

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MNEMONICS  
TECHNIQUE AT GRADE XI OF SMA NEGERI 5 SUNGAI PENUH  
ACADEMIC YEAR 2018/2019**

**THESIS**



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**ENGLISH DEPARTMENT OF EDUCATION AND TEACHER TRAINING  
ISLAMIC STATE INSTITUTE OF KERINCI  
ACADEMIC YEAR 2019 M/ 1440 H**

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
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Kerinci, February 2019

**Lecturers of IAIN Kerinci**

To.  
The Rector of IAIN Kerinci  
in -

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TANGGAL : 02 07 2019
PARAF : 

*Assalamu 'alaikum, Wr.wb.*

After guiding, analyzing, briefing, and correcting, the writing of Devis. ZA's thesis (The student's number is 08 787 13) entitled: *Improving Students' Vocabulary Mastery Through Mnemonics Technique at Grade XI of SMA Negeri 5 Sungai Penuh Academic year 2018/2019*. His thesis has met qualification as one of partial fulfillment of the requirement for a degree in English Department of Tarbiyah Program Islamic State College of Kerinci.

Thus, we processed this thesis to the faculty for an immediate administrative process for final examination.

*Wassalamu 'alaikum, Wr. Wb.*

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**APPROVAL AND ACCEPTANCE**

This thesis has been defended before the board of examination (Munaqasah) on July, 10 2019 and was approved as one the requirements to obtain Undergraduate Degree (S1) English Education Program of Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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### CERTIFICATE OF ORIGINALITY

I hereby declare that the thesis entitled "*Improving Students' Vocabulary Mastery Through Mnemonics Technique at Grade XI of SMA Negeri 5 Sungai Penuh Academic year 2018/2019*" is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person, nor material which to substantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom I have worked at IAIN Kerinci or elsewhere, is fully acknowledged.

I also declare that the intellectual content of this thesis is the product of my own work, except to the extent that assistance from others in the project's design and conception or in style, presentation and linguistic expression is acknowledged.

Kerinci, February 2019



DEVIS. ZA  
NIM : 08 787 13

## DEDICATION AND MOTTO

### Dedication

I dedicated this thesis for My Parents  
Thanks For praying and motivation for my success

My family  
Who always help, guide and give inspiration  
And spirit to finish this thesis

**Motto :**

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ

Means : "And whoever strives only strives for [the benefit of] himself. Indeed, Allah is free from need of the worlds".

Artinya : "Barang siapa yang bersungguh sungguh, sesungguhnya kesungguhan tersebut untuk kebaikan dirinya sendiri." (Qs. Al Ankabut: 6)



## ACKNOWLEDGEMENT



In the name of Allah, the beneficent, the merciful. All praises be to Allah SWT the Lord of the universe. And blessing and salutation be upon the most honorable prophet and messenger that is Muhammad SAW.

In this occasion, the researcher would like to express her gratitude to Allah SWT, due to His favor and charity, so the researcher could finish the writing of this thesis. Besides, the researcher should never forget to thank to the following people who deserve special recognition for their invaluable help in accomplishing this thesis entitled *“Improving Students’ Vocabulary Mastery Through Mnemonics Technique at Grade XI of SMA Negeri 5 Sungai Penuh Academic year 2018/2019”*. As one of the requirements to obtain the undergraduate degree in English Department of Tarbiyah Program. I sincerely say thank to:

1. Dr. Y. Sonafist, M.Ag as the Rector of State Islamic Institute (IAIN) of Kerinci.
2. Dr. Dairabi Kamil, M.Ed as the Dean of Tarbiyah Faculty and Teacher Training.
3. Rodi Hartono, M.Pd as the Head of English Education Program and as first advisor who guides, comments and correction until finishing this thesis.
4. Musdizal, S.Pd., M.Pd as the secretary of English Education Program.
5. OktI Wilymafidini, S.S., M.Pd as the second advisor who always giving suggestions, corrections, guidances, and supports as long as accomplish this thesis.

6. The lecturers of Islamic State Institute (IAIN) of Kerinci especially to English Education Program lecturers who has given knowledge, the best experiences in learning.
7. The Headmaster of SMA N 5 Sungai Penuh, English teacher and students at grade XI of SMA N 5 Sungai Penuh.

As human being, the researcher has limitation to make this thesis perfect. Therefore, any constructive critics and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Kerinci, February 2019  
The researcher

**DEVIS. ZA**  
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## ABSTRACT

**ZA, DEVIS. 2019. IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MNEMONICS TECHNIQUE AT GRADE XI OF SMA NEGERI 5 SUNGAI PENUH ACADEMIC YEAR 2018/2019**

Vocabulary is an essential part of language, and also a very important element in the process of teaching and learning a language. The vocabulary can help the students to gain success in studying English language skill. However, based on the data that was obtained from the English teacher at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019, it was found that the students did not have much vocabulary in English, because of that they were not interested in learning English.

Therefore, the objective of this research is to know the use of mnemonics technique could improve the students' vocabulary mastery or not at grade XI of SMA N 5 Sungai Penuh. The form of this research was a classroom action research, the action research was conducted to the students at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019. There were 20 students as participants in this research. This classroom action research was conducted in three cycles with four meetings. Each cycle consisted of four steps namely planning, action, observation, and reflection.

In collecting the data, the researcher used instruments namely test, observation and field notes. While in analyzing the data, the researcher calculated and analyzed all of data. From the data analysis, the result of test showed that the students' vocabulary mastery improved from cycle one to cycle three. The mean score of test in cycle one was 48,5% and increased to 63,25% in cycle two, and increased to 70,5% in cycle three. From the mean score, the students improved their vocabulary. There were also positive changes in students' behavior in learning English. These improvements were caused by some factors. The factors were teaching way, classroom activities, classroom management and motivation. Therefore, it could be concluded that teaching vocabulary using mnemonics technique could improve the students' vocabulary mastery.

## ABSTRAK

**DEVIS Z.A 2019. MENINGKATKAN KOSAKATA SISWA DENGAN MENGGUNAKAN TEKNIK MNEMONIK PADA KELAS XI SMA N 5 SUNGAI PENUH TAHUN AKADEMIK 2018/2019**

Kosakata adalah bagian penting dari bahasa, dan juga elemen yang sangat penting dalam proses pengajaran dan pembelajaran bahasa. Kosakata dapat membantu siswa untuk memperoleh keberhasilan dalam mempelajari keterampilan bahasa Inggris. Namun, berdasarkan data yang diperoleh dari guru bahasa Inggris di kelas XI SMA N 5 Sungai Penuh tahun akademik 2018/2019, ditemukan bahwa siswa tidak memiliki banyak kosa kata dalam bahasa Inggris, karena itu mereka tidak tertarik belajar bahasa Inggris

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan teknik mnemonik yang dapat meningkatkan penguasaan kosakata siswa atau tidak di kelas XI SMA N 5 Sungai Penuh. Bentuk penelitian ini adalah penelitian tindakan kelas, penelitian tindakan dilakukan pada siswa kelas XI SMA N 5 Sungai Penuh tahun akademik 2018/2019. Ada 20 siswa sebagai peserta dalam penelitian ini. Penelitian tindakan kelas ini dilakukan dalam tiga siklus dengan empat pertemuan. Setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, observasi, dan refleksi.

Dalam mengumpulkan data, peneliti menggunakan instrumen yaitu tes, observasi dan catatan lapangan. Saat menganalisis data, peneliti menghitung dan menganalisis semua data. Dari analisis data, hasil tes menunjukkan bahwa penguasaan kosakata siswa meningkat dari siklus satu ke siklus tiga. Nilai rata-rata tes pada siklus satu adalah 48,5% dan meningkat menjadi 63,25% pada siklus dua, dan meningkat menjadi 70,5% pada siklus tiga. Dari nilai rata-rata, siswa meningkatkan kosakata mereka. Ada juga perubahan positif dalam perilaku siswa dalam belajar bahasa Inggris. Perbaikan ini disebabkan oleh beberapa faktor. Faktor-faktor tersebut adalah cara mengajar, aktivitas kelas, manajemen kelas dan motivasi. Oleh karena itu, dapat disimpulkan bahwa pengajaran kosakata menggunakan teknik mnemonik dapat meningkatkan penguasaan kosakata siswa.

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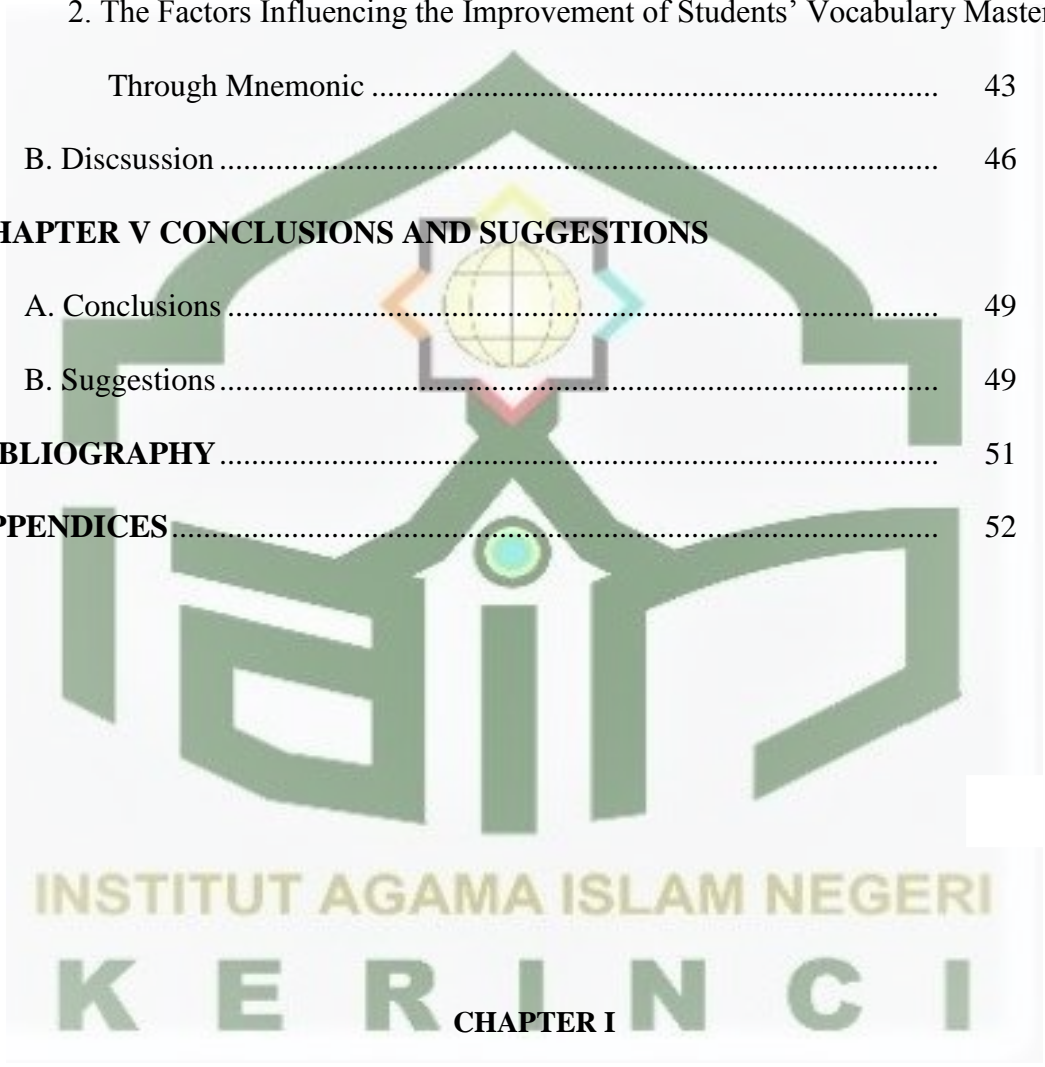
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**INTRODUCTION**

**A. Background of the Problem**

In learning English language, vocabulary is one of the aspects to be mastered. Vocabulary is an essential part of language, and also a very important element in the process of teaching and learning a language. The vocabulary can help the students to gain success in studying English language skill.

