), p. 384,

¹⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 150.

There are two kinds of test :

a. Pre-test

Before the teacher teaches new material by using the mnemonic technique, the teacher gave a test for students. It will use to know the differences between experimental class and control class achievement. It also uses to measure student's achievement of vocabulary before getting treatment. Pre-test has been given to experimental class and control class in the same way. Pre-test consists of 20 multiple choice questions of vocabulary.

b. Post-test

The post test has been given after the teacher gives treatment. The test has been used to prove how effectively to use mnemonic techniques to teach vocabulary after the experimental class gets treatment. It's also used to measure the students' understanding and comprehending of vocabulary after getting treatment or without the mnemonic technique in the control class. Post-test consists of 20 multiple choices questions of vocabulary.

2. Documentation

Documentation is a way to collect data the data through written relics, including archives, book of theories, opinions, and soon related with research. In the quantitative research, documentation is used to gather materials selectively in preparing theoretical basis and making hypothesis.¹¹The researcher obtained the data from English teacher. The documents is students' name list.

F. Data Analysis Technique

There are three kinds of tests that held in experimental research, they are instrument test, pre-request test, and hypothesis test. So there could be three process of analyzing the data collected from test.

1. Try Out Instrument Test

The researcher prepared 25 multiple choice questions. This test has been given to the fifth grade students in SDIT Cahaya Bangsa. From this try out test, the researcher already know which questions are good to be used in pre-test and post-test. The test will be taken by considering validity, reliability, difficulty level and discriminating power.

a. Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Suharsimi, a test is valid if it measures what it purpose to be measured.¹² The validity of an item can be known by doing item analysis by using bi serial formula¹³:

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¹¹Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, (Jakarta: PT Bumi Aksara, 2006), p. 191

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Where:

- γ_{pbi} : Correlation coefficient biserial
 Mp : The sum of the object item
 Mt : The average of total score
 St : Result value of test item
 P : Student proportion that answer true in question

$$P = \frac{\text{total of student who can answer right}}{\text{total of whole student}}$$

- q : students proportion that answer false in question ($q=1-p$)

The test is valid if the result is higher than r table of product moment by 5% degree significant.

¹²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013),p. 76

¹³Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013),p. 79

b. Reliability

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability. The formula is used to know the reliability of test is K-R 20 ¹⁴:

$$r_{11} = \left(\frac{N}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

r_{11}	: reliability coefficient of item
p	: the proportion of students who give the right answer
q	: the proportion of students who give the wrong answer ($q=1-p$)
$\sum pq$: the total result of multiplication between p and q
N	: number of items in the test
S^2	: total variances

¹⁴Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2013),p. 115.

Interval	criteria
$r_{11} \leq 0.2$	Very low
$0.2 < r_{11} \leq 0.4$	Low
$0.4 < r_{11} \leq 0.6$	Medium
$0.6 < r_{11} \leq 0.8$	High
$0.8 < r_{11} \leq 1.0$	Very high

Table 3.1 criteria of reliability

e. Difficulty Level

Level test of difficulty is the degree of test item difficulty which researcher has given in the try out test. The categories of the level of test items difficulty included of easy, medium, and difficulty category. To know the item difficulty, the researcher used formula :

$$P = \frac{B}{JS}$$

Where :

P : Index of difficulty

B : The number of students who answer an item correctly

JS : The total number of students

Level	Criteria
$0.00 < P \leq 0.30$	Difficulty question
$0.030 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy question

Table 3.2 criteria of difficulty level

f. Discriminating Power

The discriminating power is a measure of the effectiveness of whole test. The higher and low values of discriminating power are the more effective the test will be. To calculate the index of discriminating power, the research used formula:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

JA : Number of all students in the upper group

JB : Number of all students in the lower group

BA : Number of students in the upper group who answer the item correctly

BB : Number of students in the lower group who answer the item correctly

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

Table 3.3 criteria of discriminating power

2. Pre-requested Test (Pre-test and Post-test)

Before the researcher determined the statistical analysis technique used, the researcher examines the normality and homogeneity test of data. To get the normality and homogeneity test the researcher used pre-test score.

a. Normality Test

Normality test has been used to know the distribution data normal or not. To find out the distribution data, the researcher used normality test with Chi-square. To calculate Chi-square test is as follows¹⁵

Where:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

χ^2 : Chi-square

O_i : Frequency that was obtained from data

¹⁵Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 273.

E_i : Frequency that was hoped

K : The sum of interval class

The calculation result of X^2 will compare with X_{table}^2 by 5% degree of significance, if X^2 count $< X_{table}^2$ the data is not normal distribution and if X^2 count $> X_{table}^2$ So, the distribution list is normal.

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the homogeneity of data, researcher will use two variant similarity tests, are:

$$F_{count} = \frac{V_b}{V_k}$$

Where:

V_b : biggest variant

V_k : smaller variant

The calculation of result of $F_{count} < F_{table}$ with $\alpha = 5\%$ degree of significances, so H_0 is accepted, it means the data is homogeneous and have same variance.

c. Test of Average

It is used to examine average whether experimental and control group class that has been decided having significant different average. The formula is¹⁶

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

¹⁶Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 239.

with:

$$S^2 = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

Where:

\bar{x}_1 = The mean score of the experimental group

\bar{x}_2 = The mean score of the control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The standard deviation of experimental group

s_2^2 = The standard deviation of both groups

3. Hypothesis testing

This test has been used to measure students' achievement after experimental class and control class was given treatments and explanation. The result test is analyzed statistically. In this research, the researcher have used t-test to analyze the data. The statistical used t-test. T-test is one of statistic significance difference between two groups, experimental and control group or not. And the formula is¹⁷:

$$t^1 = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

¹⁷Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005),p. 239.

With:

$$S^2 = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

Where:

\bar{x}_1 = The mean score of the experimental group

\bar{x}_2 = The mean score of the control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The standard deviation of experimental group

s_2^2 = The standard deviation of both groups

The hypothesis are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 = Average data of experimental class

μ_2 = Average data of control class

If $t_{count} > t_{table}$ H_0 is rejected and there is significance difference of average value from both of group, it means the mnemonic technique is effective to teach vocabulary (H_a). Moreover, the other way if the $t_{count} < t_{table}$ H_0 is accepted and there is no significance different of average value from both of group, it means the mnemonic technique is not effective to teach vocabulary.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter discusses about description of research, analysis data, hypothesis test and discussion of research findings.

A. Description of Research

This research used quantitative method to analyze the data. The finding of this research describes that there were different result between the students who were taught using Mnemonic technique and the students who not taught using Mnemonic technique. The data was obtained by giving pre-test and posttest. Before the items of pre-test and posttest were given to the students, the researcher gave tryout test for tryout class V C to analyze validity and reliability of each item. The researcher provided 25 items as the instrument of test.

In this research finding, of try out test, the researcher used bi-serial formula to analyze validity and reliability of items test.

Pre-test was given in experimental and control class. The questions consist of 20 items were stated valid according to try out test analysis. After giving pre-test, the researcher determined the materials and lesson plan of the teaching learning activities. Pre-test was conducted to experimental and control class to prove that two classes were normal and homogeny.

After knowing the experimental and control class had same variant, the researcher prepared material and make lesson plan before

giving treatment for experimental class and lecturing method for control class in teaching learning activity.

After the treatment was given, the researcher gave post test to both experimental and control class. Posttest was given to prove that there were significant result between experimental and control class by hypothesis test which is showed the value of t-test is higher than t table.

B. Data Analysis and Hypothesis

1. The Data Analysis of Tryout Test

a. Validity of Instrument

It was mentioned in chapter III, this analysis of validity was used to measure which one of appropriate test instrument. The researcher used bi-serial formula to analysis the data.

It was obtained that from 25 test items, there were 20 test items which were valid and 5 test items which were invalid. The items were invalid because computation result of their r_{xy} value is lower than their r table value.

Criteria	R_{table}	Number of Question	Total
Valid	0,381	1,2,3,4,5,8,9,10,11, 12,14,15,16,18,19, 20,22,23,24,25	20

Invalid		6,7,13,17,21	5
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Table 4.1 Total validity of instrument

The following is the analysis of validity item 1, and the other items use the same formula.

