

**THE EFFECT OF APPLYING MNEMONIC METHOD WITH
FLASHCARD AS MEDIA IN TEACHING VOCABULARY
AT GRADE SEVENT IN JUNIOR HIGH SCHOOL**

SKRIPSI

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ABSTRACT

Indah Oktami Simanjuntak, 1302050092 “*The Effect of Applying Mnemonic Method with Flash Card as Media in Teaching Vocabulary at SMP Swasta Pelita Medan of The Academic Year 2016/2017*”. Skripsi English Education Program, Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara Medan, 2017.

The objective of this research were to find out the effect of Applying Mnemonic Method with Flash Card as Media in Teaching Vocabulary at SMP Swasta Pelita Medan of The Academic Year 2016/2017. The population of this research was the VII grade students of SMP Swasta Pelita Medan, with the total population were 200 students. The sample was divided into two groups, the first group was experimental group taught by applying Mnemonic method with the flash card who consisted of 20 students, the second group was group taught by using lecturing method who consisted of 20 students. The sample used was cluster random sampling by administrating three steps; there were pre-test, treatment, post-test. Matching and fill in the blank test was the instrument used to get the data after analyzing the data, it was found that t_{-test} was higher than t_{-table} ; $t_{-test} > t_{-table}$; or $10.363 > 1.68$, at $\alpha = 0.05$ and the degree freedom (df) 38. It means that students’ result by Mnemonic method was higher than by using lecturing method the alternative hypothesis was accepted and the null hypothesis was rejected or the use of Mnemonic method was significantly more effective to increase the vocabulary than using Lecturing method.

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF APPENDICES.....	ix
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	3
C. The Scope and Limitation	3
D. The Formulation of the Problems	4
E. The Objectives of the Study	4
F. The Significances of the Study	4
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical Framework	6
1 Method	6
2 Vocabulary	7
2.1 Types of vocabulary	7
2.2 Vocabulary Teaching	8
3 Memory	9
3.1 Types of memory	9

3.2 Minimizing forgetting	9
4 Mnemonic	11
4.1 Principles of Mnemonic	12
4.2 Use of Mnemonic in vocabulary teaching learning-process	14
4.3 Purpose of Mnemonic	15
4.4 Types of Mnemonic	16
4.5 Advantages and Disadvantages	20
4.6 Procedure of using Mnemonic	20
5 Media of teaching vocabulary	21
5.1 Flash card as media	22
5.2 Advantages and disadvantages of flash card	23
B. Conceptual Framework	24
C. Hypothesis	25
CHAPTER III RESEARCH METHOD	27
A. Location of Research	27
B. Population and Sample	27
C. Research Design	28
D. Instrument of the Research	32
E. The Technique for Analysis Data	33
CHAPTER IV DATA COLLECTION AND DATA ANALYSIS	36
A. Data Collection	36
B. Data Analysis and Testing Hypothesis	38

C. Testing hypothesis	42
D. Research Finding	43

CHAPTER V CONCLUSIONS AND SUGGESTIONS..... 44

A. Conclusions	44
B. Suggestions	44

REFERENCES

APPENDICES

TABLE OF CONTENTS

Table 3.1 Population of Research	28
Table 3.2 Sample of Research.....	28
Table 3.3 Research Design.....	29
Table 3.4 The procedure of Research in Experimental Group.....	30
Table 3.5 The procedure of Research in Control Group	31
Table 4.1 The Result of Pre-Test and Post-Test of the Experimental Group	36
Table 4.2 The Result of Pre-Test and Post-Test of the Control Group.....	37
Table 4.3 Differences between Pre-test and Post-test of Experimental Group	38
Table 4.4 Differences between Pre-Test and Post-Test of Control Group ...	40
Table 4.5 Calculating correlation Product Moment between X_1 and X_2	41

LIST OF APPENDICES

Appendixes I Lesson Plan of Experimental Group	48
Appendixes II Lesson Plan of Control Group.....	52
Appendixes III Test Items	55
Appendixes IV Key Answer	57
Appendixes V Attendance List of Experimental Group	59
Appendixes VI Attendance List of Control Group	62
Appendixes VII the Answer of the Test.....	72
Appendixes VIII Form K-1	75
Appendixes IX Form K-2.....	76
Appendixes XII Form K-3	77
Appendixes X Lembar Pengesahan Hasil Seminar Proposal.....	78
Appendixes XI Surat Keterangan.....	79
Appendixes XII Surat Pernyataan Plagiat.....	80
Appendixes XIII Surat Mohon Izin Riset	81
Appendixes XIV Surat Keterangan Hasil Riset	82
Appendixes XV Berita Acara Bimbingan Proposal.....	83
Appendixes XVI Berita Acara Bimbingan Skripsi	84
Appendixes XVII Documentation	87
Appendixes XVIII Curriculum Vitae.....	88

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching English, we need pay attention to many aspects. Some of them are: reading, listening, speaking and writing. But from all aspect, vocabulary is considered as the most important. Learning language will never be successful without learning and understanding the vocabulary. Have a good knowledge of vocabulary and can support students to mastery English.

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 the one four language components, which are spelling, grammar, phonology and vocabulary. According to Heibert (2005 :3), “vocabulary is word come in two forms; oral and print . Oral vocabulary included those words that they recognize use in listening and speaking. Print vocabulary includes those words that they recognize use in reading and writing “.

Based on the researcher’s experience teaching English in teaching training practice (PPL) to VII grade in SMP Swasta Pelita of the academic year2016/2017, the researcher found some problems in learning vocabulary. The problem was related to the English teacher. The teacher used a textbook as the only material in English teaching and learning process, the materials was not developed from other English resources such as internet, and other relevant books. The English teaching technique was not creative, one and most of the English teachers did not use

media to facilitate and support the English teaching and learning process, such as: dictionaries, English stories, pictures, and flashcards.

The second problem was related to the students. Most of the students often felt bored during the teaching and learning process, because the students have limited English vocabulary.

The teachers should also be able to find suitable method like using a method supported by the media in teaching vocabulary. The aim is to make the students easy to understand the lesson and the student enjoy studying English.

This method is not only will be intended to give them practical guidance about the easiest method to learn vocabulary but it will also make their English learning process becomes more interesting, comfortable and memorable for the students .One of the methods that can be used to help language learners learn vocabulary is Mnemonic method with flashcard as a media.

According to Muhibbin (2002) Mnemonic trick is our custom made “a hook tool” mentally to enter the items of information into the students mind. According Jhon W Santrock, Mnemonic method is a memory aid to remember the information. Mnemonic memory method is a system of “memory code “that makes people remember perfectly whatever you want to remembered (Buzan, 2006:22).

Arsyad divides types of flash card, one of which is a picture card (containing images – images) are useful to train students to spell and enrich vocabulary (2011).Flash card is any of a set of cards bearing information, as word or number, on either or both sides, used in classroom drills or in private study.The

teaching process will be more fun if the teacher has competency to develop his/her own ways or techniques according to his/her need, the situation, and the classroom condition.

Based on the explanation above the researcher attempts was conducted a research entitled **“The Effect of Applying Mnemonic Method with Flashcard as The Media in Teaching Vocabulary at SMP Swasta Pelita Medan of The Academic Year 2016/2017”**.

B. Identification of the Problem

Based on the background previously, the problems were identified as follow:

1. The teacher has just only takes the material in teaching English from the textbook.
2. The students fell difficult in using vocabulary especially to find its meaning and how to use it.
3. The students always fells bored in learning English because the students have limited English vocabulary.

C. The scope and limitation

The scope of the research was focused on teaching vocabulary skills. The limitation of the research was focused on descriptive text to VII grade students of SMP Swasta Pelita of the academic year 2016/2017.

D. The formulation of the problem

1. Is there any significant effect of applying Mnemonic Method with Flashcard as the media on teaching vocabulary?

E. The objective of the study

1. To find out significant effect of applying Mnemonic Method with Flashcard as the media on teaching vocabulary.

F. Significant of the study

This research was expected to provide theoretical and practical significance in English and learning process as follow:

1. Theoretically:

The result of this research are expected to be beneficial for junior high school to their mastery in vocabulary it's also hoped to give an information for those who want to improve their strategies in teaching and learning process in vocabularies.

2. Practically :

This result of this research can make students more interest and give them opportunity to express their opinions and felling:

- a) To the Students

This research was expected to increase their achievement in vocabulary mastery.

- b) To the English Teachers

The result of the research to the English teachers as a contribution for them helping and improving the quality of teaching achievement in increasing students' vocabulary.

c) To the other researchers

The result of this research can be the information for further in the same subject.

CHAPTER II

REVIEW OF LITERATURE

A .Theoretical Framework

In conducting research, theories are needed to explain some concept of terms applied in research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on terms used will be presented.

2.1 Method

Harmer (2001: 78) stated that method is the practical realization of an approach. The originators of a method have arrived at decisions about type of activities, roles of teachers and learner, the kind of material which is helpful and some model of syllabus organization. Method includes various procedure and Technique as part of their stand at fare. They are easy to describe. The more all embracing they become, however the more difficult it is so categorize them as real methods in their own right.

When a teacher uses a method, it will make him or her easier to present the materials. Method also is one of educational component, in addition to principles, aim curriculum material, students and teacher, which perform basic educational function fundamentally. It is the teacher's responsibility to achieve their profession in using the method as well as possible.

2.2 Vocabulary

Vocabulary is one of important elements in learning of language, because without vocabularies, we cannot understand enough to speak and make the communication with other if we do not supply the words in our conversation. ‘vocabulary knowledge is fundamental to read comprehension’

Vocabulary is one of language component, which needed the learners to develop their skills. For the second language learners, acquiring vocabulary take an important role.

