IMPROVING STUDENTS' VOCABULARY AT THE ELEVENTH YEAR STUDENTS OF MAN PALOPO THROUGH MNEMONIC TECHNIQUE
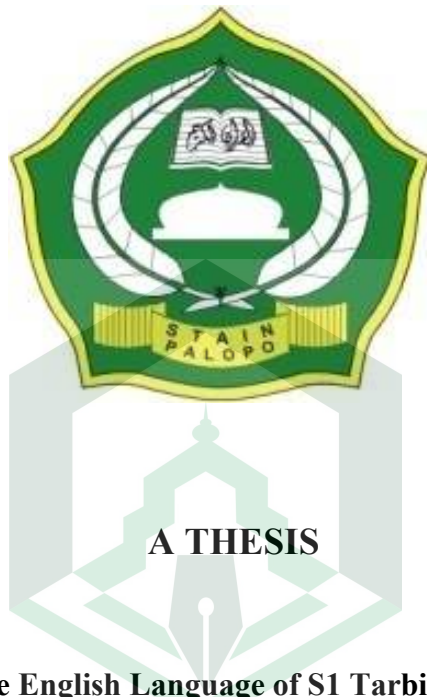

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment for S. Pd. Degree in English Education Program

By,

MIRDAYANTI

NIM 09.16.3.0140

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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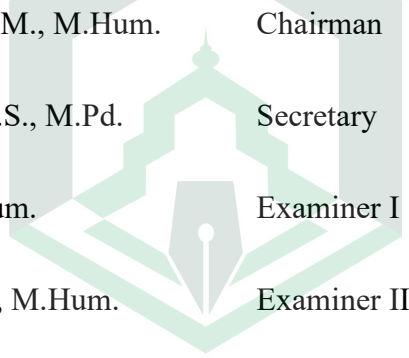1. **Madehang, S.Ag., M.Pd**
2. **Wahibah, S.Ag., M.Hum**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

THESIS APPROVAL

This thesis entitled "*Improving Students' Vocabulary at The Eleventh Year Students of MAN Palopo Through Mnemonic Technique*" which is written by **Mirdayanti, Reg.Num. 09.16.3.0140.** English study Program of Tarbiyah Department of State Collage for Islamic Studies Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Monday, November 11th 2013 M, coincide with 7 Muharram 1435 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

<div align="right">

Palopo, November 11th, 2013 M
7 Muharram 1435 H

</div>

COMMITTEE OF EXAMINATION

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Lamp.   : 6 Eksampler

Kepada
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Di-
      Palopo

AssalamuAlaikumWr. Wb.
Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

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Demikian untuk proses selanjutnya.
WassalamuAlaikumWr. Wb.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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The researcher realizes that the existence of this thesis was receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankful to:

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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers.
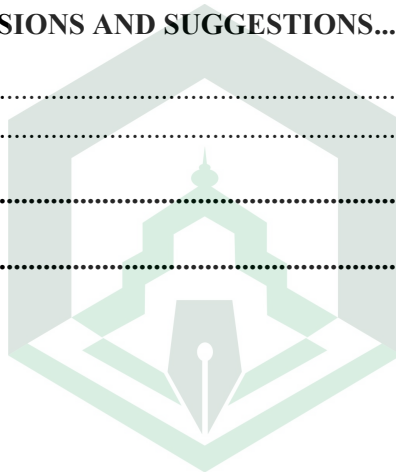
Palopo, October 01st 2013

Researcher

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ABSTRACT

Mirdayanti, 2013 *"Improving Students' Vocabulary at the Eleventh Year Students of MAN Palopo through Mnemonic Technique". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Concultant Madehang,S.Ag.,M.Pd. and Wahibah,S.Ag.,Hum.*

Key words: Improving Students' Vocabulary, Mnemonic Technique, MAN Palopo

This thesis deals with improving students' vocabulary at the eleventh year students of MAN Palopo through Mnemonic technique, the problem statement of this thesis are: Is Mnemonic technique effective to improve students vocabulary at the eleventh year senior high school of MAN Palopo and how is the students' response toward Mnemonic technique. The objective of the research was to know effectiveness of mnemonic technique in teaching vocabulary.

The research applied experimental technique, and focused on the eleventh IPS$_1$ year students of Senior high School of MAN Palopo academic year 2013/2014. The population was 120 students from one class. The research used porpusive sampling technique, where the research took 22 students as sample in this research.

The research collected data by using test. The test functioned to determine the improvement of the students' vocabulary after teaching by applying Mnemonic technique. This research consisted of two variables, namely dependent variable and independent variable. Dependent variable is the students' vocabulary at the eleventh year students of senior high school of MAN Palopo, and Independent variable is teaching vocabulary through Mnemonic technique.

The result of test analysis that Mnemonic technique is effective in improving students' vocabulary because t_{test} is bigger than t_{table}, the t_{count} = 10,65$\geq$ 2,831 with df 21. and the questionnaire shows that the students have positive response in learning vocabulary by using mnemonic technique at the eleventh year students of MAN Palopo.

ABSTRAK

Mirdayanti, 2014. "Meningkatkan Kosakata siswa pada siswa kelas dua melalui tekhnik mnemonik di MAN Palopo". Skripsi program Study Bahasa Inggris Jurusan Tarbiyah di Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Pembimbing I Madehang,Sag.,M.Pd.,dan Pembimbing II Wahibah,S.Ag.,Hum.

Kata Kunci : Meningkatkan kosakata, Mnemonic technique, MAN Palopo

Skripsi ini mempelajari tentang meningkatkan kosakata melalui tekhnik mnemonik di kelas dua MAN Palopo. Rumusan masalah di skiripsi ini yaitu: Apakah tekhnik mnemonic effektif untuk meningkatkan kosakata di kelas dua MAN Palopo dan bagaimana respon siswa terhadap Mnemonik technik. Tujuan dari peneliti ini adalah untuk mengetahui keaktifan tekhnik Mnemonik dalam belajar vocabulary.

Peneliti mengambil tekhnik exprimental dan focus kepada siswa kelas dua di MAN Palopo tahun ajaran 2013/2014. Populasi sebanyak 120 siswa. Peneliti menggunakan tekhnik porpusive sampling, Di mana peneliti mengambil 22 siswa sebagai sampel penelitian.

Peneliti menggunakan test untuk mengumpulkan data. Test berfungsi untuk mengetahui perkembangan kosakata siswa setelah menggunaka tekhnik mnemonik. Penelitian ini terdiri dua variable, yang dinamakan variable terikat dan variable bebas. Variabel terikat dalam hal ini adalah kosakata siswa di kelas dua MAN Palopo dan Variabel bebas adalah metode tekhnik mnemonic.

Kesimpulan dari hasil analisa adalah diterima, karena hasil t_{test} lebih besar dibandingkan t_{tabel}. Yaitu t_{count} = $10,65 \geq 2,831$ dengan df 21. Itu berarti tekhnik Mnemonik adalah apektif dalam mengembangkan kosakata dikelas dua di MAN Palopo.

CHAPTER I

INTRODUCTION

A. Background

English has an important role for communication in the world, it is used as an International language. More over it is used to relate one to another more countries which have different language. English is an international an language is used by people all over the world and every person learn it, because it is very important and the large number of non native speaker who use it for part of their international contact.

Vocabulary is the basic unit of language. So, if our vocabulary is limited, a potential for self expression, effective communication and an adequate comprehension of oral or printed materials, would be limited too.[1]

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge able transferred for a better life. Indisputably the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary.

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[1] Syarullah. Thesis; *Developing the english vocabulary of the second year students of MTS Batusitanduk Through English Song*.Thesis S.1,(STAIN Palopo,2007).p.1.

1

To teach vocabulary in Elementary, especially for young learners, is not an easy way. Teaching young learners is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment. So the first that we must understand each students' character. Then, we prepared the treatment which was appropriate with the students' need. Before continuing the next step the teacher must have preparation to teach children, for example the teacher must prepare a media as the teaching tool.[2]

Many methods that the teachers use to improve the students vocabulary such as use Mnemonic technique. Mnemonic technique is enjoyable technique to apply in classroom because it is interesting and makes the students think about it and fun in learning process so they can easily receive the material from the teacher.

Based on the assumption above, the researcher found out the problem of the students in MAN Palopo in mastering English. Because in MAN, students of the eleventh class are very difficult in memorizing vocabulary and recollect, so that I take this title namely Mnemonic which mean quick technique in memorizing. Based on the explanation, the researcher is interested in conducting a research about "Improving Students' vocabulary At the Eleventh Year of MAN Palopo Through Mnemonic Technique'.

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[2]Diniabaca. Online: <Http://duniabaca.com/skiripsi-bahasa-inggris-teaching-vocabulary-through-games-to-elementary-students.html> Accessed on May, 15th2012.

B. *Problem Statement*

Based on the problem above the writer formulates the research questions as follows:

1. Is the use of Mnemonic technique effective in improving students vocabulary?

2. How are the students' response about the use of mnemonic technique?

C. *The Objective of the Research*

Based on problem statements, the objective of the research is to find out whether or not

1. Is the use of Mnemonic technique effective in improving students' vocabulary

2. How are the students' response about the use of this Mnemonic technique.

D. *Significance of the Research*

Significance of the research is expected to be useful information for students especially to the students of MAN Palopo at the Eleventh year and for all of the people who want to improve their vocabulary skill and the English teacher in order to increase the student's vocabulary through fun with English program. It also important for the students' and everyone who want to study English.