The students are aware that learning vocabulary is the most important but they are confused in how to memorize the vocabularies because they have no technique to memorize the vocabulary. It can be said that vocabulary is a very important element in the process of teaching and learning a language. So as a teacher, it is needed to pay attention to this problem to make the students can understand and comprehend the English language. Therefore, teachers have to use some ways to make the students understand English.

Based on the data that was obtained from the English teacher at grade XI of SMA N 5 Sungai Penuh academic year 2017/2018, it was found that the students did not have much vocabulary in English, because of that they were not interested in learning English. The students also forgot the word that they had learned and they felt hard to remember the vocabularies because they did not know how to use the vocabularies and they rarely practiced the vocabularies in the classroom and the students also faced problem in spelling the words where as they had learned. It was a big problem for the students and these problems should be solved as soon as possible to improve their vocabulary.

Allah SWT tells:

(١) اَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. (٢) لَقَى الْإِنْسَانَ مِنْ عَلَقٍ خَدَّ. (٣) اَفْرَأْ وَرَبُّكَ الْأَكْرَمُ. (٤) الَّذِي عَلَّمَ بِالْقَلَمِ.

“Recite in the name of your Lord who created, created man from a clinging substance, recite, and your Lord is the most generous, who taught by the pen”. (Q.S. An-Alaq: 1-4)

It meant that learning vocabulary was a very important part of learning a language. The more words the students knew, the more the students understood what the students heard and read; and the better the students would be able to say what the students wanted to when speaking or writing. There were many techniques could be used to solve the problems above.

Based on the explanation above, the researcher found suitable way in teaching vocabulary. There were variety kinds of teaching that could be used in teaching and learning process to improve the students' ability in English. In this case, the researcher would use a technique that is called mnemonic. Mnemonics was an art of memorization, a set of methods and technique that eased the memorization process and helped to increase memory volume by artificial associations. It was also called a stage trick based on the memorization art; guessing numbers, things, dates, or names<sup>1</sup>.

It could be said that it was useful and meaningful and it helped the students memorize the vocabularies. Then, it helped the students in remembering new vocabularies and improves their memory. Concerning the reasons above, the researcher was interested to conduct a research entitled "*mnemonics technique on students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019*".

## **B. Identification of the Problem**

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<sup>1</sup> Kazarenko. 2006. *Real Memory Improvement*. Copyright by Ruslan Meskerjakovs. p.16

Based on the background above, it could be identified that there were some problems faced by the students and the teacher in teaching and learning vocabulary. From the students, they had problems in memorizing vocabulary, forget the vocabulary. While from the teacher, the teaching way used by the teacher was not suitable enough to improve the students' vocabulary mastery. Therefore, the researcher implemented a research to improve students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019.

### **C. Limitation of the Problem**

Based on the identification of the problem, the researcher would limit the study in improving the students' vocabulary mastery on grouping of words through mnemonics technique which hold on the students at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019.

### **D. Research Questions**

The research questions in this research could be seen in the following:

1. Could mnemonics technique improve the students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019?
2. What factors influenced the changes of students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019?

### **E. Purposes of the Research**

The purposes of the research were:



1. To know whether mnemonics technique improved the students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019.
2. To know what factors influenced the changes of students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019.

#### **F. Definition of the Key Terms**

The terms related to this study were defined as follows:

1. **Vocabulary** was all the words that a person knows” or “a list of words and their meanings, especially in a book for learning a foreign language.”<sup>2</sup>
2. **Mnemonics** was an art of memorization, a set of methods and technique, and it is also called a stage trick based on the memorization art; guessing numbers, things, dates, or names.<sup>3</sup>



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<sup>2</sup> \_\_\_\_\_. 2002. *Macmillan English Dictionary Of Advanced Learners*. Oxford: Macmillan Publishers Limited. p.

<sup>3</sup> Ibid, 2006: 16



**CHAPTER II**  
**REVIEW OF RELATED LITERATURE**

**A. Review of the Related Theories**

**1. Vocabulary**

Learning vocabulary is one of the major problems for the students. The vocabulary in teaching learning and teaching language is so important. However, learning a language mainly involves learning its grammar, vocabulary, and how to use them in an appropriate way, without vocabulary nothing can be conveyed<sup>4</sup>. It means that we communicate in a foreign language by learning a great deal of words, and there are also those who think that the language can be mastered by learning its mainly grammar and structure. Learning nothing but words and a little or no structure would be useless to the learner<sup>5</sup>.

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<sup>4</sup> Wilkins, D.A. (1974). *Linguistics in Language Teaching*. London: Billing and Sons Ltd.p. 111

<sup>5</sup> *Ibid.* p.131

Vocabulary is defined as “words we need to know to communicate effectively”<sup>6</sup>. Vocabulary can be split into two parts: oral, words used in speaking and listening, and reading, words understood when reading or writing. The vocabulary is classified into four parts: words understood when they are heard or “receptive-oral,” words that we can read or “receptive-written,” words we can use in our speech or “productive-oral,” and finally words we use when communicating with writing or “productive-written”<sup>7</sup>.

There are numerous definitions for knowing a word. First, it is distinguished in two different answers to the question ‘what does a learner need to know in order to know a word’. According to Nation, there is a difference between receptive and productive knowledge of a word, 5 referred as passive and active vocabulary. Receptive knowledge means that one understands the word when listening or reading it. Productive knowledge of a word includes the receptive knowledge and it even extends it since it also involves the pronunciation, writing and spelling of the word, how to use it in a grammatically correct way and knowing its meaning, collocations and synonyms. The understanding of a language diminishes significantly if one fourth of content words (nouns, verbs, adjectives and adverbs) are unfamiliar to the reader<sup>8</sup>.

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<sup>6</sup> Armbruster, B. & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: National Institute for Literacy.p.38

<sup>7</sup> Graves, M., (2003). *The Vocabulary Book*. New York, NY: Teachers College Press.p.11

<sup>8</sup> Marttinen, Marika. 2008. *Vocabulary learning strategies used by upper Secondary school students studying english as a Second language*. Accessed on December 18<sup>th</sup> 2017. [Http://www.Vocabulary.Html](http://www.Vocabulary.Html). p.14

It could be said that vocabulary is a very important part of learning a language. The more words the students know, the more the students understand what the students hear and read; and the better the students would be able to say what the students want to when speaking or writing. Therefore, the teacher should know how to teach vocabulary.

## 2. Teaching Vocabulary

Vocabulary can be presented and explained, or used in different activities. The teacher should choose what to teach, it means that the student needs to know about the word. The teacher can help learners how to learn vocabulary but each learner has to find his / her individual way of learning vocabulary.

In teaching vocabulary, there are some ways or techniques how to train vocabulary learners<sup>9</sup>:

- a. Using mnemonics, the mnemonic technique is the keyword technique. The best mnemonics are visual elements and those that can be connected with the learner himself / herself.
- b. Word cards, it is probably better than the keyword technique. Learners can be learned to prepare and use the word cards. On one side of a card the word is written in English and on the other side it is written in mother tongue translation. Learners can use these cards for word games and activities.

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<sup>9</sup> Thornbury, S. 2004. *How To Teach Vocabulary*. London: Longman. p.145

- c. Guessing from context, sometimes learners come across unknown words in reading or listening. At this time they have to be able to guess the meaning of the word or words. Guessing from context is very useful for learners.
- d. Coping strategies for production, this technique is useful for speaking or writing. Sometimes we use strategies to get round the problem of the word we do not know. We use words and phrases like a sort of, a kind of, thing, etc. Other ways that are used, for example, paraphrasing, describing, using gesture and mime or using the L1 word etc.
- e. Using dictionaries, it can be very effective. Dictionary training should be an important part of any syllabus. The learners should not be afraid of using dictionaries and the teacher should make the dictionary a normal and useful part of language study and practice.
- f. Spelling rules, spelling in English can be problematic especially for young learners. At the beginning it can be difficult for them to understand that there are more than one way of spelling a sound, and pronouncing a letter. For example, the [ i: ] sound can be spelt in different words - he, tea, three. It can be more effective to teach and practise spelling rules deductively – learners study the rule first and then it is practised. Or inductively – learners study examples and discover the rules afterwards.
- g. Keeping records, it is very important and useful for learners to keep vocabulary notebooks. It could be good if learners find their own way how to record vocabulary but it also needs some system.

h. Motivation, it is very important for all learners. Every student will be more successful and feel more comfortable in studying if he / she is motivated.

Furthermore, there are list the different things learners need to know about a word before we can say that they have learned it:

- a. The meaning(s) of the word
- b. Its spoken and written forms
- c. What “word parts” it has (e.g., any prefix, suffix, and “root” form)
- d. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)
- e. Its collocations
- f. Its register
- g. What associations it has (e.g., words that are similar or opposite in meaning)
- h. What connotations it has
- i. Its frequency

There is a lot of way to learn about vocabulary, the students need to know about each vocabulary item. Materials can help students in two broad areas: First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners’ needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom. The next section presents

some key principles that we can follow to help students learn vocabulary more effectively<sup>10</sup>.

In conclusion, it is important to the teacher to introduce a little at a time, starting learnable vocabulary, and ask the students to repeat the vocabulary by practice and use the vocabulary in teaching process. The teacher also needs to help students understand the meaning of vocabulary by applying different way in teaching process.

### **3. Types of Vocabulary**

There are some kinds of vocabulary that are explained by experts. First, there are four types of vocabulary: listening, speaking, reading and writing. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another<sup>11</sup>:

- a. Listening vocabulary (the words that are heard and understood): most of people will recognize and understand close to 50, 000 words. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.
- b. Speaking vocabulary (the words that are used when speaking): most adults use a mere 5, 000 to 10, 000 words for all their conversations and instructions.
- c. Reading vocabulary (the words that are used when reading the text): people can read and understand many words that are not used in speaking vocabulary.
- d. Writing vocabulary (the words that can be retrieved when writing): vocabulary is strongly influenced by the words that are spelled.

