

THESIS
IMPROVING THE STUDENTS' ACHIEVEMENT IN VOCABULARY
THROUGH ACRONYM IN MNEMONIC TECHNIQUE AT THE FIRST
GRADE SENIOR HIGH SCHOOL AT AL-JAM'İYATUL WASHLIYAH

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By:

NUR SA'ADAH
NIM: 34.13.4.195



DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA UTARA
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ABSTRACT

Name : Nur Sa'adah
NIM : 34.13.4.195
Faculty : Tarbiyah and Teacher Training
Advisor I : Dr. Derliana Marbun, M.Pd
Advisor II : Ernita Daulay, S.Pd, M.Hum
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Keyword : *Achievement in Vocabulary , Classroom Action
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The aim of this research is to improve students' vocabulary achievement after being taught using acronym technique at MAS Al-Jam'iyatul Washliyah.

This researcher was conducted with Classroom Action Research. The subject of study was students of class X-A at MAS. Al-Jam'iyatul Washliyah which consisted of 40 students in the academic year 2016/2017. The qualitative data were taken from observation, interview, diary notes, and document. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II. It was showed from the mean of orientation test was 57.87 there was 22.5% (9 students) who got point 65 above. In the post test of cycle I, the mean of the post test of cycle I was 65.25, it was higher than orientation test. There was 47.5% (19 students) who got point 65 above. The percentage of the students' score in the post test of cycle I to the orientation test was improvement 25%. In the post test of cycle II the mean of the post test of cycle II was 76.12, and the percentage was 77.5% (31 students) who got point 65 above. The improvement of the students score from the post test of cycle I to the post test of cycle II was improvement 30%. In other words, the students achievement in vocabulary was improved. Based on the observation , it showed that the excitement of the students were also improved.

Advisor I

Dr. Derliana Marbun, M.Pd
NIP. 19540203 198203 2 001

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Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life, the last messenger of Allah who brought complete teaching islam and save the human life from destruction into safety that is right path of Allah.

This title of thesis is "**Improving The Students' Achievement In Vocabulary Through Acronym In Mnemonic Technique At The First Grade Senior High School At Al-Jam'iyatul Washliyah**". It is submitted to the English Department, faculty of Tarbiyah and Teacher Training, Medan State Islamic Religion of a partial fulfillment of the requirement for taking the degree of Program. In Completing this thesis, the researcher has encountered some difficulties, especially in collecting and analyzing data. The researcher also realize that without much help from numerous people this thesis would not be as it is now.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary is the basic elements in achieving all four basic language skills. There are four skills of language that the teacher has to teach in school namely listening, speaking, reading, and writing. The best way to build these skills is to work on remembering and using new words.¹ All language learners will need to develop their skills in each of these areas, and language classes should incorporate activities related to all these skills. Generally, the purpose of teaching English language at school is to develop the students' language skills. Vocabulary is important aspect of English to be learned and very important of learning a language because vocabulary is one of the language components and as a base of a language. Norbert says without grammar very little can be conveyed, without vocabulary nothing can be conveyed.² The students learn English in order to enable to communicate in that language so, the Students intend to be able to listen, to speak, to read and to write in English.

Vocabulary is very essential to comprehend the language well, speak better, or compose a good writing. In teaching vocabulary the teachers must have a good method in order encourage learners to acquire new words. There are many methods of teaching vocabulary such as showing picture, matching words, riddle , nemonic technique, direct method, etc.

Many students not aware of the importance of studying vocabulary. They feel bored with the way of teaching in which they asked to find out the meaning of difficult words in dictionary and then they try to memorized the words. One of the most important of these is repetition by constantly hearing and seeing words again and again, we learn how they are used and what they mean. It was through the repetitious hearing of the words in. It seems that they need something different in studying the vocabulary. It is the teacher's duty to find out the way to provide the students different style of teaching vocabulary. The teachers should prepare and find out the appropriate techniques, which will be implemented to the students. Such as, providing time in school and support out of school for students to increase the volume and diversity of reading is absolutely essential in terms of learning new words. With the large amount of content students encounter in each discipline, it is necessary that they develop a working knowledge of the language

¹ Upper Saddle River.2001. *Writing and Grammar*. New Jersey 07458: Prentice Hall

² Howard Jacson, (2002), *Grammar and Vocabulary: A Resource Book For Students*. New York: Routledge.

of each discipline.³ A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.⁴

As a senior high school certainly should be able to balance out and give new innovation in the education. The along with the times of learning strategies used more varied based on the material.

Based on the experience during conducting teaching practice (PPL) at grade VII students of Junior School in the year 2016. Most of the students have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problems in mastering English words. They limited vocabulary to comprehend the meaning off a text. They do not know the context of word use in text, they cannot rognize the meaning of each word they are not able to hear the english words from speaker, they cannot compose their writing task successfully, and they get difficulty to state some sentence in English. Those problem cause their difficult to communicate receptively or productively in English. So, it can be concluded that vocabulary emerged as the cause of the most difficult for students.

The use of different method of teaching considered as one of the solution. One of the technique can be used to solve the problem in teaching English by using Acronym technique. Frequently, acronyms are formed that use existing words and sometimes the acronym is invented first and the phrase name represented is designed to fit the acronym. Acronym including the type of mnemonic technique, and acronym technique is very suitable to memorized the students' vocabulary and will help students get many words, keep the words in their memory and enjoy while they are studying vocabulary and also will motivate and encourage the students in learning by using an acronym easier the students to remember the words. Of the above problems the researcher interested to do action research class titled : **Improving the Students' achievement in vocabulary through Acronym in mnemonic technique at the first grade of senior high school at Al-Jam'iyatul Washliyah No. 82 Medan** . Of it the researcher seek to resolve the problem by using the action research at the first grade of senior high school at Al-Jam'iyatul Washliyah with action such as the use of Acronym technique. The use of this technique is expected to solve problem so that the students more interested in learning English language and the result is high.

³ Janet Allen. 2014. *Tools for teaching Academic Vocabulary*. Stenhouse Publishers.P.5

⁴ Mofareh Alqahtani (2015). The Importance Of Vocabulary In Language Learning And How To Be Taught . *International Journal Of Teaching And Education*, Vol. (3), P.24

That is why using Acronym in Mnemonic techniques is very important to be discussed in order to help the students increase their vocabulary.

B. The Identification of the Study

Based on the background of the study, the problem is formulated as the following.

1. Most of the students were passive because they are lacking of vocabularies.
2. The students vocabulary is low.
3. The teachers are less in using method and strategy in the class
4. English teachers has already done the teaching learning process in the class with fun situation but there are some students boring and noisy in the class while the teaching process

C. The Limitation of the Study

There are many kinds of teaching vocabulary method . However this study is focus on the using Acronym technique. The teachers are able to motivated their student's vocabulary by giving acronym to increase student's vocabulary achievement. This study is limited on the using of acronym as a technique to increase the vocabulary. This is conducted by classroom action research.

D. The Formulation of the Study

Based on the background above, it is necessary to formulate the problem of the research: "Is the students' vocabulary achievement will be improved through acronym technique"?

E. The Aim of the Study

In relation of the problem, the aim of the study is to investigate whether the application through acronym technique can significantly improve students' vocabulary achievement.

F. The Significant of the Study

The result of the study is expected to be useful :

1. To increase their vocabularies and give motivation in Learning English process.

2. Information for English teachers to improve the students' vocabulary achievement by using acronym.
3. To give an additional source for readers .

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In doing research, the term used must be clarified to have the same perspective of the implementation in the field. In other word, the term used are aimed at giving clear concept of what has been done to reach a goal. This clarification would prevent possible misunderstanding between the readers and writers. The following terms are used to explain some basic theories in the relation of the study.

2.1. Vocabulary

A Vocabulary usually grows evolves with age, and as tool for communication and acquiring knowledge. English vocabulary has a remarkable, flexibility and adaptability. Teachers can use different ways to present vocabulary including pictures, sounds, and different text type with which students can identify: stories, conversations, web pages, questionnaires, new reports, etc. Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.

Vocabulary is a central part of a language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances. And according to Webster's Ninth Collegiate Dictionary Vocabulary is :

1. A list or collection of words and phares usually alphabetically arranged and explained of defined .
2. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
3. A list or collection of term or codes available for us.

There are some experts who give definition of vocabulary, Evelyn Hatch and Cheely Brown defines vocabulary as a list or set of words for a particular language or a list or a set of word that individual speaker of language might use.

When learning a language, the learners will be introduced to the component of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary is one of the language components is badly needed in oreder master the language. So, Purposes for Teaching Vocabulary one reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read. If students do not

know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of vocabulary instruction is to facilitate the comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

2.1.1. Student's Achievement in Vocabulary

An achievement is process of developing skills or knowledge. Achievement is measure of the quality and the quantity of the success one has in the mastery of knowldege, skill or understanding.⁵

Hornby says that achievement is thing done succesfully, especially with effort and skill. The word 'achievement' derived from a verb 'acieve' which means : 1) finish succesfully especially for something, 2) to get the result of an action, 3) as a result of an action, 4) as a result gained by effort . The students' achievement means that the students learn succesfully an improve their knowledge with their effort and skill.⁶

According Taxonomy bloom there are three aspects of learning achievement such as cognitive, effective, and psychomotor. Cognitive consist of knowledge, understanding, application, analysis synthetic and evaluation.⁷ Affective includes feeling and emotional aspects. These two aspects influence the students what to do something. Pcyhomotor related to the student's response to the lesson that the teacher gives. From the explanations above, the writer concludes that the students' achievement is the effort of the students to learn successfully in order to improve their knowledge, skill or konowledge, and we know that we were created by Allah on the best structure. So its mean that we have ability since we born and balance in form and nature.⁸

A human being according to Al-Qur'an has the abilities to achieve and develop the knowledge with Allah's permit. Therefore, many verses of Al-Qur'an

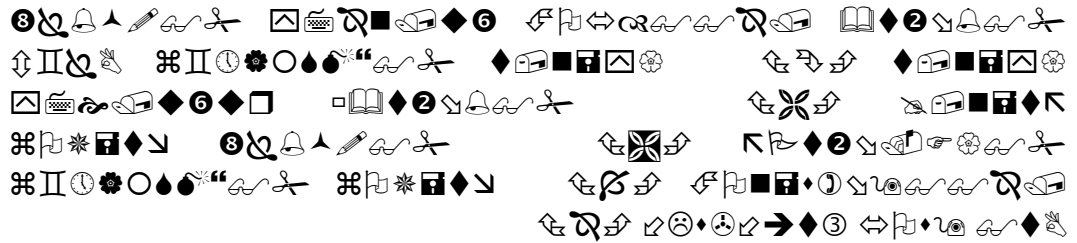
⁵ Hornby, The term of achievement. www.davidsongfied.org/db/articles/id/10461 AspX. Accessed at 6 January 2016

⁶ Ibid Accessed at 3 december 2016

⁷ Ibid Accessed at 3 December 2016

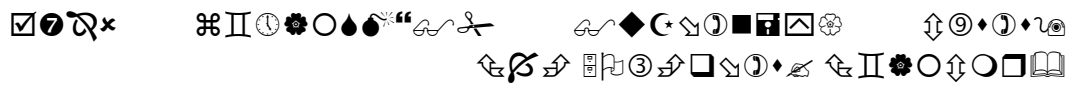
⁸ http://en.wikipedia.org/wiki/special:What_Link_Here/Ability_test. Uu On accessed: 10 : December 2016 at 08.31 p.m

order human to achieve the knowledge in many different ways. In achieving knowledge and increasing ability there many ways such as Read. Allah says in the Al-Qur'an : (5)



Meaning : (1) Recite in the name of your lord who created (2) Created man from a clinging substance (3) Recite, and your lord is the most generous (4) Who taught by the pen (5) Taught man that which he knew not. (Q.S. Al-Alaq:1-5)

From the meaning through read we get knowledge, we will remember what we read but we should be always repeating. And we also know that we are created by Allah SWT one the best structure. So, it means that we have ability since we were born and balanced in form and nature. It based on Surat At-tiin Verse 4:



Meaning: (4) We have certainly created man in the best of stature.(Q.s. At-thin:4)

From the meaning of the verse above, we know that every body has power himself to do everything. We have capability to do and create anything through his given. But we should remember that every abilities we have it driven from Allah SWT. And the knowledge should be balance, it based on hadist .

