

**THE EFFECTIVENESS OF MNEMONIC TECHNIQUE TO INCREASE
STUDENTS' VOCABULARY MASTERY**

**(Quasi Experimental Research at the Eighth Grade Students of SMPN 1
Siman Ponorogo in Academic Year 2019/2020)**

THESIS



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ABSTRACT

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Key Word: Mnemonic Technique and Vocabulary Mastery

A vocabulary is a group of words of a language that conveys meaning when the language is used. Vocabulary is important for students, it is more important than grammar for communicative purposes. In the modern era, English has functioned as a communication means in which people from different nations interact. We all do communicate all the time, all the place and all the time. Anybody can communicate, but they can't always communicate well. Good communication is how to get the message across without ambiguity. Therefore, students should be able to have enough vocabulary. Mnemonics is a way to help students remembering vocabulary and understand the words. Students can learn the vocabulary fun and easier. Those are the reason why the researcher uses the mnemonic technique.

The purpose of this research was to examine whether there was a significant difference between the students' vocabulary mastery who were taught by mnemonic technique and those who were not taught by mnemonic technique at SMPN 1 Siman Ponorogo in academic year 2019/2020.

This research applied a quantitative approach and used the quasi-experimental design. This research used two classes as an experimental group and a control group. The population was taken from the eighth-grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020. The number of the sample in this research was 28 students of the control group and 24 students of the experimental group. The procedure of data collection was tests and documentation. To analyze, it, used a t-test formula to know whether there was a significant difference in students' vocabulary mastery who taught by mnemonic technique and students who are not taught by the mnemonic technique.

The result of the research showed that the T-test was 8.482 and the value of T-table of $df = 52$ is 2.00. It means that the value of T-test was higher than T-table ($8.482 > 2.00$). Therefore H_0 was rejected and H_a was accepted. It can be concluded that there was a significant difference score in vocabulary mastery for the students who are taught by a mnemonic technique using acronym media and who are not taught by using acronym media.

So, from the computation above it can be concluded that there is a significant difference between students' vocabulary mastery who are taught by mnemonic technique and those who are not taught by mnemonic technique at SMPN 1 Siman Ponorogo. It has become important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English, especially in learning vocabulary to make the students are more motivated in learning vocabulary.

P O N O R O G O

APPROVAL SHEET

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, scope and limitation of the study, statement of the problems, the research objective, significance of the research, and the organization of the research.

A. Background of the Study

There are four skills in the teaching of language, namely listening, speaking, reading, and writing. Those skills will be difficult to achieve if vocabulary can't be mastered because vocabulary is supporting elements to the mastery of the four skills learning.¹ Vocabulary is a basic important component in language teaching. All activities need vocabulary because people or even English language learners can speak and have a conversation using some vocabulary. Without vocabularies, language would not exist and people can't communicate without language. Having a lot of vocabulary is a must. Students must have many vocabularies to help them in English language learning.²

Schmitt and Mc. Carthey says that "vocabulary is one of the important skills in language".³ We use words and arrange them together to make sentences, conversations, and discourse all things. We cannot express our ideas if we do not master it. Vocabulary is the collection of words that an individual knows. It means that vocabulary is one of the components in English has to be learned by learners in building receptive and productive skill. Then, Rivers in Nunan has also argued that "That acquisition of an adequate

¹ Rini Susanti and Zainuddin, "Improving the Students' Vocabulary Achievement", *Journal*, (2013), 1.

² Horby, *Oxford Advanced Learner's or Current English*, (New York: Oxford University Press, 1995), 1331.

³ N Robert Schmitt and Michael Mc. Carthey, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 1997), 40.

vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and the functions.”⁴

In the modern era, English has functioned as a communication means in which people from different nations interact. We all do communicate all the time, all the place and all the time. Anybody can communicate, but they can't always communicate well. Good communication is how to get the message across without ambiguity. Therefore, students should be able to have enough vocabulary. To get it, students must know vocabulary from the word that can be express their ideas.

Mastering English means that people have to master vocabulary. Mastering vocabulary can become a key to learn English better. The vocabulary achievement of students could also be seen from the number of vocabularies that they mastered. According to Anderson & Nagy, junior high school students should acquire approximately 2.000-3.000 words per year or about 6 to 8 new words per day.⁵

But in fact, the problem that usually students did is a lack of vocabulary when they are using a foreign language. Class conditions do not support learning, for example, crowded classrooms, and students are not ready to learn. Besides, the part of the teaching and learning technique is still monotonous (the teacher only explains the subject matter and then gives students some assignments). Besides that, there are many problems in teaching vocabulary. First, students had difficulty with vocabulary mastery. They also felt that vocabulary is very difficult and bored to learn. Besides, they did not pay attention to the teacher's explanation because the teaching technique did not encourage students' interests. Second, Students are bored to learn in a monotonous class. They need fun activities in the learning process.

⁴ David Nunan, *Language Teaching Methodology* (London: Prentice Hall International, 1991), 117.

⁵ *Ibid.*, 2.

Based on the pre-research, the researcher identified that the students at SMPN 1 Siman Ponorogo were hard in mastering English because of some factors for instance teaching strategy, uninteresting teaching media, and less motivation. However, based on the observation in November 2018 and interview with Mrs. Aning Hendariyah, S.Pd (SMPN 1 Siman Ponorogo English Teacher), it was found that almost 67% of eighth-grade students at SMPN 1 Siman Ponorogo less vocabulary or difficult in memorizing vocabulary.⁶

The common problem faced by the students in the English learning class is the lack of vocabulary. The teachers only write the vocabulary in the whiteboard and write the meaning then they read together. Besides, they did not pay attention to the teacher's explanation because the learning strategy did not encourage students' interests.

By seeing the problems, the teachers need to find appropriate strategies in teaching the learning process and interesting techniques for students to make fun of the learning process. Learning strategies are steps taken by learners to enhance their learning. Teachers are encouraged to choose appropriate teaching techniques and learning strategies for students.⁷

Mnemonics is a way to help students remembering vocabulary and understand the words. Students can learn the vocabulary fun and easier. Those are the reason why the researcher uses the mnemonic technique. According to Djiwandono (2009:16), the use of mnemonics technique depends on the students' learning style. Some students prefer to find the meaning of words from the dictionary and save it in their memory. Based on Gofar's (2008) research. In the title Teaching Vocabulary Though Mnemonic Device (Experiment Study at the Second year of SMP Asy-Syuja'iyyah Sukaraja Bogor). This study focused on

⁶ Aning Hendariyah, S.Pd, English Teacher at SMPN 1 Siman Ponorogo, 3rd November 2018.

⁷ Hong Shi, "Learning Strategies and Classification in Education", *Institute for Learning Styles Journal*, Vol. 1, (2007), 24.

teaching vocabulary with a mnemonic technique. The reason why the researcher used this technique because of this technique useful for teaching vocabulary in the result of the study.

The second research has done by Sari (2013) under title Improving Students' English Achievement Through Mnemonic for the Fourth Grade Students of SMPN 3 Karanganyam Klaten in The first semester of The Academic Year of 2012/ 2013. The researcher used the mnemonic technique because it was easy to memorize and enjoyable. It was easy for them to memorize the word. During the implementation of the mnemonic device in the teaching-learning process all students more enthusiastic and attractive.

Based on the problem above, the use of English material by using the acronym method in the teaching and learning process will help the teachers and students to get the main goal much better. By using the mnemonic technique the researcher hopes that the students can increase their vocabulary mastery. It means that this media brings positive change in learning. Therefore, the researcher tried to reduce the problems "*The Effectiveness of Mnemonic Technique to Increase Students' Vocabulary Mastery*".

