

A THESIS

**THE USE OF MNEMONIC TECHNIQUE TO IMPROVE
STUDENTS' VOCABULARY AT LINATASAN IMAJINASI
BAHASA MAHASISWA (LIBAM) IAIN PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Submitted by

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to

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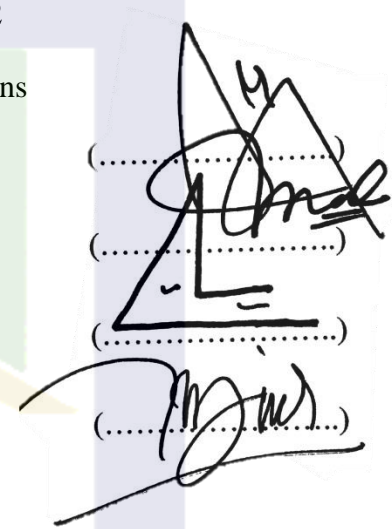
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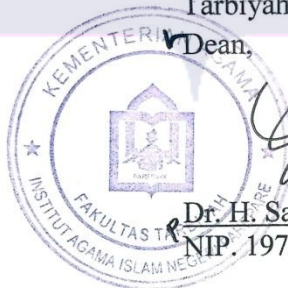
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State that himself conducted this thesis, if it can be proved that is copied, duplicated or complicated by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Muh. Bambang. *The Use of Mnemonic Technique to Improve Students Vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare (Supervised by Ismail Latif and Magdahalena Tjalla)*

In studying English, one of the most important components for teaching and learning a foreign language is vocabulary. This research was aimed to find out whether the implementation of Mnemonic Technique can improve students' vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare or not.

In this research, the technique applied is a pre-experimental design with a pre-test and post-test design, this experimental design. The researcher uses a test as an instrument to collect the data. The test will be divided into two parts that are pre-test and post-test. The test is intended to know what the mnemonic technique can improve vocabulary. Teaching vocabulary through mnemonic technique improved students' vocabulary at Lintasan Imajinasi Bahasa Mahasiswa. This shows that using the mnemonic technique can improve students' vocabulary.

The result of this research indicated that through mnemonic technique was effective in teaching English vocabulary of used and students' quality increase. The teaching vocabulary was worked by using the mnemonic technique, especially in the Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare. The data analysis research showed that students were able to improve vocabulary by using the mnemonic technique.

Keywords: *Vocabulary, Mnemonic Technique*

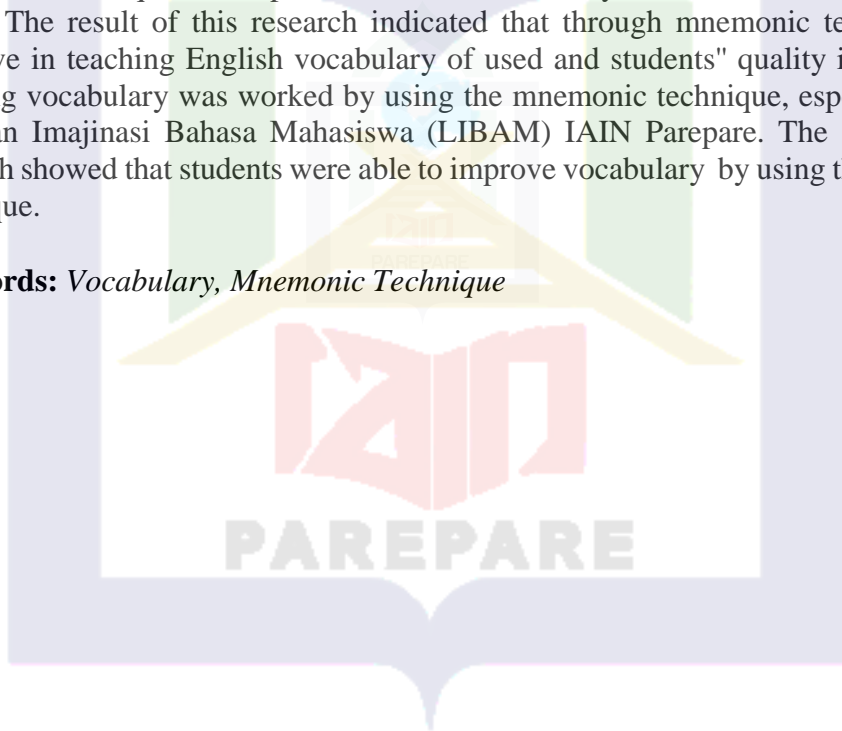


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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the fundamental part of language, which is used in any situation either. It is in the form of spoken and written language. Vocabulary is one of four language components, which are spelling, grammar, phonology, and vocabulary. Vocabulary is the most important factor in the language teaching and learning, especially in English because words are essentials for communication. Someone will be difficult to communicate with others if has limited vocabulary. The ultimate goal of studying is able to communicate because for the large majority of learners vocabulary is an important role in the development of language skills. The students can demonstrate vocabulary daily in and out the school. In the classroom, the process of achieving students is the most sufficient vocabulary.¹ Students aren't able to master foreign language if they still lack vocabulary. To increase students' ability in mastering vocabulary the teacher has to think about how to make students be English . The teacher's competence is much needed, they have an important role for bring the students to the likeness and consistency in learning English as a second language. During the teaching and learning process students have more opportunities to identify words with the help and efforts of the teacher. Besides, the teacher also has a big role of keep motivating and trying various techniques ways of teaching.

One of the most important things in English is vocabulary, without vocabulary, all information in the language cannot be stored. According to McCarthy says that no matter how well a second language's sounds are mastered, without words to convey a wide variety of meanings, communication in a second language is impossible to achieve in any meaningful way. And yet of all the facets of studying a foreign language, vocabulary seems to be the least systematized and well-served.²

¹Mofareh Alqhatani, "The Importance of Vacabulary in Language Learning and hot To Be Thought (*Internasional Journal of Teaching and Education*, Vol III, No. 3, 2015), p. 22.

² McCharty, M. 1990. *Vocabulary*. New York: Oxford UniversityPress.

It means vocabulary is an important part of language, without vocabulary the language cannot be accustomed maintain all info in language. Vocabulary is outlined as sounds that categorical which means and for man freelance unit in a very language. It can be said that vocabulary is that the smallest unit of speech that processes individuals aiming to speak and maybe want to interact with each other and vocabulary is often said as a group of words on certain language as a part of teaching-learning during a foreign language.

In reality, there are still many students difficult to understand English especially for members of LIBAM. Most of them could not understand well because of several reasons. They feel difficult to express words to others because they are confused and don't know what words to say and lack confidence, Finally, the students are lack vocabulary, there are many ways to improve English skills or deduct the problem in English. Based on those problems and the class condition above, the researcher intends to help the English teacher by introducing one technique to improve students' vocabulary namely, Mnemonic Technique.

In State Islamic Religion Institute (IAIN) Parepare there is an organization named Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) which supports and improves the English skills and Arabic skills of its member. The researcher has done preliminary observation on LIBAM's member activities especially in the English process and found that some members of LIBAM were unmotivated and difficult to learn. Their mindset says English is difficult to learn because most of them don't know how to express what they want to say because lack of vocabulary and some of their instructors don't use variation techniques. In teaching and learning English, it needs to apply many techniques to improve the learners' vocabulary. One of the techniques which have not been applied is the mnemonic technique. Therefore, the researcher chooses this technique, because the students will be easier to memorize the vocabulary and express their ideas to others.

Finally, based on the explanation above, the researcher is interested in conducting the research entitled “*The Use of Mnemonic Technique to Improve Students’ Vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare*”.

B. Research Question

Based on the research background above, the writer formulate the problem statement as follows:

“Is Mnemonic Technique able to improve students’ vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare?”

C. Objective of the Research

Based on the problem statement of the research above, the objective of the research is the researcher to find out whether the implementation of Mnemonic Technique can improve students’ vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare or not.

D. Significances of the Research

The result of this research is expected hoped to be useful for many people, especially for those who are closely related to English education. The significance of the research are:

1. To the Teachers

The researchers hope that teachers can use the results of this study to improve their students' vocabulary when teaching English. It is expected to give good help to all teachers in teaching English in the classroom, especially in teaching the language of words.

2. To the Students

The result of this research is useful for the students as information a new way to improve their vocabulary. After having known about the use of this technique hopefully, the students easier in memorizing the vocabulary than before.

3. To the Researchers

The researcher hopes that the result of this research is expected to become a reference to conduct further research on similar problems, by using another design of research to improve the students' vocabulary .



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. The Concept of Vocabulary

The concept of vocabulary consists of the definition of vocabulary, kinds of vocabulary, the importance of vocabulary, classification of vocabulary, types of vocabulary, teaching vocabulary, and technique in teaching vocabulary.

a. Definition of Vocabulary

Alderson says vocabulary is a set of lexemes including single words, compound words, and idioms.³ Extensive vocabulary will be unable to use structure and functions we may have learned for comprehensive communication in contrast with the development of other aspects of the second language, particularly pronunciation, vocabulary acquisition doesn't seem to be solved by age.

It means that vocabulary is the number of words that we have as by other people that will be used in communication with others, if someone has more vocabularies they will easily communicate with others, so if someone has more vocabularies they will easily communicate with other people. Vocabulary is one of the language aspects which should be learned. Learning vocabulary is important because by learning it we can speak, write, and listen.

The vocabulary contains words that make up the language. In foreign language acquisition, vocabulary is very important. Horby says that vocabulary is the total number of words that make up the language, or words

³ Alderson, J, Charles, *Assesing Vocabulary* (New York: Cambridge University Press, 2000), p. 45.

known to a person, or used in a particular book or subject, or list of words with their meaning, especially one which accompanies a textbook in a foreign language.⁴

Vocabulary is one of the most important materials in teaching a foreign language. Therefore, teaching English vocabulary is a very important role in allowing Indonesian students to master English in a foreign language. For most Indonesian students, mastering English vocabulary has become a huge challenge. If one does not have enough words, he will not be able to communicate with his environment.

The following are the classification of basic vocabulary as classified: (1) Number: cardinal numbers, ordinal numbers, etc. (2) The family term: grandmother, grandfather, father, mother, child, etc. (3) Parts of the body: head, shoulder, knees, toes, hand, elbow, etc. (4) Noun: chair, car, phone, pencil, etc. (5) Adjective: handsome, beautiful, diligent, smart, stupid, lazy, ugly, etc. (6) Verb: write, go, sleep, eat, sit, etc. (7) Universal things: moon, sun, sky, sand, land, etc.

b. Kinds of Vocabulary

Frank identifies that there are seven kinds of vocabulary based on part of speech.⁵ They are:

1) Noun

The noun is one of the most important parts of the language. It is a combination of words that helps to form the core of the sentence which is essential for any complete sentence. It can be the name of *a person, a thing, a place, or an idea*. Examples: *book, newspaper, door, house, etc.*

2) Adjective

⁴ A.S Hornby, *Oxford Advanced Learners of Current English* (New York: Oxford University Press, 2000), p.154

⁵ Frank, M, *Modern English; a practical reference guide* (New Jersey: Prentice-Hall, INC, 1972), p. 1.