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Meaning : Whoever wants to be good in the world the with science, and then whoever wants to be good in the hereafter with science, and whoever wants both with science. " (HR. Bukhari and Muslim)

From the hadist above, if someone to get achievement in life,we must have knowledge, because by knowledge someone can change the world. Knowledge is very important to out life specially for moeslems people. Allah says the words in Qur'an surah Ar-Ra'ad 11:



Meaning : (4) Indeed god does not alter the state of a people , he does not deprive them of his grace, unless they have altered the state of their souls.⁹ Q.S. Ar-ra'ad:11)

From this verse, we have to change ourselves with competences with are derived from Allah SWT, so Allah SWT will change by our action. Although Allah SWT had will be happened before it there is. And that Allah will not change something of the stricken weakness until we change what is in ourself.

2.1.2. Principles for Teaching Vocabulary

Principles Teaching vocabulary is important for us to keep in mind of all these principles and theories, by using this principle will make it easier to teach vocabulary, because our background knowledge of teaching vocabulary benefits our students to develop strong vocabulary and a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary instruction in the classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. These can then be applied in course where there are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary is dealt with as it occurs in skill focused or content focused lessons.

1. Focus on the most useful vocabulary first
2. Focus on the vocabulary in the most appropriate way
3. Give attention to the high frequency words accross the four strands of a course
4. Encourage learners to reflect on and take responsibility for learning.¹⁰

Vocabulary learning is a large and continuing task. Although teachers can provide useful input and support to help learners deal with this, it is ultimately the learners who have to learn and carry on learning.

According to Wallace as quoted in Dongoran's there arw nine principles in teaching vocabulary that should be noticed by the teacher, namely :

1. Aim

⁹ Sayyid Quthb. 2003. *Tafsir fi zhalalil Qur'an*. Jakarta:Gema Insani Press. P.36

¹⁰ David Nunan. 2003. *Practical English Language Teaching*.

The teacher has to be clear about his/her aims in teaching vocabulary. How many words that should be mastery by the students with in a meting and what the teacher experts the students to be to do.

2. Quality

The teacher should be aware of how many new words can be learn ny the students. The teacher has to select the words that are necessary to the level of the student's proficiency.

3. Need

Vocabularyis presented in responding to the student's own need. Therefore, the teacher must know what vocabularies that the students need to know. It is very useful for the students in order to do the tasks given .

4. Frequent Exposure and Repetition

It is seldom, however if the students remember a new word simply by hearing it once. There must be certain amount of repetation to access the target word evidently.

5. Situational Presentation

Using word must be related the situation. The teacher should be able tp emphasize that a certain word must be in a right situation.

6. Meaning Presentation

The student must have a clear and specific understanding of what it denotes or refers to. The words should be presented and such a way that it is denonation of reference is perfectly clear unambiguous.

7. Presentation in Context

The meaning of word can be influenced by other factors in a context. It is important to the students to know the appropriate collocation where a word occurs. The circumtances that are in very can influence the meaning of a word.

8. Learning Vocabulary in The Mother Tongue and The Target

Language

Nearly everyone his mother tongue in his lifetime acquires a fairly large vocabulary in his mother tongue; very large, compared to what most foreign language learners would aspire to. How is this large vocabularya chieved. There is felt need: in the mother tongue'

knowing the word' is a matter survival or at least of social competence, the mother tongue learner mostly controls his own rate of learning and the target language should be learnt in the same way as the mother tongue.

2.1.3. The Important of Vocabulary Learning

Learning is an active process, which involves the dynamic interaction the learner and the activity. Learning vocabulary is important part of learning English. If you make grammar mistake, it may be "wrong" but very often people will understand anyway. But if you do not know the exact word that you need, it is very frustrating for you and person you are talking to. In addition, vocabulary helps students with language production.¹¹ Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. So, having students with a large amount of vocabulary knowledge is essential to language comprehension.¹² So, language teachers should focus on effective intution to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate effectively.

Teachers can help learners get into the habit of noticing by making clear in classroom instruction and homework assignments: which items should be learned, what each item is (a single word, a phrase, a collocation etc.) and for what purpose (active use or passive recognition). And materials can help teachers in this in the following ways:

1. Providing clearly marked vocabulary lessons
2. Making the target vocabulary set stand out, including focused
3. practice and regular review
4. Giving lists of vocabulary to be learned for the lesson

Structured vocabulary notebook exercises which are designed to make students focus on a particular vocabulary set or feature are a good way of developing this noticing strategy.¹³

2.2. Mnemonic Techniques

¹¹ Lanisia Helena Fortes Ferreira. 2007. *How to Teach Vocabulary Effectively*. Praia. P.12

¹² *Ibid*,12

¹³ Jeanne Mc Carten. 2007. *Teaching Vocabulary*. Cambridge: Cambridge university press. P.20

It is difficult to think of any educational goal for which the ability to retain information is unimportant. Human memory is crucial to the concept of learning. Since language learning is another instance of learning in general, memory is also central to the acquisition of linguistic skills.¹⁴ The ability to understand spoken and written language and to produce it in speaking and writing depends on the ability to recognize and retrieve information stored in memory, and the difficulty in carrying out such a task is often contingent upon the weight of memory demands that they require.

Mnemonic means aiding memory and since so much of language learning depends on being able to memorize and retrieve all kinds of language routines. Often referred to as “memory trick” mnemonic works by utilizing some well known principles of psychology. Mnemonic techniques help individuals learn faster and recall better because they aid the integration of new material into existing cognitive units and because they provide retrieval. Mnemonics can be adopted voluntarily, and one learned are difficult to forget.

The best known mnemonic technique is called keyword technique. Devising keywords takes time and a certain amount of training. These are tricks to help retrieve items or rules that are stored in memory.

This keyword technique has been how to be effective in improving both immediate and delayed recall of vocabulary in several foreign languages. It helps adults remember words more easily and in a more lasting fashion. It was found to be more effective for memorizing vocabulary in both first and second language than other methods. It has a comparably facilitating effect on foreign vocabulary recall for both high and low language ability individuals.¹⁵

2.2.1. Kinds of Mnemonic technique

Mnemonic techniques are more specific memory aids. Aids to memory such as acronym, rhymes, linking information by creating visual images or making up a story, are called mnemonics.¹⁵ Many are based on the general strategies that presented earlier. Although it can be easiest to remember those things that you understand well, sometimes you must rely on rote memory. There are five kinds of mnemonic techniques that can be used to facilitate such memorization.

a. Acronyms

The term acronym is the name for a word made from the first letters of each word in a series of words.¹⁶ Acronyms can be used with the

¹⁴ Anita, Wenden, *Learner strategies in language learning*. Englewood Cliffs. P.10

¹⁵ Fiona Mc Pherson. Mnemonic at a glance. P. 5

¹⁶ Chris Mack. 2012. How to Write a Good Scientific Paper: Acronyms. *Journal Micro/Nanolith. Mem Moems*. P.2

first letter from a group of words to form a new word. This is particularly useful when remembering words in a specified order. Acronyms are very common in ordinary language and in many fields. The example of acronym is RAM (Random Access Memory), OTW (On The Way), TTYL (Talk to you Later), BBL (Be Back Later), BF (Boy Friend).

b. Acrostic

You use the first letter of each word you are trying to remember. Instead of making a new word, though you use the letters to make a sentence. For example: **My Dear Aunt Selly** = (Multiply and divide before You Add and Subtract)

c. Chungking

This is a technique generally used when remembering numbers, although the idea can be used for remembering other things as well. It is based that short term memory is limited in the number of things that can be contain. A common rule is that a person can remember 5 and 9 thing at one time. You may notice telephone numbers have 7 digits. This is convinient because it is the average amount of numbers that a person can keep in his or her mond at one time. When you meet many numbers maybe up to 12 or more numbers you can use the method of chunking it means you chunk the numbers. This breaks the group into the smaller number of chunks. Example 12643221990, break into smaller group 12 64 32 21 19 90 and then if you want to more easy to remember the number the number you choose the most familiar 1990 which can be easily be remembered as one chunk of information.

d. Rhymes and song

Using these technique can be fun, particularly for people who like to create. Rhymes and song dawn on your auditory memory and may be particularly useful for those who can learn tunes, song or poems easily. Many children the letters of the alphabeth to the tune of "Twinkle, twinkle little star, and in fact it is easier for tem to memorize it.

e. Method of Loci

This technique means like to remember a speech, before using this technique, you must identify a common path that you walk. This can be walk from your down to class, a walk around your house, whatever is familiar. What is essential is you have a vivid visual memory of the path and object a long it. Once you have determined your path, imagine your self walking along it and identify specific landmarks that you will pass.

The number of landmarks you choose will depend on the number of things you want to remember. For example if the new words to be learned are era, artificial, mission, sample, mass, density, disturb, distant, the familiar location can be the moon and the mental picture formed may be, it is the robot era.¹⁷

f. Keywords

A keyword is a familiar word that sounds like the word or information you need to remember. If you meet someone named Bill, you conjure a mental image of him eating a utility bill. If you meet a guy named Frank, you can picture his head turning into a frankfurter. Similarly, a person named Robin can be pictured as a bird.

g. Chaining

Chaining is a way to link facts by making associations between them. Chaining can involve visualizing a series of connected images or developing a story to connect terms or concepts. Suppose, for example you want to recall a grocery list consisting of eggs, milk, bread, laundry detergent, and orange juice. You could imagine or visualize a huge egg, which cracks open, revealing a jug of laundry detergent, which you open and find orange juice. By connecting a series of strange or ridiculous mental images, you can recall long lists.

h. Pegwords

A mnemonic technique for recalling such things as long lists or large numbers is the pegword method. A pegword is a short word that describes an easy-to-visualize object whose name rhymes with a specific number. Through the peg word method unrelated items can be remembered easily by relating them to easily memorizable items which act as pegs or hooks. The peg word method has two stages. At the first students are asked to remember 10 number – rhyme pairs like one is bun or John, two is shoe, three is tree. In the second stage the students are asked to visualize the word and try to link it with rhyming words.¹⁸

A pegword mnemonic helps you remember things in the correct order. Pegwords can also be combined with keywords. To teach that crocoite is a mineral that is number 2 on the Mohs hardness scale, create a picture of crocodiles (keyword of crocoite) wearing shoes (pegword for 2). To remember that the mineral wolframite is hardness number 4, black in color, and used in making filaments for lightbulbs, create a

¹⁷ Mohammad Amiryousefi and Saeed Ketabi. 2011. *Mnemonic Instruction : A Way to Boost Vocabulary Learning and Recall*. Vol.2,p.179

¹⁸ *Ibid*

picture of a black wolf (keyword for wolframite), looking in a door (pegword for 4), and turning on a lightbulb.¹⁹

2.3. Description of Acronym

Acronym is the result of the shortening of the form can be pronounced as a word. And stressed that an acronym is outcome. The result shortening, which are words or can pronounced as a word. It's means, although The short form of a capital letter all and can be pronounced as a word, then the shortening is said to be an acronym. Based on the previous explanation, it can be concluded acronym is shortening of at least two words are treated as said. Imposed as a word means is the shortening of the writing and pronunciation same with writing and pronunciation of a word.²⁰

The term *acronyms* the name for a word made from the first letters of each word in a series of words. Some distinguish an acronym (such as NATO), which is pronounced as a word from an initialism (such as FBI), which is pronounced by saying each letter separately. Most people, however, ignore such distinctions. The more general term abbreviation includes acronyms but also abbreviations that use letters other than the first letters of a word (such as nm for “nanometers” Or Mr. for “mister”). Here, “acronym” will be used loosely to mean any abbreviation.