Meanwhile, according to Webster’s, vocabulary is:

(1) A list of word and phrase, abbreviation inflectional form etc. usually arranged in alphabetical order defined or otherwise identified as in a dictionary glossary.

(2) An interrelated group of noun-verbal symbol, sign, gestures, etc. used for communication or expression in a particular art, skill etc.

2.2.1 Types of Vocabulary

According to John Hay craft in his book, at least there are two types of vocabulary:

- a. Active vocabulary, are the words that students understand and can pronounce it correctly and use constructively in speaking and writing.
- b. Passive vocabulary, are the words that students recognize and understand when they occur in a context, but which cannot produce correctly him-self.

Meanwhile, Fries as quoted by A. M. Zaenuri says that vocabulary is of two namely; function and content words. The function words are a closed class, we cannot add to the prepositions or auxiliaries or modals or any structure words of the language. The content words can be added to at anytime as new scientific advances make new words and communication about new invention necessary.

2.2.2 Vocabulary Teaching

There are many strategies or techniques in teaching vocabulary that have been found by experts to find out the effectiveness of learning vocabulary. But principally, there are two techniques in teaching vocabulary, according to Ruth Gairn and Stuart Redman:

- a. Visual technique including visual, blackboards, real objects, charts, picture files, flannel boards, pocket charts, flash card, word card, number card, magnetic board, etc.
- b. Verbal technique including the illustrative situation (oral or written), use of synonym and definition, contrast and opposites, scales and example of type.

As discussed above that there are many method in teaching vocabulary, According to Browman, there are six methods in teaching vocabulary:

- a. Mnemonic Keyword Method (encoding word)
- b. Cognitive Strategy Instruction (semantic mapping)
- c. Meaning of Word Parts (prefix instruction)

- d. Vocabulary Practice Activities (flash cards, drills, pair quizzing, and games)
- e. The Peg-word Method (rhyming words)
- f. Computer Assisted Instruction (CAI) (video clips, and other computer basedmedia)

2.3Memory

Memory is a learned capability for responding, and its persistence over time is measured by the retention test. Loss of memory strength over time is called “forgetting”.

2.3.1Types of Memory

Generally there are three kinds of memory; sensory memory, short-term memory, and long-term memory.

a. Sensory memory

Sensory memory is a part of human brain which activates the sense sensor that is receiving the information. The ability to look at an item, and remember what it looked like with just a second of observation, or memorization, is an example of sensory memory.

b. Short-term memory.

Short-term memory is a memory often called as “left brain”. Some of the information in sensory memory is then transferred to short-term memory. Short-term memory allows one to recall something from several seconds to as long as a minute without rehearsal. Its capacity is also very limited

c. Long-term memory

Long-term memory is a memory often called as “right brain”. The storage in sensory memory and short-term memory generally have a strictly limited capacity and duration, which means that information, is available for a certain period of time, but is not retained indefinitely.

2.3.2 Minimizing Forgetting

For minimizing forgetting, we have to practice, repeating or recalling, and associating to the new information that will be reminded. Here some strategies to minimizing forgetting according to Muhibbin quoted from Barlow (1985), Reber (1988), and Anderson (1990);

(1) Over Learning

Its means learning activities more than usual and it happen out of usual or out of class. For example, reading Pancasila text on every Sunday and Saturday will make possible the students’ memorization about P 4 (Pedoman Penghayatan dan Pengamalan Pancasila) become stronger.

(2) Extra Study Time

Extra study time is additional time of learning. For example, from one hour become 1 ½ hours or from one meeting becomes two meetings in a day.

(3) Mnemonic Device

Mnemonic device is a trick of memory which is often called just mnemonic its means a special trick as a linking tool of mental for entering the information items into students’ mind system.

(4) Clustering

Clustering is rearranging the learning materials become small groups that is considered more logic and easier to be remembered. For example, (a) Indonesia, Malaysia, Singapore, etc. are the names of countries. (b) WHO, ILO, UNESCO, etc. are the acronym of International organization.

(5) Distributed Practice

The opposite of Distributed Practice is massed practice that has been considered no more effective strategy. Because, can make student doing cramming (learning with many materials in a hurry at sort time).

(6) The Serial Position Effect.

For getting the positive effect from this strategy, students are suggested to arrange the words list (names or terms) which are began and finished with words which have to be remembered. And it had better are written by kontras letter and color to make it different with other words.

2.4 Mnemonic

Mnemonic (pronounced "ne-mo-nik") is a memory aid. The word "Mnemonic" comes from the Greek, the "Mnemosyne" (remembrance 'memory'), which means Goddess of Memory, Designation for the name of a mythological goddess of memory in Greek. So the question Mnemonic is memorizing something to help. Such assistance may be short, the presupposition with objects, or "linking" (remember things by association with something else), but it Mnemonic is a method to remember information that is hard to remember back. There are three basic principles when using the mnemonic, the imagination,

association and location. By combining all three, you can use these principles to build a powerful system of mnemonic memory.

Based on these definitions can be said that the mnemonic is a method to make it easier to remember something more specific terms, the mnemonic means do make a statement or expression, or connecting words, ideas, and fantasies. In other words mean mnemonic techniques for utilization of memory in certain ways.

From those reasons, it can be concluded that a mnemonic is a technique or a specific strategy that is used as “mental linking tool” or as “memory aiding” in memorizing and assimilating information. The teacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. Mnemonic has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Although sometimes memorizing activities are seemed as boring activities, it is not fully true. It is because a mnemonic can be applicated to help the students in mastering interesting concepts so that mnemonic can also be learned happily.

2.4.1Principles of Mnemonic

There are five principles of using mnemonic (Higbee1977: 78). They are meaningfulness, organization, association, visualization, and attention and interest.

1) Meaningfulness

Mnemonic can make material meaningful by using rhymes, patterns, and associations (Higbee, 1977: 78). The most powerful example is the phonetic system that gives meaning from the most abstract, meaningless, and kinds of material numbers, So that the phonetic system will be easier to learn.

2) Organization.

Mnemonic involves organizing material. The materials can be systematically recorded and retrieved by the mnemonic (Higbee, 1977: 78). An example of finding a library book shows the advantage of organization.

3) Association.

Association is a basic principle to all mnemonic (Higbee, 1977: 79). In associating items to each other, the link system is fits to this strategy. The loci, peg, and phonetic system are easily remembered material as filling system. The use of filling system is by associating the new material that is wanted to learn with the material that has been previously memorized.

4) Visualization

Visualization plays a central role in the mnemonic (Higbee, 1977: 79). It is because the associations are made visually. Visualization is probably the most unusual aspect of mnemonic and is also probably the most misunderstood. Not all mnemonic involve visual imagery. For example, to associate the words “cats” and “rats” the teacher could either form a mental picture of cats eating rats as a visual mediator, or the teacher could form a sentence, “Cats like to eat rats” as a verbal mediator.

5) Attention and interest.

Mnemonic forces the students to concentrate on the material to form pictures and associate them. They tend to be interesting (Higbee, 1977: 79). it is because they make the material meaningful and involve visual imagery.

2.4.2 Use of Mnemonic in Vocabulary Teaching Learning-Process.

Though students in junior high schools are usually not expected to learn and recall as many facts as older students, they are involved in a number of activities that involve making associations that employ mnemonic principles. Teachers instruct students in the use of mnemonic method by using both visual and verbal clues.

In terms of vocabulary learning process itself, the use of mnemonic devices has fascinated some research, linguists and language teachers. Mnemonic devices have been considered as the most powerful and effective way to learn vocabulary. This conclusion is drawn from the result of studies trying to compare the effectiveness of mnemonic devices but there have not been other successful technique than mnemonic.

The key success of mnemonic devices in vocabulary learning process is based on the explanation given by Waring (2004). Mnemonic devices always help language learners connect foreign words meaning with the familiar sound or image or information has been stored in memory. These strategies can be implemented through creating story or sentence, and associating it with a familiar image or association based on the image or song of new words presented to them.

The pattern of association which previous familiar stored information in long term memory also contributes easiness in vocabulary learning process.

It is because the associations have been familiar with the student so that they can easily memorize new words presented to them. In addition, the uniqueness of the pattern of association created with the use of mnemonic devices will also make the memorial activity in vocabulary learning process become more interesting and memorable for students.

That's why mnemonic devices can be so effective in vocabulary learning process that students can use it to help them learn and memorize vocabulary input in their language learning activity., In addition, the use of these devices does not require a wealth of additional material or extensive planning and preparation make it suitable for all level of language learners' age.

2.4.3 Purpose of Mnemonic

The purpose of mnemonic method:

- a) Facilitate people in remembering the knowledge behind as the name of place, person, or any other date by connecting and association with an event or events that have to do around it.
- b) Enabling people to take the knowledge that had long so that it can be remembered back at any time required.
- c) Streamline information from short-term memory into long-term memory in various ways contained therein.

2.4.4 Types of Mnemonic

Types of Mnemonic Device Mnemonic device or a tick of memory is a special way which is made as a code for entering information items into mind system of students. There are many types of mnemonic device. However, there are six types the most popular of mnemonic device, They are: rhyme, acrostics, acronym, peg word system, method of loci, key word system.

1) Rhyme

A rhyme is a rhyme that is made by words and technical term that must be remembered by the students (Syah, 2005: 162). This rhyme can be better if it is given notes so that it can be sung. The songs of the junior high schools students that contains of moral values can be used as an example of the arrangement of mnemonic rhyme.