E. *Scope of the Research*

The researcher focuses on improving students' vocabulary at the eleventh year students of MAN Palopo. The researcher emphasizes on the use of mnemonic technique in teaching lexical vocabulary namely about noun (thing, job, place), verb (regular and iiregular), and adjective (base adjective).

F. Definition of Term

Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Also, in contrast with the development of other aspect of a second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age.[3]

Mnemonic is any learning technique that aids information retention. Mnemonics aim to translate information into a form that the human brain can retain better than its original form. Even the process of applying this conversion might already aid the transfer of information to long-term memory.[4]

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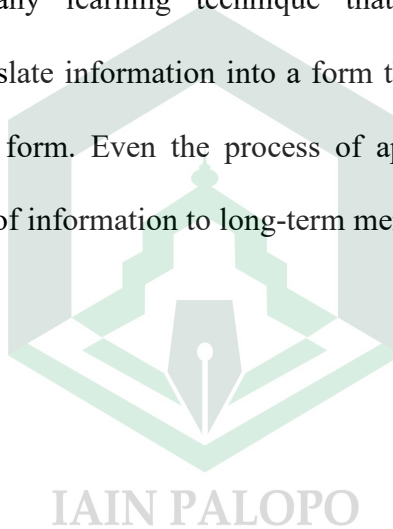
[3] David, Nunan. *English Language Teaching*. USA. Cambridge University Press. 2009.p.20.

[4] Wikipedia. Online: <Http:/en Wikipedia.org/wiki/mnemonic.com> Accessed on February, 20th 2013.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are few research who has conducted previous research aimed at improving students' vocabulary skills.

1. Mohammad Amiryousefi in his thesis in title "Mnemonic Instruction : A way to Boost Vocabulary Learning and Recall". One of the most challenging parts of every language learning is the acquisition of vocabulary items. Students, however, complain that they can not remember the words they have learned. To solve this problem, teachers can attempt to include mnemonic devices into their classes. Mnemonic devices are useful ways of enhancing vocabulary learning and recall. Such memory techniques should not replace other approaches to vocabulary learning, but should complement them. Research on the effectiveness of mnemonic strategies has consistently proved their usefulness, it, however, recommends language teachers not to present words in isolation, but rather use these devices in contextual vocabulary learning.[1]

2. Fatemeh Angomafrouz in her thesis in title "Effects of Using Mnemonic Association on Vocabulary Recall of Iranian EFL Learner Over Time". Based upon the results yielded in the study several conclusions are drawn. The overall aim of the

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[1] Mohammad Amiryousefi. Thesis : *Mnemonic Instruction A way to boots Vocabulary Learning and Recall.(*Iran : Isfahan University of Technology, 2011).p.181.

present study was to assess whether using mnemonic associations was effective in classroom setting and whether it was suitable for practical use by students as a learning strategy. The data analyzed revealed that using mnemonic associations led to significantly better performance of the adult students when comparison was made adult and adolescent groups when comparison was made with respect to an internal control group (when students used no association in mnemonic group). Furthermore, the higher performance of mnemonic groups who frequently reported using initial associations revealed that initial associations had a significant role at vocabulary recall of students. According to these findings the mnemonic-based methods may turn out to be useful for different age groups.[2]

All researchers use different technique in their research. In this research the researcher uses mnemonic technique in teaching vocabulary, it can make students understand about vocabulary by using mnemonic technique.

B. Some Pertinent Ideas

1. Concept of Vocabulary

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms : oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms,

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[2] Fatemeh Angomafrouz. Thesis: *Effects of Using Mnemonic Association on Vocabulary Recall of Iranian EFL Learner Over Time*. (Iran : Islamic Azad University, 2012).p.109.

receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.[3]

According to Harmer, Vocabulary is knowledge of words and meanings. However, vocabulary is more complex than this definition suggest. First, word come in two forms : oral and point. Oral vocabulary includes two those words that we recognize and use in listening and speaking print vocabulary includes those words that we recognize and use in writing and reading. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary include words that we recognize when we hear them. Productive vocabulary includes words that we use when we speak or write.[4]

Although vocabulary is the one that is emphasized, it does not mean other kinds of language components-grammar and pronunciation-are less important. All of these aspects are learned together, because they are attached one to another. Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary

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[3]Prel org. Online <Http://www.prel.org/produts/re_/ES0419.htm> Accessed on May, 15 [th]2012.

[4]Jeremy, Harmer. *The Practice of English Language Teaching*, (New York: Longman publishing, 1992),ₚp.154.

the students have can help them in many ways; students' reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

Vocabulary is knowledge, the knowledge of a words not only implies a definition, but also implies how that word fits into the world. "Vocabulary knowledge is not something that can ever be fully mastered, it is something that expand and depends OVC the course of a lifetime. Instruction in vocabulary is acquired incidentally through indirect exposure to words an intentionally through explicit instruction in specific words and word learning strategies.[5]

Vocabulary is a fun educational website dedicated to helping you build reading, phonics, or English language skills.[6]

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. However, vocabulary teaching has not always been very responsive to such problems, and teacher have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.[7]

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[5]Fitri, Zulyani. Thesis:*Teaching vocabulary through English Songs to the Fifth grade students* at SDN 234 Temmalebba. (STAIN Palopo,2011).

[6] Vocabulary. Online: <Http://www.Vocabulary.co.il/contact.php>Accessed on May,15th 2012.

[7]Jeremy, Harmer. *Teach Vocabulary*. (Yogyakarta:Penerbit Pustaka Pelajar,2002).p.10.

For the concluded we can say that vocabulary is the study of:

a) The meaning words have

Many words have several different meaning each, study the meaning of the words and part of speech.

b) How the words are used

Study the words in context, apply what you learn by writing sentence with your words.

c) Roots words, prefixes, suffixes

Studying these will aid in the study of vocabulary.

d) Analogies.

Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Also, in contrast with the development of other aspect of a second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age. In fact, Rivers argues that vocabulary argumentation seems to become easier as one matures, probably because one has a richer knowledge of the world on which to draw. In addition, the more one's vocabulary develops, the easier it is to add new words-the first ten words are probably the most difficult to learn.[8]

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[8] David. Nunan, *English Language Teaching*. USA. Cambridge University Press. 2009.p.20.

According to Hornby, that vocabulary is :

1.	Total number of words (either used for combination them) make up the language.

2.	Range of words know to, or used by a person in trade, profession, etc.

3.	Book contains a list words used in a book etc usually with definition or translation.[9]

Based on definition above, the research concludes that vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggest. Most commonly, words come in forms : oral and print. Oral vocabulary includes the words that we recognize and use in listening and speaking. Print vocabulary, are those words that we recognize and use in use in reading and writing. Next, we have word knowledge, which also comes in two forms, receptive and productive. Receptive vocabulary includes the words that we use when we hear or see them. Productive vocabularies are words that we use when we speak or write. Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. According to research, receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we give meaning, even if we don't know their full definitions-or ever use them ourselves when we speak and write.

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[9] Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Tokyo: Oxford University Press, 1974),ₚ.978.

Besides that according Pieter A. Nopa, explains that vocabulary is one of the component of language and that language exist without words. Words are sign or Symbols for ideas. There are the means by which people exchange their though, the more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[10]

2. Vocabulary Selection

The teaching vocabulary is an important of language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students.

To select the important vocabulary means that one choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need.

3. Types of Vocabulary

There are four main types of vocabulary. Noun, verb and adjective :

a. Noun

Noun is word that refers to a person, a place or a thing, a quality an activity.[11] Nouns are usually the first words which small children learn.

1. Noun gender

Many common nouns, like "engineer" or "teacher," can refer to men or women.

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[10]Pieter, A. Nopa. *Vocabulary Development Skills*, (Cet.1; Yogyakarta : kornisius, 1991),p.6.

[11]Martin Manser, *Oxford Learner's Pocket Dictionary*, (New Edition: Oxford University Press, 1995), p. 461.

Once, many English nouns would change form depending on their gender-for example, a man was called an "author" while a woman was called an "authoress" – but this use of gender-specific nouns is very rare today. Those that are still used occasionally tend to refer to occupational categories, as in the following sentences.

2. Abstract noun

An abstract noun is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun. The highlighted words in the following sentences are all abstract nous:

a. Buying the fire extinguisher was an afterthought.

b. Tillie is amused by people who are nostalgic about childhood.

c. Justice often seems to slip out of our grasp.

d. Some scientists believe that schizophrenia is transmitted genetically.

3. Noun plural

Most nouns change their form to indicate number by adding "-s" or "-es", as illustrated in the following pairs of sentences:

a) When Matthew was small he rarely told the truth if he thought he was going to be punished.

b) Many people do not believe that truths are self-evident.

c) As they walked though the silent house, they were startled by an unexpected echo.

d) I like to shout into the quarry and listen to the echoes that return.

e) He tripped over a box left carelessly in the hallway.

f) Since we are moving, we will need many boxes.

4. Possessive noun

In the possessive case, a noun or pronoun changes its forms to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s."

You can form the possessive case of a singular noun that does not end in "s" by adding an apostrophe and "s," as in the following sentences:

The red suitcase is Cassandra's.

