# THE EFFECTIVENESS OF MNEMONIC STRATEGY ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTS NURUL HAKIM TEMBUNG

**A THESIS**

*Submitted to Faculty of Tarbiyah and Teachers' Training UINSU Medan as Partial Fulfillment of the Requirements for S-1 Program*

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH AND TEACHERS' TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

**MEDAN**

**2020**

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## MEDAN

## 2020

| Nomor | : Istimewa | Medan, 28 September 2020 |
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Prihal   : Skripsi

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Medan, 28 September 2020

Kepada Yth,

Bapak Dekan Fakultas Tarbiyah

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Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara

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Judul     : **THE EFFECTIVENESS OF MNEMOIC STRATEGY ON THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTs NURUL HAKIM TEMBUNG**

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WassalamualaikumWr. Wb.

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## SURAT PENGESAHAN

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Menyatakan dengan ini sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan maka gelar dan ijazah yang diberikan oleh universitas batal diterima.

Medan, 28 September 2020

embuatpernyataan

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# ABSTRACT

**Khairul Azmi Siagian. Registration Number: 0304162153. The Effectiveness of Mnemonic Strategy on The Students' Vocabulary Mastery at The Eight Grade of MTs Nurul Hakim. A Thesis, English Education Department, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, 2020.**

This research aims to find out whether the mnemonic strategy has significantly affect on students' vocabulary mastery or not at eight grade of MTs Nurul Hakim. This research use quantitative research method (quasi-experimental research). The population of this research was the eight grade of MTs Nurul Hakim. There were two classes in the eight grade and the researcher took both classes for sample. There were 26 students for experimental class and there were 22 students for control class. Instrument for collecting the data in this research was test in the multiple choice form. Before conducting the treatment, the researcher gave pre-test and giving post-test in the last meeting. In treatment, students in experimental class were taught by using mnemonic strategy and students in control class were taught without mnemonic strategy (conventional strategy). The experimental class got improvement as much as 24,81 points (pre-test=41,15 while post-test=65,96). Mnemonic strategy has a significant effect on the students' vocabulary mastery. The result shows that the $t_{value}$ is 3,147 while the $t_{table}$ was 2.01 ($t_{observed} > t_{table}$, 3,248> 2.01). Therefore, $H_a$ is accepted and $H_0$ is rejected. So, it can be concluded that there is a significant effect of mnemonic strategy on the students' vocabulary mastery at eight grade of MTs Nurul Hakim.
**Keywords**: *Mnemonic Strategy, Vocabulary Mastery*

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# CHAPTER I

# INTRODUCTION

### A. Background of The Study

Communication is the transmission of information or message from one person to the other person or among individuals throught the use of various channels.[1] In communication, people need language. Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols.[2] People in one areas use different language with another areas. So, we need at least a language to build the communication among people that use different language.

English has special place in international communication. Many sectors need English in daily communication such as education, research, business, and others. ETH = Ethnologue (2019) published data that showed there were 402 million speakers in the world and it made English as the second place.[3] It showed that English has communication domination around the world. By mastering English, people would be easier to find something they need. For example: gaining information/ science/ technology from literature and other source that always written in English. And also, it has a role to prevent misunderstanding in communication. In Indonesia, the government has presented English in school earlier. One of the purposes of English subject at school was preparing students' communication ability in foreign language while it's written or spoken

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[1] Sholihatul Hamidah Daulay, (2019), *Language and Society*,Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), p. 9

[2] Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La-Tansa Press, p.12

[3] https://id.wikipedia.org/w/index.php?title=Daftar_bahasa_menurut_jumlah_penutur_asli&oldid=16218850 Accessed at 1pm, November 26, 2019

communication. By mastering English, students would be easier to find out something that needs English.

However, there were some basic skills of learning English such as reading, speaking, listening, and writing. Every skill had an important role. But, we couldn't learn them without knowing the vocabulary. Vocabulary mastery is the ability to give meaning to words.[4] It is the basic thing and the important thing in learning language especially English. Based on Webster dictionary, vocabulary means a collection of words and phrases in the form of alphabetical arrangement and also defined.[5]

Furthermore, according to Avril states that Vocabulary is a main part of the language. Students will have ability in various communication situations if they master the vocabulary.[6] By mastering vocabulary, students also would be easier to make the structure of sentences, understanding a writings, expressing an idea well, and understanding the language itself. Then, students would face a serious problem if they had no vocabulary mastery, so they should improve their vocabulary knowledge by using appropriate strategy in memorizing them.[7]

In Indonesia, English learning was started from primary school and it would be continued to the next levels. This aimed to introduce English in early age of students. So, they could learn English early to improve their English

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[4] Didik Santoso, (2013), *The Effect of Instructional Approaches on English Vocabulary Mastery of Economic Vocational School Students*, Singapore: Asia Pacific Journal of Linguistics.

[5] Anita Novriana, (2012), *Improving Vocabulary Through Hangman Game to Elementary School Students,* Journal, p. 110-119.

[6] Coxhead Avril, (2006), *Essential of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p.1

[7] Fika Nurul Hanifia, (2013), *The Use of Vocabulary Journal in Enriching Students' Vocabulary Mastery and The Students' Attitudes Toward Its Use*, Indonesia University, Journal, p.2

capacity for daily communication in spoken or written. Also, it was to introduce how important English for their future in global networking. The most important reason of learning English at school was improving their quality in foreign communication in order to take a role in global competition and or improving the quality of Indonesian human resource. In junior high, students would get various types of vocabulary. According to Bryant, Goodwin, and Higgins stated that the vocabulary has specific meanings that should be understood to understand the communication in depth.[8] So, students of junior high had to master the variety of vocabulary at least they could form more complex sentences.

Unfortunately, the fact showed the opposite. They haven't mastered vocabulary well. They still faced many problems in memorizing the vocabulary. The real fact, they could understand just the simple sentences. Also, they got difficult in learning English because they never know what they read and listen. There were many factors that made students' vocabulary mastery being low. Based on the observation conducted by the researcher at the eight grade of MTs Nurul hakim Tembung, there were some reasons why the students got difficulties in mastering the vocabulary. The problems were using inappropriate techniques in learning vocabulary, they had no motivation in learning English,  didn't use suitable technique in teaching vocabulary, no fun and interesting learning. So, those problems made students had very low vocabulary mastery. They didn't even know the common vocabulary for their daily communication.

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[8]Erin L. Whitescarver, (2018), *Effect of mnemonics on the vocabulary acquisition and retention of high school students with learning disabilities*, Rowan University, Thesis, p.1

From the observation, the researcher realized that they need to learn vocabulary in suitable and fun learning activity. They needed an effective way to memorize the vocabulary easily and they can save the memory well. Then, teacher also needed to make a fun learning activity and implemented an appropriate strategy to help the students. Teachers also had to pay their attention to every student. They might not give their attention just for the smart students.

In teaching English especially vocabulary, teacher could use many sources. They could apply the suitable one for their class. One of the effective strategies was mnemonic strategy. It was a method to memorizing the vocabulary by connecting the already know information or words and the information or words that we wanted to learn. It helped students to make strong connection between their already know words and the new words and it would be saved in their memory for long time. According to Joyce stated that mnemonic strategy is divided into some methods, they are acrostic method, acronym method, visual imaginary, and keyword system.

However, according to Ian Hunter stated that if people master mnemonic strategy, it can direct people to form their principles so that they can change and control their own mental activity. This manifestation can encourage them to self-criticize the ways of learning patterns and memorizing which is an important part of intellectual development.[9] Therefore, mnemonic strategy was suitable strategy for students to memorize vocabulary because it would help students to improve their memory that previously difficult to memorize the new words to be easier.

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[9] Bruce Joyce, dkk, (2011), *Models of Teaching (Model-Model Pengajaran)*, Yogyakarta: Pustaka Belajar, the eight edition, p.239

Based on the background of the study, the researcher concerned in vocabulary mastery of students and interested to conducted a research under the title: "**The Effectiveness of Mnemonic Strategy on The Students' Vocabulary Mastery at The Eight Grade of MTs Nurul Hakim Tembung**".

## B. Identification of Problems

Those were some problems faced by students. They were:

1. The students had low vocabulary mastery

2. The students got difficult in process of memorizing vocabulary

3. Teacher didn't use appropriate strategy in teaching vocabulary

## C. The Formulation of Study

Based on the background above, the researcher formulated the questions of research. They were:

1. What is the effect of mnemonic strategy on the students' vocabulary mastery?

2. What is the effect of mnemonic strategy on the students' vocabulary mastery?

3. Does the mnemonic strategy has significantly affect on the students' vocabulary mastery than without mnemonic strategy?

**D. The Objectives of Study**

Based on the formulation of study above, the obejectives of study were:

1. To find out the effect of mnemonic strategy on the students' vocabulary mastery.

2. To find out the effect of conventional strategy on the students' vocabulary mastery.

3. To find out whether the mnemonic strategy has significantly affect on the students' vocabulary mastery than without mnemonic strategy.

**E. Significances of Study**

The result of this research is expected to some groups:

1. Theoretically

The results of this study would increase the horizons of education in learning vocabulary and the results of thoughts could be additional data for teachers to make leaps in students' vocabulary mastery.

2. Practically

a. For Teacher

It was hoped that the teacher could provide fun teaching and learning in vocabulary learning. The teacher would help students easily use mnemonic strategies so that it was easier for them to memorize important vocabulary or information.

b. For Students

It is hoped that the result of this study could increase student motivation in learning English, especially vocabulary memorization.

c. For Other Researcher

This research is expected to be a source for further research on teaching vocabulary or using mnemonic strategies.

## F. Limitation of The Study

The researcher limits this research on the effectiveness of mnemonic strategy on students' vocabulary mastery.

**CHAPTER II**

**LITERATURE REVIEW**

This chapter presents the theories in explaining some concepts in conducting the research.

A. **Review of Literature**

1. **Vocabulary**

   a. **The Concept of Vocabulary**

In learning foreign languages, especially English, vocabulary becomes a major part. The vocabulary will support the communication process, both oral and written. According to Hiebert, vocabulary is knowing the meaning of words.[10] To understand the overall meaning of a sentence one must know and understand the vocabulary itself. Understanding the vocabulary itself will also make it easier for us to convey ideas, feelings, and data clearly and accurately. Hackman stated that the most important thing in learning vocabulary is knowing how to use it.[11]

Allah SWT. says in verse Al-Baqarah: 31-33

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ

هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ۝ قَالُوا۟ سُبْحَٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ

إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ ۝ قَالَ يَٰٓـَٔادَمُ أَنۢبِئْهُم بِأَسْمَآئِهِمْ ۖ فَلَمَّآ أَنۢبَأَهُم

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[10] Hiebert, E.h. Kamil, M.L., (2005), *Teaching and Learning Vocabulary : Bringing Research to practice*, New Jersey: Lawrence Associates, p.3

[11] Hackman., S., (2008), *Teaching Effectively Vocabulary*, Notingham : Departement for children, Schools and families

بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّىٓ أَعْلَمُ غَيْبَ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَأَعْلَمُ مَا

تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ ۝

The meaning: (*31) "And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful. (32) They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise. (33) He said, "O Adam, inform them of their names." And when he had informed them of their names, He said, "Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed."*[12]

From the above verse, we know that everyone must know the things that exist in this world. By knowing a lot of vocabulary, we will also get a lot of knowledge as well. This can be seen in the teaching given by Allah SWT to Prophet Adam AS. Allah SWT educated Prophet Adam AS first. In the first verse shows that Allah created Adam without knowing anything. Then, Allah taught him (Adam) about the names of things to get knowledge. Allah SWT has prepared humans the ability to summon words from the names of things. The fact is that humans can communicate very well if they know the names of things. However, a man who has no vocabulary mastery will find it difficult to understand the language. Therefore, students need to master vocabulary to master the language.

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[12]Abdullah Yusuf Ali, (1997), *The Meaning of The Holy Qur''an*, USA: Amana Publications, p. 24.

Vocabulary can be divided into two, productive vocabulary and receptive vocabulary. Productive vocabulary is the vocabulary that we use when we write and say something. Furthermore, students tend to be active communicators because they have knowledge of vocabulary and use them in their daily routine in the form of writing and speaking. On the other hand, receptive vocabulary is vocabulary that is understood by listening to and reading it. Here, students tend to be passive communicators because they only use vocabulary in understanding the meaning by reading and listening.

Acording to Benjamin and Crow states that the center of the curriculum should include vocabulary development due to the importance of the vocabulary as the basis of all their academic achievement.[13] Then, English learning has existed in schools since elementary level as a foreign language. Learning English is very important in the process of communication and interaction. Vocabulary is closely related to a person's communication process both verbally (expressing ideas, asking questions, giving directions, asking and offering help, etc.) and writing (communication on social media using chat, sending letters, etc.). So, when students master more words, they will also find it easier to communicate both orally and in writing.

From the explanation above, it can be concluded that vocabulary mastery is the most basic basis in mastering foreign languages, especially English. If our vocabulary mastery is low, then our ability to understand and communicate is also low.

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[13] Benjamin and Crow, (2010), *Vocabulary at The Centre,* New york,p. 4

### b. Kinds of Vocabulary

Anggela stated that English vocabulary is classified grammatically according to terminological traditionally.[14] Part of speech is classified into two classes. They are an open class (noun, adverb, and adjective) and the close class (conjunction, pronoun, preposition, and determiner).

Noun is a word used as the names of a person, place, or thing.[15] For example: Rudi, television, horses, hotels, and others. Noun is divided into four types. First, proper noun is a word used to name special objects, people, or places (ex. Bandung, Germany, Ramlan, etc.). The second, common noun is a word used to name ordinary things that can be seen and touched (ex. School, paint, boy, whiteboard, etc.) Third, count noun is a word used to name people, objects, places, or countable ideas (pens, ears, teachers, etc.) The fourth, collective noun is the word used to name a group of people or things that are generally thought of as one unit (ex. fruit, animal, vegetable, etc.)

Verb is perhaps the most important part of the sentence. A verb asserts something about the subject of the sentence and express actions, events, or states of being.[16] While Decapua stated that the verb expressed is what is done or described by the subject.[17] We need verbs to form a sentence. Verb is divided into three types. The first, transitive verb is a verb that must be followed by an object. Second, intransitive verbs are verbs that don't need to be followed by an object.

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[14] Angela and Philip, (2006), *English Grammar,* London and New York: Routledge. p. 16

[15] Sholihatul Hamidah Daulay, (2008), *Let's Study English*, Bandung: Ciptapustaka Media, p.11

[16] Rahmah Fithriani, (2010), *English Grammar*, Bandung: Ciptapustaka Media Perintis, p.69

[17] Decapua,A., (2008), *Grammar for Teacher,*New York: New Rochella, p.121

Third, auxiliary verbs are verbs that help other verbs to express an action (do, does, did, is, am, are, was, were, has, have, and had).

Adjective is a word that denotes the nature of a person, thing, place, etc.[18] There are three types of adjective. First, physical qualities of shape or color (small, pink, etc.). Second, psychological qualities of emotion (thirsty, sad, etc.). Third, evaluating qualities (Brilliant, bad, handsome, etc.).

Adverb is a word that becomes additional information from an action.[19] There are some types of adjectives such as adverb of place, adverb of time, adverb of frequency, adverb of degree, adverb of manner, adverb of direction, and adverb of duration.

From the explanation above, it can be concluded that vocabulary id divided into open class (noun, verb, adjective, and adverb) and close class (pronoun, conjunction, determiner, and preposition).

### c. The Importance of Vocabulary

Learning a foreign language has always been aimed at communication. The communication process requires vocabulary because vocabulary has a very crucial role in all language skills. So, students are required to master vocabulary for the initial stage.