The adjective is the word used to qualify nouns or pronouns. It is commonly used after being in a sentence because an adjective modifies a noun and is usually placed before a noun. Examples: *handsome, beautiful, ugly, lazy, etc.*

3) Verb

The verb is the word, which expresses an action or helps to make a statement. It is used as a predicate and is usually placed after the subject. Examples: *write, eat, sleep, sing, etc.*

4) Adverb

The adverb is a word used for qualifying the meaning of the verb, adjective, or another verb. It is usually placed after or before verb. In the sentences, he speaks loudly, the adverb is loud. For example: *carefully, slowly, beautifully, bravely, etc.*

5) Pronoun

The pronoun is a word that is used to replace people or things. There are many kinds of pronouns, such as: as subject, object, relative pronoun, possessive pronoun, I, you, they, we, she, he, it is the examples of pronoun as the subject. The examples of pronouns as the subject are me, you, them, him, her, and it, my, your, our, his, her, it's are the example of possessive adjectives. The examples of possessive pronouns are *mine, yours, theirs, hers, his, and its.*

6) Conjunction

The conjunction is used to relate one word to another one, or one sentence to another one. In the sentence I have to call him before I go, the conjunction is before. Examples: *and, but, so, etc.*

7) Interjection

The interjection is put into a sentence to express a sudden feeling of mind of emotion. It is a lexical category used to express an isolated emotion on the part of the speaker. In the sentence Hurray! I am the winner, the interjection is Hurray. A convention like *a bye, hi, goodbye* are interjections.

c. The Importance of Vocabulary

Vocabulary is an important factor in language teaching and learning, especially in English because words are essential for communication. Someone who has limited vocabulary will find it difficult to communicate with others. For the learners who learn English vocabulary helps them in learning basic skills (speaking, listening, writing, and reading).

Vocabulary is an important component of the language of proficiency, and it influences how the learners speak, listen, read and write. Without having an extensive vocabulary the learners will find it difficult to understand the English language. Or they will find it difficult to do communicate. The basic of teaching-learning English is concerned with the student abilities to use four language skills. In using language skills, they need many vocabularies, it is impossible to build communication. They will find it difficult to understand what other people say to them.

d. Classification of Vocabulary

According to Jackson, that vocabulary can be distinguished into active vocabulary and passive vocabulary. The active vocabulary is the words that are used in you recognize can make sense of in the speech and writing of other people. Active vocabulary is the words that are used in your speech and writing.⁶ Nation-states that vocabulary in the text can be distinguished into four kinds, those are:

⁶ Jackson, *Words, Meaning and Vocabulary: an Introduction to Modern Lexicology* (New York: Oxford University Press, 2002), p. 28.

1) High-frequency words

There is a small group of high frequency which very important because these words cover a very large proportion of the running words in spoken and written text and occur in all kinds of uses of the language.

2) Academic words

The text is from the academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically, these words make up about 9% of the running words in the text.

3) Technical words

The text contains some words that are very closely related to the topic and subject of the text. these words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but No. so common elsewhere. As soon as we see them, we know that topi cis being dealt with. Teaching words like this typically cover about 5% of the running words in the text.

4) Low-frequency words

This group included words like zoned, pioneering and perpetuity, aired, and pastoral. They make up 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that get almost got the high-frequency list, and words that we rarely meet in our use in the language.⁷

e. Types of Vocabulary

⁷ Nation, I. S. P, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), p. 11.

According to Harmer in the language test, there are two kinds of vocabulary active vocabulary and passive vocabulary. To make clear the writer explain both of them as follows:

1) Active vocabulary

The active vocabulary means the stock of words that a person uses in his speech or writing. It is used in oral or written expression by the students.

2) Passive vocabulary

The passive vocabulary means the words that the students recognize and understand occur in a context or students need someone to say something that helps them recall the words meanings.⁸

f. Teaching Vocabulary in Intermediate Level

In general education, there are some students' levels. According to Brown, there are some students' proficiency levels with terms "beginning", "intermediate", or "advanced". Now we talk about students at the intermediate level especially in teaching vocabulary.⁹ Moreover, Allen stated that at the intermediate level, we teach many of the same kinds of words that elementary students need.¹⁰ Between beginner and intermediate, we often class students as elementary. Like lessons for beginners, the intermediate vocabulary lessons include many words for things and people in the learners' daily lives. The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competencies, and

⁸ Harmer, J, *The Practice of English Language Teaching* (3rd ed) (England: Person Education Limited, 200), p. 109.

⁹ Brown, H Douglas, *Teaching by Principle and Interactive Approach to Language Pedagogy* (New York: Longman Inc, 2001), p. 96.

¹⁰ Allen, Virginia French, *Technique In Teaching Vocabulary* (England: Oxford University Press, 1983), p. 145.

cognitive skills.¹¹ So that, knowing the necessities and the ability of the student can be through their age is essential since people of different ages have different needs and cognitive skills.

Before teacher teaches intermediate students, to manage their material or classroom atmosphere, Allen said that there are some characteristics of intermediate students such as: They need to extend there are some characteristics of intermediate common areas of experience (food, clothing, transportation, health, human relations), they have already learned many of the basic words, so the teacher can (and should) use simple English explanations for introducing new vocabulary, some intermediate students have learned more English than other members of the same class; therefore, different activities for individuals and small groups should frequently be arranged, intermediate students have reached a point in their language study where many become discouraged and lose interest, one reason for intermediate students possible discouragements the increasing difficulty of the vocabulary which must be learned- especially vocabulary related to the lives of people for whom English is the native language.¹²

As the teacher, they can help students notice what certain words mean to speakers of English. One way to help students learn new vocabulary is using an effective technique or techniques. In this case, the researcher uses a suitable technique to teach the students that still at intermediate level, that technique is mnemonic technique.

g. The Technique in Teaching Vocabulary

¹¹ Harmer, Jeremy, *The Practice of English Language Teaching* (Third edition: Longman Pearson Education limited, 2001), p. 37.

¹² Allen, Virginia French, *Technique In Teaching Vocabulary* (England: Oxford University Press, 1983), p. 72.

In the teaching learning process especially English subjects even though a lot of teachers apply traditional techniques such as the teacher gives a list of vocabulary to the students then ask them to memorize it. Thornbury said that traditionally, translation has been the most widely used means of presenting the meaning of a word in monolingual classes.¹³ Translation has the advantage of being the most direct route to a word's meaning-assuming that there is a close match between the target word and its LI equivalent. An overreliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by mean of their L1 equivalents, rather than directly. Also, because learners do not have to work very hard to access the meaning, it may mean that the word is less memorable. A case of “no pain no gain”.

Therefore, in this case, many scholars, researchers, and other educates people propose that new techniques in teaching-learning process of English subject, especially in rising vocabulary acquisition. Allen proposed the new technique in teaching vocabulary in intermediate classes is using simple English to show meanings of words, the value of games for vocabulary learning, and using pictures in intermediate class.¹⁴

In the teaching vocabulary, commonly the teacher concerns about the meaning. There are many ways in presenting meaning the next set is choices relate to the means of presentation-whether to present the meaning through: translation, a real thing, pictures, action/gesture, definition, and situation. Thornbury states that there are many ways in training good vocabulary as follows:

- 1) Using mnemonics

¹³ Scott, Thornbury, *How to Teach Vocabulary* (England: Slameto, 2002), p. 77.

¹⁴ Allen, Virginia French, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), p. 54.

Techniques for remembering things are called mnemonics. These are tricks to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. We saw that the best mnemonic are those that: have a visual element and are self-generated not “borrowed” from another learner or the teacher. The best-known mnemonics technique is called the keyword technique. This involves devising the image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2) Word cards

The learners who have difficulty to find “imaging”, can be trained to prepare and use sets of word cards. The word card techniques involve these steps: Learners write a word to be learned on one side of a small card (about the size of a business card) and its mother tongue translation on the other. Depending on the difficulty of the words a full set anyone more should consist of between 20 and 50 cards, words do not have to belong to lexical sets it is probably better that they do not, to avoid the interference effect of words of similar meaning being learned together.¹⁵

2. The Concept of Mnemonic

a. Definition of Mnemonic

According to Foster mnemonic is a way of organizing information to make it easier to remember, typically by using codes, visual imaginary, or rhymes. It is important to remember that mnemonics techniques are a memory-enhancing strategy that is not designed specifically to enhance comprehension. Based on the definitions

¹⁵ Scott, Thornbury, *How to Teach Vocabulary* (England: Slameto, 2002), p. 115.

above, it can be concluded that mnemonic technique means a technique to utilize memory in certain ways.¹⁶

Hornby defined vocabulary into three, a total number of words that make up a language, body of words known to a person or used in a particular book, subject, list of words with their meanings, especially one which accompanies a textbook in a foreign language.¹⁷ It can help the person being easily memorized information by organizing them into elaborative code and visualization, therefore, they can integrate it and make a connection between the new information and the previous familiar information they have already stored in their memory.

As inference, mnemonic is memory enhancing strategy in which in its implication, these strategies are always accompanied by certain formulas and patterns used to organize information into the familiar and meaningful associated information and connect it with the previous information have been stored in memory, so that the information can be memorized and recalled easily.

b. Types of mnemonic

Types of mnemonic technique or a trick of memory is a special way which is made as code for entering information items into mind system of students. There are many types of mnemonic technique. However, there are seven types popular of mnemonic technique, they are: peg word technique, rhyme, acrostics, acronyms, loci, musical, and keyword. Among others are:

1) Peg word technique

¹⁶ Foster, J. K, *Memory: A Very Short Introduction* (New York: Oxford University Press, 2009), p. 123.

¹⁷ A.S Hornby, *Oxford Learner's Dictionary of Current English* (Oxford: Oxford University Press, 1974), p. 123

Warseno and Kumorojati say that a peg word is a remembering number technique by changing it into certain shaping objects that are similar with that numbers.¹⁸ The example are: if the number is zero, the peg is ball; if the number is one, the peg is a pencil; and if the number is three, the peg is a love leaf.

Through the peg word technique unrelated items can be remembered easily by relating them to easily memorizable items which act as peg or hooks. Peg word technique had two stages. At first, students are asked to remember 10 number-rhyme pairs like *one is bun or john, two is shoe, three is tree, for is door, five is hive, six is cheeks, seven is heaven, eight is gate, nine is pine, ten is hen*. In the second stage, the students are asked to visualize the word and try to link it to rhyming words.¹⁹

2) Rhyme

Syah states that a rhyme is a rhyme that is made by words and technical terms that must be remembered by the student.²⁰ This rhyme can be better if it is given notes so that it can be sung. The song of junior high school students that contains moral values can be used as an example of the arrangement of mnemonic rhyme.

Rhyme is a poem that consists of word and terms which have to be remembered by students. The poem will have a good effect if it can be sung. Walz and McLaughlin says that by using familiar tunes mnemonic devices can be an effective learning strategy that can help students of all abilities.²¹

3) Acrostics

¹⁸ Warseno, Agus and Ratih Kumorojati, *Super Learning: Praktik Belajar Mengajar yang Serba Efektif dan Mencerdaskan* (Jogjakarta: Diva Press, 2011), p. 166.

