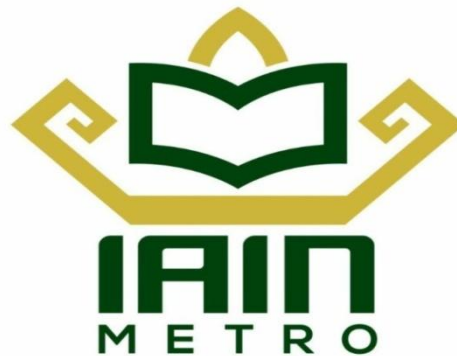


AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING MNEMONIC METHOD
ON THE STUDENTS VOCABULARY MASTERY
AT THE TENTH GRADERS OF SMA N 01 PUNGGUR
IN THE ACADEMIC YEAR OF 2018/2019**



By

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1440 H / 2018 M

**THE INFLUENCE OF USING MNEMONIC METHOD
ON THE STUDENTS VOCABULARY MASTERY
AT THE TENTH GRADERS OF SMA N 01 PUNGGUR
IN THE ACADEMIC YEAR OF 2018/2019**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No. B-0066 / M-23-1/D/PP-00-3/bi/2019

An Undergraduate thesis entitled: THE INFLUENCE OF USING MNEMONIC METHOD ON THE STUDENTS VOCABULARY MASTERY AMONG THE TENTH GRADERS AT SMA N 01 PUNGGUR N THE ACADEMIC YEAR OF 2018 / 2019, written by Tini Aulia Latifah, student number 14122257, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, Desember 17th 2018 at 09.30- 10.30 a.m.

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**THE INFLUENCE OF USING MNEMONIC METHOD
ON THE STUDENTS VOCABULARY MASTERY
AT THE TENTH GRADERS OF SMA N 01 PUNGGUR
IN THE ACADEMIC YEAR OF 2018/2019**

ABSTRACT

**By:
TINI AULIA LATIFAH**

This research aims at finding out the description of The influence of using mnemonic method on the students vocabulary mastery at the tenth graders of SMA N 01 Punggur in the academic year of 2018/2019. It was an experiment research which was conducted in the form of True Experimental Design. The population of this research was the students of SMA N 01 Punggur in the academic year of 2018/2019, it was about ± 945 students, which is consist from class ten until class twelve. The sampling technique that was used in this research was the cluster random; finally, it found the student at tenth graders of SMA N 01 Punggur as the proper sample. The data were taken from the students vocabulary mastery test, and it was analyzed by using control group pretest-posttest design. The reseacher used objective test.

In this research, the reseacher used logic validity, logic validity reflex to theoretic construction about everything that will be measured. Beside, logic validity the reseacher exams instrument validity by experience. By using experience, the writer will know empiricism validity. The materials would be tested was about vocabulary mastery.

And the result of this research is illustrated that t -observed = 11.0454 it is higher than t -table (5% = 1.6938 1% = 2.44868). Those data confirm that t -observed is higher than t -table, therefore it can be inferred that H_a is accepted and H_o is rejected. It means that there was significant influence Mnemonic Method on the Students' Vocabulary Mastery at the tenth graders of SMA N 01 Punggur, in the Academic year of 2018/2019.

Key words : Vocabulary Mastery, and Mnemonic Method

PENGARUH MENGGUNAKAN METODE MNEMONIC PENGUASAAN
KOSAKATA SISWA DI KELAS SEPULUH DARI SMA N 01 PUNGGUR
TAHUN AKADEMIK 2018 2019

ABSTRAK

Oleh:

TINI AULIA LATIFAH

Penelitian ini bertujuan mengetahui Deskripsi pengaruh metode mnemonic penguasaan Kosakata siswa di kelas kesepuluh di SMA N 01 Punggur pada tahun akademik 2018/2019. Itu adalah penelitian percobaan yang telah dilaksanakan dalam bentuk desain eksperimental yang benar. Populasi penelitian ini adalah siswa SMA N 01 Punggur pada tahun akademik 2018 2019, itu tentang siswa ±945, yang terdiri dari kelas sepuluh sampai kelas dua belas. Teknik sampling yang digunakan dalam penelitian ini adalah gugus acak; Akhirnya, peneliti menemukan siswa di kelas kesepuluh dari SMA N 01 Punggur sebagai sampel yang tepat. Data diambil dari studentsvocabulary penguasaan tes, dan ini dianalisis dengan menggunakan kontrol kelompok pretest-posttest desain. Reseacher digunakan tes objektif.

Dalam penelitian ini, peneliti telah menggunakan logika validitas, validitas logika refleksi untuk konstruksi teori tentang segala sesuatu yang akan diukur. Selain itu, logika validitas validitas instrumen ujian reseacher oleh pengalaman. Dengan menggunakan pengalaman, penulis akan tahu empirisme validitas. Bahan-bahan yang akan diuji tentang penguasaan Kosakata.

Dan hasil penelitian ini digambarkan yang diamati $t\text{-test} = 11.0454$ yang lebih tinggi daripada $t\text{-tabel}$ ($5\% = 1.6938$ $1\% = 2.44868$). Data tersebut mengkonfirmasi bahwa $t\text{-test}$ lebih tinggi daripada $t\text{-table}$, oleh karena itu dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Itu berarti bahwa ada pengaruh signifikan asoned metode pada penguasaan kosakata murid di kelas sepuluh di SMA N 01 Punggur, tahun akademik 2018 2019.

Kata kunci : Penguasaan Kosakata, dan Mnemonic Method

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 26 Oktober 2018
Peneliti



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MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

Anyone who goes to look for knowledge then he is there in God's way

‘‘Barang siapa keluar untuk mencari ilmu maka dia berada di jalan Allah ‘‘

(HR.Turmudzi)

DEDICATION PAGE

All praise to be Allah SWT, I highly dedicate this undergraduate thesis to:

1. My beloved parents Ahmad Khaironi and Munarwati.
2. My beloved brother Nanda Fahmi Amiruddin.
3. All of my best friends in English education department, Team of PPL, Team of KKN and Ter-pance Class, who always motivate me and share idea, knowledge, and time; and to all who made this research possible.
4. My beloved friends always support and help me they are indah, cania, kiki, dewi, nadya, arini, gesty, dina, dwi ayu, wunang as a partner in my research and genaraly TBI 14.
5. Everyone who always be there Eko Setiawan S.E
6. My beloved Almamater IAIN Metro.

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Last but not least, the reseacher deepest gratitude also go to my classmate, and students at ten class of SMA N 1 PUNGGUR as the object in this reaserch, all people in IAIN Metro who involved directly and indirectly in making this writing. The reseacher hoped that this writing would become sources of good for other.

Metro, 10 October 2018

The researcher



TINI AULIA LATIFAH

St.number 14122257

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CHAPTER I

INTRODUCTION

A. Background Of Study

Teaching English in Indonesia has been urbanized extensively because English is an international language in the world. Therefore, Indonesian government has brought it as a local science the elementary school. In teaching English vocabulary as a part or language is considered as the most important aspect in increasing the students' language skill.

Vocabulary is an element of language learning that needs continuing growth and development by both native and non native speakers long after grammar and pronunciation elementary school until senior high school. In language teaching training program in our country, more and attention being given to improve some method for teaching vocabulary.

Learning vocabulary as a foreign language seems easy but some students feel frightened. The teacher of English should find out solution by crating efficient and effective technique of teaching in teaching English vocabulary, besides that, the teachers should establish condition which makes teaching vocabulary possible. The learning would happen within reasonable period of time.

Realizing how important the vocabulary and how difficult students to build up, the teachers of English have provided students with rich exciting exercise which are expected to help vocabulary mush be very helpful to

improve the students' ability in English communication. Vocabulary is very important in a language, when we learn a language like English; we learn the words of language. Students have to continue to learn words as they learn structure as they practice the target language. The vocabulary is needed to master the four skills in English.

Through vocabulary, we convey our ideas, emotion, and efficiently. Without mastering it, people would not be able to use English successfully. In all language teaching, students must continually learn vocabulary as they learn structure.

In this case, the researcher tried to study about Influence Of Using Mnemonic Method on The Students Of Vocabulary Mastery At Tenth Graders Of SMA Negeri 01 Punggur In The Academic Year Of 2018/2019” . This research would be held on the tenth graders of SMA N 1 PUNGGUR Central Lampung which is consist of one class for about 33 students there, And after doing the pre-survey at the tenth grade of SMA N 1 PUNGGUR, The researcher got the result as follows:

Table 1
The Data of Vocabulary Mastery at the Tenth Graders Students of SMA N 1
Punggur 2018/2019

No	Name	Vocabulary score	
		Score	Category
1.	AFR	70	Average
2.	APP	10	Bad
3.	AJS	15	Bad
4.	AKK	20	Bad
5.	BS	20	Bad
6.	BH	65	Average
7.	CPM	80	Average
8.	CC	75	Average
9.	DE	10	Bad
10.	DPN	45	Bad
11.	DA	85	Good
12.	EA	80	Average
13.	HR	10	Bad
14.	IP	20	Bad
15.	IS	90	Good
16.	IMS	25	Bad
17.	LCL	85	Good
18.	MZP	10	Bad
19.	MND	10	Bad
20.	MRA	15	Bad
21.	MD	15	Bad
22.	NF	60	Bad
23.	NDA	10	Bad
24.	NAJ	85	Good
25.	NSFM	80	Average
26.	PCCG	90	Good
27.	RR	65	Average
28.	RMD	20	Bad
29.	RAM	25	Bad
30.	RDE	10	Bad
31.	SDP	70	Average
32.	SNS	15	Bad
33.	VA	15	Bad

Table 2
Data of vocabulary mastery score

NO	Score	Explanation	Frequency	Percentage
1	85- 100	Good	5	15,15%
2	65 - 80	Average	8	24,25%
3	60 – 0	Bad	20	60,60%
Total			33	100%

Source : the English teacher's grade book taken on April 20th 2018

The English standard value in this school is 6,5 so from the data above, it could be known that the students English result is low, In fact, students' mastery of English vocabulary is still lack. The students are also difficult to deliver their ideas because of their limitation of vocabulary. On the other hand, some students don't have self-confidence speaking using their vocabulary, and after having an interview the researcher found some cases in teaching English especially on vocabulary mastery, the teacher felt difficult in teaching his student because of many factors and one of them. They are about the differences of individual characteristic from each student.

It is believe that in teaching learning activities, one of the important thing that should be noted is an individual different characteristic, Every student learns by her/his own style, and this matter make him/her different one another, he/she has different act, different way in delivering his/her Idea and other. Accordingly, the researcher would investigate whether there is The Influence Of Using Mnemonic Method on The Students Of Vocabulary

Mastery At Tenth Grades Of SMA Negeri 01 Punggur In The Academic Year Of 2018/2019. The objective of an individual teaching method is to provide student with the personal assistance and to allow them to function effectively without teacher's help.

Teaching English as a foreign language in Indonesia is not as simple as teaching English as second language, so that the teacher should motivate the students to learn English in interesting and fun ways, it is because if the students are interest, they would have a good motivation in learning English. Although each student has the same treatment in teaching learning activities, most of them have different learning result. The researcher assumed that if the students are strongly motivated, the process of learning English would be more effective and would affect to their learning result.

B. Problem Identification

1. The students are not confident to speak English because they are low vocabulary
2. The students could't speak influence cause they are low vocabulary
3. The students are also difficult to deliver their ideas because of their limitation of vocabulary
4. The students are lazy to memorize many English vocabularies
5. The students are difficult to understand and comprehend the text because of they are still lack of vocabulary
6. The students are not interested to learn vocabulary because of boring situation

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem only the students are difficult to understand and comprehend the text because they are still lack of vocabulary. The researcher supposed that the students are difficult to understand and comprehend the text because they are still lack of vocabulary related to the learning method that used by the teacher. So that the researcher would conduct the reseach under the title : “The Influence Of Using Mnemonic Method on The Students Of Vocabulary Mastery At Tenth Grades Of SMA Negeri 01 Punggur In The Academic Year Of 2018/2019”.

D. Problem Formulation

In this research the researcher wants to formulate the problem as follows: “ Is there any positive and significant Influence of Using Mnemonic Method on The Students of Vocabulary Mastery at the Tenth Graders of SMA Negeri 01 Punggur In The Academic Year Of 2018/2019.”

E. Objective and Benefit of Study

1. Objective of the of Study

Based on the problem formulation above in the research, the objective of the research is to find out whether there is a positive and significant influence of using mnemonic method on the Students Vocabulary Mastery at Tenth Graders of SMA Negeri 01 Punggur in the Academic Year of 2018/2019.

2. The Benefit of Study

a. For students

- 1) As one of the methods could be used in the vocabulary mastery
- 2) As one of method that help the students to memorize the vocabularies

b. For the English teacher

The method could be used as an alternative method in learning English to teach the students.

c. For headmaster

As a positive consideration material in facilitating of English lesson especially vocabulary mastery.

F. Prior Research

There have been a number of researchers that have been previously conducted. One of them is an undergraduate thesis written by Nia Lestari in 2016/2017 entitled “The Use of Mnemonics Technique to Influence Students’ Vocabulary Mastery” the result described that mnemonics technique is a way to help students remember information more effectively and easily.¹ This technique is best used in studying vocabulary in English. Students could master the vocabulary easier and fun. These techniques used to aid the recall of new information. The implementation of mnemonic technique helps them

¹ Nia Lestari,” The Use Of Mnemonics Technique To Increase Students’ Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMPN 2 Banyubiru”,an undergraduate thesis, 2016, p.28.

remember more information they have learned and also could strengthen their vocabulary mastery.

The researcher finds problems in vocabulary mastery such as, students are difficult to understand the meaning of the words. Because the fewer vocabulary the fewer understanding of the meaning that they have. They are shy to speak English because they have limited vocabulary so their speaking ability is low. The researcher choose mnemonic technique in order to facilitate their memorizing vocabulary and then they are not difficult to understand of meaning word.

The type of this research was Classroom Action Research (CAR). To collect the data, the researcher used four kinds of instrument. There are observation, and test. He conducted the research by using two cycles that consist planning, acting, observing the action, Reflecting the result of the observation. The result of this research was the implementation of mnemonic method is very good to be applied as teaching learning method in the classroom.

The second study conducted by Sriyu mahmudah(2014), which has the tittle of “The Effect of Mnemonic Technique On Vocabulary Recall of The Tenth Grade Students of SMA N 3 Palangka Raya” . In this study researcher interested in researching this because basically vocabulary is something

important that applied in learning a language.² When a student has a lot of vocabulary that they would be easier to learn the language.

