THE EFFECTIVENESS OF MNEMONIC DEVICES IN VOCABULARY LEARNING PROCESS
(a Pre Experimental Study at The fifth Grade of SDN BABAKAN 1)

“A SKRIPSI”
Presented to the Faculty of Tarbiya and Teachers Training In a Partial Fulfillment of the Requirements for the Degree of “Sarjana” Strata I (SI)

By:
INA ROSDIANA
NIM. 10301402697

ENGLISH DEPARTMENT
THE FACULTY OF TARBIYA AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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By:
INA ROSDIANA
NIM. 10301402697

Approved by
Advisor:
Drs. A.M. Zaenuri, M. Pd
NIP. 150 188 518

ENGLISH DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
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ABSTRACT


In kurikulum tingkat satuan pelajaran (KTSP) as present curriculum in Indonesia, vocabulary has urgent role in supporting language skills. One of the real cases of the problem in implementation process of this program can be seen the case in SDN Babakan II. In this Elementary school, even though English teaching Subject has been being carried out since the implementation of UU NO 20 Th 2003 pasal 37 ayat 1 about the standard of national education, it has not satisfying result. The vocabulary development with variety or alternative ways is needed. Because, those findings have serious consequences for students in English learning, especially in vocabulary mastery. Some problems of the students in learning vocabulary process are; first, it is caused by in effectiveness of learning vocabulary strategy, which is chosen by the teacher. Second, it is caused by the student who always forgets their new vocabulary. One of the strategies often the used to help language learners learn vocabulary is mnemonic devices. The major purpose of this technique is to enhance the memory, and it is usually used for the students with disabilities.
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All praises be to Allah SWT, lord of the worlds, the almighty God for His blessing, guidance, help me and love. Peace, blessing and mercy of Allah be upon prophet Muhammad SAW, his Family, his companions, and his followers.

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The Writer
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A. Background of Study

In this last decade, English holds important roles in almost global communication process. It is based on its big contribution in cross-cultural communication built internationally among the people from different cultures, countries and nationalizes. In almost communication process involving two or more peoples, English always becomes a connecting language that enhances them completeness and shares ideas each other. In addition, it also holds important roles in almost every important aspect of life. In the field of education for instance, this international language always helps students around the world communicate their ideas, catch and understand knowledge. It is because almost sources of knowledge and books are presented in English. In short, English is one of the most essential global communication tools in the global community that help people make easier around the world to undertake their process of life.

Realizing the importance of English above, Indonesian government establishes a policy that obliges educational institution in the elementary level to include English as new teaching subject given in this level. This policy itself was established through “The law number 20, 2003 article 37 verse 1” about the standard of our national education: “curriculum of basic and elementary education most consist of: a. Religious Education b. Civic Education c. Language d. Math e. Natural Science Education f. Social Knowledge g. Art and Culture h. Physic
and Sport Education. Life Skill and j. Local Content”. The aim is to introduce English to the students in the early age in order to make them become more aware of the importance of English. It is meant to build their Basic English understanding and ability so that they can understand more about English and use it in their learning activity. In Broader scope the theories are specifically intended to increase the quality of human resources so that Indonesian people are able to take part in tight global competition.

However, after being established by our government for about more than four years, there are still many obstacles encountered in this implementation process that does not make this program be maximally carried out. This fact is stated by Murdjito in one symposium “Pembelajaran Bahasa Inggris Untuk Sekolah Dasar” held in Bumiakarsa Hotel. In that symposium, he stated that even though English teaching subjects has been established as one of teaching subject in elementary school, but the result has not been satisfying. Whereas, from the concrete examples, the unsatisfying result of that program can be seen from the weakness of English ability owned by almost all of our students in either junior high school or senior high school level as the impact of the English learning failure in their primary level.

One of the real cases of the problems in implementation process of this program can be seen from the case in Elementary school. Even though English teaching subject has been being carried out since the implementation of “The Law of number 20, 2003 article 37 verse 1” about the standard of national education, it has not given satisfying result. English students’ abilities and achievement in this elementary school is still low. It is known from the students writes when the writer conducted observation of English teaching learning process. In that process, she observed the students learn English passively took part in that English and

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teaching learning activity. They look so confused of the subject teaching what has been explained by their teacher.