No	Code	X	Y	X ²	Y ²	XY
1	A.01	0	12	0	144	0
2	A.02	1	23	1	529	23
3	A.03	1	24	1	576	24
4	A.04	1	24	1	576	24
5	A.05	1	23	1	529	23
6	A.06	1	18	1	324	18
7	A.07	1	22	1	484	22
8	A.08	1	20	1	400	20
9	A.09	1	23	1	529	23
10	A.10	1	23	1	529	23
11	A.11	1	22	1	484	22
12	A.12	1	23	1	529	23
13	A.13	0	16	0	256	0
14	A.14	1	22	1	484	22
15	A.15	1	20	1	529	20
16	A.16	1	20	1	529	20
17	A.17	1	23	1	529	23
18	A.18	1	19	1	361	19
19	A.19	1	22	1	484	22
20	A.20	1	20	1	529	20
21	A.21	1	20	1	529	20
22	A.22	1	20	1	529	20

23	A.23	0	17	0	289	0
24	A.24	1	21	1	441	21
25	A.25	0	13	0	169	0
26	A.26	1	20	1	400	20
27	A.27	1	20	1	400	20
SUM		23	550	23	12091	492

Table 4.2 Score of tryout test number 1

Based on the table :

$$Mp = \frac{\text{total score of student who get right answer on item number 1}}{\text{total student who get right answers on item number 1}}$$

$$Mp = \frac{492}{23} = 21.39$$

$$Mt = \frac{\text{total score of whole student}}{\text{total of students}}$$

$$= \frac{550}{27} = 20.37$$

$$P = \frac{\text{total students who get right answer on item number 1}}{\text{total of students}}$$

$$= \frac{23}{27} = 0.85$$

$$q = 1 - p$$

$$q = 1 - 0.85 = 0.15$$

$$St = \sqrt{\frac{12091 - \frac{(550)^2}{27}}{27}}$$

$$= \sqrt{32.86}$$

$$= 5.73$$

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

$$= \frac{21.39 - 20.37}{5.73} \sqrt{\frac{0.85}{0.15}}$$

$$= 0.17 \times 2.37$$

$$= 0.4029$$

From table of r_{xy} , for $\alpha = 5\%$ with $N = 27$, it would be obtained 0.381. Because $r_{count} > r_{table}$, so the item of number 1 is valid.

b. Reliability of Instrument

A goal test must be valid and reliable. Reliability refers to the nation that an instrument can be trusted enough to be used as data collection tool for instrument which has been already good.¹ Reliability was done after validity of item, it was done to find out whether a test had higher critical score and gave the ability or consistency of the test score. The researcher uses the K-R20 formula to measure the reliability of the instrument with the formula below:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Based on the analysis of test obtained:

$$n = 25$$

$$\sum pq = 0.12$$

$$S^2 = \frac{\sum 2 - \frac{(\sum Y)^2}{N}}{N}$$

¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 221

$$\begin{aligned}
&= \frac{12091 - \frac{(550)^2}{27}}{27} \\
&= 32.86 \\
r_{11} &= \left(\frac{n}{n-1}\right) \left(\frac{S^2 - \sum pq}{S^2}\right) \\
&= \left(\frac{23}{23-1}\right) \left(\frac{32.86 - 0.12}{32.86}\right) \\
&= (1.045) (0.99) \\
&= 1.034
\end{aligned}$$

From the computation shows that r_{11} was 1.0416 and the number of subject was 25 and r table with significance level 5% was 0.381. The result shows that r_{11} was higher than r_{table} . It means that the instrument is reliable. Then r_{11} was equal to 1.0 based on the criteria, it means that the reliability of instrument is very high.

c. Difficulty Level

Level test of difficulty is the degree of test item difficulty which researcher has given in the try out test. The categories of the level of test items difficulty included of easy, medium, and difficulty category.

The following of the computation of the level difficulty for item number 1 and for the other items use the same formula.

$$\begin{aligned}
P &= \frac{23}{27} \\
P &= 0.85
\end{aligned}$$

So, the difficulty level of item number 1 was easy based on the criteria.

d. Discriminating Power

Discriminating power is an ability of question to discriminate between smart students (high ability) and the students who has less ability (low ability).

Before analyze the discriminating power of the instrument, the researchers divided the number of tryout subject become two groups, upper and lower group. The following is the computation of discriminating power of item number 1.

$$BA = 12$$

$$BB = 11$$

$$JA = 14$$

$$JB = 13$$

$$D = \frac{12}{14} - \frac{11}{13}$$

$$D = 0.85 - 0.84$$

$$= 0.01$$

Because the result is between 0.00 – 0.20, so the discriminating power of number 1 is poor, based on the criteria.

2. Pre-test Analysis

This pre-test was used to measure students' achievement before being taught by using mnemonic technique for experimental class and conventional teaching that was small discussion and lecturing for control class.

V A was conducted as control class and consists of 27 students. V B conducted as experimental class and consists of 27 students. The following is the table of pre-test score of experimental and control class.

PRE-TEST SCORE BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	70	1	C-1	70
2	E-2	70	2	C-2	70
3	E-3	70	3	C-3	70
4	E-4	60	4	C-4	70
5	E-5	70	5	C-5	60
6	E-6	60	6	C-6	55
7	E-7	55	7	C-7	60
8	E-8	65	8	C-8	55
9	E-9	65	9	C-9	75
10	E-10	75	10	C-10	65
11	E-11	75	11	C-11	75
12	E-12	75	12	C-12	75
13	E-13	60	13	C-13	60
14	E-14	65	14	C-14	65
15	E-15	70	15	C-15	70
16	E-16	70	16	C-16	70
17	E-17	65	17	C-17	65
18	E-18	65	18	C-18	65
19	E-19	65	19	C-19	80
20	E-20	80	20	C-20	65
21	E-21	65	21	C-21	70

22	E-22	70	22	C-22	65
23	E-23	70	23	C-23	65
24	E-24	65	24	C-24	65
25	E-25	70	25	C-25	70
26	E-26	65	26	C-26	65
27	E-27	60	27	C-27	70
Sum		1815	Sum		1810
N		27	N		27
Average		67,22222	Average		67,03704
Variance		31,41026	Variance		35,11396
Standard Deviation		5,604485	Standard Deviation		5,925703

Table 4.3 Score of pre-test of experimental and control class

a. Normality of experimental and control class

Hypothesis:

H₀ : the data distributes normally

H_a : the data does not distributes normally

Hypothesis test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Hypothesis test

Maximum score	80
Minimum score	55
Range (R)	: $80-55 = 25$
Class interval (K)	: $1+3.3 \log 27 = 5.724$
Length of the class(P)	: $\frac{25}{5} = 5.000$

interval			f_i	X_i	$f_i \cdot X_i$
55		60	5	57,5	287,5
61		66	9	63,5	571,5
67		72	9	69,5	625,5
73		78	3	75,5	226,5
79		84	1	81,5	81,5
SUM			27		1792,5

Table 4.4 Normality test of pre test of experimental and control class

Based on calculations using the chi square formula above obtained

$X^2_{\text{count}} = 0.58$ and $X^2_{\text{table}} = 9.48$ for the experimental and control class.

Because $X^2_{\text{count}} < X^2_{\text{table}}$, so both of data are distributed normally.

b. Homogeneity Test

The analysis of homogeneity test could be seen in the table below:

Sum	1815	Sum	1810
N	27	N	27
Average	67,22222	Average	67,03704
Variance	31,41026	Variance	35,11396
Standard Deviation	5,604485	Standard Deviation	5,925703

$$F = \frac{vb}{vk} = \frac{31.41}{35.11} = 0.92$$

With $\alpha = 5\%$ and F table = 1.92. Because F_{count} is lower than F_{table} ($0.92 < 1.92$). So, the two classes have the same variant/homogeneous.

3. Post test Analysis

This post test was used to measure student's achievement being taught by using mnemonic technique for experimental class and being taught conventional teaching that is group discussion and lecturing for control class. V B was conducted as experimental class and consist of 27 students. V A was conducted as control class and consist of 27 students. The following is the table of post test score of experimental and control class:

POST TEST SCORE BETWEEN EXPERIMENTAL CLASS
AND CONTROL CLASS

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	80	1	C-1	75
2	E-2	80	2	C-2	70
3	E-3	80	3	C-3	70
4	E-4	70	4	C-4	60
5	E-5	80	5	C-5	65
6	E-6	70	6	C-6	60
7	E-7	70	7	C-7	60
8	E-8	70	8	C-8	60
9	E-9	75	9	C-9	85
10	E-10	80	10	C-10	70
11	E-11	80	11	C-11	75
12	E-12	85	12	C-12	75
13	E-13	70	13	C-13	65
14	E-14	75	14	C-14	65
15	E-15	80	15	C-15	70
16	E-16	80	16	C-16	70
17	E-17	75	17	C-17	65
18	E-18	75	18	C-18	70
19	E-19	75	19	C-19	90

20	E-20	90	20	C-20	70
21	E-21	75	21	C-21	70
22	E-22	80	22	C-22	70
23	E-23	80	23	C-23	80
24	E-24	75	24	C-24	85
25	E-25	80	25	C-25	70
26	E-26	75	26	C-26	70
27	E-27	70	27	C-27	70
Sum		2075	Sum		1905
N		27	N		27
Average		76,85185	Average		70,55556
Variance		25,2849	Variance		58,33333
Standard Deviation		5,028409	Standard Deviation		7,637626