One way that is used to facilitate students memorizing of vocabulary with mnemonic technique. the authors use quantitative methods in data collection. The research instrument is a test . The population is the entire class X students of SMAN 3 Palangka Raya totaling 366 students. From this population, two classes taken as samples by using purposive sampling technique (purposive sampling) . For the sample are taken as the sample is XIIS 3 and XMIA 1, amounting to 60 students.

Both groups were given a pre- test to obtain the value of the first students. After obtaining the value of pre- test, students in the experimental group were taught with the mnemonic techniques and the students in the control group was taught without a mnemonic technique. After getting the data from the experimental and control groups, the researchers analyzed the data using t - test calculation with manual calculations for hypothesis testing.

In addition, the test showed that the value of count greater than the value the table significant level. There is a significant influence using the mnemonic technique to memorize vocabulary in Senior High School 3 Palangka Raya been accepted and there is no significant effect without the use of mnemonic techniques to memorize vocabulary in the State High School 3 Palangka Raya has been rejected. This means that students who are taught to

² Sriyumahmuda, "The Effect Of Mnemonic Technique On Vocabulary Recall Of The Tenth Grade Students Of SMA N 3 Palangkaraya",Palangkaraya, Thesis Proposal, 2014, p.v.

used these techniques in memorizing vocabulary words better than those who did not used the technique.

The result of the experiment proof that mnemonics is suitable to encourages students to use the language and facilitates them to explore individual competencies. From the two previous studies, the researcher concluded that this study tried to retest some variable of previous studies. This study had specific rule rather than previous studies variables. As a result, the researcher's study is different to the previous studies.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is shown to include much more than knowledge of single words. The nature of vocabulary knowledge and learning is revealed from the research of the schmitt and many other scholars, as are the ways in which corpus studies are changing our understanding of how vocabulary is used in discourse and its relation to other dimensions of linguistic knowledge including phonology and grammar.³

Stated by Broadly defined, vocabulary is knowledge of words and word meaning. However, vocabulary is more complex than this definition suggest. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive.⁴

³Jack c. Richards, *Norbert Schmitt: Vocabulary in Language Teaching*, Australia, 2000, p. xii

⁴ Fran Lehr, Jean Osbon, and Elfrieda H. Hiebert, *A Focus on Vocabulary*, America, 2004, p.5

According to Michael McCarthy, the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successfully the sound of L2 are mastered, without words to express a wide range of meanings communication within an L2 just could not happen in any meaningful way.⁵

According to Elfrieda & Michael Vocabulary is not developmental skill or one that could ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. Generically, vocabulary is the knowledge of meaning of words.⁶

Based on all definition above, it could be concluded that vocabulary is the central and very important component to learn a foreign language. It is the basic part of signs, symbols or word constituting a means or system of a language to make communication. Therefore, people could understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

⁵ Michael McCarthy, *Language Teaching Vocabulary*, oxford unyversity(New York),2013,p.3

⁶ Elfrieda H.Hiebert&Michael L.Kamil, *Teaching and Learning Vocabulary (Bringing Research to Practice)*,London,New Jersey,2005, p.3

b. Kinds of Vocabulary

According to Broadly, there are two kinds of vocabulary. They are perceptive and productive vocabulary.⁷

1. **Receptive vocabulary** refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening or reading.
2. **Productive vocabulary** is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary.

Therefore it could be concluded that vocabulary could be presented in four units. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing vocabulary that consists of the word people use in writing essays, reports, and letter.

c. The Importance of Learning Vocabulary

Vocabulary is the body of words that make up a language. Without a good working knowledge of words and their meanings,

⁷ Fran Lehr, Jean Osbon, and Elfrieda H. Hiebert, *A Focus on Vocabulary*, America, p.5.

both written and verbal communication would be poorly understood. The size of students' vocabularies as they enter and progress through school matters because vocabulary is tremendously important in learning to read, in succeeding in all school subjects, and in achieving in the world beyond school.⁸

The importance of learning vocabulary is revealed in many ways. Soon after we are born, we begin to distinguish between the words spoken around us, the eventually develop the ability to produce these word ourselves. The form of words are emphasize to help us learn their spelling. Dictionaries are considered to be an essential resource that could be used to influence knowledge of vocabulary that we encounter. In all stages of our education, vocabulary is central to learning content.⁹

Adopted by Vanlee Siriganjanavong Vocabulary has been regarded as one of the most important factors in language learning as could be seen from David Wilkins' strong claim cited in Thornbury that "Without grammar very little could be conveyed, without vocabulary nothing could be conveyed." However, knowing a word is beyond knowing merely its form and meanings; that is learners should

⁸ Michael F. Graves, *The Vocabulary Book Learning and Instruction (Second Edition)*, New York and London, 2016, p.1

⁹ Stuart Webb & Paul Nation, *How Vocabulary is Learned*, Oxford University (New York), 2017, p.1

have other relevant knowledge about that particular word, such as its grammatical functions, and pronunciation McCarthy & O'Dell.¹⁰

To show how important vocabulary is, Bromley states that vocabulary holds some important roles in teaching learning process. They are as follows:¹¹

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting. In

¹⁰ Vanlee Siriganjanavong, "The Mnemonic Keyword Method: Effects on the Vocabulary Acquisition and Retention", Thammasat University, Thailand, 2013,p.2

¹¹ K.Bromley,*Rethinking vocabulary instruction*. The Learning and Literacy Spectrum, Vol 14 Spring,2004,p.3

conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers could emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. If someone could master vocabulary well, He or she would be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

2. The concept of vocabulary mastery

a. The Definition of Vocabulary Mastery

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners would get some difficulties in developing the four language skills.

Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

According to Nation & Newton adopted by Fajar Furqon vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing

the words and its meanings, but also knowing about how the words sound and how the words are used in the context. Cameron means that a useful vocabulary is central to the learning of a foreign language at primary level. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language.¹²

Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster in Mofareh Alqahtani mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment.¹³

¹² Fajar Furqon, "Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension", (Jakarta: English Education Study Program of Indonesia University of Education), 2013, p. 68

¹³ Mofareh Alqahtani, "The Importance Of Vocabulary in Language Learning and How To Be Taught", International Journal of Teaching and Education, Saudi Arabia, 2004, p.2

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we could conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

Vocabulary mastery is the ability to use it fluently in communication (not the ability to talk about it met linguistically), measures which tap into fluent and accurate usage are crucial. Bancroft suggests that the mind has limited cognitive resources, and so if they are focused on one aspect (e.g. form), there would be less available to apply to other aspects (e.g. meaning). Thus, the more automatic some word knowledge aspects are, the more resources could be given to other aspects. Furthermore, these cognitive constraints are not limited only to vocabulary.¹⁴

¹⁴ Nobert schmitt, *Researching Vocabulary*, England, 2010, p.17.

a. The Purpose of Vocabulary Mastery

The purpose of mastering English vocabulary for the students is to make them easier and be able to learn English. Learning a language is learning its vocabulary. We could not learn language without vocabulary. It is impossible because vocabulary is all the words that we use in language. However the mastery of vocabulary also depends on the individual's quality to use her or his language. Vocabulary mastery is very significant for the students as the basis of developing language skill.

The students would not understand what the meaning of words in, when they communicate each other without mastering English vocabulary well. The students are expected to master as much vocabulary as possible. So they could develop their language skill.

Considering the importance of mastery of vocabulary to improve language skills, student's vocabulary mastery should influenced the entire of words. However, one thing should be remembered that the mastery of vocabulary depends on the individual quality to use her or his language. "The more words we learn, the more ideas we should have so we could communicate the ideas more effectively" by Pieter in Aisyarani.¹⁵

¹⁵ Aisyarani, "The Vocabulary Mastery Of The Eleventh Grade Students Taught By Using Animation Video", Kudus, 2014, P.13

b. The Measurement of Vocabulary Mastery

To measure the students vocabulary some expert have proposed several techniques in this research the researcher would refer to Lisa Donohue's rubric for word skill. The classification of the students skill in vocabulary mastery is describe in the rubric below:¹⁶

Table 3

Rubric for Word Skills

SKILL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Identify and demonstrate an understanding of new vocabulary	Student demonstrates a limited understanding of new vocabulary	Student demonstrates a satisfactory understanding of new vocabulary	Student demonstrates a good understanding of new vocabulary	Student demonstrates an excellent understanding of new vocabulary
Identify and record examples of various parts of speech (nouns, verbs, adjectives,	Student is rarely able to identify, describe and provide examples of the various	Student is able to identify, describe and provide examples of the various	Student is able to identify, describe, and provide examples of the various	Student is consistently able to identify, describe and provides example of

¹⁶ Lisa Donohue, *Independent Reading Inside the Box*, Couldada, 2008, p.52

adverbs)	part of speech.	parts of speech.	parts of speech.	the various part of speech.
Use a variety of strategies to decode new vocabulary	Student uses few strategies to decode and understand new vocabulary	Student uses some strategies to decode and understand new vocabulary	Student uses many strategies to decode and understand new vocabulary	Student effectively uses a variety of strategies to decode and understand new vocabulary
use a dictionary and thesaurus to strange then understanding of words	Student finds it challenging to use a dictionary and thesaurus to strange then his/her understanding new words.	Student sometimes uses a dictionary and thesaurus with some accuracy to strange then his/her understanding new words.	Student uses a dictionary and thesaurus to strengthen his/her understanding new words.	Student proficiently uses a dictionary and thesaurus to strengthen his/her understanding new words.

Table 4
The classification of the score

No	Range Score	Ability level
1.	80-100	High
2.	60-79	Satisfactory
3.	50-59	Low
4.	0-49	Fail

(Harries et al adopted by Donal)

3. The Concept of Mnemonic Method

a. The Definition Of Mnemonic

Mnemonic method is a powerful memory aid to memorize any information with some link word, and vocabulary is a set of abstract word. All the words are non tangible in nature.¹⁷

The word *mnemonic* is derived from the Greek word *Mnemosyne*, referring to the ancient Greek goddess of memory.¹⁸ Mnemonic devices are many tools or aids that you could use to remember all sorts of thing.¹⁹

Based on explanation above, mnemonic method could influence the students' memorizing many vocabulary faster in learning English. The first used mnemonic device was an earlier form of the modern day

¹⁷ Virender mehta, *E-Book Of Vocabulary With Mnemonics*, India: Vasudev publication, 2014, p.5

¹⁸ Mohammad Amiryousefi, "Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall", ACECR, Isfahan University of Technology, Isfahan, Iran, 2011, p.178

¹⁹ Patricia J. Murphy, *Never Eat Soggy Waffles*, USA, 2009, p.5

method of loci and since then, numerous other devices have been developed from Higbee. Memory has a key effect on eventual vocabulary and grammar achievement.

There are two basic types of memory: short-term memory and long-term memory. Short term memory keeps the information which is being processed (a new word which is encountered for the first time). It is fast but it could hold information for a very short time due to its small storage capacity. Long term memory, on the other hand, has an unlimited storage capacity but is relatively slow. The aim of vocabulary learning and teaching is to transfer the lexical information from the short term memory to the long term memory.

Accordingly, the general picture of the mental lexicon is one in which there a variety of links between words, some strong, some weak. The main way, to transfer the vocabulary items from short term to long term memory and create a strong connection there is by finding some elements in the mental lexicon to attach the new lexical item to Schmitt. Mnemonic is a memory enhancing instructional strategy that involves teaching students to link new information taught to information they already know.²⁰

²⁰ Mohammad Amiryousefi, "Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall", ACECR, Isfahan University of Technology, Isfahan, Iran, p.178

The purpose of mnemonic is simply to help you remember something not by understanding it, not by incorporating it into your developing “expert database”, but simply in the manner of a parrot.²¹

b. The classification of mnemonics

Mnemonic devices have been differently classified by different scholars. Thompson argues for example, arranges mnemonic strategies into five classes; linguistics, spatial, visual, physical response and verbal methods. Oxford, on the other hand, identifies four major strategies namely, creating mental linkage, applying images and sounds, reviewing well, and employing action. While Baddeley believes that mnemonic devices are classified into visual imagery strategies and verbal strategies. This study, however, adopts the one presented by Thompson which sounds to be more comprehensive.²²

A. Linguistic Mnemonics

1. Peg word method

Through peg word method unrelated items could be remembered easily by relating them to easily memorize items which act as pegs or hooks. Peg word method has 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* (in my classes I usually continue it in this

²¹ Fiona McPherson, *Mnemonic for Study (second edition)*, Wayz Press, Wellington, New Zealand, 2018, p.1

²² Mohammad Amiryousefi, “Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall”, ACECR, Isfahan University of Technology, Isfahan, Iran, p.179

way: four 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. The words are, therefore, learned in a composite picture of the given word and the peg Roediger, Groeger, Mirhassani and Eghtesadei. For example if the first word to be learned is "exploration", its peg could be "John" and after its meaning is defined to the students, they could form a mental picture in which "John is doing oil explorations", if the second one is "feature", its peg according to the rhyme pairs could be "shoe" and the students could form a mental picture in which some people are talking about the features of a kind of shoe.

2. The key Word method

Key word method according to Hulstijn requires three stages. At first An L1 or L2 word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage the learner is asked to make an association between the target word and the keyword.

Finally he is asked to make a mental image of the combination of the keyword and the target word. For example the word "shear" means *to cut the wool off a sheep* and it is acoustically similar to the Persian word ریش (*shir*), *lion in English*. It could be given to the learner as the keyword and then he is asked to associate them in a mental

picture. The learner may associate them in this way: A Shir (lion) is shearing a sheep.

B. Spatial Mnemonics

1. The loci method

Loci method is actually the oldest mnemonic device. Using this method entails imagining a very familiar place like a room or a house and then associating each new word to a part of it to be remembered Eysenck, Mirhassani and Eghtesadei.

In other words, the students take an imaginary walk along their familiar places, and retrieve the items they have put there. As people's experiences are different, students may come up with different pictures Thomson,1987. For example if the new words to be learned are *era*, *artificial*, *mission*, *sample*, *mass*, *density*, *disturb*, *distant*, the familiar location could be the moon and the mental picture formed may be (as an example from my own class): "It is the robot era.

There are some robots with artificial hands and legs. They are on a mission on the moon. They are collecting a mass of sample rocks to examine their features and density. No one could disturb them because they are in a distant area". They all must be seen as a mental and imagined picture by the students.