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[18] Hadlesston, Rodney and Pullum, G., (2005), *A Student's Introduction to English Grammar,* New York: Cambridge Unversity Press, p. 112

[19] Altenberg, E.P., (2010). *English Grammar; Understanding The Basic.* New York: Cambridge University Press. p. 103

Below, the hadith of prophet SAW. , which contains instructions of the importance of learning language, can be seen in the following hadith:

عَنْ زَيْدِ ابْنِ ثَابِتٍ رَضِيَ اللهُ عَنْهُ قَالَ:
أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ
أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ: إِنِّي
وَاللَّهِ مَا آمَنُ يَهُودَ عَلَى كِتَابِي قَالَ: فَمَا مَرَّ
بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ: فَلَمَّا
تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ
إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ .

The meaning: *Sourced from Zaid bin Tsabitra. Said: Rasulullah SAW., ordered me to learn several languages from Jewish writings. He said, " I am, by Allah, not sure of the Jews (understand) for my writing. " Zaid said: it will not be more than half a month I have (managed) to learn it. Zaid said: when I have studied it, if the Prophet wrote to the Jaws, I wrote it for them, and if they wrote to the Prophet, I am the one who reads their writings.*[20]

From the hadith, it can be seen that the Prophet Muhammad also had the importance of learning a foreign language even though the foreign language studied was kuffar (jewish). Learning foreign languages is based on the usefulness of the language for Muslims. Therefore, we must also master foreign languages. Then, mastery of foreign languages requires vocabulary. By mastering the language we can also master knowledge/ science.

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[20] Suja'I Sarifandi, (2014), *Ilmu Pengetahuan dalam Perspektif Hadits Nabi*, Journal Ushuluddin, Vol. XXI, No. 1, p. 73.

In learning foreign languages, students are required to know and understand every word. This can help students develop their knowledge. With good vocabulary mastery, students will find it easy to express, convey and receive information, and avoid misunderstandings in communication. Furthermore, Daller, Milton, and Treffers-Daller stated that vocabulary is very important because it becomes an integral part of every aspect of language knowledge.[21]

From this explanation, it can be concluded that vocabulary has a very important role in foreign language acquisition. Then, mastery of the foreign language itself will help students to express themselves, communicate, avoid misunderstandings, and make it easier for students to learn science.

## 2. Mnemonic Strategy

### a. Definition of Strategy

The term 'strategy' comes from Greek. These terms can be categorized into two, namely as a verb and as a noun. As a noun 'stetegos' is a combination of the words 'stragos' means 'military' and 'ago' means 'to lead'. Meanwhile, as a verb, strategy means 'to plan'.[22] Furthermore, Ahmad Rohani, quoting Nana Sudjana's opinion stated that strategy of teaching is tactic in running the learning process used by the teacher to make the learning more effective and efficient.[23]

Based on the explanation above, we conclude that teacher uses strategy to help students achieve the goal of the learning effectively and efficiently.

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[21] Daller, H. Milton, J & Traffers, D, J. (2007). *Modelling and Assessing Vocabulary Knowledge.* UK: Cambridge University Press, p. 1

[22] Sudjana S, (2005), *Strategi Pembelajaran*, Bandung : Falah Production, p.5

[23] Ahmad Rohani, (2007), *Pengelolaan Pengajaran*, Jakarta : Rineka Cipta, p. 34

**b. Definition of Mnemonic Strategy**

Acording to Kamus Lengkap Psikologi, Mnemonic is the art of improving memory with the help[24]. The word mnemonic itself comes from ancient Greek, namely 'mnemosyne' means 'memory'. Mnemonic learning takes advantage of the meaning of the relationship between what is easy to understand and what will be learned as a way to facilitate vocabulary mastery.[25]

Muhibbin Syah stated that mnemonics are special tricks used as mental "connecting tools" to enter information items into the minds of students.[26] Furthermore, mnemonic helps students to store and absorb vocabulary well in their memory in order to improve their memory.[27]

Based on the explanation above, we can conclude that the mnemonic strategy is a tool (strategy) to help students in mastering the voabulary. It is a learning strategy for recall by linking aids connections in the process of encoding, storing, and retrieving information.

**c. Types of Mnemonic Strategy**

There are some methods in mnemonic strategy, they are:[28]

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[24] James P. Chaplin, (2011), *Kamus Lengkap Psikologi*, Jakarta: P.T Raja Grafindo Persada, p.307

[25] Erwin Kurnia Wijaya, (2012), *Pemanfaatan Modul Mnemonic (Modul Ingatan) dalam Pembelajaran Program Paket C untuk Meningkatkan Hasil Belajar*, Bandung: Direktur Pusat Layanan Pendidikan (PULPEN), Jurnal Pendidikan Luar Sekolah, Vol. 8, No.1, p. 4

[26] Muhhibbin Syah, (2013), *Psikologi Belajar*, Jakarta: Logos Wacana Ilmu, p.179

[27] Ni Wayan Mahendrayani, (2004), *Pengaruh Model PMII Tipe CWPT Berbantuan Mnemonic terhadap Hasil Belajar IPA Siswa Kelas V SD,* Jurnal Mimbar PGSD Universitas Pendidikan Ganesha, Vol.2, No.1, p. 5

[28] Yokhanan Ardika dan A. Sardjana, *Efektivitas Metode Mnemonik Ditinjau dari Daya Ingat dan Hasil Belajar Matematika Siswa SMK Kelas X,* Kreano: Jurnal Matematika Kreatif Inofatif, Vol.7, No.1, 2016, 67

1) Acronym

The acronym is the abbreviation method. It combines the letters to form word. For example: The acronym for 'IDK' (I Don't Know) and 'FYI' (For Your Information). The other example, when we want to memorize place names like memorizing the large lakes in America (Huron, Ontario, Michigan, Superior), we can memorize them by abbreviating them as 'HOMES'. This method will be very useful when remembering specific vocabulary such as example above. Unfortunately, this method cannot be used to memorize complex understandings such as the sequence of events and places.

2) Acrostic

Acrostic is the sentence method. We can use this technique by taking the first few letters of the words to be memorized. Then, arranged into interesting words or sentences such as Kings Phil Came Over For Special Genes (Kingdom, Phylum, Class, Order, Genus, Species). Unfortunately, this method also can't be used to memorize complex understandings.

3) Visual Imagery

This method can help students present a picture in their mind of the object they want to memorize. In order to get a real picture in the minds of students, this method must be supported by tools either with stories or props. This method is very effective in remembering related descriptive information. Unfortunately, this method is ineffective at processing irrelevant information.

4) Organization

The organizational method is a method of remembering by categorizing information that can be categorized as organizational structure and work

programs. For example, when we want to buy goods in the market such as apples, oranges, chicken, mutton, biscuits, and bread. We can categorize the fruit category (apples and bananas), the meat category (chicken and mutton), and the cake category (bread and biscuits).

5) Keyword system

The keyword system method is a method of remembering by using words as keywords to make it easier to remember the meaning of the target word. For example: Accept means Menerima (Keyword: Asep). Then, making a sentence or story to make the process of memorizing easier is like 'Asep menerima hadiah'. So, when a student finds the word accept, he will immediately think of asep menerima.

Based on the explanation above, we can conclude that mnemonic strategy divided into some methods. They are acronym (combining letters that arranged to be a word), Acrostic (taking the first few letters of every word to form interesting sentence), visual imaginary (presenting picture of the object in mind), organization method (categorizing the information by its categorization), and keyword system (using familiar word as a keyword to memorize the new information or words).

d. **Mnemonic Purpose**

There are some objectives of mnemonic strategy, which are as follow:[29]

1) Mnemonic strategy makes it easier for students to remember knowledge, information, or vocabulary such as place names, people's

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[29] Wijaya, E. K. (2014), *Pemanfaatan Modul Mnemonic (Modul Ingatan) dalam Pembelajaran Program Paket C untuk Meningkatkan Hasil Belajar.* Direktur Pusat Layanan Pendidikan (PULPEN), Bandung. p.4-5

names, dates, and other things by connecting what they want to learn and events related to these students.

2) Mnemonic strategy makes it easier for students to recall old knowledge, information, and vocabulary that needed.

3) Effective information from short term memory to long term memory is contained in various ways.

Based on the explanation above, we conclude that the purpose of the mnemonic strategy is to make it easier for students to remember knowledge, information, and vocabulary, help students recover knowledge that has long been stored in memory, help students make information effective from short-term memory to long-term memory.

e. **Strengths and Weaknesses of Mnemonic Learning Strategies**

There are the strengths and weakness of mnemonic strategy, which are as follows:

1) Strengths [30]

There are several strengths of mnemonic strategies such as making it easier for students to memorize information or vocabulary, getting students used to doing creative things, making it easier for abbreviations (scientific names, general knowledge, etc.), and increasing the student's knowledge base.

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[30]Muhibin Syah, (2002), *Psikologi Pendidikan Baru*, Bandung: Remaja Rosda Karya, p.236

2) Weakness

Students who are not familiar with meaningful learning will have difficulty using this strategy because this strategy must use high imagination and creativity to produce good mnemonics.

Based on the explanation above, we can conclude that the memory strategy has the advantage of helping students improve memory. however, this strategy also has weaknesses such as students having to get used to meaningful learning to create good mnemonics.

3. **Conventional Strategy**

The researcher will use the conventional strategy in teaching vocabulary in the control class. This strategy will be a comparison to the mnemonic strategy to know the effectiveness of the mnemonic strategy. Conventional strategy is like a lecturing method. So, the students' attention just focuses on teacher and students just accept what the teacher delivers passively.[31] This strategy will be effective for delivering the material related to definition or concept of the topic because the student will listen to the teacher's explanation and record it in their memory.

**B. Conceptual Framwork**

Mnemonic strategy is a technique to make it easier to remember something that is done by making formulas or expressions, or connecting words, ideas, and imagination. As for the benefits of using a mnemonic strategy, it will facilitate student learning because this strategy makes it easier to remember. Students' barriers to learning will disappear. This will also increase students' motivation to

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[31]Haidir dan Salim, (2012), *Strategi Pembelajaran*, Medan:Perdana Publishing, p. 103

be more active in studying, so that ultimately they can achieve optimal final results. In the learning process, the teacher will provide opportunities for students to develop their learning methods. The teacher will only be a facilitator. The teacher will give students the opportunity to develop their own version of the mnemonic formula. Meanwhile, the conventional strategy of the lecturing type will not be very effective for memorizing vocabulary. This strategy is only teacher-centered. All material and media only come from teachers and students only accept it so that the role of students is limited. This will be difficult to develop the potential of students.

From the explanation above, the researcher do believe that the use of mnemonic strategy will significantly affect on the students' vocabulary mastery than conventional strategy.

## C. Related Study

1. Kholimatus Sholikhati. *Pengaruh Metode MnemonikVisual Imagery Untuk Meningkatkan Kemampuan Mengingat Ayat Al- Qur'an Pada Siswa Sekolah Dasar Di Yogyakarta.* This research aimed to find out the effect of mnemonic method (visual imaginary) in memorizing the Quran. The researcher used quasi-experimental research. The results of the Test analysis showed the mnemonic method  significantly affects students' ability in remembering.

2. Ina Rosdiana. The Effectiveness of Mnemonic Devices in Vocabulary Learning Process. This research aimed to find out the effectiveness of mnemonic device in learning vocabulary. The researcher used experimental research. The result of the research showed that mnemonic

device is significantly affect on students' learning vocabulary process than without mnemonic device.

3. Nia Lestari. Use of Mnemonics Technique to Increase Students' Vocabulary Mastery. The research aimed to find out whether mnemonic technique could increase students' vocabulary mastery. The researcher used classroom action research. The sample was students at eight grade of SMPN 2 Banyubiru. The result of the research showed that the mnemonic technique increased students' vocabulary mastery.

## D. Hypothesis

In this study, the researcher hypothesized:

$H_a$ : There is a significant effect of the mnemonic strategy on students' vocabulary mastery.

$H_0$: There is no significant effect of the mnemonic strategy on students' vocabulary mastery.

# CHAPTER III

# THE METHOD OF RESEARCH

This chapter contains the location of the research, population and sample, research design, instrument of data collection, technique of collecting the data, and technique of analyzing data.

## A. Location of The Research

The researcher conducted the research at MTs Nurul Hakim Tembung. This school is located at Jl. M. Yakub Lubis No. 51 Tembung, Deli Serdang, North Sumatra. This school was founded by Hj. Halimah Lubis, Hj. Hanisah Nasution, Hj. Apriani Hakim Nasution, SE and Hj. Meilani Nasution on December 19, 1991. There are 6 classes, which are class VII (2 classes), class VIII (2 classes), and class IX (2 classes). The number of teachers in this school is 20 teachers who come from various campuses such as UNIMED, UINSU, UII, UISU, UMSU, UMN, STAIRA, and UIMSA. The headmaster of the school is Reza Nauli, S.Pd.

In choosing this school, the researcher considered some reasons, such as:

1. The researcher had done an observation there before. So, he knew the students' condition there.

2. The school supported and gave opportunity for everyone who wanted to conduct a research.

3. The researcher was easy to access and obtained data for research.

B. **Population and Sample**

1. **Population**

The population is the whole object that will be researched.[32] The population of this study was the eight grade students of MTs Nurul Hakim Tembung. There were 58 students from 2 classes. It could be seen from the table:

**Table 3.1**

**The Population of Research**

| No | Class | Students |
|----|-------|----------|
| 1. | VIII-A | 28 |
| 2. | VIII-B | 30 |
| **Total** | | 58 |

2. **Sample**

A sample is smaller group of population.[33] The researcher needed two classes (experimental class and control class) for conducting the research and the number of the class were just two classes. So, the researcher took all the population as a sample. Arikunto stated that if the population is less than 100, then the sample can be taken entirely so that the research became population research.[34]

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[32] Syahrum, Salim, (2007), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media. p. 113.

[33] Louis Cohen, Laurence Manion& Keith Morison, (2007), *Research Method in Education*, London: Routledge, p.100

[34] Suharsimi Arikunto. (2006). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.p. 71.

**Table 3.2**

**The Sample of The Research**

| Sample | |
|---|---|
| VIII-B | Eperimental Class |
| VIII-A | Control Class |

## C. Research Design

In conducting the research, the researcher used quantitative research with quasi-experimental research. It aimed to find out the effectiveness of mnemonic strategy on the students' vocabulary mastery. Therefore, the researcher divided the classes into experimental class and control class. The researcher taught the students in experimental class by using mnemonic strategy. Then, control class was taught without mnemonic strategy (conventional strategy). The research design could be seen below.

**Table 3.3**

**Pre-test and Post-test Design**

| Class | Group | Pre-Test | Treatment | Post-Test |
|---|---|---|---|---|
| VIII-B | Experimental Class | ✓ | Mnemonic Strategy | ✓ |
| VIII-A | Control Class | ✓ | Conventional Strategy | ✓ |

Based on the table above, both the classes were given pre-test before doing the treatment. After that, the treatment was done for both classes for 4 meetings. Then, post-test was given in the last meeting.

## D. Definition of Operational Variable

Defining the terms is needed to avoid misunderstanding. So, the researcher serves the definition of variables.

1. Mnemonic Strategy is a strategy to improve one's memory so that the memory can be stored and absorbed well in someone's memory. It is a way to utilize the meaning of the connection between what is easily understood and something that is learned. Mnemonic can be defined as a technique for remembering.

2. Vocabulary is a central aspect of learning a foreign language especially English. It is needed to do communication both spoken and written. Vocabulary is knowing the meaning of words. Vocabulary will support four basic skills of English (speaking, writing, reading, and listening).

## E. Instrument of Data Collection

To obtain the data, the researcher used the instrument of study as a tool to get better data. The instrument of study was a test. The test was used as a method to measure students' ability, knowledge, or performance.[35]

After conducting the test, the scoring did to rank the students' abilities. The researcher gave score from the highest until the lowest score.

The score was calculated with this formula:

$$\text{Students' Score} = \frac{CorrectAnswer}{TotalNumberofTestItems} \times 100$$

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[35]H.Douglas Brown, (2004), *Language Assessment Principles and Classroom Practice*, p. 3

The researcher used the classification of students' score to rank the students' vocabulary mastery:

**Table 3.4**

**The Achievement of Students' English Vocabulary**

| Classification | Score |
|---|---|
| Exellent | 91-100 |
| Very Good | 81-90 |
| Good | 71-80 |
| Poor | 61-70 |
| Failure | Less than 60 |

**F. Technique of Collecting the Data**

In collecting the data, the researcher gave pre-test in the beginning of the meeting. Then, the researcher did the treatment for both experimental class and control class. The last, measuring the improvement of students by conduction post-test.