1. The only luggage that was lost was the prime minister's.

2. The exhausted recruits were woken before dawn by the drill sergeants scream.

3. The miner's face was covered in coal dust.

b. Verb

A verb is a word that shows action or being. Whatever you are doing can be expressed by verb. A sentence can have only one word as long as that word is a verb. Play! Stop! Run!
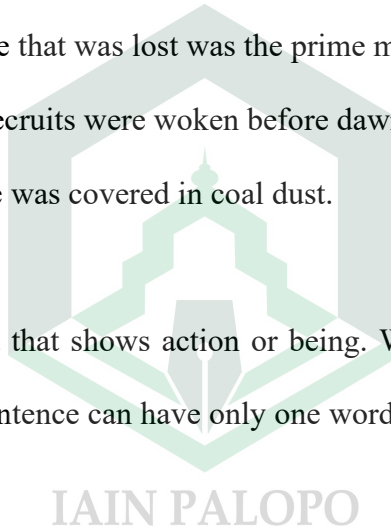
Verbs can be classified according to whether they are action verbs or linking verbs.

1) Action verbs

There are two types of action verbs: transitive and intransitive.

1) Transitive verbs

A transitive verbs expresses an action and as followed by an object that receives the action of the verb.

In the following example, transitive verbs are shown in color and direct object of these verbs are underline.

I washed (what?) the car yesterday.

I took (whom?) my sister to the movie.

John studies (what?) English.

2) Intransitive verbs

Intransitive verbs an intransitive verb expresses an action but is not followed by an object. Applying (what?) or (whom?) test to an intransitive verb shown immediately that an object cannot follow.

Tom's grades improve (what? Whom?) with the help of a tutor.

The child cried (what? Whom?) loudly.

The mother sang (what? Whom?) to her children.

3) Linking verbs

Linking verbs do not show action. A linking verb (also called copulative verb) links or establishes a relationship between the subject and its complement. It describes or renames the subject.

She is angry.

The word is (a form of the verb to be) links the subject she to the subject complement angry.

Linking verb followed by predicate noun:

My friend is a teacher.

My became the president of the company.

Linking verb followed by predicate adjective:

I feel nervous.

That pie taste delicious.

List of common linking verbs: appear, become, feel, get, grow, look prove, remain, seem, smell, sound, taste, turn and be

Only *become* and *seem* are always linking verbs. Other verbs from the list above sometimes can function as action verbs.

In the following examples, verbs *feel* a*nd taste* are functioning *as* action verbs.

I *feel* pain from the injury.

Taste the pie and tell me if you like it.

To determine whether a verb is a linking verb substitute *am, is,* or *are* for the verb. If it fits the substituted verb is a linking verb.

In the following examples, verb *feel* is substituted with *am.*

I *feel* nervous.

I *am* nervous

Make sense so feel is linking verb.

I *feel* pain from the injury.

I am pain from the injury.

Does not make sense so feel is action verb

The verb *To Be* is the most common/used verb in the English language. Here are eight words to the verb to be :*am, are, is, was, were, be, being, been.* Here are tenses of the verb to be.

1) Present tense : I am, you/ we/ they (are), he/ she/ it (is).

2) Past tense: I/ he/ she/ it (was), you/ we/ they (were).

3) Future tense: I/ you/ they/ we/ he/ she/ it (will be)

4) Present perfect tense: I/ you/ they/ we (have been), he/ she/ it (has been)

5) Past perfect tense: I/ you/ they/ we/ he/ she/ it (had been)

6) Future perfect tense: I/ you/ they/ we/ he/ she/ it (will have been)

The three principal parts of verbs: Present, Past, and Past Participle.

a) The Present is used by itself for the present tense.

I *jump*.

I *eat*

b) And with helping verb *will* for the future tense

I will *jump*.

I will *eat*.

c) The Past is used for the past tense

I *jumped*.

I *ate*.

 The Past participle is used with the verb *have (has, had)* to form perfect tenses

1) Present perfect

   I have *jumped*.

   I have *eaten*.

2) Past perfect

   I had *jumped*.

   I had *eaten*.

3) Future perfect

   I will *have jumped*.

   I will *have eaten*.

   English regular and irregular verbs

Most English verbs are regular. Regular verbs just add d and ed when they change principal parts from the present to the past to the past participle.

   I *learn* English now. (present)

   I *learned* English last year. (past)

   I a short time she has learned English well. (past participle)

Irregular Verbs form their past tenses and past participles in unpredictable ways. There are some patterns among them (*blow-blew, know-knew,...*), (*spring-sprang, drink-drank,...*) but it is not always easy to apply these patterns. The only way to learn irregular verbs is to memorize them.

c. Adjective

Adjectives is word that described a noun.

e.g. green in garden grass.

A word used to describe or qualify noun is known as an adjective.

Example:

Telugu is a regional language

Pedmaja is a beautiful girl

I read a historical novel

There are two types uses of every adjective namely.

1. Attributive uses, an adjective used with a noun is known as attributive use

Example:

Beautiful girl

Clever student

Fair face

2. Predictive use, an adjective used with a verb is known as adjective use

Example:

They are dead

My father is a live

Dadha' is afraid

d. Adverb

Adverb is a word modify a verb, an adjective or another adverb or used to explain how, where, when, and why an action is performed is know as an adverb

Example:

They lived happily

Anti is very beautiful

She speaks English quite well.[12]

Adverb is market by their ability to appear in utterance final position following a nouns functioning as complement. A few adverbs, mostly those which are identical with adjectives (flat adverbs), use inflectional suffixes –as and –est to form comparative and superlative degrees. According to murthy adverb are divided into eight kinds on the basis of their use:

1. Adverb of manner

An adverb use to show how an action done is known as an adverb of manner. e.g. quickly, bravely, happily, probably, possibly, sadly, clearly, evidently, soundly.

Example:

She dance beautifully

They speak English well

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[12]Masruddin. *Error Analysis*. (Stain Palopo: Penerbit LPS Press, 2009), p. 60.

2. Adverb of place

An adverb used to show where an action done is known as an adverb of place.

e.g. here, up, down, away, every, by, in, out, above, below, near.

Example:

She went away

He lives near me

3. Adverb of time

An adverb used to show when an action done is known as an adverb of time. e.g. now, the, today, tomorrow, early, soon, still, yet, before ago, often, never, always, again, seldom, sometime.

Example:

We will soon be there

Write today

He has not finished (his breakfast) yet

4) Adverb of frequency

An adverb used to show how often an action is done is known as an adverb of frequency, such as: once, twice, often, never, always, again, seldom, sometimes.

Example:

They sometimes stay up all night.

He can never understand.

5) Adverb of certainly

An adverb used to show definition of the action is known as an adverb of certainly. e.g. certainly, serenely definitely, obviously.

Example:

I shall certainly help me

Ramya is obviously very clever

6) Adverb of degree

An adverb used to show how much or in what degree or to what extent an action is done is known as an adverb of degree, such as: very, rather, fairly, quite, too, almost, hardly, fully, enough, so, altogether, no, pretty, any, party.

Example:

The box is not big enough

I almost ready

7) Interrogative adverb

An adverb use to ask question is know as an interrogative adverb.

e.g. where, when, why, how.

Example:

When do you come?

How long will you stay in Delhi?

Where did you go yesterday?

8) Relative adverb

An adverb used to relate two clauses or statement is known as an relative adverb.

e.g. where, when, why.

Example:

I did not you where she had gone.

Do you know when Hehi come here

I do not now why ika went to canada[13]

C. *Mnemonic Technique*

1. Definition of Mnemonic

Mnemonic is any learning technique that aids information retention. Mnemonics aim to translate information into a form that the human brain can retain better than its original form. Even the process of applying this conversion might already aid the transfer of information to long-term memory. Commonly encountered mnemonics are often for lists and in form, such as short poems, , or memorable phrases, but mnemonics can also be for other types of information and in or forms. Their use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, sexual, humorous, or otherwise 'relatable' information, rather than more abstract or impersonal forms of information.

Mnemonic strategy is a strategy that helps to organize the information that reaches working memory, so the information is more easily matched with a long-term scheme.

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[13]Ibid., p. 61-64

Before explaining in more detail the mnemonic strategy beforehand we know about memory. Memory is a mental process that includes encoding, storage and recall of Information and knowledge are all centered in the brain.[14]

The word *mnemonic* is derived from word μνημονικός (*mnēmonikos*), meaning "of memory" and is related to ("remembrance"), the name of the goddess in. Both of these words are derived from μνήμη (*mnēmē*), "remembrance, memory Mnemonics in antiquity were most often considered in the context of what is today known as the.

Mnemonic systems are special techniques or strategies consciously used to improve memory, it helps employ information already stored in long-term memory to make memorization an easier task.

a) Application of Mnemonics

Are used for an wider range of different purposes. The most commonly used mnemonics are those for lists, numerical sequences, and foreign-language acquisition.

A common mnemonic for remembering lists is to create an easily remembered acronym, or taking each of the initial letters of the list members, create a memorable phrase in which the words with the same acronym as the material. Anyone can create their own mnemonics to aid the memorization of novel material.

b) For Numerical Sequences

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[14] Akmal.Online:http://akmal-mr.blogspot.com/2011/03/strategi-belajar-mnemonic.html. Accessed on November, 20th 2013.

Mnemonic phrases or poems can be used to encode numeric sequences by various methods, one common one is to create a new phrase in which the number of letters in each word represents the according digit of pi. For example, the first 15 digits of the mathematical constant can be encoded as "Now I need a drink, alcoholic of course, after the heavy lectures involving quantum mechanics"; "Now", having 3 letters, represents the first number, 3. Is the practice dedicated to creating mnemonics for pi.

c)   For Foreign-Language Acquisition

Mnemonics can be helpful in learning foreign languages, for example by transposing difficult foreign words with words in a language the learner knows already. A useful such technique is to find, words that have the same pronunciation in a known language as the target word, and associate them visually or auditor ally with the target word.