Table 4.5 Score of post test of experimental and control class

a. Normality of experimental and control class

1) Normality of experimental class

Hypothesis :

H_0 : the data distributes normally

H_a : the data does not distribute normally

Hypothesis test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Hypothesis test

Maximum score	90
Minimum score	70
Range (R)	: 90-70 =20
Class interval (K)	: $1+3.3 \log 27 =5.724$
Length of the class (P)	: $\frac{20}{5} = 4.000$

Interval			f _i	X _i	f _i .X _i
70		74	6	72	432
75		79	8	77	616
80		84	11	82	902
85		89	1	87	87
90		94	1	92	92
SUM			27		2124

Table 4.6 Normality test of post test of experimental class

2) Normality of control class

Hypothesis :

H₀ : the data distributes normally

H_a : the data does not distributes normally

Hypothesis test

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Hypothesis test

Maximum score 90

Minimum score 60

Range (R) : 90-60 =30

Class interval (K) : $1+3.3 \log 27 =5.724$

Length of the class (P) : $\frac{30}{5} = 6.000$

interval			f _i	X _i	f _i .X _i
60		66	8	63	504
67		73	12	70	840
74		80	4	77	308
81		87	2	84	168
88		94	1	91	91

SUM			27		1911

Table 4.7 Normality test of post test of control class

Based on calculations using the chi square formula above obtained $X^2_{\text{count}} = 3.68$ and $X^2_{\text{table}} = 9.48$ for the experimental and $X^2_{\text{count}} = 4.31$ and $X^2_{\text{table}} = 9.48$ for control class. Because both $X^2_{\text{count}} < X^2_{\text{table}}$, so both data are normally distributed.

b. Homogeneity Test

The analysis of homogeneity test could be seen in the table below:

Sum	2075	Sum	1905
N	27	N	37
Average	76,85185	Average	70,55556
Variance	25,2849	Variance	58,33333
Standard Deviation	5,028409	Standard Deviation	7,637626

$$F = \frac{vb}{vk} = \frac{25.28}{58.33} = 0.43$$

With $\alpha = 5\%$ and $F_{\text{table}} = 1.92$. Because F_{count} is lower than F_{table} ($0.43 < 1.92$). So, the two classes have the same variant/homogeneous.

4. Hypothesis Test

a. The similarity of pretest

This hypothesis test used T-test, the hypothesis is:

$H_0 = \mu_1 = \mu_2$ (there is no significant difference of achievement between experimental and control class)

$H_a = \mu_1 \neq \mu_2$ (there is significant difference of achievement between experimental and control class)

So, the t-test formula :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(27-1)31.41 + (27-1)11}{27+27-2}$$

$$S^2 = 33.26$$

$$S = 5.77$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{67.22 - 67.04}{5.77 \sqrt{\frac{1}{27} + \frac{1}{27}}} = 0.11$$

Using $\alpha = 5\%$ and $dk = 27 + 27 - 2 = 52$, obtained t table = 2.00, because t count was lower than t table ($0.11 < 2.00$), so it could be conclude that there is no significance of difference between the experimental and control class. It means that both of class had same ability before getting treatment.

b. The significant Different of Posttest

this hypothesis test used t-test, the hypothesis is:

$H_0 = \mu_1 = \mu_2$ (there is no significant difference of achievement between experimental and control class)

$H_a = \mu_1 \neq \mu_2$ (there is significant difference of achievement between experimental and control class)

So, the t-test formula :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(27-1)25.28 + (27-1)58.33}{27+27-2}$$

$$S^2 = 41.805$$

$$S = 6.47$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{76.85 - 70.56}{\frac{6.47 \sqrt{1+1}}{27+27}} = 3.57$$

Using $\alpha = 5\%$ and $dk = 27+27-2 = 52$, obtained t table = 2.00, because t count was higher than t table ($3.57 > 2.00$), so it could be conclude that there is significance of difference between the experimental and control class. It means that experimental class progressed after getting treatment.

C. Discussion of the Research Finding

Based on Nur Fahmiati's research in previous research, the research compared two pre-test and post-test average scores. This study is also the same, comparing the two pre-test and post-test average scores.

The pre-test and post test student's average score of experimental and control class

No	Class	The Average of Pre-test	The Average of Post test
1	Experimental	67.22	76.85
2	Control	67.03	70.55

Table 4.8 the average of experimental and control class

The score showed that the student's achievement was increased. The percentage in post test score of experimental was higher than control class.

The analysis of normality test showed that experimental and control classes are distributed normally. The homogeneity test data on the pre-test was also homogeneous. It concludes that the ability of the students both of class was similar before getting the treatment.

The result of analysis data is obtained the post test' average score of experimental class was 76.85 which were higher than average of control class.

From the result of hypothesis test obtained that $t = 3.57$, while the standard error table 5% with $df = 54$ is 2.00. It showed $t_{count} > t_{table}$. So, there was a significant difference between the result of learning process between experimental class and control class. H_a is accepted, it means mnemonic technique is effective to teach vocabulary.

From the description of result above, it can be concluded that mnemonic technique gives positives effect on the students learning outcomes. So, teaching English vocabulary using mnemonic technique can be used as an alternative.

CHAPTER V

CONCLUSION

This chapter discusses about conclusion of research and some suggestion for English teacher and the next researcher.

A. Conclusion

The researcher had done the research in SDIT Cahaya Bangsa Mijen, Semarang in the academic year of 2019/2020 related to the effect of teaching method Mnemonic technique to teach vocabulary.

Based on the finding and discussion in chapter IV, it can be concluded that the use Mnemonic technique in teaching vocabulary is effective. It is proved by result of t-test. The t-test showed that t_{count} is higher than t_{table} ($3.57 > 2.00$). It means that H_a is accepted and H_o is rejected. Since the t_{count} is higher than t_{tables} there is a significant difference in the achievement between students in class V B who were taught by using Mnemonic technique and students in class V A who were taught without Mnemonic technique.

The average score of experimental class was 76.85 and the average score of control class was 70.55. In the posttest. Meanwhile the pre-test average score for experimental class was 67.22 and for the control class was 67.03. Although the score of both classes were increased, the experimental class shows greater on overall vocabulary knowledge in posttest.

B. Suggestion

Based on the result of this research, it indicates that there is positive effect of using Mnemonic technique to teach vocabulary. There are some benefits for the teaching learning English are proposed as follows :

1. For the Teacher

There are some recommendations in teaching learning English. First, the English teacher must be creative when she/he transfers the knowledge of English to the students, so the students can easily receive and understand the material. Second, it is necessity for the English teacher to provide motivation to the students. Third, it will be better if English teacher finds out the appropriate and interesting technique related to the material. Besides, to give contribution to English teacher that teaching vocabulary using Mnemonic technique is interesting.

2. For the students

The used of Mnemonic technique makes the students active and help students mastery vocabulary easily. So, the students can improve their achievement in mastering vocabulary.

3. For the reader

The researcher hopes that this research can be useful for the readers include the next researcher. Because this research need more other research to get optimal result on Mnemonic technique's

research. The researcher expected can conduct a research with the same technique but in different genres or in opposite way.

4. For the next researcher

Based on the weakness of this study, researchers hope that the next researchers can be more careful in conducting research if they choose this research topic or can choose the same technique but for different research, or it could be a different technique but for teaching vocabulary as well.

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Appendix 1

Lesson Plan Experimental Class

(RPP)

Nama Sekolah : SDIT Cahaya Bangsa Mijen, Semarang

Mata Pelajaran : English

Kelas /Semester : 5/2

Alokasi waktu : 6 x 30 menit

A. Standard of Competence :

1. Understanding simple instruction with action in a school context
2. Expressing instructions and simple information in a school context
3. Understanding simple English writing in a school context
4. Spelling and copying simple sentences in a school context

B. Basic Competence:

1. Responding simple instruction with acceptable actions in the class and school context
2. Conversation to asking/giving information in a acceptable manner involving speech acts: asking and giving suggestion
3. Reading aloud with proper and acceptable speech, pressure, and intonation involving: words, phrases, simple sentences, and simple texts
4. Spelling simple sentences correctly and acceptable

C. Indicator :

1. Students are able to designate and pronounce various modals and acronyms in English

2. Students are able to converse using the phrase asking and giving suggestion
3. Students are able to read simple short texts correctly
4. Students are able to make simple sentences using modals and acronyms

D. Student character:

Courage, diligence, respect

E. Material :

Weather

F. Muatan JSIT:

An-Naba': 14

"Dan kami menurunkan dari mega mendung air yang sangat hebat جا

Tafsir Ibnu Katsir:

"Dan Kami turunkan dari awan air yang banyak tercurah.