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<sup>10</sup> McCarten, Jeanne. 2007. *Teaching Vocabulary*. Cambridge University Press. p.19

<sup>11</sup> Montgomeny. 2007. *The Bridge of Vocabulary*. NCS Pearson Inc. p.1-2

There are some kinds of vocabulary. It means that in teaching vocabulary, teacher should think which vocabulary that will be taught so that it is easy for the students to understand about the context of the vocabulary. However, in this research, the researcher would use reading vocabulary because the English text book that used by the students related to the reading vocabulary.

In addition, there are two kinds of vocabulary (perceptive and productive vocabulary)<sup>12</sup>:

- a. Receptive vocabulary: it refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading.
- b. Productive vocabulary is utilized actively either in speaking or writing.

Therefore, it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. It can be said that the kinds of vocabularies give understanding to the teacher and students in learning vocabulary in teaching and learning process.

#### **4. Mnemonic Technique**

Mnemonics are methods for remembering vocabulary. Through mnemonic, the learners can improve their memory and remember the vocabularies. This technique is interesting way to be used in learning vocabulary. We can easy to understand and memorize the words that are written in English. Mnemonic is also a system to improve or develop one's memory.

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<sup>12</sup> Nation, I.S.P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.



The mnemonic is describing a mental structure that used to aid memory. Mnemonic means aiding memory, it is referred to as memory tricks. With this technique the learners can develop a retrieval plan during encoding, so that word can be recalled through verbal and visual clues<sup>13</sup>. It means that mnemonic can help the learners in learning vocabulary because it can aid the integration of new material into existing cognitive structure and provide retrieval clues.

Moreover, mnemonics are methods for remembering information that is otherwise quite difficult to recall. This mnemonics increase the functions of our brain to memorize. The human brain evolved to code and interpret complex stimuli such as images color, structure, sounds, smells, tastes, touch, spatial awareness, emotion and language<sup>14</sup>. So mnemonic technique can increase the learners' motivation and ability in learning English and of course this technique is interesting and fun. Mnemonic technique also can increase the learners' memory and creativity in learning English. Learners can use mnemonics to improve their memory in mastering the vocabularies.

In teaching and learning process, there are three principles of mnemonic technique<sup>15</sup>:

**1. Imagination**, imagination is what the learners use to create something important for them. This is more effectively and it will stick their mind for recall. The

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<sup>13</sup> Thompson, Irene. 1998. *Vocabulary Learning Strategies*. Manoa: University of Hawaii. p.11

<sup>14</sup> Manktelow, James. 1995. *Memory Techniques*. Mind Tools Ltd. Accessed on 25<sup>th</sup> Desember 2017.

<sup>15</sup> Ibid. p.8

imagery can be as violent, vivid, or sensual as they are like and as long as can helps them in remembering the vocabularies.

**2. Association**, association is the method by which the learners link a thing to be remembered to a way of remembering. The learners create their association by:

- Placing things on top each other
- Crashing things together
- Merging images together
- Wrapping them around each other
- Rotating them using around each other or having them dancing together
- Linking them using the same color, smell, shape, or feeling.

So the learners can create their association in which way they can be easy or interested to remember the words. It is help learners to choose the ways to link a thing to be remembered.

**3. Location**, location gives two things: a coherent context into which they can place information so that it hangs together, and a way of separating one mnemonic from another. By setting one mnemonic in a particular town, they can separate it from a similar mnemonic set in a city.

In conclusion, mnemonic technique is a good language learner strategy in remembering or memorizes the words. It is also easy to be used by the learners in learning especially in studying English. It will increase the learners' vocabulary and of course it will motivate them in learning vocabulary. By using this technique, the learners could use variety of way in remembering the vocabularies.

## **B. Review of Related Findings**

There was some researcher did the research about mnemonics, the research was about teaching English vocabulary using mnemonics technique to the 5<sup>th</sup> grade students of SDN Kenokorejo Sukoharjo. The aims of the research were to describe the process of teaching English vocabulary using mnemonics technique, the problems that occurred in the teaching process and the solutions of the problems. Based on the finding, the researcher found some problems during teaching and learning process. The researcher's problems were a limited time and it took a long time to arrange the mnemonics technique. The researcher asked the students to reread the material was presented in the classroom. Meanwhile, the students' problems were memorizing the vocabulary, misspelling and less focus. The researcher gave general knowledge such as geography and history.

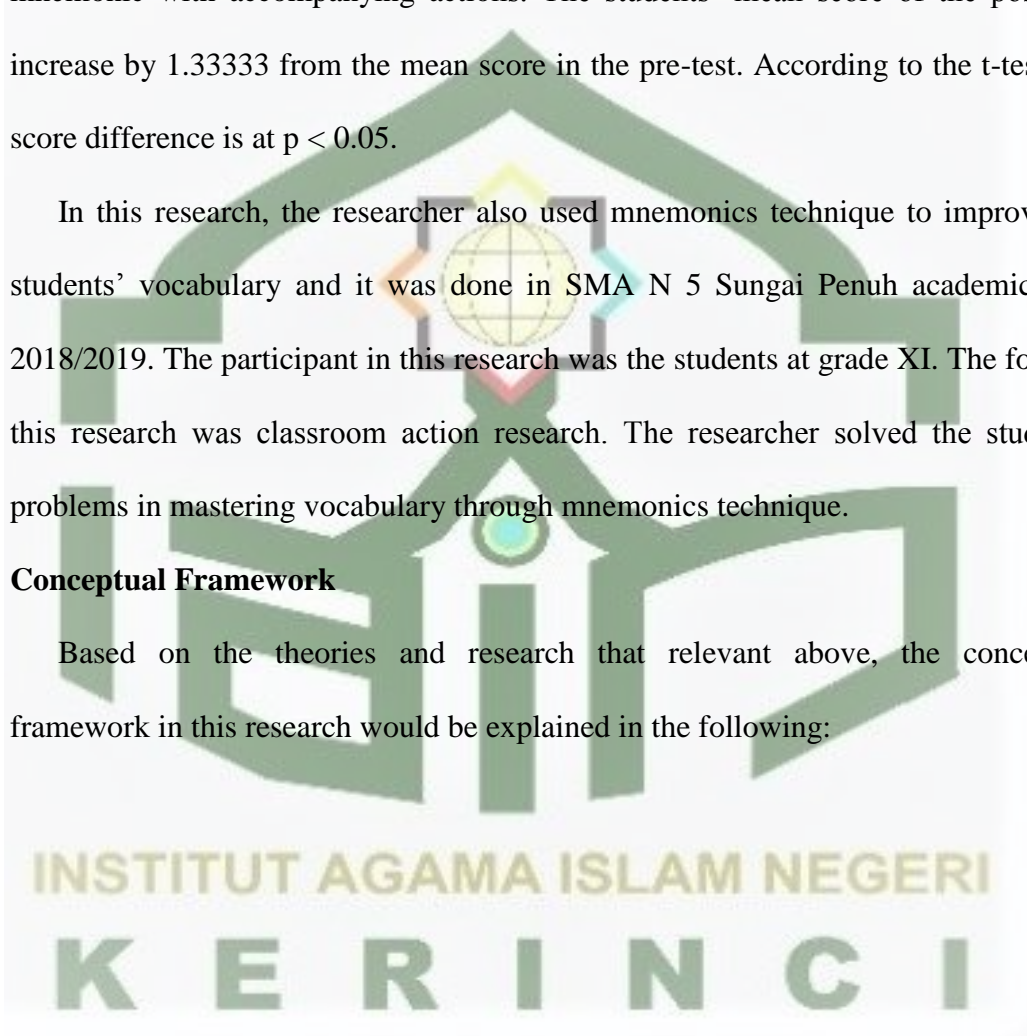
Second, the research was about improving students' English achievement through mnemonic for the XI grade students of SMA N 3 Karangnom Klaten in the first semester of the academic year of 2012/2013. This action research was aimed to improve students' English achievement by using mnemonic. To achieve the objective, the researcher did collaborative work with other team members. The collaborative work involved the English teacher as the collaborator. The main subjects of this study were the XI grade students of SMA N 3 Karangnom Klaten who were in the first semester in the academic year of 2012/2013. This study, which lasted for two months, was carried out in two cycles. Based on the result of the research, the use of mnemonic in this study is believed to improve the students' English achievement. The students' problems in the cognitive, affective, and

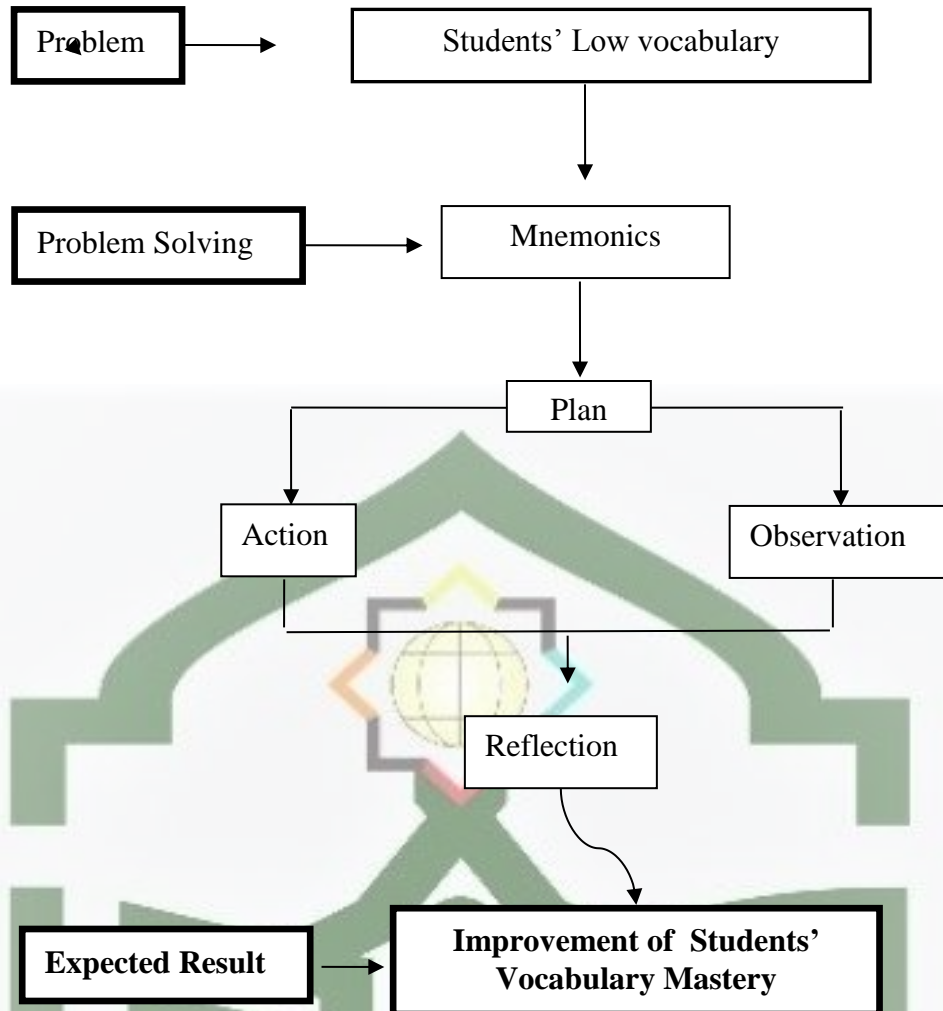
psychomotor aspects can be reduced by implementing mnemonic with accompanying actions during the teaching and learning process. Besides, implementing mnemonic with accompanying actions can also help the teacher to present the English materials easily. In reference to the students' pre-test and post test scores, the students' English achievement improved after the implementation of mnemonic with accompanying actions. The students' mean score of the post test increase by 1.33333 from the mean score in the pre-test. According to the t-test, the score difference is at  $p < 0.05$ .