2.Spatial grouping

The idea behind this method is that instead of writing words in a column, students could be asked to form patterns like a triangle with

them. Writing words in the form of patterns help them recall the words better by Holden. As they remember the pattern, they could remember the parts which are signed by the words.

3. The finger method

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

C. Visual Mnemonics

1. Pictures New words are usually paired with their definitions or equivalents. They could be, however, better, learned if they are paired with pictures to Thompson. Gians and Redman believe that objects and pictures could facilitate recall. Wright also believes that meaning could not be derived only from verbal language.

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

2. Visualization or imagery Instead of using real pictures, this method allows a word to be visualized. The learner imagines a picture or a scene which is associated with the target word. Abstract words

could be learned through this method by relating them to a visual picture by Holden, Thompson, Mirhassani and Eghtesadei.

Visualization could be an aid in vocabulary learning O'Malley and Chamot. If the new word is "exploration", the learner may come up with this mental picture "A scientist is using special drills for oil exploration" by relating it to the picture of a scientist. Again the students may come up with different pictures because people's experiences are different. Its difference with the method of loci is that in visualization for each word a picture or a scene is imagined while in the method of loci all of them are related to a familiar place and seen as an imaginary walk through that place.

D. The Verbal Method

1. Grouping or semantic organization As organized materials are easier to store in and retrieve from long-term memory, to organize the words in some fashion would enhance their recall Anderson & Thomson. If the target words to be remembered are, for example, dog, cat, chair, sofa, table, milk, eggs and butter they could be organized and remembered under three categories:

animals (for dog and cat), furniture (for chair, sofa and table) and food (for milk, egg and butter). In this way learners have the advantage of better recall than when they all are learned in a

list, because if they could remember one word, they would be able to remember the rest Mirhassani and Eghtesadei.

2. Story-telling or the narrative chain In this method the learner links the words together by a story. At first he should associate the target words with a topic or some topics, then he should connect them by making up a story containing the words by Thompson, Holden, Mirhassani and Eghtesadei. This method is especially useful for high level students.

E. Physical Responses Methods

1. Physical response method According to this method the learner should move his body or parts of his body in a certain way that illustrates the meaning of the word. If the target word is *tiptoe*, for example, the student could get up on his tiptoe and move across the room. It could be imaginary too. It means that he could imagine the action of moving on his tiptoe Thompson,&Holden. Thompson states that especially believes that if the information of a word or a sentence is enacted it could yield better understanding and recall.
2. Physical sensation method, this strategy is devised by Oxford and Scarcella (1994). Through this method the learner associates the new word to a physical sensation. For example he could feel cold when he learns the word *frigid*.²³

²³ *Ibid*, p.180

c. The Implementation Of Mnemonic Method

There are several methods in mnemonic method but this research the researcher choose on of them is keyword method. The researcher chose this method to facilitate the research. In teaching new content, good teachers not only tell their students what is important to remember, they give them ways to remember it.

And the steps to use mnemonic method could be described as follows²⁴:

1. Define the target words and its meaning example: Fat=Gemuk
2. Think of the association for the target words
Say; To help the student remember the meaning of the word **Fat**, the students are asked to remember one of their teacher is named **Fatimah**. To make them remember the words make abbreviation of the teachers name into bu Fat. And then elaborate it into the students' first language: "Bu **Fat** berbadan **gemuk**"
3. Link the association and the meaning of target words Bu **Fat** berbadan **gemuk**
4. Recall the meaning of the target words
Tell the students when they see a **Fat** person they should first

²⁴ Ina Rosdiana, "The Effectiveness of Mnemonic Devices in Vocabulary Learning Process(A Pre Exprimental Study At The Fifth Grade Of Sdn Babakan 1)", Jakarta, 2009, P.21

think of Bu **Fat** and then try to remember the picture of the words meaning.

In this research, the researcher used mnemonics method to influence students' vocabulary mastery. Because of memorizing is very important to enlarge vocabulary, the researcher found these method to help students in mastering it. Mnemonics is a method to enhance the student's ability in memorize. In the beginning introduction of this method may students feel confused, but after they adapt they would be familiar with mnemonics method and could apply it well.²⁵

d. The Advantages and Disadvantages²⁶

Advantages of Mnemonics:

We could point out the following advantages of mnemonics:

- It offers a “memory bridge” that helps you remember information that would be difficult to recover otherwise
- Works well when the user customizes the techniques, adapting it to their personal tastes, thus he becomes an active learner.
- Provides new ways to understand information and materials of studying, making them more interesting
- Once their principles are mastered, the time necessary to retrieve the information gets shorter

²⁵ *The Access Center*, (2006). *Using Mnemonic Instruction to Teach Math*.
<http://www.k8accesscenter.org>

²⁶ Miguel M. Maceria, *Mnemonic: Memorization Technique for Studying Everyday Use*, New York, Babelcube, 2016, p 3-4

- You could store more information without burdening your mind with useless data. As you rearrange the information in your own way, it's easier to retrieve it when needed

Disadvantages of Mnemonics

Mnemonic also has disadvantages:

- For the memorization technique to work, they need to be practiced.
- The process of learning, practice and even to create the memorization techniques, is something that takes time and requires effort
- When used by students, it could give a false sense of security as if you actually know the rest or contest subject
- As the technique are grounded more on memorizing than understand, maybe it leads to subject comprehension issue. Of course, that to eliminate the need to understand a subject is not the goal of mnemonics. In fact, the memorization technique constitute additional learning strategies
- If used in excess, it could lead to confusing situation, in which it is not known what technique we used to ease the retention of a specific piece of information

c. Theoretical framework and paradigm

c. Theoretical Framework

In this research there are two variables, the dependent variable and independent variable. The dependent variable is the vocabulary mastery and the independent variable is mnemonic method.

Based on the description above, the researcher assumed that the students' vocabulary mastery would influence through mnemonic method. By using mnemonic method and the knowledge about vocabulary, students would be active when learning English because vocabulary is the first to learn without vocabulary students unable to understand of the texts. If students have many vocabularies they would easy to know what the texts mean.

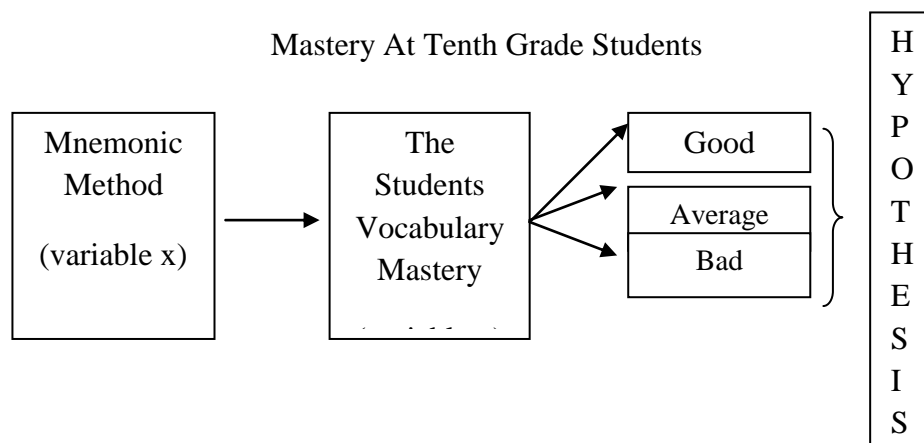
The students would be happy to learn English lesson cause mnemonic is one of methods to fast memorizing vocabulary. Mnemonic method could influence the students' motivation and ability in learning English, not only guided by their teacher but also by themselves.

d. Paradigm

Based on the theoretical framework above the researcher described the paradigm as follows;

Figure 1

The Influence Of Using Mnemonic Method On The Students Of Vocabulary



Based on the paradigm above, the researcher assumed that using the mnemonic method and the grader of students are high hence, there is significant mnemonic method are effective to influence students' vocabulary mastery. Furthermore, if using the mnemonic method and the grade of students are low, so the mnemonic method isn't affective to improve vocabulary mastery, there is no significant influence of mnemonic method on the student's vocabulary mastery.

5. Hypotesis

a. Hypotesis formulation

Ha: there is a positive and significant influence of mnemonic method on the student's vocabulary mastery at the tenth graders of SMA N 1 Punggur Central Lampung in the academic year 2018/2019.

Ho: there is no a positive and significant influence of mnemonic method on the student's vocabulary mastery at the tenth graders of SMA N 1 Punggur Central Lampung in the academic year 2018/2019.

b. Statistical Hypothesis

If $F_o > F_t$, H_a is accepted and H_o is rejected

If $F_o < F_t$, H_a is rejected and H_o is accepted

CHAPTER III

RESEARCH METHOD

A. Research Design

This research has been conducted in Senior High School 01 of Punggur. In this research, the researcher would investigate the first semester of tenth graders. This research was correlative research in the form in true experimental research design.

Quantitative or numeric description of trends, attitudes, or opinion of population by studying a sample of that population.²⁷

Quantitative research is scientific investigation that includes both experiments and other system method that emphasize control and quantified measures of performance (Pretor & Capaldi).²⁸

This researcher intended to investigate there are positive and significant influence of using mnemonic method on the students vocabulary mastery. Firstly the researcher gave students some questions to know how many vocabularies that they have in the pre-test. Then the researcher got, the pre-test score and finds the students who got the low score and high score. After the researcher knew the students' score, the researcher gave the treatment for all students by using mnemonic method and explains more about vocabulary mastery.

²⁷ John W. Creswell, *Research Design (Qualitative, Quantitative, and Mixed Methods Approach) Second Edition*, America, 2003, p.153

²⁸ Wayne K. Hoy, *Quantitative Research in Education a Primer*, California, 2010, p.1

After the treatment has been conducted the researcher gave the post-test to know the result of the treatment. If the score of post-test is lower than pre-test it indicated that the mnemonic method could not be used to influence the vocabulary mastery but if the score is higher than pre-test, it indicated that the mnemonic method influences the students' vocabulary mastery.

B. Operational Definition of Variables

According to Brown the definition of variable is something that may vary or differ. Furthermore, Davis stated that a variable is simply symbol or concept that could assume any one of a set of values.²⁹

Based the explanation above, the researcher could be inferred that variable is the difference something but has values.

1. Independent variable

According to John W Creswell Independent variable is the variable that (probably) cause, influence, or effect outcomes. It is also called treatment, manipulated, attendance, or predictor variable.³⁰ The independent variable of this research is mnemonic method. Mnemonic method is a method uses to memorize a new vocabulary.

Based on the theoretical review, the indicators of a independent variable in this research are as follows;

²⁹ Jonatan Sarwono, *Metode penelitian kuantitatif&kualitatif*, Jogjakarta, 2006, p.53

³⁰ John W. Creswell, *Research Design (Qualitative, Quantitative, and Mixed Methods Approach) Second Edition*, America, p.94

- a. The students would get more new vocabularies
- b. The students are able to apply the method to memorize their vocabulary mastery

2. Dependent variable

Dependent variable is variable that depend on the independent variable, it is the outcomes or result of the influence of the independent variable.³¹ Dependent variable of this research is vocabulary mastery.

The indicators of dependent variable in this research are as follows;

- a. Students know how many vocabularies that they don't have
- b. The students are able to memorize new vocabulary quickly

C. Population, sample and sampling technique

1. Population

Yogesh stated that population is any group of individuals that have one or more characteristic in common those are of interest to the researcher.³² Furthermore, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.

It means that the population was all subject that would observe in this research. The population of this research is the students of SMA N 1 PUNGGUR. The researcher would investigate the tenth graders in the

³¹ Ibid, p.94

³² Yogesh Kumar Singh, *Research Methodology*, New Delhi, 2007, p.33

academic year of 2018/2019, the total population in this reaserch is 315 students.

2. Sample

Sample consists of selecting some part of population to observe so that one may estimate something about the whole population.³³ The researcher was going to take on class as population. It took from the tenth graders of SMA N 1 PUNGGUR Central Lampung which consist of 33 students.

3. Sampling Technique

This research needed a sample to describe population condition. In this case the cluster random sampling technique is used. It means that the researcher drew 9 classes in order to get one class to be a sample. From this method , the researcher got the tenth sains five graders which is consists of 33 students as sample.

D. Data collection Method

There are some methods to collect the data but the researcher used three methods to support and got more information in this research such as:

1. Observation

This instrument is used by the researcher to get information about the condition of students, teachers, and officials of SMA N 1 Punggur in the academic 2018/2019.

³³ Steven K. Thompson, *Sampling (Third Edition)*, Couldada, 2012, p.1

2. Test

A test is using for knowing students ability in English, test is used to measure the students' vocabulary mastery, the researcher used experimental design with one group pre-test and post-test.

3. Documentation

The instrument is used for documentation. It could be defined that documentation is as the method which is used to get information from written language/documentation (for example: book, magazine, note, and others). The researcher used the documentation method to get detail information about the English achievement of students especially vocabulary mastery.

E. Research instrument

An *instrument* is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.³⁴

1. Instrument Blueprint

- a. The instrument which was used in observation method is observation guidance, as follow;
 - 1) Observation the location of SMA N 1 Punggur;
 - 2) Observation establishment of SMA N 1 Punggur;

³⁴ David Colton and Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*, USA, 2007, p.5

3) Observation about building of SMA N 1 Punggur.

- b. The instrument which would be used on vocabulary mastery there are two tests such as; Pre-test gives before treatment in order to identify how far the students' of vocabulary mastery. In this research, the researcher used logic validity, logic validity reflexes to theoretic construction about everything that would be measured. Beside logic validity, the researcher gave exams instrument validity by experience. By using experience, the researcher would know empiricism validity. The materials would test about vocabulary mastery. The researcher used 15 items for pre-test and 15 items for post test.
- c. The instruments which would be used by documentation method is documentation guidance, as follows:
 - 1) Documentation about the condition teachers and official employees in SMA N 1 PUNGGUR
 - 2) Documentation about the quantity of the students of SMA N 1 PUNGGUR

2. Instrument Calibration

Instrument Calibration is the scale of measurement that used to decide the measurement standard that would use. From the statement above, the instrument are based on the concept of the topics, supported by curriculum concept. The researcher composed the test instrument based on the subject material content of syllabus in the school. It means that the items of the test should represent the English material being used.

F. Data analysis technique

To find out the differences of significant between the frequencies which used to observe and the frequency in hope, the researcher would use Chi-Square test with the formulation as follows:³⁵

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

where

χ^2 = value of chi square
 f_o = observed frequency
 f_e = expected frequency

Based on formulation above, the researcher could conclude of the calculation with Chi-Square shown that value of χ^2 is less than critical value of χ^2 , the conclusion there are not differences between f_o and f_e however, if value of χ^2 is equal or more than critical value of χ^2 significant, the conclusion there are any differences between f_o and f_e .