Acronyms serve an important purpose in science writing, to speed up the reading and ease the understanding of the content of a paper. Thus, the goal of acronym use generally requires that the abbreviation be familiar, and that it saves considerable space and/or prevents cumbersome repetition and should use an acronym only when it will be referred to frequently throughout the text or because it is commonly known and understood. There is no requirement for authors to use acronyms—it is their choice if and when to use them. Additionally, authors should avoid uncommon abbreviations (if the reader is not familiar with the acronym, its use will likely detract from the readability of the paper).²¹

To help guide authors in their use of acronyms, Chris Mack has compiled some basic rules about when and how to use acronyms in a scientific publication.²²

1. Don't use acronyms in the title unless, the subject is almost exclusively known by its acronym or is widely known and used in that form and the acronym does not commonly have more than one

¹⁹Jeffrey P. Bakken and Cynthia G. Simpson. 2011. Mnemonic Strategies: Success for the Young –Adult Learner. *The Journal of Human Resource and Adult Learning* . P.83

²⁰ Abdul Chaer. 2007. *Linguistik Umum*. Jakarta: Rineka Cipta. P.192

²¹Chris Mark. 2012. *Op.Cit*. P.2

²² *Ibid*

expansion. Acronyms should not be spelled out in the title. If you are going to spell it out, just leave the acronym off!

2. Standard abbreviations for measurement units and chemical names that are widely known can be used in the title, abstract, and body of the paper and do not need to be spelled out.
3. Always spell out the acronym the first time it is used in the body of the paper.
4. Avoid acronyms in the abstract unless the acronym is commonly understood and used multiple times in the abstract. If an acronym is used in the abstract, it must be spelled out (defined) in the abstract, and then spelled out again the first time it is used in the body of the paper.
5. Once an acronym has been defined in the body of the paper, don't repeat the definition again. *Exception*, if an acronym is used and spelled out in a figure caption, it should also be defined the first time it is used in the body of the paper. Spelling out an acronym the first time it is used in a figure is useful for those readers who wish to scan the figures before deciding whether to read the full paper. In general, though, figures and their captions are better off without acronyms unless they are commonly understood.
6. Acronyms can be multilayered, but the need for common familiarity is even greater (for example VHDL= VHSIC hardware description language, where VHSIC stands for very-high-speed integrated circuit).

7. Some acronyms are so commonly used that have become their own words (e.g, laser and sonar), and are listed in common dictionaries as words rather than abbreviations. These terms do not need to be spelled out.

2.3.1. Kinds of Acronym

This following explain kinds of acronym :

1. Acronym of proper noun in the form a combined initial letters of the series entirely, write all of with a capital letter. For Example: RADAR (**R**adio **d**electing and **r**anging). UNICEF (**T**he **U**nited **N**ations **I**nternational **C**hildren's **E**mergency **F**und).
2. Acronym of proper noun that combined with a syllables combination of letter and a syllable of series the word written with initial capital letter. For Example : Usa (**U**nited **n**ations **e**ducational).
3. Acronyms are not proper name that combination of letter, syllable, of combination of letter, syllable of series the word written by using lowercase. For Example : etc

If considered necessary to form the acronym should be noted the terms of the following conditions.

1. The number of syllable of acronym should not exceed the number of syllable common in Indonesian.
2. An Acronym formed by the combination of heeding harmony vocal and consonant based on the other word of Indonesian pattern .²³

2.4. The Advantages Teaching Vocabulary Through Acronym

Acronym is one type of method in mnemonic technique. This following can see the advantages teaching through acronym.

²³ Khairina, dkk. 2007. *Bahasa Indonesia*. Medan. IAIN Sumatera Utara

1. The teaching vocabulary through acronym is a way for learners to enjoy writing and speaking and make it easier
2. This technique is suitable for teaching vocabulary by using this method the students more easier memorize and can also facilitate students in remembering new vocabulary
3. The teaching vocabulary through acronym can maximize time learning easier target with efficient.
4. And so, that the acronym is a memory technique that shorten words more easier the students to memorize which are useful in teaching learning process. It can help the students to improve their memory in learning process.

2.5. The Disadvantages Teaching Vocabulary Through Acronym

Even though the acronym is vey useful as a memory aid, but it has some weakness, namely :

1. The acronym useful for memorizing but it does not help in the process of understanding something in memorized because it's really different between comprehension and recitation while the material that will be memorized more easily memorized when the material is understood.
2. The Acronym difficult to form because not all list of words that can be formed properly so that it become a new word that has meaning.
3. The Acronym can cause forgetfulness especially if there is no comitment to memorize.

B. Related Study

The study that will relevant with this study are :

1. Wardatul Akmal, Improving The students' Achievement in Vocabulary through mnemonic thechnique in the first year of senior High School at Al-Jam'iyatul Washliyah (2015). The result of this research indicated that there was an improvement on student's vocabulary achievement which was taugh by using

mnemonic technique. It was proved by the data which showed that the mean of the students in the second test (77,5%) was higher than that of the first cycle/post test 1 (42,5%) and also higher than that of the pre test (15%). The finding of the research showed that mnemonic technique was able to improve the student's vocabulary achievement.

The writer also analyzed qualitative data to support the research finding beside the quantitative data . Diary notes, interview sheet, and observation sheet supported that mnemonic technique able to improve the student's vocabulary achievement. From the diary notes, it was found that the situation of teaching and learning process was better from the first meeting until the last meeting . The student's were active , paid attention a lot did the exercises seriously.

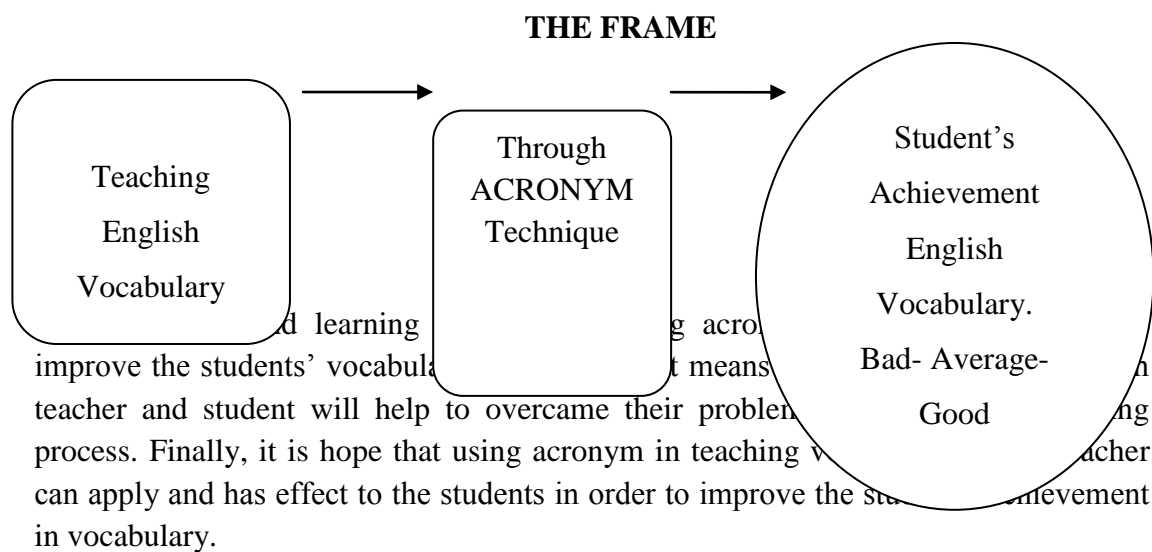
2. Syarifah Hanip (2013) “ Improving The Students' Vocabulary Mastery Through Jumble Letters At MTs Miftahul Ula Pematang Cengal”. In this Study, the writer conducted Classroom Action Research. The Subject of this study was one Class of grade VIII students of MTs Swasta Miftahul Ula Pematang Cengal which consisted of 38 students. The quantitative data were collecting by using vocabulary . The qualitative data were gathered through diary notes and observation sheet to describe the improvement of the student's vocabulary mastery. It was proved by the data which showed that the mean of the students in the second cycle/second test (86%) was higher than that of the students in the cycle/post test I (68%) and also higher than that of the pre test (10,25%). The finding of the research showed that jumble letter was able to improve the students' vocabulary achievement. It was found that teaching vocabulary by using Jumble Letter could improve students' vocabulary achievement. It is suggested that English teacher apply this Jumble Letter as one of alternative in teaching Vocabulary.

C. Conceptual Framework

Vocabulary is one of the most important elements in studying language, by having sufficient vocabulary, the students will be able to communicate by written and orally in English. In teaching vocabulary, there are some technique or method to increase the students vocabulary. Acronym is one of technique to increase the students vocabulary. Acronym is a strategies design to help students to improve their memory of new information. By using acronym, this study is conducted to find out the effect of using acronym on teaching vocabulary. This technique allows the students to participate in an enthusiastic and active way to develop the vocabulary.

In teaching process, when the teacher use acronym, it means the teacher gives chance for the students to increase their vocabulary by using pictures and words arrange. As the result the students will get the point or idea, make them more self confident and memorize the vocabulary more interesting. So that, the acronym is a

shorten word method which are useful in teaching learning process. The learners are able to remember words or vocabulary by using images. So, they will be interested in learning process. Because it will not make them bored in learning process.



D. Hypothesis

The hypothesis of the result study is formulated as follows:

- H_a : This research is" by using Acronym technique will improve student's vocabulary achievement in MAS Al-Jam'iyatul Washliyah Medan".
- H_o : This research is" by using Acronym technique can not improve student's vocabulary achievement in MAS Al-Jam'iyatul Washliyah Medan".

CHAPTER III RESEARCH METHOD

A. The Location of Research

The research will conduct at MAS Al-Washliyah located on Jl. Isma'iliyah Kecamatan Medan Area. The reasons in choosing MAS Al-Washliyah Isma'iliyah as the location of the research are :

1. The researcher already know the subject teacher and researcher also graduated at the school
2. The School was easy to research for the data collection, the school allowed researcher to study the topic dealing with the improvement the students' vocabulary.
3. The reseacher found the problems in vocabulary at the school

B. The Subject of Study

The subject of this study was the First Grade of Senior High School, academic year 2016/2017 at class X MAS AL-JAM'IYATUL WASHLIYAH on Jl. Isma'iliyah Medan. This total number students in the class were 40 students.