For example, in trying to assist the learner to remember *oh hell,* the word for *tent*, the memorable sentence "*Oh hell*, there's a raccoon in my *tent*" can be used. Also in Hebrew, a way to remember the word, bay it (bay- it), meaning house, one can use the sentence "that's a lovely house, I'd like to bay it."

Another technique is for learners of to associate their of words with a color that matches the gender in the target language. An example here is to remember the Spanish word for "foot", *pie*, with the image of a foot stepping on a pie which then spills blue filling (blue representing the male gender of the noun in this example).

d) Effectiveness

Academic study of the use of mnemonics has shown their effectiveness. In one such experiment, subjects of different ages who applied mnemonic techniques to learn novel vocabulary outperformed control groups that applied contextual learning and free-learning styles.

Mnemonics vary in effectiveness for several groups ranging from young children to the elderly. Mnemonic learning strategies require time and resources by educators to develop creative and effective devices. The most simple and creative mnemonic devices usually are the most effective for teaching. In the classroom, mnemonic devices must be used at the appropriate time in the instructional sequence to achieve its maximum effectiveness. Mnemonics were seen to be more effective for groups of people who struggled with or had weak long term memory like the elderly community. Overall, there was no significant difference between word recall prior to training and that exhibited at follow-up. This greatly contrasts with a study where the results showed from surveys done by medical students that approximately only 20% frequently used mnemonic acronyms.

Studies have suggested that of adult humans can hold only a limited number of items; grouping items into larger chunks such as in a mnemonic might be part of what permits the brain to hold a larger total amount of information in short-term memory, which in turn can aid the creation of long-term memories.[15]

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[15] Wikipedia. Online: <Http:/en Wikipedia.org/wiki/mnemonic.com> Accessed on February, 20th 2013.

2. How to Teach by Mnemonic Technique

For minds both young and old, integrating new information into permanent memory banks often proves challenging. If you are seeking a way to improve your pupil's abilities commit information to memory, consider mnemonics to use. Mnemonics is a system of memory enhancing tools that allow learners to better keep novel pieces of information in their mind, improve their overall learning abilities and allow them to make information acquisition a bit easier.

a. Teach your students acronyms as memory tools. When most people think of mnemonics, their minds immediately turn to acronym-style options such as HOMES, an acronym that is repsentative of the great lakes, Huron, Ontario, Michigan, Erie, and Superior.

b. Provide students with helpful memory phrases. Phrases that prove easy to remember can also be an easy way to commit information of importance to memory. Most notably, "Please excuse my dear Aunt Sally" is a phrase to which math learners have turned for years to remember the order of operations: parenthesis, exponents, multiply, divide, add and subtract.

c. Give students keywords to relate to other terms. Select a keyword that you can relate to the word you are trying to teach. The meaning of this keyword does not have to relate directly to the meaning of the word you are presenting but it should in some way relate. For example, as The Access Center recommends, teachers could connect the word "car" to the word "carline". Teachers would choose this word because it sounds similar to the word they are trying to teach.

d. Scaffold students' mnemonic learning. Regardless of which mnemonic type you use, you should scaffold the instruction by providing students gradually less support as they learn the mnemonics. For example, start by repeating the mnemonics regularly, providing clear support for the learners. As the learners become familiar with the mnemonic, pull back your support, giving them only hints as to the mnemonic and its meaning and, in doing so, helping them retain knowledge of the mnemonic for later use.[16]

The four types above are types of mnemonic but the researcher only use one type namely:

Teach your students acronyms as memory tools. When most people think of mnemonics, their minds immediately turn to acronym-style options such as HOMES, an acronym that is repsentative of the great lakes, Huron, Ontario, Michigan, Erie, and Superior.

3. Example of Mnemonic Procedure

The first the researcher gave the vocabulary to the students, then the researcher ask the students to find out the new words from each alphabet, and it is only focus on lexical vocabulary. The example *House* (H=hair, O=old, U=umbrella, S=school, E=evaluation), *Parts of body, Animals, Occupation, and People.*

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[16]Ehow. Online: <http://www.ehow.com/how_8758975_use-mnemonics-teach.htmls>. Accessed on February, 20th 2013

D. *Conceptual Framework*

Vocabulary is very important of language. Without vocabulary we cannot say something if we do not have and memorize vocabulary. Learning vocabulary need a method to easy learning vocabulary, one of method to teaching vocabulary through Mnemonic, and especially through Mnemonic technique.

Mnemonic technique is one of technique make the students learning vocabulary with fun and they feel enjoy when they accept the lesson in class.

Based on the explanation above, the researcher focuses on the improving vocabulary through Mnemonic technique in teaching English vocabulary. In which vocabulary being introduce by using Mnemonic technique. By giving students vocabulary material about noun, for example about *house equipments*, by this word the students asked to find out new word from each alphabet. By using the mnemonic technique to improve the students' vocabulary achievement.

The researcher use Mnemonic technique in teaching vocabulary to the students of senior high school MAN Palopo in 2013/2014 academic year. It is hope Mnemonic can stimulate the students to memorize vocabularies. It can make the students active in the classroom. The purpose of this Mnemonic is to improve the students' vocabulary.