In this research, the researcher also used mnemonics technique to improve the students' vocabulary and it was done in SMA N 5 Sungai Penuh academic year 2018/2019. The participant in this research was the students at grade XI. The form of this research was classroom action research. The researcher solved the students' problems in mastering vocabulary through mnemonics technique.

### **C. Conceptual Framework**

Based on the theories and research that relevant above, the conceptual framework in this research would be explained in the following:





Based on the conceptual of framework, it could be seen that the students faced problems in learning English, especially related to the students' ability in mastering vocabulary. Most of the students did not know the meaning of the vocabularies. They had no enough vocabulary, and strategies to learn and memorize the vocabularies. To solve the problems, the researcher did a research to improve the students' vocabulary mastery through mnemonics. Mnemonic is a technique of memorization process. It was expected that the students could improve their English and memorize the vocabularies and practice them in the classroom. So, it was applied mnemonic to improve the students' vocabulary mastery at grade XI of SMA

N 5 Sungai Penuh academic year 2018/2019. This research was conducted by using classroom action research.



#### **A. Research Design**

The kind of this research was classroom action research, the classroom action research was a research that was done in the classroom to solve the problems that

was occurred in the teaching and learning process. Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic. It has a practical, problem solving emphasis. It is carried out by individuals, professionals and educators. It involves research, systematic, critical reflection and action. It aims to improve educational practice. Action is undertaken to understand, evaluate and change<sup>16</sup>. It meant that classroom action research was a kind of research that is done in order to solve problems and to improve the learning and teaching process.

There are some purposes of classroom research: (1) to find problems and correct them, (2) the researcher's intention is to change a situation so that is similar to his or value preference, (3) to effect teacher's actions, activities, beliefs, an effects; action research is directed toward both understanding and improving practice, and (4) to learn and improve teaching activities<sup>17</sup>.

Based on the facts above, this research would be held to solve the problems that faced by the students in the classroom and fixed them in order to make the teaching and learning process be better, especially to improve the students' vocabulary mastery through mnemonics at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019.

## **B. Participants / Subjects**

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<sup>16</sup> Blaxter, Hughes and tight. 2006. *How To Research*. 3<sup>rd</sup> Edition. New York: Open University Press.p.80-81

<sup>17</sup> Gay & Arasian, Peter. 2000. *Educational Research: Competencies For Analysis an Application*. 6<sup>th</sup> Edition. Tokyo: Printice Hall.p.594-595

The participants of the research were at grade XI of SMA N 5 Sungai Penuh academic year 2018/2019. The participants were taken by using cluster sampling technique. Cluster sampling is sampling techniques in which the sample is in group and do not individuals are randomly selected. At grade VIII of SMP N 15 Kerinci, there were two classes. There were 60 students at grade XI, there were 3 classes and one of the class would be chosen as the participants randomly.

### **C. Location**

The location of the research was in SMA N 5 Sungai Penuh that was located in Rawang, Provinsi Jambi. It was about 3 KM from Kota Sungai Penuh.

### **D. Instrumentation**

There were four data in this research. The researcher would collect the data through the observation checklist, vocabulary test, field-note and documentation as follows:

#### **1. Observation Checklist**

The observation would be used to see the progress of the activities during the research. The teacher would work together with researcher as collaborator, the English teacher of SMA N 5 Sungai Penuh. The observation would record the activity during the research. The collaborator would sit at the back of the class and record the activity done by the researcher then take notes. The form of the observation checklist was as follows:

<b>OBSERVATION CHECKLIST</b>
Day:
Date:



Cycle:			
No	Activitis	Checklist	
		Teacher	Students
1	Pre-activity: 1. Greeting 2. Check students' attendance 3. Brainstorming the students 4. Introduction to the topic		
2	While-activities: 1. Explain about the text 2. Read the text 3. Explain about generic structure of the text 4. Explain about language features of the text 5. Explain about Mnemonics 6. Give examples of mnemonics 7. Ask the students to practice mnemonics 8. Divide the students to work with partner 9. Ask them to practice in front of the class 10. Teacher monitors and helps the students.		
3	Post-activity: 1. Review the lesson 2. Give homework 3. Close the lesson		

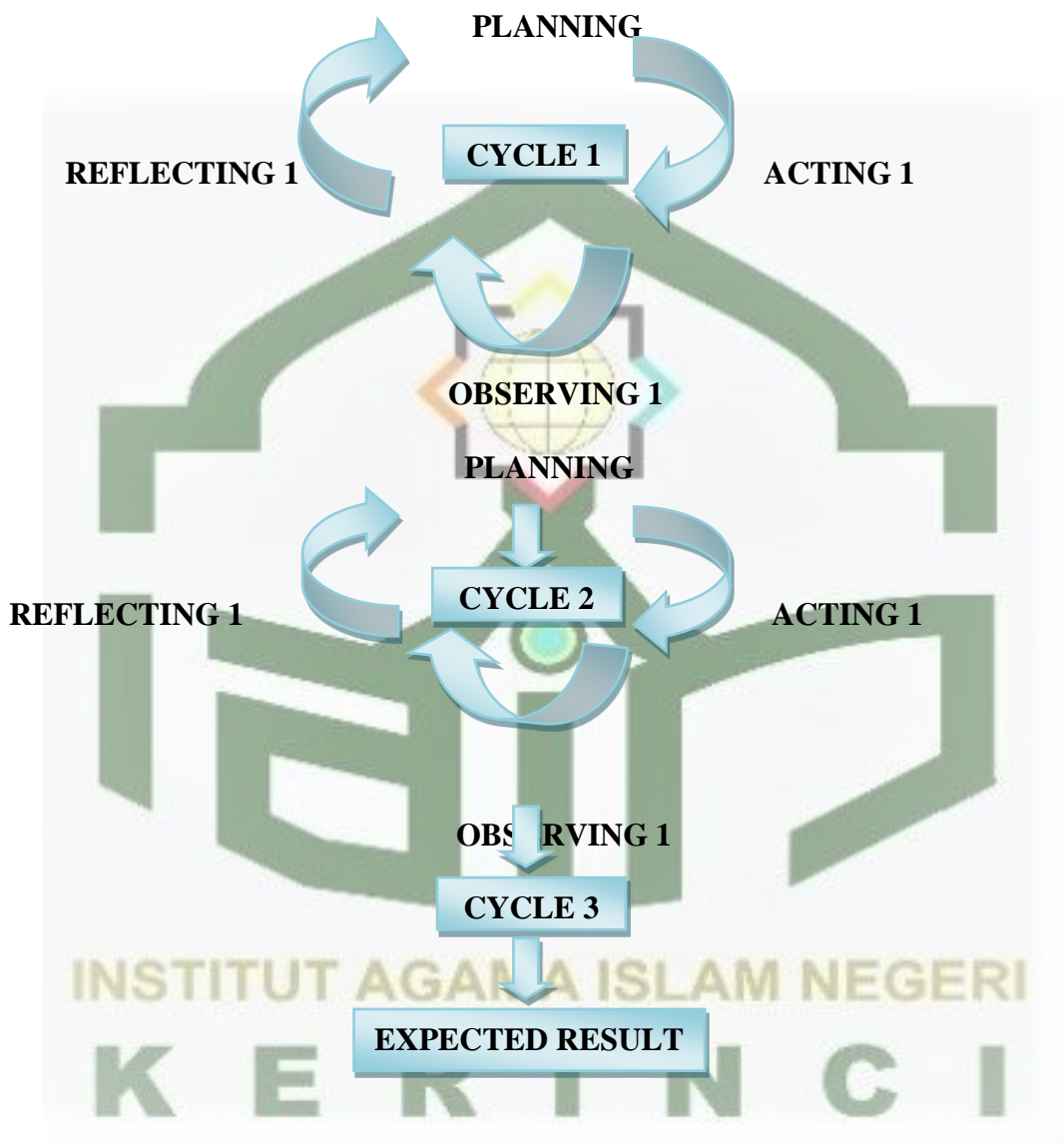
## 2. Vocabulary Test

The test would be done at the end of each cycle. The purpose of the test was to measure the students' ability based on the indicators in this research. The researcher would use reading vocabulary test to measure the students' vocabulary mastery. The students would read the text and then answer the questions (vocabulary) related to the text, the topic used was grouping of words.

## 3. Field-notes



For the procedure of the research, there were four stages in doing the research, they were planning, doing action, observing and evaluating. This model was called spiral model. It could be seen in the following chart:



Based on the the four steps of action research was proposed by the model, the researcher would apply 3 cycles which of each cycles consisted of 4 meetings, so it

was done in 12 meetings during the process of the research. The procedures are as follows:

1. Planning, in the plan step, the teacher would identify the problems of teaching vocabulary, determine the way to solve the problem. In this research, the researcher would prepare the lesson plan and all of the needs in teaching and learning process.
2. Acting, the action in this research was done based on the mnemonics technique to improve students' vocabulary mastery.
3. Observation, teacher would work with English teacher as a collaborator to do the checklist to know how many students were active and worked with team, took note what problems did the students face.
4. Reflection, at the end of each cycle, the researcher would see what problems do they faced. Then, the researcher would analyze the feedback of the first action and interpret the data and made decision for revise plan in the next cycle or do the improvement in the next cycles to see the progress of the students' vocabulary mastery.

#### **F. Technique of Collecting the Data**

In the process of collecting the data, the researcher would collect the data qualitatively and quantitatively in the following:

##### **a. Qualitative Data**

1. Observation checklist, Observation was used to know the facts in this research, the collaborator observed the activities in the teaching process.

2. Fieldnotes, it was used to see the progress of teaching process and to know the information of the obstacles faced by the students and teachers in the classroom activity.
3. The documentation, it would be taken while teaching and learning process were done. The teacher would teach in front of the class and then it would be taken pictures of teaching and learning process as a documentation of the research.

#### **b. Quantitative Data**

1. Vocabulary test, vocabulary test to the students. This test was used to see the students' difficulties in comprehending vocabularies. The result of the test was to know the students' improvement on vocabulary mastery.