C. Research Design

Classroom Action Research (CAR) is an action research conducted by teachers in the classroom. Action research is essentially a series of “ research-action research-action”, which carried out the cycle, in order to solve the problem was solved. There are several types of action research, two of which are individual action research and collaborative action research (CAR). Thus CAR mean two things, namely classroom action research and collaborative action research both refer to the something.²⁴ Classroom Action Research is combination of qualitative research and quantitative research. In classroom Action Research, the data collected qualitatively and analyzed quantitatively. Action Research is different from formal research, which aims to test hypothesis and build theory of general. Action research aims to further improve performance and contextual nature not go ageneralize the results. However, the results of action research can be applied by others who have a background similar to that researchers process.²⁵

²³ Zainal Aqib. 2006. *Penelitian Tindakan Kelas*. Bandung; Yrama Widya , p.12

²⁴ *Ibid.*, p.58

Based on the explanation above, it could be conclude that action research was a very effective way of helping teachers to reflect on their teaching and to come up with their own alternatives to improve their practice. It aimed to improve the student's learning and the outcome of teaching learning process.

There were four phrases each of cycle, namely:

1. Planning
2. Action
3. Observation, and
4. Reflection

Kemmis and Mettagart states that three are four stages of action research. There are:

1. Planning is arrangement for doing something. Considered in advance it is purposed for the teacher as a hand book which is used in classroom to show the action, planning must be flexibel because it depends on circumtance snd curriculum.
2. Action in the process of doing things, it is implementation of planningthe researcher should be flexibel and welcome to the changing situation in the school, and then action should by dynamic, need immediatly decision for what will be done, and completed simple evaluation.
3. Observation is purposed to find out information of action, such as the student's attitudes even the obstacles that happen. Thus, it is collected as the data which are used as a basic of reflection. So, the observation should be done carefully.
4. Reflection is a feedback process from action which has been done before. Reflection is used to help the teacher make dicision. Reflection has aspect to evaluate the effect of spacios issues and suggest the way

to handle it.²⁶ In this phase, the researcher needs to involve a collaborator as in the observation in order to help the research reflect an evaluate what have been done, and discuss what should be improved the learner's vocabulary achievement.

Based on the statement above, it would be stated that classroom action research aims to improve student's learning and the outcomes of teaching learning process. It is an approach to improve teaching practice. Moreover, it concern to four steps namely; planning, action, observation and reflection.

D. The Instrument of Data Collecting

In this research, the data was collected by using quantitative data and qualitative data. In collecting quantitative data, the researcher conducted Acronym Test. The test was given in orientation cycle I and cycle II.

1. Observation

The Scientists can only work based on the data, the facts about the world of reality through observation. The data was collected and often with aid very sophisticated, so that the objects very small and so far can be observed clearly²⁷. Observation was useful to know students' reaction and to see the development that was exist since applying Acronym method. Thus, researchers act as an observer, meaning that researchers are part of groups that examined. In this researcher, the researcher used observation to find out the scopes of observation they are: The location, facilities, teaching and learning process, the condition of students in the class and the location of research.

2. Interview

According Esterberg that interview is at the heart of social research. If you look through almost any sociological jornal, you will find that much research is based on interview, eitherstandardized or more in-depth. Interview is used by reseacrhers to assess the state of a person, for example: To find data on student background variables, parents, education, attention, attitude to the something.²⁸

²⁵ Kemmis S and Mc Taggrat R. 2000. *The Action Research Planner*. Victoria: Australia P.23

²⁶ Sugiyono.2009. *Metode Penelitian Pendidikan*. Alfabeta: Bandung.P.310

²⁷ Suharsimi Arikanto. 2016. *Prosedur Penelitian*. Jakarta: Rineka Cipta, p.198

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewees. Although interviews are a standard part of journalism and media reporting, the focus of this piece is on how interviews can be used as a tool for psychological research.

3. Test

Vocabulary test as the instrument to measure their ability in vocabulary. The test was given to the students that consisted of 20 items of multiple choice and 5 items of essay test. Students were asked to choose the correct answer of vocabulary and how to memorize the vocabulary, based on the acronym technique as a media, the test was necessary to identify what is happening in the teaching learning process. The students have 30 minutes to finish the test.

4. Dairy Notes

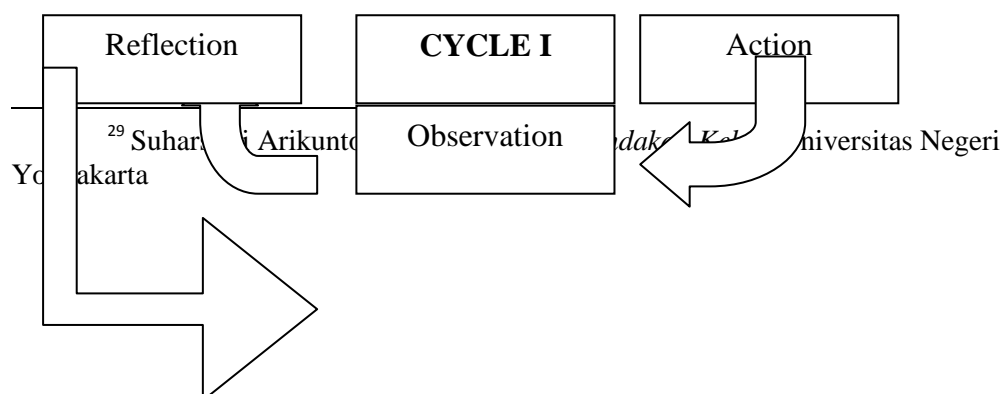
Diary notes used to write student's activities in the class during the class during the teaching learning process. The diary notes contain the writer's personal evaluation about the class and the progress of the project.

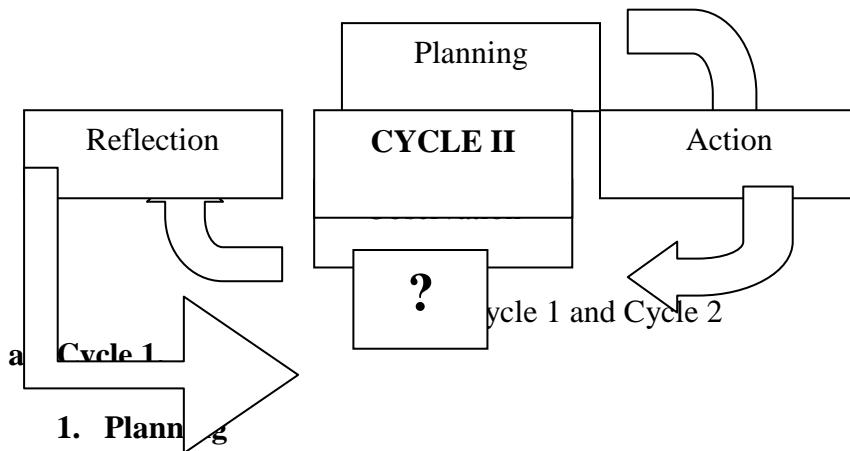
5. Documentation

Documentation was taken from the teacher such as lesson Plan and the student's score. It was also used as a reference in planning the scenario of teaching learning process in first and second cycle. From the documentation, it was found that students were active and enthusiastic during teaching learning process after implemented acronym technique. It can be seen by the photograph.

E. The Procedure of Collection Data

Before the procedure of collection data was begun, the writer administered to identify the basic knowledge about the students' vocabulary achievement. The procedure of collection of the study was conducted by making two cycles. Cycle one consisted of three meetings; first, second, third meeting. Cycle two consisted of two meetings. So there were five meetings all together. In conducting the action research, there are four steps that are covered such as: planning, action, observation, and reflection. More easily understood how the process of classroom Action Research techniques can be described as follows:²⁹





Planning is arrangement for doing something. In planning it was considered everything that was related to the action that were done and it was also prepared everything that was needed in teaching and learning process. There was many activities that were done in planning. They are:

1. Conducting the pre-test as the instrument to know the students' basic skill in vocabulary achievement before giving the treatments.
2. Prepared the lesson plan about improving student's achievement in vocabulary by using acronym technique.
3. Preparing and making media that are needed when doing the scenario of teaching learning.
4. Prepare and designing the vocabulary material that will be used as long as the cycles which refer to the used textbook or other relevant textbook.
5. Preparing the interview, questionnaire, and observation sheet that are used to know students' reaction and class condition as a whole, and also to see the development that is exist since applying vocabulary achievement through acronym technique.

6. Determining the collaborator who will help the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.
7. Planning and designing the application model of teaching learning scenario of acronym technique.
8. Preparing the assignment needed.

2. Action

Action is the process of doing things in the implementation of planning. The researcher should be flexible and welcome to the situation changing in the school. Thus, the action should be dynamic, need immediate decision for what were done and completed simple evaluation. In this phase the researcher did everything that she has planned. The students were taught acronym method about vocabulary achievement. After that the students were asked to memorize vocabulary by using Acronym technique.

3. Observation

Observation is doing to recording the process during teaching and learning process. Besides that, the observer the technique that was used by the writer in order to give the comprehension and improve the result of students learning to the material given. The observation was done in classroom while the teaching learning process runs. It was about the behaviour, attitude and all the activities while giving the action.

Took the diary notes, analyzed the classroom and wrote all of the action that happen in the classroom. It was done to know students interest in learning vocabulary by using acronymy technique and to know the influence of acronym technique in improving students' vocabulary achievement.

4. Reflection

1. Did the evaluating of teaching and learning process
2. Reflected that evaluated what had been done.

b. Cycle 2

1. Planning

The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

2. Action

After being revised, the teacher began to teach vocabulary by giving information to the students and gave chance to the students to ask some questions which they didn't understand. Then, the teacher distributed the English text that was given by teacher and asked some of them to read the text. After that the teacher gave chance to the students to fill Acronym technique which the clues are inside, this activity has changed become dynamic in classroom. Most of the students participated in answering the question given. They enjoyed and have fun in progress of learning.

3. Observation

In this cycle, the students were motivated and serious in the process of learning. They were very enthusiastic and have fun to apply that Acronym technique to enlarge their vocabulary. Students' activities in applying Acronim technique have showed that most of the students did not have significant problem in vocabulary. It was found that most of them very active exited do the action than before.

4. Reflection

Having checked the students' vocabulary test, the researcher found that the students' scores showed an improvement from their orientation test to second test in the cycle 2. Most of them have known all vocabularies based on the text. The students also more active by applying Acronym technique. It means that the used of Acronym technique is able to motivate the students in teaching and learning process.

F. Technique of Data Analysis

The qualitative data was collected from interview, observation, and documentations. All of information from observation and interview will be arranged and then take the conclusion as the final qualitative data. For the qualitative data will present in narrative form and chart. This presentation of qualitative data will make readers easy to read the final qualitative data of this research.

The qualitative data analysis, researcher use Quantitative Descriptive Analysis. Data collected at each observation activity of CAR implementation cycle were

analyzed descriptively using percentages technique to see trends in learning activities. Researcher determine learning outcomes' by analyze average value of daily tests then categorized on classification of very high, high, medium, low and very low. Then researcher determine students' activity in teaching-learning process by analyzing the students' level activity in the teaching-learning process and categorize in classification of very high, high, medium, low and very low.

Table :3.1
PAP (Penilaian Acuan Patokan)
to determine the extent of students' vocabulary

Number	Range of Score	Category	The Quality
4	85-100	Very high	A
3	70-84	High	B
2	60-69	Enough	C
1	50-59	Low	D
0	0-49	Very low	E

In addition, the percentage of the students who got the point 70 was also calculated to determine the students to improvement score in this study..