A rhythm that is a musical characteristic is one feature that may be a salient factor that is easily recognized as helpful in musical applications and also valuable in nonmusical applications (Scruggs and Mas tropieri in Shaeffer, 2011: 35).

Rhyme is a poem that consists of words and terms which have to be remembered by students. The poem will have a good effect if is given not and can be sung.

By using familiar tunes as mnemonic devices can be an effective learning strategy that can help students of all abilities Walz and McLaughlin (2009: 5).

2) Acrostic

An acrostic (sentence mnemonic) is a sentence that is developed to help a person retrieve letters that represent something that the person needs to remember (Bakken and Simpson, 2011: 80). The sentence should be made in a catchy way to make the information more meaningful and easier to remember. An acrostic is a sentence of which the first letters represent the information to be recalled (Scruggs and Mastropieri in Shaeffer, 2011: 35). There is some example of acrostics. The example is that the acrostics of “jangan Febi makan apel Medan, Juned Juluki Agus seperti actor telenovela desa” can be used to help students remember the order of months in a year (Warseno and Kumorojati, 2011: 136-140).

Acrostic is sentences whose first letters represent to be remembered information, 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).

3) Acronym

An acronym is a word that is developed from the first letter of words that are to be remembered (Bakken and Simpson, 2011: 80). An acronym is a word of which the letters represent individual components (Scruggs and Mastropieri in Shaeffer, 2011: 35).

There are some examples of acronyms. 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 (Scruggs and Mastropieri in Shaeffer, 2011: 35).

There is another example of the acronym. It is the acronym of “mejikuhibiniu” can be used to help students remember the order of color in the rainbow (merah, jingga, kuning, hijau, biru, nila, ungu) (Warseno and Kumorojati, 2011: 133-134) .

4) Peg word method

A peg word method is a remembering number method by changing it into certain shaping objects that are similar with that numbers (Warseno and Kumorojati,2011: 166). The examples are: if the number is zero, the peg is a ball; if the number is one, the peg is a pencil; and if the number is three, the peg is a love leaf.

A peg word method is a method that relating unrelated items to be easily memorizable items which can act as pegs or hooks(Thompson ,2011:179).There are examples of pegword method. They are : one is bun or john, two is shoe, and three is tree.

Peg-word system is a mnemonic technique which uses the components that have been mastered before. It components are formatted in pair, such as; merah-saga, panas-api, langit-bumi, etc. the words is used to remember words which have same character such as; blood, lipstick, hell, etc.

5) loci method

It is a mnemonic strategy which uses the special and famous places as a way to put words or terms which have to be remembered by students. Word loci itself is plural form of “Locus” that has meaning place. In this case, the names 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 USA can be used for remembering the first president of that country (George Washington)

Method of loci is a mnemonic device that uses certain places and are well-known as means of certain words and technical term placement that must be remembered by the students (Syah, 2005: 162). A loci method is the oldest mnemonic (Thompson, 2011:179) .

By this method, the students can memorize things complete with the ordered number. Loci must be in a location that is easy to remember, because it will be used to the next steps (Warseno and Kumorojati, 2011: 121). The examples of method of loci are : The parts of body here are used to used for loci number 1 until 10, they are: head, eyes, nose, mouth, ears, neck, breast, stomach, foot, and hand.

6) The key word method

The keyword method is a system like words lists that contains of the items: foreign language words, keywords that at least the words in foreign language and in mother tongue language has the same sounds either in the first syllable or the last syllable, and the meaning words from the foreign language words(Syah, 2005: 162)There are examples of keyword such as to remember the name of “Darwin”, the students can use a keyword of “dark wind” by adding visual drawing of the wind that has black color; and to remember the name of “Maryland”, the students can use a keyword “Marriage and a land” by adding visual drawing of marriage and a land(Loorayne and Lukas in Joyce, Weil, and Calhoun, 2009: 238).

2.4.5 Advantages And Disadvantages Of Mnemonic Method

A. Advantages

- Mnemonic method can help the students catch the material that has been taught by the teachers.
- Mnemonic method can help the students memorize lessons easily and effectively.
- Mnemonic method can help the students learn and memorize the course material easier.

B. Disadvantages

- Preparation and planning learning program requires a fairly long time.
- Learners cannot interact and communicate directly with teachers, such as asking for explanations are poorly understood.
- Modules arranged centrally so likely materials presented less relevant to the needs of learners, like language is difficult to understand is less clear in illustrates.

2.4.6 Procedure Of Using Mnemonic Method

Joyce (2009:223) in book of *Models Of Teaching* ,the book reveals steps that can improve memory in mnemonic . the phase-stages :

Phase one : *Prepare materials*

Attending to the material Use techniques of underlining, listing, reflecting

Phase two : *Developing connections*

Make material familiar and develop connection using keyword, substitutes word and link word system techniques

Phase three :Expanding sensori image

Use techniques of redicolus association and exageration revise image .

Phase four : Practicing recall

Practice recalling the material until it is completely learned.

5. Media of Teaching Vocabulary

Media can serve roles in learning. The instruction may be dependent on the presence of teacher. even in this situation, media may be heavily used by the teacher. On the other hand, the instruction may not require a teacher. Teaching media is one of the important things in the process of teaching and learning beside the teaching method.

Meanwhile, media can be subdivided into three kinds; they are audio, visual and audio visual.

a) Audio

Audio media is a media that can be listened. This media is used to listen and understand oral text, for example, radio, cassette recorder, and tape recorder.

b) Visual

Visual media is a media that can be watched and touch for example, picture, reality, map, and miniature. The most used by the teacher are such as picture, flash cards, and real object (banana, mango, dictionary, etc).

c) Audio visual media

Audio visual media is media that can be watched and listened, for example TV, HP, and film.

5.1 Flash Card as Media

A flash card is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

Flash card is to create a traditional vocabulary flash card on paper. We can write the word in very large writing on one side of the Flash Card. On the other side, write a definition gained from a dictionary. Also, we can write a definition in our own words. We can also split the word into roots and define the roots, also write antonyms (opposite words) and synonyms (similar words). We can try to color-code the Flash Cards (e.g. nouns one color; verbs another). If we want to get more involved, we can also attach photos to flash cards to assist learning.

It is important that vocabulary flash cards are constantly reviewed. We must also frequently move them out of order to prevent association with each

other and suggestive learning. We can easily create more flash cards as we improve our vocabulary. The best feature about flash cards is that they are convenient and are simple to make. We can also personalize them, as we are able to add to them as we go throughout our daily life.

5.2 Advantages And Disadvantages of Flash card

A. advantages

- Easy to carry :

With a small size flash card can be stored in a bag or in a pocket. So don't need a wide space, we can be used anywhere in class or in outdoor class.

- Practical:

Views of how to manufacture and its use media, flash card is classified as very practical. In using this medium, the teacher doesn't require any special skills, also don't need to use electric power.

- East to remember :

Characteristics of flash card media as a media is presenting short message on each card are served. Eg, recognize letters, recognize number, recognize the names of animals and other. Serving short message will be easier for students to remember the content of the message. the combination of image and text is quite easier for students to recognize the concept of something, to know the name of an object can be set as the image .

- Fun :

This flash card media can be presented in the form of the game so that students can be presented in the form of the game so that students can be attracted

and challenged to be vying for one thing or the specific names of the flash card are stored randomly. Besides sharpening cognitive abilities by this method can also train students physical dexterity.

B. disadvantages

- Just only used in small group learning.
- Requires care to be careful because it was feared lost card will be scattered.

B. Conceptual Framework

Vocabulary is one of the most important elements in learning English. By mastering vocabulary, the students will be able to communicate in written and spoken. In teaching vocabulary, there are some methods that can be used to increase that student achievement in vocabulary. The one of the method in teaching vocabulary that can be used to increase that students' achievement in vocabulary is Mnemonic method.

In improving the students' English achievement is not easy. It needs creative strategies to make the students not only make progress in their performance in the English teaching learning, but also enjoy the strategies when these are applied in the class. One of the strategies is using mnemonic. In reference to the review of theories above, mnemonic can improve the students' English achievement. The achievement consists of three learning domains; cognitive, affective, and psychomotor domain. In the cognitive domain, the mnemonic can reduce the difficulties and the feeling hard of understanding and memorizing the English learning materials at class. In the affective domain, the

mnemonic can motivate the students and make the students interest with the mnemonic during the English teaching and learning. In the psychomotor domain, the use of mnemonic can make the students do appropriate actions and respond to the teachers' instructions during the teaching and learning.

In teaching English vocabulary students the teacher must be able to present the lesson in such way to make it more interesting and relevant to the need of learning. Learning vocabulary refers to the student capability in recognize and understanding the total number of vocabulary.

As the teacher, a teacher found the technique or strategy to teaching vocabulary. Make the students comfortable when teaches them, usually teachers use conventional technique in teaching. They explain the material without giving chance to the students to express their idea. The students only hear what the teacher says and take it.

In Mnemonic method, teachers will ask the students to look for the word that they have not known. And in choosing the word, they also know the reason why they choose the word. So they will be use another vocabulary to explain it. Finally they will know not only one difficult word but another word. It can develop their vocabulary and improve their language in speaking and writing.

In conclusion, Mnemonic is a method that suitable in develop students' vocabulary mastery.

C. Hypothesis

Based on the explanation of both theoretically and conceptual framework above, the hypothesis is formulated as follows:

Ha: There is a significant effect of applying Mnemonic Method with Flash card as the media on teaching vocabulary.

Ho: There is no significant effect of applying Mnemonic Method with Flash card as the media on teaching vocabulary.