#### **G. Technique of Analyzing the Data**

The data analyzed in qualitative and quantitative data, there were two kinds of data, qualitative data and quantitative data. Qualitative data was the data was in sentence form, words or picture. Whereas quantitative data was the data was in numerical form (scoring)<sup>18</sup>. In other words, there were two kinds of the data in this research: qualitative and quantitative. The researcher would analyze the data by using both of them. In quantitative data, the mean score of the test would calculate with the following formula<sup>19</sup>:

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<sup>18</sup> Sugiyono. 2007. *Statistika Untuk Penelitian*. Bandung: CV Alfabeta: Ikatan Penerbit Indonesia (IKAPI). p.23

<sup>19</sup> Arikunto. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. p.264

$$\bar{X} = \frac{\sum X}{n}$$

In which:

$\bar{X}$  = mean

$\sum X$  = the total score

$n$  = the numbers of students

Then, the data would analyze by using scoring procedures in the following in order to see the percentage<sup>20</sup>:

$$P = \frac{f}{n} \times 100 \%$$

Where:

$P$  = percentage

$f$  = answer frequency

$n$  = number of data or respondent

Then the researcher would classify the students' score based on the criteria of students' score<sup>21</sup>:

Symbol	Score	Criteria
A	80-100	Very Good
B	66-79	Good
C	56-65	Enough

<sup>20</sup> Sudiyono, Anas. 2010. *Pengantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada. P.43

<sup>21</sup> Ibid. p. 245

D	41-55	Poor
E	0-40	Fail

While in analyzing qualitative data, it would be used the steps in the following<sup>22</sup>:

1. Data managing, this step had two purposes that were to organize the data, and to start on the process of analyzing and interpreting data.
2. Reading and memoing, the researcher would identify the test, the observation checklists, and the fieldnotes. All of the data would be read to have a significant identification of the data collected during doing the research.
3. Describing, the researcher would describe all the data and the activities during the research.
4. Classifying, the researcher would classify the data. The researcher would classify the problems face by the students.
5. Interpreting, the researcher would determine and make some interpretations of the findings, the factors that influenced the students.
6. Writing the report, it was the final step to describe the research and it       ng. After finish all of the steps, the researcher would write the report to describe the improvement of students' vocabulary mastery through mnemonics technique.

#### CHAPTER IV

#### FINDINGS AND DISCUSSION

##### A. Findings

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<sup>22</sup> Ibid. 239-247

This research was classroom action research, there were four phases in this classroom action research namely; plan, action, observation and reflection. There were three cycles in this research, each cycles consisted 4 meetings so there were 12 meetings during this research. The researcher was helped by the collaborator, an English teacher in SMA N 5 Sungai Penuh. The explanation of the 3 cycles as follows:

### **1. Teaching Implementation**

In this research, it was conducted three cycles. The researcher as a teacher implemented mnemonics to improve the students' vocabulary mastery. The teaching implementation of the research were as follows:

#### **Cycle 1**

There were four meetings in this cycle, the researcher did the four phases in classroom action research and the explanation is in the following:

##### **a. Planning**

In this step, the researcher prepared some plans that were done in the classroom to teach the students. Those plans were as follows:

- a) Designing lesson plan
- b) Preparing text
- c) Preparing vocabulary worksheet
- d) Preparing the observation
- e) Preparing field-notes
- f) Preparing the vocabulary test



b. Acting

In this step, the researcher as teacher entered the classroom. In the first meeting, the topic was about pronoun. After greeting the students, the researcher checked the attendance. After that, the teacher gave the material to the students. The teacher as a researcher explained about the topic and read them and the students repeated them.

The researcher also explained and taught them how to memorize the vocabularies. In memorizing pronoun, teacher wrote on the blackboard “AYUDEWI SHEET”. And explained that was I, You, They, We, She, He and it. This was namely mnemonics technique, the students could be easy to remember the pronoun if they used it.

The researcher explained to the students how to remember the vocabularies. After that the researcher asked the students to practice it and asked them to use the mnemonics so that it was easy for them to remember the vocabularies. At last, the researcher closed the lesson.

In the second meeting, the researcher did the topic about “noun and adjectives” with different words, the researcher read the vocabularies and the students repeated the vocabularies. After divided the materials to the students and asked them to use mnemonic to remember the vocabularies. In this meeting, the researcher explained that the students had to memorize five or seven vocabularies in front of the classroom. The students were given time to remember and use mnemonics 10 minutes before performed it in front of the class. While waiting the students design the task, the researcher

monitored the students. Before close the lesson, the researcher asked the students to practice their own mnemonics.

In the meeting three, the researcher explained about wh-questions. The teacher distributed the material and asked them to make their own mnemonics so that they could more easier to remember the vocabularies. The teacher also made questions and answers in this meeting.

At last, in the four meeting is the test, the teacher gave a vocabulary test where the students had to answer the questions; the questions were about the topic that had been learned in meeting 1 to 3. The students had to complete the vocabularies in the worksheet, there were 20 question which a questions was scored 5. After that the researcher collected the students' test and gave the score. From the students' test, it was found that the students score in the following:

No	Students' Code	Score	Total Score
1	A	14	70
2	B	9	45
3	C	9	45
4	D	11	55
5	E	12	60
6	F	10	50
7	G	8	40
8	H	11	55
9	I	8	40
10	J	11	55
11	K	10	50

12	L	10	50
13	M	9	45
14	N	10	50
15	O	10	50
16	P	11	55
17	Q	11	55
18	R	8	40
19	S	7	35
20	T	5	25
<b>TOTAL</b>		-	<b>970</b>
<b>MEAN</b>		-	<b>48,5</b>

After calculating the score, the score was counted to see who got A-E and to see the percentage of the test in cycle one in the table below:

No	Score	Frequency	Percentage	Grade
1.	80-100	-	-	A
2.	75-79,9	-	-	B+
3.	70-74,9	1	5	B
4.	65-69,9	-	-	C+
5.	60-64,9	1	5	C
6.	50-59,9	10	50	D
7.	<50	8	40	E
<b>Total</b>		<b>20</b>	<b>100%</b>	<b>-</b>

From the test performance, it could be seen that some students still did not get a good result in cycle one. From 20 students, there was no students who reached A and B+, and there was 1 students got B (5%), then there was no students got C+ and there was 1 student got C (5%), there were many students got D or it was about (50%), and there were 8 students got E or 40%. From the result of the students' score, most of the students got bad score. It was proved from the result of the test in cycle one.

**c. Observing**

In this step, the researcher and collaborator observed the teaching and learning process. The researcher took fieldnotes and observation. Based on the activities did by the researcher, the collaborator observed some problems found in this cycle, they were:

- a) The teacher had to explain again how to remember the vocabularies
- b) The teacher did not give them more time to do the task
- c) Give more explanation about the vocabularies and asked them the correct pronunciation about the vocabularies
- d) The students bothered their friend
- e) The students were afraid to participate
- f) They were noisy in the class
- g) The teacher should give them homework
- h) The students were cheated in the vocabulary test
- i) The teacher had to motivate the student

**d. Reflecting**

Based on the data analysis in cycle 1, the researcher read the data based on the test, fieldnotes and observation, it was found some problems during the first cycle. By having the data from cycle one, the researcher analyzed the data made a decision to do the next cycle.

## **Cycle 2**

There were also three meetings in cycle 2 and the explanation was explained as follows:

### **a. Planning**

In this step, the researcher also prepared the same plans to be conducted in the classroom. Those plans were as follows:

- a) Designing lesson plan
- b) Preparing media
- c) Preparing vocabulary worksheet
- d) Preparing the observation
- e) Preparing field-notes
- f) Preparing the vocabulary test

### **b. Acting**

In this step, the topic was about conjunction. After entered the classroom, after greeting the students, the researcher checked the students' attendance. The teacher continued by showing the pictures of animals to the students and

asked them some questions about the topic. The teacher wrote the topic in the blackboard and explained the topic and read them louder and the students repeated the words after the teacher read it one by one.

After that, the researcher gave clues how to remember the word easily. The researcher explained to the students in order to remember the vocabularies. It meant that the teacher showed the ways to remember the vocabularies for conjunction (fanboys-for, and, nor, but, or and yet), the teacher used mnemonics with using the first word for conjunction. After that, the teacher gave more time to the students to read and practice the vocabularies while the other students were listening it. Before close the lesson, the teacher reviewed the lesson and asked the students to memorize the vocabularies.

In the meeting 2, the topic given was about job/occupation. In this meeting, there were more vocabularies about job/occupation. The teacher divided the materials to the students and asked read the vocabularies and the students repeated them. After that, the teacher asked the students to use mnemonic to memorize the vocabularies. The teacher gave time for the students to remember the vocabularies before asking them. Before close the class, the teacher told the students so that they prepared their self for the test in the next meeting. The teacher closed the class.

In meeting 3, in this meeting the topic was about family tree and preposition, the teacher divided the material and asked the students to repeat after teacher said the vocabularies. Then, the teacher asked them to use

mnemonics to remember and memorize the vocabularies. Then, teacher asked them to do the task from the topic then teacher discussed the topic before closed the class.

In meeting 4, it was a test for the students. The students had to answer the questions based on the worksheet given by the students. The students looked more seriously in this meeting in order to get a good score. The teacher also monitored the students who were cheated in this test. In this meeting, the class was conducive. The result for the test in cycle 2 as follows:

No	Students' Code	Score	Total Score
1	A	16	80
2	B	12	60
3	C	11	55
4	D	14	70
5	E	14	70
6	F	12	60
7	G	10	50
8	H	13	65
9	I	12	60
10	J	14	70
11	K	10	50
12	L	8	40
13	M	14	70
14	N	16	80
15	O	16	80
16	P	14	70
17	Q	15	75
18	R	12	60

19	S	11	55
20	T	9	45
<b>TOTAL</b>		-	<b>1265</b>
<b>MEAN</b>		-	<b>63,25</b>

After calculating the score, it could be seen that the mean score in cycle 2 was 63,25. It increased from the cycle 1 that was 48,5. Moreover, the score was counted to see who got A-E and to see the percentage of the test in cycle one in the table below:

No	Score	Frequency	Percentage	Grade
1.	80-100	3	15	A
2.	75-79,9	1	5	B+
3.	70-74,9	5	25	B
4.	65-69,9	1	5	C+
5.	60-64,9	4	20	C
6.	50-59,9	4	20	D
7.	<50	2	10	E
Total			100%	-

From the result of the test in cycle 2, it could be seen that some students has improved the score. From 20 students, there were 3 students who reached A, and 1 student got B+, and there were 5 students got B, then there was 1 students got C+ and there was 4 student got C and D, and there were only 2 students got E. From the result of the students' score, it could be said



that most of the students improved their vocabulary. It was proved from the result of the test in cycle one and cycle two.