1. Pre-Test

Before conducting the treatment, the researcher gave pre-test for both experimental class and control class. It was given in the first meeting. The pre-test consist of 20 questions in the form of multiple choices. There are 10 questions for choosing the suitable word, 5 questions for synonym, and 5 questions for antonym. So, the total question was 20 questions.

2. Treatment

After conducting a pre-test, the researcher conducted the treatment in both experimental class and control class. Both of them were taught by different ways. Students in experimental class was taught by mnemonic strategy while students in control class was taught without mnemonic strategy (conventional strategy).

**Table 3.5**

**Experimenal Class Activity**

| Experimental Class | |
|---|---|
| **Teacher's Activities** | **Student's Activities** |
| *Treatment in First Meeting* | *Treatment in First Meeting* |
| 1. Students are introduced mnemonic strategy and how to use it. The examples of keyword system are also given to create understanding. It's an important instruction in order to prevent the confusion when students did it by themselves. For example: when we want to memorize the words 'accept', fat, and 'house'. The keywords will be: <br> -Accept : Asep : Menerima <br> -Fat : Feti : Gemuk <br> -House : Haus : Rumah <br> The story : **Asep menerima** hadiah ketika buk **Feti** yang **gemuk** sedang **haus** di **rumah**. <br> 2. Students are given 30 vocabularies and they are instructed to create their own keyword system. They | 1. Students learned how to use mnemonic strategy (keyword system). <br> 2. Students chose 10 of 30 vocabularies. Then, they find their own keyword to representative the vocabularies and trying to connect between the target word and its meaning by making story. <br> 3. Students presented their own keyword and its story. |

| | |
|---|---|
| choose 10 vocabularies of 20 vocabularies. Then, they create their own story to connect the target word and its meaning.<br>3. Students are instructed to present their own keyword and its story. | |
| *Treatment in Second Meeting*<br>1. Students are instructed to choose 10 of 20 vocabularies from previous meeting.<br>2. Students are instructed to find their own keyword of the vocabularies. They are also instructed to make their own story to connect between the target words and its meaning.<br>3. Students are instructed to present their own keyword and its meaning. | *Treatment in Second Meeting*<br>1. Students chose 10 vocabularies of 20 vocabularies from previous meeting.<br>2. Students find their own keyword to representative the vocabularies. Then, connecting the target word and its meaning by making story.<br>3. Students present their own keyword and its story. |
| *Treatment in Third Meeting*<br>1. Students are instructed to take the last 10 vocabularies.<br>2. Students are instructed to find their own keyword of vocabularies. They are also instructed to make the story to connect between the target words and its meaning.<br>3. Students are instructed to present their own keyword and its meaning. | *Treatment in Third meeting*<br>1. Students took the last 10 vocabularies.<br>2. Students find their own keyword to representative the vocabularies. Then, connecting the target word and its meaning by making story.<br>3. Students present their own keyword and its story. |
| *Treatment in Fourth Meeting*<br>1. Students' memories are reviewed from previous meeting. | *Treatment in Fourth Meeting*<br>1. Students answer teacher's question. |

| |
|---|
| 2. Students are divided into some groups. |
| 3. Students are instructed to find vocabularies that never been memorized before (they were free to find the vocabularies such as from their handbook, dictionary, text, paragraph, etc). |
| 4. Students are instructed to make their own keyword and its story. |
| 5. Students are given chance to present their own keyword and its meaning. |

| |
|---|
| 2. Students make some groups. |
| 3. Students find their own vocabularies. |
| 4. Students in every group make their own keyword and its story. |
| 5. Every group present their own keywords. |

**Table 3.6**

**Control Class Activity**

| Control Class | |
|---|---|
| **Teacher's Activities** | **Students' Activities** |
| *Treatment in First Meeting* | *Treatment in First Meeting* |
| 1. Teacher gives some vocabularies and writes them on whiteboard. | 1. Students listen to the teacher and write the vocabulary on their book. |
| 2. Teacher asks students to find the meaning of the vocabulary on the dictionary. | 2. Students find out the meanings of the vocabulary on the dictionary. |
| 3. Teacher teaches students how to pronounce the words. | 3. Students listen to the pronunciation of the vocabulary and repeat them. |
| 4. Teacher asks students to memorize the vocabulary. | 4. Students memorize the vocabulary. |
| 5. Teacher test their memory. | 5. Students answer teacher's question. |

| *Treatment in Second Meeting* | *Treatment in Second Meeting* |
|---|---|
| 1. Teacher gives the new vocabularies that had synonym. So, this meeting just focuses on word, its meaning, and its synonym. Teacher wrote them on whiteboard. <br> 2. Teacher asks students to find out the meanings of the vocabulary. <br> 3. Teacher teaches how to pronounce the vocabulary. <br> 4. Teacher asks students to memorize the vocabulary. <br> 5. Teacher test their memory. | 1. Students write the vocabularies. <br> 2. Students find out the meaning of the vocabulary from the dictionary. <br> 3. Students listen to the teacher and repeat them. <br> 4. Students memorize the vocabulary. <br> 5. Students answer teacher's questions. |
| *Treatment in Third Meeting* | *Treatment in Third Meeting* |
| 1. Teacher gives the new vocabularies that had antonym. So, this meeting just focuses on word, its meaning, and its antonym. Teacher writes them on whiteboard. <br> 2. Teacher asks students to find out the meanings of the vocabulary. <br> 3. Teacher teaches how to pronounce the vocabulary. <br> 4. Teacher asks students to memorize the vocabulary. <br> 5. Teacher test their memory. | 1. Students write the vocabularies. <br> 2. Students find out the meaning of the vocabulary from the dictionary. <br> 3. Students listen to the teacher and repeat them. <br> 4. Students memorize the vocabulary. <br> 5. Students answer teacher's questions. |
| *Treatment in Fourth Meeting* | *Treatment in Fourth Meeting* |
| 1. Teacher repeats all vocabulary that had been learned. <br> 2. Teacher asks students about the vocabulary that memorized before. | 1. Students recall the memory about previous vocabulary. <br> 2. Students answer teacher's question. |

3. Post-Test

After conducting the treatment, the researcher gave the post-test to measure the improvement of students' vocabulary mastery. The researcher obtained the post-test score as a result of the treatment. Then, the result was analyzed to find out the effectiveness of mnemonic strategy on students' vocabulary mastery.

## G. Technique of Analyzing Data

In conducting this research, the researcher analyzed the validity and reliability of the test first. The function of the validity and reliability test was to measure whether the test was suitable for the sample of the research. The researcher used SPSS 25 software in analyzing the data. Then, the data from the result of the pretest and post test was analyzed also by using SPSS 25. The researcher analyzed the normality and the homogeneity of the data. The normality test and homogeneity test was the requirement for testing the t-test. The last, the researcher used t-test to measure the significant difference between students taught by mnemonic strategy and without mnemonic strategy. and to know the effectiveness of mnemonic strategy in learning vocabulary.

### 1. Validity of the test

The researcher used validity test to measure the accuracy of the test. Validity refers to the extent to which the results of an evaluation procedure meet a specific intended use. So, the formula used to test the validity is as follows:[36]

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[36]Indra Jaya, *Penerapan Statistik untuk Penelitian Pendidikan*, (Jakarta: Prenamedia Group, 2019), p. 125.

$$r = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X2\} - (\Sigma X)2\}\{n\Sigma Y2 - (\Sigma Y)2\}}}$$

Where :

$r_{xy}$ = validity coefficient of the test

$\Sigma x$ = sum of score of each test number

$\Sigma y$ = sum of total score

N = number of students

$\Sigma x2$ = quadrate sum of score of each test number

$\Sigma y2$ = quadrate sum of total score

The rule of validity:

If $r_{count} > r_{table}$ , the question is valid

If $r_{count} < r_{table}$ , the question is invalid

2. **Reliability of the test**

Reliability test is the degree to which a test consistently measures the measured target. Reliability is expressed in numbers, usually as a coefficient. High coefficient means high reliability, so to obtain test reliability the Khuder Richardson formula (KR 20) is used:

$$r_{11} = \frac{n}{n-1}\left(1 - \frac{s^2 - \sum pq}{s^2}\right)$$

Where :

n = Number of students

p = Total of right answer

q = Total of wrong answer

$S^2$ = The square of the standard deviation of the test score[37]

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[37]Rusydi Ananda and Tien Rafida, *Pengantar Evaluasi Program Pendidikan*, (Medan: Perdana Publishing, 2017) p. 133.

Based on Pearson's Product Moment Formula, the coefficient of r could bei interpreted by using these criteria as follows :

0,00 – 0,20 : Negligible

0,21 – 0,40 : Low

0,41 – 0,60 : Moderate

0,61 – 0,80 :Substantial

0,81 – 1,00 : High to very high

### 3. Normality Test

The researcher used normality test to measure whether the data obtained from the test have normally distributed. The normality test used Lilifors test. After getting $L_o$, it was compared to $L_t \alpha =0,05$. The characteristic of Lilifors test is:

If $L_o < L_t$ = data is normal

If $L_o > L_t$ = data is not normal

### 4. Homogenity Test

The researcher used homogeneity test to measure whether the data obtained was homogeneous or not. The researcher used Levene test. After getting the $F_o$, it would be compared to $F_t$ −0,05. The characteristic of Levene test was:

If $F_o < F_t$ = sample is homogenous

If $F_o > F_t$ = sample is heterogeneous

### 5. Hypothesis Test

The researcher used t-test to measure whether there was significant difference between students taught by mnemonic strategy and students taught without mnemonic strategy. the researcher used formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx: the mean of experimental group

My: the mean of control group

$dx^2$: standard deviation of experimental group

$dy^2$: standard deviation of control group

Nx: the total number of experimental group

Ny: the total number of control group

Statistically, the hypotheses are expressed as a follow:

$H_o$ : μA=μB

$H_a$ : μA>μB

In which:

$H_o$ = Null Hypothesis

$H_a$ = Alternative Hypothesis

μA = Students" score in test, who are taught by gallery walk strategy.

μB = Students" score in test, who are taught without gallery walk strategy.

The statistical hypotheses above means:

- If t-test ($t_o$) < t-table ($t_t$) in significant degree of 0.05 (5%), it means that $H_a$ is rejected and $H_o$ is accepted.

- If t-test ($t_o$) > t-table ($t_t$) in significant degree of 0.05 (5%), it means that $H_a$ is accepted and $H_o$ is rejected.

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter contains findings included data description and analysis of the data (normality test, homogeneity test, t-test, and hypothesis test), and discussion.

A. **Findings**

 1. **Data Description**

The researcher obtained the data from both experimental class (VIII-B) and control class (VIII-A). So, it would make there were two different kinds of data. The researcher obtained the data by giving pre-test and post-test to both experimental class (taught by mnemonic strategy) and control class (taught by conventional strategy). Before conducting the treatment, the researcher gave pre-test to the students in the first meeting. Then, post-test was given in the end of the meeting after conducting the treatment. The description of data could be seen on the table below:

**Table 4.1**
**Descriptive Statistic**

**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-Test Experimental Class | 26 | 10 | 70 | 41,15 | 12,752 |
| Post-Test Experimental Class | 26 | 40 | 80 | 65,96 | 10,101 |
| Valid N | 26 |  |  |  |  |
| Pre-Test Control Class | 22 | 20 | 60 | 41,82 | 10,970 |
| Post-Test Control Class | 22 | 40 | 75 | 56,82 | 9,946 |
| Valid N (listwise) | 22 |  |  |  |  |

Based on the table 4.1 above, the score of pre-test and post-test in experimental class showed that the minimum score of students in pre test was 10 (a student got 10 points) while the maximum score of students in pre-test was 70 (a student got 70 points). Meanwhile, the minimum score of students in post-test was 40 (a student got 40 points) while the maximum score of students in post-test was 80 (three students got 80 points). From the result of the test, the researcher got the mean (M) of the pre-test was 41,15 and the mean (M) of post-test was 65,96. So, there was an improvement and it could be seen from the mean score of experimental class that increased 24,81 points.

In control class, the score of pre-test and post-test showed that the minimum score of students in pre-test was 20 (a student got 20 points) while the maximum score of students in pre-test was 60 (a students got 60 points). Meanwhile, the minimum score of students in post-test was 40 (a student got 40 points) while the maximum score of post-test was 75 (two students got 75 points). From the result of the test, the researcher got the mean (M) score of pre-test was 41,82 and the mean (M) score of post-test was 56,82. So, the mean score of control class just increased 15 points.

Based on the explanation above, the result of the test showed that there were improvement from both experimental class and control class. It could be seen from the deference of score mean between pre-test and post-test.

2. **Analysis of Data**

a. **Normality Test**

Normality test was conducted to find out whether the data was normally distributed or not. It was one of the requirements for calculating t-test. *Shapiro-Wilk* was used in order to test the normality because the researcher used the small sample or the sample less than 50 samples. If the significance (Sig.) > 0,05 or Since p-value > α, we accept the $H_0$. It is assumed that the data is normally distributed.

1. **Normality Test of Experimental Class**

The researcher test the normality of data for pre-test and post-test of experimental class. It could be seen in the result below:

**Table 4.2**
**Normality test of Pre-Test Experimental Class**

| | |
|---|---|
| Sample Size (N) | 26 |
| Average ($\bar{x}$) | 41.153846 |
| Median | 40 |
| Sample Standard Deviation (S) | 12.752074 |
| Sum of Squares | 4065.384615 |
| p-value | 0.793348 |

Based on the table 4.2, the researcher got the significance (Sig.) of pre-test experimental class by using Sh*apiro-Wilk.* It was 0,793 (p>0,05). So, it meant that the score of pre-test in experimental class was normally distributed. The figure could be seen:
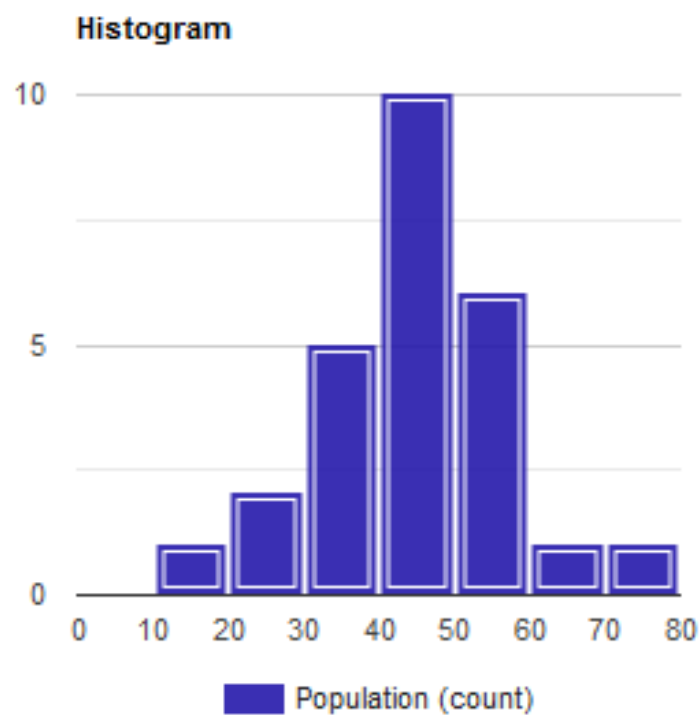
**Figure 4.1**
**Pre-Test of Experimental Class**

Then, the normality test result of post-test experimental class could be seen in the table below:

**Table 4.3**
**Normality test of Post-Test Experimental Class**

| Sample Size (N) | 26 |
|---|---|
| Average ($\bar{x}$) | 65.961538 |
| Median | 67.5 |
| Sample Standard Deviation (S) | 10.101409 |
| Sum of Squares | 2550.961538 |
| p-value | 0.126091 |