¹⁹ M. Amiryousefi, S. Ketabi, *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall* (Iran: Isfahan University of Technology, 2011), p. 179.

²⁰ Ahmad, Syah, *Strategi Belajar Mengajar* (Jakarta: Ciputat Press, 2005), p. 162.

²¹ Walz Pat & Pam McLaughlin, *Memory-Boosting Mnemonics Songs Grammar* (New York: Scholastic inc, 2009), p. 5.

Acrostic is a sentence whose first letter represents to be remembered in formation, such as “My very educated mother just served us nine pizzas” to remember the nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturnus, Uranus, Neptunus, and Pluto).

4) Acronyms

Another popular form of mnemonic is the use of acronym. An acronym is a word that is developed from the first letter of words that are to be remembered.²² There are some examples of acronym. They are: the acronym of ROY G BIV to make the students remember the arrangement of colors in the rainbow, red, orange, yellow, green, blue, indigo and violet the acronym of HOMES to make the students remember the Great Lakes of Huron, Ontario, Michigan, Erie and Superior.

It must be noted that students must first know the vocabulary for the strategy to be effective. The same can be said for the young adult learner. If a student does not already know the names of the Great Lakes, the acronym will be of no help to them when recalling the information. Also, students need to be taught how to use the process. If they are not taught how to use the acronym to assist them in studying, they will not be able to recall the information. For example, it is very common for students to respond to the question, “What are the five Great Lakes?” with the answer HOMES. In this case, the student has not been instructed properly in linking the acronym to the information being recalled. The student recalls simply the acronym without understanding the content. The acronym cannot just be presented to the students or posted in the classroom.

²² Bakken, J.P. & Simpson, “*Mnemonic Strategies: Success for the young-adult learner*”, (The Journal of Human Resource and Adult Learning: 2011), p. 79-85
<http://www.hraljournal.com/Page/9%20Cynthia%20G.%20Simpson.pdf> , (29 May 2021)

5) Loci

Most studies indicate that the technique of loci assists with memorization such as remembering a shopping list. The technique of loci is also commonly called the mental walk. It is a mnemonic technique which uses special and famous places as a way to put words terms that have to be remembered by students. In this case, the name of famous cities, building, and street can be used for placing word and term that relevant in meaning has a similarity in character or situation. For example, the capital city of the USA can be used for remembering the first president of that country (George Washington).

Loci is a mnemonic technique that uses certain places and is well known as means of certain words and technical term placement that must be remembered by the students.²³ Loci is located in easy to remember because it will be used to the next step. For an example of technique of loci are: The parts of body here used for loci number 1 until 10, they are: head, eyes, nose, mouth, ears, neck, breast, stomach, foot, and hand.

6) Musical

One way to successfully give the information into a student's brain is by using music. A well-known example is the "A-B-C" song, but there is No. end to what you can learn when it is set to music. The students can learn the country, math equations, memory verses, science cycles, and more.

If we search online, we will find there are some songs already created specially to help teach certain information, and for others, students will have to make up their own. But don't have to be able to carry a tune or write the music out correctly for this mnemonic technique to work.

²³ Ahmad, Syah, *Strategi Belajar Mengajar* (Jakarta: Ciputat Press, 2005), p. 162.

7) Keyword

The keyword technique is a system like words lists that contains the items: foreign language words, keywords that at least the words in a foreign language and mother tongue has the same sounds either in the first syllable, and the meaning words from foreign language words.²⁴ The example of keyword technique such as when remembered the name of “Darwin” the students can use the keyword of “dark and wind” by adding a visual drawing of the wind that has black color.

B. Previous Research Finding

Mohd Nazri Latiff Azmi, Muhammad Hadi Syafiq Mohd Najmi, and Nurazan Mohmad Rouyan “A Case Study on the Effect of Mnemonics on English Vocabulary” showed that the mnemonic techniques have a positive effect in the application of learning the English vocabulary. Some of the positive effects are developing a firm link between the new vocabulary items and their meaning, expanding the vocabulary of a speaker, increasing the performance of a student, and many more. By looking into the students’ perspectives and point of view of the mnemonic technique with applied a set of the questionnaire have a result that, most of the respondents agree that they love the mnemonic techniques more compared to the normal teaching technique. Next is the student can memorize more English words with the mnemonic and got a higher score in doing exercise by using mnemonic compared to the regular way of teaching the English vocabulary.²⁵

Sinta Novia, “The Influence of Using Mnemonics Techniques Towards Students’ Vocabulary ” showed that the substitution strategy gave the positive

²⁴ Ahmad, Syah, p. 162.

²⁵ Mohd Nazri Latiff Azmi, Muhammad Hadi Syafiq Mohd Najmi, Nurazan Mohmad Rouyan, “A Case Study on the Effects of Mnemonics on English Vocabulary”, *Internasional Journal of Applied Linguistics & English Literature* 5, no. 7, 2016. p. 183

influence of mnemonic technique towards students' vocabulary . It is known by the difference between the class using mnemonic technique and the class using translation technique. The mnemonic technique was a suitable technique in teaching vocabulary because the students did not feel bored and could memorize also recall vocabulary easily. There is positive influence of Using Mnemonic Technique towards students' vocabulary of the eight class at MTs Negeri 1 Tanjung Karang in 2017/2018. This shown by the result of data analysis that the score of students' vocabulary who learn vocabulary trough Mnemonic Technique (74.66) was higher than those who learn vocabulary through translation technique (70.53). It means that the average score of the students' who were taught by using Mnemonics Technique in experimental class is higher than the students' .²⁶

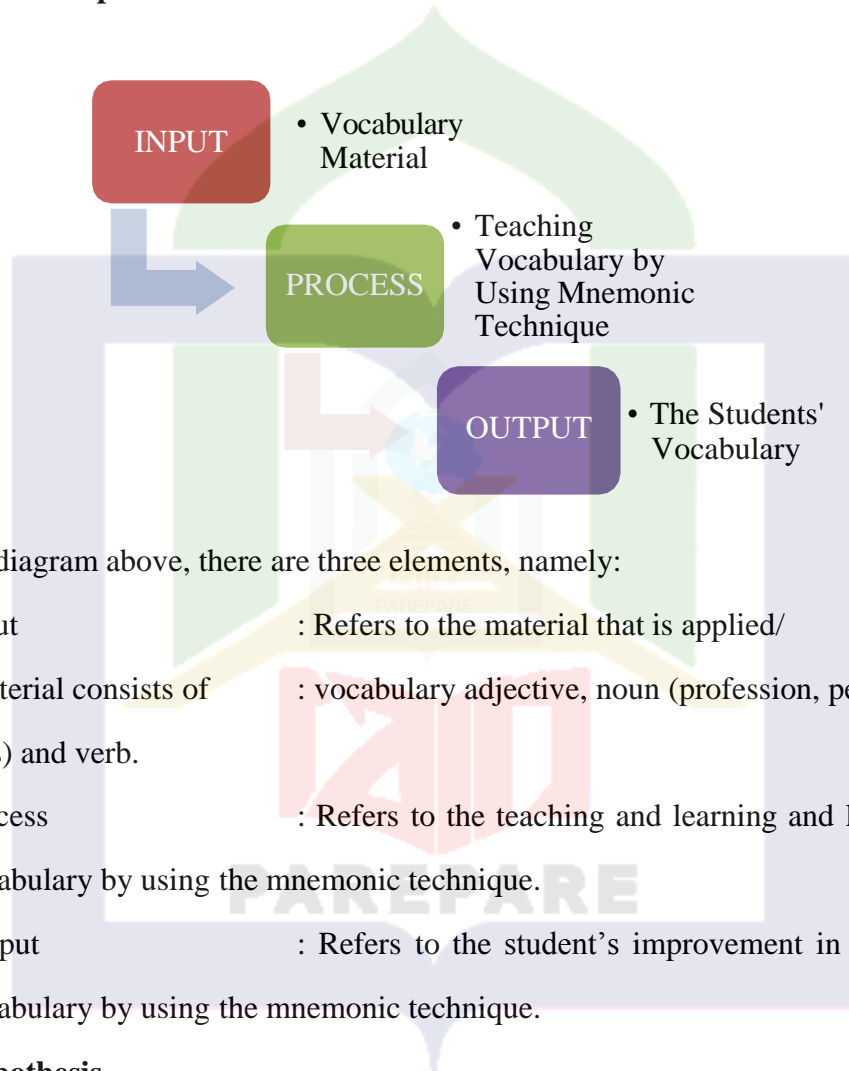
Based on the findings of the researchers above, it shows that vocabulary is one of the important role to all aspects of the language, both for the researcher and students. From the findings above the researcher also explained the mnemonic is a good technique for learning vocabulary. In mnemonic technique there are several technique that can be use to improve vocabulary , depend on how serious and well they learn. So that is why the researcher assuming that using mnemonic technique can improve students' vocabulary and learning vocabulary can be done in any way.

From the previous research above, the researcher concluded that this study tried to retest some variables of the previous research. This research will have specific rules rather than previous research variables and the result of the researcher's research is different from the previous research. The value of this research is that the previous researcher gather a type of type mnemonic technique based on the triviality and there

²⁶ Sinta Novia, "The Influence of Using Mnemonic Technique Towards Students' Vocabulary ", *Journal of English Teaching and Applied Linguistic*, Vol. 1, no. 2. 2020. p. 14-15.

is an application in everyday students life and the researchers will present the transformational mnemonic stages of technology by uniting some of the types of technique that students can easily apply it in their life.

C. The Conceptual Framework



In the diagram above, there are three elements, namely:

- a. Input : Refers to the material that is applied/
The material consists of : vocabulary adjective, noun (profession, person and animals) and verb.
- b. Process : Refers to the teaching and learning and learning vocabulary by using the mnemonic technique.
- c. Output : Refers to the student's improvement in learning vocabulary by using the mnemonic technique.

D. Hypothesis

The research of scientific hypothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. For the hypothesis to be testable, the variables must be

operationally defined. That is, the researcher specifies what operations are conducted, or tests used, to measure each variable. Thus, the hypothesis focuses the investigation on a definite target and determines what observation of measures, is to be used.²⁷

Based on the previous explanation and the conceptual framework the researcher choose to use the hypothesis, it makes it easier on focus to the research. Therefore, the researcher will like to formulate the hypothesis as follows:

1. Alternative Hypothesis (H_a)

Using mnemonic technique can improve vocabulary students at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

2. Null Hypothesis (H_0)

Using mnemonic technique can not improve vocabulary students at Lintasan Imainasi Bahasa Mahasiswa (LIBAM) IAIN Parepare.

E. Variable and Operational Definition of Research

1. Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables like these are needed to understand differences.²⁸This research has two variables. They are independent variable and dependent variable.

Independent variable (X) is a variable that effect the dependent variable. The independent variable of this research is a mnemonic technique. Dependent variable (Y) is a variable that is influenced by the independent variable. The dependent variable of this research is English vocabulary students.

²⁷ John W. Best, *Research in Education* (United Stated of America: Prentice Hall Inc, 1981)

²⁸ Crithoper L. Heffner, *Defining Variable* “allpsych.com/research techniques/defining variables”, accessed on 05 june 2021.