The conceptual framework in this research in shown in the diagram as follows:

```
                    ┌─────────────────────┐
                    │ Teaching Vocabulary │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │     THEMATIC        │
                    └─────────────────────┘
                              │
    ┌──────────┬──────────┬──────────┬──────────┬──────────┐
    ▼          ▼          ▼          ▼          ▼
┌────────┐ ┌────────┐ ┌────────┐ ┌──────────┐ ┌────────┐
│ House  │ │Parts of│ │Animals │ │Occupation│ │ People │
│equipment│ │ body   │ │        │ │          │ │        │
└────────┘ └────────┘ └────────┘ └──────────┘ └────────┘
         \        \       │       /        /
          \        \      │      /        /
                 ┌─────────────────┐
                 │    Mnemonic     │
                 │    technique    │
                 └─────────────────┘
                          │
                 ┌─────────────────┐
                 │Students' Vocabulary│
                 │  achievement    │
                 └─────────────────┘
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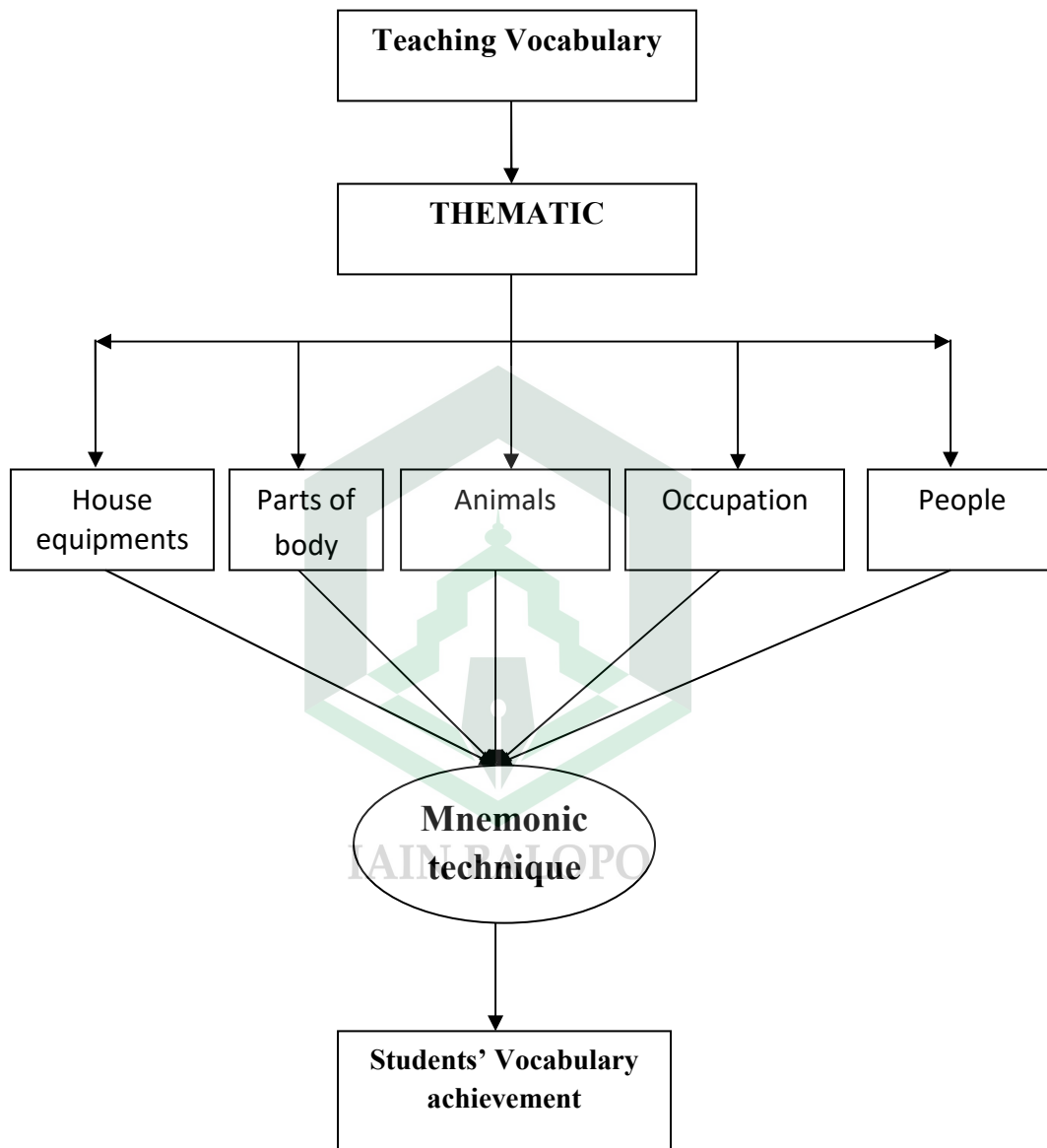
E.   Hypothesis

The statistical hypothesis of this research will be given us as follow:

1.   Null hypothesis (Ho) is comparing hypothesis from alternative hypothesis which tested by the teacher by using statistic. Null hypothesis means students' vocabulary does not improve through Mnemonic technique at the eleventh year students of MAN Palopo.

2.   Alternative hypothesis (Ha) is hypothesis from which formed by the researcher in her research. Alternative hypothesis means students' improve through Mnemonic technique at the eleventh year students of MAN Palopo.
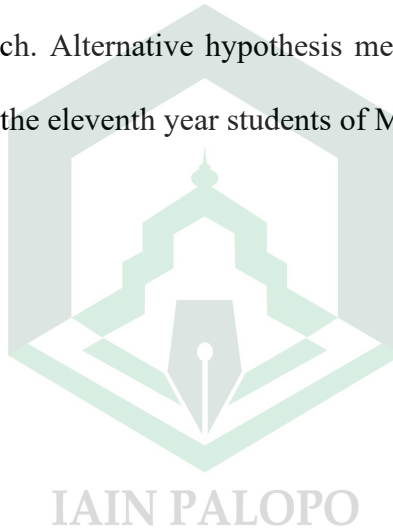
CHAPTER III

RESEARCH METHOD

A. *Method of the Research*

1. Method and Design of Research

This research was Pre-experimental method with the pre-test and post-test method. The design is:

$$O1 \quad X1 \quad O2$$
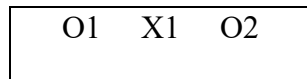
Where:

O1   = Pre-test

O2   = Post-test

X1   = Treatment[1]

B. *Variable of the Research*

This research consists of two variables, namely:

1. Dependent variable is vocabulary of the students increase.

2. Independent variable is teaching vocabulary through Mnemonic technique.

C. *Population and Sample*

1. Population

The population of this research are the elevent year students of MAN Palopo in 2013/2014 academic year. The total member of population is 120 students from six classes.

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[1]Suharsimi, Arikunto. *Procedur suatu penelitian pendekatan praktik.* (Cet. XIII : Jakarta: Renika Cipta, 2006).p. 131.

2. Sample

The technique of this research was purposive sampling. It chose class IPS$_1$ as sample. There were 22 students as sample in this research.

D. Instrument of the Research

1. Test. The research distributes pre-test to the class. It is intended to know the previous knowledge of students in vocabulary before giving treatment. The pre-test consists of 20 items of vocabulary test and it tooks 60 minutes to finish the test.

2. Questionnaire is to find out the students' response in learning vocabulary by using mnemonic technique. Where the researcher gave ten list of statements to be answered by check list strongly, agree, disagree and strongly disagree to get information about the response of the students.

E. Procedure of Collecting Data

The procedure of collecting data as follows:

1. The researcher gave the pre-test which was intended to know the students' vocabulary in English before giving treatment.

2. Giving treatment

a)   The first meeting, the researcher introduced material about vocabulary and how to memorize by using mnemonic technique.

b)   The second meeting, the researcher gave material about *house equipments* by using mnemonic technique by this word. The researcher ask the students to find out the new words from each alphabet, and it only focus on lexical vocabulary. Until the and of the meeting.

c)   The third treatment, the researcher gave material about *parts of body* by using mnemonic technique.

d)   The fourth meeting, the researcher gave material about *animals* by using mnemonic technique.

e)   The fifth meeting, the researcher asked the students to memorize the vocabulary about *occupation* by using mnemonic technique.

f)   The sixth meeting, the researcher asked the students to memorizing the vocabulary about *people* by using mnemonic technique.

3.   The researcher gave post-test. This test was intended to know the achievement of the students' vocabulary after the treatment.

F. Technique of Data Analysis

The data collected through the pre-test and the post-test were analyzed quantitatively. In the relation of this, the researcher used the following formula:

1.   Scoring the Students' answer of pre-test and post-test

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \text{ x } 10$$

2.   Classifying the students' scores by using percentage as cities below:

$$P = \frac{F}{N} \text{ x } 100\%$$

Notes :

P   : Percentage

F_q : The cumulative frequency of subjects

N   : Total number of sample[2]

To know the level of the student's score the following classification were used

a. 8,5 – 10   is classified as excellent

b. 7,0 – 8, is classified as good

c. 5,5 – 6,9 is classified as fairly

d. 4,0 – 5,4 is classified as poor

e. 0,0 – 3,9 is classified as bad[3]

3. Mean score :

$$MD = \frac{\sum X}{N}$$

Where : MD   = Mean difference

$\sum D$ = Total of raw score

N   = Total of number of respondents

4. Standard Deviation

Calculating the standard deviation of written test in pre-test and post-test by using the following formula:

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

Where: SD   = Standard Deviation

$(\sum X_1)$ = The Sum of X_1 Score

[2] Ridwan, *Dasar-dasar Statistika,* (Bandung: Alfabeta, 2003), p. 41.
[3] Oemar Hamalik, *Tekhnik Pengukuran dan Evaluasi Pendidikan,* (Bandung: Mandar Maju, 1989), p. 122.

$$\left(\sum X_1\right)^2 = \text{The square of } X_1$$

n = Total sample

5. Test significance

Calculating the t-test to know the diffrence between the result of pre-test and post-test by using the following formula:

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

Where: t = Test of significance

Md = Mean deviation between pre-test and post-test

$\sum D$ = The mean of difference score

$\sum X^2 d$ = Different deviation and mean deviation

n = Total number of sample

1 = constant number[4]

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[4]Suharsimi Arikunto, *prosedur penelitian: Suatu Pendekatan Baru Dalam Teori Praktek*, (Jakarta: PT Rineka Cipta, 1992), p. 327.

Criteria of hypothesis acceptability

$t_o \geq t_t$: acceptable null hypothesis

$t_o \leq t_t$: unacceptable null hypothesis[5]

in which :

t_o = test of signifigance (t-test)

t_t = level of significance on one tailed test (t-table)

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[5]*Ibid*., p. 91

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts. The first part is finding of data analysis and the second is discussion.

A. Findings

1. Test Analysis

In collecting data, the researcher used test namely pre-test and post-test. Pre-test was given before the treatment and post-test was given after the treatment.

a) The students' Score Obtained through test

Table 1

The score of students' vocabulary in pre-test

Respondent	Correct Answer	Score
R1	4	2
R2	3	1,5
R3	5	2,5
R4	4	2
R5	5	2,5
R6	4	2
R7	2	1
R8	10	5
R9	7	3,5
R10	7	3,5
R11	10	5
R12	7	3,5

R13	6	3
R14	11	5,5
R15	11	5,5
R16	9	4,5
R17	10	5
R18	10	5
R19	6	3
R20	6	3
R21	2	1
R22	12	6

The table above shows that the Eleventh year students of MAN Palopo in answering vocabulary test, there were 1 student got score 6, there were 2 students got score 5,5, there were 4 students got score 5, there were 1 student got score 4,5, there were 3 students got score 3,5, there were 5 students got score 3, there were 2 students got score 2,5, there were 3 students got score 2, there were 2 students got score 1. It means that the score of students in pre-test is very low.

Table 2

Classification of Students' vocabulary score in the Pre-test

Classification	Score	Frequency	Percentage
Excellent	8,5 - 10	-	-
Good	7,0 - 8,4	-	-

Fairly	5,5 – 6,9	3	14%
Poor	4,0 – 5,4	5	23%
Bad	0,0 – 3,9	14	63%
Total		**22**	**100 %**

The table above shows that the criteria and percentage of the students' vocabulary in pre-test, there were none students got "Excellent" category, there were 1 student (4%) got "got" category, there were 3 students (14%) got "fairly" category, there were 3 students (14%) got "poor" category and 14 students (64%) got "bad" category. It means that all the students' vocabulary is still low.

Table 3

Score of the students' vocabulary in the post-test

Respondent	Correct Answer	Score
R1	20	10
R2	20	10
R3	20	10
R4	20	10
R5	15	7,5
R6	20	10