Based on the table 4.3 above, the significance of post-test experimental class in *Shapiro-Wilk*. It was 0,126 (p>0.05). So, it could be claimed that it was normally distributed. The figure can be seen:
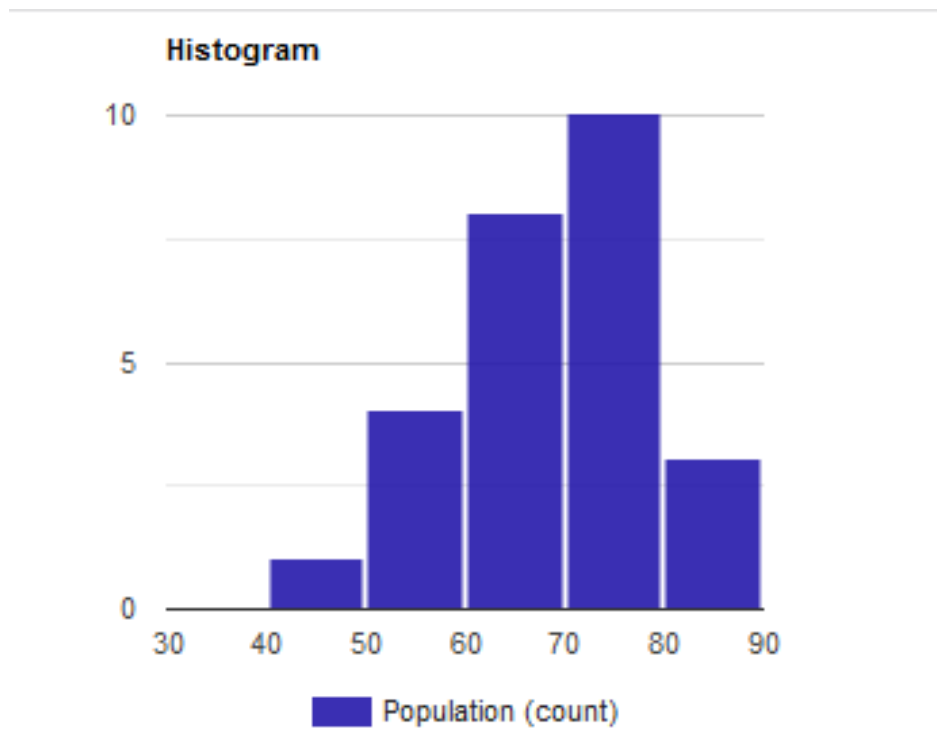
**Figure 4.2**
**Post-Test of Experimental Class**

Based on the data above, it could be concluded that the result of pre-test and post-test of experimental class were normally distributed.

2. **Normality Test of Control Class**

The researcher test the normality of data for pre-test and post-test of control class. It could be seen in the result below:

**Table 4.4**
**Normality test of Pre-Test Control Class**

| Sample Size (N) | 22 |
|---|---|
| Average ($\bar{x}$) | 41.818182 |
| Median | 42.5 |
| Sample Standard Deviation (S) | 10.970247 |
| Sum of Squares | 2527.272727 |
| p-value | 0.413187 |

Based on the table 4.4, the researcher got significance (Sig.) of the pre-test of control class by using *Shapiro-Wilk*. It was 0,413 (p>0,05). So, it could be claimed that the the result of pre-test in control class was normally distributed. The figure could be seen:
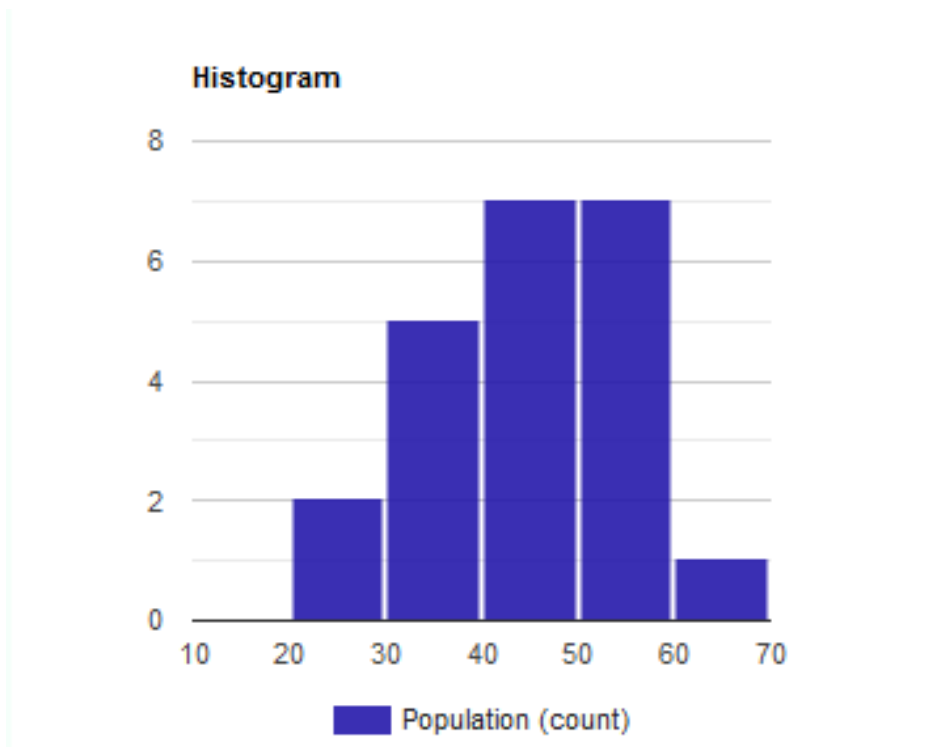


**Figure 4.3**
**Pre-Test of Control Class**

Then, the normality test result of post-test experimental class could be seen in the table below:

**Table 4.5**
**Normality test of Post-Test Control Class**

| | |
|---|---|
| Sample Size (N) | 22 |
| Average (x̄) | 56.818182 |
| Median | 55 |
| Sample Standard Deviation (S) | 9.945740 |
| Sum of Squares | 2077.272727 |
| p-value | 0.148518 |

Based on the table 4.5 above, the normality test of post test for control class by using *Shapiro-Wilk* had 0,148 for significane (Sig.). It meant 0,148>0,05. So, it could be claimed that the result of post test for control class was normally distributed. The figure could be seen:
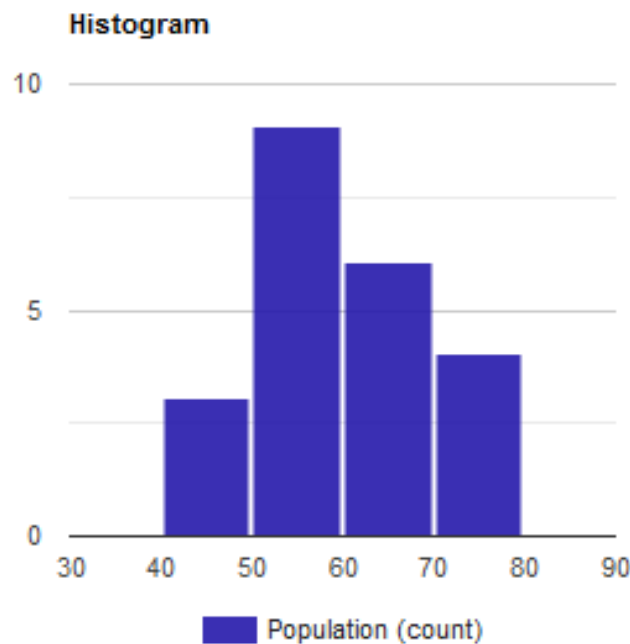


**Figure 4.4**
**Post-Test of Control Class**

From the data above, it could be concluded that the result of pre-test and post-test of control class were normally distributed.

b. **Homogeneity Test**

After testing the normality of the test result, the researcher continued to test the homogeneity. It would be calculated by using SPSS 25 to know while the data variance of post-test in experimental class and variance of post-test in control class were homogeneous or heterogeneous. In this calculation, the researcher used *Levene* statistic test. If p>0,05, the variance data of post-test (experimental class

and control class) would be homogeneous. The result of test homogeneity of variance could be seen in table below:

**Table 4.6**
**Test Homogeneity of Variance**

**Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Student's Score | Based on Mean | ,079 | 1 | 46 | ,780 |
| | Based on Median | ,029 | 1 | 46 | ,866 |
| | Based on Median and with adjusted df | ,029 | 1 | 45,508 | ,866 |
| | Based on trimmed mean | ,076 | 1 | 46 | ,785 |

Based on the table above, the significance (Sig.) Based on Mean was 0,780. It meant that 0,780 > 0,05. So, it could be concluded that the data variance of post-test (experimental class and control class) was homogeneous.

## c. T-test

After calculating the normality test and homogeneity test and gained the result that show the data was normally distributed and homogeneous, the researcher measured t-test by using SPSS 25 to find out the significant difference between vocabulary mastery taught by using mnemonic strategy and taught by conventional strategy. To measure the data, the researcher used independent sample t-test while if the result of Sig. (2-tailed)<0,05, so there was a significant difference between the result of study in experimental class and control class.

**Table 4.7**
**The Result of T-test from Post-test Score of Experimental and Controlled**
**Class**

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Student's Score | Experimental Class | 26 | 65,9615 | 10,10141 | 1,98105 |
| | Control Class | 22 | 56,8182 | 9,94574 | 2,12044 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Student's Score | Equal variances assumed | ,079 | ,780 | 3,147 | 46 | ,003 | 9,14336 | 2,90570 | 3,29448 | 14,99224 |
| | Equal variances not assumed | | | 3,151 | 44,915 | ,003 | 9,14336 | 2,90186 | 3,29840 | 14,98832 |

Based on the table 4.3 above, it showed that there was a significant different between experimental class and control class. In the table of statistic was found that mean (M) of gained score of experimental class was 65,96 while the mean (M) of gained score of control class was 56,81. Then, the result of Sig. (2-tailed) was 0,003. It meant that 0,003<0,05. So, it could be concluded that there was a significant difference between the result of study in experimental class and control class.

Then, the researcher would find out whether mnemonic strategy was effective toward students' vocabulary mastery or not. The researcher used paired

sample t-test. If the result of Sig. (2-tailed) < 0,05, so there was a significant effect.

**Table 4.8**
**Paired Sample Test**

**Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-test | 41,1538 | 26 | 12,75207 | 2,50089 |
|  | Post-test | 65,9615 | 26 | 10,10141 | 1,98105 |

**Paired Samples Test**

|  |  | Paired Differences |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  | 95% Confidence Interval of the Difference | | | | |
|  |  | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Pre-test - Post-test | -24,80769 | 7,54729 | 1,48014 | -27,85611 | -21,75928 | -16,760 | 25 | ,000 |

Based on the result of paired sample test, it showed that the result of Sig. (2-tailed) was 0,000. It meant that Sig.(2-tailed) = 0,000 < 0,05. It showed there was significant effect. It could be concluded that mnemonic strategy was significantly affect on students' vocabulary mastery.

### d. Hypothesis Test

In order to know the result of the research, the researcher used statistical hypothesis test with the criteria as follows:

a. $H_\alpha$ is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) <0.05.

b. $H_0$ is accepted if $t_o < t_{table,}$ or if the Sig. (2-tailed) >0.05.

Based on the t-test result of post-test in both eperimental class and

control class, it could be found that the $t_{value} = 3,147 > t_{table} = 2.01$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is 0.003< 0.05. Therefore, $H_{\alpha}$ is accepted which means that mnemonic strategy is effective on students' vocabulary mastery.

## B. Discussion

Based on the findings above, it indicates that there is significance effect of mnemonic strategy on the students' vocabulary mastery at the eight grade of MTs Nurul Hakim Tembung. It was proven by the result of the students' score of experimental class which has better than the students' score in control class in doing post-test. This result of the study was related to what Kholimatus Sholikhati has found that mnemonic method significantly affect students' ability in remembering. Then, Ina Rosdiana also found that mnemonic device was significantly affect on students' learning vocabulary process than without mnemonic device. Also, Nia Lestari found that the mnemonic technique increased students' vocabulary mastery. Based on those three related study, this research has proven that mnemonic strategy also can be effective on students' vocabulary mastery at the eight grade students.

During the treatment, the researcher taught both experimental class and control class for 4 meetings. The vocabularies material was taken from the test. In experimental class, the researcher used mnemonic strategy as teaching method. Meanwhile, the researcher used conventional strategy in control class. Therefore, the researcher found some differences about the classes were as follow:

First, it was found that there was significant effect of mnemonic strategy on students' vocabulary mastery. It could be seen from the result between pre-test (before conducting mnemonic strategy) and post-test (after conducting mnemonic strategy). The result showed the score of post-test was higher than the score of pre-test. The improvement showed that the effectiveness of this strategy. It was related to the statement of Ni Wayan Mahendrayani explained that mnemonic helps students to store and absorb vocabulary well in their memory in order to improve their memory.

Second, it was found that the result of the test in control class (taught by conventional strategy) also showed the improvement. The score of post-test was higher than the score of pre-test. But, the result showed that students' score taught by conventional strategy was not better than students' score taught by mnemonic strategy. Haidir and Salim explained that conventional strategy is like a lecturing method. The students' attention just focuses on teacher and students just accept what the teacher delivers passively. So, It's not too effective for memorizing vocabulary and it also limit the students potential in improving their own learning version.

Third, it was found that there was significance difference between the experimental class and control class. It can be seen from the difference score of pre-test to post-test in both experimental class and control class. It showed the same result with previous study that conducted by Ina Rosdiana. She also wanted to prove the effectiveness of mnemonic device. She compared the students taught by mnemonic device and students taught without mnemonic device. The result also showed students taught by mnemonic strategy were better than without

mnemonic strategy.

Fourth, the researcher found that the students had no difficulties in making their own formula of keyword method. In experimental class, they were taught by mnemonic strategy type 'keyword system' and it makes them easier to memorize vocabulary. The keyword system method is a method of remembering by using words as keywords to make it easier to remember the vocabulary and its meaning. Then, the story made to connect the target word and its meaning. So, it makes them become creative students. They made their own keyword and the story to connect between the target word and its meaning. They didn't face problem in using this strategy because they could use their own language, creativity, and understanding to form their own formula. It was related to the strengths of mnemonic strategy. Mnemonic strategy makes the process of memorizing vocabulary easier, it helps students to improve their creativity, and it helps students to recall the old vocabulary needed easily. This kind of learning make students and teacher don't need depended on the use of white board to support their teaching and learning process.

As final conclusion, it was proven that there was significant effect of mnemonic strategy on students' vocabulary mastery at eight grade students than conventional strategy.

# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion of the result in using mnemonic strategy on students' vocabulary mastery.

### A. Conclusion

From the findings and the discussion obtained, the researcher serves some conclusions. The first, the effect of mnemonic strategy is the improvement of the students' score. The result showed that the score of post-test is higher than the score of pre-test. It can be seen from the mean (M) of the score. The mean (M) of pre-test is 41,15 while the mean (M) of post-test is 65,96. So, there is improvement of students' score that increase 24,81 points.

Second, The effect of conventional strategy also shows the improvement from pre-test to post-test. The score of post-test is higher that the score of pre-test. But, the improvement of the score is not better than the score of experimental class. The mean (M) score of pre-test is 41,82 while the mean score of post-test is 56,82. So, the improvement of the score is just 15 points.

Third, mnemonic strategy has significantly affect on the students' vocabulary mastery than conventional strategy. The result shows that the $t_{value}$ is 3,147 while the $t_{table}$ was 2.01 ($t_{observed}$> $t_{table}$, 3,248> 2.01). Therefore, $H_a$ is accepted and $H_0$ is rejected. So, it can be concluded that there is a significant effect of mnemonic strategy on the students' vocabulary mastery than conventional strategy at eight grade of MTs Nurul Hakim.