**c. Observing**

During the observation phase, the researcher and collaborator kept monitoring all the activities done during the teaching and learning process of cycle 2. In this phases, the collaborator were still used the observation and fieldnotes to observed what happened during the research. Based on the observation that was taken by the collaborator, there were some notes and conclusion as follows:

- a) The teacher explained the lesson systematically
- b) The teacher gave more examples to the students in using mnemonics
- c) The teacher was given more opportunities to practice the vocabularies
- d) The teacher also monitored the students during they did the tasks given
- e) The students were easy to remember the vocabularies because the materials given were interesting.
- f) No one of them cheated when they did the test
- g) The teaching and learning process was conducive and active

From the observation, there were some improvements in each cycle. The improvement was not only from the teaching and learning process but also from the vocabulary test. It meant that the students improved the learning in vocabulary. They also were more serious in the classroom so the researcher found the students' vocabulary mastery was better improved in this cycle.

**d. Reflecting**

After reading and analyzed the data taken from cycle 2, the researcher found that the students' vocabulary improved. It could be said that there were improvements in cycle 2. Based on the students' vocabulary test, the researcher scored the students' worksheet, fieldnotes and observation. It meant that the students' vocabulary mastery increased. The researcher also analyzed the mean score of the vocabulary test in cycle 1 and 2 as follows:

$\Sigma X$	N	X
970	20	48,5%
1265	20	63,25%

From the result of cycle one and cycle 2, it could be seen that the students' mean score from cycle one and cycle2 increased about 14,75%. After collecting all of the data, the researcher did reflection to see the problems from teacher and students in learning process during cycle 2. From the observation result, it showed that there were some improvements achieved after doing the action, from the students and teacher. The teacher revised all plan to get good improvements from the students so after read the data, the teacher analyzed the data and got the problems from students and teacher so in cycle two, the teacher solved those problems that were found in cycle 2 to be solved in last cycle.

### Cycle 3

There were also four meetings in this cycle, the researcher did the four phases in classroom action research and the explanation is in the following:

a. Planning

- a) Designing lesson plan
- b) Preparing text
- c) Preparing vocabulary worksheet
- d) Preparing the observation
- e) Preparing field-notes
- f) Preparing the vocabulary test

b. Acting

The researcher came to the class, greeted the students and checked students' attendance. The teacher distributed materials for all of the students, the materials used were also about definition of vocabulary.

Teacher distributed and asked the students to read the text and pronounced the vocabularies. Teacher fixed their pronunciation and then read the vocabularies together. Teacher asked them to use mnemonics to memorize the vocabularies. The students showed that they were active because most of them had known to use mnemonics. Teacher discussed the material and exercise in the classroom. Before closing the class, the teacher motivate the students to make they felt enjoy, fun and interested to learn

English. Last, teacher closed the class.

In meeting 2, after preparing the students to start the class, the teacher asked the students about the material in this meeting that was synonym. The

teacher asked all of the students to see and read the material. The teacher explained the lesson to the students. After that the teacher asked one of them to say words and asked other students to say the meaning of the words. After that activity, teacher gave exercise to the students to write the missing words from the text. Most of them had started to do the exercise correctly. There were some of the students could not focus and concentration in the class, the teacher gave attention to the students and guided them. After done the activity the teacher asked the students to remember the vocabularies. Then, teacher closed the meeting.

In meeting 3, the topic was about antonym. Teacher entered the class and asked the students to study to start the class. Teacher checked attendance, and the teacher asked with the students about the material in the last week, but most of them did not answer the question. After this, the teacher gave new material to the students about antonym. The teacher explained about antonym and gave examples. Students paid attention to the teacher so the teacher continued to the exercise activity. Teacher distributed the text to the students, the text was not in completed text. The teacher gave instruction so that the students found the antonym of the exercise. Most of the students were active, teacher faced problems in controlling the students. Teacher asked the students to keep silence and then continued to spell the words. After that the teacher discussed the exercise with the students. After done the lesson the teacher discussed some of the vocabularies from the materials before closing the class to make the students know the meaning of the vocabularies by

saying and asked them to repeat the words several times. After that, teacher closed the lesson.

In meeting 4, it was a test. Teacher distributed the sheet and students had to read the instruction and answered the questions. This activity allowed the students to memorize the vocabularies that had been learned in cycle 3. Teacher gave time to the students to the test, and controlled the class. In this test, the students did this activity with quite, calm and active. They were busy to find the answer from the test. When time was up, teacher asked the students to collect their test and closed the meeting. After that the researcher collected the students' test and gave the score. From the students' test, it was found that the students score in the following:

No	Students' Code	Score	Total Score
1	A	18	90
2	B	14	70
3	C	16	80
4	D	16	80
5	E	15	75
6	F	14	70
7	G	12	60
8	H	15	75
9	I	14	70
10	J	16	80
11	K	11	55
12	L	7	35
13	M	14	70
14	N	15	75

15	O	17	85
16	P	15	75
17	Q	14	70
18	R	14	70
19	S	12	60
20	T	13	65
<b>TOTAL</b>		-	<b>1410</b>
<b>MEAN</b>		-	<b>70,5</b>

After calculating the score, the score was counted to see who got A-E and to see the percentage of the test in cycle one in the table below:

No	Score	Frequency	Percentage	Grade
1.	80-100	5	25	A
2.	75-79,9	4	20	B+
3.	70-74,9	6	30	B
4.	65-69,9	1	5	C+
5.	60-64,9	2	10	C
6.	50-59,9	1	5	D
7.	<50	1	5	E
Total		20	100%	-

From the result of the test in cycle 3, it was found that there were 5 students got A, 4 students got B+, 6 students got B, 1 students got C+, 2 students got C and 1 student got D and E. it could be said that there were improvements in each cycles. It could be seen from the score of the test as follows:

$\Sigma X$	N	X
970	20	48,5%
1265	20	63,25%
1410	20	70,5

From the table above, there was comparison score for each cycle, the different score in cycle 1 and cycle 2 was 14,75%, and cycle 2 and 3 was 7,25. It could be said that the students' score for each cycle faced improvements. It could be said that mnemonic could improve students' vocabulary mastery.

**c. Observing**

In the cycle three, the researcher was helped by collaborator to observe teaching-learning process to get the data from the activities from students and teacher. From the observation and field notes, the collaborators wrote some notes, the students started to be brave and self confidence to answer questions from the teacher. The class situation was quite and good because teacher could control the class. Students had known to use mnemonics, and but there were a few students could not remember the vocabularies. It was needed more time to practice mnemonics.

**d. Reflecting**

By having the data from cycle one, the researcher analyzed the data made a decision to do the next cycle. Based on the comparison of the students' mean score, it could be concluded that the students' vocabulary mastery by using mnemonic got good progress and got better improvement.

## **2. The factors influencing the improvement of students' vocabulary mastery through mnemonic**

The result of the research showed that the use of mnemonics technique in English teaching learning process especially in teaching vocabulary improved the students' vocabulary mastery. The improvements could be seen from the students mean score of test in each cycle. The mean score or test in cycle 1 was 48,5% while in test in cycle 2 was 63,25% and it increased to 70,5 in cycle 3.

Finally, the use of mnemonics technique was success in improving students' vocabulary mastery because the result after treatment was higher than the minimum standard score in the criteria of success. In addition, the students not only increased their academic score but also increased their spirit, motivation, and enthusiastic in learning English. They also felt relax, free from anxiety and stress because they did not feel hard to memorize the vocabulary. The teaching activity in learning vocabulary automatically made them memorize or even master the vocabulary. The implementation of mnemonics technique improved students' vocabulary mastery after conducted the research to the students, the improvements were caused by several factors in the following:



## 1. Mnemonics technique

Mnemonics are technique for remembering vocabulary. Through mnemonic, the learners can improve their memory and remember the vocabularies. This technique is interesting way to be used in learning vocabulary. We can easy to understand and memorize the words that are written in English. Mnemonic is also a system to improve or develop one's memory.

The mnemonic is describing a mental structure that used to aid memory. Mnemonic means aiding memory, it is referred to as memory tricks. With this technique the learners can develop a retrieval plan during encoding, so that word can we recalled through verbal and visual clues<sup>23</sup>

Moreover, mnemonics are methods for remembering information that is otherwise quite difficult to recall. This mnemonics increase the functions of our brain to memorize. The human brain evolved to code an interpret complex stimuli such as images color, structure, sounds, smells, tastes, touch, spatial awareness, emotion and language<sup>24</sup>.

## 2. The classroom activity

The researcher used several activities in the class based on the explanation in findings for each cycles. The activities could make the classroom atmosphere more conducive and effective in the teaching and

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<sup>23</sup> Thompson, Irene. 1998. *Vocabulary Learning Strategies*. Manoa: University of Hawai. p.11

<sup>24</sup> Manktelow, James. 1995. *Memory Techniques*. Mind Tools Ltd. Accessed on 25<sup>th</sup> Desember 2017.

learning process. The classroom activities were one of the factors influenced students' vocabulary mastery by using mnemonics technique. By using some activities in the classroom, the researcher made the students became meaningful. The activities used by the students could make the classroom atmosphere more effective. The activities used were discussion, teamwork and demonstration. Through this process, classroom activities were communicative and conducive.

### 3. Management class

In management the class, the researcher controlled the students' activities and guidance them during the process of teaching. It helped the students in understanding the lesson and they were interested and fun in learning. Classroom management was used by teachers to describe the process of the classroom lessons to manage all of the activities in the classroom.

In this research, the teacher managed the students to reach the goal of learning process: teacher monitored the students in the class, and teacher helped students who faced problems and motivated student during the process of teaching. It could be seen from the observation sheet that the teacher controlled the students' activities during the process of teaching.

### 4. Motivation

Based on observation and field notes, it was found that the students looked enthusiastic in learning by using spelling technique. Students could learn the basic of English language. It was a new experience for the students

in learning so the students enjoyed and had motivation in learning vocabulary.

## B. Discussion

Based on the findings, it could be discussed that the use of mnemonic in teaching and learning vocabulary could improve the students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh. The findings also support by the statement from Thompson (1998: 14), "Mnemonic means aiding memory, it is referred to as memory tricks. With this technique the learners can develop a retrieval plan during encoding, so that word can we recalled through verbal and visual clues"<sup>25</sup>.

It could be discussed that as one of the teaching way in teaching and learning process, mnemonics can help the students to memorize the vocabulary by using a trick to remember the vocabulary, which is mnemonic technique, mnemonic technique is a trick to remember everything. During the three cycles it was found that there were some improvements from cycle to cycle. It could be seen from the table as follows:

$\Sigma X$	N	X
970	20	48,5%
1265	20	63,25%

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<sup>25</sup> Ibid. p.11

1410	20	70,5
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In cycle one the students' score of vocabulary test was low, that was 48,5% because the students was not familiar with how to use mnemonics in remembering the vocabulary. And in the next cycle, the students started to be familiar with the mnemonics technique so it was made them easier to remember the vocabulary, the mean score in cycle two was 63,25%. Then in last cycle or cycle three, the mean score was increased significant that was 70,5%. It could be said that there were improvements from cycle to cycle. In other word, mnemonic technique could improve the students' vocabulary mastery, especially at grade XI of SMA N 5 Sungai Penuh.