CHAPTER III

RESEARCH METHOD

A. Location of Research

The research was conducted at SMP Swasta Pelita Medan in academic year 2016/2017, the location at Jl. Suasa Selatan Pasar 3B No 204, kel. Mabar Hilir kec. Medan Deli, Medan, Sumatera Utara. The reason for was choosed this school because based on the researcher's experience teaching English in teaching training practice (PPL), the researcher found there are many problems with the students ability in learning English vocabulary. So it is need to use the method and media to support the learning process, one of method is Mnemonic assisted with flash card as a media.

B. Population and Sample

1. Population

The population of this research was taken from VII grade students of SMP Swasta Pelita Medan of the academic year 2016/2017. There were four classes which consist of VII-A,B,C and VII-D. All of the classes consisted of 50 students. So the total of population in this research there are 200 students. It will be shown in table 3.1.

Table 3.1
Population

No	Class	Population
1	VII-A	50
2	VII-B	50
3	VII-C	50
4	VII-D	50
TOTAL		200

2. Sample

The samples of this research would be taken by using cluster random sampling techniques. Arikunto (2006:134) says that If the population less than 100 person, we could use all of them as the sample, but if the population more than 100 the researcher could takes 10-15% or 20-25% from the population. The sample of this research will be taken two classes from fourth classes in grade VII. There are VII-C and VII-D, Class VII-D consist of 50 students as a class experimental and class VII-C consist of 50 students as a class control. So the total of sample in this research there are 100 students. It will be shown in table 3.2.

Table 3.2
Sample

No	Class	Population	Percent	Sample
1	VIII-D (experimental)	50	10%	20
2	VIII-C (control)	50	10%	20
TOTAL :		100	20%	40

C. Research Design

In this research was applied quantitative research, in conducting the experimental research. The sample was divided in two groups, namely

experimental group and control group. The experimental group was treated by using mnemonic method with flash card, while the control group was taught by lecturing method. It will be shown in table 3.3.

Table 3.3
Research Design

Group	Pre test	Treatment	Post test
Experimental (X) VIII-D	✓	Mnemonic Method With Flash Card	✓
Control (Y) VIII-C	✓	Lecturing Method	✓

There is the procedure of collecting data in this research , there are pre-test, treatment, post-test:

1. Pre test

Pre test was conducted to find out the students' achievement in vocabulary before applying treatment. Pre test is the test which was given before treatment process begin. The test is written test. The pre-test was given to both groups with the same test.

2. Treatment

The treatment was given to the students after the pretest. The experimental group was taught by using mnemonic method with flash card. In control group is not treatment, for control group the student was taught by lecturing method.

Table 3.4
The procedure of Research in Experimental Group

Teaching Procedure in Experimental Group:

No	Experimental Group	
	Teacher	Students
1	Greeting the students and checks the student's attendance list	Answer the teachers' greeting
2	Motivating the students and describing the materials which are going to be discusses generally telling the objective of the lesson	Listen the teachers explanation
3	Showing the video about materials and ask the students to analysis the video to find out the difficult word for them.	Watching the video and find out the difficult word
4	Divide the students into group and show the second video. The teacher asked the students to analyze the video.	After the video has showed, the students have challenge from the teacher to matching the correct word into a appropriate picture in whiteboard.
5	Check the students answer on the whiteboard together	Check the true answer with the teacher
6	Prepared and explained the material clearly by using mnemonic method with flash card as media teaching.	Students with each group to analyze and discuss these flash cards together.
7	Give the students exercise about the material	Student answer the question individually
8	After the students finish to answer the questions, collect their answer sheets, then check the answer together	Look at the true answers from the teacher and check it together

Table 3.5
The procedure of Research in Control Group

Teaching Procedure in Control Group:

No	Control Group	
	Teacher	Students
1	Greeting the students and checks the student's attendance list	Answer the teachers' greeting
	Motivating the students and describing the materials which are going to be discusses generally telling the objective of the lesson	Listen the teachers explanation
2	Showing the video about materials and ask the students to analysis the video to find out the difficult word for them.	Watching the video and find out the difficult word
3	Give the students exercise about the material	Student answer the question individually
4	After the students finish to answer the questions, collect their answer sheets, then check the answer together	Look at the true answers from the teacher and check it together

3. Post Test

The teachers was given posttest to the students after treatment, the test in the posttest same with the pretest. The posttest is the final test in this research; especially in measured by the treatment, whether it is significant or not the students' vocabulary mastery. In the experimental group and control group, a posttest was demonstrated. The result of the posttest was demonstrated is meant to find out the differences score of the both experimental and control group before and after giving the treatment.

D. Instrument of the research

In collecting the data the following instrument was used a test. The instrument or tool to measured reverse current behavior, or performance of a person. The instrument of collecting data in this research was consisted of matching test and fill in the blank test.

The instrument consists of 30 items and test consisting of two types:

- 1. Matching**, there are 15 items and each item is scored 4, so the total score of this type is 60.
- 2. Fill in the blank**, there are 5 items and each item is scored 8, so the total score of this type is 40.

There are some ways to collecting the data the steps was applied as follows:

1. Giving pretest to both classes.
2. Giving treatment to the experimental group by using Mnemonic method with flash card.
3. Giving treatment to the experimental group by using Lecturing method.
4. Giving posttest to both classes.
5. Collecting the students' answer sheets
6. Scoring the students' answer sheets

E. The Technique For Analysis Data

In analyzing the data, descriptive quantitative technique will be applied to analyze the data. The quantitative data will be found by computing the score of the students' scores, the steps are:

1. Identifying the students' answer
2. Scoring the students' answer for value of the test

$$\text{Score} = \frac{\text{total of true answer}}{\text{total of the question}} \times 100\%$$

3. Listing the scores into tables, first for the experimental group scores and second for the control group scores.
4. Calculating the total score post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

- a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n} \quad (\text{Sugiyono, 2015})$$

Note: \bar{x} = Mean

$\sum x_i$ = The total of students' value

N = The number of students

- b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}} \quad (\text{Sugiyono, 2015})$$

- c. Calculating correlation Product Moment between X_1 and X_2

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} \quad (\text{Sugiyono, 2015: 255})$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}} \quad (\text{Sugiyono. 2015: 274})$$

Where:

t = t-test

\bar{x}_1 = Mean of variable 1 (experimental group)

\bar{x}_2 = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between X_1 and X_2

5. Statistical Hypothesis

The following statistical hypothesis criteria was used to reject or accept the null hypothesis.

If $t_{-test} \geq t_{-table}$ = H_a is accepted and H_o is rejected

If $t_{-test} \leq t_{-table}$ = H_a is rejected and H_o is accepted

H_a : There is significant effect of using Mnemonic method with flash card as media in teaching vocabulary (the hypothesis is accepted)

Ho: There is no significant effect of using Mnemonic method with flash card
as media in teaching vocabulary (the hypothesis is rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was taken from students' written test. The students' score was taken from their exercise that contains about vocabulary especially about person physical appearance, in this research the research gained the learners' score after applying the post to experimental and control group. The result of pre-test and post-test for the both groups can be seen in the following table:

Table 4.1

The Result of Pre-Test and Post-Test of the Experimental Group

No	Students Initial	Score	
		Pre-Test(X1)	Post-Test(X2)
1	MAP	32	80
2	MI	36	84
3	MRA	32	80
4	SSU	48	92
5	S	48	92
6	SMP	52	92
7	SB	52	92
8	SY	48	96
9	SN	44	84
10	SSR	44	92
11	SNA	48	92
12	SP	52	84
13	SH	48	92
14	SNH	50	96
15	TA	40	88
16	TAF	40	84
17	WA	48	88
18	RA	36	88
19	RK	52	98
20	YFS	56	96
TOTAL		$\sum X1=906$	$\sum X2=1790$
MEAN		45,3	89,5

The data in table 4.1 showed that the mean of the pre-test in experimental group was 45,3 and the mean of the post test was 89,5. The data showed the highest score of the pre-test in experimental group was 56 and the lowest was 32. While the high score of the post-test was 98 and the lowest was 80.

Table 4.2

The Result of Pre-Test and Post-Test of the Control Group

No	Students Initial	Score	
		Pre-Test (X1)	Post-Test (X2)
1	MK	48	68
2	MRP	40	56
3	PS	44	64
4	RP	60	78
5	RA	52	68
6	SA	60	78
7	SYP	48	52
8	SMS	48	56
9	SM	48	60
10	SL	44	60
11	SAZ	52	68
12	TA	52	72
13	UA	44	52
14	VAU	52	60
15	VPS	52	72
16	WK	48	64
17	WN	48	68
18	YCS	52	60
19	QH	44	64
20	ZAA	48	56
TOTAL		$\sum X1=984$	$\sum X2=1276$
MEAN		49,2	63,8

The data in table 4.2 showed that the mean of the pre-test in control group was 49,2 and the mean of the post test was 63,8.the data also showed that the highest score of the pre-test in experimental group was 60 and the lowest was 40. While the high score of the post-test was 78 and the lowest was 52.

Based on the data in table 4.1 and 4.2 showed that the mean score of post-test in experimental group was 89,5 and the mean score of control group was 63,8. The data showed that the mean score of students in experimental group who were taught by using *Mnemonic method with flash card* was greater than the mean score of students in control group who were taught by using *Lecturing method*.