Data analysis used to complete of quantitative data is used simple statistic, that is mean value and results value percentage. The value of mean obtained by using formula ³⁰:

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

Where :

\bar{x} = The mean of the students

$\sum x$ = The total score

N = number of students

Next the number of student will calculate by applying the formula:

³⁰ Sudjana . 2002. *Metoda Statistika*. Bandung:Tarsito.P.67

$$P = \frac{R}{T} \times 100\%$$

In which:

P = The percentage of students who get point 75

R = The number of students who get point up 75

T = The total of number students who do the test

Therefore, by applying both of the data analysis, it will be expect that improvement students' vocabulary through Acronym technique will be achieve by using percentage.

CHAPTER IV
FINDING AND DISCUSSION

A. The Data

The research analyzed two kinds of data. They were qualitative and quantitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet, interview, multiple choice and choices and diary notes. The data were taken only one class. The class X-A which 40 students. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely : Plan, action, observation, and reflection. The first cycle was done in three meetings, included pre test and the second one was done in two meetings. So, there were five meetings in this research.

4.1. The Quantitative Data

The quantitative data were taken the test results during conducted research which carried out in two cycles and in five meetings. The vocabulary test was taken from pretest, post test of cycle 1 and post test of cycle 2. Each test consisted of 20 multiple choice items. In this research, vocabulary test was carried out in two cycles and every cycle was conducted in two meetings included of the test. The result of the student's score could be seen in the following table.

TABLE : 4.1
The student's Score from the Pre-test, the Post-Test in cycle I
and the post-Test in cycle II

No.	Student's Initial	Student's Score		
		Pre-Test	Post Test of Cycle I	Post Test Cycle II
1.	AB	60	70	80
2	AK	40	50	60
3.	AML	45	60	70
4.	AJS	60	70	85
5.	AZ	60	70	80
6.	AAA	60	70	80
7.	AS	55	60	75

8.	BWH	65	70	90
9.	DAS	60	65	65
10.	DS	65	70	80
11.	FA	35	40	65
12.	FH	60	70	75
13.	FK	70	75	80
14.	FS	60	65	70
15.	IJ	70	75	90
16.	IA	65	70	85
17.	IP	60	65	70
18.	KH	70	70	80
19.	MZI	55	60	80
20.	MA	50	55	60
21.	MGR	30	50	60
22.	MG	45	60	70
23.	MMW	60	60	75
24.	MRA	40	60	80
25.	MS	60	60	65
26.	MP	70	75	90
27.	MS	45	60	80
28.	MHD	60	65	70
29.	MYF	50	60	65
30.	MSR	70	70	80
31.	MAK	65	70	80
32.	MP	50	60	65
33.	MIM	70	80	90
34.	OL	60	60	70
35.	RE	70	75	85
36.	RR	65	75	80
37.	RS	70	80	85
38.	RA	70	75	80
39.	RVA	40	50	65
40.	ZKS	60	65	90

	Total	$\Sigma = 2315$	$\Sigma = 2610$	$\Sigma = 3045$
		57.87	65.25	76.12

4.2. The Qualitative Data

The Qualitative data were taken from the result of the observation, interview, diary notes, documentation. Both teacher and student's behaviour during the teaching learning process in the classroom were evaluated in qualitative data.

a. Observation

Observation sheets were used to record the level of student's activities during teaching learning process in which Acronym technique was applied student's activities and behaviour student's and interaction between teacher, students and other people. The result of observation during the research can be seen in Apendix C.

From the observation sheet, the reaseacher noted that the students were active and anthusiastic in learning vocabulary by using Acronym Technique.

b. Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. It was found that the teacher had a problem in teaching vocabulary because some students has low in vocabulary achievement and some of them were not interested to study vocabulary. They felt bored to learn vocabulary because they said that the teacher did the same way, the teacher just had the students take some difficult words from reading text asked them to find the meaning in their vocabulary . So, it made the students bored to learn vocabulary.

The interview also was done after implemented the technique to the English teacher and some students who got the law and high value during the learning process. From the students and teacher's answer in interview, showed that the teacher felt the learning process was more active and the student's ability were increasing also. From the students in interview pointed that they pleasure and enjoy learned voabulary by using Acronym technique in Appendix G.

c. Diary Note

Diary notes were written up by researcher in every meeting during conducting the research. From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of the students were lazy to learned vocabulary, but when teacher apply the Acronym technique they felt interested and enjoy to study vocabulary using Acronym technique. So, in this research, students showed the improvement to learning vocabulary. The result of this observation is put on observation sheet and in Appendix H .

d. Documentation

Document was taken from the teacher such as Lesson Plan and the student's score. It was also used as a reference in planning the scenario of teaching learning process in first and second cycle. From the documentation, it was found that students were active and enthusiastic during teaching learning process after implemented Acronym technique. It can be seen by the photograph in Appendix L.

B. Data Analysis

4.3. The Quantitative Data

A test was given at the end of every cycle. Based on the result of all meetings conducted, it was found that the student's score kept improving started from the first meeting until the fifth meeting. In the first meeting, the researcher gave fill in the blank tests at the end of each cycles. It was found that the mean of the student's score kept improving from the orientation test until post-test of cycle II. In orientation test, the total of the student's was 2315 and the number who took the test was 40, so the mean of students was :

$$X = \frac{2315}{40} = 57.87$$

In the post test cycle I, the total score of the students was 2610 and the number of students who took the test was 40, so the mean of students was :

$$X = \frac{2610}{40} = 65.25$$

In the post test of cycle II, the total score of the students was 3045 and the number of the students who took the test was 40. So the mean of the students was:

$$X = \frac{3045}{40} = 76.12$$

TABLE: 4.2

The Mean of the Students' Score

X	Pre-test	Post- test I	Post-test II
Mean	57.87	65.25	76.12

The mean of the students' score in the post test of cycle II was highest, it could be said that the students' vocabulary mastery through Acronym technique improved from 57.87 to 76.12. Therefore, it can be concluded the use of Acronym technique can improve vocabulary mastery. It means that the score has shown the improvement happened from meeting to meeting.

The number of the master students was calculated as follows :

$$P = \frac{R}{T} \times 100\%$$

The percentage of master students in pre-test :

$$P = \frac{9}{40} \times 100\% = 22.5\%$$

The percentage of master students in post-test of cycle I :

$$P = \frac{19}{40} \times 100\% = 47.5\%$$

The percentage of master students in the post test of cycle II :

$$P = \frac{31}{40} \times 100\% = 77.5\%$$

Based on the table above, the students' score increased from the first until the last test. The researcher gave the students 20 items of the vocabulary achievement test for each cycle based on acronym technique. It was found out that the students score in cycle I test was higher than pre-test, and cycle II test was higher than cycle I test.

The students' score in those three test were varied. In the first lowest score was 30 and the highest one was 70. In the second test, the lowest score was 40 and highest one was 80. In the third test, the lowest score was 60 and the highest one was 90. The achievement of the students' score in the vocabulary tests can be seen in the table 4.3.

Table : 4.3
The Comparison of the Students' score in Three Test

Name of Test	Pretest	Test I	Test II
Lowest Test	30	40	60
Highest Test	70	80	90
X	57.87	65.25	76.12
N	40	40	40

Where :

X = Mean

N = Number of the students

It can be concluded that the students' vocabulary achievement through acronym technique had increased from 57.87 to 76.12. The students were said to master the lesson if they got score up to 70. The percentage of the students who got the point 70 also showed the improvement of students score from the first meeting to the last meeting. It can be seen in the table 4.4 .

Table :4.4

The result of students' Score for pre-test, Cycle I and Cycle II

Meeting	Students' who get Score>65	Percentage
Pre-test	9	22.5%
Cycle I	19	47.5%
Cycle II	31	77.5%

4.4. Analysis of Qualitative Data

The qualitative data were taken from the result of the observation, interview, diary notes, and document. Both teacher and students' behaviour during the process of teaching learning processes in the classroom were evaluated in the qualitative data.

4.4.1. First Meeting

In the first meeting, the researcher wanted to find out and to formulate the problem that the students found in vocabulary. The pre-test consisted of 20 items administered to students' in the first meeting to obtain their learning and achievement, the time allocated in this occasion was 30 minutes. Many of them seemed very difficult to do the test because they did not have good preparation.

4.4.4.1 Activities of cycle I

The cycle I was done in three meetings included the pre-test. The writer as the teacher tried to increase the students' achievement in vocabulary through acronym technique. The detail procedure of the first cycle was describe.

a. Planning

The plan was arranged before the researcher conducting the researcher. First of all, researcher prepared a lesson plan for three meetings. The theme which has been discussed about "Short Functional Text". In planning of action research the researcher had been prepared :

1. Knowing the students' problem in teaching learning vocabulary in the classroom
2. Preparing the pre-test as instrument to collect the data about the students' problem or vocabulary achievement
3. Making the lesson plan for the three meetings in cycle I
4. The facilities and method that will be used.
5. Vocabulary test (Acronym technique) that consisted of 20 items. All of the material above were used by the researcher to teach the students in the classroom

b. Action

All plan has arranged were conducted students were taught the way of teaching vocabulary achievement well through acronym technique and the researcher had done all of procedures that mentioned in planning step.

Procedures :

1. The teacher comes to the class on time
2. The teacher read the attendance list
3. Teacher explained about vocabulary achievement to the students after pre-test in cycle I
4. Teacher give some exercise to the students
5. Teacher ask to the students what the acronym of the exercise
6. The teacher asked the students to answer the exercise

In the next meeting, the teacher begin to teach vocabulary through acronym technique. But for introductory, teacher took a little time to review the lesson which had been brought up in ealier time. Before teacher gave them a test in cycle I, teacher reviewed the topic which had been discussed in the classroom in order make them easier in answer the test

c. Observation

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students

had participated effectively during the teaching and learning process and also were excited when they used acronym technique. The class activity could be seen in observation sheet.

d. Reflection

Based on the result of the score of the test in cycle I and also observation, action of improvement is needed. Actually, students' score on the test of cycle I was improved than the score of orientation test. But, it needed more improvement in their vocabulary because most of them still lack and confused of vocabulary some english words. In the second cycle, reseracher as the teacher improved their vocabulary with more vocabulary which was given to them related with the topic discussion.

4.4.4.2. The Activities of Cycle II

The second cycle researcher prepared the lesson plan. The topic of the study which discussed in cycle II was about Short functional text "Short message" the researcher made planning based on the students' difficulties. The researcher planned in detail activities that would be done. The researcher would explain more clearly about the procedure of acronym technique.

In observation, the researcher observe the students activity during teaching learning process. Based on the result of observation sheet, some of the students still got difficulties. The researcher decided to do second cycle, It was expected that the second cycle would get better result than the first cycle .

a. Planning

In this cycle, the researcher prepared the lesson plan and emphasized the teaching learning process in teaching vocabulary the topic of the study which discussed in cycle II was about "Short message". In planning of this research, researcher had been prepared :

1. Identification a new problem of the students based on cycle I
2. Vocabulary test that consisted of 20 multiple choice items
3. Making the leson plan for 2 meetings in cycle II

b. Action

The teacher gave motivation to the students to support them to be better in vocabulary. Teacher showed them the acronym technique in order to make them easier to understand the procedure of constructing acronym technique. The writer had implemented acronym technique in teaching learning process and the writer had done all of procedures that mentioned in planning step.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about vocabulary. It was found that most of the students were very active and more anthusiast than before.

d. Reflecting

Having evaluated the students' vocabulary that was consisted of 20 multiple choice items, it found that the students' score showed the improvement. Based on the observation and the result of their test, the researcher concluded that the students had significant improving in their vocabulary by using acronym technique.