"Al-'Aufi meriwayatkan dari

Ibnu 'Abbas: "al mu'syirata' bararti angin."

Sedangkan 'Ali bin Abi Thalhah berkata dari Ibnu 'Abbas:

من المعصرات berartidari awan." Pendapat ini dipilih oleh Ibnu Jarir.

Al-Farra' mengemukakan: "Yaitu awan yang bersatu dengan air hujan tetapi belum sampai turun hujan." Sebagaimana dikatakan "immatun mu'shirun," yakni jika wanita itu sudah mendekati masa haidnya tetapi belum haid. Dan firman Allah Tabaraaka wa Ta'ala: *جاءت جما* "air yang banyak tercurah."

Mujahid, Qatadah, ar-Rabi' bin Anas mengatakan:

نجا berarti yang disiramkan (tercurah). Sedangkan ats-Tsauri mengemukakan: "Yakni, secara berturut-turut."

Pembahasan hujan bukan musim tetapi hujannya itu sendiri.

Penafsiran ulama hujan dari 'roja' artinya sesuatu yang kembali; bahwa air hujan berasal dari air dari bumi yang

dengan siklusnya akan dikembalikan lagi ke bumi berupa hujan.

G. Learning Method :

lecturing, discussion, Acronym mnemonic

H. Learning activity:

First meeting

1. Pre activity
 - Classroom conditioning
 - Pray together
 - Aperception
2. Main activity
 - a. Exploration
 - The teacher mentioned various kinds of weather
 - b. Elaboration
 - The teacher explains about modals and acronyms and their use
 - The teacher divides students into 4 groups and asks each group to mention acronyms they know
 - The teacher asks the representatives of each group to write down acronyms they know on the board.
 - The teacher gives an assessment
 - c. Confirmation
 - The teacher completes matters related to student's speech and writing
3. Post activity
 - The teacher closes the lesson by reading hamdallah and the closing prayer of the assembly

Second meeting

1. Pre activity
 - Classroom conditioning
 - Pray together
 - Aperception
2. Main activity
 - a. Exploration
 - The teacher reminds again about last week's material

- b. Elaboration
 - The teacher explains about the phrase giving and asking for suggestion.
 - The teacher divided students into group
 - Each group advances to practice page 83
 - The teacher gives an assessment
 - Students work on English book page 84
 - The teacher gives an assessment
- c. Confirmation
 - The teacher discusses questions and answers with students.
3. Post activity
 - The teacher closes the lesson by reading hamdallah and the closing prayer of the assembly

Third meeting

1. Pre activity
 - Classroom conditioning
 - Pray together
 - Aperception
2. Main activity
 - a. Exploration
 - The teacher reminds again about the previous material
 - b. Elaboration
 - The teacher asks students to mention again acronyms that have been learned at previous meetings.
 - The teacher divided students into 4 groups
 - The teacher asks each group to make sentences using acronyms mnemonic
 - The teacher gives an assessment
 - c. Confirmation
 - The teacher completes matters related to student's speech and writing

3. Post activity

- The teacher closes the lesson by reading hamdallah and the closing prayer of the assembly

I. Tool and source

- English book (Basic English new edition)
- Board maker

J. Assessment

Attitude: Courage, diligence, respect (in separated instruments) knowledge (vocabulary)

The teacher gives an assessment based on the following criteria:

No	Name	Fluency	Accuracy	Appearance	Total score

Semarang, 3 February 2020

Headmaster

English teacher

Kasman, M. Pd.

Dian Eryka Dwi Pratiwi, S. Pd

Appendix 2

Lesson Plan Control Class

(RPP)

Nama Sekolah : SDIT Cahaya Bangsa Mijen, Semarang

Mata Pelajaran : English

Kelas /Semester : 5/2

Alokasi waktu : 6 x 30menit

A. Standard of Competence :

1. Understanding simple instruction with action in a school context
2. Expressing instructions and simple information in a school context
3. Understanding simple English writing in a school context
4. Spelling and copying simple sentences in a school context

B. Basic Competence:

1. Responding simple instruction with acceptable actions in the class and school context
2. Conversation to asking/giving information in a acceptable manner involving speech acts: asking and giving suggestion
3. Reading aloud with proper and acceptable speech, pressure, and intonation involving: words, phrases, simple sentences, and simple texts
4. Spelling simple sentences correctly and acceptable

C. Indicator :

1. Students are able to designate and pronounce various modals in English

2. Students are able to converse using the phrase asking and giving suggestion
3. Students are able to read simple short texts correctly
4. Students are able to make simple sentences using modals

D. Student character:

Courage, diligence, respect

E. Material :

Weather

F. Muatan JSIT:

An-Naba': 14

"Dan kami menurunkan dari mega mendung air yang sangat hebat" جاجا

Tafsir Ibnu Katsir:

"Dan Kami turunkan dari awan air yang banyak tercurah.

" Al-'Aufi meriwayatkan dari

Ibnu 'Abbas: "al mu'syirata' bararti angin."

Sedangkan 'Ali bin Abi Thalhah berkata dari Ibnu 'Abbas:

من المعصرات berartidariawan."Pendapat ini pulayang dipilih oleh

Ibnu Jarir.

Al-Farra' mengemukakan: "Yaitu awan yang bersatu dengan

air hujan tetapi belum sampai turun hujan." Sebagaimana

dikatakan "immatun mu'shirun," yakni jika wanita itu sudah

mendekati masa haidnya tetapi belum haid. Dan firman Allah

Tabaraaka wa Ta'ala: جاء ثجاما "air yang banyak tercurah."

Mujahid, Qatadah, ar-Rabi' bin Anas mengatakan:

ثجاما berarti yang disiramkan (tercurah). Sedangkan ats-Tsauri

mengemukakan: "Yakni, secara berturut-turut."

Pembahasan hujan bukan musim tetapi hujannya itu sendiri.

Penafsiran ulama hujan dari 'roja' artinya sesuatu yang

kembali; bahwa air hujan berasal dari air dari bumi yang

dengan siklusnya akan dikembalikan lagi ke bumi berupa hujan.

G. Learning Method :

lecturing, discussion

H. Learning activity:

First meeting

1. Pre activity
 - Classroom conditioning
 - Pray together
 - Aperception
2. Main activity
 - a. Exploration
 - The teacher mentioned various kinds of weather
 - b. Elaboration
 - The teacher explains about modals and their use
 - Students work on student's book pages 79-81
 - The teacher gives an assessment
 - c. Confirmation
 - The teacher discusses questions and answers with students
 - The teacher completes matters related to student's speech and writing
3. Post activity
 - The teacher closes the lesson by reading hamdallah and the closing prayer of the assembly

Second meeting

1. Pre activity
 - Classroom conditioning
 - Pray together
 - Aperception
2. Main activity
 - a. Exploration
 - The teacher reminds again about last week's material
 - b. Elaboration

- The teacher explains about the phrase giving and asking for suggestion.
 - The teacher divided students into group
 - Each group advances to practice page 83
 - The teacher gives an assessment
 - Students work on English book page 84
 - The teacher gives an assessment
- c. Confirmation
- The teacher discusses questions and answers with students.

3. Post activity

The teacher closes the lesson by reading hamdallah and the closing prayer of the assembly

I. Tool and source

- English book (Basic English new edition)
- Board maker

J. Assessment

Attitude: Courage, diligence, respect (in separated instruments) knowledge (vocabulary)

The teacher gives an assessment based on the following criteria:

No	Name	Fluency	Accuracy	Appearance	Total score

Semarang, 4 February 2020

Headmaster

English teacher

Kasman, M. Pd.