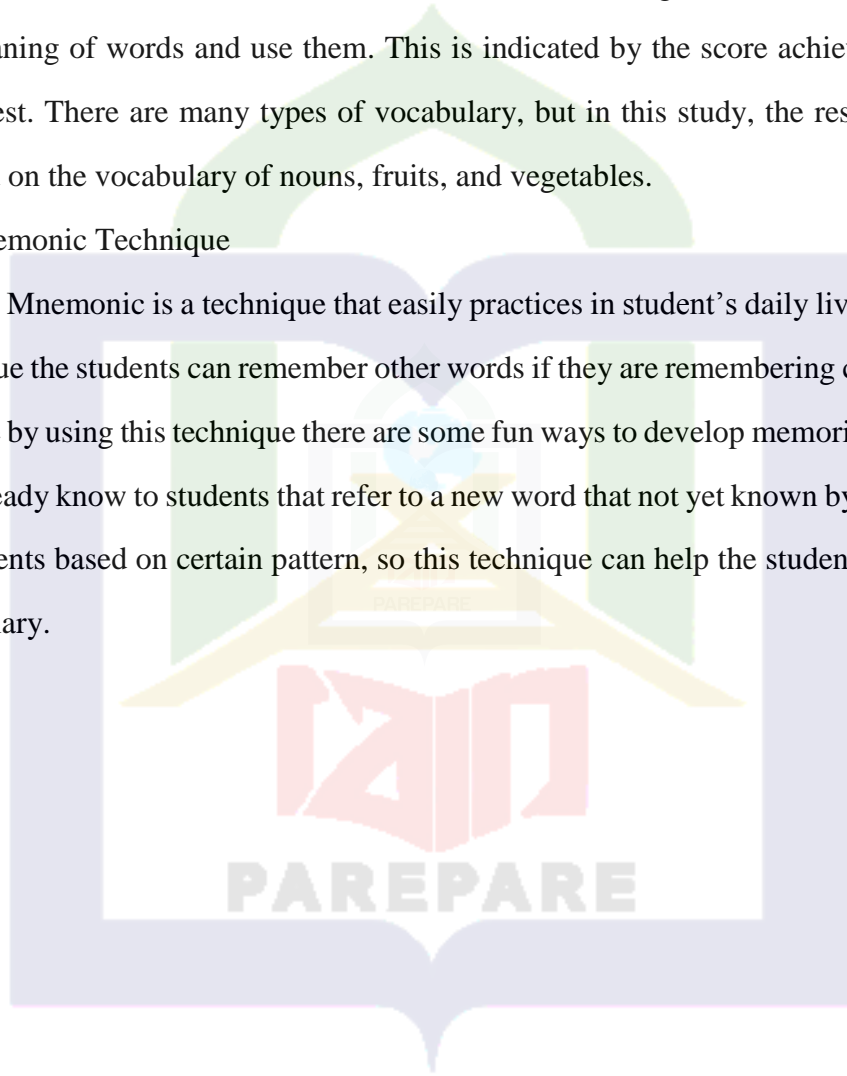
2. Operational Definition

a. Vocabulary

Students' vocabulary is knowing the meaning of English words and being able to use those words in various contexts or students' knowledge of vocabulary to find out the meaning of words and use them. This is indicated by the score achieved from the given test. There are many types of vocabulary, but in this study, the researcher only focused on the vocabulary of nouns, fruits, and vegetables.

b. Mnemonic Technique

Mnemonic is a technique that easily practices in student's daily lives, using this technique the students can remember other words if they are remembering certain words because by using this technique there are some fun ways to develop memorization words that already know to students that refer to a new word that not yet known by the students by students based on certain pattern, so this technique can help the student to add their vocabulary.



CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the technique applied is a pre-experimental design with a pre-test and post-test design. The drawing of the design as follows:

$$E = O_1 \times O_2$$

Tabel 3.1 Research Design

Where:

E : experimental

O₁ : pre-test

X : treatment

O₂ : post- test²⁹

In this experimental design, the effect selected teaching materials was found out by comparing the result of students' achievement in pre-test and post-test.

B. Time and Place of the Research

This research held at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare. It is located at Jl. Amal Bhakti, Bukit Harapan, Kec. Soreang, Kota Parepare. The researcher took the member of LIBAM IAIN Parepare in 2020 as the subject of the research. The duration of the research was taken ± there weeks.

C. Population and Sample

1. Population

²⁹ Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2010), p. 110-111.

The population of this research is the members of LIBAM IAIN Parepare in 2020. It consist of 73 members. The researcher's reason took this organization to be population and sample because it has some students which have different majors, the researcher is also one of LIBAM IAIN's members. Therefore, the researcher have known all the situation there.

Tabel 3.2 Members of LIBAM in 2020

No.	Department	Total
1.	Akuntansi Lembaga Keuangan Syariah	17
2.	Bahasa dan Sastra Arab	6
3.	Bimbingan Konseling Islam	4
4.	Ekonomi Islam	3
5.	Hukum Keluarga Islam	3
6.	Hukum Ekonomi Syariah	1
7.	Hukum Tata Negara	1
8.	Jurnalistik Islam	1
9.	Komunikasi dan Penyiaran Islam	2
10.	Manajemen Pendidikan Islam	1
11.	Manajemen Zakat dan Wakaf	2
12.	Pariwisata Syariah	6

13.	Pendidikan Agama Islam	5
14.	Pendidikan Bahasa Arab	9
15.	Pendidikan Bahasa Inggris	8
16.	Perbankan Syariah	1
17.	Tadris Matematika	2
18.	Pendidikan Islam Anak Usia Dini	1
Total		73

2. Sample

The researcher uses purposive sampling technique. The researcher used member of class 2020 at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare because the member of class 2020 at Lorong Belajar Pinrang ready for receiving the method. Sugiyono explained that purposive sampling is a sampling technique with certain considerations.³⁰ The purpose of this research is improving students' vocabulary by using mnemonic technique, that the students' in member of class 2020 which is consisted of 73 students but only a few students are active so the researcher took 20 students.

D. Procedure of Collecting Data

1. Pre-Test

Pre-test was given in the beginning of attending class to know the student's previous knowledge about vocabulary before giving treatment by using mnemonic technique, the researcher will give a pre-test as an initial activity. A pre-test is given to

³⁰ Sugiyono, "*Metode Penelitian*", (Bandung: Alfabeta, 2015), p.85

students by giving them several vocabulary tests. The researcher will give 30 numbers of questions (10 multiple choices, 10 translate, and 10 fill the blanks). After giving the pre-test, the researcher will check the student's work to find out what the students lack in vocabulary. So that, the researcher can apply the treatment.

2. Post-Test

After the treatment, the researcher was gave a post-test to the students to improve the students' vocabulary. It is used to check the result of treatment, it is also useful to find out whether mnemonic technique is effective for use in teaching vocabulary. The post-test has the same procedure as the pre-test.

Post-test is used to measure the effectiveness of certain treatments, Post-test in this study had a purpose to know the students' vocabulary after getting treatments. The number of post-test are 30 questions (10 multiple choices, 10 translate, and 10 fill the blanks).

E. Treatment of the Research

After doing the pre-test, the researcher given the treatment which is with use mnemonic technique in teaching and learning process to the students as practice to know their vocabulary .

In the first meeting, the researcher explained about the mnemonic technique and how to be applied that technique that will be used in the class. The researcher will show the first material about "Recount Text", and the explain about the generic structure of recount text. After that, the researcher asked the students to make a recount text by itself. The researcher will give ten minutes to the students to make it before applied the mnemonic technique. And then the researcher will ask all the students and make sure that the students has completed the taks. After students understand the material, the

researcher gives a chance to the students to try to analyze the generic structure of the recount text that they have made and studied previously.

In the second meeting, the researcher continued the material about recount text at the previous meeting. Ask students who have identified the generic structure of the recount text they have made to choose ten vocabulary words in their recount text. after that the researcher gave the students ten minutes to memorize the ten vocabularies that the students had chosen. then appointed several students to mention the vocabulary they had memorized. At the second meeting the researchers had applied mnemonic techniques starting from introducing the types of the mnemonic technique. Researchers provide four of the seven types of the mnemonic technique. After the students understood, the researcher asked the students to exchange the vocabulary they had previously chosen with a friend beside them and then memorized it by applying the mnemonic technique.

In the third meeting, the researcher will continued the material about the mnemonic technique, namely continuing the types of the mnemonic technique, there were three more types left. After that, the researcher will provide ten lists of vocabulary that were given to each student to be memorized using the mnemonic technique that had been taught previously.

In the fourth meeting, the material will gave the material about recount text. The researcher gave a text to each student to be analyzed first regarding the generic structure of the recount text and then asked the students to memorize ten vocabularies that they did not know in the text using the types of the mnemonic technique they wanted. After treatment of the last meeting, the researcher will gave the students the post-tets to see improvement students' vocabulary.

F. Instrument of the Research

The researcher uses a test as an instrument to collect the data. The test will be divided into two parts that are pre-test and post-test. The type of test is multiple-choice, translation, and fill the blank. There are 10 items as multiple-choice and 10 items as translation and 10 items as fill the blank. The researcher giving one score for the right answer. The test is intended to know what the mnemonic technique can improve vocabulary.

G. Technique of Data Analysis

This research is experimental quantitative research, and it means that the researcher needs data analysis after the data have been collected. The analysis is related to the computation in answering the problem statement and the hypothesis. Proceed as follows:

1. Scoring the students' answer

$$\text{score} = \frac{\text{correct answer}}{\text{total number of items}} \times 100$$

2. Classifying the score five levels classification is a follow:

Table 3.2 Classification students' score:

(Dirjen Pendidikan Dasar dan Menengah)³¹

3. Finding out the mean score will use the following formula:

$$\bar{x} = \frac{\sum xi}{n}$$

Where:

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

\bar{x} : Mean

$\sum xi$: Total Score

n : The total number of students³²

4. Calculating the rate percentage of the students score:

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

³¹Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah Tentang: *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005), p.2.

³²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi*, (Jakarta: Bumi Aksara, 2009), p. 298.

Where:

P : The percentage of the student respond

F : The frequency of the students respond

N : The total number of sample

5. Finding out the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum x^2 - (\sum x)^2}{n-1}}$$

Where:

SD : Standard Deviation

$\sum x^2$: The sum all square

n : The total number of students

$(\sum x)^2$: The sum square of the sum square

6. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{n-1}}}$$

Where:

t : Test of significant

D : The mean score of difference (X1-X2)

$\sum D$: The sum of the total score

$\sum D^2$: The square of the sum score of difference

N : The total sample³³

³³Gay L.R, "Education Research, Competencies for Analysis and Application Second Edition", (Columbus: Charlws E Merrill Company, 1981), p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The findings of the research cover the description of the result of data collected through the test that can be discussed in the section below.

A. Finding

The finding of this research consists of the classification of the students' scores in pre-test and post-test. It aimed to find out the answer to the research question. The researcher gave two tests, which are pre-test and post-test. The pre-test was given before the treatment to stimulate the students' vocabulary. The post-test was given to stimulate students' vocabulary after the treatment. The result of the post-test can answer the question of this research, which aims to find out the improvement of students' vocabulary by using the mnemonic technique at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM).