B. Scope and Limitation of the Study

To avoid a deviation of the discussion, this study is focused on some concerns identified as follows:

1. The subject of this study is at the eighth grade students at SMPN 1 Siman Ponorogo in academic year 2019/ 2020.
2. The object of this study is the effectiveness of mnemonic technique for vocabulary mastery.
3. The material of this study in teaching vocabulary is recount text using mnemonic technique.

C. Research Questions

Based on the research background, the researcher formulates some problem statements as follow:

1. Is there any significant effect of the mnemonic technique to increase students' vocabulary mastery at the eighth-grade students of SMPN 1 Siman Ponorogo in Academic Year 2019/ 2020?
2. To what extent does mnemonic technique improve students' vocabulary mastery at the eighth-grade students of SMPN 1 Siman Ponorogo in Academic Year 2019/ 2020?

D. Research Objectives

This study has some objectives which include:

1. To determine whether a significant effect of mnemonic technique to memorize new words at the eighth-grade students of SMPN 1 Siman Ponorogo in Academic Year 2019/ 2020.
2. To measure how far is the improvement of vocabulary mastery at the eighth-grade students of SMPN 1 Siman Ponorogo through mnemonic technique.

E. Significances of the Study

The researcher hopes that this study will have some benefits in English teaching and learning as follows.

1. Theoretically

After research, it hopes to give the contribution of the knowledge to develop in the teaching-learning process. It can help to involve the students in the teaching-learning process directly. Besides, it also supposed to give an additional perspective nowadays.

2. Practically

The result of this study is expected to be useful for:

a. Teachers

This study is expected to give teachers, particularly English teachers, an input concerned with the implementation of teaching vocabulary. The mnemonic technique is one of the learning techniques applied to teach vocabulary mastery.

b. Students

This study is expected to give students, particularly the eighth-grade students of SMPN 1 Siman Ponorogo, knowledge of increasing vocabulary mastery using the mnemonic technique.

c. For the Institution

The mnemonic technique can be applied for all purposes of English learning to increase students' skills. It is not only for improving students' vocabulary skills but also, it can be applied in writing learning, even though for increasing students' reading skill relate to translating difficult words.

For the institution, mnemonic technique can help students in general to develop their English capabilities so the school (the institution) gets the achievements and prestige among the education institution.

d. For the Public (the readers in general)

The implementation of the mnemonic technique for improving students' ability in increasing their vocabulary, hoped, it can be followed by another teacher in teaching-learning English activity. Improving students' vocabulary skills and capabilities in reading comprehension, writing skills, and so on.

F. Organization of the Thesis

The researcher wrote this thesis systematically to easy the readers to understand it. This thesis consists of five chapters. Every chapter is related one to another. The organizations of the thesis are:

Chapter I explains the introduction of the study. This chapter consists of a background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the thesis.

Chapter II discusses the review of related literature of this study. This chapter explains theoretical analysis, previous related study, conceptual framework, and hypothesis.

Chapter III discusses the research methodology. This chapter consists of research design, population and sample, instrument data collection, technique data collection, and technique of data analysis.

Chapter IV tells the research result of this study. This chapter consists of data description, data analysis, discussion, and interpretation.

Chapter V is closing. This chapter explains the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher gives an overview of the previous studies, the theoretical background, the theoretical framework, and the hypothesis.

A. Previous Related Study

Before the researcher conducted the study, the researcher found other studies to find whether there are some similar studies or not. The researcher took reviews from the following research findings:

The first previous study came from Rosdiana (2009). She has a study about “*The Effectiveness of Mnemonics Devices in Learning Vocabulary Learning Process*”. She has two research questions, there were (1) Do mnemonics devices enhance the students in learning and memorize vocabulary? And (2) can mnemonics devices influence the students in their vocabulary learning activity?. In this previous study, it was experimental research. The researcher used observation and tests including pre-test and post-test to collect the data. The subject of the study was consisting of 30 participants. According to the data collected from the pre-test and post-test gained from the experimental class, taught vocabulary by using mnemonics devices and without mnemonics devices in analyzing the students’ error in vocabularies, it shared the mean score of pre-test was 73 while the mean score of post-test was 84. The conclusion of this study is teaching vocabulary using mnemonics is effective to help the students. The similarity between the previous research and this study is in using the mnemonic technique effect on teaching vocabulary. Whereas the difference between the previous research and this research is that the activities of previous research also used in pre-schools while this research activity would use the mnemonic technique in Junior High School.

The second previous study came from Gofar (2008). He had a study about “*Teaching Vocabulary through Mnemonics Devices*”. The researcher's question of this study is whether to use mnemonics devices in a vocabulary learning strategy has a significant influence on the students' vocabulary acquisition?. In this study, the researcher used the experimental method. The sample was taken by a random sampling system namely only 40 students where 20 students from the experiment class and 20 students from controlled class. It used pre-test and post-test to collect the data. To know the result of the experiment, the researcher calculates the result of the pre-test and post-test of both classes. The result of the experiment proved that mnemonics are suitable to encourage students to use the language and facilitates them to explore individual competencies. The similarity between the previous research and this study is in the used experiment method in mnemonic technique. Whereas the difference between the previous research and this research is that the activities of previous research used mnemonic devices while this research would use the mnemonic technique by acronym media.

The third is from Sriyumahmudah (2014) entitled “*The Effect of Mnemonic Technique on Vocabulary Recall of The Tenth Grade Students of SMAN 3 Palangkaraya.*” The study was a Quasi-Experimental design that identifies whether the Mnemonic Technique effective or not to memorize the vocabulary for Tenth Grade Students of SMAN 3 Palangkaraya. The use of the Mnemonic Technique for memorizing vocabulary makes students easy to memorize the new vocabulary. Proved by the finding of the research score showed that there was significant influence using the mnemonic technique to memorize vocabulary in senior high school 3 Palangkaraya. The similarity between the previous research and this study is in used Quasi-Experimental design that identifies this mnemonic technique. Whereas the difference between the previous research and this research is that the activities of previous research used classroom action research with mnemonic technique

while this research would use quantitative research with mnemonic technique and acronym media.

From the reason above it is expected direct method technique can be suitable methods for teaching and learning vocabulary, although the question of which methods are most appropriate for teaching and learning a foreign language is still under debate. Although none is perfect, some way is expected more successful than others.

B. Theoretical Background

In this section, the researcher will discuss vocabulary and mnemonic techniques. The explanation is as follows:

1. Vocabulary

This section gives an overview of the definition of vocabulary, vocabulary mastery, and kinds of vocabulary.

a. Definition of Vocabulary

Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. If you have studied a foreign language, you may recall how basic your early sentences were and how limited they were in texture and depth. With enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension. The more adept they are at the understanding text (National Reading Panel, 2000). When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice.⁸

Vocabulary is the basic unit in learning a language. Knowing more vocabulary has a big influence on teaching and learning English. There are some

⁸ Judy Willis, *Teaching the Brain to READ: Strategies for improving fluency, vocabulary and comprehension*, (Virginia: ASCD Alexandria, 2008), 80.

definitions of vocabulary. In the Oxford dictionary, vocabulary is all the words in a language.⁹

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve to read both simplified and unsimplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering words.¹⁰

Vocabulary is all words in a language which is used by people to convey ideas or feeling. It refers to a word that is used to communicate in oral and written language. So, students must be able to be flexible in using words that they recognize and understand. The purpose students can be reached in learning the vocabulary process is primarily their ability to recall word at will and to recognize it in its spoken and written form. Vocabulary is knowledge of how the words fit into the world.

⁹ Hornby, *Oxford: Basic English Dictionary*, (United Kingdom: Oxford University Press, 2012), 432.

¹⁰ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (NewYork: Cambridge University Press, 2002), 255-256.

b. Vocabulary Mastery

According to Cameron, vocabulary skill included: pronunciation, spelling, grammar, and meaning:

1) Pronunciation

Pronunciation is one of the aspects that have a great influence on vocabulary. "Pronunciation is how a particular person pronounces the word of a language".