Dian Eryka Dwi Pratiwi, S. Pd

Appendix 3

The Subject List of Try Out Class (V C)

NO	NAME	CODE
1	ABIMANYU SATRIYO WASKITHO JATI	T-1
2	AGNI HANIFAH SAKHI	T-2
3	ALFATIH DINAR MUHAMMAD	T-3
4	ALYA ZAHRA SOPHIANDI	T-4
5	ANANDHITA HANANIA KAYLA BIMA	T-5
6	AZIZ FAUZAN	T-6
7	CAHYA WULANDARI SUDHARMONO	T-7
8	DANENDRA RAMADHAN PRAYOGA	T-8
9	DANILLA NIRWASITA MAHESWARI	T-9
10	EMIRA ZIYADA RAHMA	T-10
11	FAISHAL MUSA AL HAFIDZ	T-11
12	FALAH LUTFI HANIFAH NUGRAHANI	T-12
13	FRIZHA GIELDHA WIJAYA	T-13
14	GHEFIRA ARRUMAISHA SHOFURA MUSTOFA	T-14
15	JASMINE PERMATA SHABRINA AYU ARDHANA	T-15
16	JIHAN HASNA ANJANI	T-16
17	LUTVA SYAHROTUS SYIFA	T-17
18	MUHAMMAD AKBAR AL GHOFFARI	T-18
19	MUHAMMAD AZIZUL HAQ ARRAYYAN	T-19
20	MUHAMMAD FAIQ RAMADHAN	T-20
21	MUHAMMAD IQBAL KURNIAWAN	T-21
22	NAYLA LU'LU'IL MAKNUN	T-22
23	SHAFI MAEDINA PUSPITA SARI	T-23
24	SHAFWAN ANGGARA FAGUSTIYANTO	T-24
25	VITO ALUN SAMUDRA VILYAWINATA	T-25

26	RIZKY CHILMAN PRAMASTHA	T-26
27	AISYAH AULIA MUMTAZA	T-27

Appendix 4

The Subject List of Experimental Class (V B)

NO	NAME	CODE
1	ABHI KRISNA FAISAL	E-1
2	ALVINO ABBRAR NAFIESYA PRATAMA	E-2
3	ANNISA FARAH DZAKIYAH	E-3
4	BRILLIANT PUSPITA RIANDHI	E-4
5	DAVINA LASTRIDEWI	E-5
6	FAIZSYAH HIFNY SHIDQI	E-6
7	FATIMAH AZ ZAHRA	E-7
8	IZZA SETYA AL FARIZI	E-8
9	KAIROLLI KENT DJENAR	E-9
10	KEYSHA QANIRA COREL SALSABILA	E-10
11	MESYA SHAIRA VARIANI	E-11
12	MEVLANA MUHAMMAD AFKAR	E-12
13	MUHAMMAD FATHI FARHAT	E-13
14	MUHAMMAD ROSYID RIDHO	E-14
15	M. ZAKY QUSHOYYI IZZUDIN	E-15
16	NERESWARA PRADIPTA WICAKSANA	E-16
17	NIKITA DIASTI	E-17
18	RIDZKI ALDIHA FIRDAUS	E-18
19	SAKHI BALQIS AZIZAH	E-19
20	SATYA FIKRI ARKANANTA	E-20
21	SHAKIRA NASYA ARSYANU	E-21
22	SHAULA BELLATRIX AZZAHRA	E-22
23	FADLAN AR RASYAD	E-23
24	ABIYU DAFI PARINDURI	E-24
25	AZKA GHULAM AL FARIDZY	E-25

26	RHAIZA MAKAYLA ADNA AZALYA	E-26
27	PRADIPTA NABIL	E-27
28	DHAFIN IQVI ATHAYA	E-28

Appendix 5

The Subject List of Control Class (V A)

NO	NAME	CODE
1	AGNI SABRINA PUTRI	C-1
2	ALMIRA AUFA AZALIA	C-2
3	ALYA RAHMA	C-3
4	ANNISA TITI HASPARI	C-4
5	AZZIZA SALIMA RIANO	C-5
6	CHALILA ANAYA PRASETYAWATI	C-6
7	DENIZ RIZKY SADONO	C-7
8	EVELINA SHAF AURELLIA	C-8
9	FIRDA ZALFA AFZALURRIZQI	C-9
10	HASNA AULIA FARISA	C-10
11	IBRAHIM DZAKY PUTRA PRATAMA	C-11
12	KHAIRA MARITZA LATIF	C-12
13	MAHENDRA LUTHFI ZUFARDO	C-13
14	MUHAMMAD ASNAN NUHA	C-14
15	MUHAMMAD BINTANG MUMTAZ	C-15
16	M. FAWWAZ QODRI MUBARAK	C-16
17	MUHAMMAD KEMAL ATHTHOBARAANII	C-17
18	MUHAMMAD NIZAM SHAQUILLE HARVAN	C-18
19	THALHAH NUR AHMAD	C-19
20	WILDAN ARKANANTA MAULANA PUTRA	C-20
21	WILDAN FARRAZ AL-RAFFI	C-21
22	ZAHRATUN NAFISA	C-22
23	ZAIDAN FIKRI HIDAYATULLAH	C-23
24	AFAF FATIN ALVINO	C-24
25	MUHAMMAD GHAZI FATHURAHMAN	C-25

26	ANDREW AZMI RAIS	C-26
27	BANGKIT SATRIO RIZKI PAMBUDI	C-27

Appendix 6

TRY OUT INSTRUMENT

Judul Penelitian: The Effectiveness of Using Mnemonic Technique to Teach Vocabulary

Materi : Weather (Using the Acronym Mnemonic method)

Identitas Responden

Nama :

Kelas :

Petunjuk

1. Tes ini sepenuhnya digunakan untuk keperluan penelitian, artinya tidak akan mempengaruhi penilaian dari guru matapelajaran.
2. Bacalah soal dengan teliti, kemudian berilah tanda silang (X) pada huruf A, B atau C untuk jawaban yang dianggap paling benar.
3. Jika ada yang kurang jelas dapat ditanyakan kepada pengawas ruang.

Read the dialogue carefully and choose the best answer for stands the bold words !

Rudi : Hallo Yannu

Yannu : Hallo Rudi

Rudi : **BTW**⁽¹⁾ what are you doing now?

Yannu : I am **OTW**⁽²⁾ to the Hospital

Rudi : who is sick?

Yannu : Iam

Rudi : **OMG**⁽³⁾, What pain?

Yannu : Fever

Rudi : Oh maybe **BC**⁽⁴⁾ of the weather changes

Yannu : Maybe, what did you contact me?

Rudi : I just wanted to ask about the material at school
yesterday
Yannu : Oh sorry, **IDK**⁽⁵⁾. Yesterday I slept when the teacher
explained. My body is not feeling well
Rudi : **LOL**⁽⁶⁾, oops sorry. **JK**⁽⁷⁾. Then **GWS**⁽⁸⁾
Yannu : **THX**⁽⁹⁾
Rudi : **CU**⁽¹⁰⁾ at school tomorrow

1. a. By the way
b. By the war
c. By the wash
2. a. On the window
b. On the way
c. On the wind

3. a. Oh my gost
b. Oh my glass
c. Oh my god

4. a. Be clean
b. Because
c. Be clever

5. a. I don't know
b. I don't key
c. I don't kite

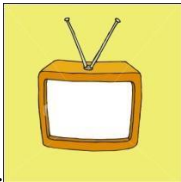
6. a. Laughing on loud
b. Laughing out loud
c. laughing out load

7. a. Jast kidding
b. Just kidding
c. just kite

8. a. Get well son
b. Get will soon
c. Get well soon

9. a. Thanks
b. Thankx
c. Thanx

10. a. Se yuu
b. See you
c. See yuu



11. We often watch ... in the evening.
a. Radio
b. Television
c. Newspaper



12. I often listen new on...
a. Television
b Magazine
c. Radio



13. My mother usually slices some meat with
...
a. Spoon
c. Knife

b. Fork



14.1

Ali : What is your father's job ?

Boy : He is a He flies the plane

a. Doctor

c. Pilot

b. Postman



15.

. A ... makes some food.

a. Teacher

c. Doctor

b. Chef



16.

Coca cola, beer, tea and milk. They are

called...

a. Fruits

c. Drinks

b. Food

20. Mr. Dedi is a doctor. He works in...
- a. School
 - b. Hospital
 - c. Hotel

Read the dialogue carefully and choose the best answer for acronyms the old words !

- Dani : What happen with you ,Wan?
- Wanda : **At The Moment**⁽²¹⁾, My body feel so hot Dan
- Dani : **In any case**⁽²²⁾you must take a rest Wan, take care your health!
- Wanda : Thanks Dan, why do you care about me?
- Dani : Because you are my best friend. Let's go to the hospital Wan just **be right back**⁽²³⁾.
- Wanda : I don't want now Dan, please go anywhere.
- Dani : **Oh my god**⁽²⁴⁾why you like this Wan?
- Wanda hospital : Not now Dan, but **as soon as possible**⁽²⁵⁾I go to the hospital
- Dani : Promise? Okay get well soon Wanda.

What are the acronyms of the bold dialogue?

21. a. ATTM
- b. ATM
- c. ATMT
22. a. IACS
- b. IAYC
- c. IAC

23. a. BRB
b. BERB

c. BRBK

24. a. OHMGD
b. OMG

c. OMYG

25. a. ASAP
b. AAP

c. ASNAP

Appendix 7

PRE-TEST INSTRUMENT

Judul Penelitian : The Effectiveness of Using Mnemonic`
Technique to Teach Vocabulary

Identitas Responden

Nama :

Kelas :

Petunjuk

1. Tes ini sepenuhnya digunakan untuk keperluan penelitian, artinya tidak akan mempengaruhi penilaian dari guru matapelajaran.
2. Bacalah soal dengan teliti, kemudian berilah tanda silang (X) pada huruf A, B atau C untuk jawaban yang dianggap paling benar.
3. Jika ada yang kurang jelas dapat ditanyakan kepada pengawas ruang.