R7	20	10
R8	18	9
R9	16	8
R10	18	9
R11	16	8

R12	20	10
R13	20	10
R14	20	10
R15	20	10
R16	20	10
R17	20	10
R18	17	10
R19	20	10
R20	20	10
R21	20	10
R22	20	10

The table above shows that the Eleventh year students of MAN Palopo in answering vocabulary test, there were 16 students got score 10, there were 2 students got score 9, there were 1 student got score 8,5, there were 2 students got score 8, there were 1 student got score 7,5. It means that the score of students in post-test is highest.

Table 4

Classification of students' vocabulary score in the post-test

Classification	Score	Frequency	Percentage
Excellent	8,5 - 10	16	73%
Good	7,0 - 8,4	6	27%
Fairly	5,5 – 6,9	-	

Poor	4,0 – 5,4	-	
Bad	0,0 – 3,9	-	
Total		**22**	**100 %**

Table above shows that the score of students in pre-test and in the post-test was different, where we can see from the table above that all the students got expected score there were 16 student (73%) got "Excellent" category, there were 6 student (27%) got "good" category, and none of students got " fairly, poor and bad". It means that the score of the students after doing the treatment process during sixth meeting was very significance because the students' score improve from the pre-test to post-test.

Table 5

The score of the students' vocabulary in Pre-test and post-test

No	Pre-Test (X₁)	X₁²	Post-Test (X₂)	X₂2	Deviation D= X₂ – X₁	D²
R1	2	4	10	100	8	64
R2	1,5	2,25	10	100	8,5	72.25
R3	2,5	6,25	10	100	7,5	56,25
R4	2	4	10	100	8	64
R5	2,5	6,25	7,5	56,25	18,75	351.56
R6	2	4	10	100	8	64

R7	1	1	10	100	9	81
R8	5	25	9	81	4	16
R9	3,5	12,25	8	64	4,5	20.25
R10	3,5	12,25	9	81	5,5	30,25
R11	5	25	9	81	4	16
R12	3,5	12,25	10	100	6,5	42,25
R13	3	9	10	100	7	49
R14	5,5	30,25	10	100	4,5	20,25
R15	5,5	30,25	10	100	4,5	20,25
R16	4,5	20,25	10	100	5,5	30,25
R17	5	25	10	100	5	25
R18	5	25	10	100	5	25
R19	3	9	10	100	7	49
R20	3	9	10	100	7	49
R21	1	1	10	100	9	81
R22	6	36	10	100	4	16
Total	$\sum X_1 = 75.5$	$\sum X_1 2 = $ 309.25	$\sum X_2 = $ 212.5	$\sum X_2 2 = $ 1963.25	$\sum D = 150.75$	$\sum D^2 = $ 1242.5

The table above shows that $\sum X_1 = 75,5$, $\sum X_1 2 = 309,25$, $\sum X_2 = 212,25$, $\sum X_2 2 = 1963,25$, $\sum D = 150,75$, $\sum D^2 = 1242,5$. The next findings are the mean score of pre-

test (X_1) and post-test (X_2) , the difference of standard deviatin between variable X_1 and variable X_2 as follows:

b) Looking for mean score of the students in pre-test and post-test

1. Mean score of pre test (X_1) :

$$M = \frac{\Sigma X_1}{N}$$

$$M = \frac{75,5}{22}$$

$$M = 3,4$$

2. Mean score of post-test (X_2) :

$$M = \frac{\Sigma X_2}{N}$$

$$M = \frac{212,5}{22}$$

$$M = 9,6$$
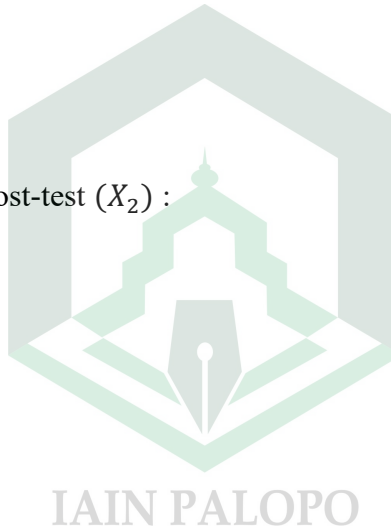
Table 6

The Students' Mean Score

Component	Pre-Test	Post-Test
Mean	3.4	9.6

The table above indicates that the mean score of students in the post-test was very different with their mean in the post-test > pre-test = 9,6 > 3,4.

c) Standard Deviation of pre-test

1. Standard deviation of Pre-Test

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

$$SD = \sqrt{\frac{22(75.5)^2 - (75.5)^2}{22(22-1)}}$$

$$SD = \sqrt{\frac{22(5700) - (5700)}{22(21)}}$$

$$SD = \sqrt{\frac{125400 - 5700}{462}}$$

$$SD = \sqrt{\frac{119700}{462}}$$

$$SD = \sqrt{259}$$

$$SD = 16.09$$
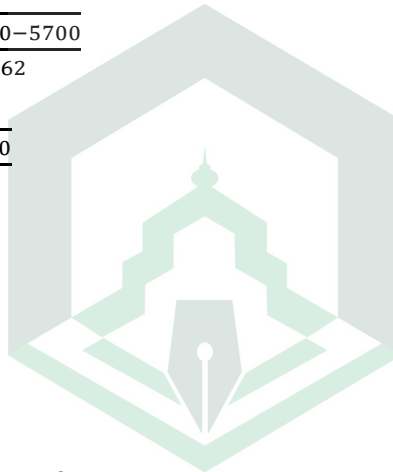
2. Standard deviation of Post-Test

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

$$SD = \sqrt{\frac{22(212.5)^2 - (212.5)^2}{22(22-1)}}$$

$$SD = \sqrt{\frac{22(45156) - (45156)}{22(21)}}$$

$$SD = \sqrt{\frac{993432 - 45156}{462}}$$

$$SD = \sqrt{\frac{948276}{462}}$$

$$SD = \sqrt{2052}$$

$$SD = 42.29$$

Table 7

Standard Deviation

Component	Pre-Test	Post-Test
Standard Deviation	16.09	42.29

The table above shows that standard deviation of pre-test lower than post-test, where standard deviation of pre-test 16.09 and post-test 42.29. It shows a different although not very big.

d) Test of significance

After finding the mean score and standard deviation of pre-test and post-test, the next finding is test of significance as follows :

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

$$\sum X^2 d = \sum D^2 - \frac{(\sum D)^2}{N}$$

$$\sum X^2 d = 1242.5 - \frac{(150.75)^2}{22}$$

$$\sum X^2 d = 1242.5 - \frac{(22725)}{22}$$

$$\sum X^2 d \qquad = 1242.5 - 1032$$

$$\sum X^2 d \qquad = 210.5$$

$$\text{Md} = \frac{\sum D}{N} = \frac{150.75}{22}$$

$$\text{Md} = 6.8$$

$$t \qquad = \frac{6.8}{\sqrt{\frac{210.5}{22(22-1)}}}$$

$$t \qquad = \frac{6.8}{\sqrt{\frac{210.5}{22(21)}}}$$

$$t \qquad = \frac{6.8}{\sqrt{0.45}}$$

$$t \qquad = \frac{6.8}{0.64}$$

$$t \qquad = 10.65$$

Table 8

t-Test and t-Table Value

Component	t-Table	t-Test
t-value	2,080	10,65

The table above, shows that the result of t-test was greater than the result of t-table (2.080 < 10.65), the data indicates that the students' vocabulary in senior high school of MAN Palopo was improved.

2   The Analysis of Questionnaire

Based on the variable of questions about card guessing game, the researcher explains in each variable and shows at the following tables:

Table 9. Questionnaire No. 1
Using Mnemonic technique improve my motivation in learning vocabulary

No	Item of choice	Frequency	Percentage
1.	Strongly Agree	11	50%
	Agree	11	50%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 11 students (50%) who answer *strongly agree* and there were 11 students (50%) who answer *agree*. It means that using Mnemonic technique improve my motivation in learning vocabulary.

Table 10. Questionnaire No. 2

The used of Mnemonic technique the students can know new vocabulary

No	Item of choice	Frequency	Percentage
2.	Strongly Agree	5	23%
	Agree	17	77%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	22	100%

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 5 students (23%) who answer Strongly agree and there were 17 students (77%) who answer Agree. It means that the used of Mnemonic technique the students can know new vocabulary.

Table 11. Questionnaire No.3

Vocabulary given through Mnemonic technique easier to be understood than conventional way

No	Item of choice	Frequency	Percentage
3.	Strongly Agree	5	23%

	Agree	17	77%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 5 students (23%) who answer *strongly agree* and there were 17 students (77%) who answer *agree*. It means that vocabulary given through Mnemonic technique easier to be understood than conventional way.

Table 12. Questionnaire No. 4
The students were active in the class after learning by using Mnemonic technique

No	Item of choice	Frequency	Percentage
4.	Strongly Agree	7	32%
	Agree	15	68%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 7 students (32%) who answer *strongly agree* and there were 15 students (68%) who answer *agree*. It means that the students were active in the class after learning by using Mnemonic technique.

Table 13. Questionnaire No. 5

The students were more interested in learning vocabulary by using Mnemonic technique than the others technique

No	Item of choice	Frequency	Percentage
5.	Strongly Agree	**4**	**18%**
	Agree	**18**	**82%**
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 4 students (18%) who answer *strongly agree* and there were 18 students (82%) who answer *agree*. It means that the students were more interested in learning vocabulary by using Mnemonic technique than the others technique.

Table 14. Questionnaire No. 6

The learning vocabulary more improve after learning by using Mnemonic technique

No	Item of choice	Frequency	Percentage
6.	Strongly Agree	5	23%
	Agree	17	77%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	22	100%

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 5 students (23%) who answer *strongly agree* and there were 17 students (77%) who answer *agree.* . It means that the learning vocabulary more improve after learning by using Mnemonic technique.

Table 15. Questionnaire No. 7

Mnemonic technique is better used by the teacher in teaching vocabulary everyday

No	Item of choice	Frequency	Percentage
7.	Strongly Agree	6	27%
	Agree	16	73%

	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 6 students (27%) who answer *strongly agree* and there were 16 students (73%) who answer *agree*. It means that Mnemonic technique is better used the teacher in teaching vocabulary every day.

Table 16. Questionnaire No. 8

Learning vocabulary by Mnemonic technique is relax and enjoyable

No	Item of choice	Frequency	Percentage
8.	Strongly Agree	2	9%
	Agree	20	91%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 2 students (9%) who answer *strongly agree* and there were 20 students (91%) who answer *agree*. It means that learning vocabulary by Mnemonic technique is relax and enjoyable.

Table 17. Questionnaire No. 9

The technique used by the researcher was good to develop vocabulary

No	Item of choice	Frequency	Percentage
9.	Strongly Agree	5	23%