There are some problems occurring teaching English in Elementary school. One of them as what is stated by Firmanto. Students’ passive participation and low achievement in English mastery due to their minimum vocabulary mastery as the impact of monotonous of language process implemented in their class. This monotonous of language teaching process and makes them easily get bored and forget vocabulary they have just learned from their language learning process. Finally, this problem makes students in the elementary school fail in their English learning vocabulary because this element of language as what have been stated by Nunan. One of the most fundamental requirements in a second language acquisition process, so the students will be unable to use the structure and function they may have learned without vocabulary for comprehensible communication. Broadly, a language learner will not be able to communicate well without having enough vocabulary in their language use process.

From the problems above, it is important for language teachers to find for the effective strategy to help their students learn English vocabulary effectively. This strategy is not only intended to give them practical guidance about the easiest strategy to learn vocabulary but it also makes their English learning process becomes more interesting, comfortable and memorable for the students in this level. And the last, this strategy can help them remember vocabulary presented by the teacher in their memory better. One of the strategies often used to help language learners learn vocabulary is mnemonic devices. It is memory enhancing instructional strategy used to enhance the storage and recall of the information contained in memory. The use of this strategy is intended to enhance

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language learner in the elementary level store and recall vocabulary taught to them in their language learning and communication process. It is also intended to make language learner create more effective ways in their vocabulary learning process because this strategy offers its users a way to take in encoding vocabulary learning material so that it will be much easier for them to remember Mastropieeri and Scrugs (1998). By using this technique, it is also hoped that learner will get easily maximizing their memory in order to support their vocabulary learning activity, because this technique emphasizes on the memorization process learner concentration on remembering the image of words become a unique information in order to memorize it easily.

B. Problem of Identification

From the reasons stated in the background above,. There are some questions to be clarified by researcher about the use of mnemonic in vocabulary learning activity. Those questions are:

1. Do mnemonic devices enhance the fifth grade of elementary school students’ SDN Babakan 1 in learning and memorizing vocabulary?
2. Can mnemonic devices influence the fifth grade of elementary school students’ interest in SDN Babakan 1 in their vocabulary learning activity?

C. Objective of Study

This study is intended to find the answer about the effectiveness of mnemonic improving the fifth grade of elementary school students’ memory in SDN Babakan II to learn vocabulary.

D. Limitation of Study

In this research, the problem is constrained by the question about the effectiveness of mnemonic in improving the fifth grade of elementary school students’ memory in SDN Babakan II in learning vocabulary.

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E. Organization of Writing

This Skripsi is systematically divided into four chapters. Chapter one is introduction. It consists of background of study, identification, objective of study, Limitation of Study, instrument, technique of Data collecting, Technique of Data Analysis. And limitation of study, Organization of The Writing.

Chapter Two is Theoritical Framework. It consist of definition of Vocabulary, notion of Vocabulary, Teaching in Vocabulary Level, Types of Vocabulary. And Definition of Mnemonic, Use of Mnemonic in Vocabulary Teaching Learning-Process, Types opf Mnemonic.

Chapter Three is Research Methodology. This chapter will explain about Place and time of Study, Population and sample of the Study, Instrument, Teaching Procedure, Teaching of Data Collecting.

Chapter Four is Research Finding. This chapter will explain about Data description, Analysis of Data and Test of hypothesis.