The use of mnemonics technique in teaching was not only improved the students' vocabulary mastery but also the students' attitude in the class. The students felt enjoy and interested in the class. From the discussion above, it could be said that mnemonics technique could improve the students' vocabulary mastery. It could be proved from the data during the research, the observation, field notes and vocabulary test. Thus, the teaching and learning process could be effectively conducted.

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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

Based on the findings, it can be concluded that mnemonics technique have been successful to be implemented during the research, it was done at grade XI of SMA N 5 Sungai Penuh. The conclusion of the research is in the following:

1. Mnemonics technique could improve the students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh. There are some improvements of students' vocabulary mastery from cycle to cycle.
2. There are some factors that improved the students' vocabulary mastery at grade XI of SMA N 5 Sungai Penuh; they are teaching technique, classroom activity, management class and motivation.

## B. Suggestions

Based on the findings and discussion of the research, there are some suggestions. The researcher suggests the following:

1. To the teachers

The result of the research could be as a contribution for the teachers especially for English teacher. The English teachers who had the same problem are suggested to use mnemonics technique to solve the problems. This technique can be implemented to improve the students' vocabulary mastery.

2. To the students

The students also can use : 49 n the real life to remember everything especially in remembering vocabulary. They can practice and use it in their daily life.

3. To other researcher

The result of this research can be used as a reference for other researcher in doing the research especially in improving the students' vocabulary mastery.



**APPENDIX I**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah

: SMA Negeri 5 Sungai Penuh

Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Standar Kompetensi	: Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: Menggunakan kata-kata dalam bentuk lisan/tulisan
Alokasi Waktu	: 2 x 45 menit
Skill	: Vocabulary

**Karakter siswa yang diharapkan :**

	Dapat dipercaya ( <i>Trustworthines</i> )
	Rasa hormat dan perhatian ( <i>respect</i> )
	Tekun ( <i>diligence</i> )
	Tanggung jawab ( <i>responsibility</i> )
	Berani ( <i>courage</i> )
Metode Pembelajaran	: Mnemonics Technique
Topik	: Pronoun
Pertemuan	: 1

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

📖 **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

📖 **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

📖 **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.
- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK (HASIL DISKUSI)**

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

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**APPENDIX II**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah : SMA Negeri 5 Sungai Penuh  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : XI  
 Standar Kompetensi : Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari



Kompetensi Dasar	: Menggunakan kata-kata dalam bentuk lisan/tulisan
Alokasi Waktu	: 2 x 45 menit
Skill	: Vocabulary

**Karakter siswa yang diharapkan :**

Dapat dipercaya ( *Trustworthines* )  
 Rasa hormat dan perhatian ( *respect* )  
 Tekun ( *diligence* )  
 Tanggung jawab ( *responsibility* )  
 Berani ( *courage* )

Metode Pembelajaran	: Mnemonics Technique
Topik	: Noun and adjective
Pertemuan	: 2

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

 **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

 **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

 **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.

- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.


**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar	<b>4</b>
		* sebagian besar benar	<b>3</b>
		* sebagian kecil benar	<b>2</b>
		* semua salah	<b>1</b>

**APPENDIX III**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA Negeri 5 Sungai Penuh  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : XI  
 Standar Kompetensi : Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari  
 Kompetensi Dasar : Menggunakan kata-kata dalam bentuk lisan/tulisan  
 Alokasi Waktu : 2 x 45 menit

Skill : Vocabulary

**Karakter siswa yang diharapkan :**

- Dapat dipercaya ( *Trustworthines* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )
- Tanggung jawab ( *responsibility* )
- Berani ( *courage* )

Metode Pembelajaran : Mnemonics Technique

Topik : Wh-q and Information

Pertemuan : 3

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

 **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

 **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

 **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.
- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar	<b>4</b>
		* sebagian besar benar	<b>3</b>
		* sebagian kecil benar	<b>2</b>
		* semua salah	<b>1</b>

**APPENDIX IV**  
**VOCABULARY TEST**

Name :  
Class :  
School :  
Cycle :

**A. Choose the correct pronoun based on the sentence (subject or object) !**

1. She loves ..... very much.
  - a. He            c. him
  - b. His          d. they
2. She visit.....uncle.
  - a. His          c. her
  - b. Your        d. they
3. A: Where are my sunglasses?  
B: Here ..... are.
  - a. Them        c. they
  - b. Their        d. theirs
4. Can you hear ..... ?
  - a. I            c. me
  - b. My          d. mine
5. The teacher explains things to ..... very well.
  - a. We          c. our
  - b. Us          d. ours
6. What's the music? Do you like.....very well?
  - a. me          c. them
  - b. it            d. his

**B. Arrange the sentence below with the correct order**

7.	cat	black	have	a	I
8.	cat	funny	is	it	a
9.	amazing	movie	I	watch	an
10.	father	my	is	happy	always

**C. Questions in English (where, why, when, what, who, and how)**

11. \_\_\_\_\_ does Bill get up in the morning?
12. \_\_\_\_\_ don't you go by bus, Max?
13. \_\_\_\_\_ old is Mike?
14. \_\_\_\_\_ is Susan's birthday?
15. \_\_\_\_\_ do the Robinsons live?

**D. Correct the wrong spelling from the sentences in the following:**

17. I like to read about white hause.
18. We will visit a new ploce this summer.
19. Dad made a great luch for all of us!
20. My borthor might help me find a snack.

**Selamat Bekerja**

**APPENDIX V**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah	: SMA Negeri 5 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Standar Kompetensi	: Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: Menggunakan kata-kata dalam bentuk lisan/tulisan
Alokasi Waktu	: 2 x 45 menit
Skill	: Vocabulary

**Karakter siswa yang diharapkan :**

Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

Metode Pembelajaran	: Mnemonics Technique
Topik	: Conjunction
Pertemuan	: 5

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan  
Apersepsi dan Motivasi :
  - Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
  - Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.
2. Kegiatan Inti
  - 📖 **Eksplorasi**  
Dalam kegiatan eksplorasi, guru:
    - ☞ Siswa dapat mengenal dan memahami kosa kata
  - 📖 **Elaborasi**  
Dalam kegiatan elaborasi, guru:
    - ☞ Guru meminta siswa mengerjakan latihan.
    - ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
    - ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.
  - 📖 **Konfirmasi**  
Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.
- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

### Alat/Sumber Belajar:

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

### Penilaian:

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

### FORMAT KRITERIA PENILAIAN

#### **PRODUK ( HASIL DISKUSI )**

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

## APPENDIX VI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 5 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Standar Kompetensi	: Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: Menggunakan kata-kata dalam bentuk lisan/tulisan
Alokasi Waktu	: 2 x 45 menit
Skill	: Vocabulary

### Karakter siswa yang diharapkan :

	Dapat dipercaya ( <i>Trustworthines</i> )
	Rasa hormat dan perhatian ( <i>respect</i> )
	Tekun ( <i>diligence</i> )
	Tanggung jawab ( <i>responsibility</i> )
	Berani ( <i>courage</i> )
Metode Pembelajaran	: Mnemonics Technique
Topik	: Job / Occupation
Pertemuan	: 6

### Langkah-langkah Kegiatan Pembelajaran:

#### 1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

#### 2. Kegiatan Inti

##### **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

##### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

##### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

#### 3. Kegiatan Penutup



Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.
- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

No.	Aspek	Kriteria	Skor
1.	Konsep	* semua benar	4
		* sebagian besar benar	3
		* sebagian kecil benar	2
		* semua salah	1

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**APPENDIX VII  
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA Negeri 5 Sungai Penuh  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI  
Standar Kompetensi : Memahami makna dan penggunaan kata

Kompetensi Dasar	: dalam konteks kehidupan sehari-hari : Menggunakan kata-kata dalam bentuk lisan/tulisan
Alokasi Waktu	: 2 x 45 menit
Skill	: Vocabulary

**Karakter siswa yang diharapkan :**

Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

Metode Pembelajaran	: Mnemonics Technique
Topik	: Family Trees
Pertemuan	: 7

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

 **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

 **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

 **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.

- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.


**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar	<b>4</b>
		* sebagian besar benar	<b>3</b>
		* sebagian kecil benar	<b>2</b>
		* semua salah	<b>1</b>

**APPENDIX VIII**

**VOCABULARY TEST**

Name :  
 Class :  
 School :  
 Cycle :

**A. Fill in the blanks using conjunction (for, and, but, nor, or, yet, because)!**

1. Rudi.....Dona go to school together.
2. Will you choose mango....watermelon.
3. I don't understand English.....I will study hard.

4. They visit me.....I am sick.
5. The teacher is teaching.....the students are listening.

**B. What are they (job/occupation)?**

6. Who is the guy who catches the criminals?
7. The man who is counting money in the bank?
8. They cook in the kitchen.
9. Who teaches at school?
10. Who cures people at the hospital?

**C. Choose the suitable words in the box:**

Parents Sister Uncle Grandmother Brother
--

11. My father has a daughter. She is my.....
12. Father and mother are my.....
13. My parents have a son named.....
14. The mother of my father is.....
15. My parents brother is my.....

**D. Complete each sentence by choosing the correct preposition**

16. I have spent three years ... that company. (to / for / at)
17. It is one (in / of / from) my favorite songs.
18. We put school equipment.....the bag (on, at, in)
19. She lives.....Soedirman street. (on, at, in)
20. It is easy to get a job (through / in / for) searching the internet.

**Selamat Bekerja**

**APPENDIX IX**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

Nama Sekolah	: SMA Negeri 5 Sungai Penuh
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Standar Kompetensi	: Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari

Kompetensi Dasar	: Menggunakan kata-kata dalam bentuk lisan/tulisan
Alokasi Waktu	: 2 x 45 menit
Skill	: Vocabulary

**Karakter siswa yang diharapkan :**

Dapat dipercaya ( *Trustworthines* )  
 Rasa hormat dan perhatian ( *respect* )  
 Tekun ( *diligence* )  
 Tanggung jawab ( *responsibility* )  
 Berani ( *courage* )

Metode Pembelajaran	: Mnemonics Technique
Topik	: Definition of vocabulary
Pertemuan	: 9

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

 **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

 **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

 **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.

- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.