	Agree	17	77%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 5 students (23%) who answer *strongly agree* and there were 17 students (77%) who answer *agree.* It means that the technique used by the researcher was good to develop vocabulary.

Table 18. Questionnaire No. 10

It is interesting to learn vocabulary by using Mnemonic technique

No	Item of choice	Frequency	Percentage
10.	Strongly Agree	17	77%
	Agree	5	23%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	**22**	**100%**

Base on the table above indicates that the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. From the answer of respondents there were 17 students (77%) who answer *strongly agree* and there were 5 students (23%) who answer *agree.* It means that it is interesting to learn vocabulary by using Mnemonic technique.

B. Discussions

1. Test Analysis

Based on the result above shows that Mnemonic Technique can improve students' vocabulary. It can be seen on the table before and after treatment (different result between pre-test and post test).

The table 6, shows that the mean score of students in pre-test is 3,4 and in the post-test rise become 9,6. It is also seen in the table 2, where in the pre-test, all

students taken as sample in this research got *unexpected* score, it shows that there were 14 (63%) students got *bad* score, there were 5 (23%) students got poor score, there were 3 (14%) students got *fair* score . The mean score of pre test was 3,4, it means that the students' vocabulary was still low, some of example the students' wrong in matching the words *is " forehead is angsa" pillow is sapu" " chest is pipi" leader is pemilik" goose is onta"* While in the post-test (after doing the treatment process) was changed, there were the students got expected score, the table 4. Above shows that there were 6 (27%) students got *good* score, there were 16 (73%) students got *excellent* score.the mean score was 9.6, Some of example the students' right answer in post test was ashtray is asbak" spoon is sendok" elephant is gajah" lawyer is pengacara" frog is katak" bricklayer is tukang batu" based on the result in post test the researcher concluded that the students' vocabulary increased and mnemonic technique is effective to improve students' vocabulary.

It means that after doing the treatment during sixth meetings, the students' vocabulary improved through mnemonic technique at the eleventh year students of MAN Palopo. This improvment is proved by calculating the difference of both tests (pre-test and post-test) by using t-test anaysis, where the result of t-test value is 10,65. The value is greater than t-table value (2,080) for $\alpha = 0,05$ level of significance and the degree of freedom (21).

Based on the discussion above, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary improved through mnemonic technique at the eleventh year students of MAN Palopo.

Some of theories which say that the students' vocabularies can be increased through Mnemonic technique.

According to Bulgren, J.A., Deshler, D.D.,& Schumaker, J.B. (1997). Use of a recall enhancement routine and strategies in inclusive secondary classes Students in secondary classrooms have to learn large amounts of material. In order to do so they need to be taught, not only course content, but strategies for learning the material so that they can become better independent learners. One such strategy is the use of mnemonic devices to improve recall. Research has shown that the use of these devices improves comprehension. One mnemonic strategy, the recall enhancement routine, is based on an approach focusing on meeting learning needs for all students and teaching them content area information. Mnemonic strategies include keywords, picturing, acronyms, rhymes, mental images.[1]

According to Dennis Congos, Mnemonics are memory devices that help learners recall larger pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phases, etc. We knew back in 1967 from a study by Gerald R. Miller that mnemonics increased recall. He found that students who regularly used mnemonic devices increased test scores up to 77%.[2]

The theory is correlated to the research result which was done by researcher by looking the data. Looking at result of data analysis, the researcher presents

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[1]Bulgren, J.A., Deshler, D.D.,& Schumaker, J.B. *Use of a recall enhancement routine and strategies in inclusive secondary classes* .(Iran : Research and Practice, 1997).p. 208.

[2] Dennis Congos, *Learning Disabilities* (Florida : University of Central Florida, 1988).p.143.

discussion of data given to the students. Based on the pre-test the students have good vocabulary of English by mean score 3.4 and after they were taught Mnemonic technique, the students' achievement increase by mean score 9.6. Based on the result of post-test, it means that the total score between the result of pre-test are significantly different.

2. Questionnaire Analysis

The questionnaires related to the students' responses in learning vocabulary showed at the following table:

The first item, questionnaire. "Using Mnemonic technique improve my motivation in learning vocabulary. " The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 11 students (50%) who answer Strongly agree and there were 11 students (50%) who answer Agree. It means that using Mnemonic technique improve my motivation in learning vocabulary.

The second item, questionnaire. "The used of Mnemonic technique the students can know new vocabulary'' The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 5 students (23%) who answer Strongly agree and there were 17 students (77%) who answer Agree. It means that the used of Mnemonic technique the students can know new vocabulary.

The third item, questionnaire. "Vocabulary given through Mnemonic technique easier to be understood than conventional way" The data above shows that with used Mnemonic technique the students can know new vocabulary, where there

were 5 students (23%) who answer Strongly agree and there were 17 students (77%) who answer Agree. It means that vocabulary given through Mnemonic technique easier to be understood than conventional way.

The fourth item, questionnaire. "The students were active in the class after learning by using Mnemonic technique. " The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 7 students (32%) who answer Strongly agree and there were 15 students (68%) who answer Agree. It means that the students were active in the class after learning by using Mnemonic technique.

The fifth item, questionnaire. "The students were more interested in learning vocabulary by using Mnemonic technique than the others technique. " the data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 4 students (18%) who answer strongly agree and there were 18 students (82%) who answer agree. It means that, The students were more interested in learning vocabulary by using Mnemonic technique than the others technique.

The sixth item, questionnaire. "The learning vocabulary more improve after learning by using Mnemonic technique. "The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 5 students (23%) who answer Strongly agree and there were 17 students (77%) who answer Agree. It means that, The learning vocabulary more improve after learning by using Mnemonic technique.

The seventh item, questionnaire. "Mnemonic technique is better used the teacher in teaching vocabulary everyday" The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 6 students (27%) who answer Strongly agree and there were 16 students (73%) who answer Agree. It means that, Mnemonic technique is better used the teacher in teaching vocabulary every day.

The eighth item, questionnaire. "Learning vocabulary by Mnemonic technique is relax and enjoyable. "The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 2 students (9%) who answer Strongly agree and there were 20 students (91%) who answer Agree. It means that, Learning vocabulary by Mnemonic technique is relax and enjoyable.

The ninth item, questionnaire. "The technique used by the researcher was good to develop vocabulary. "The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 5 students (23%) who answer Strongly agree and there were 17 students (77%) who answer Agree. It means that, The technique used by the researcher was good to develop vocabulary.

The tenth item, questionnaire. "It is interesting to learn vocabulary by using Mnemonic technique. "The data above shows that with used Mnemonic technique the students can know new vocabulary, where there were 17 students (77%) who answer Strongly agree and there were 5 students (23%) who answer Agree. It means that, It is interesting to learn vocabulary by using Mnemonic technique.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter was presented in two sections they were conclusion and suggestion.

A. *Conclusions*