2) Spelling

Children also need to know the letters and syllables that make up the word that is called spelling. "Spelling is the act of forming words correctly from the individual letter or the way that a word is spelled".

3) Grammar

Grammatical information is tied into words, and learning words can take students along the way into grammar. This suggests that if we give a high priority to vocabulary, we are not thereby abandoning grammar.

c. Kinds of Vocabulary

According to Tarigan, there are seven classifications of basic vocabulary. Basic vocabulary deals with words which have small possibility adopt from other languages.¹¹ They are:

1) Word Classes

Word classes are classified as a different part of speech. They are nouns, pronouns, verbs, adjectives and adverbs, prepositions, and conjunctions.

¹¹ Fuad Mas'ud, *Essential of English Grammar a Practical Guide* (Yogyakarta, 2005), 44.

a) Nouns

The noun is the most important part of speech. Its arrangement with the verb helps to form the sentence. He classified nouns as follows:

(1) Proper Noun

A proper noun begins with a capital letter in writing. It concludes personal name; the name of geographic units such as countries, cities, rivers, etc.; the name of nationalities and religions; the name of the holiday; the name of time units.

(2) Common Noun

A common noun is a noun referring to a person, place, or thing in a general sense, and usually should write with a capital letter when it begins a sentence. For example *book, soldier, stone, etc.*

(3) Concrete Noun

A concrete noun is a word for a physical object that can be perceived by the sense. For example *tree, glass, book, etc.*

(4) Abstract Noun

An abstract noun is a word for a concept. It is an idea that exists in our minds only. For example *bravery, belief, etc.*

(5) Countable Noun

A countable noun can usually be made plural by the addition of –s, for example *one boy, two cats, etc.*

(6) Uncountable Noun

An uncountable noun is not used in the plural, for example is *sugar, water, etc.*

(7) Collective Noun

A collective noun is a word for a group of people, animals, or objects considered as a single unit. For examples of the collective noun are *audience, faculty, family, group, public, team, etc.*

b) Pronouns

Pronouns make up a small class of words of very high frequency. The pronoun is a word that takes the place of a noun. There are types of pronouns as follows:

(1) Personal Pronoun

(a) The speaker called the first person

Singular – *I* (spelled with a capital letter)

Plural – *we* (includes the speaker and one or more others)

(b) The person spoke to called the second person.

You – singular and plural

(c) The person or thing being spoken of called the third person.

Singular – *he* (for male), *she* (for female), *it* (for things)

Plural – *they* (for all live beings and all things)

(2) Relative Pronoun

Relative pronouns refer to noun antecedents which immediately precede them.

The example: *The woman **who** calls me is my aunt*

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(3) Demonstrative Pronoun

Demonstrative Pronouns point out someone or something. The most common demonstrative pronouns are **this** (plural these) and **that** (plural those).

The example:

***This** flower (over here) is more beautiful than **that** one (over there).*

(4) Reflective Pronoun

The reflective pronoun is a combination of –self with one of the personal pronouns or with the impersonal pronoun one.

The example:

*The **child** hurt **himself** (**child** and **himself** are identical).*

(5) Indefinite Pronoun

Such pronouns refer to indefinite persons or things, or indefinite quantities. Indefinite pronouns conclude *all, another, any, both, each, few, least, less, little, a lot (of), many, more, most, much, etc.*

c) Verbs

The verb is the most complex part of speech. The verb is a word or group of words that are used in describing in action, experience, or state.

There are several kinds of the verb as follow:

(1) Action Verb

An action verb expressed by a verb may be physical action or mental action. Besides, it exists with: *is, are was, and were.*

For example:

*Jack **paints** the home with his father*

*She **was** late to go to her school*

(2) Auxiliary Verb

An auxiliary verb is a verb that accompanies the lexical verb phrase and express grammatical distinctions not carried by the lexical verb, there are: *be, do, and have*. They didn't have meaning if they stand themselves.

(a) To be: an auxiliary verb that usually used is *be, is, am, are, was, were, being, and been*.

(b) To do: an auxiliary verb that usually used is *do, does, and did*.

(c) To have: an auxiliary verb that usually used is *have, has, and had*.

(3) Phrasal Verb

There are formed by adding an adverb or a preposition to a verb to create new meaning. The example: *ask around, calm down, give up, put off, etc.*

(4) Transitive and Intransitive Verb

(a) A transitive verb needs a direct object to complete its meaning or it can't stand alone.

For example:

*My car **needs** fuel*

*A cat **wants** some meat to eat*

(b) An intransitive verb can stand alone in the predicate because its meaning is complete.

For example:

*The plant **grows***

*The baby **crying***

(5) Regular and Irregular Verb

(a) A regular verb is formed by adding –ed. For example *call-called-called, visit-visited-visited, etc.*

(b) Irregular verb change completely in the past tense. For example *go-went-gone, take-took-taken, drink-drank-drunk, etc.*

d) Adjectives

The adjective is a modifier that has the grammatical property of comparison. There are types of adjective as follow:

(1) Determiner

Determiner consists of a small group of structured words without characteristic form.

(a) Articles – *the, a, an.*

(b) Demonstrative adjectives- This (plural these)
That (plural those)

(c) Possessive adjectives

From pronouns – *my, your, one's, etc.*

From nouns – *John's, the girl's, etc.*

(d) Numeral adjectives

- Cardinal – *four, twenty-five, one hundred, etc.*

- Ordinal – *fourth, twenty-fifth, one hundredth, etc.*

(e) Adjectives of indefinite quantity – *some, few, all, more, etc.*

(f) Relative and interrogative adjectives – *whose, what, which.*

(2) Descriptive Adjectives

Descriptive adjectives usually indicate an inherent quality or a physical state such as *age, size, etc.*

e) Adverbs

An adverb is a group of words that describe or add to the meaning of adverb, adjective, another adverb, or a whole sentence. An adverb indicates manner, time, place, frequency, and purpose.

(1) Adverb of manner: *slowly, quietly, quickly, neatly, etc.*

(2) Adverb of time is divided into two kinds of indefinite time, for instance:

yesterday, now, today, tomorrow, etc.

(3) Adverb of place: *here, there, everywhere, abroad, etc.*

(4) Adverb of frequency: *usually, always, often, sometimes, never, rarely, etc.*

(5) Adverb of quantity, it is used to describe quantity or how often an event that is happened.

For example:

*She studied English **little**.*

*He has won the price **twice**.*

(6) Relative adverb: *therefore, moreover, why, although, etc.*

(7) Adverb of degree, divide into two kinds:

- To show how much related to adjective or adverb, such as: *too, quite, rather, extremely, etc.*

- To show how complete, such as: *nearly, entirely, partially, etc.*

(8) Interrogative adverbs, that is used to create questions such as: *why, where, how, when, etc.*

f) Prepositions

A preposition is a word used to show the relationship of a noun or a pronoun to some other word. A preposition usually indicates the temporal, spatial, or logical relationship of its. It is divided into two kinds as follow:

- (1) The preposition that consists of one word, such as: *at, in, under, over, on, behind, below, etc.*
- (2) The preposition that consists of two words or more, such as: *according to, instead of, despite of, next to, etc.*

g) Conjunction

A conjunction is a group of words that connects sentences, phrases, or clauses. There are three types of conjunction as follow:

(1) Coordinating Conjunction

Coordinating conjunction is used to joins words with other words, phrases, or sentences with other sentences. There are several kinds of coordinating conjunction, such as: *for, and, nor, but, or, yet, and so.*

(2) Correlative Conjunction

Correlative conjunction used to joins elements of sentences, for instance: *both ... and, not only ... but also, neither ... or, neither ... nor.*

(3) Subordinating Conjunction

Subordinating conjunction is a word that can use to form an adverbial clause form the main sentence. There are five types of subordinating conjunction as follow:

- Conjunction which use to explain about time: *before, after, since, as long as, as soon as, by the time, etc.*

- Conjunction which use to explain the opposition: *although, even though, whereas, while, etc.*
- Conjunction which use to explain cause-effect: *because, now that, such ... that, as in, etc.*
- Conjunction which use to explain about conditional: *if, unless, only, whether or not, even if, etc.*
- Conjunction which use to explain purpose: *in order to, in order that, so that, etc.*

2) Word families

Word family is a group of word that share the same base or root but take different endings so that words have own meaning. A word that results from the addition of an affix to root, and which has a different meaning from the root, it is called derivative. Inflections and derivatives are both formed by the process of affixation. Affixes consist of suffixes which are end of word and prefixes at the beginning of the word.