To investigate there is any positive and significant influence of mnemonic method on the students vocabulary mastery at the tenth grade of SMA N 1 Punggur Central Lampung in academic year 2017/2018 the researcher would analyze the data by using t-test.³⁶

³⁵ Donald Ary, et, al, *introduction to Research in Education*.(USA: Wadsworth, Cengage Learning 2010), p.188

³⁶ Ibid, p.177

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}} \quad (7.10)$$

where

- $t = t$ ratio
- \bar{D} = average difference
- ΣD^2 = different scores squared, then summed
- $(\Sigma D)^2$ = difference scores summed then squared
- N = number of pairs

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of The Research Location

The general description about research location was as the complementary data. It was subjectively concerned on the condition of school, such as the brief of school, vision and mission, the number of the students, teachers, and buildings.

a. The Brief History of SMA Negeri 01 Punggur

SMA Negeri 01 Punggur was established based on the decision of The Ministry of Educational and Cultural Affairs of Republic of Indonesia by number 420/003/05/D.8/2003 in march 17, 2003. SMA Negeri 01 Puggur located at Nunggal Rejo, Punggur, Lampung.

In addition, SMA Negeri 01 Punggur have guided by 2 principles as follows:

- 1) Drs. Syatbi Tahmid, M.M (2003)
- 2) Drs. I Made Sukerte (in the period of 2003 – 2012)
- 2) Drs. Sutarman (in the period 2012 – 2014)
- 3) Drs. Suntoro (in the period of 2014 – Now)

b. Visions and Missions of SMA N 01 Punggur**1) Visions**

God-fearing, educated, and virtuous.

Indicators:

- a) Excellent in belief and God-fearing.
- b) Excellent in knowledge and technology mastery.
- c) Excellent in attainment of final examination score.
- d) Being able to compete in the selection of new student in college.
- e) Active in teen science work activity.
- f) Perceptive.
- g) Excellent in sport performance.

2) Missions

- a) Molding the students who have fearing against God.
- b) Creating the innovative, fun and creative learning activity.
- c) Molding the students who have knowledge and skill.
- d) Preparing for the students to go on to the next education level.
- e) Developing attitude and personality which have the well manner, good ethics and high aesthetic.

c. The Building Condition and School Facilities

SMA Negeri 01 Punggur has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 5:
Facilities at SMA Negeri 01 Punggur in Academic Year 2018/2019

No.	Name of Room	Number of Unit	Area
1.	Classroom	15	13543 m ²
2.	Headmaster's Room	1	24 m ²
3.	Teacher's Room	1	121 m ²
4.	Laboratory		
	A. Computer Laboratory	1	116 m ²
	Conseling Room	1	25 m ²
5.	Library	1	72 m ²
6.	Mosque	1	2000 m ²
7.	Student Health Units	1	18 m ²
8.	Toilet	14	84 m ²
9.	Parking	4	1200 m ²
10.	The Ceremony Field	1	3000 m ²
11.	Canteen	3	52 m ²

Source: Documentation of SMA Negeri 01 Punggur in the academic year 2018/2019 on 12agustth 2018.

d. The Condition Teachers and Employers of SMA N 01 Punggur

The data of teachers in academic year of 2018/2019 based on the employment of the status, it can be identified as follow:

Table 6:

The Teacher Education Background SMA Negeri 1 PUNGGUR

Higher Education	Male	Female
S3/S2	9	-
S1	20	41
D3	-	-

Table 7:
Condition of Teachers in SMA N 1 Punggur

No	Name	Lessons
1	Drs. SUNTORO	Headmaster
	NIP 19640217 199512 1 002	
2	Drs.SUMALI, M.Pd.	Counseling guidance XII
	NIP 19610329 198010 1 001	
3	Drs. HARYANTO	Sociology
	NIP 196303221992031006	
4	Drs.TAUFIK ISMAIL	History
	NIP 195807041988031005	
5	IMAM NAZAR NURI, S.Ag	Religion
	NIP 196006041982031016	
6	Drs. TRI HARTOTO, M.Pd.	History
	NIP 19651210 199203 1 004	
7	Dra. HALIMAH	Counseling guidance XI
	NIP 195908081991032002	
8	Drs. SUPARNO	History
	NIP 196504031994021002	
9	Dra. ADE NANI SURYANI	Indonesian
	NIP 196504141993032008	
10	Dra. MAIZARNI	Counseling guidance X
	NIP 196305291994032001	
11	HASAN MAHFUD, S.Pd	Mathematics Deputy of headmaster
	NIP 196305121984121004	
12	HARNANTO, S.Pd.	Mathematics
	NIP 196606161987021006	
13	MERIDAWATI, S.Pd	Indonesian
	NIP 196502051994032006	
14	Drs. BEJAN SANTOSO	Indonesian
	NIP 196506091998031003	
15	Drs. SB.PURWANTO	Physical Education Deputy of Headmaster
	NIP 195707021997021001	
16	Dra. TUTI SUPRIYATI	Biology

	NIP 196803241997032002	
17	PURWATI, S.Pd.	Economy/ Accountancy
	NIP 197203151997032004	
18	KARMIDI, S.Pd.	Biology
	NIP 196412301998021001	
19	Dra. TRIAS SAMINAR	Biology
	NIP 196511061998022001	
20	Drs. INDRA JAYA	Civics
	NIP 196705211997021002	
21	TITIN SUMIARTI, S.Pd	Art and Culture
	NIP 1971 02081994122001	
22	ELVA YULI SUSANTI, S.Sos.	Sociology
	NIP 197407101998022003	
23	NOTO MARGIANTO, S.Pd.	Mathematics
	NIP 197310231998021003	
24	SURADI, SE	Economy/ Accountancy
	NIP 195904041991031002	
25	PENI ASIH, S.Pd	English
	NIP 196904052000122003	
26	Drs. HERY SUBAGIYO	Geography
	NIP. 196501021993111001	
27	NURUL EKAWATI, S.Pdi.	Religion
	NIP 197711112002122004	
28	HENDRO BUDOYO, S.Pd.	Physics
	NIP 197909282003121003	
29	APRILIANI DWI KURNIASIH, S.Pd.	English
	NIP 197304142003122018	
30	MEGAWATI CIPTANING, S.Si.	Chemistry
	NIP 197305052003122005	
31	PATIMAH, S.Pd.	Economy/ Accountancy

	NIP 197611072003122006	
32	ZULHANA, S.Pd.	Biology
	NIP 197310142003122002	
33	ENIK WINDAYATI, S.Pd.	Chemistry Deputy of Class
	NIP 197206162005012007	
34	NURHAYATI, S.Pd.I.	Religion
	NIP 197505051997032007	
35	TITIN SURIATI, S.Sos	Sociology Deputy of Class
	NIP 197305132005012006	
36	TRI WAHYUNINGSIH, S.Si	Mathematics
	NIP 197709222006042009	
37	MUSTIKA HERLINA, S.Pd.	Civics
	NIP 198005142005022006	
38	SRI LESTARI, S.Pd.	Indonesian
	NIP 197003172005022002	
39	RINI SULISTYOWATI, S.E.	Geography
	NIP 197405272007012007	
40	SUPRPTI, S.Pd.	Indonesia
	NIP 197012092007012003	
41	IMAN ABIWORO, S.Si.	Chemistry
	NIP 197309212007011012	
42	Dra. LILIYI FIRNIS	History Deputy of Class
	NIP 196411252008012001	
43	BUDI SANTOSO, S.Pd.	Economy/ Accountancy
	NIP 197702202008011007	
44	RANTINITA SAPUTRA, S.Pd.	Lebrarian
	NIP 197708232008012008	
45	DELIANA WARDANI, S.Pd.	English Deputy of Class
	NIP 197805052008012038	
46	SRI SUSILOWATI, SPd	History
	NIP 196706012008012011	
47	BUDI HARDIANTORO, S.Si.	Physics

	NIP 197406282008011007	
48	ARIE ALFIA ARISTHA, S.Pd.	English
	NIP 198104162008012019	
49	Drs. TUGIMIN	Indonesian Deputy of Class
	NIP 196908272008011015	
50	PENDI HARTANTO, S.Pd.	Geography Deputy of Class
	NIP 197411022008011004	
51	PRASTIWI, S.Pd.	Arabic
	NIP 197305022008012006	
52	MUSLIMATUN NISA, S.Si	Mathematics Deputy of Class
	NIP 198307282008042002	
53	BAYU SEDYOKO WIDIARTO. S.Pd. Kor.	Physical Education
	NIP 197710022008041001	
54	YUNI EKAWATI, S.Si.	Chemistry
	NIP 197906182008042001	
55	NOVITA NUGRAHANING WIDI, SE.	Economy/ Deputy of Class
	NIP 197611262008042001	
56	LILIS SURYANI, S.Sos.	Sociology
	NIP 197606142008012021	
57	SRI INDAH M. S.Pd.	Economy Deputy of Class
	NIP 197908172008012013	
58	SANI ARIS DUATI, S.Pd	Physics Deputy of Class
	NIP 198004142008012016	
59	RETNO DWI HASTUTI, S.Si	Mathematics
	NIP 197907082009022004	
60	LUSY MARLINA, S.Si	Chemistry
	NIP 197803022009022002	
61	ANI RAHMAWATI, S.Kom	Computer Science Deputy of Class
	NIP 198105122009022002	
62	HEROYOGI SULENDRA, S.Kom	Computer Science Deputy of Class

	NIP 198205062009021001	
63	RISSA FITRIA SARI, S.Pd. NIP 198506212010012010	Biology
	LISKA OKTAVIANA, S.IP. NIP 198610072010012006	Lampung Culture
65	INTAN PERMATA KESUMA, S.Pd. NIP 198801292011012001	Librarian
	NI PUTU YULI WIRANINGSIH, S.Ag.	Hindu Religion
67	ANDREAS PUJIONO. S.Pd.K.	Kristen Religion
68	RISSA ALUFHA, S.Pd.	Dancing Education
69	JATMIKO PURWO S., S.Pd.	Physics
70	NURHASANAH, S.Pd.	Arabic

Table 8:
The Data of Employers in SMA Negeri 01 Punggur

No	Employers	Permanent	Non Permanent	Total
1	Administration Staff	8	0	8
2	Librarian	1	0	1
3	Cleaning Service	2	0	2
4	Laboratory assistant	1	0	1
5	Security	1	0	1
	Total	13	0	13

e. The Quantity of SMA Negeri 01 Punggur

The quantity of SMAN 01 Punggur Students in the academic year 2018/2019 can be identified as follows;

Table 9:
The Quantity of SMA N 01 Punggur

Class	2018-2019			Total Class
	Male	Female	Total	
X	83	82	165	5
XI	75	75	150	5
XII	74	78	152	5
Total	232	235	467	15

Source: Documentation at SMA N 01 Punggur

3. Description of Research Data

c. Pre-test Result

The researcher conducted pre-test on 25th, September 2018. It was done to find out the students' basic knowledge towards vocabulary mastery before giving treatment. The result of preliminary test could be seen as follows:

Table 10:

The students' pre-test result towards vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur.

No	Codes of Respondents	Pre-test Scores
1	AFR	40
2	APP	41
3	AJS	62
4	AKK	72
5	BS	62
6	BH	48
7	CPM	55
8	CC	61
9	DE	62

10	DPN	37
11	DA	77
12	EA	62
13	HR	57
14	IP	70
15	IS	53
16	IMS	41
17	LCL	55
18	MZP	25
19	MND	54
20	MRA	55
21	MD	38
22	NF	57
23	NDA	76
24	NAJ	54
25	NSFM	32
26	PCCG	65
27	RR	44
28	RMD	70
29	RAM	70
30	RDE	55
31	SDP	70
32	SNS	68
33	VA	42
Total		1830
Avarge		5,5

Source: documentation of pre-test result of vocabulary mastery gathered on

25th, September 2018.

From the data above, it could be found that the highest scores was 77 and the lowest scores was 25. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 33$$

$$K = 6,01$$

$$K = 6,01 = 6$$

R = the highest scores – the lowest scores

$$R = 77 - 25$$

$$R = 52$$

$$I = \frac{R}{K}$$

$$I = \frac{52}{6}$$

$$I = 8,6 = 9$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 9. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

Table 11:

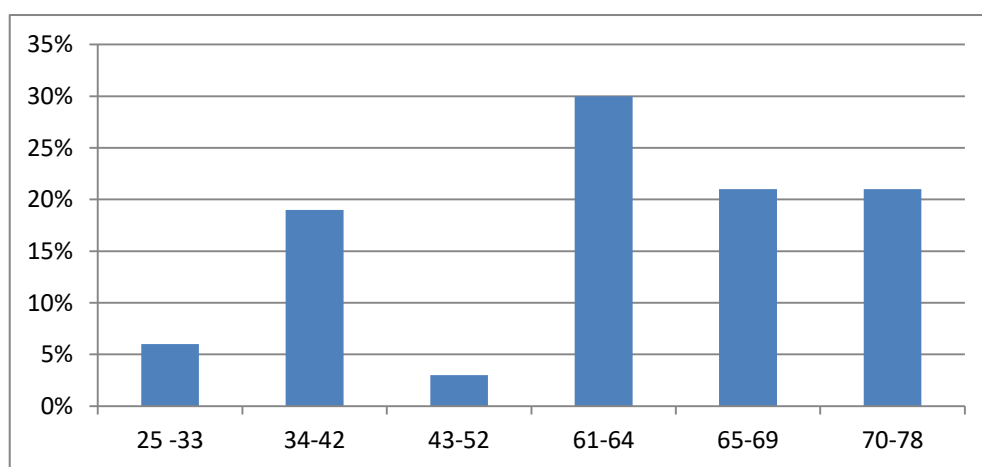
Table of frequency distribution of students' pre-test result towards vocabulary at the tenth graders of SMA Negeri 01 Punggur.

No	Interval Classes	Frequencies	Percentages
1.	70 – 78	7	21%
2.	61 – 64	7	21%
3.	52 – 60	10	30%
4.	43 – 51	1	3%
5.	34 – 42	6	19%

6.	25 – 33	2	6%
	Total	33	100%

Figure 2:

The result of students' pre-test towards vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur.