Read the dialogue carefully and choose the best answer for stands the bold words !

Rudi : Hallo Yannu

Yannu : Hallo Rudi

Rudi : **BTW**⁽¹⁾ what are you doing now ?

Yannu : I am **OTW**⁽²⁾ to the Hospital

Rudi : who is sick?

Yannu : I'am

Rudi : **OMG**⁽³⁾, What pain?

Yannu :Fever

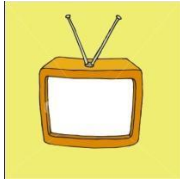
Rudi : Oh maybe **BC**⁽⁴⁾ of the weather changes

Yannu : Maybe, what did you contact me?

Rudi : I just wanted to ask about the material at school
yesterday
Yannu : Oh sorry, **IDK**⁽⁵⁾. Yesterday I slept when the
teacher explained. My body is not feeling well
Rudi : Laughing out loud, oops sorry. Just kidding.
Then **GWS**⁽⁶⁾
Yannu : **THX**⁽⁷⁾
Rudi : **CU**⁽⁸⁾ at school tomorrow

1. a. By the way
b. By the war
c. By the wash
2. a. On the window
b. On the way
c. On the wind
3. a. Oh my gost
b. Oh my glass
c. Oh my god
4. a. Be clean
b. Because
c. Be clever
5. a. I don't know
b. I don't key
c. I don't kite
6. a. Get well son
b. Get will soon
c. Get well soon

7. a. Thanks
b. Thankx
c. Thanx
8. a. Se yuu
b. See you
c. See yuu



9. We often watch ... in the evening.
a. Radio
b. Television
c. Newspaper



10. I often listen new on...
a. Television
b Magazine
c. Radio



11. Ali : What is your father's job ?
Boy : He is a He flies the plane
a. Doctor
b. Postman
c. Pilot



12. . A ... makes some food.
- a. Teacher
 - b. Chef
 - c. Doctor



13. Coca cola, beer, tea and milk. They are recalled...
- a. Fruits
 - b. Food
 - c. Drinks



14. Apple, orange, melon, and mango. They are called...
- a. Fruits
 - b. Vegetables
 - c. Foods



15. Onion, spinach, potato and tomato. They are called...
- a. Vegetables
 - b. Drinks
 - c. Fruits
16. Mr. Dedi is a doctor. He works in...
- a. School
 - b. Hospital
 - c. Hotel

Read the dialogue carefully and choose the best answer for acronyms the bold words !

- Dani : What happen with you ,Wan?
- Wanda : At The Moment , My body feels so hot Dan
- Dani : **In any case**⁽¹⁷⁾ you must take a rest Wan, take care your health!
- Wanda : Thanks Dan, why do you care about me?
- Dani : Because you are my best friend. Let's go to the hospital Wan just **be right back**⁽¹⁸⁾.
- Wanda : I don't want now Dan, please go anywhere.
- Dani : **Oh my god**⁽¹⁹⁾ why you like this Wan?

Wanda : Not now Dan, but **as soon as possible**⁽²⁰⁾I go to the hospital

Dani : Promise? Okay get well soon Wanda.

What are the acronyms of the bold dialogue?

- | | |
|--------------|----------|
| 17. a. IACS | c. IAC |
| b. IAYC | |
| 18. a. BRB | c. BRBK |
| b. BERB | |
| 19. a. OHMGD | c. OMYG |
| b. OMG | |
| 20. a. ASAP | c. ASNAP |
| b. AAP | |

Appendix 8

POST TEST INSTRUMENT

Judul Penelitian : The Effectiveness of Using Mnemonic
Technique to Teach Vocabulary
Materi : Weather (Using the Acronym Mnemonic
method)

Identitas Responden

Nama :.....

Kelas :.....

Petunjuk

1. Tes ini sepenuhnya digunakan untuk keperluan penelitian, artinya tidak akan mempengaruhi penilaian dari guru mata pelajaran.
2. Bacalah soal dengan teliti, kemudian berilah tanda silang (X) pada huruf A, B atau C untuk jawaban yang dianggap paling benar.
3. Jika ada yang kurang jelas dapat ditanyakan kepada pengawas ruang.

Read the dialogue carefully and choose the best answer for stands the bold words !

Ali : Hi Azmi!

Azmi : Hi Ali, What's up?

Ali : what are you doing here Azmi?

Azmi : I was waiting for my father who was **OTW**⁽¹⁾ to pick me up

Ali : I see, **BTW**⁽²⁾, as a new student I want to ask you, what do you think about Falla ?

Azmi : **IMO**⁽³⁾, Falla is a fierce and quiet girl

Ali : **LOL**⁽⁴⁾, **AFAIK**⁽⁵⁾, Falla is a funny and cheerful girl

Ali's father : Ali !

Ali : oh, Hi dad ! I will **BBL**⁽⁶⁾ Azmi

Azmi : Okay

Ali : Hi dad, wait a moment

Ali's father : Okay

Ali : Do you know what the name of the new teacher is at our school?

Azmi : **IDK**⁽⁷⁾, what is her name?

Ali : Her name is Mrs. Mursyidah

Azmi : Have you seen how her teaches?

Ali : Yes I have seen, **ROFL**⁽⁸⁾ seeing her teach, very funny. Please **TBH**⁽⁹⁾, what do you think about her?

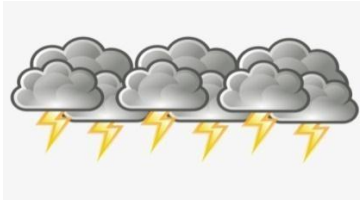
Azmi : I think she was very funny when teaching, kind and friendly.

Ali : Yups, I think so. Okay then I'll go home, **CU**⁽¹⁰⁾

1. a. On the wrong
- b. On the way
- c. On the where

2. a. By the wash
b. By the way
c. By the war
3. a. In my opinion
b. In my own
c. In my old
4. a. Laughing out loud
b. Laughing out lose
c. Laughing out loud
5. a. As far as I know
b. As far as I knock
c. As far as I knee
6. a. Be back letter
b. Be back later
c. Be back let
7. a. I don't know
b. I don't key
c. I don't kite
8. a. Rolling on that floor
b. Rolling on the floor
c. Real on the floor
9. a. To be home
b. To be honest
c. The be honest
10. a. see you
b. see you
c. say you
11. People use umbrella when it is...
a. rain

- b. sunny
- c. snow



12. It is...

- a. sunny
- b. rainy
- c. stormy



13. It is...

- a. stormy
- b. sunny
- c. snowy



14. It is...

- a. rainy
- b. snowy
- c. stormy



15. It is...

- a. rainy
- b. stormy
- c. snowy



16. What is the picture mean?

- a. Keep Every past Object
- b. Keep Past Object
- c. Knowing Every Particular Object

17. What is the acronym of "Just Kidding"?

- a. JK
- b. JUKI
- c. JUSKID

18. People use boots when it is...

- a. rainy
- b. sunny
- c. snowy

19 ...has to wear the hat

- a. I
- b. he
- c. you

20 ...have to use raincoat in the rain

- a. she
- b. he
- c. we

Appendix 9

ANSWER KEY of TRY OUT

1. A
2. B
3. B
4. B
5. A
6. B
7. B
8. C
9. A
10. B
11. B
12. C
13. C
14. C
15. B
16. C
17. B
18. A
19. A
20. B
21. B
22. C
23. A
24. B
25. A

ANSWER KEY of PRE TEST

1. A
2. B
3. C
4. B
5. A
6. C
7. A
8. B
9. B
10. C
11. C
12. B
13. C
14. A
15. A
16. B
17. C
18. A
19. B
20. A

ANSWER KEY of POST TEST

1. B
2. B
3. A
4. C
5. A
6. B
7. A
8. B
9. B
10. A
11. A
12. C
13. B
14. A
15. C
16. C
17. A
18. C
19. B
20. C

Appendix 10

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	70	1	C-1	70
2	E-2	70	2	C-2	70
3	E-3	70	3	C-3	70
4	E-4	60	4	C-4	70
5	E-5	70	5	C-5	60
6	E-6	60	6	C-6	55
7	E-7	55	7	C-7	60
8	E-8	65	8	C-8	55
9	E-9	65	9	C-9	75
10	E-10	75	10	C-10	65
11	E-11	75	11	C-11	75
12	E-12	75	12	C-12	75
13	E-13	60	13	C-13	60
14	E-14	65	14	C-14	65
15	E-15	70	15	C-15	70
16	E-16	70	16	C-16	70
17	E-17	65	17	C-17	65
18	E-18	65	18	C-18	65
19	E-19	65	19	C-19	80
20	E-20	80	20	C-20	65
21	E-21	65	21	C-21	70
22	E-22	70	22	C-22	65
23	E-23	70	23	C-23	65
24	E-24	65	24	C-24	65
25	E-25	70	25	C-25	70
26	E-26	65	26	C-26	65
27	E-27	60	27	C-27	70
Sum		1815	Sum		1810
N		27	N		37