3) Word formation

A word formation is the creation of a new word. The types of word formation as follow:

a) Affixation

Affixation is the act of adding something else, so it will be formed new words. There are three type affixes based on a place like:

(1) Prefixes

Prefixes are affixes that are added at the beginning of the root word. The prefixes can add by **re-**, **dis-**, **un-**, **non-**, etc. For example *limit-unlimited, connect-disconnect, etc.*

(2) Suffixes

Suffixes are affixes that are added at the end of the root. The suffixes can add by **-ful**, **-ish**, **-ist**, **-s**. For example *beauty-beautiful, use-useful, etc.*

(3) Infixes

Infixes are affixes that are added in the middle of the root.

a) Compound Word

A compound word is combining two or more independent words. It consists of two patterns.

(1) Noun + verb + -er, E.g: *hairdryer, bus driver, record player, etc.*

(2) Noun + noun. E.g: *handbook, classroom, toothpaste, etc.*

b) Blending

Blending is the fusion of two words into one, usually the first part of one word with the last part of another, so that the resultant blend consists of both original meanings.

For example:

Breakfast + lunch = brunch

Information + entertainment = infotainment

c) Clipping

Clipping is a process in which a word is formed by shortening a lot of one. Clipping occurs when the longer word has very common use and a short form the result because it is simple and easily understood.

For example:

Choc – chocolate

Phone – telephone

d) Acronym

The acronym is the result of forming a word the first letter or letters of each word in a phrase.

For example:

VIP – Very Important Person

WHO – World Health Organization

NASA – National Aeronautics and Space Administration

e) Coining

Coinage is pure creations of writers, investors, scientists, and others who need a term to express a given meaning or to name an item or product. For example *Kodak, aspirin, Vaseline, Tipp-ex, etc.*

4) Word meaning

a) Synonym

A synonym is linguistic forms that have the same conceptual meaning and it shares a similar meaning.

For example:

Sadness = unhappiness

Chance = possibility

Admit = confess

b) Antonym

An antonym is a word expressing an idea directly opposite to that of another word in the same language.

For example:

Small >< big

Thick >< thin

Short >< long

c) Homonym

A homonym is words that share the same form but have unrelated meaning.

For example:

Like: *I like looking at the sunset.*

It looks like new.

2. Mnemonic Technique

This section gives an overview of the definition of mnemonic technique, types of mnemonic, and the implication of the mnemonic technique.

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a. Definition of Mnemonic Technique

Mnemonic model is a model of learning development to facilitate students to remember information received by using a media or a link in memorizing knowledge so that the learning process will be easier and more effective.¹²

Kozarenko (2006: 15) says that mnemonic derived from the Greek word “Mnemonic” which means an art of memorization. Mnemonics are techniques or devices, either verbal or visual, that serves to improve the storage of new information, and the recall of information contained in memory.¹³

According to Foster (2009: 123) mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual imagery, or rhymes.¹⁴

It is important to remember that the 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 the mnemonic technique means a technique to utilize memory in certain ways.

b. Types of Mnemonic

Mnemonic method or tick of memory is a special way which is made as a code for entering information items into a mind system of student. There are many types of mnemonic devices. However, there are five types the most popular mnemonic device. Among others are:

¹² Arif Irfan Fauzi, “Pengembangan Model Mnemonik Untuk Meningkatkan Kemampuan Menulis Teks Cerpun Pada Siswa”. (Universitas Negeri Malang, 2015), 27.

¹³ Kozarenko, V, “Real Memory Improvement”. Available at <http://www.RealMemoryImprovement.com>

¹⁴ Nia Lestari, “The Use of Mnemonics Technique to increase students’ Vocabulary Mastery”. (IAIN Salatiga, 2016), 28-29.

1) Rhyme

Rhyme is a poem that consists of words and term which have to be remembered by student. The poem will have a good effect if it is given not and can be sung. The learner of kindergarten son that of morality message as an example.

2) Acronym and Acrostic

The acronym is a word whose individual letters can represent elements in list information. For example, to remember the name of the prophet, such as Muhammad, Isa, Musa, Ibrahim, and Nuh, we can make it to become MIMIN. An acrostic is a sentence whose first letters represent to be remembered information. Such as “my very educated mother just served us nine pizzas” to remember nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturnus, Uranus, Neptunus, and Pluto).

3) Peg-word System

The Peg-word system is mnemonic techniques that use the components that have been mastered before. It components are formatted in pair, such as; *merah-saga, panas-api, langit-bumi*, etc. The words are used to remember words that have the same characteristics such as; blood, lipstick, hell, etc.

4) Method of Loci

It is a mnemonic strategy which uses special and famous places as a way to put words or terms which have to be remembered by student. Word loci itself is a plural form of “Locus” that has a meaning place. In this case, the names of famous cities, buildings, and streets can be used for placing words and term that relevant in the meaning has a similarity in character or situation. For example,

the capital city of the USA can be remembered as the first president of the country (George Washington).

5) Keyword System

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

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

c. The Implication of Mnemonic Technique

In this research, the writer uses the mnemonics technique to increase students' vocabulary mastery. Because memorizing is very important to enlarge

vocabulary, the writer found these techniques to help students in mastering it. Mnemonics technique is a method to enhance the student's ability to memorize. In the beginning introduction of this technique may students feel confused, but after they adapt they will be familiar with the mnemonics technique and can apply it well.

C. Conceptual Framework

Vocabulary supports the mastery of four basic language skills: listening, speaking, reading, and writing. As mentioned above the students should master the vocabulary to master the four major skills that are speaking, writing, reading, and listening.

To achieve the objective of learning vocabulary, it needs a strategy in teaching vocabulary to make effective vocabulary teaching. Nevertheless, there are some obstacles related to the teaching and learning vocabulary in the class. In the class that uses teaching conventional methods, students often bored if they have to follow an English vocabulary lesson. In this class, vocabulary is taught in monotonous and uninteresting technique. As a result, the students are low in the vocabulary mastery and they are lazy to follow this lesson in the classroom. The use of interactive media can give a stimulus to students to learn.

D. Hypothesis

Hypothesis in the research can be stated based on the theoretical analysis and conceptual framework. The hypothesis as follow:

- Ha: There are significant differences in vocabulary mastery of the students who taught by mnemonic technique and acronym media.
- Ho: There are no significant differences in vocabulary mastery of the students who taught by mnemonic technique and acronym media.

The hypothesis criterion states that; if $t_0 > t_t = H_a$ is accepted and H_0 is rejected, and if $t_0 < t_t = H_a$ is rejected and H_0 is accepted t_0 is t observation, and t_t is the t -test.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discussed the research design, population and sample, the instrument of data collection, and the technique of data analysis.

A. Research Design

In this research design, the researcher uses quasi-experimental research. A quasi-experimental design is similar to a randomized experimental design that involves the manipulation of an independent variable but differs in that subject is not randomly assigned to the treatment group.¹⁵ There are three types of quasi-experimental include quasi-experimental design: non-equivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control-group interrupted time series design. This research used a non-equivalent (pre-test and post-test) control group design.