Further, based on the table of frequency distribution above, it could be inferred that from 33 students as the sample of the research, just for about 1 student who had got the score similar to or higher than PBL, which is 77. The data revealed that 2 students got the score between 25 – 33 or as many as 6%. Next, there were 6 students got the score between 34 – 42 or as many as 19%. There were 1 student who got the score between 43 – 51 or in the other words, as many as 3%. Besides, there were 10 students who got the score between 52 - 60 and 7 students got the score between 61 - 69 in percentage of 30% and 21 % of each. The last, there were 7 students who got the score between 71 – 77 or as many as 21%.

In summary, from the result of pre-test, the researcher found that the students' problem was in using ineffective strategy in teaching learning process. As a result, most of the students got the scores lower than PBL.

d. Post-test Result

After considering the pre-test result of vocabulary mastery, the researcher conducted the treatment of mnemonic method to help the students memorizing many vocabularies. Beware of that, the researcher identified the students' difficulty in multiple memorizing vocabulary mastery and offered concept problem based learning strategy to know if there was positive and significant influence of it.

Furthermore, after the students in this class had been given the treatment of concept problem based learning strategy and they had understood already, the researcher gave the post-test to measure their memorizing vocabulary mastery. The result of post-test could be seen below:

Table 12:

The students' post-test result towards mnemonic method in vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur.

No	Codes of Respondents	Post-test Scores
1	AFR	81
2	APP	77
3	AJS	77
4	AKK	75
5	BS	78

6	BH	72
7	CPM	75
8	CC	80
9	DE	85
10	DPN	67
11	DA	85
12	EA	85
13	HR	74
14	IP	77
15	IS	85
16	IMS	77
17	LCL	85
18	MZP	85
19	MND	85
20	MRA	78
21	MD	77
22	NF	73
23	NDA	85
24	NAJ	85
25	NSFM	70
26	PCCG	93
27	RR	85
28	RMD	75
29	RAM	85
30	RDE	93
31	SDP	85
32	SNS	85
33	VA	85
Total		2656
Avarage		80,5

Source: documentation of post-test result of mnemonic method in vocabulary mastery gathered on 2nd, October 2018.

From the data above, it could be found that the highest scores was 92 and the lowest scores was 67. In line with the data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 33$$

$$K = 6,01 = 6$$

R = the highest scores – the lowest scores

$$R = 92 - 67$$

$$R = 25$$

$$I = \frac{R}{K}$$

$$I = \frac{25}{6}$$

$$I = 4,16 = 4$$

Where:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

The total of interval class (I) in this research was 4. Then, it was used to measure the data by presenting it on the table of frequencies distribution below:

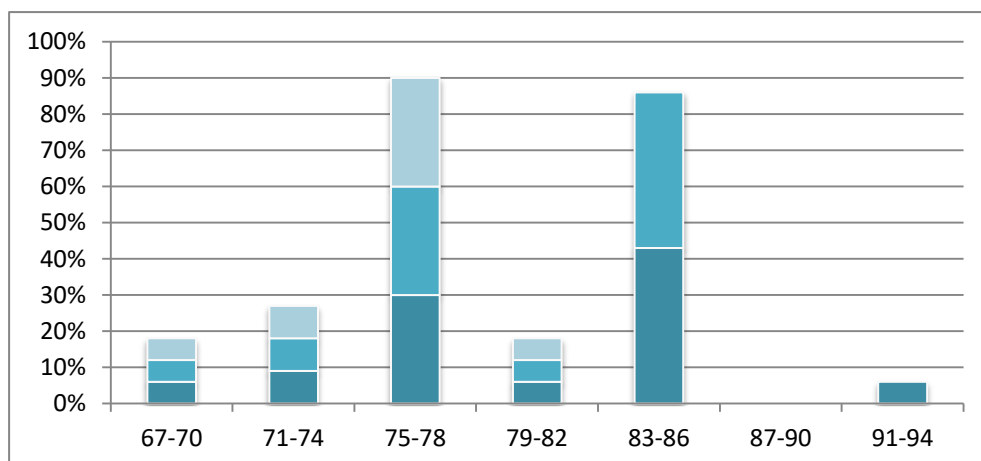
Table 13:

Table of frequency distribution of students' post-test result towards mnemonic method in vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur.

No	Interval Classes	Frequencies	Percentages
1	91– 94	2	6%
2	87– 90	0	0%
3	83 – 86	14	43%
4	79 – 82	2	6%
5	75 – 78	10	30%
6	71 – 74	3	9%
7	67-70	2	6%
	Total	33	100%

Figure 3:

The result of students' pre-test towards mnemonic method in vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur.



Further, based on the table of frequency distribution above, it could be inferred that from 33 students as the sample of this research, there were 2 students got the score similar to or higher than PBL, which is 92. To be

known, there were 2 students who got the score between 67-70 or as many as 6%, and there were 3 students who got the score between 71-74 or as many as 9% and there were 10 students who got the score between 75-78 or as many as 30%. In addition, there were 2 students who got the score between 79 – 82 or as many as 6% and there were 14 students who got the score between 83-86 or as many as 43%. Next, there were 0 student who got the score between 87-90 or as many as 0%. The last, there were 2 students who got the score between 91-94 or as many as 6%.

To sum up, the post-test result was categorized into sufficient category even though several students was still lack on mnemonic method on the students vocabulary mastery, but on the whole, there was certain influence to help the students get better memorizing.

B. Hypothesis Testing

After gathering the data, the researcher analyzed the data by using chi-square and t-test in order to prove whether there was a positive and significant influence of using mnemonic method on the students vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur in academic year 2018/2019, as follows (Ha) is accepted, if there is a positive and significant influence of using mnemonic method on the students vocabulary mastery. And (Ho) is rejected if there is no a positive and significant influence of using mnemonic method on the students vocabulary mastery.

1. Getting the data into the formula of chi-square (χ^2)

After holding the essay test, the researcher analyzed the data by using chi-square in order to prove whether there was any significant and positive influence of mnemonic method on students vocabulary mastery at the tenth graders of SMA Negeri01 Punggur as stated below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

Table 14:

The Contingency Table of The Expected Frequencies of The Result of Students' Pre-test and Post-test

Variables	Catagories				Total
	High	Satisfactory	Low	Failed	
Pre-test	1	2	3	4	$r_n = 33$
	0	14	10	9	
Post-test	5	6	7	8	$r_n = 33$
	18	15	0	0	
Total	$c_n = 18$	$c_n = 29$	$c_n = 10$	$c_n = 9$	$n = 66$

Hypothesis testing by using chi-square was analyzed as follows:

Table 15:
Testing of The Data

cell:	f_o	$f_e = \frac{c_n \times r_n}{n}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	0	$\frac{18 \times 33}{66} = 9$	-9	81	9
2	14	$\frac{29 \times 33}{66} = 14.5$	-0.5	0.25	0.02
3	10	$\frac{10 \times 33}{66} = 5$	5	25	5
4	9	$\frac{9 \times 33}{66} = 4.5$	4.5	20.25	4.5
5	18	$\frac{18 \times 33}{66} = 9$	9	81	9
6	15	$\frac{29 \times 33}{66} = 14.5$	0.5	0.25	0.02
7	0	$\frac{10 \times 33}{66} = 5$	-5	25	5
8	0	$\frac{9 \times 33}{66} = 4.5$	-4.5	20.25	4.5
Total	n = 66	$f_e = 66$	0	253	$X^2 = 37.04$

Accordingly, the value of chi-square was 37,04. Then, to know the critical value of chi square, the researcher counted df at first that stands for degrees of freedom. The formulation of df was:

$$df = (c - 1) (r - 1)$$

Where:

df = number of degrees of freedom

c = number of columns

r = number of rows

df = (4-1)(2-1)

df = 3.1

df = 3

Table 16:

Critical Value of Chi-Square

Degrees of Freedom	Level of Significant	
	5%	1%
Df3	7.815	11.345

- a. The critical value of χ^2 table for 5% level was 7.815
- b. The critical value of χ^2 table for 1% level was 11.345

From all data analysis above, it could be known that:

- 1) $\chi^2_{\text{observed}} = 37.04$
- 2) $\chi^2_{\text{table or expectancy}} = 5\% (7.815) \text{ and } 1\% (11.345)$

The degrees of freedom are 3. Therefore, the values of χ^2_{table} on degrees of freedom in the level of 5% are 7.815 and in the level of 1% are 11.345. From the data above, it revealed the comparison between F_o and F_t was: $7.815 < 37.04 > 11.345$ in the level of significant of 5% and 1%. It means that the alternative hypothesis (H_a) which explained

“there is a positive and significant influence of using mnemonic method on the student’s vocabulary mastery” was accepted and H_0 was rejected.

2. Getting the data into the formula of t-test

To find whether there was positive and significant influence of mnemonic method on the students vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur. The researcher used the t-test formula. The researcher prepared the table and put the data into the formula of t-test below to get t_{observed} .

Table 17:

The scores of pre-test and post-test result of vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur.

No	Codes of Resp	Pre-test (X_1)	Post-test (X_2)	D ($X_2 - X_1$)	$D^2 = (X_2 - X_1)^2$
1	AFR	40	81	41	1681
2	APP	41	77	36	1296
3	AJS	62	77	15	225
4	AKK	72	75	3	9
5	BS	62	77	15	225
6	BH	48	72	24	576
7	CPM	55	75	20	400
8	CC	61	80	19	361
9	DE	62	85	23	529
10	DPN	37	67	30	900
11	DA	77	85	8	64
12	EA	62	85	23	529
13	HR	57	74	17	289
14	IP	70	77	7	49
15	IS	53	85	32	1024
16	IMS	41	77	36	1296
17	LCL	55	85	30	900
18	MZP	25	85	60	3600
19	MND	54	85	31	961

20	MRA	55	78	23	529
21	MD	38	77	39	1521
22	NF	57	73	16	256
23	NDA	76	85	9	81
24	NAJ	54	85	31	961
25	NSFM	32	70	38	1444
26	PCCG	65	92	27	729
27	RR	44	85	41	1681
28	RMD	70	75	5	25
29	RAM	70	85	15	225
30	RDE	55	93	37	1369
31	SDP	70	85	15	225
32	SNS	68	85	17	289
33	VA	42	85	43	1849
		$\sum X_1$ = 1830	$\sum X_2$ = 2656	$\sum D = 826$	$\sum D^2 = 26098$

According to the table data above, the researcher was found the formulation of the hypothesis test to find the average score between pre-test and post-test, the formulation as follow:

$$\begin{aligned}\bar{D} &= \frac{\sum D}{n} \\ &= \frac{826}{33} \\ &= 25,03\end{aligned}$$

So, the average of D is 25,03. The data was put into the formula of t-test then calculated it. It could be calculated by using the formula below:

$$t_{observed} = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{25,03}{\sqrt{\frac{26098 - \frac{(826)^2}{33}}{33(33-1)}}$$

$$t = \frac{25,03}{\sqrt{\frac{26098-20675,03}{33(33-1)}}}$$

$$t = \frac{25,03}{\sqrt{\frac{5422,97}{1056}}}$$

$$t = \frac{25,03}{\sqrt{5,1353}}$$

$$t = \frac{25,03}{2,2661}$$

$$t = 11,0454$$

$$\begin{aligned} t_{table} &= t_{(0,05), (df_{(N-1)})} \\ &= t_{(0,05), (df_{(33-1)})} \\ &= t_{(0,05), (df_{(32)})} \\ &= t_{(0,05), (32)} \\ &= 1.69389 \end{aligned}$$

$$\begin{aligned} t_{table} &= t_{(0,01), (df_{(33-1)})} \\ &= t_{(0,01), (df_{(33-1)})} \\ &= t_{(0,01), (df_{(32)})} \\ &= t_{(0,01), (32)} \\ &= 2.44868 \end{aligned}$$

To be known, t_{observed} was 11,0454 as the result of counting by using t-test formula above. Meanwhile, the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N - 1$. N is the number of research population:

$$df = N - 1$$

$$= 33 - 1$$

$$= 32$$

After considering the t_{table} by using df which was 32. The critical value of t_{table} was as follows:

Table 18:

Critical Value of t_{table}

Degrees of Freedom	Level of Significant	
	5%	1%
df 32	1.6938	2.44868

To df 32 with the level of significant in 5% was 1.6938 and in 1% was 2.44868 by $t_{observed}$ was 11.0454 Then, the data confirmed that $t_{table} 1.6938 < t_{observed} 11.0454 > t_{table} 2.44868$.

C. Interpretation

1. Interpretation of $\chi^2_{observed}$

- a. If $\chi^2_{observed} > \chi^2_{table}$, H_a is accepted and H_o is rejected.
- b. If $\chi^2_{observed} < \chi^2_{table}$, H_a is rejected and H_o is accepted.

The critical value of $\chi^2_{observed}$ was 37.04 which meant that H_a was accepted and H_o was rejected. To conclude, “there was a positive and significant influence of using mnemonic method on the students vocabulary mastery in the tenth graders of SMA N 01 PUNGGUR.”

2. Interpretation of t_{observed}

a. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected.

b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted.

Finally, the data confirmed that $t_{\text{observed}} = 11.0454$ was higher than t_{table} 1.6938 in the level of 5% and 2.44868 in the level of 1%. It meant that H_a was accepted and H_0 was rejected. Therefore, it could be concluded that “there was a positive and significant influence of using mnemonic method on the students vocabulary mastery in the tenth graders of SMA N 01 PUNGGUR.”

D. Discussion

In this research, there were two variables consisting of independent variable and dependent variable. Independent variable (X) was mnemonic method and dependent variable (Y) was mnemonic method on the students vocabulary mastery. Based on the data analysis, the researcher concluded that mnemonic method was an alternative method that had influence on the students' vocabulary mastery. On account for this, it could be seen by the result of pre-test and post-test. Students of the tenth graders of SMA Negeri01 Punggur, particularly X IPA.5 had done pre-test and post-test whereby before holding the post-test, the researcher gave them certain treatment that consisted of mnemonic method.

Similarly, the score they had got before and after treatment was so different that in the pre-test, the average score of class was 55. Meanwhile,

the average score of class in the post-test was 80,5. In conclusion, the result of this research was $t_{\text{observed}} > t_{\text{table}}$ ($1.6938 < 11.0454 > 2.44868$) which revealed that H_a was accepted and H_o was rejected. In other words, there was a positive and significant influence of using mnemonic method on the students vocabulary mastery in the tenth graders of SMA N 01 PUNGGUR.”

To be exact, through mnemonic method as an alternative method, the students learnt such remember of many vocabularies in learning English. More precisely, there is a positive and significant influence of using mnemonic method on the students' vocabulary mastery after treatment. The fact showed that there was a change at the amount of the students who got lower scores. At the end, they were able to implement their result of vocabulary mastery.