**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar	<b>4</b>
		* sebagian besar benar	<b>3</b>
		* sebagian kecil benar	<b>2</b>
		* semua salah	<b>1</b>

**APPENDIX X**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA Negeri 5 Sungai Penuh  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : XI  
 Standar Kompetensi : Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari  
 Kompetensi Dasar : Menggunakan kata-kata dalam bentuk lisan/tulisan  
 Alokasi Waktu : 2 x 45 menit

Skill : Vocabulary

**Karakter siswa yang diharapkan :**

Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )  
Tanggung jawab ( *responsibility* )  
Berani ( *courage* )

Metode Pembelajaran : Mnemonics Technique

Topik : Synonym

Pertemuan : 10

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

2. Kegiatan Inti

 **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

 **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

 **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.
- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

**Alat/Sumber Belajar:**

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar	<b>4</b>
		* sebagian besar benar	<b>3</b>
		* sebagian kecil benar	<b>2</b>
		* semua salah	<b>1</b>

**APPENDIX IX  
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMA Negeri 5 Sungai Penuh  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI  
Standar Kompetensi : Memahami makna dan penggunaan kata dalam konteks kehidupan sehari-hari  
Kompetensi Dasar : Menggunakan kata-kata dalam bentuk lisan/tulisan  
Alokasi Waktu : 2 x 45 menit  
Skill : Vocabulary

**Karakter siswa yang diharapkan :**

Dapat dipercaya ( Trustworthines)



	Rasa hormat dan perhatian ( <i>respect</i> )
	Tekun ( <i>diligence</i> )
	Tanggung jawab ( <i>responsibility</i> )
	Berani ( <i>courage</i> )
Metode Pembelajaran	: Mnemonics Technique
Topik	: Antonym
Pertemuan	: 11

### Langkah-langkah Kegiatan Pembelajaran:

#### 1. Kegiatan Pendahuluan

Apersepsi dan Motivasi :

- Guru bertanya pada siswa mengenai hal yang berkaitan dengan topik bahasan.
- Guru mengajak siswa mengingat kembali ujaran-ujaran yang berkaitan dengan topik bahasan.

#### 2. Kegiatan Inti

##### **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Siswa dapat mengenal dan memahami kosa kata

##### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Guru meminta siswa mengerjakan latihan.
- ☞ Siswa dapat melakukan kegiatan ini secara individual atau berpasangan.
- ☞ Pada saat siswa melakukan kegiatan ini, guru mengitari siswa dan mengontrol siswa.

##### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

#### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Guru membahas hasil pekerjaan siswa bersama-sama.
- ☞ Sebagai latihan tambahan, guru dapat memanggil siswa secara acak dan meminta siswa menulis kosakata yang berkaitan dengan topik bahasan.
- ☞ Guru mengingatkan siswa kembali mengenai kalimat yang benar yang berkaitan dengan kosakata yang dipelajari siswa.

### Alat/Sumber Belajar:

1. Buku teks
2. Buku-buku lain yang relevan
3. Alat peraga yang berkaitan dengan materi ajar

**Penilaian:**

<b>Indikator Pencapaian Kompetensi</b>	<b>Teknik Penilaian</b>	<b>Bentuk Instrumen</b>	<b>Instrumen/ Soal</b>
Membuat kalimat yang baik dan benar	Tes tulis	Membuat contoh kalimat	<i>Make sentences for each vocabularies</i>

**FORMAT KRITERIA PENILAIAN**

 **PRODUK ( HASIL DISKUSI )**

<b>No.</b>	<b>Aspek</b>	<b>Kriteria</b>	<b>Skor</b>
<b>1.</b>	<b>Konsep</b>	* semua benar * sebagian besar benar * sebagian kecil benar * semua salah	<b>4</b> <b>3</b> <b>2</b> <b>1</b>

 **PERFORMANSI**



**APPENDIX XII**  
**VOCABULARY TEST**

Name :

Class :

School :

Cycle :

**E. Match each word with its definition**

1. It is used to drink water
2. A vegetable
3. With a lot of sugar
4. A machine to make food cold
5. The place where something is
6. Something that makes the environment dirty
7. An area with many trees
8. The dirty air from a fire
9. A person who writes something
10. A group of words that begins with a big letter

Sweet
Sentence
Forest
Location
Smoke
Refrigerator
Potato
Glass
Author
Smoke

**F. Choose the correct one for synonym and antonym**

12. Lina ..... the match in Olympic Games. She is so sad.  
a. won            b. lost            c. jumped            d. celebrated
13. I went to dentist yesterday because my ..... were in pain.  
a. hands            b. fingers            c. teeth            d. ears
14. A : Can you help me?  
B : Yes, of course. What can I do for you?  
A : Please, ..... this bag to my room.  
B : Yes, Sir.  
a. bring            b. help            c. give            d. has
15. This exercise was too ..... for me. I got score 100.  
a. difficult            b. easy            c. expensive            d. high
16. Diana's barbie is broken. Diana is very ..... now.  
a. confuse            b. sad            c. happy            d. charm
17. The teacher's duty is to ..... the students in the school.  
a. teach            b. play            c. make            d. work
18. Luna is celebrating her birthday. Now Luna feels .....  
a. angry            b. dusty            c. easy            d. happy
19. Mia : Adi, your shoes are so fit in your ..... . You look georgeous.  
Adi : Thank you.  
a. finger            b. lip            c. hand            d. feet
20. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will ..... the red gown

a. wrap          b. go          c. wear          d. give

**Selamat Bekerja**

**APPENDIX XIII  
STUDENTS' SCORE (CYCLE I)**

No	Students' Code	Raw Score	Score
1	A	10	67
2	B	6	40
3	C	9	60
4	D	8	54
5	E	8	54
6	F	8	54
7	G	10	67
8	H	9	60
9	I	10	67
10	J	9	60
11	K	8	54
12	L	10	67
13	M	11	74
14	N	8	54
15	O	10	67
16	P	7	47
17	Q	7	47

18	R	7	47
19	S	9	60
20	T	10	67
21	U	10	67
22	V	10	67
23	W	10	67
24	X	10	67
Total			1435
Mean score			59,80

**APPENDIX XIV  
STUDENTS' GRADE OF CYCLE I**

No	Frequency	Grade	Criteria	Number of student
1	80-100	A	Very good	-
2	70-79	B	Good	1 student
3	60-69	C	Enough	14 students
4	50-59	D	Low	5 students
5	0-49	E	Failed	4 students

INSTITUT AGAMA ISLAM NEGERI  
**K E R I N C I**

**APPENDIX XV**  
**STUDENTS' SCORE OF CYCLE II**

No	Students' Code	Raw Score	Score
1	A	10	67
2	B	12	80
3	C	10	67
4	D	11	74
5	E	11	74
6	F	13	87
7	G	14	94
8	H	8	54
9	I	14	94
10	J	14	94
11	K	14	94
12	L	13	87
13	M	14	94
14	N	13	87
15	O	13	87
16	P	14	94
17	Q	11	74
18	R	11	74
19	S	13	87
20	T	12	80
21	U	14	94
22	V	10	67
23	W	12	80
24	X	10	67
Total			1951

Mean score	81, 30
------------	--------

**APPENDIX XVI**  
**STUDENTS' GRADE OF CYCLE II**

No	Frequency	Grade	Criteria	Number of student
1	80-100	A	Very good	15 students
2	70-79	B	Good	4 Students
3	60-69	C	Enough	4 students
4	50-59	D	Low	1 students
5	0-49	E	Failed	-



**INSTITUT AGAMA ISLAM NEGERI**  
**K E R I N C I**

**APPENDIX XVII  
STUDENTS' SCORE OF CYCLE III**

No	Students' Code	Score	Total Score
1	A	18	90
2	B	14	70
3	C	16	80
4	D	16	80
5	E	15	75
6	F	14	70
7	G	12	60
8	H	15	75
9	I	14	70
10	J	16	80
11	K	11	55
12	L	7	35
13	M	14	70
14	N	15	75
15	O	17	85
16	P	15	75
17	Q	14	70
18	R	14	70
19	S	12	60
20	T	13	65
<b>TOTAL</b>		-	<b>1410</b>
<b>MEAN</b>		-	<b>70,5</b>

**APPENDIX XVIII  
STUDENTS' GRADE OF CYCLE III**

No	Score	Frequency	Percentage	Grade
1.	80-100	5	25	A
2.	75-79,9	4	20	B+
3.	70-74,9	6	30	B
4.	65-69,9	1	5	C+
5.	60-64,9	2	10	C
6.	50-59,9	1	5	D
7.	<50	1	5	E



Total	20	100%	-
-------	----	------	---



**APPENDIX XIX**

**OBSERVATION GUIDE  
IN TEACHING AND LEARNING ACTIVITIES**

Day :

Date :

Time :

Meeting :

Cycle :

No	Activities	Description of observation	
		Yes	No
1	Pre activity - Greeting - Check the students' attendance list - Tells the purpose of the study - Give background knowledge to the topic		
2	While activity - Hangman game - The rules of hangman game - Arrange the students to the group. - Discuss the materials in group and ensure all group takes a part in the activity.		
3	Post activity - Evaluate the activity and give feedback - Concluding the materials - End the class		

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

**APPENDIX XX  
FIELD NOTE**

Subject : .....

Class : .....

Day/Date : .....

Observer's note:



Collaborator

**APPENDIX XXI**

**OBSERVATION GUIDE  
IN TEACHING AND LEARNING ACTIVITIES**

Day :                      Date :  
Time :                      Meeting :                      Cycle :

No	Activities	Description of
----	------------	----------------

		observation	
		Yes	No
1	Pre activity - Greeting - Check the students' attendance list - Tells the purpose of the study - Give background knowledge to the topic		
2	While activity - Hangman game - The rules of hangman game - Arrange the students to the group. - Discuss the materials in group and ensure all group takes a part in the activity.		
3	Post activity - Evaluate the activity and give feedback - Concluding the materials - End the class		

**APPENDIX XXII  
FIELD NOTE**

Subject : .....

Class : .....

Day/Date : .....

Observer's note:



Collaborator

**APPENDIX XXIII**

**OBSERVATION GUIDE  
IN TEACHING AND LEARNING ACTIVITIES**

Day :                      Date :  
Time :                      Meeting :                      Cycle :

No	Activities	Description of
----	------------	----------------

		observation	
		Yes	No
1	Pre activity - Greeting - Check the students' attendance list - Tells the purpose of the study - Give background knowledge to the topic		
2	While activity - Hangman game - The rules of hangman game - Arrange the students to the group. - Discuss the materials in group and ensure all group takes a part in the activity.		
3	Post activity - Evaluate the activity and give feedback - Concluding the materials - End the class		

**APPENDIX XXIV  
FIELD NOTE**

**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

Subject : .....

Class : .....

Day/Date : .....

Observer's note:



**Collaborator**

INSTITUT AGAMA ISLAM NEGERI

**APPENDIX XXV**

**OBSERVATION GUIDE**

**IN TEACHING AND LEARNING ACTIVITIES**

Day :                      Date :  
Time :                      Meeting :                      Cycle :

No	Activities	Description of
----	------------	----------------

		observation	
		Yes	No
1	Pre activity - Greeting - Check the students' attendance list - Tells the purpose of the study - Give background knowledge to the topic		
2	While activity - Hangman game - The rules of hangman game - Arrange the students to the group. - Discuss the materials in group and ensure all group takes a part in the activity.		
3	Post activity - Evaluate the activity and give feedback - Concluding the materials - End the class		

**APPENDIX XXVI  
FIELD NOTE**

**INSTITUT AGAMA ISLAM NEGERI  
KERINCI**



Subject : .....

Class : .....

Day/Date : .....

Observer's note:



**Collaborator**

**DOCUMENTATION**



**CURRICULUM VITAE**



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