B. Data Analysis

The effect of using Mnemonic method with flash card as media in teaching vocabulary, Based on the data from the test the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.3
Differences between Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-Test (X ₁)	Post-Test (X ₂)	$\sum X_1^2$	$\sum X_2^2$
1.	MAP	32	80	1.024	6.400
2.	MI	36	84	1.296	7.056
3.	MRA	32	80	1.024	6.400
4.	SSU	48	92	2.304	8.464
5.	S	48	92	2.304	8.464
6.	SMP	52	92	2.704	8.464
7.	SB	52	92	2.704	8.464
8.	SY	48	96	2.304	9.216
9.	SN	44	84	1.936	7.056
10.	SSR	44	92	1.936	8.464
11.	SNA	48	92	2.304	8.464
12.	SP	52	84	2.704	7.056
13.	SH	48	92	2.304	8.464
14.	SNH	50	96	2.500	9.216
15.	TA	40	88	1.600	7.744
16.	TAF	40	84	1.600	7.056
17.	WA	48	88	2.304	7.744
18.	RA	36	88	1.296	7.744
19.	RK	52	98	2.704	9.604
20.	YFS	56	96	3.136	9.216
TOTAL		$\sum X_1 = 906$	$\sum X_2 = 1790$	$\sum X_1^2 = 41.988$	$\sum X_2^2 = 160.756$

Based on the table 4.3 above it can be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 32 and in post-test was 80. While the highest score of experimental class was 56 in pre-test and 98 in post-test. After calculated the data for the experimental group above the score for pre-test was 906 and the total score for post-test was 1790. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x} = \frac{1790}{20} = 89.5 \quad (\text{Sugiyono, 2015})$$

Standard deviation of X variable

$$\begin{aligned} SD_1 &= \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}} \quad (\text{Sugiyono, 2015}) \\ &= \sqrt{\frac{20(160756) - (1790)^2}{20(20-1)}} \\ &= \sqrt{\frac{3215120 - 3204100}{380}} \\ &= \sqrt{\frac{11.020}{380}} \\ &= \sqrt{0,029} \\ &= 0.17 \end{aligned}$$

Table 4.4
Differences between Pre-Test and Post-Test of Control Group

No.	Students' Initial	Pre-Test (Y ₁)	Post-Test (Y ₂)	$\sum Y_1^2$	$\sum Y_2^2$
1.	MK	48	68	2.304	4.624
2.	MRP	40	56	1.600	3.136
3.	PS	44	64	1.936	4.096
4.	RP	60	78	3.600	6.084
5.	RA	52	68	2.704	4.624
6.	SA	60	78	3.600	6.084
7.	SYP	48	52	2.304	2.704
8.	SMS	48	56	2.304	3.136
9.	SM	48	60	2.304	3.600
10.	SL	44	60	1.936	3.600
11.	SAZ	52	68	2.704	4.624
12.	TA	52	72	2.704	5.184
13.	UA	44	52	1.936	2.704
14.	VAU	52	60	2.704	3.600
15.	VPS	52	72	2.704	5.184
16.	WK	48	64	2.304	4.096
17.	WN	48	68	2.304	4.624
18.	YCS	52	60	2.704	3.600
19.	QH	44	64	1.936	4.096
20.	ZAA	48	56	2.304	3.136
TOTAL		$\sum Y_1 = 984$	$\sum Y_2 = 1276$	$\sum Y_1^2 = 48.896$	$\sum Y_2^2 = 82.536$

Based on the table 4.4 above it can be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 40 and in post-test was 52. While the highest score of control class was 60 in pre-test and 78 in post-test. After calculated the data for the control group above the score for pre-test was 984 and the total score for post-test was 1276. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation

The average (Mean)

$$\bar{x} = \frac{\sum y}{n_y} = \frac{1276}{20} = 63.8$$

(Sugiyono, 2015)

Standard deviation of Y variable

$$\begin{aligned} SD_z &= \sqrt{\frac{n(\sum y_i^2) - (\sum y_i)^2}{n_2(n_2-1)}} \\ &= \sqrt{\frac{20(82.536) - (1.276)^2}{20(20-1)}} \\ &= \sqrt{\frac{1.650.720 - 1.628.176}{380}} \\ &= \sqrt{\frac{22.544}{380}} \\ &= \sqrt{59.32} \\ &= 7.7 \end{aligned}$$

(Sugiyono, 2015)

Table 4.5
Calculating correlation Product Moment between X₁ and X₂

No.	$\sum X_i$	$\sum X_i$	$\sum X_i^2$	$\sum X_2^2$	$\sum X_i X_i$
1	32	80	1.024	6.400	2.560
2	36	84	1.296	7.056	3.024
3	32	80	1.024	6.400	2.560
4	48	92	2.304	8.464	4.416
5	48	92	2.304	8.464	4.416
6	52	92	2.704	8.464	4.784
7	52	92	2.704	8.464	4.784
8	48	96	2.304	9.216	4.608
9	44	84	1.936	7.056	3.696
10	44	92	1.936	8.464	4.048
11	48	92	2.304	8.464	4.416
12	52	84	2.704	7.056	4.368
13	48	92	2.304	8.464	4.416
14	50	96	2.500	9.216	4.800
15	40	88	1.600	7.744	3.520
16	40	84	1.600	7.056	3.360
17	48	88	2.304	7.744	4.224
18	36	88	1.296	7.744	3.168
19	52	98	2.704	9.604	5.096
20	56	96	3.136	9.216	5.376
Jumlah	$\sum X_1=906$	$\sum X_2=1790$	$\sum X_1^2=41.988$	$\sum X_2^2=160,756$	$\sum X_i X_i =81.640$

$$\begin{aligned}
R_{xy} &= \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}} && \text{(Sugiyono, 2015: 255)} \\
&= \frac{20(81640) - (906)(1790)}{\sqrt{\{20(41988) - (906)^2\} \{20(160756) - (1790)^2\}}} \\
&= \frac{1.632.800 - 1.621.740}{\sqrt{\{839760 - 820836\} \{3215120 - 3204100\}}} \\
&= \frac{11060}{\sqrt{\{18924\} \{11020\}}} \\
&= \frac{11.060}{\sqrt{20854}} \\
&= \frac{11.060}{144.4} \\
&= 0.0765
\end{aligned}$$

C. Testing Hypothesis

Ho: $p \neq 0$ There is no significant effect of applying Mnemonic method with flash card as media in teaching vocabulary.

Ha: $p \neq 0$ There is a significant effect of applying Mnemonic method with flash card as media in teaching vocabulary.

Determining the value of t-test with formula:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R \left(\frac{s_1}{\sqrt{N_1}} \right) \left(\frac{s_2}{\sqrt{N_2}} \right)}} && \text{(Sugiyono, 2015: 274)} \\
t &= \frac{89.5 - 63.8}{\sqrt{\frac{102.51}{20} + \frac{164.06}{20} - 2.0,0756 \left(\frac{10.12}{\sqrt{20}} \right) \left(\frac{12.81}{\sqrt{20}} \right)}} \\
&= \frac{25.7}{\sqrt{2.56 + 4.1 - 0.15 \left(\frac{10.12}{6.32} \right) \left(\frac{12.81}{6.32} \right)}} \\
&= \frac{25.7}{\sqrt{6.66 - 0.15(1.6)(2.03)}} \\
&= \frac{25.7}{\sqrt{6.66 - 0.15(3.25)}} \\
&= \frac{25.7}{\sqrt{6.17}} \\
&= \frac{25.7}{2.48} \\
&= 10.363
\end{aligned}$$

After accounting the data previously by using t-test formula that critical value 10.363 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows

that df is ($2n-2=40-2=38$) in line of 38 that t-table is 10.363 for 0.05. It could be conclude $t\text{-test} > t\text{-table}$ or $10.363 > 1.68$. So, H_0 is rejected and H_a is accepted or There was the effect of applying Mnemonic method with flash card as media in teaching vocabulary.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Mnemonic method got higher score than those who were taught by using the lecturing method. It was proved from the result of t-test which was 10.363 and t-table which was 1.68 ($t\text{-test} > t\text{-table}$, $10.363 > 1.68$). So, the fact showed that the students' vocabulary achievement was more significant than those by using lecturing method.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow:

Based on the data analysis, it can be concluded that applying Mnemonic method significantly affects on the students' vocabulary. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 160756 and the mean score was 89.5, while in the control group were 82.536 and the mean score was 63,8. thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 10.363 was higher than t-table 1.68, it means that the alternative hypothesis H_a was acceptable.

B. Suggestions

Related to the conclusion, suggestions are put forward as follow:

1. The English teacher can apply Mnemonic method in English vocabularies because based on the researcher's finding. It was found significance effects of Mnemonic method on the students' English vocabularies to the

students because this technique can help them in getting better understanding in English vocabularies, and will be increase their vocabulary to communicative each other and it is ones of the method that use to make students enjoy to learning and remember the vocabularies.

2. The students, especially in SMP Swasta Pelita Medan were able to increase their English vocabulary, because with Mnemonic method can be easier them to transfer their idea easily and they can develop their imagination in mastery English vocabulary by Mnemonic method.
3. Other researcher, who is interested in conducting the same field of research.
4. It is also suggestion to school management to encourage the teacher to improve their teaching skill become be better, more creative and interesting not only by applying Mnemonic method, but also other method which are believed to give easier and better understanding for students in their effort to get information.