The researcher used the Nonequivalent (Pre-Test and Post Test) control group design. In this design, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.¹⁶

The research design is a group of students in the treatment group and a group of students in the control group.

¹⁵ Donal Ary, Lucy Cheser Jacobs, *Introduction to Research in Education, 8th edition* (Canada: Wadsworth, Cengage Learning, 2010), 316.

¹⁶ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 160-161.

Table 3.1 Design of the research

Group	Pre-Test	Treatment	Post-Test
Experimental (Exp)	O ₁	X	O ₂
Control (Ctrl)	O ₃	-	O ₄

Notes:

Experimental (Exp) : The class who is taught using the mnemonic technique with the acronym

Control (Ctrl) : The class who is taught without using the mnemonic technique with the acronym

O₁ : Pre-test for Experimental group

O₂ : Post-test for Experimental group

X : Treatment

O₃ : Pre-test for Control group

O₄ : Post-test for Control group

There are two classes in this research. The VIII A class is the control class. Where the class was given the strategy appropriate with their teacher apply with them in every lesson. Then, the VIII C class is experimental. Where the class was given an experiment by using the mnemonic technique to improve vocabulary mastery of students.

In this research, the researcher conducted three steps, they are:

1. Pre research step

The first step is preparation. The researcher is determined the experimental class and control class, arrange the lesson plan and instrument to get the data and the others.

2. Research step

The second step is acting. The researcher has applied the treatment in the experimental class. The researcher taught the class by using the mnemonic technique. So, in this treatment to get data from two tests, the tests are pre-test and post-test.

3. Data analysis step

The third step is collecting data. The data which were collected was be analyzed by the researcher. The steps were as follows:

- a. Collect the post-test score from the experimental and control class
- b. Test the data using T-test

The T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two samples mean which randomly taken from the same population there is no significant difference.¹⁷

B. Population and Sample

1. Population

A population is all members of any well-defined class of people, events or objects.¹⁸ From the statements above, it can be concluded that the population is the entire subject that will be conducted in research. In this research, the population is all eighth-grade students of SMPN 1 Siman Ponorogo and the total number of population is 52.

¹⁷ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 151.

¹⁸ Donald Ary, *Et Al, Introduction to Research in Education Eighth Edition*. (Canada: Wadsworth, 2010),

It consisted of two classes which were divided into the following:

Table 3.2 Population of the Research

No.	Classes	Students' Quantity
1.	VIII A	28
2.	VIII C	24

2. Sample

The sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.¹⁹ It means that the sample is a target population that is observed. The researcher employs a saturation sampling technique. It means that all populations become the sample in this research. So, it can be concluded that all eighth-grade students of SMPN 1 Siman Ponorogo by a total of 52 students are the sample in this research.

C. The Instrument of Data Collection

The data collection instrument is the selected equipment and the use of the researcher to gather data to make systematic study and easier. Data means observations or evidence. The scientific-educational researcher requires the data utilizing some standardized research tools or self-designed instruments.²⁰ In this research, the instrument to collect data is a test. The test is constructed by the researcher based on the standardized procedure of making the test. The test is divided into two parts, pre-test, and post-test. The pre-test is directed at the beginning study before the treatment and the post-test is given

¹⁹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 143.

²⁰ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic* (New Delhi: New Age International, 2006), 213.

after the treatment. The pre-test was to gain information about student achievement before the treatment as the teaching process. The post-test is to gain information about student achievement after the teaching process finish. The test can be seen in the appendix 3.

1. Preparation

- a. Before conducting the test. Firstly, the writer consulted to the headmaster of SMPN 1 Siman Ponorogo and asked the permission to conduct the test on the selected students of the eighth-grade
- b. The implementation of the instrument test was conducted by the help of another teacher to get the data
- c. Before the test, the respondents were given the instruction and explanation related to the test

2. Implementation

The implementation of an instrument test was conducted for 15 days. It began on the 14th of Feb 2020 and lasted on the 29th of Feb 2020. The pre-test is started on 14th February 2020, there was conduct on 8A and 8C class. The post-test of students' vocabulary mastery began on the 29th of Feb 2019. The data were taken by test and that will be the primary data. The common data are taken from school information and that's consists of school data.

Research schedule of experimental class

Date	Activities
February, 14 th 2020	Pre-test
February, 19 th 2020	First treatment
February, 22 th 2020	Second treatment
February, 29 th 2020	Post-test

Research schedule of the control class

Date	Activities
February, 18 th 2020	Pre-test
February, 19 th 2020	First treatment
February, 25 th 2020	Second treatment
February, 26 th 2020	Post-test

D. Data Collection Technique

In the technique of data collection, the researcher use test to collect the data. The test is used to get the primary data of this research.

Test

The other instrument of data collecting is the research test. Test technique is a data collection technique that is done with provides a series of questions or tasks and other tools to the subject the required data.²¹ In this study, the test is used to measure students' vocabulary achievement. A test is simple terms that can be defined as is a method of measuring a person's ability, knowledge, and performance in a given domain.²²

The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. First, students are given a pre-test. It is given before the researcher gives material and treatment is applied to the experimental group. The pre-test is given to know the level of the students' vocabulary skills before the treatment. The second is a post-test. It is given to the students after the material is taught and treatment is given to the experimental group.

²¹ Kuntojoyo, *Metodologi Penelitian* (Kediri, 2009), 35.

²² H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2002), 3.

E. Data Analysis Technique

The test is a method of measuring a person's ability, knowledge, or performance in a given domain. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script, and a checklist of expected responses to be filled in by the administrator.²³

The statistical method was used to find a significant difference in the students' scores before and after being taught by using the mnemonic technique. To know the effectiveness of the mnemonic technique in the students' vocabulary mastery, the data was collected from students' scores in pre-test and post-test. Then the data, which was gained from those two tests, are analyzed by using a t-test for dependent sample, this test is also known as the correlated, non-independent, or Paired-Sample t-test.

The measure to be analyzed by the dependent t-test was the mean difference between the paired scores. Pre-test and post-test scores of the same individuals are an example of the paired score (Ary, 2010:176).²⁴ Paired Sample t-test was used when the sample was pair or correlate where each results in two data. In other words, the scores for pre-test and post-test were correlated because those scores were resulted by the same individuals. To know the significant differences researcher used SPSS 23.0 version.

The research conducted the test to collect data. The kind of test multiple choices which consists of twenty questions. The form of text in the test is recount text. The good instrument must meet two requirements, they are:

²³ Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 3.

²⁴ Donald Ary .et.al, *Introduction the Research in Education*, (Canada: Nelson Education Ltd, 2010).

a. Validity

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.²⁵ The researcher counted the validity of the vocabulary test with SPSS 23 to measure the validity this research used product moment. With df or dB was $n-r 24-2 = 22$ in 5% significance the r index was 0.404. When the index of r result (coefficient of correlation) was below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be a valid instrument if the coefficient of correlation was more than 0.404.

To measure the validity of the instrument of research, the researcher put the total sample 24 respondents. The researcher gave 20 multiple choice questions for this class. So, the researcher calculated the validity test from the result of multiple-choice questions.

From the result calculation item validity instrument, could be shown in table 3.3 as follow:



²⁵ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Longman, 2000), 22.