Average	67,22222	Average	67,03704
Variance	31,41026	Variance	35,11396
Standard Deviation	5,604485	Standard Deviation	5,925703

Appendix 11

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	80	1	C-1	75
2	E-2	80	2	C-2	70
3	E-3	80	3	C-3	70
4	E-4	70	4	C-4	60
5	E-5	80	5	C-5	65
6	E-6	70	6	C-6	60
7	E-7	70	7	C-7	60
8	E-8	70	8	C-8	60
9	E-9	75	9	C-9	85
10	E-10	80	10	C-10	70
11	E-11	80	11	C-11	75
12	E-12	85	12	C-12	75
13	E-13	70	13	C-13	65
14	E-14	75	14	C-14	65
15	E-15	80	15	C-15	70
16	E-16	80	16	C-16	70
17	E-17	75	17	C-17	65
18	E-18	75	18	C-18	70
19	E-19	75	19	C-19	90
20	E-20	90	20	C-20	70
21	E-21	75	21	C-21	70
22	E-22	80	22	C-22	70
23	E-23	80	23	C-23	80
24	E-24	75	24	C-24	85
25	E-25	80	25	C-25	70
26	E-26	75	26	C-26	70
27	E-27	70	27	C-27	70
Sum		2075	Sum		1905
N		27	N		27

Average	76,85185	Average	70,55556
Variance	25,2849	Variance	58,33333
Standard Deviation	5,028409	Standard Deviation	7,637626

Appendix 12

Answer Key of Pre Test

Name : Annisa Farah Dzabiyah (fatoh)

Class : 5B (An-najm)

70

No	Choose			
1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	<input checked="" type="checkbox"/>	C	D
3.	A	B	<input checked="" type="checkbox"/>	D
4.	A	<input checked="" type="checkbox"/>	B	D
5.	<input checked="" type="checkbox"/>	B	C	D
6.	A	B	<input checked="" type="checkbox"/>	D
7.	<input checked="" type="checkbox"/>	B	C	D
8.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
9.	A	<input checked="" type="checkbox"/>	C	D
10.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D

No	Choose			
11.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
14.	<input checked="" type="checkbox"/>	B	C	D
15.	<input checked="" type="checkbox"/>	B	C	D
16.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	<input checked="" type="checkbox"/>	B	C	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D

CS Scanned with CamScanner

Answer Key of Pre Test

Name : Davina Lastridewi

Class : 5B

60

No	Choose			
1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
3.	A	B	<input checked="" type="checkbox"/>	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	<input checked="" type="checkbox"/>	B	C	D
6.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
7.	<input checked="" type="checkbox"/>	B	C	D
8.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
9.	A	<input checked="" type="checkbox"/>	C	D
10.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D

No	Choose			
11.	A	B	<input checked="" type="checkbox"/>	D
12.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
15.	<input checked="" type="checkbox"/>	B	C	D
16.	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
19.	A	<input checked="" type="checkbox"/>	C	D
20.	<input checked="" type="checkbox"/>	B	C	D

CS Scanned with CamScanner

Answer Key of Pre Test

Name : Agni

Class : SA

70

No	Choose			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

No	Choose			
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D



Scanned with CamScanner

Answer Key of Pre Test

Name : Anaya

Class : SA

60

No	Choose			
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

No	Choose			
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D



Scanned with CamScanner

Answer Key of Post Test

Name : A. b. i

Class : 5B

80

No	Choose		
1.	A	B	C
2.	A	B	C
3.	A	B	C
4.	A	B	C
5.	A	B	C
6.	A	B	C
7.	A	B	C
8.	A	B	C
9.	A	B	C
10.	A	B	C

No	Choose		
11.	A	B	C
12.	A	B	C
13.	A	B	C
14.	A	B	C
15.	A	B	C
16.	A	B	C
17.	A	B	C
18.	A	B	C
19.	A	B	C
20.	A	B	C



Scanned with CamScanner

Answer Key of Post Test

Name : అలవినా అవతార D.P

Class : 5B

80

No	Choose		
1.	A	B	C
2.	A	B	C
3.	A	B	C
4.	A	B	C
5.	A	B	C
6.	A	B	C
7.	A	B	C
8.	A	B	C
9.	A	B	C
10.	A	B	C

No	Choose		
11.	A	B	C
12.	A	B	C
13.	A	B	C
14.	A	B	C
15.	A	B	C
16.	A	B	C
17.	A	B	C
18.	C	B	C
19.	A	B	C
20.	A	B	C



Scanned with CamScanner

Answer Key of Post Test

Name : *agni*

Class : SA

75

No	Choose		
1.	A	B	C
2.	A	B	C
3.	A	B	C
4.	A	B	C
5.	A	B	C
6.	A	B	C
7.	A	B	C
8.	A	B	C
9.	A	B	C
10.	A	B	C

No	Choose		
11.	A	B	C
12.	A	B	C
13.	A	B	C
14.	A	B	C
15.	A	B	C
16.	A	B	C
17.	A	B	C
18.	A	B	C
19.	A	B	C
20.	A	B	C



Scanned with
CamScanner

Answer Key of Post Test

Name : *almira*

Class : SA

70

No	Choose		
1	A	B	C
2.	A	B	C
3.	A	B	C
4.	A	B	C
5.	A	B	C
6.	A	B	C
7.	A	B	C
8.	A	B	C
9.	A	B	C
10.	A	B	C

No	Choose		
11.	A	B	C
12.	A	B	C
13.	A	B	C
14.	A	B	C
15.	A	B	C
16.	A	B	C
17.	A	B	C
18.	A	B	C
19.	A	B	C
20.	A	B	C



Scanned with
CamScanner

Appendix 13

The result of Normality test of Pre test of Experimental and Control class

Hypothesis :

H₀ : the data distributes normally

H_a : the data does not distributes normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

With the criteria :

H₀ diterima jika $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

interval	f _i	x _i	f _i .x _i	-	(x _i -x) ²	f _i .(x _i -x) ²
55	60	5	57,5	66,38889	79,01235	395,0617
61	66	9	63,5		8,345679	75,11111
67	72	9	69,5		9,679012	87,11111
73	78	3	75,5		83,01235	249,037
79	84	1	81,5		81,5	228,3457
sum	27		1792,5			1034,667

s	f _o	tepi kelas (x _i)	z _i	z tabel	f(z _i)	L _i	f _e	_____
6,308317668	5	54,5	-1,88464		0,029739	0,145538	3,929538	0,291609
	9	60,5	-0,93351		0,175278	0,331748	8,957209	0,000204
	9	66,5	0,017613		0,507026	0,326636	8,819167	0,003708
	3	72,5	0,968739		0,833662	0,1389	3,750307	0,15011
	1	78,5	1,919864		0,972562	0,025392	0,685573	0,144207
		84,5	2,870989		0,997954			
	27							0,589838

Untuk $\alpha = 5\%$ dengan $dk = 5 - 1 = 4$ diperoleh $x^2 = 9,487729037$. Karena $x^2_{\text{count}} < x^2_{\text{table}}$ jadi disimpulkan bahwa H_0 diterima.

Appendix 14

The Result of Normality test of Post test of Experimental class

Hypothesis :

H₀ : the data distributes normally

H_a : the data does not distributes normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

With the criteria :

H₀ diterima jika $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

interval			f _i	X _i	f _i .X _i	X	(X _i -X) ²	f _i .(X _i - X) ²
70		74	6	72	432	78,85185	46,94787	281,687243
75		79	8	77	616		3,429355	27,4348422
80		84	11	82	902		9,910837	109,019204
85		89	1	87	87		66,39232	66,3923182
90		94	1	92	92		172,8738	172,8738
SUM			27		2129			657,407407

s	f ₀	Tepi kelas (X _i)	Z _i	Z _{tabel}	F(Z _i)	L _i	f _e	$\frac{fo fe}{fe}$
	6	69,5	-1,8598		0,031457	0,161938	4,372337	0,605919803
	8	74,5	-0,86545		0,193395	0,357885	9,662906	0,286172437
	11	79,5	0,128897		0,551281	0,318053	8,587438	0,677786891
	10	84,5	1,123247		0,869334	0,113562	3,066164	1,392304272
	1	89,5	2,117598		0,982895	0,016175	0,436733	0,726462328
		94,5	3,111948		0,999071			
	27							3,688645733

Untuk $\alpha = 5\%$ dengan dk = 5-1 = 4 diperoleh $\chi^2 = 9,487729037$.