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APPENDIX I

LESSON PLAN (Experimental Group)

School	:	SMP Swasta Pelita Medan
Subject	:	English
Class/semester	:	VII/2
Language Skill/Component	:	Vocabulary

A. STANDARD COMPETENCE:

12. Expressing meaning in functional text in oral and written form of descriptive text to and simple vocabulary about parts of body to interact with the environment nearby

B. BASIC COMPETENCE:

12.2 Expressing meaning in a short monologue and theoretical steps in simple vocabulary about parts of body and expressing in written form accurately, smoothly and acceptable to interact within the surroundings in the simple vocabulary about parts of body

C. INDICATORS:

At the end of the lesson students can:

- ✓ Know the parts of describing physical appearance' people
- ✓ Distinguishing and describe physical appearance' someone
- ✓ Complete or fill in the blank the descriptive text with the keyword

D. LEARNING OBJECTIVE:

The students able to:

- ✓ Know the parts of describing physical appearance' people
- ✓ Distinguishing and describe physical appearance' someone
- ✓ Complete or fill in the blank the descriptive text with the keyword

Genre	:	Descriptive Text
Theme	:	People Physical's Appearance
Topic	:	Describing person
Time	:	4x40 minutes (2 meetings)

E. LEARNING MATERIALS

Physical Appearance

There are many words can be categorized into words that describe a person's general appearance, eyes, ears, face, nose, arms, hair, height and build.

1. Eyes : round eyes and slanting eyes
2. Nose : pointed nose and flat nose
3. Face : oval face and round face
4. Hair color : black, blonde, brown, red, grey etc
5. Types of hair : Curly, straight, wavy and bald
6. Ukuran rambut : long , middle, short
7. Type of skin : white, brown, dark
8. Lips : Thick lips , thin lips
9. Ukuran body : tall , short , strong , thin, slim, fat

Example:

She is Julie.

She has straight hair.

Her hair is fairly black.

She is very tall.

Basic grammar:

DESCRIBING PEOPLE

S + to be + adjective

Contoh:

He is tall.

They are tall.

S + have/has + noun

Contoh:

He has slant eyes.

Using mnemonic technique:

Round eyes: Pada tinju kali ini ronde pertama terlihat sangat jelas dan tajam kalau Ais akan kalah.

Slanting eyes: Slating celana rusak itu milik Ais sipit.

Pointed nose: Kumpulan point dari nilai nosi terlihat sangat maju

Flat nose: Plat mobil nosi mengenai hidung peseknya

Oval face: Vas si Noval berbentuk lonjong

Round face: Ronde terakhir kepalanya yang bulat benjol-benjol.

Blonde hair: Blowan rambut bude berwarna pirang.

Curly hair: Carly setia band sekarang keriting

Wavy hair: Wawa dan vivi memiliki rambut yang bergelombang

Bald hair: Baldi memilki kepala botak

Long hair: Tadi pagi terjadi longsor sangat panjang dijalan

Short hair: Sot celana miliki haris sangat pendek

Dark skin: Daki si kina ternyata gelap

White skin: Wahid terlihat putih sekarang

Brown skin: Brownis itu berwarna coklat

Thick lips: Tika tinggal di lip yang tebal

Thin lips: Tini tinggal di lip yang tipis

Tall body: Budi melewati jalan toll yang tinggi

Fat body: Fatimah orangnya sangat gemuk

Thin body: Tini membeli buku yang tipis di toko budi

Slim body: Si lim menyukai wanita langsing

Strong body: Setong air kuat diangkat budi

F. LEARNING METHOD: MNEMONIC METHOD

G. TEACHING AND LEARNING ACTIVITIES

I. Pre-activities

Prepare Classroom:

- ❖ Greeting the students
- ❖ Checking the students attendance

- ❖ Reviewing the materials on the previous meeting
- ❖ Motivating the students and describing the materials which are going to be discussed generally telling the objective of the lesson

II. Whilst-Activities

Exploration:

- ❖ Teacher show the video about the material and ask the students to analysis the video to find out the difficult word for them.
- ❖ The teachers help the student to indentifying the difficult word and the teachers introduces vocabulary (introducing stage) with clear and correct speech ,the teacher gives an example of using the appropriate grammar pronunciation vocabulary (modeling stage)
- ❖ The teacher divide the students into group and show the second video.The teacher ask the students to analyze the video.
- ❖ After the video has showed , the teacher give the students challenge to matching the correct word into a appropriate picture in whiteboard.
- ❖ Teacher with the students correct the answer directly in whiteboard

Elaboration:

- ❖ The teacher prepared and explained the material clearly by using mnemonic method with flash card as media teaching.
- ❖ Students with each group to analyze and discuss these flash cards together.
- ❖ Teacher given students the time to read and understand the material given by the teachers

Confirmation:

- ❖ Teacher share the worksheets to the students and asked students to work the task individually.
- ❖ The teacher collect the students answer sheets

III. Post- Activities

- ❖ Teacher asked students summarizing the material which has already been discussed, and teacher complete the summary material today.
- ❖ Teacher giving homework to the students
- ❖ Teacher closing the class and give the motivation the students.

H. MEDIA AND SOURCES

Media :

- Video from youtube
- Picture
- Flash card
- Laptop, LCD, Speaker .

Sources :

- Buku Siswa Bahasa Inggris Kelas VII *.scaffolding English for junior high schoolstudentsgradeVII*, Joko Priyadi.

I. ASSESSMENT

Process Evaluation

a. Pedoman Penilaian:

1. Task 1

Jumlah nilai maksimal: $15 \times 4 = 60$

2. Untuk Task 2

Jumlah nilai maksimal: $5 \times 8 = 40$

b. Total nilai: Task I + Task II = 100

Medan, Februari 2017

English Teacher

The Researcher

Maulida Utami S.Pd

Indah Oktami Simajuntak

The Headmaster of SMP SWASTA PELITA

Hj. SAPARIANA S.Pd

APPENDIX II

LESSON PLAN

(Control Group)

School	:	SMP Swasta Pelita Medan
Subject	:	English
Class/semester	:	VII/2
Language Skill/Component	:	Vocabulary

A. STANDARD COMPETENCE:

12. Expressing meaning in functional text in oral and written form of descriptive text to and simple vocabulary about parts of body to interact with the environment nearby

B. BASIC COMPETENCE:

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13. Hair color : black, blonde, brown, red, grey etc
14. Types of hair : Curly, straight, wavy and bald
15. Ukuran rambut : long , middle, short
16. Type of skin : white, brown, dark
17. Lips : Thick lips , thin lips
18. Ukuran body : tall , short , strong , thin, slim, fat

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She has straight hair.
Her hair is fairly black.
She is very tall.

Basic grammar:
DESCRIBING PEOPLE

S + to be + adjective
Contoh:
He is tall.
They are tall.

S + have/has + noun
Contoh:
He has slant eyes.

F. LEARNING METHOD: LECTURING METHOD

G. TEACHING AND LEARNING ACTIVITIES

I. Pre-activities

Prepare Classroom:

- ❖ Greeting the students
- ❖ Checking the students attendance
- ❖ Reviewing the materials on the previous meeting
- ❖ Motivating the students and describing the materials which are going to be discusses generally telling the objective of the lesson

II. Whilst-Activities

Exploration:

- ❖ Teacher show the video about the material and ask the students to analysis the video to find out the difficult word for them.
- ❖ The teachers help the student to indentifying the difficult word and the teachers introduces vocabulary (introducing stage) with clear and correct speech ,the teacher gives an example of using the appropriate grammar pronunciation vocabulary (modeling stage)

Confirmation:

- ❖ Teacher share the worksheets to the students and asked students to work the task individually.
- ❖ The teacher collect the students answer sheets

III. Post- Activities

- ❖ Teacher asked students summarizing the material which has already been discussed, and teacher complete the summary material today.
- ❖ Teacher giving homework to the students and closing the class

H. MEDIA AND SOURCES

Media :

- Video from youtube
- Laptop, LCD, Speaker .

Sources :

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I. ASSESSMENT

Process Evaluation

a. Pedoman Penilaian:

1. Task 1

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2. Untuk Task 2

Jumlah nilai maksimal: $5 \times 8 = 40$

b. Total nilai: Task I + Task II = 100

Medan, Februari 2017

English Teacher

The Researcher

(Maulida Utami S.Pd)

(Indah Oktami Simajuntak)

The Headmaster of SMP SWASTA PELITA

(Hj. SAPARIANA S.Pd)

APPENDIX III:

TEST ITEM:

TASK I :MATCHING THE WORD WITH APPROPRIATE PICTURES

Instruction: matching the appropriate word in box with the pictures with line:

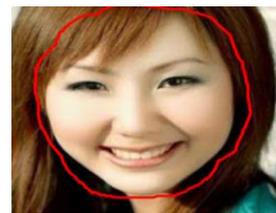
Thick Lips	Round Face	WavyHair	BrownSkin	Oval Face	Pointed Nose	DarkSkin	Thin Lips	ThinBody	StraightHair	Flat Nose	Round Eyes	Bald
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(_____)



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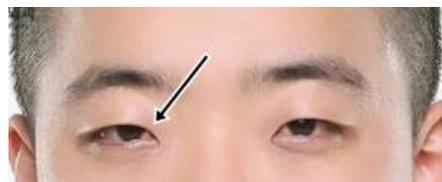
(_____)



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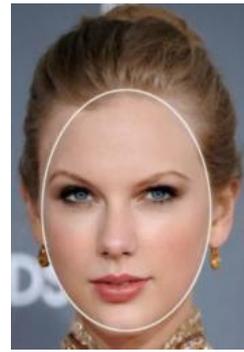


(_____)



(_____)

(_____)



(_____)

(_____)

(_____)

TASK II: COMPLETE THE TEXT

Instruction: complete the sentences with the following physical appearance description about Mr. Ahmad with the correct word!

MY UNCLE

Mr. Ahmad is my uncle. He is a farmer in this country. He is 50 years old. He is handsome and (1. *tinggi*). He is 180 cm. he has (2. *mata sipit*) and a (3. *hidung pesek*) He has a (4. *rambut kriting*). He is very strong. He has (5. *kulit gelap*). He is very diligent. He smart and patient. He is a nice person and loved him so much.