C. Research finding

The finding of this research was that acronym technique can help the students improve their vocabulary. By using this acronym technique, the score of the students in vocabulary kept increasing from the orientation –test until the second test of cycle II. It was improved by the data which showed that the mean of the students in the second test (76.12) was higher than that of the first test (65.25) and also higher than that of orientation test (57.87) of 40 data .

The researcher also analyzed qualitative data to support the research finding beside the qualitative data. Interview sheet, observation sheet, diary notes and documentation supported that acronym technique was able to improve students' vocabulary achievement.

D. Discussion

Based on the whole meeting, it can be seen that there were some significant improvements from the orientation test to cycle I and cycle II. The improvements of students achievement can be seen in the table 4.1. It was because the teacher because the teacher controlled tha class better.

Students' data in the cycle II test showed that the mean of student's score was higher that the mean of the students' score in cycle I test also better that the orientation test. In the last test of cycle II, there were 19 students who got the score above 70 and 31 students who got the score under 70 point. And the highest score was 90.

This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the observation sheet. Most of the students were more active and anthusiast during teaching learning process.

It implies that the use acronym technique could improve the students' vocabulary and also help the teacher to teach vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found out that the students' achievement vocabulary got increase through acronym technique, the students' score increased from pre-test until post test of cycle I and cycle II. This means there was improvement on the students vocabulary achievement through acronym technique. The improvement could be seen from the means the students' scores. The mean of pre-test was 57.87, and nine students 22.5% passed the test. The mean post test of cycle I was 65.25, where 19 passed the test, it was only 47.5% which was than the mean of the students' score in the pre-test. The mean of post test in cycle II was 76.12 where 31students' passed the test, it was 77.5% which was than the mean of the students' score in post I. It can be stated tha the score continiously improved from the pretest of cycle I to the post test of cycle II. Therefor, it can be concluded that acronym technique can improve the students' vocabulary achievement.

1. Suggestion

The result of this study showed that the application of acronym technique can improve students' vocabulary achievement. Therefore, suggestions are stated in the following:

1. For English teacher, it is useful as one of the alternative technique to teach vocabulary
2. For the teacher, it is very useful as information for those who are interested in conducting researchernrelated to this study
3. For the students, students fell more interested and motivated to improving their vocabulary.

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APPENDIX A**CYCLE 1****LESSON PLAN**

School : MAS. Al-Jam'iyatul Washliyah

Subject : English

Class : X^A

Instructional Unit : Short Functional Text

Allocated Time : 2 x 40 minutes

A. Standart Competence

Comprehend meaning in short functional text and monolog and sustained on daily activities

B. Basic Competence

Comprehend the meaning and the function of words in daily life context

C. Indicators

- Understanding the meaning of the word
- Increasing the students vocabularies
- Identifying the vocabulary related to the text

D. General Instructional Objective

After finishing this unit the students are expected to be able and rich their vocabulary and answer the question given

E. Character of students who are expected to :

- Trustworthiness
- Responsibility
- Respect and attention
- Courageous
- Dilligent

F. Learning Objective

- Using the vocabulary which related to the text correctly
- Answering the question about the Acronym Correctly

G. Subject Material

Post-Test

H. Method

- a. Reading the text
- b. Focused on Acronym

I. Teaching Learning Process

First Meeting (Pre-Test)

A. Opening

- a. Greetings and opening prayer before studying
- b. Teacher checking attendace list

Motivation

- a. Teacher give motivation to the students to the students

- b. Teacher ask the students about te definition of vocabulary using their opinion
- c. Explain th eimportance of the material to be learned following the student competencies to be mastered

B. Main Activities

Exploration

- a. Involving the students to seek a broader and deeper information about the theme of the material being studied
- b. Using a variety of learning approaches , instructional media and other learning resources
- c. Facilitate interaction between students with teachers, environmental and with the other resources
- d. Involve students actively in each learning activity
- e. The teacher explain about acronym and its procedures

Elaboration

- a. Familiarize students practice about their vocabulary by using Acronym technique
- b. Facilitate students thtough games and discussions to come up with new ideas both orally and in writing
- c. Provided and oppotunity to think, analyze,solve problems and act without fear
- d. The teacher gives all the students Acronym sheet

- e. The teacher ask the students what they get from Acronym answer sheet
- f. Facilitate students to compete in a healthyway to improve learning achievement

Confirmation

- a. Provide positive feedback and reinforcement in the form of oral, written, gesture or gifts to students succes
- b. Facilitate student reflection to gain learning experience conducted
- c. Ask what the students know do not answer the question
- d. Asking for trouble during study

Closing

- a. Asking the difficulty during the teaching and learning process
- b. Giving evaluation consistently for giving feedback
- c. Giving for the conclusion about the lesson
- d. Closing the lesson by praying and giving closing-greeting

J. Learning Resoucer/Media

- a. Acronym Technique
- b. Acronym Answer sheet

K. Evaluation

- a. Technique : Written Test
- b. Test : Multiple Choices

The Scoring

Please Choose the correct answer !!

1. Read the dialogue carefully, and choose the best answer for stands the bold words!

Sania and Sherly send message each other by their phone

Sania : Hey Sher, when you visit to my home? ¹**ATM** i miss you.

Sherly : I don't now when i visit your home, Let's we meet up.

Sania : I wanna go out with you, ²**LTNC** you have a time now?

Sherly : **OMG**, ofcourse sania. But i bring my motorcycle or no sania?

Sania : No, I take you later. just a minute i ⁴**OTW** and i wanna share to you about my job, but ⁵**TTYL**

Sherly : Oh Okey , i wait you , I'm very happy today.

Sania : Where we go ? in garden ⁶**IMO** it's so good

Sherly : ⁷**IU2U** Sania, I follow you.

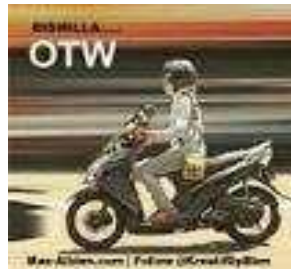
Sania : Okey.

- | | |
|------------------------|----------------------|
| a. At the moon | c. At the moment |
| b. At that moon. | d. At that moment |
| 2. a. Long time no see | c. Long time no sit |
| b. Long time no she | d. Long time no shut |
| 3. a. Oh may good | c. Oh my God |
| b. Oh may god | d. Oh my Good |
| 4. a. On this way | c. On this walk |
| b. On that walk | d. On the way |

5. a. Talk to you Later
b. Talk to you Last
c. Test tou you Later
d. Talk to you Late
6. a. In May Opinion
b. In My Opinion
c. In My Organization
d. In My Obligation
7. a. In up two you
b. In Up to You
c. It's Up to You
d. It's Up two You



8. What does ROFL stand for ?
- a. Rolling on The Floor
b. Rolling on that Floor
c. Real on the Floor
d. Real on the Floor



9. What is the picture mean ?
- a. On They way
b. On that way
c. On this way
d. On the way



10. What is the picture mean ?

- a. Keep Every past Object
Object
- b. Keep Past object
- c. Knowing Every Particular
- d. Knowing Every last object

Rein : Hey, What are you doing here?

Rey : Hey you. ¹¹**Knowing Every Particular Object**

Rein : Why? Do you angry with me?

Rey : I'm not angry with you rein, but i'm ¹²**Just Kidding** rein

Rein : ¹³**Laughing out loud**, it is okay. ¹⁴**Let me know rey**

Rey : Okay, i'm here i want to find a book for my task

Rein : Okay can i follow you ?

Rey : Ofcourse rein, let's join to me



What are the acronym of the bold dialogue?

11. a . KEPT
b. KEPO
- c. KEVPO
d. KPAO
12. a. JUKG
b. JTKG
- c. d. JUKI
d. JK
13. a. LAOD
b. LOL
- c. LOLD
d. LLOD
14. a. LMKW
b. LLMKN
- c. LEMK
d. LMK

Very : What happen with you , Ke?

Ike : ¹⁵**At The Moment** , My body feel so hot ver

Very : ¹⁶**IAC** you must take a rest ke, take care your health!

Ike : Thanks ver, you take care to me

Very : Because you my bestfriend. Let's go to the hospital ke just ¹⁷**BRB.**

Ike : I don't want now ver, please go anywhere.

Very : ¹⁸**OMG** why you like this ke?

Ike : Not now ver, but ¹⁹**ASAP** i go to the hospital

Verv : Promise? Okav ²⁰**GWS** ike.

What are the acronym of the bold dialogue?

- | | | |
|-----|-----------------------|-----------------------|
| 15. | a . ATTM | c. ATTMT |
| | b. ATMO | d. ATM |
| 16. | a . In a Cool | c. In all Case |
| | b. In any Case | d.In any Cat |
| 17. | a By right buy | c. Be right both |
| | b. Be right back | d. Be right beside |
| 18. | a Oh may got | c. Oh may good |
| | b. Oh my good | d. Oh my god |
| 19. | a As soon as Possible | c. As soon as post |
| | b. As soon as Poss | d. As soon a possible |
| 20. | a Get Well see | c. Get well say |
| | b. Get Well Soon | d. Get Well sound |

The Key Answer

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

L. Evaluating

Vocabulary Test :Multiple choices that consist 20 items

Evaluation test :

$$S = \frac{R}{T} \times 100\%$$

Where :

S = Score of the test

R = Number of correct answer

N = Number of Question

Medan, 24 Maret 2017

Know By :

Headmaster

English Teacher

H. Jamaluddin Batubara, LC, MTH Emma Nila Hastiana Hrp, S.Pd

Researcher

**Nur Sa'adah |
NIM 34.13.4.195**

APPENDIX B**CYCLE II****LESSON PLAN**

School : MAS. Al-Jam'iyatul Washliyah

Subject : English

Class : X^A

Allocated Time : 4 x 40 minutes (2 Meeting)

A. Standart Competence

Comprehending meaning informal transactional and interpersonal conversational and short functional text and monolog and sustained on daily activities

B. Basic Competence

Giving responses informal transactional conversation and sustained accurately, fluently and acceptable in daily activities context and apply to suggest, request, complain, discuss something and order.