**B. Suggestion**

Based on the conclusion of the research, the researcher serves some suggestions as follow:

1. As an English teacher, they should find creative strategy to teach vocabulary. There are many strategies that can be used by the teachers. One of them mnemonic strategy. The teachers are recommended to use mnemonic strategy to improve students' ability in memorizing vocabulary. It was found that it's effective on students' vocabulary mastery.

2. The other researchers that interested in conducting the research related to this study can use mnemonic strategy as variable of their study. They can conduct the research in the different level of the students, with bigger sample, or another in order to measure the effectiveness of mnemonic strategy on the students' vocabulary mastery.

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**APENDIX I**

**EXPERIMENTAL CLASS**

**Table Score**

| No. | INITIAL | PRE-TEST | POST-TEST |
|-----|---------|----------|-----------|
| 1. | AAB | 50 | 75 |
| 2. | AAH | 35 | 65 |
| 3. | ADR | 40 | 70 |
| 4. | AF | 30 | 55 |
| 5. | AH | 10 | 50 |
| 6. | AM | 45 | 65 |
| 7. | AS | 45 | 70 |
| 8. | ASN | 30 | 50 |
| 9. | AU | 40 | 70 |
| 10. | BIA | 70 | 80 |
| 11. | DAF | 50 | 80 |
| 12. | DHP | 20 | 55 |
| 13. | EFA | 55 | 75 |
| 14. | FA | 40 | 70 |
| 15. | FAD | 25 | 60 |
| 16. | FAR | 30 | 40 |
| 17. | IRR | 55 | 75 |
| 18. | IS | 40 | 60 |
| 19. | JKH | 50 | 65 |
| 20. | KA | 60 | 75 |
| 21. | MZD | 50 | 80 |
| 22. | NSS | 45 | 70 |
| 23. | RAA | 40 | 65 |
| 24. | RR | 40 | 60 |
| 25. | RRP | 35 | 65 |
| 26. | TA | 40 | 70 |

**APENDIX II**

**CONTROL CLASS**

**Table Score**

| No. | INITIAL | PRE-TEST | POST-TEST |
|-----|---------|----------|-----------|
| 1. | APZ | 45 | 50 |
| 2. | ARY | 40 | 65 |
| 3. | AUH | 35 | 50 |
| 4. | AWF | 50 | 50 |
| 5. | BN | 45 | 60 |
| 6. | FA | 50 | 65 |
| 7. | FS | 30 | 50 |
| 8. | GSR | 55 | 50 |
| 9. | HNA | 60 | 75 |
| 10. | JA | 55 | 50 |
| 11. | NA | 20 | 45 |
| 12. | NAS | 40 | 50 |
| 13. | NBS | 50 | 60 |
| 14. | NJ | 40 | 70 |
| 15. | NP | 45 | 55 |
| 16. | NSS | 50 | 60 |
| 17. | RA | 55 | 70 |
| 18. | RM | 30 | 75 |
| 19. | SAM | 30 | 45 |
| 20. | SJP | 40 | 60 |
| 21. | SW | 30 | 55 |
| 22. | VDA | 25 | 40 |

**APPENDIX III**

**PRE-TEST**

Name :

Class :

**I. Answer These Questions!**

1.  When you want to write, a thing that you need is....

    a. Pen               c. Eraser

    b.  Glue             d. Ruler

2. My Mother ...... something for dinner in the kitchen.

    a. Cooks             c. writes

    b. Cakes             d. listens

3. You call a place to put the clothes is …….

    a. Cupboard          c. Class

    b.Whiteboard         d. Wardrobe

4. A Librarian works in ………

    a. Library           c. Hospital

    b. Barbershop        d. School

5. What is the animal that always being a pet, furry, and like eating mouse?

    a. Dog               c. Goat

    b. Cat               d. Snake

6. The sun sets in the…

    a. Night             c. Day

    b. Afternoon         d. Morning

7. Teachers …….. us in the class.

    a. Run               c. Silent

    b. Teach             d. Scream

8. Someone who hates another and desire to hurt, is…..

    a. Friend            c. Partner

    b. Enemy             d. Boss

9. You have to be......if you are in library
    a.Silent          c. Crowded
    b. Laugh             d. Scream

10. A thing that you must were to school, is ……….

    a. Book and pen   c. Uniform

    b. Blanket        d. Eraser and book

**II. Choose the *synonym* of the underline word!**

11. I think my sister is very <u>pretty</u>.

    a. Briliant       c. Smart

    b. Ugly         d. Beautiful

12. I will <u>come</u> to your house tomorrow.

    a. Arrive       c. Study

    b. Go           d. Stay

13. This car is <u>inexpensive</u>.

    a. Expensive   c. Cheap

    b. Amazing    d. Cool

14. We <u>start</u> our final test at 8.30 am.

    a. Run        c. Continue

    b. Begin      d. Connect

15. Rani <u>brings</u> three books from the library.

    a. Borrow     c. Leave

    b. Give       d. Carry

**III. Choose The *antonym* on the underlined word!**

16. I <u>wake up</u> late this morning.

    a. Arrive      c. Speak

    b. Sleep      d. Read

17. My brother is <u>tall</u>.

    a. Fat        c. Short

    b. High      d. Huge

18. The class is so <u>dirty</u>. We will clean it soon.

    a. Glad      c. Neat

    b. Clean     d. Pretty

19. The weather is so <u>hot</u> outside.

    a. Fierce     c. Cold

    b. Warm    d. Stong

20. He is one of <u>good</u> students in my school.

    a. Great          c. Bad

    b. Smart        d. Dirthy

**APPENDIX IV**

**POST-TEST**

Name :

Class :

**I. Answer These Questions!**

1. You call a place to put the clothes is …….

   a. Cupboard          c. Class

   b.Whiteboard        d. Wardrobe

2. Teachers …….. us in the class.

   a. Run               c. Silent

   b. Teach             d. Scream

3. My Mother ...... something for dinner in the kitchen.

   a. Cooks             c. writes

   b. Cakes             d. listens

4. When you want to write, a thing that you need is....

   a. Pen               c. Eraser

   b.  Glue             d. Ruler

5. The sun sets in the…

   a. Night             c. Day

   b. Afternoon         d. Morning

6. A Librarian works in ………

   a. Library           c. Hospital

   b. Barbershop        d. School

7. What is the animal that always being a pet, furry, and like eating mouse?

   a. Dog               c. Goat

   b. Cat               d. Snake

8. 10. A thing that you must were to school, is ……….

    a. Book             c. Uniform

     b. Blanket         d. Eraser and book

9. Someone who hates another and desire to hurt, is…..

   a. Friend            c. Partner

   b. Enemy             d. Boss

10. You have to be......if you are in library

   a.Silent         c. Crowded

   b. Laugh       d. Scream

**II. Choose the *synonym* of the underline word!**

11. We <u>start</u> our final test at 8.30 am.

   a. Run         c. Continue

   b. Begin       d. Connect

12. Rani <u>brings</u> three books from the library.

   a. Borrow      c. Leave

   b. Give        d. Carry

13. I think my sister is very <u>pretty</u>.

   a. Briliant      c. Smart

   b. Ugly        d. Beautiful

14. I will <u>come</u> to your house tomorrow.

   a. Arrive      c. Study

   b. Go         d. Stay

15. This car is <u>inexpensive</u>.

   a. Expensive   c. Cheap

   b. Amazing    d. Cool

**III. Choose The *antonym* on the underlined word!**

16. The weather is so <u>hot</u> outside.

   a. Fierce      c. Cold

   b. Warm      d. Stong

17. The class is so <u>dirty</u>. We will clean it soon.

   a. Glad       c. Neat

   b. Clean     d. Pretty

18. I <u>wake up</u> late this morning.

   a. Arrive      c. Speak

   b. Sleep      d. Read

19. He is one of <u>good</u> students in my school.

   a. Great      c. Bad

   b. Smart     d. Dirthy

20. My brother is <u>tall</u>.

    a. Fat            c. Short

    b. High          d. Huge

**APPENDIX V**
**KEY ANSWER**

**KEY ANSWER OF PRE-TEST**

| | | | |
|---|---|---|---|
| 1. A | 6. B | 11. D | 16. B |
| 2. A | 7. B | 12. A | 17. B |
| 3. D | 8. B | 13. C | 18. B |
| 4. A | 9. A | 14. B | 19. C |
| 5. B | 10. C | 15. D | 20. C |

**KEY ANSWER OF POST-TEST**

| | | | |
|---|---|---|---|
| 1. D | 6. A | 11. B | 16. C |
| 2. B | 7. B | 12. D | 17. B |
| 3. A | 8. C | 13. D | 18. B |
| 4. A | 9. B | 14. A | 19. C |
| 5. B | 10. A | 15. C | 20. C |

**APPENDIX VI**

**LESSON PLAN**


**LESSON PLAN I (EXPERIMENTAL CLASS)**

School               : MTs Nurul Hakim

Class                 : VIII

Topic                : Vocabulary

Time Allocation    : 2 x 40 Minutes

Skill Aspect       : Vocabulary Mastery

## A. Learning Objectives

At the end of learning process, students will able to:

- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

## B. Material

The material is taken from the test.

| Pen | Uniform | Dirty |
|---|---|---|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

## C. Method

The method is using mnemonic strategy type 'Keyword System'

## D. Learning Procedure

| Preliminary Activities (15 Minutes) |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher motivates the students and explore the knowledge of students |
| Teacher-students do ice breaking |
| Teaher explains the learning objective |

| Core Activities (60 Minutes) |
|---|
| Students are introduced mnemonic strategy and how to use it. The examples of keyword system are also given to prevent the misunderstanding. (25 minutes) |

| |
|---|
| Students are given 30 vocabularies and they should choose 10 of them. Then, they will make their own keyword system. Also, they should create their own story to connect the target word and its meaning. |
| Students are given 30 minutes to prepare their own keyword. |
| Students are instructed to present their own keyword and its meaning. |
| Every group is given 5 minutes to present their project. |
| **Closing Activities (5 Minutes)** |
| Teacher conclude the material for closing the meeting |

**E. Assessment and Learning Outcomes**

The assessment are in the form of written (the result of students' own keyword) and oral (presentation of their own keyword).

**LESSON PLAN II (EXPERIMENTAL CLASS)**

School : MTs Nurul Hakim

Subject : English

Class : VIII

Topic : Vocabulary

Time Allocation : 2 x 40 Minutes

Skill Aspect : Vocabulary Mastery

## A. Learning Objectives

At the end of learning process, students will able to:

- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

## B. Material

The material is taken from the test.

| Pen | Uniform | Dirty |
|---|---|---|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

## C. Method

The method is using mnemonic strategy type 'Keyword System'

## A. Learning Procedure

| **Preliminary Activities (15 Minutes)** |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher-students do ice breaking |
| Teaher review the previous meeting. |
| **Core Activities (60 Minutes)** |
| Students are instructed to choose 10 vocabularies of 20 vocabularies from previous meeting. |
| Students are given 30 minutes to prepare their own keyword and they should make story to connect the target word and its meaning. |
| Students are instructed to present their own keyword and its meaning ( the longer time than previous meeting will be given in presentation). The time is 8-10 |

| minutes per group. |
|---|
| **Closing Activities (5 Minutes)** |
| Teacher conclude the material for closing the meeting |

**B. Assessment and Learning Outcomes**

The assessment are in the form of written (the result of students' own keyword) and oral (presentation of their own keyword).

**LESSON PLAN III (EXPERIMENTAL CLASS)**

School            : MTs Nurul Hakim

Subject           : English

Class             : VIII

Topic             : Vocabulary

Time Allocation   : 2 x 40 Minutes

Skill Aspect      : Vocabulary Mastery

## A. Learning Objectives

At the end of learning process, students will able to:

- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

## B. Material

The material is taken from the test.

| Pen | Uniform | Dirty |
|-----|---------|-------|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

## C. Method

The method is using mnemonic strategy type 'Keyword System'

## D. Learning Procedure

| **Preliminary Activities (15 Minutes)** |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher-students do ice breaking |
| Teaher review the previous meeting. |
| **Core Activities (60 Minutes)** |
| Students are instructed to choose 10 last vocabularies. |
| Students are given 30 minutes to prepare their own keyword and they should make story to connect the target word and its meaning. |
| Every group is given 8-9 minutes to present their own keyword and its meaning. |
| **Closing Activities (5 Minutes)** |

| Teacher conclude the material for closing the meeting |
| --- |

## E. Assessment and Learning Outcomes

The assessment are in the form of written (the result of students' own keyword) and oral (presentation of their own keyword).

**LESSON PLAN IV (EXPERIMENTAL CLASS)**

School               : MTs Nurul Hakim

Subject              : English

Class                : VIII

Topic                : Vocabulary

Time Allocation      : 2 x 40 Minutes

Skill Aspect         : Vocabulary Mastery

A. **Learning Objectives**

At the end of learning process, students will able to:

- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

B. **Material**

The material is taken from the test.

| Pen | Uniform | Dirty |
|---|---|---|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

C. **Method**

The method is using mnemonic strategy type 'Keyword System'

D. **Learning Procedure**

| Preliminary Activities (15 Minutes) |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher-students do ice breaking |
| Teaher review the previous meeting. |
| **Core Activities (60 Minutes)** |
| Teacher review all vocabularies that have been learned (10 minutes). |
| Students are divided into some groups. |
| Every group is instructed to find the vocabularies that never been memorized before at least 10 vocabularies (They are free to find the vocabulary such as from their handbook, dictionary, text, paragraph, etc.). The time is 10 minutes. |

| |
|---|
| Students are instructed to make their own keyword system and its story (20 minutes) |
| Student are instructed to present their project (20 minutes) |
| **Closing Activities (5 Minutes)** |
| Teacher conclude the material for closing the meeting |

### E. Assessment and Learning Outcomes

The assessment are in the form of written (the result of students' own keyword) and oral (presentation of their own keyword).

**LESSON PLAN I (CONTROL CLASS)**

| | |
|---|---|
| School | : MTs Nurul Hakim |
| Subject | : English |
| Class | : VIII |
| Topic | : Vocabulary |
| Time Allocation | : 2 x 40 Minutes |
| Skill Aspect | : Vocabulary Mastery |

**A. Learning Objectives**

At the end of learning process, students will able to:
- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

**B. Material**

The material is taken from the test.

| Pen | Uniform | Dirty |
|---|---|---|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

**C. Method**

The method is using conventional strategy (lecturing)

**D. Learning Procedure**

| Preliminary Activities (15 Minutes) |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher motivates the students and explore the knowledge of students |
| Teaher explains the learning objective of this material |
| **Core Activities (60 Minutes)** |
| Teacher gives a number of vocabularies |
| Teacher asks students to find the meaning of the vocabulary on the dictionary |
| Teacher asks the students to write the meaning on their books |
| Teacher teaches students how to pronounce the words |
| Teacher asks students to memorize the vocabulary |
| Teacher test the students' memory. |

| Closing Activities (15 Minutes) |
| --- |
| Students recall their memory |
| Teacher conclude the material for closing the meeting |

**E. Assessment and Learning Outcomes**

The assessment are in the form of written tests and oral tests, and assignments.

**LESSON PLAN II (CONTROL CLASS)**

School                  : MTs Nurul Hakim

Subject                 : English

Class/ Semester         : VIII/1

Topic                   : Vocabulary

Time Allocation         : 2 x 40 Minutes

Skill Aspect            : Vocabulary Mastery

### A. Learning Objectives
At the end of learning process, students will able to:
- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

### B. Material
The material is taken from the test.

| Pen | Uniform | Dirty |
|---|---|---|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

### C. Method
The method is using conventional strategy (lecturing)

### D. Learning Procedure

| **Preliminary Activities (15 Minutes)** |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher motivates the students and explore the knowledge of students |
| Teaher explains the learning objective of this material |
| **Core Activities (60 Minutes)** |
| Teacher gives vocabulary that contain synonym. So, this meeting is focus on the word, its meaning, and its synonym. |
| Teacher asks students to find the meaning of the vocabulary on the dictionary |
| Teacher asks the students to write the meaning on their books |
| Teacher teaches students how to pronounce the words |
| Teacher asks students to memorize the vocabulary |

| |
|---|
| Teacher test the students' memory. |
| **Closing Activities (15 Minutes)** |
| Students recall their memory |
| Teacher conclude the material for closing the meeting |

**E. Assessment and Learning Outcomes**

The assessment are in the form of written tests and oral tests, and assignments.