Chapter Five is the last chapter which the writer tries to give the conclusion and the Suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. VOCABULARY

1. Definition of Vocabulary

Vocabulary is an important element of a language. It is the amount of words that an individual can use in a language use process.\textsuperscript{1} Whereas, Richard and Renandya explain this element of a language as a core component of language that provides much of the basis for how well learners speak, listen and write.\textsuperscript{2} Acquiring vocabulary is a very important tool to master a language. It is impossible to learn a language without vocabulary, as Zimmerman said: Vocabulary is central to language and of critical importance to the typical language learner.\textsuperscript{3} Words may also be difficult to teach because their meaning may change depend on the words they are attached with.\textsuperscript{4}

While from the other perspective, this element of language is defined as the amount of words taught in a foreign language teaching process. Those


\textsuperscript{3} Cherly Boyd Zimmerman, In *Second Language Vocabulary Acquisistion* by James Coady and Thomas Hucky, Cambridge University Press, 1997,.p.5

\textsuperscript{4} Penny Ur. *A Course In language teaching*, Practice and Theory. Cambridge University Press, 1997,. p. 5
words can be in the form of receptive and productive forms. A receptive form of vocabulary refers to the words that students know and understand when they are in context, but they cannot produce them correctly. While, productive vocabulary here means the amount of words that the students understand and use constitutively either in speaking or writing.

As an inference, vocabulary is the amount of words used in spoken and written language which are understood either in meaning or pronunciation that equips language learners with the ability to use language both oral and writer language.

2. Notion of Vocabulary Learning

Notion is an individual conception or impression of something known. Or experienced or imagined. Learning vocabulary is a compulsory phase that is undertaken by a language learner in language learning process. It is a process that involves students not only in understanding to each aspect of this language element explained to them but also in combining memorial language learners to touch the deepest aspect of memorial that help him to create more effective ways to acquire new words and make it last in this capacity for long time and then retrieve it when it is needed in a language use process. Due to the fact above, Waring (2000). And Harmer recommend language teachers not only to teach and to present the meaning of words to their students but also touch the deepest aspect of vocabulary that will enhance language learners use language, such as; its meaning, pronunciation, use, and its grammatical

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function. In addition, this activity should also include memory strategy to help language learners encode new words into their memory.\(^7\)

In its implementation, vocabulary learning process can be categorized into two categories; incidental and intentional vocabulary learning process Hatch and Brown.\(^8\) Incidental vocabulary learning type refers to the type of vocabulary learning which is not specifically designed and planned to learn vocabulary learning activity. The planning can be either the form of words presentation given to the students or strategies used to learn that words. In some cases that teaching vocabulary including second language vocabulary in the early age is beneficial for children. And this activity is really intended to gain new words through the actual vocabulary learning process.

### 3. Teaching Vocabulary

Teaching vocabulary in the early age is an essential step to help children master a language. That is a fundamental step in children is language acquisition. Through enough vocabulary mastery, a child will be able to make combination of words to carry meanings used to convey their intention and attitude to others.\(^9\) The reason is because children have a better innate capacity to develop their vocabulary by using Language Acquisition Device (LAD) that will enhance them vocabulary easier than adults.\(^10\) It is proved with their massive vocabulary growth gained in their early age, in which only in a week they can add 20 to 30 words.\(^11\) He also states that younger learners are better than adult in learning vocabulary because their brain are specially organized to learn language. It makes them easily memorize each words that they learn and

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\(^9\) Nevo in http://www.lookstein.org/online journal.php?id=71


hear from their daily interaction. In addition, their brave characteristic who are always less afraid of making mistakes than older give them more chance so that their accent will be close to the native speakers.

Although many researchers agree that teaching vocabulary in the early age will be much easier than in the adulthood, language teacher should carefully teach this element of the language because based on the finding, there are still some vocabulary leaning activities that still fail to give the children maximum vocabulary acquisition. One of the examples is drawn from the conclusion made by Gnoinska.\textsuperscript{12} Who stated that there are some vocabulary learning activities that make students bored. This situation does not only decrease their motivation and make them fail in the vocabulary learning process but also make them blame their poor memory in memorizing new words presented to them in their learning activity.

That's why teaching vocabulary pattern in this level of age designed as creative as possible. Besides avoiding children's boredom, this strategy is also intended to create comfortable vocabulary learning situation so that they can enjoy their learning activity without being burdened by their learning activity. In addition, they can make it into their memorable vocabulary learning activity that makes all vocabulary learning input give to them.