C. Indicators

- Increasing the students vocabularies
- Identifying the vocabulary related to the text
- Understanding the meaning of the word

- Pronouncing the vocabulary related to the text

D. General Instructional Objective

After finishing this unit the students are expected to be able and rich their vocabulary and answer the question given

E. Character of students who are expected to :

- Trustworthiness
- Responsibility
- Respect and attention
- Courageous
- Dilligent

F. Learning Objective

- Using the vocabulary which related to the text correctly
- Answering the question about the Acronym Correctly

G. Subject Material

- a. Short functional text “ Short message “ in Acronym technique
- b. Question related to the topic

H. Method

- a. Reading the text
- b. Oral Communication
- c. Focused on Acronym

I. Teaching Learning Process

Third Meeting (Post Test)

A. Opening

- a. Greetings and opening prayer before studying
- b. Teacher checking attendance list

Motivation

- a. Teacher give motivation to the students
- b. Teacher ask the students about te definition of vocabulary using their opinion
- c. Explain th eimportance of the material to be learned following the student competencies to be mastered

B. Main Activities

Exploration

- a. Involving the students to seek a broader and deeper information about the theme of the material being studied
- b. Using a variety of learning approaches , instructional media and other learning resources
- c. Facilitate interaction between students with teachers, environmental and with the other resources
- d. Involve students actively in each learning activity
- e. The teacher explain about acronym and its procedures

Elaboration

- a. Familiarize students practice about their vocabulary by using Acronym technique
- b. Facilitate students through games and discussions to come up with new ideas both orally and in writing
- c. Provided an opportunity to think, analyze, solve problems and act without fear
- d. The teacher gives all the students Acronym sheet
- e. The teacher asks the students what they get from Acronym answer sheet
- f. Facilitate students to compete in a healthy way to improve learning achievement

Confirmation

- a. Provide positive feedback and reinforcement in the form of oral, written, gesture or gifts to students' success
- b. Ask what the students know do not answer the question
- c. Asking for trouble during study

Closing

- a. Asking the difficulty during the teaching and learning process
- b. Giving evaluation consistently for giving feedback
- c. Giving for the conclusion about the lesson
- d. Closing the lesson by praying and giving closing-greeting

J. Learning Resources/Media

- a. Source : English text book (English in Context for grade X Senior High School SMA/MA)
- b. Whiteboard and marker

K. Evaluation

- a. Do the test and find the word Acronym

The Scoring

Choose the correct answer !!

- Arka : Hello? This is Azkia, right?
- Azkia : Yup, what happen ?
- Arka : Azkia, i wanna ask you about our task next week. Sorry i disturb you this time .
- Azkia : ¹**DND** me okey. Now i so tired..
- Arka : I'm so sorry azkia
- Azkia : I ²**JK** arka, don't angry with me
- Arka : You! I think you serious!
- Azkia : You my friend, impossible i like that
- Arka : Azkia, i wanna ask you about our task next week. Sorry i disturb you this time .
- Arka : Okey, with my pleasure. Our task on page 57 only translated , ³**DIYS** okey??
- Azka : Okey, Don't worry i can do it my self. But if ⁴**IDK** you ⁵**LMK** okey Ar??
- Arka : Okey .

1. What does the bold words stands for ?
 - a. Do not distrub
 - c. Do not dead

- 12 . a. Need Problem
b. Need Pass
c. Need Pack
d. Need paced
13. a. Need to self
b. Note to self
c. Need to same
d. Need to sit
14. a. Best friend For
b. Best fall forever
c. Best friend fact
d. Best friend forever
15. a. In real life
b. Is real life
c. In red life
d. In rote life



16. What are the acronym of the bold dialogue?
- a. Late or late
b. Last on last
c. Laughing out loud
d. Laughing on loud

Eris : Morning
Ara : Morning
Eris : ¹⁷**BTW when you buy this book ?**
Ara : ¹⁸**BIN** ris? I haven't money now
Eris : Yup, Ofcourse
Ara : I'm seriuos
Eris : No.. no, ¹⁹**JK ra**, you so funny
Ara : ²⁰**OMG** Eris you always make i afraid

17. a. Buy that way
b. By the way
c. By this way
d. By that why
18. a. Buy it now
b. Buy in now
c. Buy is now
d. By in now
19. a. Just Kidding
b. Just Kill
c. Just kick
d. Just Kind
20. a. Oh may good
b. Oh may god
c. Oh my god
d. Oh my good

The Key Answer

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

L. Evaluating

Vocabulary Test :Multiple choices that consist 20 items

Evaluation test :

$$S = \frac{R}{N} \times 100\%$$

Where :

S = Score of the test

R = Number of correct answer

N = Number of Question

Medan, 31 Maret

2017

Know By :

Headmaster

English Teacher

H. Jamaluddin Batubara, LC, MTH Emma Nila Hastiana Hrp, S.Pd

Researcher

Nur Sa'adah
NIM 34.13.4.195

APPENDIX C

TEACHERS' OBSERVATION SHEET FOR CYCLE I

Date : March, 24th 2017
 School : MAS. Al-jam'iyatul Washliyah
 Subject : English
 Class : X^B

1. =Very good 2. =Good 3.= Enough 4. =Poor

No.	Indicators	Score			
		1	2	3	4

1.	Doing perception				
2.	Mastering the material of study				
3.	Delivery the material of study clearly				
4.	Learning process based on goal of study and students' characteristics				
5.	Controlling the whole class well				
6.	Using time Effectively				
7.	Applying strategy in learning Process				
8.	Giving questions to stimulate students' active				
9.	Giving reward to students who can Answer the question				
10.	Giving students change to ask the Teacher related to the topic of study				
11.	Doing evaluation				
12.	Asking students to make conclusion together				

APPENDIX D

TEACHERS' OBSERVATION SHEET FOR CYCLE II

Date : April, 7th 2017

School : MAS. Al-jam'iyatul Washliyah

Subject : English

Class : X^B

1. =Very good 2. =Good 3.= Enough 4. =Poor

No.	Indicators	Score			
		1	2	3	4
1.	Doing perception				
2	Mastering the material of study				
3.	Delivery the material of study clearly				
4.	Learning process based on goal of study and students' characteristics				
5.	Controlling the whole class well				
6.	Using time Effectively				
7.	Applying strategy in learning Process				
8.	Giving questions to stimulate students' active				
9.	Giving reward to students who can Answer the question				
10.	Giving students change to ask the Teacher related to the topic of study				
11.	Doing evaluation				
12.	Asking students to make conclusion together				

APPENDIX E

STUDENTS' OBSERVATION SHEET FOR CYCLE I

Date : April, 24th 2017

School : MAS. Al-jam'iyatul Washliyah

Subject : English

Class : X^B

1. =Very good 2. =Good 3.= Enough 4. =Poor

No.	Indicators	Score			
		1	2	3	4
1.	Students participate in learning process actively				
2	The enthusiast and interest of students in learning process through acronym				
3.	The encouragement of students to ask the teacher about the material				
4.	The ability of students in answering the teachers' question				
5.	The ability of students in doing the test				
6.	The interaction between teacher to students				
7.	The interaction between each students				
8.	The condition of Class in learning process				

Observer

Nur Sa'adah

34.13.4.195

APPENDIX F

STUDENTS' OBSERVATION SHEET FOR CYCLE II

Date : April, 7th 2017
 School : MAS. Al-jam'iyatul Washliyah
 Subject : English
 Class : X^B

1. =Very good 2. =Good 3.= Enough 4. =Poor

No.	Indicators	Score			
		1	2	3	4
1.	Students participate in learning process actively				
2	The enthusiast and interest of students in learning process through acronym				
3.	The encouragement of students to ask the teacher about the material				
4.	The ability of students in answering the teachers' question				
5.	The ability of students in doing the test				
6.	The interaction between teacher to students				
7.	The interaction between each students				
8.	The condition of Class in learning process				

Observer

Nur Sa'adah

34.13.4.195

APPENDIX G

INTERVIEW SHEET

Interview between the researcher and the English teacher held in the first meeting (

The interview questions were translated in English)

Researcher : Firstly, thank you for giving me the chance to do my research in your class mom. By the way, may i know how long you been as an English teacher in Mas Al-Jam'iyatul Washliyah.

The Teacher : Yes ofcourse, nevermind . I had teach here about five years.

The Researcher : Mom, may I know your method in teaching vocabulary to the students?

The Teacher : Yes, Ofcourse . I make it some steps .

First, I ask the students to write some difficult words related to do the reading text, and then i ask the students to find the meaning, they can look at their dictionary. Then , the students have to memorize them.

The Researcher : Mom, would you tell me the obstruction you face up in teaching vocabulary the students so far mom ?

The Teacher : First is the lack of the students' interest in studying English. Next the students' ability to remind the new words is less, and the last one is the lack of teaching media in School.

The Researcher : So, what do you think about the learning ability of X^A students ?

The Student : The students' interest in studying English is less. It is because the English is difficult to be understood .

Interview between the researcher and the English teacher held in the first Cycle

(The interview questions were translated in English)

The Reseachrer : What do you think about the class situation when I teach vocabulary by using Acronym technique mom ?

The Teacher : In this cycle the students look interesting to sudying vocabulary and they also participated in learning process, but there are some students still noisy in learning process, it is caused by the teacher explained the material fast and the teacher had a limit time to explained the material.

Interview between the reseacrher and the English teacher held in the Second Cycle (

The interview questions were translated in English)

The Researcher : What do you about the class situation when I teach vocabulary by using acronym technique in Cycle II mom ?

The Tecaher : In this cycle of the students participated and active in learning process , because the teacher explained the material slowly.

The Researcher : What do you think about the technique that i have been taught to them, namely Acronym tecnique in the classroom mom ?

The Reseracher : Sure, it's really good technique to teach the students. Many advanteages that we can get from this technique. Firstly, The Students more easy to memorized the new vocabulary and they are enjoyable and also anthusiast. The Secondly the students

Interview between the researcher and the students held in the first meeting. It was done to know the students problems in improving their vocabulary achievement

(It had already been translated into English)

The Researcher : What do you think about English ?

MP : I think the English is important because international language but difficult to be learn

IJ : English language is difficult to be understood until i do not like it and that made i confused

BWH : I think English is interesting to be learn, english not difficult if we really to be learn and that i really enjoy

The Researcher : What are difficulties that you are always face when you are studying English?

IP : I think to memorize the new word or same made i always forgot and confused miss

AJS : For me to translate the english into indonesia it's really difficult and made i lazy miss

The Researcher : So, how do you improve your vocabulary during this time?

AB : I have tried to memorize word by word in one day five vocabularies miss

AML : i read a dictionary and i wrote in my pocket then i memorized

The interview between the researcher and the students held in last meeting of second cycle . (The interview was translated in English)

The Researcher : Do you like to learn English through Acronym technique?

ZKS : I really like miss, this made easy to memorized miss

MIM : Yes ofcourse miss, because more easy to rich my vocabulary
miss

The Researcher : What do you think about your vocabulary achievement after learning vocabulary through Acronym technique?

MSR : I think it's fun miss. Because before really difficult to remember and now more easy remember and be spoken.

IA : I think it can improve my vocabulary, miss. Because it make easy remember vocabulary and through acronym made more enjoyable.

APPENDIX H

DIARY NOTES

CYCLE I

Friday 24th March (First Meeting)

The researcher entered to the class for the first time and prepared the tools for recording document such as, paper, and camera to take a pictures. The english teacher started open the class. The first meeting the researcher gave the pre-test. During the test many questions seemed very difficult because they did no have a good preparation. They were really confused when the researcher gave a test because most of them not brought a dictionary and that some students made noisy in doing the test but other looked serious. They said that the question had been difficult it could be seen from their expression and that they looked bored.

During teaching learning process many the students only cheated their friends's work this is statement was proved when the researcher checking their work some student's answer looked same.

Tuesday 28th March (The second Meeting)

The second meeting was better than the first meeting. In the first meeting the researcher explained what's vocabulary and how important to study English and the researcher inform to the students about how learn English be easy and made joyful activities. Here , the researcher explained teaching learning through acronym technique to made easy the students' memorized and remember it. The students focused on the material, most of the students asked to the researcher what they did not understand. At the end of the teaching learning process, the researcher check the students' ability in vocabulary by giving some question related to the words in the acronym as post-test I in the first cycle.

Friday, 31th March (The third Meeting)

In this meeting the students were more enthusiast in studying vocabulary through Acronym technique. The researcher were repeated the last topic and asked they were still remembered the words. The researcher asked test to the students and the topic about narrative text, the students to found images corresponding to the text that has been provided based on Acronym technique with the image. They were more active and enthusiastic during teaching learning process.