Lastly, mnemonic method could be a solution for teaching learning process especially in vocabulary mastery because it made the students more active while learning. Too, they were given much more opportunities to memorize many vocabularies. By using this method, teaching and learning process was more interesting, enjoyable and fun because it included visual capability and creativity among students so that they might take part better during learning process.

E. Limitation

However after conducting the research and getting the data from documentation and test, the researcher found some problems faced by the students, as follows:

2. Problem in Interpreting the Mnemonic Method

- a. In the first treatment, the research was in difficulty in managing the class for example when explaining the theory because they are very noisy.
- b. The passive students are under pressure to follow the class when it want to ask something to the teacher and then she/he was hard to do the task, based on the reseacher observation during the learning process it can be seen that some students only watched their friends and have no idea or comment.

3. Students' problem in having vocabulary

The students did not have enough vocabulary to comprehend the text,difficult to speak English, so they limits their communicate.

4. This research was conducted on the tenth graders of SMA 1 Punggur, so the result was limited only to this class.

This research was held on the academic year of 2018/2019,then the result of this research is only for that year.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Mnemonic method is one of the strategy in learning memorize vocabularies. To understand the new vocabularies easier and faster, the students need mnemonic method. Based on the analysis and result of the research, the researcher can conclude that the mnemonic method has a positive and significant influence of the students' vocabulary mastery. It can be used as the method in learning vocabulary mastery.

After considering the t-test and chi square. It can be seen from the result of critical value of chi-square " t_{observed} " is 37.04 and " t_{table} " is 11.345 and the result of critical value of t-test " t_{observed} " is 11.0454 and " t_{table} " is 2.44868. The data confirmed that " t_{observed} " is higher than " t_{table} ". Therefore, it can be concluded that H_a is accepted and H_o is rejected. From the explanation above, the reseacher assumed that in teaching vocabularay form trough mnemonic method was more effective to influence student's vocabulary mastery. It means that there is a positive and significant influence of using mnemonic method on the students' vocabulary mastery at the tenth graders of SMA Negeri 01 Punggur in the Academic Year of 2018/2019.

B. SUGGESTION

Based on the explanation above, the researcher suggests some points as follows:

1. For the Teachers

The teacher is suggested to choose the suitable method in teaching English especially in vocabulary mastery in order that the student can understand the material delivered by the teacher, because by an effective method in teaching learning, it can automatically improved the student motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.

2. For The Students

a. Students are suggested to active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

b. The students are suggested to improve their vocabulary mastery.

3. for The School

a. The researcher greatly expects that this study can give contribution for the school, such as a reference for further studies in learning vocabulary mastery.

b. The school is recommended to make further studies in applying the right method which is done by the teacher in learning vocabulary mastery.

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Nomor : B-1071/ln.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 01 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: TINI AULIA LATIFAH
NPM	: 14122257
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE INFLUENCE OF USING MNEMONIC METHOD ON THE STUDENTS VOCABULARY MASTERY AT TENTH GRADE STUDENTS OF SMA NEGERI 01 PUNGGUR IN THE ACADEMIC YEAR OF 2017/2018

untuk melakukan *pra-survey* di SMA NEGERI 01 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Handwritten signature and date: 28/5/2018





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Nomor : B-2869/In.28/D.1/TL.00/09/2018
Lampiran :-
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 01 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2868/In.28/D.1/TL.01/09/2018, tanggal 19 September 2018 atas nama saudara:

Nama : **TINI AULIA LATIFAH**
NPM : 14122257
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 01 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUNECE OF USING MNEMONIC METHOD ON THE STUDENTS OF VOCABULARY MASTERY AT THE TENTH GRADERS STUDENTS OF SMA N 01 PUNGGUR IN THE ACADEMIC YEAR 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 September 2018
Wakil Dekan I,



[Signature]
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Nomor : 2663 /In 28.1/J/PP.00.9/6/2018
Lamp : -
Hal : BIMBINGAN SKRIPSI

20 Agustus 2018

Kepada Yth

1. Dr. Umi Yasiwah, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Tini Aulia Latifah
NPM : 14122257
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Influence Of Using On The Students Of Vocabulary Mastery At The Tenth Graders Students Of SMA N 01 Punggur In The Academic Year Of 2017/2018

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

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SURAT TUGAS

Nomor: B-2868/In.28/D.1/TL.01/09/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,^{*}
menugaskan kepada saudara:

Nama : **TINI AULIA LATIFAH**
NPM : 14122257
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 01 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING MNEMONIC METHOD ON THE STUDENTS OF VOCABULARY MASTERY AT THE TENTH GRADERS STUDENTS OF SMA N 01 PUNGGUR IN THE ACADEMIC YEAR 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 September 2018

Mengetahui,
Pejabat Setempat
Bejan Santoso
Wakil Dekan I
SMA NEGERI PUNGGUR
Kecamatan Huma, Kabupaten Punggur
KPSN 10901903
DINAS PENDIDIKAN DAN KEBUDUDAYAAN

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PEMERINTAH PROVINSI LAMPUNG
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SMA NEGERI 1 PUNGGUR
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SURAT KETERANGAN

No : 422 / 431 / III.01 / SMA /2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa : **TINI AULIA LATIFAH**
NPM : 14122257
Semester : 9 (Sembilan)
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Akan mengadakan Penelitian pada tahun pelajaran 2018 – 2019 untuk tugas akhir yaitu pembuatan skripsi dengan judul : " **THE INFLUENCE OF USING MNEMONIC METHOD ON THE STUDENTS OF VOCABULARY MASTERY AT THE TENTH GRADERS STUDENTS OF SMA N 01 PUNGGUR IN THE ACADEMIC YEAR 2018/2019** ".

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-2869/In.28/D.I/TL.OO/09/2018, tertanggal : 19 September 2018 perihal permohonan Izin Penelitian.

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



19 September 2018
Kepala SMA Negeri 1 Punggur,

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Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan Mahasiswa
		I	II		
1	Thursday 06/09/18		✓	Revise again your Research instrument	
2	Thursday 13/09/18		✓	Acc and continue to the first sponsor	

Mengetahui
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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	TandaTangan Mahasiswa
		I	II		
	Kamis, 13/5-18	✓		all for research instrument	

Mengetahui,
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama :TINI AULIA LATIFAH

Jurusan : TBI

NPM : 14122257

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 8/11/18		✓	Revise chapter IV-V	
2	Thursday 15/11/18		✓	Acc and continue to the first sponsor	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : TINI AULIA LATIFAH

Jurusan : TBI

NPM : 14122257

Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 16/11/2018	✓		Revisi BAB. 1-5	
2.	Rabu, 21/11/2018	✓		- revision is ok - acc for munasorah	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424199903 2 001

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

SILABUS PEMBELAJARAN

Mata Pembelajaran : Bahasa Inggris
Kelas : X

NO	KOMPETENSI DASAR	INDIKATOR	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
1	Membaca Vocabulary tentang Daily Word	Menyebutkan <i>Daily Word</i> dengan pelafalan yang baik Mengulang <i>Vocabulary</i> yang telah diajarkan guru Menerapkan <i>Vocabulary</i> di Dalam kelas maupun Di Luar kelas.	Mendengarkan : Mendengarkan <i>Vocabulary</i> yang berkaitan dengan kata kerja yang biasa digunakan dalam kehidupan sehari-hari. Berbicara : Menyebutkan <i>Vocabulary</i> yang telah di pelajari.	2 X 45 MENIT
2	Melafalkan <i>Vocabulary</i> tentang <i>Family</i> (kosakata Tentang Keluarga) dengan Baik.	Mengidentifikasi setiap kosakata Tentang <i>Family</i> Mengkreasikan kosakata-kosakata Tentang <i>Family</i> menjadi Bagan Keluarga.	Berbicara : Mempraktekkan <i>Vocabulary</i> tentang <i>Daily Word, Family, Accessorise, Pronoun, Direction</i> dan <i>Food</i> di dalam kehidupan sehari-hari.	2 X 45 MENIT
3	Membaca <i>vocabulary</i> tentang <i>Accessorise</i> yang digunakan Manusia.	Membaca <i>Vocabulary</i> tentang <i>Accessorise</i> di dalam kelas. Menjelaskan <i>vocabulary</i> yang sering digunakan.. Menggunakan <i>Vocabulary</i> tersebut di dalam maupun di luar kelas		2 X 45 MENIT
4	Membaca <i>vocabulary</i> tentang Pronoun (kata ganti Benda) dengan baik	Mempelajari <i>Vocabulary</i> tentang Pronoun Menggabungkan <i>Vocabulary</i> tentang <i>Pronoun</i> menjadi suatu kalimat yang		2 X 45 MENIT

		mempunyai arti. Menugaskan siswa untuk membuat kalimat yang berunsur kata ganti orang.		
5	Mengucapkan Vocabulary tentang <i>Direction</i> dengan Lancar.	Mengidentifikasi Vocabulary tentang <i>Direction</i> yang ada di sekitar kita. Menjabarkan kegunaan kosakata yang telah diberikan Menugaskan siswa untuk membuat percakapan dengan menggunakan <i>Vocabulary</i> yang telah dipelajari		*

Metro, 2 Agustus 2018

Mengetahui,
Kepala SMA N 1 Punggur



Drs. Suntoro
NIP. 196402171995121002

Mahasiswa



Tini Aulia Latifah
NPM. 14122257

LESSON PLAN

Sekolah : SM A Negeri 1 Punggur
Matapelajaran : BAHASA INGGRIS
Kelas/Semester : X/1
Materi Pokok : *Daily Word*
Alokasi Waktu : 2 x 45 Menit

Langkah-langkah kegiatan Pembelajaran Tatap Muka

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	Kegiatan Awal <ol style="list-style-type: none">1. Memberi salam, beramah tamah2. Mengabsen kehadiran siswa3. Menggali pengetahuan awal siswa mengenai materi yang diberikan pada pertemuan tersebut4. Siswa ditunjukkan vocabularies yang berkaitan dengan materi	5 menit
Inti	Pertemuan I A. Eksplorasi <ol style="list-style-type: none">1. Guru memberikan Pre-test2. Guru menjelaskan tentang pengertian <i>Daily Word</i> B. Elaborasi <ol style="list-style-type: none">1. Siswa diminta untuk menjelaskan apa maksud dari <i>Daily Word</i> beserta contohnya2. Siswa diminta untuk menyebutkan beberapa vocabularies di kehidupan sehari-hari3. Siswa diberi contoh menghafal cepat4. Siswa mengidentifikasi vocabularies dengan menggunakan kata yang mudah untuk di hafal5. Siswa menulis kosa kata sesuai dengan yg sudah di hafal6. Siswa membuat kalimat sederhana dari kosa kata	40 menit

	<p>sulit yang telah mereka dapat, kemudian dibahas bersama-sama</p> <p>C. Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa bersama guru melakukan flash back dan feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa mengenai Daily word. 	
	<p>Pertemuan II</p> <p>A. Eksplorasi</p> <ol style="list-style-type: none"> 1. Guru menjelaskan metode mnemonics beserta dengan contohnya <p>B. Elaborasi</p> <ol style="list-style-type: none"> 1. Siswa diberi contoh cara menghafal kosa kata dengan teknik mnemonics 2. Siswa diberi kartu berisi kosa kata baru dan mencari arti dari kata tersebut 3. Siswa membuat kalimat sederhana dari kata yang telah mereka dapat dengan menggunakan teknik mnemonics, kemudian menukarkan kartu tersebut dengan teman sekelas dan membacakannya 4. Siswa diberi Post-test 5. Siswa diberi tugas berupa daftar kosa kata baru dan mencari arti dari tiap kata, kemudian siswa membuat kalimat dengan menggunakan teknik mnemonics seperti contoh yang diberikan oleh guru <p>C. Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa bersama guru melakukan flash back dan feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa mengenai teknik mnemonics 	40 menit
Penutup	<p>Dalam kegiatan penutup, guru bersama siswa:</p> <ul style="list-style-type: none"> - Menyimpulkan materi pembelajaran - Mengucapkan salam penutup 	5 menit

The material

Mnemonic Technique in Presenting Vocabulary

Words	Phonetic	Code	Meaning
		(Mnemonic Device)	
Accept	ək'sept	Asep	Menerima
Adult	əd'Alt	Adul	Orang Dewasa
Astute	ə'stuwt	Astuti	Cerdik, lihay
Direct	Də'rekt	Derek	Langsung
Deny	Di'nai	Deni	Menyangkal
Enchant	En'cæn	Encan	Memikat
Enact	E'nækt	Enak	Memerankan
Engine	'enjənt	Enjing	Mesin
Towel	'tawəl	Toel	Handuk
Unjust	Ân'jast	Anjas	Tidak adil

1. Sumber belajar

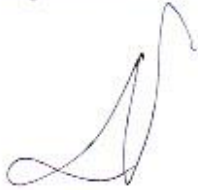
- a. Buku yang relevan
- b. Kertas manila
- c. Daftar kosakata

2. Penilaian

No.	Indikator	Teknik	Bentuk
1.	Menyebutkan <i>Daily Word</i> dengan pelafalan yang baik	Teks Tulis	Individu
2.	Mengulang <i>Vocabulary</i> yang telah diajarkan guru	Teks Tulis	Individu Individu
3.	Menerapkan <i>Vocabulary</i> di Dalam kelas maupun Di Luar kelas.	Teks Tulis	

Metro, 2 Agustus 2018

Mengetahui,
Kepala SMA N I Punggur



Drs. Suntoro
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Mahasiswa



Tini Aulia Latifah
NPM. 14122257

Mnemonic Technique in Presenting Vocabulary

Words	Phonetic	Code	Meaning
		(Mnemonic Device)	
Accept	<i>ək'sept</i>	Ascp	Menerima
Adult	<i>ə'dʌlt</i>	Adul	Orang Dewasa
Astute	<i>ə'stu:t</i>	Astuti	Cerdik, lihay
Direct	<i>di'rekt</i>	Derek	Langsung
Deny	<i>di'nai</i>	Deni	Menyangkal
Enchant	<i>en'tʃən</i>	Encan	Memikat
Enact	<i>e'nækt</i>	Enak	Memerankan
Engine	<i>'enjɪn</i>	Enjing	Mesin
Towel	<i>'taʊəl</i>	Toel	Handuk
Unjust	<i>ʌn'ʃʌst</i>	Anjas	Tidak adil
Steam	<i>sti:m</i>	Stim(motor)	Asap
Bowl	<i>bəʊl</i>	Bowel	Mangkuk
Lie	<i>lai</i>	Laila	Berbaring
Undo	<i>ʌndu:</i>	Ando	Membatalkan
Sell	<i>sel</i>	Sella	Menjual
Rise	<i>raiz</i>	Raisa	Terbit
Blow	<i>bləʊ</i>	Blow	Bertiup
Mean	<i>mi:n</i>	Min(pengurangan)	Maksud
Map	<i>mæp</i>	Map	Peta
Pond	<i>pɒnd</i>	pondasi	Bak
Buy	<i>baɪ</i>	Bayu	Membeli
Erase	<i>iraɪz</i>	Iris	Penghapus
Hurry	<i>'hʌr.i</i>	Hari	Cepat
cool	<i>ku:l</i>	kol	Dingin
Funny	<i>'fʌn.i</i>	Fani	Menyenangkan

The instrument of pre test

Nama :

No Absen:

A. Match these words below !

No	Words	Meaning
1.	Lie	Mencuci
2.	Teach	Memperoleh
3.	Yawn	Mengenai
4.	Hit	Mengiris
5.	Change	Mengajar
6.	Slit	Merubah
7.	Wear	Menguap
8.	Bring	Mengenakan
9.	Get	Membawa
10.	Wash	Berbaring

B. Arrange the alphabet to make good word and give meaning !

1. V - R - N - E - E =(.....)
2. M - O - W - R - K - H - E - O =(.....)
3. N - U - B - R =(.....)
4. W - O - T - R - H =(.....)
5. I - G - D =(.....)