There are some ways to implement this concept of memorable vocabulary learning activity. Frost offers some strategies, such as; using pictures, interesting context and stories. He explains that by using these strategies, students will get opportunity to practice new vocabulary in personalized and meaningful learning activity. While, Huyen and Nga give another solution to overcome that problem. They try to use games in order to make students vocabulary learning activity become more interesting and memorable.\textsuperscript{13} Waring (2004) offers other strategy. This strategy is popularly known of mnemonic devices. It is a technique that helps language learners

\textsuperscript{12} Http://rip[.lp2rm.net/showarticle.php?arcid=9

\textsuperscript{13} Huyen and Nga in http://www.asian.efljournal.com/dec03sub.un.php
remember better and longer in their vocabulary learning process. It is because mnemonic devices always allow language learners to firmly encode new vocabulary and store it in their memory traces. The key success of mnemonic devices is the interesting association pattern applied in this strategy which always connects foreign words meaning with sound or image of familiar information that have already been stored in memory. It makes vocabulary learning process become more memorable and interesting for the students, as the result, student can easily remember new words they have learned in their vocabulary learning process. In addition, they can enjoy their vocabulary learning activity.

4. Types of Vocabulary

Dealing with the characteristic of the words, vocabulary is divided into two kinds.

1. Active Vocabulary

Active vocabulary refers to item which learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice.\textsuperscript{14} It means that to use the productive vocabulary, students must know how to pronounce it well; they must be familiar with collocation and understand the connotation meaning of word. This type is often used in speaking and writing skills.

2. Passive Vocabulary

Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening, and it is also called as receptive vocabulary.\textsuperscript{15}

\textsuperscript{14} Penny Ur, \textit{A Course in Language Teaching: Practice and Theory}, (New York: Cambridge University Press, 1996), p.60

\textsuperscript{15} Gail Ellis and Barbara Sinclair, \textit{Learning to learn English} (New York: Cambridge University Press, 1989), p.60
However, there will be words which is understand, but do not use, perhaps because they occur in context or types of iscourse which are not familiar. For example: His salary is *incommensurate* with his ability.\(^{16}\)

Fries says vocabulary is classified into four groups:

1. First there are the “function word” those words which although some of them may have also full-word meaning content, primarily or largely operate as means of expressing relations of grammatical structure. This include so called auxiliaries, preposition, conjunction, interrogative, particles and miscellaneous group consisting of words for degree. For generalizing, the article, etc.

2. The second kind of vocabulary item consist of the “substitute” word:
   The personal pronounce: *I, me, we, us, you, he,him, she, her, it, they, them, my, our, your, its, their, mine, ours, yours, theirs, the indefinites, any (one; body; thing; where); and negative, none, nobody/thing/where; quantity or number each, both, all, some, any, few, many, several, much, one, ones, two, etc.
   Other substitutes include: do (yes I do), think, say, tell, seem, appear, hope, believe, fear, guess, and the word so.

3. The Third kind of vocabulary item consists of those that are distributed in the use according to such grammatical matters as the presence of the negative: some (I have some), any (I don’t have any), too, either, already, yet, etc.

4. The fourth group is of “content” words. In English. These content word fall into three classes: class I, the words for things: such as chair, book, hat, stone, water, paper, knife, food, blood, etc. Class II the

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words for action such as: sit, read, cover, lift, drink, write, etc. Class III, the words for qualities such as: true, false, long, cold, etc.  

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

From the classification above, it shows there are two kinds of vocabulary stated before namely; function words and content words.

B. MNEMONIC

1. Definition of Mnemonic

The strange looking-word comes from the Greek word for “memory” and refers to the specific memory improvement. This term is generally defined as a procedure for enhancing memory. The procedures here can be in the form of association of the image or sound used in developing better ways to take in information so that it will be much easier to remember.

In one definition, Carlson and Kosselyn and Rossenberg define mnemonic devices as a memorial technique used to help human beings

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remember easily. It can help human beings easily memorize information by organizing them into elaborative code and visualization so that they can integrate it and make connection between the new information and the previous familiar information they have already stored in their memory.