Table 3.3

The Result of Validity Calculation

Item	“r” Calculated	“r” Index	Criteria
1	0.485	0.404	Valid
2	0.688	0.404	Valid
3	0.468	0.404	Valid
4	0.491	0.404	Valid
5	0.530	0.404	Valid
6	0.485	0.404	Valid
7	0.621	0.404	Valid
8	0.664	0.404	Valid
9	0.550	0.404	Valid
10	0.479	0.404	Valid
11	0.759	0.404	Valid
12	0.597	0.404	Valid
13	0.431	0.404	Valid
14	0.512	0.404	Valid
15	0.604	0.404	Valid
16	0.688	0.404	Valid
17	0.549	0.404	Valid
18	0.759	0.404	Valid
19	0.503	0.404	Valid
20	0.570	0.404	Valid

b. Reliability

A reliable test is consistent and dependable. If you give the same text to the same students or matched students on two different occasions, the test should yield similar results.²⁶ In this research, to measure the reliability of the reading comprehension multiple-choice test, the researcher employs SPSS 23 program for windows. From the result calculation item reliability instrument could be shown in table 3.4 as follow:

Table 3.4
The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.743	21

1. Assumption Test

After the test was given to the students in the pre-test and post-test, then the results of the test were analyses with an assumption test. The tests there are tests of normality and test of homogeneity.

a. Normality Test

The normality test is used to determine whether a data set was well-modeled by normal distribution or not, or to compute how likely the random variable is to be normally distributed.²⁷ In this research, the researcher will use SPSS 23 program for windows to calculate the normality test. Steps to find out the normality of test such as follow:

1. Open the SPSS program

²⁶ *Ibid.*, 20.

²⁷ Retno Widyaningrum, *Statistika Edisi Revisi*, 206.

2. Input the data to the data view by first fill the variable view with write down the name of the classes
3. Click of analyze – non-parametric – sample K-S
4. Drag the data into test variable
5. Click OK

After the process of calculation, it determines by the following criteria:

1. If t-value was lower than t-table ($t\text{-value} < t\text{-table}$), it means that H_0 is accepted and H_a is rejected
2. If t-value was higher than t-table ($t\text{-value} > t\text{-table}$), it means that H_0 is rejected and H_a is accepted

That is the hypothesis of data:

H_0 : Data is normally distributed

H_a : Data is not normally distributed

b. Homogeneity Test

Homogeneity means the similarity variance of each group, so the researcher will be faced with groups that have the same condition from the beginning.²⁸ This test is needed to compare data in some groups. It is also needed to test the homogeneity of variance in comparing two or more groups. The homogeneity test in experimental research is used to know whether experimental and control groups that are taken from the population have the same variant or not. In this research, the researcher will use SPSS 23 program for windows to calculate the homogeneity test. The steps of the homogeneity test as follows:

1. Open the program SPSS

²⁸ *Ibid.*, 203.

2. Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class
3. Click analyze – compare means – one-way ANOVA
4. Click options – checklist Homogeneity of variance – click OK

That is the hypothesis of data:

Ho: Data is homogeneous

Ha: Data is not homogeneous

c. T-test

After testing the normality and homogeneity test, the researcher continues to analyze the data using the T-test. The T-test is used to determine whether the mean of the two groups is different from another. In this test, the researcher analyzes the data by comparing the score between the experimental class and control class in the pre-test and post-test. The result of the calculation will show whether the application of the Mnemonic Technique is more effective in teaching vocabulary.

2. Testing Hypothesis

For the testing hypothesis, the research will use the T-test to know whether there is a difference between variables in the study. The researcher will use the SPSS 23 program for windows to analyze the T-test. Steps of calculation T-test as follows:

- a. Open SPSS program
- b. Input data to the data view, by first change the value in the variable view by change the Name, Decimals, Value, and Measure
- c. Click Analyze – Compare Means – Independent – Sample T-Test

- d. In the dialog box of Independent- Sample T-Test, input the variable X in *Test Variables* and variable Y in *Grouping Variable*
- e. Click Define Groups write down 1 in the *Group 1* and 2 in the *Group 2*, then click *continue* – OK

The criteria of testing hypothesis, as below:

- a. Ho: if $t\text{-test} < t\text{-table}$ in a significant degree 5%, there is a significant score on students' vocabulary mastery who are taught by using mnemonic technique and students' who are not taught by using the mnemonic technique of the eighth-grade students at SMPN 1 Siman Ponorogo in academic year 2019/2020.
- b. Ha: if $t\text{-test} > t\text{-table}$ in a significant degree 5%, there is no significant score on students' vocabulary mastery who are taught by using mnemonic technique and students' who are not taught by using the mnemonic technique of the eighth-grade students at SMPN 1 Siman Ponorogo in academic year 2019/2020.

Meanwhile, the degree of freedom (df) = $(N1 + N2) - 2$



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discussed the data description, data analysis, discussion, and interpretation of the data.

A. Data Description

The researcher used a quasi-experimental design in this study. The population of this study was the eighth-grade students of SMPN 1 Siman Ponorogo in the academic year 2019/2020. The total number of the population was 102 students. The researcher took two classes as a sample, one as experimental class was taught by a mnemonic technique using acronym media, and the other as control class was not taught by a mnemonic technique using acronym media. The total numbers of students were 52 students. Each class consisted of 28 and 24 students.

Before the researcher taught students in both experimental and control classes, the researcher provided a lesson plan of material for guidance in the class. The lesson plan numbered eight meetings which are consisted of the experimental and control class.

1. The Procedure of the Research in Experimental Class

The researcher took class C for a sample of the experimental class. The number of this class was 24 students. In this first meeting, the researcher gave a pre-test to the students beginning the researcher. The forming test was multiple choice from in recount text. This test spent about 40 minutes. After that, the researcher taught the students with a mnemonic technique using acronym media in the class. The researcher explained the definition, generic structure, language features, and the example of recount text using acronym media. Then, the researcher introduced the mnemonic technique about recount text to them.

In the second meeting, the researcher gave the other example of recount text using a mnemonic technique. In the second meeting, the researcher explained what's vocabulary and how important to study English and the researcher informs the students about how to learn English be easy and made joyful activities. Here, the researcher explained teaching-learning through the acronym technique to make easy the students memorized and remember it. The students focused on the material, most of the students asked the researcher what they did not understand. At the end of the teaching-learning process, the researcher checks the students' ability in vocabulary by giving some questions related to the words in the acronym.

In the third meeting, the researcher did the third treatment by giving the topic "daily activity". The researcher asked the students to return to their group and gave each group a piece of the picture. They were asked to identify the physical appearance and behavior of the activity in the picture before making acronym words. They did it in groups. After that, the performance in front of the class.

In the fourth meeting, the researcher gave the last treatment. The researcher asked the students to make an acronym based on the recount text individually. Finally, the students had been able to do the acronym technique. It could be seen from the evaluation the students' scores had been improved in every meeting. At last, the researcher could conclude that the students' achievement in vocabulary through Acronym technique. The acronym technique had successfully worked in helping students' ability in vocabulary mastery. It was effective and applicable. After that, the researcher gave a post-test to them.

2. The Procedure of the Research in Control Class

The researcher took class A for the control class. The number of students was 28. In the first meeting, the researcher gave a pre-test to the students. The forming test

was multiple choice from in recount text. This test spent about 40 minutes. After that, the researcher explained the material of recount text and gave the example of recount text. Then, the researcher asked the students to do the questions in their textbook.

In the second meeting, the researcher reviewed the material about the definition, generic structure, and language features of recount text. Then, the researcher explained how to make a recount text and the researcher asked them to make recount text.

In the third meeting, the researcher asked the students to make a recount text about daily activity. Then, the researcher asked them to submit the task.

In the fourth meeting, the researcher reviewed the material of recount text, then asked them to do the post-test.

3. The Score of Students' Vocabulary Test in Experimental Class

The data were collected from the result of the students' scores of pre-test and post-test in the experimental class.

a. The first was the result of the students' pre-test in the experimental class. The table below is the description of students' scores of the pre-test in the experimental class.