**LESSON PLAN III (CONTROL CLASS)**

School            : MTs Nurul Hakim

Subject           : English

Class/ Semester   : VIII/1

Topic             : Vocabulary

Time Allocation   : 2 x 40 Minutes

Skill Aspect      : Vocabulary Mastery

## A. Learning Objectives

At the end of learning process, students will able to:

- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

## B. Material

The material is taken from the test.

| Pen | Uniform | Dirty |
|---|---|---|
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

## C. Method

The method is using conventional strategy (lecturing)

## D. Learning Procedure

| Preliminary Activities (15 Minutes) |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher motivates the students and explore the knowledge of students |
| Teaher explains the learning objective of this material |
| **Core Activities (60 Minutes)** |
| Teacher gives vocabulary that contain antonym. So, this meeting is focus on the word, its meaning, and its antonym. |
| Teacher asks students to find the meaning of the vocabulary on the dictionary |
| Teacher asks the students to write the meaning on their books |
| Teacher teaches students how to pronounce the words |
| Teacher asks students to memorize the vocabulary |

| |
|---|
| Teacher test the students' memory. |
| **Closing Activities (15 Minutes)** |
| Students recall their memory |
| Teacher conclude the material for closing the meeting |

**E. Assessment and Learning Outcomes**

The assessment are in the form of written tests and oral tests, and

**LESSON PLAN IV (CONTROL CLASS)**

School                : MTs Nurul Hakim

Subject              : English

Class/ Semester     : VIII/1

Topic                 : Vocabulary

Time Allocation     : 2 x 40 Minutes

Skill Aspect         : Vocabulary Mastery

## A. Learning Objectives

At the end of learning process, students will able to:
- Memorize English vocabulary, its meaning, its synonym and antonym, and how to pronounce it.
- Create their own ways to memorize the vocabulary.

## B. Material

The material is taken from the test.

| | | |
|---------|-------------|-----------|
| Pen | Uniform | Dirty |
| Cook | Pretty | Hot |
| Wardrobe | Come | Clean |
| Library | Inexpensive | Arrive |
| Cat | Start | Beautiful |
| Teach | Bring | Ugly |
| Enemy | Look | Pet |
| Silent | Wake up | Furry |
| Cheap | Carry | Hate |
| Sleep | Begin | Brilliant |

## C. Method

The method is using conventional strategy (lecturing)

## D. Learning Procedure

| Preliminary Activities (15 Minutes) |
|---|
| Teacher-students greeting each other and start learning process by saying basmallah and then praying together before start learning proess. |
| Teacher checks the attendance of students |
| Teacher motivates the students and explore the knowledge of students |
| Teaher explains the learning objective of this material |
| **Core Activities (60 Minutes)** |
| Teacher repeats all vocabulary that has been learned. |
| Teacher asks students to follow him. |
| Teacher reviews the students' memory one by one in front of class. |
| Teacher give task |
| **Closing Activities (15 Minutes)** |
| Teacher conclude the material for closing the meeting |

**E. Assessment and Learning Outcomes**

The assessment are in the form of written tests and oral tests, and

**APPENDIX VII**

**TABLE OF LILIEFORS**

| $N$ | $\alpha = .20$ | $\alpha = .15$ | $\alpha = .10$ | $\alpha = .05$ | $\alpha = .01$ |
|---|---|---|---|---|---|
| 4 | .3027 | .3216 | .3456 | .3754 | .4129 |
| 5 | .2893 | .3027 | .3188 | .3427 | .3959 |
| 6 | .2694 | .2816 | .2982 | .3245 | .3728 |
| 7 | .2521 | .2641 | .2802 | .3041 | .3504 |
| 8 | .2387 | .2502 | .2649 | .2875 | .3331 |
| 9 | .2273 | .2382 | .2522 | .2744 | .3162 |
| 10 | .2171 | .2273 | .2410 | .2616 | .3037 |
| 11 | .2080 | .2179 | .2306 | .2506 | .2905 |
| 12 | .2004 | .2101 | .2228 | .2426 | .2812 |
| 13 | .1932 | .2025 | .2147 | .2337 | .2714 |
| 14 | .1869 | .1959 | .2077 | .2257 | .2627 |
| 15 | .1811 | .1899 | .2016 | .2196 | .2545 |
| 16 | .1758 | .1843 | .1956 | .2128 | .2477 |
| 17 | .1711 | .1794 | .1902 | .2071 | .2408 |
| 18 | .1666 | .1747 | .1852 | .2018 | .2345 |
| 19 | .1624 | .1700 | .1803 | .1965 | .2285 |
| 20 | .1589 | .1666 | .1764 | .1920 | .2226 |
| 21 | .1553 | .1629 | .1726 | .1881 | .2190 |
| 22 | .1517 | .1592 | .1690 | .1840 | .2141 |
| 23 | .1484 | .1555 | .1650 | .1798 | .2090 |
| 24 | .1458 | .1527 | .1619 | .1766 | .2053 |
| 25 | .1429 | .1498 | .1589 | .1726 | .2010 |
| 26 | .1406 | .1472 | .1562 | .1699 | .1985 |
| 27 | .1381 | .1448 | .1533 | .1665 | .1941 |
| 28 | .1358 | .1423 | .1509 | .1641 | .1911 |

# APPENDIX VIII

## T-TABLE

**Titik Persentase Distribusi t (df = 41 – 80)**

| Pr / df | 0.25 / 0.50 | 0.10 / 0.20 | 0.05 / 0.10 | 0.025 / 0.050 | 0.01 / 0.02 | 0.005 / 0.010 | 0.001 / 0.002 |
|---|---|---|---|---|---|---|---|
| 41 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 42 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 43 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 44 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 45 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 46 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 47 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 48 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 49 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 50 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 51 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 52 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 53 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 54 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 55 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 56 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 57 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 58 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 59 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 60 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 61 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 62 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 63 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 64 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 65 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 66 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 67 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 68 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 69 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 70 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 71 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 72 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 73 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 74 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 75 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 76 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 77 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 78 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 79 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 80 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |

# APPENDIX IX

## R-TABLE

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

# APPENDIX X
## VALIDITY OF INSTRUMENT

**Correlations**

| | | Question1 | Question2 | Question3 | Question4 | Question5 | Question6 | Question7 | Question8 | Question9 | Question10 | Question11 | Question12 | Question13 | Question14 | Question15 | Question16 | Question17 | Question18 | Question19 | Question20 | Question21 | Question22 | Question23 | Question24 | Question25 | Question26 | Question27 | Question28 | Question29 | Question30 | Total Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Question 1 | Pearson Correlation | 1 | ,364 | ,218 | ,697** | ,079 | -,029 | ,023 | ,347 | ,144 | ,159 | ,182 | ,144 | -,029 | ,364 | ,218 | ,218 | 1,000** | ,364 | ,218 | ,697** | ,079 | -,029 | -,029 | ,347 | ,182 | ,697** | -,029 | ,364 | ,697** | ,144 | ,552* |
| | Sig. (2-tailed) | | ,068 | ,285 | ,000 | ,701 | ,889 | ,913 | ,083 | ,483 | ,438 | ,373 | ,483 | ,889 | ,068 | ,285 | ,285 | ,000 | ,068 | ,285 | ,000 | ,701 | ,889 | ,889 | ,083 | ,373 | ,000 | ,889 | ,068 | ,000 | ,483 | ,003 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 2 | Pearson Correlation | ,364 | 1 | ,364 | ,196 | ,196 | ,309 | ,144 | ,098 | ,257 | ,098 | ,175 | ,257 | -,114 | ,010 | ,364 | ,144 | ,364 | 1,000** | ,364 | ,196 | ,196 | ,309 | ,098 | ,098 | ,175 | ,196 | -,114 | ,010 | ,196 | ,257 | ,448* |
| | Sig. (2-tailed) | ,068 | | ,068 | ,337 | ,337 | ,124 | ,483 | ,635 | ,205 | ,635 | ,393 | ,205 | ,580 | ,963 | ,068 | ,483 | ,068 | ,000 | ,068 | ,337 | ,337 | ,124 | ,635 | ,635 | ,393 | ,337 | ,580 | ,963 | ,337 | ,205 | ,022 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 3 | Pearson Correlation | ,218 | ,364 | 1 | ,079 | ,285 | -,029 | ,218 | ,159 | ,144 | ,535** | ,182 | ,364 | ,159 | -,296 | ,414* | ,023 | ,218 | ,364 | 1,000** | ,079 | ,285 | -,029 | ,159 | ,159 | ,182 | ,079 | ,159 | -,296 | ,079 | ,144 | ,403* |
| | Sig. (2-tailed) | ,285 | ,068 | | ,701 | ,158 | ,889 | ,285 | ,438 | ,483 | ,005 | ,373 | ,068 | ,438 | ,142 | ,036 | ,913 | ,285 | ,068 | ,000 | ,701 | ,158 | ,889 | ,439 | ,438 | ,373 | ,701 | ,438 | ,142 | ,701 | ,483 | ,041 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 4 | Pearson Correlation | ,697** | ,196 | ,079 | 1 | -,083 | ,228 | ,285 | ,228 | ,428* | ,228 | ,270 | ,196 | ,228 | ,659** | ,079 | ,285 | ,697** | ,196 | ,079 | 1,000** | -,083 | ,228 | ,228 | ,228 | ,270 | 1,000** | ,228 | ,659* | 1,000* | ,428* | ,713* |
| | Sig. (2-tailed) | ,000 | ,337 | ,701 | | ,686 | ,262 | ,158 | ,262 | ,029 | ,262 | ,182 | ,337 | ,262 | ,000 | ,701 | ,158 | ,000 | ,337 | ,701 | ,000 | ,686 | ,262 | ,262 | ,262 | ,182 | ,000 | ,262 | ,000 | ,000 | ,029 | ,000 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 5 | Pearson Correlation | ,079 | ,196 | ,285 | -,083 | 1 | ,030 | ,285 | ,426* | -,036 | ,030 | -,099 | ,428* | ,030 | -,267 | ,079 | ,079 | ,079 | ,196 | ,285 | -,083 | 1,000** | ,030 | ,228 | ,426* | -,099 | -,083 | ,030 | -,267 | -,083 | -,036 | ,244 |
| | Sig. (2-tailed) | ,701 | ,337 | ,158 | ,686 | | ,883 | ,158 | ,030 | ,863 | ,883 | ,629 | ,029 | ,883 | ,187 | ,701 | ,701 | ,701 | ,337 | ,158 | ,686 | ,000 | ,883 | ,262 | ,030 | ,629 | ,686 | ,883 | ,187 | ,686 | ,863 | ,230 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 6 | Pearson Correlation | -,029 | ,309 | -,029 | ,228 | ,030 | 1 | -,029 | ,278 | ,520** | ,097 | ,272 | ,309 | ,097 | ,309 | ,347 | ,159 | -,029 | ,309 | -,029 | ,228 | ,030 | 1,000** | -,083 | ,278 | ,272 | ,228 | ,097 | ,309 | ,228 | ,520* | ,448* |
| | Sig. (2-tailed) | ,889 | ,124 | ,889 | ,262 | ,883 | | ,889 | ,169 | ,006 | ,637 | ,178 | ,124 | ,637 | ,124 | ,083 | ,438 | ,889 | ,124 | ,889 | ,262 | ,883 | ,000 | ,686 | ,169 | ,178 | ,262 | ,637 | ,124 | ,262 | ,006 | ,022 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 7 | Pearson Correlation | ,023 | ,144 | ,218 | ,285 | ,285 | -,029 | 1 | -,029 | ,144 | ,159 | ,007 | ,364 | ,347 | ,144 | -,173 | -,173 | ,023 | ,144 | ,218 | ,285 | ,285 | -,029 | ,910** | -,029 | ,007 | ,285 | ,347 | ,144 | ,285 | ,144 | ,349 |
| | Sig. (2-tailed) | ,913 | ,483 | ,285 | ,158 | ,158 | ,889 | | ,889 | ,483 | ,438 | ,974 | ,068 | ,083 | ,483 | ,398 | ,398 | ,913 | ,483 | ,285 | ,158 | ,158 | ,889 | ,000 | ,889 | ,974 | ,158 | ,083 | ,483 | ,158 | ,483 | ,080 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 8 | Pearson Correlation | ,347 | ,098 | ,159 | ,228 | ,426* | ,278 | -,029 | 1 | ,098 | ,278 | ,272 | ,309 | ,097 | ,098 | ,347 | ,159 | ,347 | ,098 | ,159 | ,228 | ,426* | ,278 | -,083 | 1,000** | ,272 | ,228 | ,097 | ,098 | ,228 | ,098 | ,487* |
| | Sig. (2-tailed) | ,083 | ,635 | ,438 | ,262 | ,030 | ,169 | ,889 | | ,635 | ,169 | ,178 | ,124 | ,637 | ,635 | ,083 | ,438 | ,083 | ,635 | ,438 | ,262 | ,030 | ,169 | ,686 | ,000 | ,178 | ,262 | ,637 | ,635 | ,262 | ,635 | ,012 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 9 | Pearson Correlation | ,144 | ,257 | ,144 | ,428* | -,036 | ,520** | ,144 | ,098 | 1 | ,098 | ,570** | -,238 | ,309 | ,257 | ,584** | ,364 | ,144 | ,257 | ,144 | ,428* | -,036 | ,520** | ,098 | ,098 | ,570** | ,428* | ,309 | ,257 | ,428* | 1,000** | ,600** |
| | Sig. (2-tailed) | ,483 | ,205 | ,483 | ,029 | ,863 | ,006 | ,483 | ,635 | | ,635 | ,002 | ,241 | ,124 | ,205 | ,002 | ,068 | ,483 | ,205 | ,483 | ,029 | ,863 | ,006 | ,635 | ,635 | ,002 | ,029 | ,124 | ,205 | ,029 | ,000 | ,001 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 10 | Pearson Correlation | ,159 | ,098 | ,535** | ,228 | ,030 | ,097 | ,159 | ,278 | ,098 | 1 | ,104 | ,309 | ,278 | -,114 | ,159 | -,029 | ,159 | ,098 | ,535** | ,228 | ,030 | ,097 | ,097 | ,278 | ,104 | ,228 | ,278 | -,114 | ,228 | ,098 | ,357 |
| | Sig. (2-tailed) | ,438 | ,635 | ,005 | ,262 | ,883 | ,637 | ,438 | ,169 | ,635 | | ,614 | ,124 | ,169 | ,580 | ,438 | ,889 | ,438 | ,635 | ,005 | ,262 | ,883 | ,637 | ,637 | ,169 | ,614 | ,262 | ,169 | ,580 | ,262 | ,635 | ,073 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 11 | Pearson Correlation | ,182 | ,175 | ,182 | ,270 | -,099 | ,272 | ,007 | ,272 | ,570** | ,104 | 1 | -,220 | ,272 | ,175 | ,709** | ,358 | ,182 | ,175 | ,182 | ,270 | -,099 | ,272 | -,065 | ,272 | 1,000** | ,270 | ,272 | ,175 | ,270 | ,570** | ,505** |
| | Sig. (2-tailed) | ,373 | ,393 | ,373 | ,182 | ,629 | ,178 | ,974 | ,178 | ,002 | ,614 | | ,279 | ,178 | ,393 | ,000 | ,073 | ,373 | ,393 | ,373 | ,182 | ,629 | ,178 | ,753 | ,178 | ,000 | ,182 | ,178 | ,393 | ,182 | ,002 | ,009 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 12 | Pearson Correlation | ,144 | ,257 | ,364 | ,196 | ,428* | ,309 | ,364 | ,309 | -,238 | ,309 | -,220 | 1 | ,098 | ,010 | -,076 | -,296 | ,144 | ,257 | ,364 | ,196 | ,428* | ,309 | ,309 | ,309 | -,220 | ,196 | ,098 | ,010 | ,196 | -,238 | ,326 |
| | Sig. (2-tailed) | ,483 | ,205 | ,068 | ,337 | ,029 | ,124 | ,068 | ,124 | ,241 | ,124 | ,279 | | ,635 | ,963 | ,712 | ,142 | ,483 | ,205 | ,068 | ,337 | ,029 | ,124 | ,124 | ,124 | ,279 | ,337 | ,635 | ,963 | ,337 | ,241 | ,104 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 13 | Pearson Correlation | -,029 | -,114 | ,159 | ,228 | ,030 | ,097 | ,347 | ,097 | ,309 | ,278 | ,272 | ,098 | 1 | ,309 | ,159 | -,029 | -,029 | -,114 | ,159 | ,228 | ,030 | ,097 | ,278 | ,097 | ,272 | ,228 | 1,000** | ,309 | ,228 | ,309 | ,396* |
| | Sig. (2-tailed) | ,889 | ,580 | ,438 | ,262 | ,887 | ,633 | ,083 | ,637 | ,124 | ,169 | ,178 | ,635 | | ,124 | ,438 | ,889 | ,889 | ,580 | ,438 | ,262 | ,883 | ,637 | ,169 | ,637 | ,178 | ,262 | ,000 | ,124 | ,262 | ,124 | ,045 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 14 | Pearson Correlation | ,364 | ,010 | -,296 | ,659** | -,267 | ,309 | ,144 | ,098 | ,257 | -,114 | ,175 | ,010 | ,309 | 1 | -,076 | ,364 | ,364 | ,010 | -,296 | ,659** | -,267 | ,309 | ,098 | ,098 | ,175 | ,659** | ,309 | 1,000** | ,659** | ,257 | ,433* |
| | Sig. (2-tailed) | ,068 | ,963 | ,142 | ,007 | ,184 | ,123 | ,485 | ,635 | ,205 | ,580 | ,393 | ,963 | ,124 | | ,712 | ,068 | ,068 | ,963 | ,142 | ,000 | ,187 | ,124 | ,635 | ,635 | ,393 | ,000 | ,124 | ,000 | ,000 | ,205 | ,027 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 15 | Pearson Correlation | ,218 | ,364 | ,414* | ,079 | ,079 | ,347 | -,173 | ,347 | ,584** | ,159 | ,709** | -,076 | ,159 | -,076 | 1 | ,218 | ,218 | ,364 | ,414* | ,079 | ,079 | ,347 | -,217 | ,347 | ,709** | ,079 | ,159 | -,076 | ,079 | ,584* | ,484* |
| | Sig. (2-tailed) | ,285 | ,068 | ,036 | ,701 | ,701 | ,083 | ,398 | ,083 | ,002 | ,438 | ,000 | ,712 | ,438 | ,712 | | ,285 | ,285 | ,068 | ,036 | ,701 | ,701 | ,083 | ,287 | ,083 | ,000 | ,701 | ,438 | ,712 | ,701 | ,002 | ,012 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 16 | Pearson Correlation | ,218 | ,144 | ,023 | ,285 | ,079 | ,159 | -,173 | ,159 | ,364 | -,029 | ,358 | -,296 | -,029 | ,364 | ,218 | 1 | ,218 | ,144 | ,023 | ,285 | ,079 | ,159 | -,029 | ,159 | ,358 | ,285 | -,029 | ,364 | ,285 | ,364 | ,471* |
| | Sig. (2-tailed) | ,285 | ,483 | ,913 | ,158 | ,701 | ,438 | ,398 | ,438 | ,068 | ,889 | ,073 | ,142 | ,889 | ,068 | ,285 | | ,285 | ,483 | ,913 | ,158 | ,701 | ,438 | ,889 | ,438 | ,073 | ,158 | ,889 | ,068 | ,158 | ,068 | ,015 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 17 | Pearson Correlation | 1,000** | ,364 | ,218 | ,697** | ,079 | -,029 | ,023 | ,347 | ,144 | ,159 | ,182 | ,144 | -,029 | ,364 | ,218 | ,218 | 1 | ,364 | ,218 | ,697** | ,079 | -,029 | -,029 | ,347 | ,182 | ,697** | -,029 | ,364 | ,697** | ,144 | ,552* |
| | Sig. (2-tailed) | ,000 | ,068 | ,285 | ,000 | ,701 | ,889 | ,913 | ,083 | ,483 | ,438 | ,373 | ,483 | ,889 | ,068 | ,285 | ,285 | | ,068 | ,285 | ,000 | ,701 | ,889 | ,889 | ,083 | ,373 | ,000 | ,889 | ,068 | ,000 | ,483 | ,003 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 18 | Pearson Correlation | ,364 | 1,000** | ,364 | ,196 | ,196 | ,309 | ,144 | ,098 | ,257 | ,098 | ,175 | ,257 | -,114 | ,010 | ,364 | ,144 | ,364 | 1 | ,364 | ,196 | ,196 | ,309 | ,098 | ,098 | ,175 | ,196 | -,114 | ,010 | ,196 | ,257 | ,448* |
| | Sig. (2-tailed) | ,068 | ,000 | ,068 | ,337 | ,337 | ,124 | ,483 | ,635 | ,205 | ,635 | ,393 | ,205 | ,580 | ,963 | ,068 | ,483 | ,068 | | ,068 | ,337 | ,337 | ,124 | ,635 | ,635 | ,393 | ,337 | ,580 | ,963 | ,337 | ,205 | ,022 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 19 | Pearson Correlation | ,218 | ,364 | 1,000* | ,079 | ,285 | -,029 | ,218 | ,159 | ,144 | ,535** | ,182 | ,364 | ,159 | -,296 | ,414* | ,023 | ,218 | ,364 | 1 | ,079 | ,285 | -,029 | ,159 | ,159 | ,182 | ,079 | ,159 | -,296 | ,079 | ,144 | ,403* |
| | Sig. (2-tailed) | ,285 | ,068 | ,000 | ,701 | ,158 | ,889 | ,285 | ,438 | ,483 | ,005 | ,373 | ,068 | ,438 | ,142 | ,036 | ,913 | ,285 | ,068 | | ,701 | ,158 | ,889 | ,438 | ,438 | ,373 | ,701 | ,438 | ,142 | ,701 | ,483 | ,041 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 20 | Pearson Correlation | ,697** | ,196 | ,079 | 1,000* | -,083 | ,228 | ,285 | ,228 | ,428* | ,228 | ,270 | ,196 | ,228 | ,659** | ,079 | ,285 | ,697** | ,196 | ,079 | 1 | -,083 | ,228 | ,228 | ,228 | ,270 | 1,000* | ,228 | ,659* | 1,000* | ,428* | ,713** |
| | Sig. (2-tailed) | ,000 | ,337 | ,701 | ,000 | ,686 | ,262 | ,158 | ,262 | ,029 | ,262 | ,182 | ,337 | ,262 | ,000 | ,701 | ,158 | ,000 | ,337 | ,701 | | ,686 | ,262 | ,262 | ,262 | ,182 | ,000 | ,262 | ,000 | ,000 | ,029 | ,000 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 21 | Pearson Correlation | ,079 | ,196 | ,285 | -,083 | 1,000** | ,030 | ,285 | ,426* | -,036 | ,030 | -,099 | ,428* | ,030 | -,267 | ,079 | ,079 | ,079 | ,196 | ,285 | -,083 | 1 | ,030 | ,228 | ,426* | -,099 | -,083 | ,030 | -,267 | -,083 | -,036 | ,244 |
| | Sig. (2-tailed) | ,701 | ,337 | ,158 | ,686 | ,000 | ,883 | ,158 | ,030 | ,863 | ,883 | ,629 | ,029 | ,883 | ,187 | ,701 | ,701 | ,701 | ,337 | ,158 | ,686 | | ,883 | ,262 | ,030 | ,629 | ,686 | ,883 | ,187 | ,686 | ,863 | ,230 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 22 | Pearson Correlation | -,029 | ,309 | -,029 | ,228 | ,030 | 1,000** | -,029 | ,278 | ,520** | ,097 | ,272 | ,309 | ,097 | ,309 | ,347 | ,159 | -,029 | ,309 | -,029 | ,228 | ,030 | 1 | -,083 | ,278 | ,272 | ,228 | ,097 | ,309 | ,228 | ,520** | ,448* |
| | Sig. (2-tailed) | ,889 | ,124 | ,889 | ,262 | ,883 | ,000 | ,889 | ,169 | ,006 | ,637 | ,178 | ,124 | ,637 | ,124 | ,083 | ,438 | ,889 | ,124 | ,889 | ,262 | ,883 | | ,686 | ,169 | ,178 | ,262 | ,637 | ,124 | ,262 | ,006 | ,022 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 23 | Pearson Correlation | -,029 | ,098 | ,159 | ,228 | ,228 | -,083 | ,910** | -,083 | ,098 | ,097 | -,065 | ,309 | ,278 | ,098 | -,217 | -,029 | -,029 | ,098 | ,159 | ,228 | ,228 | -,083 | 1 | -,083 | -,065 | ,228 | ,278 | ,098 | ,228 | ,098 | ,383 |
| | Sig. (2-tailed) | ,889 | ,635 | ,438 | ,262 | ,262 | ,686 | ,000 | ,686 | ,635 | ,637 | ,753 | ,124 | ,169 | ,635 | ,287 | ,889 | ,889 | ,635 | ,438 | ,262 | ,262 | ,686 | | ,686 | ,753 | ,262 | ,169 | ,635 | ,262 | ,635 | ,053 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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| Question 24 | Pearson Correlation | ,347 | ,098 | ,159 | ,228 | ,426* | ,278 | -,029 | 1,000** | ,098 | ,278 | ,278 | ,302 | ,099 | ,097 | ,098 | ,347 | ,159 | ,347 | ,098 | ,159 | ,228 | ,426* | ,278 | -,083 | 1 | ,272 | ,228 | ,097 | ,098 | ,228 | ,098 | ,487* |
| | Sig. (2-tailed) | ,083 | ,635 | ,438 | ,262 | ,030 | ,169 | ,889 | ,000 | ,635 | ,169 | ,178 | ,124 | ,637 | ,635 | ,083 | ,438 | ,083 | ,635 | ,438 | ,262 | ,030 | ,169 | ,686 | | ,178 | ,262 | ,637 | ,635 | ,262 | ,635 | ,012 | |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 25 | Pearson Correlation | ,182 | ,175 | ,182 | ,270 | -,099 | ,272 | ,007 | ,272 | ,570** | ,104 | 1,000* | -,220 | ,272 | ,175 | ,709** | ,358 | ,182 | ,175 | ,182 | ,270 | -,099 | ,272 | -,065 | ,272 | 1 | ,270 | ,272 | ,175 | ,270 | ,570** | ,505** | |
| | Sig. (2-tailed) | ,373 | ,393 | ,373 | ,182 | ,628 | ,174 | ,978 | ,172 | ,002 | ,614 | ,000 | ,279 | ,178 | ,393 | ,000 | ,073 | ,373 | ,393 | ,373 | ,182 | ,629 | ,178 | ,753 | ,178 | | ,182 | ,178 | ,393 | ,182 | ,002 | ,009 | |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 26 | Pearson Correlation | ,697** | ,196 | ,079 | 1,000** | -,083 | ,228 | ,285 | ,228 | ,428* | ,228 | ,270 | ,196 | ,228 | ,659** | ,079 | ,285 | ,697** | ,196 | ,079 | 1,000** | -,083 | ,228 | ,228 | ,228 | ,270 | 1 | ,228 | ,659* | 1,000** | ,428* | ,713** | |
| | Sig. (2-tailed) | ,000 | ,337 | ,701 | ,000 | ,686 | ,262 | ,158 | ,262 | ,029 | ,262 | ,182 | ,337 | ,262 | ,000 | ,701 | ,158 | ,000 | ,337 | ,701 | ,000 | ,686 | ,262 | ,262 | ,262 | ,182 | | ,262 | ,000 | ,000 | ,029 | ,000 | |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Question 27 | Pearson Correlation | -,029 | -,114 | ,159 | ,228 | ,030 | ,097 | ,347 | ,097 | ,309 | ,278 | ,272 | ,098 | 1,000** | ,309 | ,159 | -,029 | -,029 | -,114 | ,159 | ,228 | ,030 | ,097 | ,278 | ,097 | ,272 | ,228 | 1 | ,309 | ,228 | ,309 | ,396* |
| | Sig. (2-tailed) | ,889 | ,580 | ,438 | ,263 | ,887 | ,633 | ,087 | ,633 | ,124 | ,169 | ,178 | ,635 | ,000 | ,124 | ,438 | ,889 | ,889 | ,580 | ,438 | ,262 | ,883 | ,637 | ,169 | ,637 | ,178 | ,262 | | ,124 | ,262 | ,124 | ,045 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 28 | Pearson Correlation | ,364 | ,010 | -,296 | ,659** | -,267 | ,309 | ,144 | ,098 | ,257 | -,114 | ,175 | ,010 | ,309 | 1,000** | -,076 | ,364 | ,364 | ,010 | -,296 | ,659** | -,267 | ,309 | ,098 | ,098 | ,175 | ,659** | ,309 | 1 | ,659** | ,257 | ,433* |
| | Sig. (2-tailed) | ,068 | ,963 | ,142 | ,000 | ,187 | ,124 | ,483 | ,635 | ,205 | ,580 | ,393 | ,963 | ,124 | ,000 | ,712 | ,068 | ,068 | ,963 | ,142 | ,000 | ,187 | ,124 | ,635 | ,635 | ,393 | ,000 | ,124 | | ,000 | ,205 | ,027 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Question 29 | Pearson Correlation | ,697** | ,196 | ,079 | 1,000** | -,083 | ,228 | ,285 | ,228 | ,428* | ,228 | ,270 | ,196 | ,228 | ,659** | ,079 | ,285 | ,697** | ,196 | ,079 | 1,000** | -,083 | ,228 | ,228 | ,228 | ,270 | 1,000** | ,228 | ,659* | 1 | ,428* | ,713** |
| | Sig. (2-tailed) | ,000 | ,337 | ,701 | ,000 | ,686 | ,262 | ,158 | ,262 | ,029 | ,262 | ,182 | ,337 | ,262 | ,000 | ,701 | ,158 | ,000 | ,337 | ,701 | ,000 | ,686 | ,262 | ,262 | ,262 | ,182 | ,000 | ,262 | ,000 | | ,029 | ,000 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Question 30 | Pearson Correlation | ,144 | ,257 | ,144 | ,428* | -,036 | ,520** | ,144 | ,098 | 1,000** | ,098 | ,570** | -,238 | ,309 | ,257 | ,584** | ,364 | ,144 | ,257 | ,144 | ,428* | -,036 | ,520** | ,098 | ,098 | ,570** | ,428* | ,309 | ,257 | ,428* | 1 | ,600** |
| | Sig. (2-tailed) | ,483 | ,205 | ,483 | ,029 | ,863 | ,006 | ,483 | ,635 | ,000 | ,635 | ,002 | ,241 | ,124 | ,205 | ,002 | ,068 | ,483 | ,205 | ,483 | ,029 | ,863 | ,006 | ,635 | ,635 | ,002 | ,029 | ,124 | ,205 | ,029 | | ,001 |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| TotalScore | Pearson Correlation | ,552** | ,448* | ,403* | ,713** | ,244 | ,448* | ,349 | ,487* | ,600** | ,357 | ,505** | ,326 | ,396* | ,433* | ,484* | ,471* | ,552** | ,448* | ,403* | ,713** | ,244 | ,448* | ,383 | ,487* | ,505** | ,713** | ,396* | ,433* | ,713** | ,600** | 1 |
| | Sig. (2-tailed) | ,003 | ,022 | ,041 | ,000 | ,232 | ,020 | ,082 | ,012 | ,001 | ,073 | ,009 | ,104 | ,045 | ,027 | ,012 | ,015 | ,003 | ,022 | ,041 | ,000 | ,232 | ,020 | ,053 | ,012 | ,009 | ,000 | ,045 | ,027 | ,000 | ,001 | |
| | N | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

**Note : if there is no (*) or (**), so the question is invalid.**

# RELIABILITY OF INSTRUMENT

## Reliability Statistics

| Cronbach's Alpha | Part 1 | Value | ,782 |
|---|---|---|---|
| | | N of Items | 12[a] |
| | Part 2 | Value | ,824 |
| | | N of Items | 12[b] |
| | Total N of Items | | 24 |
| Correlation Between Forms | | | ,949 |
| Spearman-Brown Coefficient | Equal Length | | ,974 |
| | Unequal Length | | ,974 |
| Guttman Split-Half Coefficient | | | ,973 |

a. The items are: Question1, Question2, Question3, Question4, Question6, Question8, Question9, Question11, Question13, Question14, Question15, Question16.

b. The items are: Question17, Question18, Question19, Question20, Question22, Question24, Question25, Question26, Question27, Question28, Question29, Question30.