As inference, mnemonic is memory enhancing strategy in which in its implication, these strategies are always accompanied by certain formula and pattern used to organize information into the familiar and meaningful associated information and connect it with the previous information have been stored in memory, so that the information can be memorized and recalled easily.


According to Levin (1993), mnemonic instruction is useful for students across a wide age range. Though students in the early elementary grades are usually not expected to learn and recall as many facts as older students, they are involved in a number of activities that involve making associations that employ mnemonic principles. Teachers instruct students in the use of mnemonic strategies by using both visual and verbal clues.23

In terms of vocabulary learning process itself, the use of mnemonic devices has fascinated some research, linguists and language teachers. Mnemonic devices have been considered as the most powerful and effective way to learn vocabulary. This conclusion is drawn from the result of studies trying to compare the effectiveness of mnemonic devices but there have not been other successful technique than mnemonic.24

The key success of mnemonic devices in vocabulary learning process is based on the explanation given by Waring (2004). Mnemonic devices

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23 http://www.vcld.org/pages/newsleys/oo_01_fall/mnemonic.htm

always help language learners connect foreign words meaning with the familiar sound or image or information has been stored in memory. These strategies can be implemented through creating story or sentence, and associating it with a familiar image or association based on the image or song of new words presented to them. The pattern of association which previous familiar stored information in long term memory also contributes easiness in vocabulary learning process. It is because the associations have been familiar with the student so that they can easily memorize new words presented to them. In addition, the uniqueness of the pattern of association created with the use of mnemonic devices will also make the memorial activity in vocabulary learning process become more interesting and memorable for students. This concept is almost the same with the concept of vocabulary learning activity stated by Harmer and Grave in Diamond and Guthlon stating that students will remember words best when they have actually done something with the words they are learning.

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

3. Types of Mnemonic

Mnemonic device or a tick of memory is a special way which is made as a code for entering information items into mind system of student. There are

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many types of mnemonic device. However, there are five types the most popular of mnemonic device,27 among others are:

a. Rhyme

Rhyme is a poem that consists of words and term which have to be remembered by student.28 The poem will have a good effect if is given not and can be sung. The learner of kindergarten song that consist of morality messages as an example.

b. Acronym and Acrostic

Acronym is word whose individual letters can represent elements in list information.29 For example, to remember names of prophet, such as ; Muhammad, Isa, Musa, Ibrohim and Nuh we can make it to become MIMIN. Acrostic is sentence whose first letters represent to be remembered information,30 such as “My very educated mother just served us nine pizzas” to remember nine planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturnus, Uranus, Neptunus and Pluto).

c. Peg-word system

Peg-word system is mnemonic techniques which use the components that have been mastered before. It components are formatted in pair, such as; merah-saga, panas-api, langit-bumi, etc. The words is used to remember words which have same character such as; blood, lipstick, hell, etc.31

d. Method of loci

It is a mnemonic strategy which uses the special and famous places as a way to put words or terms which have to be remembered by student.

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28 Muhibin Syah., p.160

29 http://www.vclld.org/pages/newsletter/00_01_fall/mnemonic.htm

30 Muhibin Syah., p.160

31 Muhibin Syah., p. 161
Word loci itself is plural form of “Locus” that has meaning place. In this case, the names of famous cities, building, and street can be used for placing word and term that relevant in the meaning has a similarity in character or situation. For example, the capital city of USA can be used for remembering the first president of the country (George Washington).

**e. Keyword system**

It is a System using words as keywords as a tool for remembering the meaning of target word. This strategy is new if compared to other mnemonic strategies. It firstly was developed in 1975 by two expert of psychology, Raugh and Atkinson (Barlow, 1985).