Table 4.1

The Pre-Test Scores from Vocabulary Test Students in the Experimental Class

No.	Name	Score
1	A.Y.R	60
2	E.Y.P	40
3	E.W	45
4	J.S	60
5	P.S	60
6	R.E.S	60
7	S.	60

8	A.S	55
9	D.P	65
10	D.A.A	65
11	F.M.S	55
12	M.R.F.A	60
13	N.T.A	70
14	R.F.C.A	60
15	S.F.R	70
16	V.A	65
17	A.G.F.S	60
18	D.R	70
19	E.M.P	55
20	M.D.F.F	50
21	N.A.S	70
22	P.A.G.P	50
23	R.W.P	60
24	T.A.H	50
Total Score		1,415
Mean		58.9583333333

Based on the table above, the pre-test of the students who were taught by the mnemonic technique using the acronym method were varieties. The data showed that the higher score of the pre-test was 70, while the lowest score of the pre-test was 40. The total score of the pre-test was 1,415 with the mean score of the pre-test was 58.9583333333.

- b. The second was the result of students' post-test in the experimental class. The table below is the description of students' scores of the post-test in the experimental class.

Table 4.2

The Post-Test Scores from Vocabulary Test Students in Experimental Class

No.	Name	Score
1	A.Y.R	80
2	E.Y.P	60
3	E.W	70
4	J.S	85
5	P.S	80
6	R.E.S	80
7	S.	75
8	A.S	90
9	D.P	65
10	D.A.A	80
11	F.M.S	65
12	M.R.F.A	75
13	N.T.A	80
14	R.F.C.A	70
15	S.F.R	90
16	V.A	85
17	A.G.F.S	70
18	D.R	80
19	E.M.P	80
20	M.D.F.F	60
21	N.A.S	60
22	P.A.G.P	70
23	R.W.P	75
24	T.A.H	80
Total Score		1,805

Mean	77.2083333333
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Based on the table above, the data showed that the higher score of the post-test was 90, while the lowest score of the post-test was 60. The total score of the post-test was 1,805 with the mean score of the post-test was 77.2083333333.

4. The Score of Students' Vocabulary Test in Control Class

The data were collected from the result of the students' scores of pre-test and post-test in the control class.

- a. The first was the result of the students' pre-test in the control class. The table below is the description of students' scores of the pre-test in the control class.

Table 4.3

The Pre-Test Scores from Vocabulary Test Students in Control Class

No.	Name	Score
1	A.Y.P	60
2	A.P.W	40
3	A.H	70
4	B.A.W.S	70
5	C.M.C	65
6	D.R.S.P	70
7	I.M.W	60
8	F.C.K	70
9	F.S.A.S	50
10	F.A.D.R	65
11	M.Z.F.R	70
12	N.S.A.N	50
13	R.F.L	60

14	A.I.S	45
15	B.L.S.P	70
16	C.M.R	60
17	D.M.P	40
18	E.D.P	60
19	A.P.P	40
20	I.R	45
21	I.D.A	50
22	R.S	55
23	A.Y.E	70
24	M.P	60
25	A.M.C	65
26	M.I.A	70
27	T.C.L	60
28	V.G.V	70
Total Score		1,660
Mean		59.2857142857

Based on the table above, the data showed that the higher score of the pre-test in the control class was 70, while the lowest score of the pre-test was 40. The total score of the pre-test was 1,660 with the mean score of the pre-test was 59.2857142857.

- b. The second was the result of students' post-test in the control class. The table below is the description of students' scores of the post-test in the control class.

icain
P O N O R O G O

Table 4.4**The Post-Test Scores from Vocabulary Test Students Vocabulary Test in Control Class**

No.	Name	Score
1	A.Y.P	90
2	A.P.W	65
3	A.H	80
4	B.A.W.S	85
5	C.M.C	80
6	D.R.S.P	85
7	I.M.W	70
8	F.C.K	90
9	F.S.A.S	65
10	F.A.D.R	80
11	M.Z.F.R	80
12	N.S.A.N	65
13	R.F.L	70
14	A.I.S	80
15	B.L.S.P	90
16	C.M.R	65
17	D.M.P	80
18	E.D.P	75
19	A.P.P	70
20	I.R	60
21	I.D.A	60
22	R.S	80
23	A.Y.E	80
24	M.P	70
25	A.M.C	85
26	M.I.A	90

27	T.C.L	70
28	V.G.V	80
Total Score		2,140
Mean		76.4285714286

Based on the table above, the data showed that the higher score of the post-test in the control class was 90, while the lowest score of the post-test was 60. The total score of the post-test was 2,140 with the mean score of the post-test was 76.4285714286.

B. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be distributed normally and homogenous.

1. Normality Test

The normality test was used to see whether or not the distribution of responses to the instrument is normal. In this research, the formula used to test the normality of the data was the Shapiro Wilk test because the sample was > 30 students for each class. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

a. Normality test of experimental class

Table 4.5

Experimental Class Normality Testing One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		24
Normal	Mean	.0000000
Parameters	Std. Deviation	8.26509638
a,b		
Most	Absolute	.138
Extreme	Positive	.067
Differences	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it showed that the sig. 2 tailed of the experimental class was 0.200. It can be concluded that the data of this research was normal because the value was higher than 0.05 ($0.200 > 0.05$).



b. Normality test of the control class

Table 4.6

Control Class Normality Testing One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		28
Normal	Mean	.0000000
Parameters ^a	Std. Deviation	7.23025008
b		
Most	Absolute	.126
Extreme	Positive	.126
Differences	Negative	-.066
Test Statistic		.126
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it showed that the sig. 2 tailed of the control class was 0.200. It can be concluded that the data of this research was normal because the value was higher than 0.05 ($0.200 > 0.05$).

2. Homogeneity Test

The test of homogeneity was conducted to know whether the data from the two classes had the same or different variants. In quasi-experimental research, homogeneity is used to know whether experimental and control classes that are taken from the population have the same variant or not. In this research, the researcher calculated data by using SPSS version 23.

Table 4.7

Homogeneity of Variances

Test of Homogeneity of Variances			
Hasil Belajar Siswa			
Levene Statistic	df1	df2	Sig.
.305	1	50	.583

Based on the table above, the researcher calculated that the data was homogeneously distributed because the value of a statistic is higher ($0.583 > 0.05$).

3. T-test

After testing the normality and homogeneity, the researcher tested the hypothesis. The Test of Homogeneity of Variances Postexper Levene Statistic df1 df2 Sig.. the researcher used the T-test to analyze the data.

Table 4.8

The Mean Score of Experimental and Control Class Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Experimental Class	24	75.21	8.905	1.818
	Control Class	28	76.43	9.315	1.760

Based on the group statistic above, the data showed that the total of the Experimental class and Control class was 52 students. The mean of the Experimental class was 75.21, while the mean of the Control class was 76.43. Thus, it can be concluded that there were differences in the average post-test of students between experimental and control classes. Furthermore, to prove whether the difference was

significant or not, we need to interpret the following output of the “Independent Sample Test”.

Table 4.9
The Calculation of T-Test Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	.305	.583	8.481	50	.633	-1.220	2.539	-6.321	3.880
	Equal variances not assumed			8.482	49.376	.632	-1.220	2.530	-6.304	3.864

Based on the result of the table above, it showed that the value of the T-test was 8.482 and the degree of freedom (df) was 52 ($df=2;52-2=50$). The value of T a significant 5% of T-table of $dB = 2.00$. To interpret the data above, the researcher formulated the hypothesis below:

Ha: There are significant differences in vocabulary mastery of the students who taught by mnemonic technique and acronym media.

Ho: There are no significant differences in vocabulary mastery of the students who taught by mnemonic technique and acronym media.

The result of the research showed that the T-test was 8.482 and the value of T-table of $dB = 52$ is 2.00. It means that the value of the T-test was higher than T table ($8.482 > 2.00$). Therefore Ho was rejected and Ha was accepted. It can be concluded that there was a significant difference score in vocabulary mastery for the students who are taught by a mnemonic technique using acronym media and who are not taught by using acronym media.