CYCLE II**Friday , 7th April (The Fourth Meeting)**

In the fourth Meeting , the researcher gave the vocabulary test II in this meeting but different test. Based on the result of vacabulary score, it was found that students' applied to procedure of acronym technique to answer the question. In this meeting the researcher gave evaluation, and based on the result of vocabulary scores, it was found that the students' vocabulary achievement was improved.

Friday, 14th April (The Fifth Meeting)

Finally, the students had been able to do acronym technique. It could be seen from the evaluation the sudents' score had been improved in every cycle. At last, the researcher could conclude that the students achievement in vocabulary through Acronym technique. Acronym technique had succesfully worked in helping students' ability in vocabulary mastery. It was effective and applicable .

APPENDIX I

PRE-TEST
QUESTION SHEET

1. Read the dialogue carefully, and choose the best answer for stands the bold words!

Sania and Sherly send message each other by their phone

Sania : Hey Sher, when you visit to my home? ¹**ATM** i miss you.
 Sherly : I don't now when i visit your home, Let's we meet up.
 Sania : I wanna go out with you, ²**LTNC** you have a time now?
 Sherly : ³**OMG**, ofcourse sania. But i bring my motorcycle or no sania?
 Sania : No, I take you later. just a minute i ⁴**OTW** and i wanna share to you about my job, but ⁵**TTYL**
 Sherly : Oh Okey , i wait you , I'm very happy today.
 Sania : Where we go ? in garden ⁶**IMO** it's so good
 Sherly : ⁷**IU2U** Sania, I follow you.
 Sania : Okey.

- c. At the moon
b. At that moon.

- c. At the moment
d. At that moment

2. a. Long time no see
c. Long time no she

- c. Long time no sit
d. Long time no shut

3. a. Oh may good
d. Oh may god

- c. Oh my God
d. Oh my Good

4. a. On this way
b .On that walk

- c. On this walk
d. On the way

7. a. Talk to you Later
b. Talk to you Last

- c. Test tou you Later
d. Talk to you Late

8. a. In May Opinion
b. In My Opinion

- c. In My Organization
d. In My Obligation

7. a. In up two you
b. In Up to You

- c. It's Up to You
d. It's Up two You



8. What does ROFL stand for ?

- c. Rolling on The Floor
d. Rolling on that Floor

- c. Real on the Floor
d. Real on the Floor



9. What is the picture mean ?

- c. On They way
d. On that way

- c. On this way
d. On the way



10. What is the picture mean ?

- a. Keep Every past Object
Object
- b. Keep Past object
- c. Knowing Every Particular
Object
- d. Knowing Every last object

Rein : Hey, What are you doing here?

Rey : Hey you. ¹¹**Knowing Every Particular Object**

Rein : Why? Do you angry with me?

Rey : I'm not angry with you rein, but i'm ¹²**Just Kidding** rein

Rein : ¹³**Laughing out loud**, it is okay. ¹⁴**Let me know** rey

Rey : Okay, i'm here i want to find a book for my task

Rein : Okay can i follow you ?

Rey : Ofcourse rein, let's join to me



What are the acronym of the bold dialogue?

11. a . KEPT
b. KEPO
c. KEVPO
d. KPAO
12. a. JUKG
b. JTKG
c. d. JUKI
d. JK
14. a. LAOD
b. LOL
c. LOLD
d. LLOD
14. a. LMKW
b. LLMKN
c. LEMK
d. LMK

Very : What happen with you , Ke?

Ike : ¹⁵**At The Moment** , My body feel so hot ver

Very : ¹⁶**IAC** you must take a rest ke, take care your health!

Ike : Thanks ver, you take care to me

Very : Because you my bestfriend. Let's go to the hospital ke just ¹⁷**BRB.**

Ike : I don't want now ver, please go anywhere.

Very : ¹⁸**OMG** why you like this ke?

Ike : Not now ver, but ¹⁹**ASAP** i go to the hospital

Verv : Promise? Okav ²⁰**GWS** ike.

What are the acronym of the bold dialogue?

- | | |
|---------------------------|-----------------------|
| 15. a . ATTM | c. ATTMT |
| b. ATMO | d. ATM |
| 16. a . In a Cool | c. In all Case |
| b. In any Case | d.In any Cat |
| 17. a. By right buy | c. Be right both |
| b. Be right back | d. Be right beside |
| 18. a Oh may got | c. Oh may good |
| b. Oh my good | d. Oh my god |
| 19. a As soon as Possible | c. As soon as post |
| b. As soon as Poss | d. As soon a possible |
| 20. a Get Well see | c. Get well say |
| b. Get Well Soon | d. Get Well sound |

APPENDIX J

POST-TEST I
QUESTION SHEET

1. Read the dialogue carefully, and choose the best answer for stands the bold words!

Sania and Sherly send message each other by their phone

Sania : Hey Sher, when you visit to my home? ¹**ATM** i miss you.
 Sherly : I don't now when i visit your home, Let's we meet up.
 Sania : I wanna go out with you, ²**LTNC** you have a time now?
 Sherly : ³**OMG**, ofcourse sania. But i bring my motorcycle or no sania?
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 Sherly : ⁷**IU2U** Sania, I follow you.
 Sania : Okey.

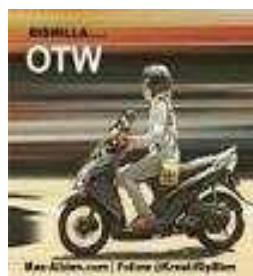
- | | |
|------------------|-------------------|
| e. At the moon | c. At the moment |
| b. At that moon. | d. At that moment |

- | | |
|------------------------|----------------------|
| 2. a. Long time no see | c. Long time no sit |
| d. Long time no she | d. Long time no shut |
| 3. a. Oh may good | c. Oh my God |
| b. Oh may god | d. Oh my Good |
| 4. a. On this way | c. On this walk |

- c. On that walk
d. On the way
- 5 a. Talk to you Later
b. Talk to you Last
c. Test tou you Later
d. Talk to you Late
- 6 a. In May Opinion
b. In My Opinion
c. In My Organization
d. In My Obligation
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b. In Up to You
c. It's Up to You
d. It's Up two You



8. What does ROFL stand for ?
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b. Rolling on that Floor
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11. What is the picture mean ?
- a. On They way
b. On that way
c. On this way
d. On the way



12. What is the picture mean ?
- a. Keep Every past Object
Object
- b. Keep Past object
- c. Knowing Every Particular
- d. Knowing Every last object

Rein : Hey, What are you doing here?

Rey : Hey you. ¹¹**Knowing Every Particular Object**

Rein : Why? Do you angry with me?

Rey : I'm not angry with you rein, but i'm ¹²**Just Kidding** rein

Rein : ¹³**Laughing out loud**, it is okay. ¹⁴**Let me know rey**

Rey : Okay, i'm here i want to find a book for my task

Rein : Okay can i follow you ?

Rey : Ofcourse rein, let's join to me



What are the acronym of the bold dialogue?

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b. KEPO
- c. KEVPO
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d. LMK

Very : What happen with you , Ke?

Ike : ¹⁵**At The Moment** , My body feel so hot ver

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Ike : Thanks ver, you take care to me

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Ike : I don't want now ver, please go anywhere.

Very : ¹⁸**OMG** why you like this ke?

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What are the acronym of the bold dialogue?

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c. ATTMT
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16. a . In a Cool
c. In all Case
- b. In any Case
d. In any Cat
17. a By right buy
c. Be right both
- b. Be right back
d. Be right beside

18. a. Oh may got
b. Oh my good
c. Oh may good
d. Oh my god
19. a. As soon as Possible
b. As soon as Poss
c. As soon as post
d. As soon a possible
20. a. Get Well see
b. Get Well Soon
c. Get well say
d. Get Well sound

APPENDIX K

POST TEST CYCLE II

QUESTION SHEET

- Arka : Hello? This is Azkia, right?
- Azkia : Yup, what happen ?
- Arka : Azkia, i wanna ask you about our task next week.
Sorry i disturb you this time .
- Azkia : ¹**DND** me okey. Now i so tired..
- Arka : I'm so sorry azkia
- Azkia : I ²**JK** arka, don't angry with me
- Arka : You! I think you serious!
- Azkia : You my friend, impossible i like that
- Arka : Azkia, i wanna ask you about our task next week. Sorry i disturb you this time .
- Arka : Okey, with my pleasure. Our task on page 57 only translated , ³**DIYS** okey??

Zizi : Why you say like that? You my best friend forever

Uwa : Okey, thanks wa If like that i'm very happy

11. What does **SWYP** stand for ?

a. So, what's your problem

c. So, what you'r page

b. So, what you pass

d. So, what;s your pink

12 . a. Need Problem

c. Need Pack

b. Need Pass

d. Need paced

13. a. Need to self

c. Need to same

b. Note to self

d. Need to sit

14. a. Best friend For

c. Best friend fact

b. Best fall forever

d. Best friend forever

15. a. In real life

c. In red life

b. Is real life

d. In rote life



16.

What are the acronym of the bold dialogue?

a. Late or late

c. Laughing out loud

b. Last on last

d. Laughing on loud

Eris : Morning
 Ara : Morning
 Eris : ¹⁷**BTW when you buy this book ?**
 Ara : ¹⁸**BIN** ris? I haven't money now
 Eris : Yup, Ofcourse
 Ara : I'm seriuos
 Eris : No.. no, ¹⁹**JK ra**, you so funny
 Ara : ²⁰**OMG** Eris you always make i afraid

17. a. Buy that way
 b. By the way
 c. By this way
 d. By that why
18. a. Buy it now
 b. Buy in now
 c. Buy is now
 d. By in now
19. a. Just Kidding
 b. Just Kill
 c. Just kick
 d. Just Kind
20. a. Oh may good
 b. Oh may god
 c. Oh my god
 d. Oh my good

APPENDIX L
DOCUMENTATION



The Researcher While Explain the Lesson in Learning Process and the Students Focus to the Researcher Explanation



The Students Doing the Pre-Test



The Researcher Introducing Acronym Technique to the Students



The Researcher While Explain the Lesson Focus of Acronym technique



The Students While Doing The Post I



The Researcher While Repeat The Last topic to the Students



The Students Active When The Teaching Learning Process



The Students While Doing The Post Test II

BIOGRAPHY

- Name : Nur Sa'adah
- Date and Birth : P.Jernang, 01 June 1993
- Religion : Islam
- Sex : Female
- Nation : Indonesia
- Address : JL. Rahayu Psr VI Tembung Dsn Cempaka VIII
- Hobby : Writing
- Father's Name : M.Zaidin
- Mother's Name : Siti Zubaidah
- Children Number : 3 Older sister, 2 younger sister and 1 younger brother
- Education Crade of School :
1. Elementary School : SD NEGERI 101769 Tembung (year 2000-2006)
 2. Junior High School : MTs. AL-JAM'IYATUL WASHLIYAH JL. Isma'iliyah No.82 MEDAN (year 2007-2009)
 3. Senior High School : MAS. AL-JAM'IYATUL WASHLIYAH JL. Isma'iliyah No.82 MEDAN (2010-2012)
 4. University : STATE ISLAMIC UNIVERSITY NORTH SUMATERA UTARA MEDAN . Departmen of English Education
- Motto : Sucecess is not a Final, only an Achievement