Keyword system usually is formatted especially for learning foreign words and terms English for example, and this effective enough. This system formatted of words list that consist of unsure, as following example.\(^{33}\)

<table>
<thead>
<tr>
<th>Words</th>
<th>Phonetic</th>
<th>Code (Mnemonic Device)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>ək’sept</td>
<td>Asep</td>
<td>Menerima</td>
</tr>
<tr>
<td>Adult</td>
<td>ə’dAlt</td>
<td>Adul</td>
<td>Orang Dewasa</td>
</tr>
<tr>
<td>Astute</td>
<td>ə’stuwt</td>
<td>Astuti</td>
<td>Cerdik, lihay</td>
</tr>
<tr>
<td>Direct</td>
<td>Do’rekt</td>
<td>Derek</td>
<td>Langsung</td>
</tr>
<tr>
<td>Deny</td>
<td>Di’nai</td>
<td>Deni</td>
<td>Menyangkal</td>
</tr>
<tr>
<td>Enchant</td>
<td>En’cæn</td>
<td>Encan</td>
<td>Memikat</td>
</tr>
<tr>
<td>Enact</td>
<td>E’nækt</td>
<td>Enak</td>
<td>Memerankan</td>
</tr>
<tr>
<td>Engine</td>
<td>‘enjænt</td>
<td>Enjing</td>
<td>Mesin</td>
</tr>
<tr>
<td>Towel</td>
<td>‘tawəl</td>
<td>Toel</td>
<td>Handuk</td>
</tr>
<tr>
<td>Unjust</td>
<td>An’jast</td>
<td>Anjas</td>
<td>Tidak adil</td>
</tr>
</tbody>
</table>

\(^{32}\) Muhbin syah., p.161

\(^{33}\) Muhbin Syah., p.162
From the example above, it explains that words; adult, astute, enact, engine, and deny more have similarity in form. Meanwhile, words; accept, direct, enchant, towel, and unjust have similarity in sound.

C. Hypothesis

The Hypothesis of this “Skripsi” is whether "there is a significant difference between the achievements of the students" English Vocabulary learned by using mnemonic technique and without using mnemonic technique for the students of five year of SDN Babakan 1”
CHAPTER III
RESEARCH METHODOLOGY

A. PLACE AND TIME OF STUDY
The research of this study was held at Sekolah Dasar Negri (SD) Babakan I, which’s located on Jl. Pasar Jengkol-Babakan-Cisauk-Tangerang. The research was held from 17th to 24th, for four meetings, consulting of presenting lesson and giving test. After data was collected, the writer began to analyze them.

B. POPULATION AND SAMPLE
The writer did the research in the first years students of SDN Babakan I Tanggerang involved in the process of the teaching learning vocabulary using contextual teaching and learning approach. The population of the first year student is 30 pupils from one class, and the writer took them as a sample of the research. The writer chose this class because she taught in that class and to make her easier in collecting data.

To obtain the data in this research the writer presented a lesson using Contextual Teaching and Learning (CTL), and gave explanation of direction of doing test.

C. INSTRUMENT
This study uses the instrument. These instrument is certainly used in this study. The students use a set of instrument to help the writer collect the data information from the object of the study.
In this study, the writer used two kinds of tests pretest and posttest. They are achievement test used for measuring students’ vocabulary mastery. It is teacher made test used for measuring students’ vocabulary mastery. Each of tests has different purposes. Or test is intended to get information about students understanding about their vocabulary mastery after the treatment given to them. And then from the result of test above, the writer determined whether the treatment that will be given to the students is significant or not based on the differences of mean score between pretest and post test.

D. TEACHING PROCEDURE

In this section the writer would like to propose a model of procedure in teaching vocabulary through mnemonic device at fifth grade students in elementary school. This model built in several aspects, which are found in the classroom procedure e.g. the number of students, time allocation, and students’ knowledge.

The following is a model of procedure in learning vocabulary through mnemonic device:

a. Opening
The teacher enters and opens the class by greeting the students, asks them how they are doing and checks the student’s attendance list. After that, before the lesson shorted, the teacher asks the chairman of the class to lead the students for praying together.

b. Warm up
The teacher leads the student to the topic that will be discussed by showing the pictures of days a week, then the teacher asks the students e.g. do you know what day it is now?, How many days are there in a week? Can you mention them?

c. Presentation
Step 1
The teacher asks the students to open the textbook, she reads a text about “days” by reading aloud, repeated by the students. After the days the
teacher asks the students to find out the difficult names of day that they do not memorize.