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. American pit bull terriers are ... for their fighting instincts. (bread / bred)
2. Would you lie a seat by the ... or would you prefer to be by the window? (aisle / isle)
3. She gave him a long ... but did not answer his question. (stair / stare)
4. The bird flew off with a bright red ... in its beak. (berry / bury)
5. He had an accident while he was driving a ... car. (hire / higher)

The instrument of post test

Nama:

No absen:

A. Match these words below !

No	Daily Words	Meaning
1.	Accpet	Langsung
2.	Adult	Memikat
3.	Astute	Menerima
4.	Direct	Dewasa
5.	Deny	Cerdik atau lihay
6.	Engine	Memerankan
7.	Towel	Menyangkal
8.	Enack	Tidak Adil
9.	Fnchat	Handuk
10.	unjust	Mesin

B. Arrange the alphabet to make good word and give meaning !

1. P - E - Y - T =(.....)
2. S - E - R - E - A =(.....)
3. R - Y - R - U - H =(.....)
4. O - O - C - I =(.....)
5. Y - N - F - N - U =(.....)

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. I ... home from work by bike. (road / rode)
2. I told that ... Glyn and he was horrified. (to / too / two)
3. It must have been someone who is in the ... about the project who told the press about it. (no / know)
4. The plaster cast will help to ... the broken bone. (heal / heel)
5. Do not walk around outside in your ... feet. (bare / bear)

Answer Key:

A.

1. Menerima
2. Dewasa
3. Cerdik/lihay
4. Langsung
5. Menyangkal
6. Mesin
7. Handuk
8. Memerankan
9. Memikat
10. Tidak adil

B.

1. TYPE (MENGETIK)
2. ERASE (MENGHAPUS)
3. HURRY (CEPAT)
4. COOL (DINGIN)
5. FUNNY (LUCU)

C.

1. Rode
2. To
3. Know
4. Heal
5. Bare

Answer Key

A.

1. Berbaring
2. Mengajar
3. Menguap
4. Mengenai
5. Merubah
6. Mengiris
7. Mengenakan
8. Membawa
9. Memperoleh
10. Menevci

B.

1. NEVER (Tidak Pernah)
2. HOME WORK (PR)
3. BURN (Membakar)
4. THROW (Melempar)
5. DIG (Menggali)

C.

1. Bred
2. Isle
3. Stare
4. Berry
5. Higher hire

The instrument of pre test

Nama: Elin Dolorinda

No Absen: 37

A. Match these words below !

No	Words	Meaning
1.	Lie	Mencuci
2.	Teach	Memperoleh
3.	Yawn	Mengenai
4.	Hit	Mengiris
5.	Change	Mengajar
6.	Slit	Merubah
7.	Wear	Menguap
8.	Bring	Mengenakan
9.	Get	Membawa
10.	Wash	Berbaring

5/5

10

B. Arrange the alphabet to make good word and give meaning !

1. V - R - N - E - E = veneer (.....)
2. M - O - W - R - K - H - E - O = home work (.....) $2 \times 3 = 6$
3. N - U - B - R = burn (.....)
4. W - O - T - R - H = worth (.....)
5. I - G - D = dig (.....)

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. American pit bull terriers are ... for their fighting instincts. (bread / bred)
2. Would you lie a seat by the ... or would you prefer to be by the window? (aisle / isle)
3. She gave him a long ... but did not answer his question. (stair / stare)
4. The bird flew off with a bright red ... in its beak. (berry / bury)
5. He had an accident while he was driving a ... car. (hire / higher)

$2 \times 3 = 6$

$10 + 6 + 6 =$

The instrument of post test

Nama: Rizka Dila Erlina

No absen: 11

9,25

A. Match these words below !

No	Daily Words	Meaning
1.	Accpet	Langsung
2.	Adult	Memikat
3.	Astute	Menerima
4.	Direct	Dewasa
5.	Deny	Cerdik atau lihay
6.	Engine	Memerankan
7.	Towel	Menyangkal
8.	Enack	Tidak Adil
9.	Enchat	Handuk
10.	unjust	Mesin

10 x 1 = 10

B. Arrange the alphabet to make good word and give meaning !

- P - E - Y - T = TYPE (Menarik)
- S - E - R - E - A = SEAR (Memukul)
- R - Y - R - U - H = RYRH (Cepat)
- O - O - C - I = OOCI (Dingin)
- Y - N - F - N - U = YNFU (Membuatnya)

5 x 3 = 15

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

- I ... home from work by bike. (road / rode) X
- I told that ... Glyn and he was horrified. (to / too / two) ✓
- It must have been someone who is in the ... about the project who told the press about it. (no / know) ✓
- The plaster cast will help to ... the broken bone. (heal / heel) ✓
- Do not walk around outside in your ... feet. (bare / bear) ✓

4 x 3 = 12

$$B = \frac{10}{15} + \frac{20}{12} + \frac{37}{9}$$

$$9 \sqrt{87}$$

$$9,25$$

The instrument of pre test

Nama : Bayu Saputra

No Absen: 6

6.25

A. Match these words below !

No	Words	Meaning
1	Lie	Mencuci
2	Teach	Memperoleh
3	Yawn	Mengenai
4	Hit	Mengiris
5	Change	Mengajar
6	Slit	Merubah
7	Wear	Menguap
8	Bring	Mengenakan
9	Get	Membawa
10	Wash	Berbaring

10

B. Arrange the alphabet to make good word and give meaning !

1. V - R - N - E - E = NEVER (tidak pernah)
2. M - O - W - R - K - H - E - O = Homework (PR)
3. N - U - B - R = Burn (membakar)
4. W - O - T - R - H = Worth (bernilai)
5. I - G - D = Dig (menagali)

4x3=12

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. American pit bull terriers are ... for their fighting instincts. (bread / bred)
2. Would you lie a seat by the ... or would you prefer to be by the window? (aisle / isle)
3. She gave him a long ... but did not answer his question. (stair / stare)
4. The bird flew off with a bright red ... in its beak. (berry / bury)
5. He had an accident while he was driving a ... car. (hire / higher)

1x3=3

10 + 12 + 3 =

The instrument of post test

Nama: Bayu Saputra

No absen: 06

7,75

A. Match these words below !

No	Daily Words	Meaning
1.	Accpet	Langsung
2.	Adult	Memikat
3.	Astute	Menerima
4.	Direct	Dewasa
5.	Deny	Cerdik atau lihay
6.	Engine	Memerankan
7.	Towel	Menyangkal
8.	Enack	Tidak Adil
9.	Enchat	Handuk
10.	unjust	Mesin

9

B. Arrange the alphabet to make good word and give meaning !

- 1/2
- P-E-Y-T = TYPE (jenis)
 - S-E-R-E-A = ERASE (menghapus)
 - R-Y-R-U-H = HURRY (cepat)
 - O-O-C-L = COOL (dingin)
 - Y-N-F-N-U = FUNNY (menyengkan)

12 1/2

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. I ... home from work by bike. (road / rode)
2. I told that ... Glyn and he was horrified. (to / too / two)
3. It must have been someone who is in the ... about the project who told the press about it. (no / know)
4. The plaster cast will help to ... the broken bone. (heal / heel)
5. Do not walk around outside in your ... feet. (bare / bear)

10

31 1/2

7,755

The instrument of pre test

Nama: AMELIA FITRI RAHMADANI

No Absen: 1 (satu)

A. Match these words below!

No	Words	Meaning
1	Lie	Mencuci
2	Teach	Memperoleh
3	Yawn	Mengenal
4	Hit	Mengiris
5	Change	Mengajar
6	Slit	Merubah
7	Wear	Menguap
8	Bring	Mengenakan
9	Get	Membawa
10	Wash	Berbaring



B. Arrange the alphabet to make good word and give meaning!

1. V - R - N - E - E = (NEVER)
2. M - O - W - R - K - H - E - O = (MOTHER)
3. N - U - B - R = (BURN)
4. W - O - T - R - H = (WORTH)
5. I - G - D = (DIG)

1 x 3 = 3

C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. American pit bull terriers are ... for their fighting instincts. (breed / bred)
2. Would you lie a seat by the ... or would you prefer to be by the window? (aisle / isle)
3. She gave him a long ... but did not answer his question. (stair / stare)
4. The bird flew off with a bright red ... in its beak. (berry / bury)
5. He had an accident while he was driving a ... car. (hire / higher)

1 x 3 = 3

10 + 3 + 3 =

The instrument of post test

Nama: AMELYA FITRI R.

No absen: 01 (satu)

81

A. Match these words below !

No	Daily Words	Meaning
1.	Accpet	Langsung
2.	Adult	Memikat
3.	Astute	Menerima
4.	Direct	Dewasa
5.	Deny	Cerdik atau lihay
6.	Engine	Memerankan
7.	Towel	Menyangkal
8.	Enack	Tidak Adil
9.	Enchat	Handuk
10.	unjust	Mesin

10

B. Arrange the alphabet to make good word and give meaning !

1. P - E - Y - T = TYPE (macam...)
2. S - E - R - E - A = SEPA (Munkin...)
3. R - Y - R - U - H = RUHY (cepat...)
4. O - O - C - L = COOL (kesukaan/ingin...)
5. Y - N - F - N - U = YUNY (asminator...)


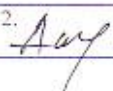






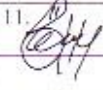
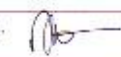
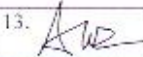
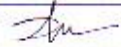
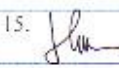
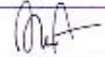

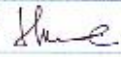

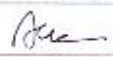



$$4,5 \times 3 = 13,5$$





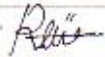
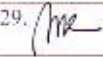



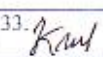
C. Complete each sentence by choosing the correct homophone. Homophones are words that have the same pronunciation but different spellings and meanings. (Homophone adalah kata yang memiliki bunyi yang sama namun arti berbeda).

1. I ... home from work by bike. (road / rode)
2. I told that ... Glyn and he was horrified. (to / too / two)
3. It must have been someone who is in the ... about the project who told the press about it. (no know)
4. The plaster cast will help to ... the broken bone. (heal / heel)
5. Do not walk around outside in your ... feet. (bare / bear)

$$\begin{aligned} 3 \times 5 &= 15 + 10 + 13,5 \\ &= 38,5 : 4 \\ &= 9,625 \\ &= 9,6 \end{aligned}$$





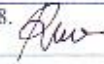





Attendance list of pre-test

No	NAME	SIGNATURE
1.	AMELYA FITRI RAMADHANI	1. 
2.	ANGGUN PUJA PRATIWI	2. 
3.	ANTON JONI SAPUTRA	3. 
4.	AZZAHRA KESYA KUSUMA	4. 
5.	BAYU SAPUTRA	5. 
6.	BUNGA HUMAIROH	6. 
7.	CHAILLA PUTRI MAIHARANI	7. 
8.	CHINDY CAHYANI	8. 
9.	DADIK EFENDI	9. 
10.	DETYA PUTRI NABILA	10. 
11.	DETA ANDRIANI	11. 
12.	ELLA AMELIA	12. 
13.	HENDRIKO PRATAMA	13. 
14.	IMAM PRASETYO	14. 
15.	INDAH SULISTIA RINI	15. 
16.	INTAN MONICA SARI	16. 
17.	LEURENSIA CLARA LUSTIA	17. 
18.	M. ZAILANI PERMANA	18. 
19.	MAUDIANA NATA DARISA	19. 
20.	MAYANG RUBI AYU	20. 
21.	METI DWI YANTI	21. 
22.	NABILLA FITRIANI	22. 
23.	NDYA DEWI ALVIO NITA	23. 

24.	NIKEN AYU JULIANTI		24. 
25.	NOVA ZAHRA FADIYA	25. 	
26.	P.CALISTA C.G		26. 
27.	RANI ROSITA	27. 	
28.	RETNO MUTIA DEWI		28. 
29.	REIGIUS ATA META	29. 	
30.	RIRIN DELA ARNETA		30. 
31.	SANDI DWI PRAYOGA	31. 	
32.	SELVI NOVITA SARI		32. 
33.	VIKI NUR AZIZAH	33. 	

Attendance list of post-test

No	NAME	SIGNATURE
1.	AMELYA FITRI RAMADHANI	1. 
2.	ANGGUN PUJA PRATIWI	2. 
3.	ANTON JONI SAPUTRA	3. 
4.	AZZAHRA KESYA KUSUMA	4. 
5.	BAYU SAPUTRA	5. 
6.	BUNGA HUMAIROH	6. 
7.	CHAILLA PUTRI MAHARANI	7. 
8.	CHINDY CAHYANI	8. 
9.	DADIK EFENDI	9. 
10.	DETYA PUTRI NABILA	10. 
11.	DETA ANDRIANI	11. 
12.	ELLA AMELIA	12. 
13.	HENDRIKO PRATAMA	13. 
14.	IMAM PRASETYO	14. 
15.	INDAH SULISTIA RINI	15. 
16.	INTAN MONICA SARI	16. 
17.	LEURENSIA CLARA LUSTIA	17. 
18.	M. ZAILANI PERMANA	18. 
19.	MAUDIANA NATA DARISA	19. 
20.	MAYANG RUBI AYU	20. 
21.	METI DWI YANTI	21. 
22.	NABILLA FITRIANI	22. 
23.	NDYA DEWI ALVIO NITA	23. 