1. The students' vocabulary before the implementation of the mnemonic technique

This part presents the result of data analysis about vocabulary before being given treatment using the mnemonic technique. The researcher collected the data from students pre-test, which consisted of 20 students. Before implementing the mnemonic technique, the researcher found that students of LIBAM still lack vocabulary . Most of the students are bored in learning English because some think that English is a difficult subject to learn, and the teacher still uses traditional methods in the teaching and learning process. The researcher also found the students' pronunciation errors, so they did not pronounce the vocabulary correctly.

The researcher also found in the student's scores in the pre-test that the students got low vocabulary . It was proved by the pre-test score of the students that got a low score.

- a) The Analysis of students' vocabulary before implementation of mnemonic technique

The researcher gave the test to the students in the first meeting as the pre-test to know the students' vocabulary before being given treatment. Every student got the question and answered it. After providing the pre-test to the students, the researcher analyzed the students' answers using the students' vocabulary classification.

The result is shown in the following table:

Table 4.1 The student's score in the pre-test

NO	Students	Pre-Test		
		Correct Answer	Score (X_1)	$(X_1)^2$
1.	Student 1	24	80	6400
2.	Student 2	21	70	4900
3.	Student 3	14	46	2116
4.	Student 4	20	66	4356
5.	Student 5	24	80	6400
6.	Student 6	16	53	2809
7.	Student 7	17	56	3136

8.	Student 8	16	53	2809
9.	Student 9	16	53	2809
10.	Student 10	17	56	3136
11.	Student 11	25	83	6889
12.	Student 12	16	53	2809
13.	Student 13	20	66	4356
14.	Student 14	17	56	3136
15.	Student 15	19	63	3969
16.	Student 16	17	53	2809
17.	Student 17	18	60	3600
18.	Student 18	11	36	1296
19.	Student 19	19	63	3969
20.	Student 20	16	53	2809
Total			$\Sigma X=1199$	$\Sigma X^2=74513$

(Data' source: the Students' Score in Pre-Test)

Based on the score above, it can be classified into five-level classification as follow :

Table 4.2 The Students' Classification Score, Frequency and Percentage of Pre-Test

NO	Classification	Score	Frequency	Percentage (%)
1.	Very Good	86-100	0	0
2.	Good	71-85	3	15%
3.	Fair	56-70	9	45%
4.	Poor	41-55	7	35%
5.	Very Poor	≤ 40	1	5%
Total			20	100%

(Data source: the rate percentage of the frequency of pre-test)

The table above showed the students' classification score and the rate percentage of frequency in the Pre-test. Three students in good classification (15%), nine students in fair classification (45%), seven students in poor classification (35%), and one student in very poor classification (5%). It showed that the students' vocabulary was low, because some of them got poor score. There were some students who get poor score because the students were lazy to memorized and think English was difficult, and bored with the method using in their classroom. The following are the process of calculating to find out the mean score and standard deviation based on the calculating of students' score in pre-test the table 4.2.

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1199}{20}$$

$$\bar{x} = 59.95$$

Thus, the mean score (X_1) of pre-test is 59.95

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 59.95. From that analyzing, it could be seen that almost of the 20 students' vocabulary was still low because most of students got poor score.

The standard deviation of pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{74513 - \frac{(1199)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{74513 - \frac{1437601}{20}}{19}}$$

$$SD = \sqrt{\frac{74513 - 71880,05}{19}}$$

$$SD = \sqrt{\frac{2632,95}{19}}$$

$$SD = \sqrt{138,57}$$

$$SD = 11,77$$

Thus, the standard deviation (SD) of the pre-test is

b) The students' score vocabulary after implementation of mnemonic technique

The researcher gave post-test to know the students' vocabulary after being given treatment through mnemonic technique. In this section, the researcher showed the students' score in post-test, the mean score and the rate percentage of students' vocabulary in post-test. Meanwhile, the students score in post-test will be presented in the following table:

Table 4.3 The students' score in Post-Test

NO	Students	Post-Test		
		Correct Answer	Score (X_2)	$(X_2)^2$
1.	Student 1	29	96	9216
2.	Student 2	29	96	9216
3.	Student 3	25	83	6889
4.	Student 4	28	93	8649
5.	Student 5	28	93	8649
6.	Student 6	24	80	6400
7.	Student 7	25	83	6889
8.	Student 8	26	86	7396
9.	Student 9	25	83	6889
10.	Student 10	26	86	7396
11.	Student 11	30	100	10000
12.	Student 12	27	90	8100
13.	Student 13	28	93	8649
14.	Student 14	24	80	6400
15.	Student 15	27	90	8100

16.	Student 16	25	83	6889
17.	Student 17	27	90	8100
18.	Student 18	24	80	6400
19.	Student 19	30	100	10000
20.	Student 20	25	83	6889
Total			$\Sigma X=1768$	$\Sigma X^2=157116$

(Data' source: the students score in post-test)

Based on the score above, it can classified in to five level classification as follow:

Table 4.4 The students' classification score in Post-test

NO	Classification	Score	Frequency	Percentage (%)
1.	Very Good	86-100	12	60%
2.	Good	71-85	8	40%
3.	Fair	56-70	0	0%
4.	Poor	41-55	0	0
5.	Very Poor	≤ 40	0	0
Total			20	100%

(Data source: the rate percentage of the frequency of post-test)

The table above showed the students' classification score and the rate percentage of frequency in post-test. Twelve students in very good classification (60%), and eight students in good classification (40%), no one student in fair, poor and very poor classification. It shows that most of them got very good and good score, because after the implementation of mnemonic technique the students easy to memorize and understand the vocabulary, and easy to understand the material. So it concluded that the using of mnemonic technique is able to improve students' vocabulary .

The following are the process of calculating to find out the mean score and standard deviation based on the calculation of students' score in post-test the table 4.4

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1768}{20}$$

$$\bar{x} = 88,4$$

Thus, the mean score (X_2) of post-test is 88,4.

Based on the result of the post-test, the data showed that the mean score of the post-test is 88,4. From that analyzing, it could be seen that the 20 students got very good and good score. It showed that the use of mnemonic technique can improve students' vocabulary .

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{157116 - \frac{(1768)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{157116 - \frac{3125824}{20}}{19}}$$

$$SD = \sqrt{\frac{157116 - 156291,2}{19}}$$

$$SD = \sqrt{\frac{824,8}{19}}$$

$$SD = \sqrt{43,41}$$

$$SD = 6,58$$

Thus, the standard deviation (SD) of the post-test is 6,58

c) The result of Pre-test and Post-test presented in the following :

The result explained that the pre-test and post-test was used to measure the students' knowledge gained in the treatment by using mnemonic technique in this research. In other words two determined the students' knowledge in vocabulary before and after treatment or pre-test and post-test.

The comparison of the gained score between pre-test and post-test can be illustrated as follow:

Table 4.5 The comparison between pre-test and post-test result

No	Students	The Students' Scores	
		Pre-test	Post-test
1.	Student 1	80	96
2.	Student 2	70	96
3.	Student 3	46	83
4.	Student 4	66	93

5.	Student 5	80	93
6.	Student 6	53	80
7.	Student 7	56	83
8.	Student 8	53	86
9.	Student 9	53	83
10.	Student 10	56	86
11.	Student 11	83	100
12.	Student 12	53	90
13.	Student 13	66	93
14.	Student 14	56	80
15.	Student 15	63	90
16.	Student 16	53	83
17.	Student 17	60	90
18.	Student 18	36	80
19.	Student 19	63	100
20.	Student 20	53	83
TOTAL		1199	1768
MEAN		59,95	88,4

MAX	83	100
MIN	36	80

(Data source: the comparison between pre-test and post-test result)

That the table above shows that the students got improvement by gaining score before and after treatment. It proved that the students got improvement in their vocabulary through mnemonic technique. The improvement could be measured by presenting the minimum and maximum score of pre-test and post-test. The minimum score of pre-test was 36 and the maximum was 83, beside that the minimum score of post-test was 80 and the maximum score of post-test was 100. The mean score of pre-test was 59,95 and the mean score of post-test was 88,4. Before treatment the students got poor category, but after doing treatment by using mnemonic technique students got very good category, it means that there was an improvement with students' vocabulary .

Table 4.6 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	59,95	11,77
Post-test	88,4	6,58

(Data source: the mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 59,95 (X_1), while the mean score of the post-test increased 88,4 (X_2). The standard deviation of pre-test was 11,77, while the standard deviation of post-test was 6,58.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary had improvement after doing the learning process by using mnemonic technique.

d) The percentage of the frequency in pre-test and post-test

The following table showed the percentage of the pre-test and post-test

Table 4.7 The rate percentage of frequency of the pre-test and post-test

NO	Classification	Score	Frequency		Percentage (%)	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	86-100	0	12	0%	60%
2.	Good	71-85	3	8	15%	40%
3.	Fair	56-70	9	0	45%	0%
4.	Poor	41-55	7	0	35%	0%
5.	Very Poor	≤ 40	1	0	5%	0%
Total			20	20	100%	100%

(Data' source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that the rate percentage of the pre-test no one student got very good, three (15%) students got good score, nine (45%) students got fair score, seven (35%) students got poor score, and one (5%) students got very poor score. While the rate percentage of the post-test, twelve (60%) students got very good score, eight (40%) students got good score, and no one student got fair, poor and very poor score. It means that the percentage in post-test that students got a very good

score was higher than the percentage in the pre-test. It showed that students were able to improve students' vocabulary after treatment by using mnemonic technique.

e) T-test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.8 The worksheet of calculation of the score on pre-test and post-test on the improving students' vocabulary

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	D (X_2-X_1)	$(X_2-X_1)^2$
1	80	96	6400	9216	16	2816
2	70	96	4900	9216	26	4316
3	46	83	2116	6889	37	4773
4	66	93	4356	8649	27	4293
5	80	93	6400	8649	13	2249
6	53	80	2809	6400	27	3591
7	56	83	3136	6889	27	3753
8	53	86	2809	7396	33	4587
9	53	83	2809	6889	30	4080
10	56	86	3136	7396	30	4260
11	83	100	6889	10000	17	3111
12	53	90	2809	8100	37	5291

13	66	93	4356	8649	27	4293
14	56	80	3136	6400	24	3264
15	63	90	3969	8100	27	4131
16	53	83	2809	6889	30	4080
17	60	90	3600	8100	30	4500
18	36	80	1296	6400	44	5104
19	63	100	3969	10000	37	6031
20	53	83	2809	6889	30	4080
Total	$\Sigma X_1 = 1199$	$\Sigma X_2 = 74513$	$\Sigma X_1^2 = 49800$	$\Sigma X_2^2 = 157116$	$\Sigma D = 569$	$\Sigma D^2 = 82603$

(Data' source: the calculating of the score on pre-test and post-test on the improving students' vocabulary by using mnemonic technique)

In the other to see the students' score, the following is t-test was statistically applied:

To calculate the mean score of the difference between pre-test and post-test

scores, it is used following formula:

$$D = \frac{\Sigma D}{N} = \frac{569}{20} = 28,45$$

So, the mean score difference was 28,45

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N - 1}}}$$

$$t = \frac{28,45}{\frac{\sqrt{82603 - \frac{(569)^2}{20}}}{20(20 - 1)}}$$

$$t = \frac{28,45}{\frac{\sqrt{82603 - \frac{323761}{20}}}{20(19)}}$$

$$t = \frac{28,45}{\frac{\sqrt{82603 - 16188,05}}{380}}$$

$$t = \frac{28,45}{\frac{\sqrt{66414,95}}{380}}$$

$$t = \frac{28,45}{\sqrt{174,77}}$$

$$t = \frac{28,45}{13,22}$$

$$t = 2,15$$

Thus, the t-test value is 2,15

f) Test of Significant

In order to know whether the means score of the pre-test and the means score of the post-test while significantly different, the researcher used T-test. the result of T-test was 2,15. to find out the degree of freedom (df) the researcher used following formula:

$$\begin{aligned} df &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

For the level, significant (α) 5% and $df= 19$, and the value of the table is 1,729 while the value of t-test 2.15. It means that the t-test value is greater than t-table ($2.15 \geq 1,729$). So, it can be concluded that there was an improvement with the students' vocabulary after being given treatment by using mnemonic technique. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Table 4.9 The test of significant

Variable	T-test	T-table value
Pre-test and Post-test	2,15	1,729

(Data' source: the test of significance)

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

B. Discussion

1. The improvement of students vocabulary through the mnemonic technique
Based on the previous section's finding, the student's vocabulary has developed, students' score after giving treatment was higher than before providing treatment. As explained in the data collection, a vocabulary test was administered twice in pre-test and post-test. The pre-test was given before the treatment to know the students' vocabulary knowledge. The post-test was given after the treatment to check the student's achievement on English language learning, especially in vocabulary , using the mnemonic technique.

To know the improvement of students' vocabulary using the mnemonic technique, the researcher calculated the mean score students' vocabulary was indicated from two tests, pre-test, and post-test. The mean score in the pre-test before giving the

student treatment was 59.95, and the mean score of the post-test was 88.4 after giving students treatment.

By looking at the test results, from the data provided in the classification table in the pre-test, it is clear that no one student got very good, three (15%) students got a good score, nine (45%) students got a fair score, seven (35%) students got a poor score, and one (5%) students got very poor score. While the rate percentage of the post-test, twelve (60%) students got a very good score, eight (40%) students got a good score, and no one student got a fair, poor and very poor score. From the result, the researcher concluded that the student's vocabulary from very poor up to good and very good classification.

In addition, to know what was the hypothesis received between the null hypothesis (H_0) and the alternative hypothesis (H_a), the researcher used a t-test to calculate the result showed that the t-test value was more significant than t-table value 1,729 table ($2.15 \geq 1.729$) with a degree of freedom (df)= 14 it means the alternative hypothesis (H_a) was concluded that by the mnemonic technique was able to improve the students' vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM). In contrast, the null hypothesis (H_0) was rejected.

Based on the finding above, the researcher concluded that teaching vocabulary through mnemonic technique improved students' vocabulary at Lintasan Imajinasi Bahasa Mahasiswa. This shows that using the mnemonic technique can improve students' vocabulary, and it is same as stated of Saricoban and Basibek that mnemonic technique more effective than the context in immediate and delayed recall and recognition of the vocabulary.³⁴

³⁴ Arif Sarcoban & Nurichan Basibek, *Mnemonics Technique versus Context Method in Teaching Vocabulary at Upper-Intermediate Level* (Education and Science, 2012), p. 37.

To find out how the implementation of the mnemonic technique is able to improve the students' vocabulary, the researcher got some pieces of information from the student's activities in the learning process.

There were four meetings for doing the treatment of this research. Meetings for doing tests and four meetings for doing treatment prove that implementing the mnemonic technique improved the students' vocabulary. In the treatment, the students were given 20 vocabularies in every meeting, so the students had to master the vocabulary.

The first meeting was on July 4th, 2022; before the researcher gave the pre-test to the students, the researcher greeted the students, introduced himself, and provided information about his aim to the students. After the researcher opened the meeting, the researcher gave warming up using pictures and asked the students to find words related to "holiday." And then, the researcher asked the students about recount text. After they remembered the material, the researcher gave some tests to the students' as the pre-test. The type of test is multiple choices, translate, and fill the blank. It purposed to know the improvement students' vocabulary before getting the treatment. After that, the researcher explained how to work the instrument and guide the students to understand the process of the media. After that, the researcher gave students a chance to ask if they did not understand how to work the instrument. Some students were asked about the instrument, and the researcher explained once the test more. After the students understood, the researcher gave them some minutes to read about the test before asking the students to answer the question. After the students finished working on the pre-test, the researcher began to guide the students to understand the process of concept the mnemonic technique. After giving the pre-test to the students, the first material was

about "Recount Text." After opening the meeting, the researcher gave motivation to the students about English. Most students said that English was very difficult, so they felt bored studying English. The researcher noted that "Vocabulary is the main component in English, so we cannot speak English well if we lack *vocabularies*." The researcher tries to make it easy for students to understand learning English with a new method. After that, the researcher starts to explain recount text about what recount text is and the generic structure from the recount text. Next, the researcher asked the student to make a recount text, which will be discussed in the next meeting.

The second meeting was on July 6th, 2022; the researcher started the class by greeting. The researcher continued the last material about recount text and told the students about their homework about making a recount text. After that, the researcher chooses some students to read the assignments they have made. Then, the researcher with the students identifies the recount text according to the generic structure of the recount text. After all students have finished identifying their assignment, the researcher asked students to choose ten words in their text that they did not know. The researcher gave the students ten minutes to identify and memorize that word. The researcher found that it most students difficult to remember it even though many passed the specified time limit. Next, the researcher introduces and explains the mnemonic technique to the students. In this meeting, the researcher explains the seven types of mnemonic technique with the example. The researcher asks the students to exchange their ten vocabularies with a friend beside them and try to memorize them using the types of mnemonic technique they want to use within ten minutes. After that, each student takes turns to mention the vocabulary he has learned with his partner and check the correct and incorrect vocabulary.

The third meeting was on 11th 2022; the researcher continued to give the material of the mnemonic technique the continuation of types from the mnemonic technique. First, the researcher explains the mnemonic technique with the example. Then the researcher provides a card containing ten vocabulary to give to the student to memorize by using the types of the mnemonic technique they have learned. After they memorize it, the researcher asks them to make a simple sentence by that word and exchange them to check until every student finishes.

The fourth or last meeting was on 13th 2022; the researcher started by greeting and repeating the material that had been previously studied. The researcher asked the students to name five vocabularies they got previously. The goal is to make sure students still remember the vocabulary they have acquired. The students are still enthusiastic about studying with mnemonic techniques. The researcher gave material about recount text again and asked the student to choose ten words they didn't know and memorize them by using the mnemonic technique. After they memorized that word, the researcher asked the students to write that word in their book with its meaning. Next, the researcher applied a game called "stacked word" the researcher explained how to play the game and asked every student to choose one word they have learned before and memorize that word with meaning. And then, they played the game until every student memorized all the words from their friends. After the researcher gave treatment to the students, the researcher gave a post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the resulting treatment, and it was also aimed to know whether there is an improvement or not for students. The researcher gave five minutes to re-learn the material studied before the post-test was conducted. Then the researcher gave some tests to the students,

the type of test is multiple choices, translate, fill the blank. They have to answer it based on their knowledge after giving them treatment. After getting all the data, the researcher gave a gift to each student in the form of a pen as a form of appreciation for helping the researcher. Then the researcher closed the class by greeting the students.

The researcher has found that before using the mnemonic technique in teaching vocabulary, the student's vocabulary was still low. The result of the pre-test proved it. The students lack their vocabulary. One of the factors was the technique or strategy that the English teacher used in teaching and learning was still monotonous. So the students got bored in the learning process in the classroom.

After the treatment was given in 4 meetings, the researcher concluded that the students' ability was improved. The result of the post-test proved it. After applying the mnemonic technique in teaching vocabulary, it improved the students' vocabulary. It made the students easier to remember and memorize the vocabulary, and the students were also more active in the learning process.

Before applying the mnemonic technique in teaching vocabulary, the student faced some problems to memorize the vocabulary, they are:

- a) The students were too lazy to memorize because they thought English was difficult.
- b) The students lack motivation and awareness in learning English.
- c) The students bored with the method used in their class were still monotonous.
- d) The students rarely study using media or new methods in class since, in vocabulary learning, many vocabularies were not familiar to them.

After applying the mnemonic technique in teaching vocabulary gave improvement to the students at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare, they are:

- a) The students easy to memorize and understand the vocabulary.
- b) The students are more enjoyable, and fun to study English because the material taught uses media appropriate to students' conditions and uses the hot seat game method. Thus, making students active in the learning process.
- c) The students are more enthusiastic because they get points as a reward.
- d) The students felt comfortable and easy to understand the material.

Based on the first meeting until the last meeting, implementing the mnemonic technique changed the classroom situation in class. The learning process was better than the previous meeting and improved student motivation to learn English.

It could be seen from the result of the observation that students were active and focused on the researcher's explanation. Students who are low in the content have improved from 50 total scores to 95 scores. Students' behavior changed, and more enthusiastic. They enjoyed using vocabulary the researcher gave in class, so the students were more active in asking about the lesson they did not understand. The mnemonic technique could improve the students' motivation and make them interested in studying English.

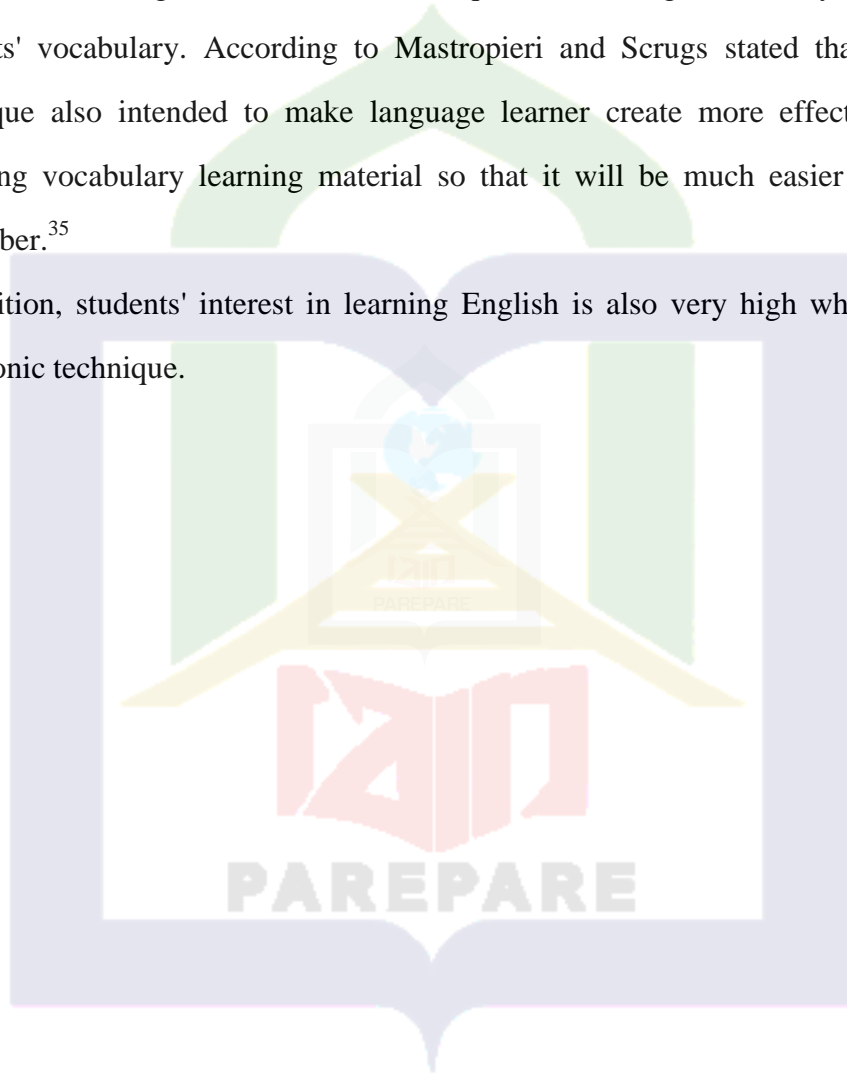
According to Foster in the previous chapter, the mnemonic technique or a tick of memory is a particular way made as code for entering information items into the mind system of students. There are my types of mnemonic techniques. However, there are seven popular mnemonic techniques: peg word technique, rhyme, acrostics, acronyms, loco, musical, and keywords.