**Step 2**
The teacher writes seven days in a week on the whiteboard including the meaning and says the names of days followed by the students to say properly. The teacher gives some corrections if there are students making mistakes in saying or pronouncing the words.

**Step 3**
The teacher begins to explain the material and gives them some questions orally, based on material. In order to know that the student have understood the text well, then the students asked to close their textbook and notebook.

**Step 4**
The teacher tells the student that they will have a fun activity in the class. The teacher distributes the worksheet containing some words to all students. The teacher asks the student to fill in the blanks with their own words that have similarity to the target words as a key to remember the words, they have to finish it in several minutes, and the teacher limits the time because it challenges the students and makes competitive situation.

**Step 5**
The teacher collects the worksheet when the Fifth Grade of Elementary schools students have finished their work, then she asks the students one by one about the meaning of the target word according to each students’ worksheet by mention their own words. The teacher takes the score each student by mentioning the name.
And the steps to use mnemonic devices can be described as follows:

1. Define the target words and its meaning
   Fat; Gemuk

2. Think of the association for the target words
   Say ; To help the student remember the meaning of the word Fat, the students are asked to remember one of their teacher is named Fatimah. To make them remember the words make abbreviation of the teachers name into bu Fat. And then elaborate it into the students’ first language: “Bu Fat berbadan gemuk”

3. Link the association and the meaning of target words
   Bu Fat berbadan gemuk

4. Recall the meaning of the target words
   Tell the students when they see a Fat person they should first think of Bu Fat and then try to remember the picture of the words meaning.

E. TECHNIQUE OF DATA COLLECTING

The techniques of collecting data used in the research are:

a. Observation
   The writer makes of observation the sample in order to get better understanding of the intended object.

b. Pre Experiment
   The research was done in the fifth grade. Where the mnemonic device used during teaching and learning process.

c. Collection
   To obtain the data of this research, the write treated the class according to technique had been determined, due to syllabus, and gave the test.
CHAPTER IV
RESEARCH FINDING

A. DATA DESCRIPTION

The writer holds field research by teaching. The teaching was done at one class, through mnemonic device and without mnemonic device.

And the writer got the data from pre test (some questions about vocabulary without mnemonic) and post test (some questions about vocabulary by using mnemonic). The pre test was given before the lesson began and the post-test was given after the lesson finished in the last meeting.

There are 30 item divided by three categories: 15 answer the question picture, 10 fill in the boxes, 5 filling the blank spaces. If the students could answer all of questions correctly they would get 100 and score for the wrong answer for part a is 0 but for the assay (part b and c) they would 1. (The form of the test can be seen in appendixes).

To know the result of the test, the writer makes the table of student’s score for each as follow:

The table I below is the result of the test which is analyzing the students’ vocabulary without pictures (variable X/pre-test)
Table 1.1
The Test Score of Student *Pre-test* in learning vocabulary without Mnemonic Devices

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
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<td>4</td>
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<td>6</td>
<td>74</td>
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<td>7</td>
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<td>8</td>
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<tr>
<td>9</td>
<td>70</td>
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<tr>
<td>10</td>
<td>76</td>
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<tr>
<td>11</td>
<td>70</td>
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<tr>
<td>12</td>
<td>76</td>
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<tr>
<td>13</td>
<td>68</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>76</td>
</tr>
</tbody>
</table>

The following table is the result of the test which in analyzing the students vocabulary without mnemonic devices (variable X/pre test)
The following table is the result of the test which in analyzing the students vocabulary through mnemonic devices (variable Y/post test)

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>93</td>
</tr>
<tr>
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<td>3</td>
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<tr>
<td>14</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>84</td>
</tr>
</tbody>
</table>
Tabel 1.3
The Test Score of Student Pre-test in learning vocabulary without Mnemonic Devices