C. Discussion and Interpretation

From the calculation above, it showed that the differential coefficient of students who were taught by a mnemonic technique using acronym media and students who were not taught by the mnemonic technique using acronym media is 8.482.

The statistical method was used to find a significant difference in the students' scores before and after being taught by using the mnemonic technique. To know the effectiveness of the mnemonic technique in the students' vocabulary mastery, the data was collected from students' scores in pre-test and post-test. The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. First, students are given a pre-test. It is given before the researcher gives material and treatment is applied to the experimental group. The pre-test is given to know the level of the students' vocabulary skills before the treatment. The second is a post-test. It is given to the students after the material is taught and treatment is given to the experimental group.

Hypothesis test (t_0) at 8.482 from the calculation above was compared to the "t" index (t_t) with the condition below:

1. If the $t_0 > t_t$ H_a was accepted. It meant that there was a significant difference between the two variables.
2. If the $t_0 < t_t$ H_a was refused. It meant that there was no significant difference between the two variables.

To determine that value of t_0 the researcher checked dB and consulted with the t_t score:

$$\begin{aligned} dB &= n_1 + n_2 - 2 \\ &= 24 + 28 - 2 \\ &= 52 - 2 \\ &= 50 \end{aligned}$$

At the significant standard 5% the value "t" = 2.00. Then, the values of t_0 were 8.482, so $t_0 > t_t$ ($8.482 > 2.00$). It meant that H_a was accepted and H_0 was rejected.

From the calculation above, it can be concluded that the students who were taught by a mnemonic technique using acronym media got a better score than students who were not taught by a mnemonic technique using acronym media in SMPN 1 Siman Ponorogo in academic year 2019/2020.

CHAPTER V

CLOSING

In this chapter, the writer describes the result of the research and also gives some suggestions that are hoped to be useful for education and the next research.

A. Conclusion

The mnemonic technique is an effective strategy in improving students' vocabulary to the eighth-grade students of SMPN 1 Siman Ponorogo in the academic year 2019/ 2020. It is based on the data analysis that the result of the t-value is 8.482 and t-table in 5% signification level is 2.00. It means that the t-value is higher than the t-table. So, H_0 is rejected and H_a is accepted that means the mnemonic technique is an effective strategy to improve students' vocabulary to the eighth-grade students of SMPN 1 Siman Ponorogo.

Besides that, the result of data analysis on the students' vocabulary taught without using the mnemonic technique is inadequate level. The mean scores of the post-test are 76.42. It means that the students in the control class who are taught without using mnemonic techniques are not fully able to improve their vocabulary. Whereas, the result of the data analysis of the students' vocabulary that is taught using the mnemonic technique is good enough. The mean score of the post-test is 77.20 or in the category of adequate. It means that the students can improve students' vocabulary by using a mnemonic technique.

B. Suggestion

At the end of this chapter, the writer would like to give suggestions related to this research as follows:

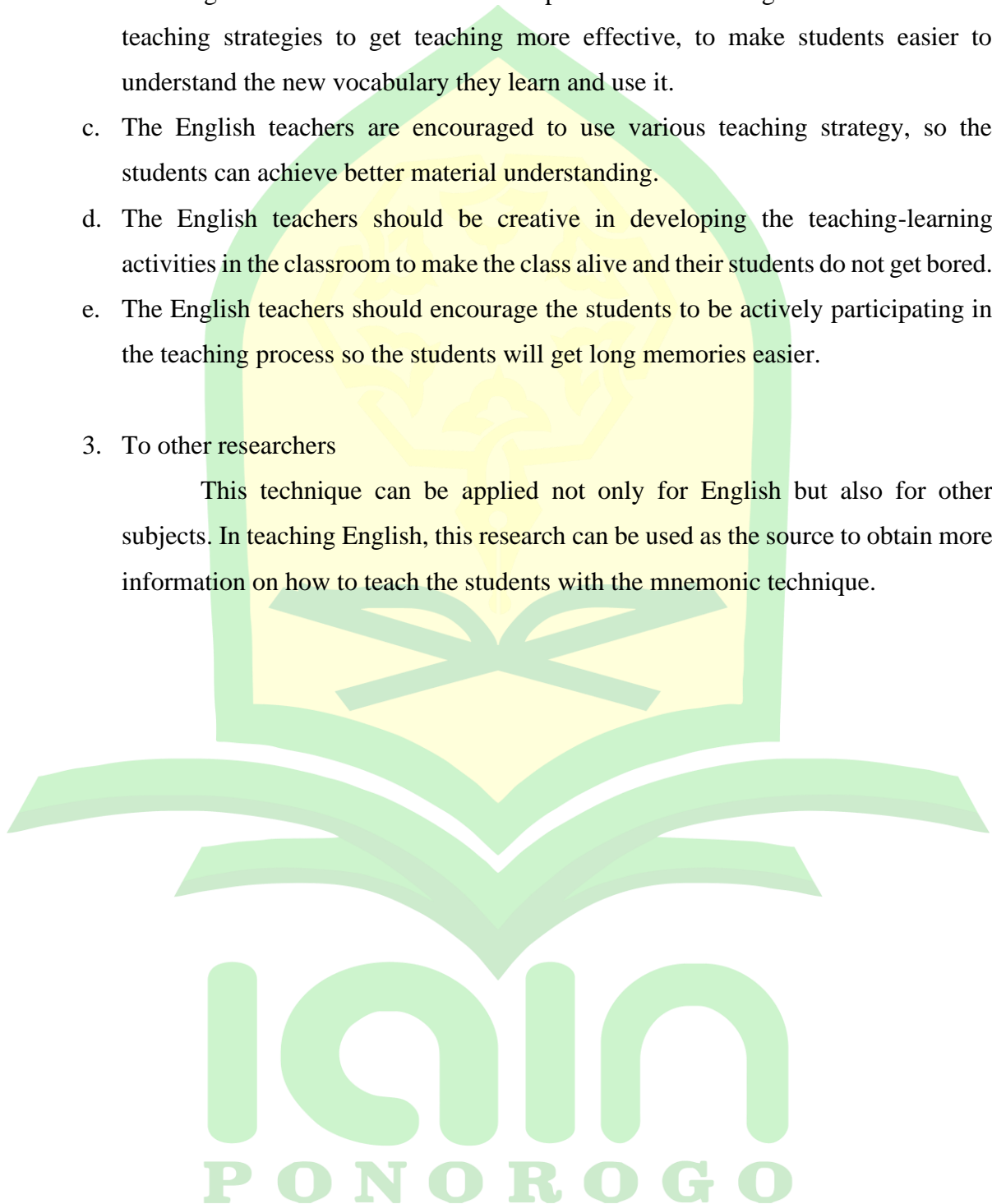
1. To the students
 - a. The writer hopes that the students have a great motivation to improve their English skills and they should have good self-confidence to learn, especially in vocabulary.
 - b. The students should know that improving vocabulary is not always difficult because improving vocabulary can be enjoyable and easy.

2. To other English teachers

- a. The English teachers should promote active learning in the English teaching-learning process so the students will easy and fun to learn new knowledge.
- b. The English teacher should have comprehensive knowledge about all sorts of teaching strategies to get teaching more effective, to make students easier to understand the new vocabulary they learn and use it.
- c. The English teachers are encouraged to use various teaching strategy, so the students can achieve better material understanding.
- d. The English teachers should be creative in developing the teaching-learning activities in the classroom to make the class alive and their students do not get bored.
- e. The English teachers should encourage the students to be actively participating in the teaching process so the students will get long memories easier.

3. To other researchers

This technique can be applied not only for English but also for other subjects. In teaching English, this research can be used as the source to obtain more information on how to teach the students with the mnemonic technique.



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