In addition, based on the previous chapter, the researcher said that some students were lazy to memorize and thought English was difficult and bored with the method used in their classroom. It is proved by the mean score of students in the pre-

test, which was very poor. But after implementing the treatment, the mnemonic technique shows there is an improvement by the students.

Based on the results of pre-test and post-test and theory, the researcher can conclude that using the mnemonic technique for learning vocabulary can improve students' vocabulary. According to Mastropieri and Scrugs stated that mnemonic technique also intended to make language learner create more effective ways in encoding vocabulary learning material so that it will be much easier for them to remember.³⁵

In addition, students' interest in learning English is also very high when using the mnemonic technique.



³⁵ Margo Mastropieri & Thomas Scruggs, *“Using the keyword method”*, (Teaching Exceptional Children, 1988)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of a summary of the research based on the finding and the discussion.

A. Conclusions

Based on the previous chapter's data analysis, research findings, and discussion, the researcher concludes that the student's vocabulary is still low before being taught using the mnemonic technique in the classroom. There are still many students with low vocabulary and many students who do not know the meaning of some vocabulary in English and do not know the way of pronouncing words correctly. In addition, the pre-test scores were lower than the post-test scores, which showed that the student's vocabulary was still low before being taught using the mnemonic technique.

There was a significant difference in the students' vocabulary before and after giving treatment. Through mnemonic technique was effective in teaching English vocabulary of used and students' quality increase. It was proved by the data analysis of pre-test and post-test results where the mean score of pre-test (59.95) is lower than the mean score of post-test (88.4). After applying the t-test formula and the result in which the value of the t-test was 2.15, it was higher than the t-table was 1.729. It means rejecting the null hypothesis (H_0) and accepting of alternative hypothesis (H_a). It shows that teaching vocabulary by mnemonic technique is effective, and students can get many vocabularies and students' vocabulary improvement. Their vocabulary improves with finding a new vocabulary, pronouncing the words many times, and memorizing more words easier after treatment. The students were very

excited, enjoyed the learning process, and did the lesson. However, the teaching vocabulary was worked by using the mnemonic technique, especially in the Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare. So, the data analysis research showed that students were able to improve vocabulary by using the mnemonic technique.

B. Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 1) In teaching vocabulary, the teacher hopes to be more creative and should improve their creativity in teaching vocabulary, such as using methods, strategies, or techniques so that the students do not get bored.
- 2) The teacher should be active in giving feedback to involve the students in the teaching-learning process.
- 3) The students should be more active and not afraid of making mistakes during the teaching-learning process.
- 4) The students should practice their vocabulary in English and always enjoy the vocabulary class.
- 5) The hot seat game can be applied in the English teaching-learning process, particularly stimulating the students' vocabulary.
- 6) This skripsi can be a reference for other researchers to conduct the next research.

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APPENDICES

Appendix 1 Instrument of the Pre-test and Post-test**PRE-TEST**

Name :

Class year :

A. Read the text below and choose the correct answer!**Read the text and answer question 1-5****Vacation to Toraja**

Last holiday, I went to Toraja with my friend for vacation. We went there on a bus. When we arrived in Makassar, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of coffee milk, and my friend drank some cold soft drink. Then I went to the toilet. It took only a few minutes. When I came out again, the bus was not there. It had gone! My friend was not there too.

Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cellphone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What is the topic of the text above?
 - a. Vacation with family
 - b. Vacation to Toraja
 - c. Vacation to foreign country
 - d. My vacation
2. What did the writer do when the bus stop for rest in Makassar?
 - a. The writer got off the bus to get a cup of coffee milk
 - b. The writer drank some cold soft drink
 - c. The writer bought some snack
 - d. The writer went to the toilet
3. What did the writer feel when the bus is not there?
 - a. Sad and Angry

- b. Shocked and confused
 - c. Ashamed
 - d. Disappointed
4. How many friend that the writer had to join the vacation?
- a. One
 - b. Two
 - c. Three
 - d. Four
5. The bus was not there. *It* had gone!
The word *it* in paragraph three refers to?
- a. The bus
 - b. The writer's friend
 - c. The waitress
 - d. The writer

Read the text and answer question 6-10

On Wednesday, my family and I went to Bali. We stayed at Grand Inna Kuta Hotel which is not far from Kuta Beach.

On Thursday, we visited the Besakih temple. That's the biggest and the largest temple in Bali. That's really amazing. We also see the view from the rice fields and the Agung mountain, especially in the morning it is very beautiful because there is a lot of fog.

On Friday morning we went to Ubud Monkey Forest. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Seminyak. We arrived there at 4 p.m. At 5 p.m. there was already very crowded with other tourists, we spent time enjoying the sunset and taking pictures together. In the evening we back to the hotel.

6. The text above mainly discusses about.....
- a. The writer's trip to Bali
 - b. The writer's impression about the guide
 - c. The writer's experience at Besakih temple
 - d. The writer's impression about Seminyak

7. The purpose of the text is to.....
- Describe the smugglers
 - Tell past events
 - Entertain readers
 - Report an event by the news
8. What are the biggest and the largest temple in Bali?
- Borobudur temple
 - Prambanan temple
 - Besakih temple
 - Brahamana temple
9. When did they back to the hotel?
- On Saturday morning
 - On Saturday evening
 - On Thursday evening
 - On Friday evening
10. Why did they do in the Seminyak?
- Enjoying the sunset and taking pictures
 - Feeding the monkeys
 - Prayer
 - Taking a rest

B. Translate the words below!

- Soft Drink
- Departed
- Ashamed
- Large crowd
- Stop

- 6. Waitress
- 7. Cellphone
- 8. Lucky
- 9. Beautiful
- 10. Beach

C. Read the text and fill in the blanks with suitable answers!

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda Revo". I think it was small (1)..... object and easy to ride it. I persuaded my father to teach me to ride "Honda Revo". Firstly, my father refused my (2)..... and promised that he will teach me two or three years later, but I still whimpered. Finally, my father surrendered and (3)... to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very (4)...to give me some directions. I was very happy when I realized my (5).....to ride a motorcycle. "Yes, I can". One day later, when I was alone at home, I intended to try my riding ability. So, I tried (6)..... All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow (7)..... street, I got nervous. I lost my (8)..... and i fell to the ditch. After that, i told my father about the last accident.

I imagined my father will be angry and never let me (9). again. Butt he reality is exactly on the contracy, my father was very proud of me. He just gave me some (10)..... and since that accident, i got my father's permission to ride motorcycle.

goes	request	control	ability	advices	light
ride	run	patient	slippery	bravely	promised

POST-TEST

Name :

Class year :

A. Read the text below and choose the correct answer by crossing (x) a, b, c, or d!

Read the text and answer question 1-5

Grandma's Birthday

It was my Grandma's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandma's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandma. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandma blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandpa told us some stories about my grandma.

1. What is the topic of the text?
 - a. Grandma's birthday
 - b. Weekend in grandpa's house
 - c. Party
 - d. Nice Shopping

2. What did the writer do in the kitchen?
 - a. Prepared for lunch
 - b. Made a cake
 - c. Roasted a shrimp
 - d. Cooked meal

3. How many the siblings that the writer has?
- One
 - Two
 - Three
 - Four
4. What was the present from the writer?
- Cake
 - Batik shirt
 - Flowers
 - Chocolate
5. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?
- Batik shirt
 - Chocolate
 - Flowers
 - Cake

Read the text and answer question 6-10

My family and I went on recreation to Solo. We went there on Monday by car. We stayed at grandparent's house.

On Tuesday we went to Tawangmangu. We enjoyed the scenic view with its waterfall and ate lunch at there. We had traditional cuisine like gundangan, tempe bacem, fried fish, and fried chicken. Then we continued our trip to Taman Jurug.

The next day we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenir for my cousins. In the evening we went sightseeing the town.

On Thursday morning we said goodbye to our grandparents and went home. I really enjoyed my holiday. It was fun.

6. What is the topic of the text above?
- Recreation to Solo
 - Grandparent's house
 - Shopping at Tawangmangu
 - My Family
7. The second paragraph tells us about....
- Go Home
 - Sightseeing in the town
 - Going to Tawangmangu
 - Going a trip to Solo
8. What did they do on the third day?
- They went home
 - They went to Tawangmangu
 - They visited Kasunanan Palace
 - They went to grandparent's house
9. I really enjoyed my holiday. *It* was fun.
The word *it* in the sentence refers to.....
- Grandparents
 - Fun
 - Thursday morning
 - Holiday
10. When the writers go home?
- Monday
 - Tuesday
 - Thursday
 - Saturday

B. Translate the words below!

1. Zoo
2. Scenery
3. Beach
4. Camping
5. Temple
6. Ticket
7. Lake
8. Concert
9. Sea
10. Cave

D. Read the text and fill in the blanks with suitable answers!**Bad Shopping Experience**

I had a bad (1)..... when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue (2).....

That was on Sunday afternoon. I went to a fashion (3).....with my friends. I chose a pair of blue jeans to buy and paid for them at the (4)... ..Unfortunately, the shop assistant was careless. She forgot to take the (5)..... clip on the blue jeans. So, when I left the shop, the (6)..... beeped. The security (7)..... shouted at me, "Hey, you...! Stop!!" Then, he took me to the manager's room.

After (8)... .., the security officer and the manager realized that it was not my (9)..... . They said they were very sorry about what had happened. Finally, the manager asked me to take one (10)..... of clothing for free.

t-shirt	fault	piece	cencor	examining	shop
jeans	cashier	officer	experience	forget	detector

Appendix 2 The Student's Pre-Test

(9)

16-B

PRE-TEST

Name : Muhammad Assidra Y
Class year : 2020

$$\frac{16}{30} \times 100 = 53$$

A. Read the text below and choose the correct answer!

Read the text and answer question 1-5

Vacation to Toraja

Last holiday, I went to Toraja with my friend for vacation. We went there on a bus. When we arrived in Makassar, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of coffee milk, and my friend drank some cold soft drink. Then I went to the toilet. It took only a few minutes. When I came out again, the bus was not there. It had gone! My friend was not there too.

Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cellphone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What is the topic of the text above?
 - a. Vacation with family
 - b. Vacation to Toraja
 - c. Vacation to foreign country
 - d. My vacation
2. What did the writer do when the bus stop for rest in Makassar?
 - a. The writer got off the bus to get a cup of coffee milk
 - b. The writer drank some cold soft drink
 - c. The writer bought some snack
 - d. The writer went to the toilet
3. What did the writer feel when the bus is not there?
 - a. Sad and Angry
 - b. Shocked and confused
 - c. Ashamed
 - d. Disappointed

4. How many friend that the writer had to join the vacation?

- a. One
- b. Two
- c. Three
- d. Four

5.The bus was not there. *It* had gone!
The word *it* in paragraph three refers to?

- a. The bus
- b. The writer's friend
- c. The waitress
- d. The writer

Read the text and answer question 6-10

On Wednesday, my family and I went to Bali. We stayed at Grand Inna Kuta Hotel which is not far from Kuta Beach.

On Thursday, we visited the Besakih temple. That is the biggest and the largest temple in Bali. That's really amazing. We also see the view from the rice fields and the Agung mountain, especially in the morning it is very beautiful because there is a lot of fog.

On Friday morning we went to Ubud Monkey Forest. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Seminyak. We arrived there at 4 p.m. At 5 p.m. there was already very crowded with other tourists, we spent time enjoying the sunset and taking pictures together. In the evening we back to the hotel.

6. The text above mainly discusses about.....

- a. The writer's trip to Bali
- b. The writer's impression about the guide
- c. The writer's experience at Besakih temple
- d. The writer's impression about Seminyak

7. The purpose of the text is to.....

- a. Describe the smugglers
- b. Tell past events
- c. Entertain readers

d. Report an event by the news

8. What are the biggest and the largest temple in Bali?

a. Borobudur temple

b. Prambanan temple

Besakih temple ✓

d. Brahamana temple

9. When did they back to the hotel?

a. On Saturday morning

b. On Saturday evening

c. On Thursday evening ✓

d. On Friday evening ✓

10. Why did they do in the Seminyak?

a. Enjoying the sunset and taking pictures

b. Feeding the monkeys ✓

c. Prayer

d. Taking a rest

B. Translate the words below!

1. Soft Drink = Minuman Ringan X

2. Departed = Almarhum X

3. Ashamed = Perontok Pemalu X

4. Large crowd = Kerumahan ✓

5. Stop = Berhenti ✓

6. Waitress = pelayan ✓

7. Cellphone = telepon ✓

8. Lucky = Beruntung ✓

9. Beautiful = cantik ✓

10. Beach = pantai ✓

C. Read the text and fill in the blanks with suitable answers!

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda Revo". I think it was small (1)..... object and easy to ride it. I persuaded my father to teach me to ride "Honda Revo". Firstly, my father refused my (2)..... and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and (3)..... to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very (4)..... to give me some directions. I was very happy when I realized my (5)..... to ride a motorcycle. "Yes, I can". One day later, when I was alone at home, I intended to try my riding ability. So, I tried (6)..... All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow (7)..... street, I got nervous. I lost my (8)..... and i fell to the ditch. After that, i told my father about the last accident.

I imagined my father would be angry and never let me (9)..... again. Butt he reality is exactly on the contrary, my father was very proud of me. He just gave me some (10)..... and since that accident, i got my father's permission to ride motorcycle.

3. goes	2. request ✓	control	10. ability	5. advices	7. light
1. ride ✓	6. fun	4. patient ✓	8. slippery	bravely	9. promised ✓

- 1. Ride
- 2. ~~Feel~~ Request
- 3.



Appendix 3 The Student's Post-Test

B=28

POST-TEST

$$\frac{28}{30} \times 100 = \underline{\underline{93}}$$

Name : Yusuf Rustam
Class year : 2020

A. Read the text below and choose the correct answer by crossing (x) a, b, c, or d!

Read the text and answer question 1-5

Grandma's Birthday

It was my Grandma's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandma's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandma. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandma blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandpa told us some stories about my grandma.

1. What is the topic of the text?
 - a. Grandma's birthday
 - b. Weekend in grandpa's house
 - c. Party
 - d. Nice Shopping
2. What did the writer do in the kitchen?
 - a. Prepared for lunch
 - b. Made a cake
 - c. Roasted a shrimp
 - d. Cooked meal

3. How many the siblings that the writer has?

- a. One
- b. Two
- c. Three
- d. Four

4. What was the present from the writer?

- a. Cake
- b. Batik shirt
- c. Flowers
- d. Chocolate

5. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

- a. Batik shirt
- b. Chocolate
- c. Flowers
- d. Cake

Read the text and answer question 6-10

My family and I went on recreation to Solo. We went there on Monday by car. We stayed at grandparent's house.

On Tuesday we went to Tawangmangu. We enjoyed the scenic view with its waterfall and ate lunch at there. We had traditional cuisine like gubahan, tempe bacem, fried fish, and fried chicken. Then we continued our trip to Taman Jurug.

The next day we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenir for my cousins. In the evening we went sightseeing the town.

On Thursday morning we said goodbye to our grandparents and went home. I really enjoyed my holiday. It was fun.

6. What is the topic of the text above?

- a. Recreation to Solo
- b. Grandparent's house

- c. Shopping at Tawangmangu
d. My Family
7. The second paragraph tells us about....
- a. Go Home
 - b. Sightseeing in the town
 - c. Going to Tawangmangu
 - d. Going a trip to Solo
8. What did they do on the third day?
- a. They went home
 - b. They went to Tawangmangu
 - c. They visited Kasunanan Palace
 - d. They went to grandparent's house
9. I really enjoyed my holiday. *It* was fun.
The word *it* in the sentence refers to.....
- a. Grandparents
 - b. Fun
 - c. Thursday morning
 - d. Holiday
10. When the writers go home?
- a. Monday
 - b. Tuesday
 - c. Thursday
 - d. Saturday

B. Translate the words below!

- 1. Zoo : Kebun binatang ✓
- 2. Scenery : Pemandangan ✓
- 3. Beach : Pantai ✓
- 4. Camping : Berkemah ✓

- 5. Temple = Candi ✓
- 6. Ticket = Tiket ✓
- 7. Lake = Danau ✓
- 8. Concert = Konser ✓
- 9. Sea = Laut ✓
- 10. Cave = Gua ✓

D. Read the text and fill in the blanks with suitable answers!

Bad Shopping Experience

I had a bad (1) experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue (2) jeans.

That was on Sunday afternoon. I went to a fashion (3) shop with my friends. I chose a pair of blue jeans to buy and paid for them at the (4) cashier. Unfortunately, the shop assistant was careless. She forgot to take the (5) clip on the blue jeans. So, when I left the shop, the (6) detector beeped. The security (7) officer shouted at me, "Hey, you...! Stop!!" Then, he took me to the manager's room.

After (8) examining, the security officer and the manager realized that it was not my (9) piece. They said they were very sorry about what had happened. Finally, the manager asked me to take one (10) t-shirt of clothing for free.

t-shirt	fault	piece	concor	examining	shop
jeans	cashier	officer	experience	forget	detector

PAREPARE

Appendix 4 Distribution of T-table

dk	α untuk Uji Satu Pihak (<i>one tail test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 5 Documentation





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jalan: B. Fard Tobing No. 16, Kelurahan: Cendana, Kecamatan: Pinrang, Kabupaten: Pinrang, Sulawesi Selatan 72111
Telp: (0412) 831 2111, 831 2112, 831 2113, 831 2114, 831 2115, 831 2116, 831 2117, 831 2118, 831 2119, 831 2120, 831 2121, 831 2122, 831 2123, 831 2124, 831 2125, 831 2126, 831 2127, 831 2128, 831 2129, 831 2130, 831 2131, 831 2132, 831 2133, 831 2134, 831 2135, 831 2136, 831 2137, 831 2138, 831 2139, 831 2140, 831 2141, 831 2142, 831 2143, 831 2144, 831 2145, 831 2146, 831 2147, 831 2148, 831 2149, 831 2150, 831 2151, 831 2152, 831 2153, 831 2154, 831 2155, 831 2156, 831 2157, 831 2158, 831 2159, 831 2160, 831 2161, 831 2162, 831 2163, 831 2164, 831 2165, 831 2166, 831 2167, 831 2168, 831 2169, 831 2170, 831 2171, 831 2172, 831 2173, 831 2174, 831 2175, 831 2176, 831 2177, 831 2178, 831 2179, 831 2180, 831 2181, 831 2182, 831 2183, 831 2184, 831 2185, 831 2186, 831 2187, 831 2188, 831 2189, 831 2190, 831 2191, 831 2192, 831 2193, 831 2194, 831 2195, 831 2196, 831 2197, 831 2198, 831 2199, 831 2200

Nomor B 3789/In 39 5 1/PP 00 9/12/2021
Lampiran 1 Bundel Proposal Penelitian
Hal Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Bambang
Tempat/Tgl. Lahir : Pinrang, 29 Januari 1999
NIM : 17 1300 052
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Salo 2, Kec. Watang Sawitto, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul

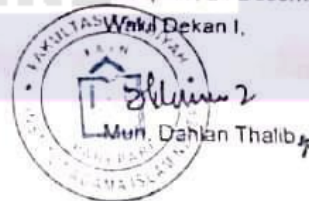
"The Use Mnemonic Technique To Improve Students' Vocabulary At Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada Desember Tahun 2021 s/d Januari Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 24 Desember 2021

Muh. Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000003

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 3/IP/DPM-PTSP/1/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : **MUH. BAMBANG**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **SALO 2, KEC. WATANG SAWITTO, KAB. PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USE MNEMONIC TECHNIQUE TO IMPROVE STUDENTS VOCABULARY AT LINTASAN IMAJINASI BAHASA MAHASISWA (LIBAM) IAIN PAREPARE**

LOKASI PENELITIAN : **LIBAM INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **03 Januari 2022 s.d 03 Pebruari 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal : **03 Januari 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST RAHMAH AMIR ST, MM

Pangkat : Pembina, (IV/A)

NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



CURRICULUM VITAE



Muh. Bambang, the writer was born on 29th January 1999 in Pinrang, west Sulawesi. He is the first child from two children in his family, his father's name is Tajuddin and His mother's name is Tamriani. He is a student of English Education Program in Tarbiyah Faculty at State Islamic Religion Institute (IAIN) Parepare. His education background, he began his study on 2004-2010 in SDN 213 Pinrang, and graduated on 2010. At the same year He study in SMPN 4 Pinrang and finished on 2014, then continued his study in SMKN 1 Pinrang and graduated on 2017. Then continued his study in Tarbiyah Faculty of IAIN Parepare on 2017 and completed his study with the title **“The Use of Mnemonic Technique to Improve Students’ Vocabulary at Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare”**