24.	NIKEN AYU JULIANTI		24. 
25.	NOVA ZAHRA FADIYA	25. 	
26.	P.CALISTA C.G		26. 
27.	RANI ROSITA	27. 	
28.	RETNO MUTIA DEWI		28. 
29.	REIGIUS ATA META	29. 	
30.	RIRIN DELA ARNETA		30. 
31.	SANDI DWI PRAYOGA	31. 	
32.	SELVI NOVITA SARI		32. 
33.	VIKI NUR AZIZAH	33. 	

Rubric for Word Skill

SKILL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Identify and demonstrate an understanding of new vocabulary	Student demonstrates a limited understanding of new vocabulary	Student demonstrates a satisfactory understanding of new vocabulary	Student demonstrates a good understanding of new vocabulary	Student demonstrates an excellent understanding of new vocabulary
Identify and record examples of various parts of speech (nouns, verbs, adjectives, adverbs)	Student is rarely able to identify, describe and provide examples of the various part of speech.	Student is able to identify, describe and provide examples of the various parts of speech.	Student is able to identify, describe, and provide examples of the various parts of speech.	Student is consistently able to identify, describe and provides example of the various part of speech.
Use a variety of strategies to decode new vocabulary	Student uses few strategies to decode and understand new vocabulary	Student uses some strategies to decode and understand new vocabulary	Student uses many strategies to decode and understand new vocabulary	Student effectively uses a variety of strategies to decode and understand new vocabulary

use a dictionary and thesaurus to strange then understanding of words	Student finds it challenging to use a dictionary and thesaurus to strange then his/her understanding new words.	Student sometimes uses a dictionary and thesaurus with some accuracy to strange then his/her understanding new words.	Student uses a dictionary and thesaurus to strengthen his/her understanding new words.	Student proficiently uses a dictionary and thesaurus to strengthen his/her understanding new words.
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Criteria of Reading Comprehension

No.	Criteria	Score
1.	Identify and demonstrate an understanding of new vocabulary	0-25
2.	Identify and record examples of various parts of speech (nouns, verbs, adjectives, adverbs)	0-15
3.	Use a variety of strategies to decode new vocabulary	0-25
4.	use a dictionary and thesaurus to strange then understanding of words	0-35
	Total	100

Table**The Students' Score of Pre-Test**

NO	NAMA	CRITERIA				TOTAL
		1	2	3	4	
1.	AFR	10	10	10	10	40
2.	APP	10	15	10	6	41
3.	AJS	20	10	20	12	62
4.	AKK	15	15	20	22	72
5.	BS	10	15	15	22	62
6.	BH	10	10	20	18	48
7.	CPM	20	10	10	15	55
8.	CC	10	10	20	20	61
9.	DE	10	15	12	25	62
10.	DPN	2	10	10	15	37
11.	DA	10	12	25	30	77
12.	EA	15	15	12	20	62
13.	HR	10	10	20	17	57
14.	IP	20	10	20	20	70
15.	IS	10	10	13	20	53
16.	IMS	10	10	11	10	41
17.	LCL	10	10	20	15	55
18.	MZP	10	5	5	5	25
19.	MND	10	10	10	24	54
20.	MRA	15	10	20	10	55
21.	MD	10	10	13	5	38
22.	NF	20	10	20	7	57
23.	NDA	11	10	25	30	76
24.	NAJ	15	10	15	14	54
25.	NSFM	15	15	2	0	32
26.	PCCG	15	15	10	25	65
27.	RR	15	15	10	4	44
28.	RMD	15	10	20	25	70
29.	RAM	20	15	15	20	70
30.	RDE	10	10	20	15	55
31.	SDP	15	15	20	20	70
32.	SNS	15	15	20	18	68
33.	VA	10	10	10	12	42

Table
The Students' Score of Post-Test

NO	NAMA	CRITERIA				TOTAL
		1	2	3	4	
1.	AFR	20	15	20	31	81
2.	APP	20	7	25	30	77
3.	AJS	20	10	25	22	77
4.	AKK	20	15	20	20	75
5.	BS	15	5	25	32	77
6.	BH	12	10	20	30	72
7.	CPM	20	10	20	15	75
8.	CC	20	10	20	30	80
9.	DE	15	15	20	35	85
10.	DPN	2	10	20	35	67
11.	DA	20	10	25	30	85
12.	EA	15	15	25	30	85
13.	HR	20	14	20	20	74
14.	IP	20	17	20	20	77
15.	IS	15	15	25	30	85
16.	IMS	17	15	15	30	77
17.	LCL	15	15	25	30	85
18.	MZP	15	15	25	30	85
19.	MND	20	10	25	30	85
20.	MRA	25	15	20	28	78
21.	MD	25	10	25	17	77
22.	NF	20	10	20	23	73
23.	NDA	15	15	25	30	85
24.	NAJ	15	15	25	30	85
25.	NSFM	15	15	10	30	70
26.	PCCG	17	15	25	35	92
27.	RR	25	10	15	35	85
28.	RMD	25	15	20	15	75
29.	RAM	25	10	15	35	85
30.	RDE	25	15	17	35	92
31.	SDP	25	15	10	35	85
32.	SNS	25	15	10	35	85
33.	VA	25	15	10	35	85

The Building of SMA N 1 Punggur

Facilities at SMA Negeri 01 Punggur in Academic Year 2018/2019

No.	Name of Room	Number of Unit	Area
1.	Classroom	15	13543 m ²
2.	Headmaster's Room	1	24 m ²
3.	Teacher's Room	1	121 m ²
4.	Laboratory		
	A. Computer Laboratory	1	116 m ²
	Conseling Room	1	25 m ²
5.	Library	1	72 m ²
6.	Mosque	1	2000 m ²
7.	Student Health Units	1	18 m ²
8.	Toilet	14	84 m ²
9.	Parking	4	1200 m ²
10.	The Ceremony Field	1	3000 m ²
11.	Canteen	3	52 m ²

Source: Documentation of SMA Negeri 01 Punggur in the academic year 2018/2019 on 12agustth 2018.

Condition of Teachers in SMA N 1 Punggur

No	Name	Lessons
1	Drs. SUNTORO	Headmaster
	NIP 19640217 199512 1002	
2	Drs.SUMALI, M.Pd.	Counseling guidance XII
	NIP 19610329 198010 1 001	
3	Drs. HARYANTO	Sociology
	NIP 196303221992031006	
4	Drs.TAUFIK ISMAIL	History
	NIP 195807041988031005	
5	IMAM NAZAR NURI, S.Ag	Religion
	NIP 196006041982031016	
6	Drs. TRI HARTOTO, M.Pd.	History
	NIP 19651210 199203 1 004	
7	Dra. HALIMAH	Counseling guidance XI
	NIP 195908081991032002	
8	Drs. SUPARNO	History
	NIP 196504031994021002	
9	Dra. ADE NANI SURYANI	Indonesian
	NIP 196504141993032008	
10	Dra. MAIZARNI	Counseling guidance X
	NIP 196305291994032001	
11	HASAN MAHFUD, S.Pd	Mathematics Deputy of headmaster
	NIP 196305121984121004	
12	HARNANTO, S.Pd.	Mathematics
	NIP 196606161987021006	
13	MERIDAWATI, S.Pd	Indonesian
	NIP 196502051994032006	
14	Drs. BEJAN SANTOSO	Indonesian
	NIP 196506091998031003	
15	Drs. SB.PURWANTO	Physical Education Deputy of Headmaster
	NIP 195707021997021001	
16	Dra. TUTI SUPRIYATI	Biology
	NIP 196803241997032002	
17	PURWATI, S.Pd.	Economy/ Accountancy
	NIP 197203151997032004	
18		Biology

	KARMIDI, S.Pd. NIP 196412301998021001	
19	Dra. TRIAS SAMINAR NIP 196511061998022001	Biology
20	Drs. INDRA JAYA NIP 196705211997021002	Civics
21	TITIN SUMIARTI, S.Pd NIP 1971 02081994122001	Art and Culture
22	ELVA YULI SUSANTI, S.Sos. NIP 197407101998022003	Sociology
23	NOTO MARGIANTO, S.Pd. NIP 197310231998021003	Mathematics
24	SURADI, SE NIP 195904041991031002	Economy/ Accountancy
25	PENI ASIH, S.Pd NIP 196904052000122003	English
26	Drs. HERY SUBAGIYO NIP. 196501021993111001	Geography
27	NURUL EKAWATI, S.Pdi. NIP 197711112002122004	Religion
28	HENDRO BUDOYO, S.Pd. NIP 197909282003121003	Physics
29	APRILIANI DWI KURNIASIH, S.Pd. NIP 197304142003122018	English
30	MEGAWATI CIPTANING, S.Si. NIP 197305052003122005	Chemistry
31	PATIMAH, S.Pd. NIP 197611072003122006	Economy/ Accountancy
32	ZULHANA, S.Pd. NIP 197310142003122002	Biology
33	ENIK WINDAYATI, S.Pd. NIP 197206162005012007	Chemistry Deputy of Class
34	NURHAYATI, S.Pd.I. NIP 197505051997032007	Religion
35		Sociology

	TITIN SURIATI, S.Sos NIP 197305132005012006	Deputy of Class
36	TRI WAHYUNINGSIH, S.Si NIP 197709222006042009	Mathematics
37	MUSTIKA HERLINA, S.Pd. NIP 198005142005022006	Civics
38	SRI LESTARI, S.Pd. NIP 197003172005022002	Indonesian
39	RINI SULISTYOWATI, S.E. NIP 197405272007012007	Geography
40	SUPRAPTI, S.Pd. NIP 197012092007012003	Indonesia
41	IMAN ABIWORO, S.Si. NIP 197309212007011012	Chemistry
42	Dra. LILIYI FIRNIS NIP 196411252008012001	History Deputy of Class
43	BUDI SANTOSO, S.Pd. NIP 197702202008011007	Economy/ Accountancy
44	RANTINITA SAPUTRA, S.Pd. NIP 197708232008012008	Lebrarian
45	DELIANA WARDANI, S.Pd. NIP 197805052008012038	English Deputy of Class
46	SRI SUSILOWATI, SPd NIP 196706012008012011	History
47	BUDI HARDIANTORO, S.Si. NIP 197406282008011007	Physics
48	ARIE ALFIA ARISTHA, S.Pd. NIP 198104162008012019	English
49	Drs. TUGIMIN NIP 196908272008011015	Indonesian Deputy of Class
50	PENDI HARTANTO, S.Pd. NIP 197411022008011004	Geography Deputy of Class
51	PRASTIWI, S.Pd. NIP 197305022008012006	Arabic
52	MUSLIMATUN NISA, S.Si	Mathematics Deputy of Class

	NIP 198307282008042002	
53	BAYU SEDYOKO WIDIARTO. S.Pd. Kor.	Physical Education
	NIP 197710022008041001	
54	YUNI EKAWATI, S.Si.	Chemistry
	NIP 197906182008042001	
55	NOVITA NUGRAHANING WIDI, SE.	Economy/ Deputy of Class
	NIP 197611262008042001	
56	LILIS SURYANI, S.Sos.	Sociology
	NIP 197606142008012021	
57	SRI INDAH M. S.Pd.	Economy Deputy of Class
	NIP 197908172008012013	
58	SANI ARIS DUATI, S.Pd	Physics Deputy of Class
	NIP 198004142008012016	
59	RETNO DWI HASTUTI, S.Si	Mathematics
	NIP 197907082009022004	
60	LUSY MARLINA, S.Si	Chemistry
	NIP 197803022009022002	
61	ANI RAHMAWATI, S.Kom	Computer Science Deputy of Class
	NIP 198105122009022002	
62	HEROYOGI SULENDRA, S.Kom	Computer Science Deputy of Class
	NIP 198205062009021001	
63	RISSA FITRIA SARI, S.Pd.	Biology
	NIP 198506212010012010	
64	LISKA OKTAVIANA, S.IP.	Lampung Culture
	NIP 198610072010012006	
65	INTAN PERMATA KESUMA, S.Pd.	Librarian
	NIP 198801292011012001	
66	NI PUTU YULI WIRANINGSIH, S.Ag.	Hindu Religion
67	ANDREAS PUJIONO. S.Pd.K.	Kristen Religion

68	RISSA ALUFHA, S.Pd.	Dancing Education
69	JATMIKO PURWO S., S.Pd.	Physics
70	NURHASANAH, S.Pd.	Arabic

The Quantity of SMA N 01 Punggur

Class	2018-2019			
	Male	Female	Total	Total Class
X	83	82	165	5
XI	75	75	150	5
XII	74	78	152	5
Total	232	235	467	15

Source: Documentation at SMA N 01 Punggur

DOCUMANTATIONS

PRE-TEST



POST TEST



Table Critic Of Chi-Square

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.778	9.488	11.143	13.277	14.860
5	0.412	0.564	0.631	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.636	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.726	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.300
13	3.565	4.107	5.008	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.161	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.306	16.926	18.939	37.916	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	19.766	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.605	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.662
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169

Table of Critic t-test

Df	A P	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
		0.20	0.10	0.05	0.02	0.01	0.005	0.002	0.001
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611

34	1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35	1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36	1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37	1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38	1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39	1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40	1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42	1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44	1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46	1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48	1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50	1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60	1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70	1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80	1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416
90	1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100	1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120	1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150	1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200	1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300	1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500	1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310

CURRICULUM VITAE



Tini Aulia Latifah was born on June 28th 1996 in Rajabasa Baru, Lampung Timur. Ethnically speaking, she comes from Javanese and sundanese family descent. She is the first child from two children of Mr. Ahmad Khaironi and Mrs.Munarwati. She has brother his name is Nanda Fahmi Amiruddin.

She took her elementary school at SDN 2 Rajabasa baru (2002-2008). Then, she continued to Junior High School at SMPN 2 Way Jepara (2008-2011). Having graduated from Junior High School, she took her study at SMA N 1 Punggur and finished in 2014. Actually, at the same year, she was registered as a S1 student of English Education of State Institute for Islamic Studies of Metro.