If the coefficient of reliability > r-table, so the instrument is reliable. So, 0,973 > 0,361. It means that the instrument is reliable.

## INTERVIEW OF PRELIMINARY RESEARCH

Before conducting the research entitled " The Effectiveness of Mnemonic Strategy on The Students' Vocabulary Mastery at Eight Grade of MTs Nurul Hakim", the researcher interviewed the English Teacher and the headmaster.

R = Researcher
T = Teacher

1. R = What methods are often used in learning English especially learning vocabulary so far?

   T = I used some methods in teaching English such lecturing, discussion, cooperative learning. But I have no special method in teaching vocabulary.

2. R = What are the students' respond towards the learning methods used?

   T = There are various responses shown by students. There are students who are very enthusiastic, and there are also students who are casual in responding to it. It depends on the students. Some students were even lazy before the lesson.

3. R = What learning media are commonly used in the learning process?

   T = Actually I used common media such as whiteboard, laptop, infocus, handbook. Something like that.

4. R = What obstacles are faced in the teaching and learning process?

   T = The obstacles faced in class are like students seem lazy because they may have too many activities. And another problem is that they quickly forget what they previously learned.

5. R = What efforts are being made to overcome these constraints?

   T = When students quickly forget their lessons, I always remind them by reviewing previous lessons. And when they seem lazy, I will respond according to the  students' conditions.

6. R = Has the mnemonic method been used in vocabulary learning?

   T = I've never used

# INTERVIEW OF PRELIMINARY RESEARCH

Before conducting the research entitled " The Effectiveness of Mnemonic Strategy on The Students' Vocabulary Mastery at Eight Grade of MTs Nurul Hakim", the researcher interviewed the English Teacher and the headmaster.

R = Researcher

H = Headmaster

1. R = Bagaimana pembelajaran Bahasa Inggris di sekolah ini pak?

   H = Sekolah ini mendukung pembelajaran bahasa asing. Selain bahasa arab, Bahasa inggris juga menjadi fokus kami. Kami mengharapkan peningkatan Kemampuan bahasa inggris mereka dengan adanya pembelajaran bahasa inggris, ada yang khusus grammar, dan ada juga ekstrakulikuler bahasa inggris. Di ekskul tersebut akan belajar TOEFL, debat, pidato, dan lainlain.

2. R = Bagaimana menurut bapak kondisi siswa dalam belajar bahasa Inggris?

   H = Mungkin ada banyak siswa yang belum bisa menerima pembelajaran bahasa Inggris ya, arena mereka belajar dua bahasa asing sekaligus. Jd, mungkin saja itu berat bagi mereka. Tapi ada banyak juga siswa yang terlihat kemampuan Bahasa Inggrisnya. Contohnya, ada beberapa siswa kami yang telah lulus program ke luar negeri, juara kompetisi debat. Tapi, kami sangat mendukung kemajuan anakanak.

3. R = Di pesantren kan siswa perempuan dan laki-laki dipisah, bagaimana dari kedua Kelas itu dalam menerima pembelajaran pak?

   T = Biasanya kelas yang perempuan lebih antusias dalam menerima pembelajar. Tapi semua kelas seperti itu.
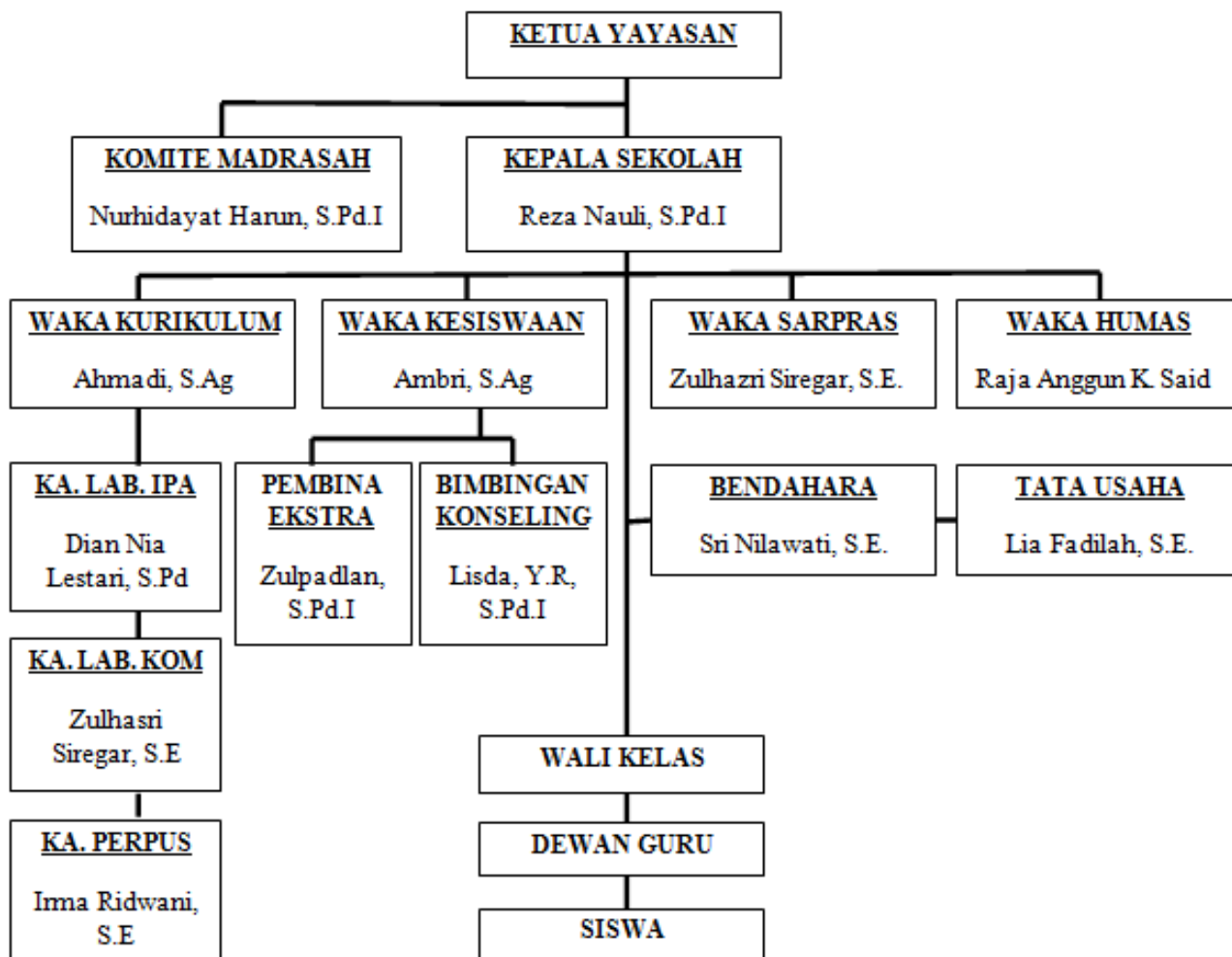
# GENERAL OVERVIEW OF THE SCHOOL

## A. Geographical Location

Madrasah Tsanawiyah Swasta Nurul Hakim is located at Jl. M. Yakub Lubis No.51 Tembung, Deli Serdang, North Sumatra. This school is easy to reach because of its strategic location. The surroundings were neither too crowded nor too quiet. The road is easily access to the city. The school area is so beautiful with plants that adorn the school.

## B. A Brief History

School name : MTs Nurul Hakim

Founder : Hj. Halimah Lubis, Hj. Hanisah Nasution,

Hj. Apriani Hakim Nasution, SE and

Hj. Meilani Nasution.

Year of Establishment : December 19, 1991

Caregiver : Hj. Apriani Hakim Nasution, SE

Address : Jl. M. Yakub Lubis No. 51 Tembung, Deli Serdang, North

Sumatera.

Status : Private

Name of School Principal: Reza Nauli, S.Pd.I

Operational Permit : No. 680 of 2015

Phone / Hp / Fax : (061) 7380177

Accredited Value : A.

## C. Organizational Structure

```
                         ┌─────────────────────┐
                         │   KETUA YAYASAN     │
                         └──────────┬──────────┘
              ┌─────────────────────┴─────────────────────┐
   ┌──────────────────────┐              ┌──────────────────────┐
   │  KOMITE MADRASAH     │              │  KEPALA SEKOLAH      │
   │ Nurhidayat Harun,    │              │  Reza Nauli, S.Pd.I  │
   │     S.Pd.I           │              └──────────────────────┘
   └──────────────────────┘
```

| WAKA KURIKULUM | WAKA KESISWAAN | WAKA SARPRAS | WAKA HUMAS |
|---|---|---|---|
| Ahmadi, S.Ag | Ambri, S.Ag | Zulhazri Siregar, S.E. | Raja Anggun K. Said |

| KA. LAB. IPA | PEMBINA EKSTRA | BIMBINGAN KONSELING | BENDAHARA | TATA USAHA |
|---|---|---|---|---|
| Dian Nia Lestari, S.Pd | Zulpadlan, S.Pd.I | Lisda, Y.R, S.Pd.I | Sri Nilawati, S.E. | Lia Fadilah, S.E. |

**KA. LAB. KOM** — Zulhasri Siregar, S.E

**KA. PERPUS** — Irma Ridwani, S.E

**WALI KELAS**

**DEWAN GURU**

**SISWA**

## D. Education Personnel

| No | Nama | Jabatan |
|---|---|---|
| 1. | Reza Nauli, S. Pd. I | Guru Q.Hadis |
| 2. | Ahmadi, S. Ag | Guru B.Arab |
| 3. | Ambri S. Ag | Guru Matematika |
| 4 | Zulhazzi Siregar, S.E | Guru TIK |
| 5 | Sri Nilawati, S.E | Guru IPS |
| 6 | Lia Fadilah, S.E | Guru TIK |

| | | |
|---|---|---|
| 7 | Abdul Gani Siregar, S. Pd | Guru B.Inggris |
| 8 | Baharuddin Sirait, S. HI | Guru A.Akhlak |
| 9 | Eka Fitri Lestari, S. Pd | Guru B.Indonesia |
| 10 | Hizmi Wardani, M. Pd | Guru Matematika |
| 11 | Irwa Ridwani, S.E | Guru PPKn |
| 12 | Ilan Nia Lestari, S. Pd | Guru IPA |
| 13 | Jaka Sari Muda Tambunan, S. Pd | Guru Tauhid |
| 14 | Linda Yusnita Rambe, S. Pd. I | Guru B.Arab |
| 15 | Mhd Ihsan Rangkuti, S. Pd. I | Guru Fiqih |
| 16 | M. Dzaky Al Fayyadh | Guru IPA |
| 17 | Pipit Andriani, S. Pd. I | Guru B.Inggris |
| 18 | Rahmad Alimin Laoli | Guru B.Inggris |
| 19 | Riska Afriani Pulungan | Guru B.Arab |
| 20 | Zulpadlan, S. Pd. I | Guru Penjas |

### E. Educational Qualification, Gender, and Amount

| No | Tingkat Pendidikan | Jumlah | | |
|---|---|---|---|---|
| | | L | P | |
| 1. | S3/S2 | - | - | 0 |
| 2. | S1 | 11 | 9 | 20 |
| 3. | D-4 | - | - | - |
| 4. | D3/Sarmud | - | - | - |
| 5. | D2 | - | - | - |
| 6. | D1 | - | - | - |
| | Jumlah | 11 | 9 | 20 |

## F. Students

MTs Nurul Hakim Tembung has 6 classes consisting of grade 7 (2 classes) grade 8 (2 classes) and grade 9 (2 classes) and each class consists of 20-30 students. MTs Nurul Hakim Tembung is a boarding school in which there is also an MA. So, the 3 floors of the building located at MTs Nurul Hakim are also used for MA level studemts classes. Every year the Private MTs Nurul Hakim Tembung limits the number of students accepted, because MTs Nurul Hakim Tembung is Islamic boarding school based, so the facilities provided must be in accordance with the number of students, no more or less.

## G. Facilities and Infrastructure

MTs Nurul Hakim has the following facilities and infrastructure:

a) Classroom
b) Library room
c) Leadership room
d) Caregiver Room / BK
e) Administration room
f) Student Organization Room
g) Building
h) Parking lot
i) Checkpoint
j) Mosque & prayer room
k) Dormitory
l) Washroom / WC / Latrine
m) Open Hall
n) Playground / Sports (Soccer Field, Badminton Court, Volleyball Court, Futsal and Basketball Court).
o) Warehouse
p) Lobby
q) garde

# APPENDIX XIV
# DOCUMENTATION

# APPENDIX XV

# RESEARCH PERMISSION AND RESEARCH RESPONSE LETTER

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
**Jl.Williem Iskandar Pasar V Medan Estate 20371**
**Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-10573/ITK/ITK.V.3/PP.00.9/09/2020   07 September 2020
Lampiran : -
Hal  : **Izin Riset**

**Yth. Bapak/Ibu Kepala MTs Nurul Hakim**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

| | |
|---|---|
| **Nama** | : **Khairul Azmi Siagian** |
| **NIM** | : **0304162153** |
| **Tempat/Tanggal Lahir** | : **Tanjungbalai, 10 Januari 1996** |
| **Program Studi** | : **Pendidikan Bahasa Inggris** |
| **Semester** | : **IX (Sembilan)** |
| **Alamat** | : **JL.TERUBUK LINK.VI KEL.BETING KUALA KAPIAS KEC.TELUK NIBUNG Kelurahan BETING KUALA KAPIAS Kecamatan TELUK NIBUNG** |

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Nurul Hakim, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

***The Effectiveness of Mnemonic Strategy on Students' Vocabulary Mastery at Eight Grade of MTs Nurul Hakim***

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 07 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

*Digitally Signed*

**Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum**

**Tembusan:**

- **Dekan Fakultas Ilmu Tarbiyah dan Keguruan  UIN Sumatera Utara Medan**

*info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat*

## SURAT KETERANGAN
No : 028/MTs.S-PMNH/IX/2020

Kepala Madrasah Tsanawiyah Swasta Nurul Hakim Tembung dengan ini menerangkan bahwa :

| | |
|---|---|
| Nama | : Khairul Azmi Siagian |
| NIM | : 0304162153 |
| Tempat/Tanggal Lahir | : Tanjungbalai, 10 Januari 1996 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Semester | : IX (Sembilan) |
| Alamat | : Jln. Terubuk Link.VI Kelurahan Beting Kuala Kapias |
| | Kecamatan Teluk Nibung |

benar nama tersebut diatas telah melaksanakan Riset di Madrasah Tsanawiyah Swasta Nurul Hakim Tembung, pada tanggal 07-20 September 2020 untuk mendapatkan keterangan dan data-data yang dibutuhkan dalam rangka penyusunan Skripsi yang berjudul :

*The Effectiveness of Mnemonic Strategy on Students' Vocabulary Mastery at Eight Grade of MTs Nurul Hakim*

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Tembung, 21 September 2020
Kepala,

**Reza Nauli, S.Pd.I**