1. Based on the result of data analysis in the previous chapter, the researcher would like to conclude that the students' vocabulary improved through Mnemonic technique at the eleventh year students of Madrasah aliyah negeri (MAN) Palopo in 2013/1014 academic years. This development is proved by calculating the difference of both test (pre-test and post-test) by using t-test analysis, where the result of t-test value is 10,65. The value is greater than t-table value (2,080) for $\alpha = 0,05$ level of significance and the degree of freedom (21) or value of t-test > value of t-table or 10,65 > 2,080. So, rejected. It can be said that the students in post-test was greater than pre-test or pre-test or 9,6 > 3,4.

It means, null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So, it can be said that the students' vocabulary improved through Mnemonic technique at the eleventh year students of MAN Palopo.

2. Based the students' response in the questionnaire proved that students have positive response about the use of mnemonic technique in learning vocabulary.

B. *Suggestions*

Having concluded the result of this research, the research further suggests some points as follows:

1. English teachers are suggested to use Mnemonic to teach vocabulary.

2. Students could use Mnemonic to improve their vocabulary mastery as it can help them to increase the words effectively.

3. The teacher should provide fun and enjoyable situation in order that the students are not boring.

Pos-test

Name :
Class :

Jodohkanlah kalimat di bawah ini sesuai dengan artinya..!

|			
1.	Broom	1.	Dahi
2.	Bucket	2.	Dada
3.	Stove	3.	Angsa
4.	Pillow	4.	Laba-laba
5.	Forehead	5.	Sapu
6.	Cheek	6.	Tukang kayu
7.	Knee	7.	Bantal
8.	Chest	8.	Onta
9.	Goose	9.	Timba
10.	Camel	10.	Dosen
11.	Spider	11.	Tamu
12.	Worm	12.	Pemilik
13.	Carpenter	13.	Kompor
14.	Butcher	14.	Lutut
15.	Lecturer	15.	Hakim
16.	Instructor	16.	Pemimpin
17.	Judge	17.	Pengajar
18.	Guest	18.	Pipi
19.	Leader	19.	Cacing
20.	Owner	20.	Tukang daging

Pos-test

Name :
Class :

Jodohkanlah kalimat di bawah ini sesuai dengan artinya..!

1.	Ashtray	1.	Penipu
2.	Fan	2.	Tukang pos
3.	Spoon	3.	Katak
4.	Plate	4.	Dagu
5.	Neck	5.	Serigala
6.	Palm	6.	Kuli
7.	Chin	7.	Pembohong
8.	Heel	8.	Asbak
9.	Insect	9.	Kipas
10.	Frog	10.	Leher
11.	Elephant	11.	Tukang batu
12.	Wolf	12.	Pengungsi
13.	Porter	13.	Serangga
14.	Priest	14.	Pengacara
15.	Fisherman	15.	Piring
16.	Bricklayer	16.	Betis
17.	Cheater	17.	Sendok
18.	Lawyer	18.	Telapak tangan
19.	Liar	19.	Gajah
20.	Refugee	20.	Nelayan
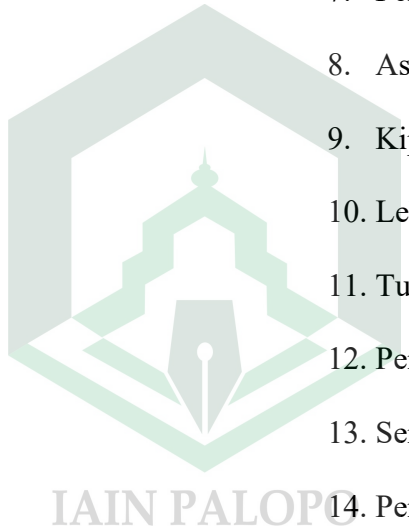
APPENDIX

APPENDIX I

Lesson plan

School : MAN PALOPO

Grade/ semester : XI / I

Subject : English

Time Allocation : 45 minutes

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their knowlagne about vocabulary to follow the teaching and learning process.	Assalamu 'alaikum. Well, my name is Mirdayanti You can call me Mirda….	5 min
2.	Studying the	Giving explanation about	Giving explanation	15

	lesson	Mnemonic technique	about the topic of the material	min
3.	Test	The researcher gives the students some questions.	The researcher give some question about Mnemonic technique	15 min
4.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions about the course and closing the meeting.	10 min

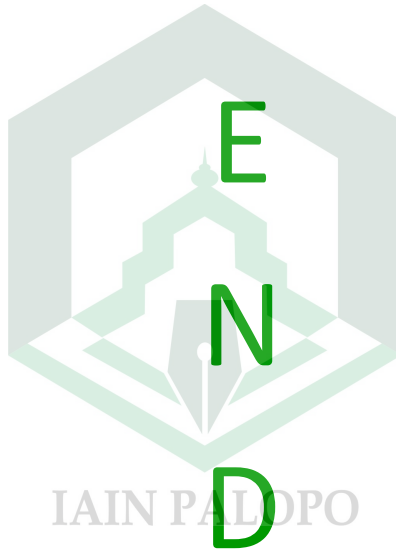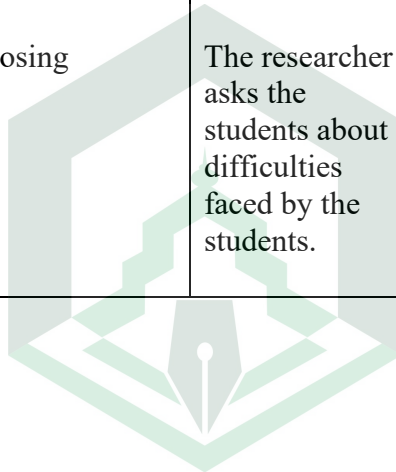**APPENDIX II**

Lesson plan

School   : MAN PALOPO

Grade/ semester : XI / I

Subject   : English

Time Allocation : 45 minutes

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Memorizing the vocabulary about *house equipment*	The research gives material about *house equipment* by using mnemonic technique.	Giving explanation about the material	30 min
2.	Test	The researcher gives the students	The researcher asks the students to	10 min

		some questions	memorize the vocabulary with *house equipment*	
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about tthe topic and closing the meeting.	5 min

IAIN PALOPO

Lesson plan

School   : MAN PALOPO

Grade/ semester   : XI / I

Subject   : English

Time Allocation   : 45 minutes

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Momorizing the vocabulary about *part of body*	The researcher will explain about how to Momorizing the vocabulary about part of body by using mnemonic technique.	Giving explanation about the material	35 min
2.	Test	The researcher gives the students	The researcher asks the students to	15 min

		some questions	memorizing the vocabulary about part of body	
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the topic and closing the meeting.	5 min

Lesson plan

School   : MAN PALOPO

Grade/ semester   : XI / I

Subject   : English

Time Allocation   : 45 minutes

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Memorize vocabulary about *animals*	The researcher will explain how to memorizing vocabulary about animals by using mnemonic technique.	Giving explanation about the material	35 min
2.	Test	The researcher gives the students some	The researcher asks the students to memorizing vocabulary	15 min

		questions	about animals	
3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about the topic and closing the meeting.	5 min

Lesson plan

School   : MAN PALOPO

Grade/ semester   : XI / I

Subject   : English

Time Allocation   : 45 minutes

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Memorize the vocabulary about *occupation* by using mnemonic technique.	The researcher will explain occupation of the material	Giving explanation about the material	20 min
2.	Test	The researcher gives the students some questions	The researcher practice the material	20 min

3.	Closing	The researcher asks the students about difficulties faced by the students.	Giving some suggestions to the students about tthe topic and closing the meeting.	5 min

APPENDIX VI

Lesson plan

School   : MAN PALOPO

Grade/ semester   : XI / I

Subject   : English

Time Allocation   : 45 minutes

TEACHING LEARNING ACTIVITIES

NO	Materi/Subject	Activities	Procedure	Time
1.	Memorize the vocabulary about *people* by using mnemonic technique.	The researcher will explain all of the material	Giving explanation about the material	20 min
2.	Test	The researcher gives the students some	The researcher practice the material	35 min

		questions		
3.	Closing	The research tell the students that this is the last meeting for them	Say thank's to the students	10 min

Questionnaire

Daftar pertanyaan ini bertujuan untuk mengumpulkan data tentang peranan tekhnik mnemonic dalam meningkatkan penguasaan siswa pada kosakata dalam bahasa inggris. Untuk itu siswa yang diteliti diharapkan memberikan jawaban yang sejujur-jujurnya sehingga hasil penelitian dapat diperoleh dengan baik. Kejujuran dan kesungguhan siswa yang diteliti merupakan sumbangan dalam peneliyian ini. Atas partisipasinya diucapkan banyak terima kasih.

IDENTITAS RESPONDEN

Nama   :

Nis   :

Kelas/Semester :

Cara mengerjakan

1. Bacalah dengan teliti sebelum mengerjakan
2. Pilih salah satu yang sesuai dengan keadaan anda
3. Berikan tanda (x) pada huruf pilihan anda
4. Jawablah dengan objectif (sesuai keadaan anda)
5. Terima kasih atas kesediaan anda mengerjakan angket ini dengan jujur.

PERTANYAAN

1. Menggunakan tekhnik mnemonic meningkatkan motivasi saya dalam belajar *vocabulary.*
   a. Sangat Setuju   c. Tidak setuju
   b. Setuju   d. Sangat tidak setuju

2. Dengan menggunakan tekhnik mnemonic siswa dapat mengetahui banyak *vocabulary* baru.

   a. Sangat setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

3. *Vocabulary* yang diberikan oleh guru dengan menggunakan *tekhnik mnemonic* lebih mudah dimengerti daripada belajar dengan cara biasa.

   a. Sangat setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

4. Setelah belajar dengan menggunakan *tekhnik mnemonic* siswa aktif di dalam kelas.

   a. Sangat setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

5. Siswa lebih tertarik belajar *vocabulary* dengan menggunakan *tekhnik mnemonic* daripada metode yang lain.

   a. Sangat Setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

6. Setelah mengikuti pelajaran *vocabulary* melalui metode *tekhnik mnemonic*, vocabulary saya meningkat.

   a. Sangat Setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

7. Sebaiknya *tekhnik mnemonic* digunakan oleh guru dalam mengajar setiap hari.

   c. Sangat Setuju   c. Tidak setuju

   d. Setuju   d. Sangat tidak setuju

8. Belajar *vocabulary* dengan menggunakan *tekhnik mnemonic* lebih relax dan menyenangkan.

   a. Sangat Setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

9. Technique yang dipakai mahasiswa peneliti dalam mengajar sangat bagus dalam meningkatkan *vocabulary*.

   a. Sangat Setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju

10. Belajar *vocabulary* sangat menarik dengan menggunakan *tekhnik mnemonic*.

   a. Sangat Setuju   c. Tidak setuju

   b. Setuju   d. Sangat tidak setuju
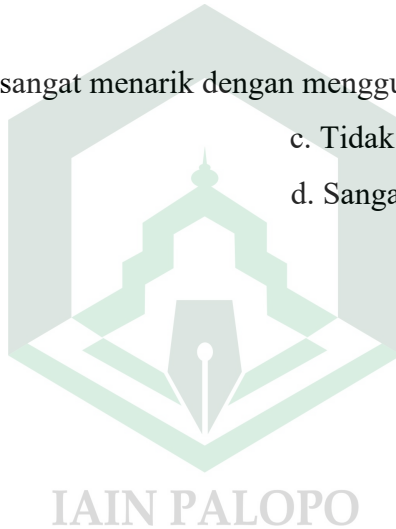
AUTOBIOGRAPHY

Mirdayanti was born on November 25th ,1990 in Mangkaluk

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