Karena $\chi^2_{\text{count}} < \chi^2_{\text{tabel}}$ jadi disimpulkan bahwa H₀ diterima.

Appendix 15

The Result of Normality test of Post test of Control class

Hypothesis :

H₀ : the data distributes normally

H_a : the data does not distributes normally

Hypothesis test :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

With the criteria :

H₀ diterima jika $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

interval		f _i	X _i	f _i .X _i	-	(X _i -X) ²	f _i .(X _i -) ²	
60		66	8	63	504	60,49383	483,950617	
67		73	12	70	840	0,604938	7,25925926	
74		80	4	77	308	38,71605	154,864198	
81		87	2	84	168	174,8272	349,654321	
88		94	1	91	91	70,77778	408,9383	408,938272
SUM		27		1911			1404,66667	

S	f_0	Tepi kelas (X_i)	Z_i	Z_{tabel}	$F(Z_i)$	L_i	f_e	$\frac{f_0 f_e}{f_e}$
	8	59,5	-1,53435		0,062472	0,217813	5,880959	0,763537493
	12	66,5	-0,58199		0,280285	0,364157	9,832246	0,477933505
	4	73,5	0,37036		0,644443	0,262592	7,08998	1,346685788
	1	80,5	1,322713		0,907035	0,081514	2,20089	0,01833665
	1	87,5	2,275066		0,988549	0,010826	0,292313	1,713299809
		94,5	3,227419		0,999375			
	27							4,319793245

Untuk $\alpha = 5\%$ dengan $dk = 5 - 1 = 4$ diperoleh $\chi^2 = 9,487729037$.

Karena $\chi^2_{count} < \chi^2_{table}$ jadi disimpulkan bahwa H_0 diterima.

Appendix 16

T-Test Pre-test score of Experimental and Control class

Hypothesis :

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

Hypothesis test :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

NO	SOURCE	Experimental	Control
1	SUM	1815	1810
2	n	27	27
3	\bar{X}	67.22	67.04
4	S^2	31.41	35.11
5	S	5.60	5.93

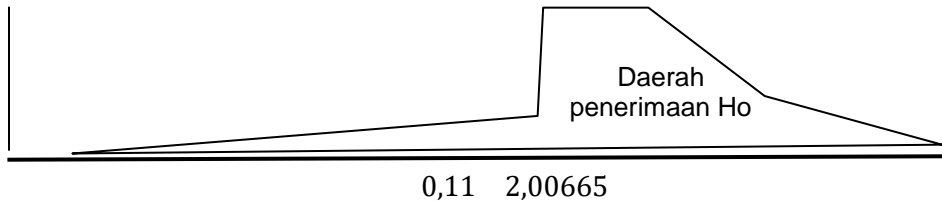
Based on the formula obtained :

$$S^2 = \frac{(27-1)31.41 + (27-1)11}{27+27-2}$$

$$S^2 = 33.26$$

$$S = 5.77$$

$$= \frac{67.22 - 67.04}{5.77 \sqrt{\frac{1}{27} + \frac{1}{27}}} = 0.11$$



pada $\alpha = 5\%$ dengan $df 27+27-2 = 52$ diperoleh $t_{table} = 2.00665$

because of $t_{count} < t_{table}$, it is mean that there is no significant difference between pre-test score of experimental and control class. H_a is rejected.

Appendix 17

T-Test

Post test score of Experimental and Control class

Hypothesis :

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

Hypothesis test :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

NO	SOURCE	Experimental	Control
1	SUM	2075	1905
2	n	27	27
3	\bar{X}	76.85	70.56
4	S^2	25.28	58.33
5	S	5.03	7.64

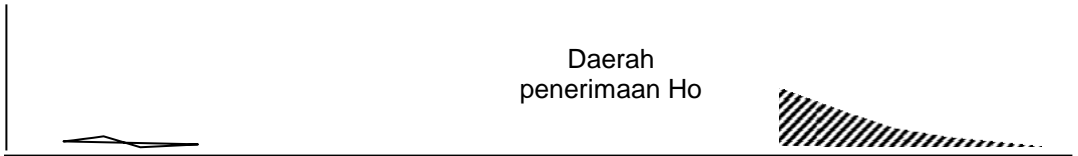
Based on the formula obtained :

$$S^2 = \frac{(27-1)25.28 + (27-1)58.33}{27+27-2}$$

$$S^2 = 41.805$$

$$S = 6.47$$

$$t = \frac{76.85 - 70.56}{6.47 \sqrt{\frac{1}{27} + \frac{1}{27}}} = 3.57$$



pada $\alpha = 5\%$ dengan df $27+27-2 = 52$ diperoleh $t_{table} = 2.00665$

because of $t_{count} > t_{table}$, it is mean that there is significant difference between post test score of experimental and control class. H_a is accepted.

Appendix 18

Documentation of Research

Before giving treatment to both classes, the researcher gave pre-test to both classes, experimental and control class.



After giving pre-tests to both classes, the researcher gave treatment using mnemonic techniques to the experimental class.



Then the researchers also gave treatment to the control class,
but without using mnemonic techniques.



After giving treatment to both classes, the researcher gave a post test to both classes.



Appendix 19



CAHAYA BANGSA
Cerdas, Kreatif, dan Berakhlak Mulia untuk Kejayaan Bangsa

SURAT KETERANGAN PENELITIAN
NO : 421.4/472/SD IT_CB/II/2020

Yang bertanda tangan dibawah ini,

Nama : Kasman, M.Pd.
NIP : -
Jabatan : Kepala sekolah
Unit Kerja : SDIT CAHAYA BANGSA

Menerangkan dengan sesungguhnya bahwa :

Nama : Mohammad Dzukfikri Ali Adha
NIM : 1503046015
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris

telah melaksanakan penelitian di SDIT CAHAYA BANGSA MIJEN pada tanggal 22 Januari s.d 15 Februari 2020 dengan judul " The Effectiveness of Using Mnemonic Technique to Teach Vocabulary (An Experimental Study at the Fifth Grade Student of SDIT Cahaya Bangsa Mijen in the Academic Year 2019/2020)".

Surat keterangan ini dibuat untuk penyusunan skripsi dan bukti bahwa sudah melaksanakan penelitian di SDIT Cahaya Bangsa Mijen.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana semestinya.



SEKOLAH DASAR ISLAM TERPADU (SDIT)

CAHAYA BANGSA

Jl. Mijen Permai RT 03 RW 01 Mijen Kota Semarang Telp. 024 76672545



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

PENELITI :Mohammad Dzulfikri Ali Adha

NIM :1503046015

JURUSAN :Pendidikan Bahasa Inggris

**JUDUL :THE EFFECTIVENESS OF USING MNEMONIC
TECHNIQUE TO TEACH VOCABULARY(An Experimental Study
at the Fifth Grade of SDIT Cahaya Bangsa Mijen, Semarang in
Academic Year of 2019/2020)**

Uji Perbedaan Rata-Rata Data Tahap Awal

t-Test: Two-Sample
Assuming Equal
Variances

	<i>Experimental</i>	<i>Control</i>
Mean	67.22222222	67.03703704
Variance	31.41025641	35.11396011
Observations	27	27
Pooled Variance	33.26210826	
Hypothesized Mean Difference	0	



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

df	52
t Stat	0.117977242
P(T<=t)one-tail	0.453270117
tCriticalone-tail	1.674689154
P(T<=t)two-tail	0.906540234
tCritical two-tail	2.006646805

Keterangan:

Sig. = 0.906 > 0.05, maka H_0 diterima artinya bahwa tidak terdapat perbedaan rata-rata nilai Kelas Eksperimendan Kelas Kontrol



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

TERAKREDITASI BADAN AKREDITASI NASIONAL PERGURUAN TINGGI (BAN-PT)
KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jl. Prof. DR. Hamka Km.01 Ngalian Tambak Aji Semarang, 50815 Telp. 024-7608786 Fax. 024-7619177 email : baakaism@yahoo.com

Uji Perbedaan Rata-Rata Data Tahap Akhir

t-Test: Two-Sample
Assuming Equal Variances

	<i>Experiment</i>	<i>Control</i>
Mean	76.85185185	70.55555556
Variance	25.28490028	58.33333333
Observations	27	27
Pooled Variance	41.80911681	
Hypothesized Mean Difference	0	
df	52	
t Stat	3.577803996	
P(T<=t) one-tail	0.000380037	
t Critical one-tail	1.674689154	
P(T<=t) two-tail	0.000760075	



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t Critical two-tail

2.006646805

Keterangan:

Sig. = $0.000 < 0.05$, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 21 Februari 2020

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

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