APPENDIX IV:

KEY ANSWER:

TASK I: MATCHING THE WORD WITH APPROPRIATE PICTURES

Instruction: matching the appropriate word in box with the pictures with line:

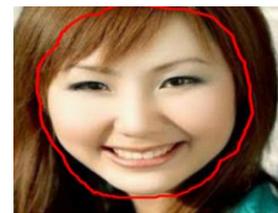
Thick Lips	Round Face	Wavy Hair	Brown Skin	Oval Face	Pointed Nose	Dark Skin	Thin Lips	Thin Body	Straight Hair	Flat Nose	Round Eyes	Bald Hair	Slanting Eyes	Slim Body
------------	------------	-----------	------------	-----------	--------------	-----------	-----------	-----------	---------------	-----------	------------	-----------	---------------	-----------



(ROUND EYES)



(THICK LIPS)



(ROUND FACE)



(STRAIGHT HAIR)



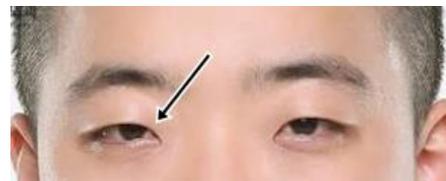
(POINTED NOSE)



(BALD HAIR)



(FLAT NOSE)



(SLANTING EYES)



(DARK SKIN)



(THIN LIPS)



(Brown Skin)



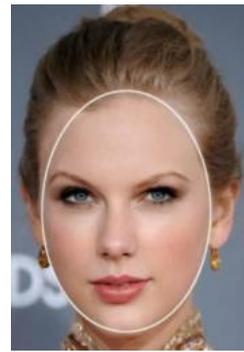
(Wavy Hair)



(Slim Body)



(Thin Body)



(Oval Face)

TASK II: COMPLETE THE TEXT

Instruction: complete the sentences with the following physical appearance description about Mr. Ahmad with the correct word!

MY UNCLE

Mr. Ahmad is my uncle. He is a farmer in this country. He is 50 years old. He is handsome and **(1. Tall)**. He is 180 cm. he has **(2. slanting eyes)** and a **(3.pointed nose)**. He has a **(4. curly hair)**. He is very strong. He has **(5. dark skin)**. He is very diligent. He also smart and patient. He is a nice person and love him so much.

The List Of Student's Attendance In Experimental Class

Grade VII

SMP SWASTA PELITA MEDAN

2016/2017

NO	NAME	PRE-TEST	TREATMENT	POST-TEST
1				
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3				
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Medan, Februari 2017

Known by:
English Teacher

The Researcher

Maulida Utami S.Pd

Indah Oktami Simajuntak

The Headmaster of SMP SWASTA PELITA

Hj. SAPARIANA S.Pd

The List Of Student's Attendance In Control Class

Grade VII

SMP SWASTA PELITA MEDAN

2016/2017

NO	NAME	PRE-TEST	TREATMENT	POST-TEST
1				
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Known by: **English Teacher** **Medan, Februari 2017**
The Researcher

Maulida Utami S.Pd Indah Oktami Simajuntak

The Headmaster of SMP SWASTA PELITA

Hj. SAPARIANA S.Pd

CHAPTER IV
THE DATA ANALYSIS

A. The Data Collection

The data were collected by using five indicators (content, organization, vocabulary, language use and mechanism) that refer to the rules of writing and the following tables were the calculating and the result of the data collected. Both of experimental and control group were given a test in the form of writing short functional text. The calculating and the result the data of the students' score on the pre-test and the post-test of experimental and control group were presented in the following tables.

Table 4.1
The Scores of Pre-Test in Experimental Group

No	Students	Indicators					Total
	Initial	C	O	V	LU	M	
1	E1	13	9	12	8	2	44
2	E2	14	8	11	8	2	43
3	E3	13	10	11	7	3	44
4	E4	15	9	10	9	2	45
5	E5	13	10	12	9	2	46
6	E6	13	9	13	8	2	45
7	E7	14	10	12	7	2	45
8	E8	22	13	14	13	3	65
9	E9	21	12	13	11	3	60

10	E10	15	9	10	9	2	45
11	E11	20	12	14	11	3	60
12	E12	20	11	12	10	3	56
13	E13	21	13	14	11	3	62
14	E14	13	11	12	10	2	48
15	E15	19	13	13	10	3	58
16	E16	18	10	12	9	3	52
17	E17	21	13	13	13	3	63
18	E18	14	8	9	8	2	41
19	E19	19	14	13	11	3	60
20	E20	13	12	12	10	2	49
21	E21	19	13	14	11	3	60
22	E22	13	10	12	9	2	46
23	E23	14	11	9	7	2	43
24	E24	13	12	10	7	2	44
25	E25	15	9	10	9	2	45
26	E26	15	9	9	8	2	43
27	E27	15	9	9	8	2	43
28	E28	13	10	12	8	2	45
29	E29	15	9	11	7	2	44
30	E30	14	8	10	7	2	41
31	E31	15	8	9	8	2	42

32	E32	13	9	10	7	2	41
33	E33	14	8	11	8	2	43
34	E34	13	8	9	8	2	40
35	E35	13	9	10	7	2	41
36	E36	15	9	10	9	2	45
37	E37	14	9	10	9	2	44
38	E38	20	13	14	10	3	60
39	E39	22	13	14	13	3	65
40	E40	18	10	12	9	3	52
41	E41	19	13	13	9	2	56
Total							2014

The data on the table 4.1 showed the result in experimental group that was all the students' of the score pre-test in experimental group were categorized fair to poor, their score were 30-69. The total score in pre-test experimental group was 2014.

Table 4.2
The Scores of Post-Test in Experimental Group

No	Students	Indicators					Total
	Initial	C	O	V	LU	M	
1	E1	25	15	16	14	3	73
2	E2	24	14	15	13	3	69
3	E3	27	17	18	16	4	82

4	E4	27	17	18	16	4	82
5	E5	26	17	18	16	3	80
6	E6	26	16	17	16	3	78
7	E7	26	17	17	16	4	80
8	E8	25	17	18	17	4	81
9	E9	26	16	18	17	4	81
10	E10	27	15	18	18	4	82
11	E11	26	16	17	16	4	79
12	E12	26	16	17	16	4	79
13	E13	26	17	17	16	4	80
14	E14	24	16	17	15	3	75
15	E15	22	15	16	13	4	70
16	E16	22	15	16	14	3	70
17	E17	25	15	16	16	4	76
18	E18	22	12	14	11	3	62
19	E19	24	16	18	17	4	79
20	E20	22	13	17	16	3	71
21	E21	25	17	18	16	4	80
22	E22	17	15	16	15	3	66
23	E23	22	13	14	11	3	63
24	E24	22	14	15	12	3	66
25	E25	22	14	16	15	3	70

26	E26	21	13	14	13	3	64
27	E27	21	14	14	13	3	65
28	E28	24	15	15	13	3	70
29	E29	21	14	13	12	3	63
30	30	22	14	15	12	3	66
31	E31	21	13	14	12	3	63
32	E32	23	15	16	13	3	70
33	E33	24	16	17	15	4	76
34	E34	24	17	18	17	4	80
35	E35	24	17	18	17	4	80
36	E36	24	17	18	17	4	80
37	E37	24	16	18	17	4	79
38	E38	24	16	17	16	4	77
39	E39	24	17	18	16	4	79
40	E40	23	14	16	14	3	70
41	E41	22	15	16	14	3	70
Total							3026

The data on the table 4.2 showed the result in experimental group that was 31 students of post-test in experimental group were categorized good to average, their score were 70-89, and 10 students of post-test in experimental group were categorized fair to poor, their score were 30-69. The total score of the post-test in experimental group was 3026.

Table 4.3
The Scores of Pre-Test in Control Group

No	Students	Indicators					Total
	Initial	C	O	V	LU	M	
1	C1	13	7	7	5	2	34
2	C2	13	7	7	6	2	35
3	C3	13	7	7	6	2	35
4	C4	13	7	7	5	2	34
5	C5	13	7	7	5	2	34
6	C6	13	7	7	5	2	34
7	C7	13	7	7	5	2	34
8	C8	13	7	7	7	2	36
9	C9	13	7	7	5	2	34
10	C10	13	7	7	5	2	34
11	C11	14	7	7	6	2	36
12	C12	13	7	7	5	2	34
13	C13	13	7	7	5	2	34
14	C14	13	7	7	5	2	34
15	C15	13	7	7	5	2	34
16	C16	13	7	7	5	2	34
17	C17	13	7	7	5	2	34
18	C18	13	7	7	6	2	35
19	C19	14	7	7	6	2	36

20	C20	13	7	7	6	2	35
21	C21	14	7	7	6	2	36
22	C22	13	7	7	6	2	35
23	C23	13	7	7	5	2	34
24	C24	13	7	7	5	2	34
25	C25	13	7	7	5	2	34
26	C26	13	7	7	5	2	34
27	C27	13	7	7	6	2	35
28	C28	13	7	7	5	2	34
29	C29	13	7	7	5	2	34
30	C30	14	7	7	6	2	36
31	C31	13	7	7	6	2	35
32	C32	13	7	7	6	2	35
33	C33	13	7	7	5	2	34
34	C34	13	7	7	5	2	34
35	C35	13	7	7	5	2	34
36	C36	13	7	7	5	2	34
37	C37	13	7	7	5	2	34
38	C38	13	7	7	5	2	34
39	C39	13	7	7	5	2	34
40	C40	-	-	-	-	-	0
41	C41	13	7	7	5	2	34

Total	1378
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The data on the table 4.3 showed the result in control group that was all the students' of the score pre-test in experimental group were categorized fair to poor, their score were 30-69. The total score of pre-test in control group was 1378.

Table 4.4
The Scores of Post-Test in Control Group

No	Students Initial	Indicators					Total
		C	O	V	LU	M	
1	C1	19	12	13	12	3	59
2	C2	20	13	14	12	3	62
3	C3	19	13	13	12	3	60
4	C4	18	12	12	10	3	55
5	C5	19	12	13	11	3	58
6	C6	18	12	11	10	2	53
7	C7	22	14	15	13	3	67
8	C8	24	17	18	16	4	79
9	C9	24	17	18	16	4	79
10	C10	20	13	14	12	3	62
11	C11	20	13	14	12	3	62
12	C12	22	13	14	12	3	64
13	C13	19	12	12	10	2	55
14	C14	20	12	12	10	2	56

15	C15	18	10	12	10	2	52
16	C16	19	12	12	10	2	55
17	C17	21	13	14	12	3	63
18	C18	21	13	14	12	3	63
19	C19	22	13	13	11	3	62
20	C20	24	13	14	13	4	68
21	C21	23	13	14	12	4	66
22	C22	23	13	14	12	4	66
23	C23	21	12	13	11	3	60
24	C24	22	13	14	12	3	64
25	C25	24	13	14	13	4	68
426	C26	24	13	14	13	4	68
27	C27	24	13	14	13	4	68
28	C28	24	13	14	13	4	68
29	C29	23	13	14	12	3	65
30	C30	23	13	14	12	3	65
31	C31	24	13	14	13	4	68
32	C32	24	13	14	13	4	68
33	C33	19	12	12	10	2	55
34	C34	18	12	12	10	2	54
35	C35	17	10	11	10	2	50
36	C36	18	10	12	10	2	52

37	C37	23	13	14	10	3	63
38	C38	23	13	14	12	3	65
39	C39	21	12	13	11	3	60
40	C40	17	11	12	10	2	52
41	C41	18	12	11	10	2	53
Total							2532

The data on the table 4.4 showed the result in control group that was 2 students of post-test in control group were categorized good to average, their score were 70-89, and 39 students of post-test in control group were categorized fair to poor, their score were 30-69. The total score of the post-test in control group was 2532.

Based on the data in the table previously, the name of the students (sample) and the students score in the pre-test and post-test of two groups can be seen in the table 4.5 and 4.6.

Table 4.5
The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	E1	44	73
2	E2	43	69
3	E3	44	82
4	E4	45	82

5	E5	46	80
6	E6	45	78
7	E7	45	80
8	E8	65	81
9	E9	60	81
10	E10	45	82
11	E11	60	79
12	E12	56	79
13	E13	62	80
14	E14	48	75
15	E15	58	70
16	E16	52	70
17	E17	63	76
18	E18	41	62
19	E19	60	79
20	E20	49	71
21	E21	60	80
22	E22	46	66
23	E23	43	63
24	E24	44	66
25	E25	45	70
26	E26	43	64

27	E27	43	65
28	E28	45	70
29	E29	44	63
30	E30	41	66
31	E31	42	63
32	E32	41	70
33	E33	43	76
34	E34	40	80
35	E35	41	80
36	E36	45	80
37	E37	44	79
38	E38	60	77
39	E39	65	79
40	E40	52	70
41	E41	56	70
Total		2014	3026
Mean		49.12	73.80

Based on the table 4.5 showed that the mean of pre-test in experimental group was 49.12 and the mean of post-test in experimental group was 73.80. The highest score of pre-test in experimental group was 65 and the lowest score was 41. While, the highest score of post-test in experimental group was 82 and the lowest score of post-test was 62.

Table 4.6
The Result of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	C1	34	59
2	C2	35	62
3	C3	35	60
4	C4	34	55
5	C5	34	58
6	C6	34	53
7	C7	34	67
8	C8	36	79
9	C9	34	79
10	C10	34	62
11	C11	36	62
12	C12	34	64
13	C13	34	55
14	C14	34	56
15	C15	34	52
16	C16	34	55
17	C17	34	63
18	C18	35	63
19	C19	36	62

20	C20	35	68
21	C21	36	66
22	C22	35	66
23	C23	34	60
24	C24	34	64
25	C25	34	68
26	C26	34	68
27	C27	35	68
28	C28	34	68
29	C29	34	65
30	C30	36	65
31	C31	35	68
32	C32	35	68
33	C33	34	55
34	C34	34	54
35	C35	34	50
36	C36	34	52
37	C37	34	63
38	C38	34	65
39	C39	34	60
40	C40	0	52
41	C41	34	53

Total	1378	2532
Mean	33.60	61.75

Based on the table 4.5 showed that the mean of pre-test in control group was 33.60 and the mean of post-test in experimental group was 61.75. The highest score of pre-test in experimental group was 36 and the lowest score was 0. While, the highest score of post-test in experimental group was 79 and the lowest score of post-test was 50.

B. The Data Analysis

After scoring and listing the students' score in experimental and control group in both of two groups, the next step was the data changed into the table of calculation of standard deviation.

For experimental group:

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}}$$

For control group:

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

In calculating standard deviation, the table of the score should be changed into the table of calculation of the standard deviation. It can be seen in table 4.7 below:

Table 4.7
The Calculating Table of Standard Deviation

No	X ₁	X ₂	X ₁ ²	X ₂ ²	X ₁ .X ₂	X ₁ -X ₂
1	73	59	5329	3481	4307	14
2	69	62	4761	3844	4278	7
3	82	60	6724	3600	4920	22
4	82	55	6724	3025	4510	27
5	80	58	6400	3364	4640	22
6	78	53	6084	2809	4134	25
7	80	67	6400	4489	5360	13
8	81	79	6561	6241	6399	2
9	81	79	6561	6241	6399	2
10	82	62	6724	3844	5084	20
11	79	62	6241	3844	4898	17
12	79	64	6241	4096	5056	15
13	80	55	6400	3025	4400	25
14	75	56	5625	3136	4200	19
15	70	52	4900	2704	3640	18
16	70	55	4900	3025	3850	15
17	76	63	5776	3969	4788	13
18	62	63	3844	3969	3906	-1
19	79	62	6241	3844	4898	17
20	71	68	5041	4624	4828	3
21	80	66	6400	4356	5280	14
22	66	66	4356	4356	4356	0
23	63	60	3969	3600	3780	3
24	66	64	4356	4096	4224	2
25	70	68	4900	4624	4760	2
26	64	68	4096	4624	4352	-4
27	65	68	4225	4624	4420	-3

28	70	68	4900	4624	4760	2
29	63	65	3969	4225	4095	-2
30	66	65	4356	4225	4290	1
31	63	68	3969	4624	4284	-5
32	70	68	4900	4624	4760	2
33	76	55	5776	3025	4180	21
34	80	54	6400	2916	4320	26
35	80	50	6400	2500	4000	30
36	80	52	6400	2704	4160	28
37	79	63	6241	3969	4977	16
38	77	65	5929	4225	5005	12
39	79	60	6241	3600	4740	19
40	70	52	4900	2704	3640	18
41	70	53	4900	2809	3710	17
Total	$\sum X_1 =$ 3026	$\sum X_2 =$ 2532	$\sum X_1^2 =$ 225060	$\sum X_2^2 =$ 158228	$\sum X_1 X_2 =$ 186588	$\sum X_1 - X_2 =$ 494

Based on the table 4.7 previously, the calculation of standard deviation as below:

For experimental group:

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}}$$

$$S_1 = \sqrt{\frac{41(225060) - (3026)^2}{41(41-1)}}$$

$$S_1 = \sqrt{\frac{9227460 - 9156676}{1640}}$$

$$S_1 = \sqrt{\frac{70784}{1640}}$$

$$S_1 = \sqrt{43.16}$$

$$S_1 = 6.56$$

For control group:

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

$$S_2 = \sqrt{\frac{41(158228) - (2532)^2}{41(41-1)}}$$

$$S_2 = \sqrt{\frac{6487348 - 6411024}{1640}}$$

$$S_2 = \sqrt{\frac{76324}{1640}}$$

$$S_2 = \sqrt{46.53}$$

$$S_2 = 6.82$$

After the score of standard deviation for experimental group and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled Variants (Homogeny) data by using the formula below:

$$F_C = \frac{S_1^2}{S_2^2}$$

S_1^2 is standard deviation squared (variants) of sample 1 (experimental group) and S_2^2 is the standard deviation squared (variants) of sample 2 (control group). Based on the data was calculated previously, it was found S_1^2 was 43.16 and S_2^2 was 46.53. Then, for F_C when $F_C < F_t$, so the data was Polled Variants (homogeny). So, F_C was calculated as below:

$$F_C = \frac{S_1^2}{S_2^2}$$

$$F_C = \frac{43.16}{46.53} = 0.92$$

DOCUMENTATION

EXPERIMENTAL CLASS

PRE-TEST: teacher given the students item test



POST-TEST: teacher give example describing someone by using student as the sample



POST-TEST: teacher give the students explanation by using method (mnemonic) and support by media (flashcard)



POST-TEST: teacher divide the students into groups



POST-TEST: teacher ask the students to describing someone on the whiteboard



POST-TEST: teacher given the students item test



DOCUMENTATION

CONTROL CLASS

PRE-TEST: teacher given the students item test



POST-TEST: teacher given the students item test