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>D (X-Y)</th>
<th>D² (X-Y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
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<td>625</td>
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<td>90</td>
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<td>1600</td>
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<tr>
<td>15</td>
<td>76</td>
<td>84</td>
<td>-8</td>
<td>64</td>
</tr>
</tbody>
</table>

N=15 \[\sum X=1032\] \[\sum Y=1358\] \[\sum D=-326\] \[\sum D^2=8990\]

B. ANALYSIS OF DATA

The last step in the procedure of pre-experiment is data analysis, in this case processing thee data. The data are the result of the pretest and post test and also their difference. The writer compares the student pre test and post test score by using T-test or T-score is a statistic technique, which is used for testing the difference signification of two mean from two distributions.1

Before using the T-test formula, the writer has two seek the differences of mean variables by using formula as follows:

1 Anas Sujiono, *Pengantar Statistik Pendidikan*. Jakarta: PT. Manajemen Raja Grafindo Persada, hlm. 305-313
\[
t_0 = \frac{MD}{SE_{MD}}
\]

\(MD\) = Mean of differences, the average score from the differences gained score, between \(SE_{MY}\) variable, which are calculated with the formula:

\[
MD = \frac{\sum D}{N}
\]

\(\sum D\) = The total score between X and Y variable. D is gained with the formula

\[
D = X - Y
\]

\(N\) = Number of Class

\(SD_D\) = Standard deviation

\(D\) = Standard the differences between score My variable, which is gained with the formula;

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\(SE_{MD}\) = The standard error from mean of differences which is gained with the Formula

\[
SE_{MD} = \frac{SD_D}{\sqrt{N - 1}}
\]

Deviation of each variable. Based on the result calculation, the writer got the result of mean of X variable 68.8 and mean of variable Y is 90.53, the median of variable X is 70 and the median of variable Y is 92. Thus the writer found that standard deviation of variable X is 8.29 and variable Y is 9.51.

Then the writer tried to find out standard deviation with the formula as follows:
According to the data in table 3 above, the writer tries to calculate the mean of difference (MD) between variable X and Y with formula:

\[ SD_D = \frac{\sqrt{\sum D^2}}{N} - \frac{[\sum D]^2}{N} \]

\[ = \frac{\sqrt{8990}}{15} - \frac{[326]^2}{15} \]

\[ = \sqrt{599.33} - [21.73]^2 \]

\[ = \sqrt{599.33} - 472.19 \]

\[ = \sqrt{127.14} \]

\[ = 11.27 \]

From the mean of differences (SE MD) between variable X and Y:

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{-326}{15} \]

\[ = -21.73 \]

From mean of differences (SE MD) between variable X and Y:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{11.73}{\sqrt{15-1}} \]

\[ = \frac{11.73}{\sqrt{14}} \]
The last procedure of calculation is determining the result of $t_0$:

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{-11.73}{3.74}$$

$$= -3.14$$

According to the table above, $df$ at significance level of 5% and 1% are:

5% = $t_0$: $t_t = 6.92 > 2.04$

1% = $t_0$: $t_t = 6.92 > 2.76$

It concludes that $t$ observation ($t_0$) is higher than $t$ table ($t_t$)

C. INTERPRETATION OF DATA

According to the data collected from the pre and post-test gained from the experimental class, taught vocabulary by using mnemonic devices and without mnemonic devices in analyzing the students’ errors in vocabularies, it shared the means score of pretest was 68.8 while the mean score of the post-test was 90.53.
After looking at the explanation above the analysis of the result on the table above stated that learning vocabulary process through mnemonic to know the some errors of the students’ vocabularies is adequately success

It means that the influence of the effectiveness of mnemonic devices in vocabulary learning process after looking at the result of post-test is higher than the result of pre-test without using mnemonic it can conclude that mnemonic can help the students’ not only in enriching the students’ vocabularies but also make the students’ writing better.

D. TEST OF HYPOTHESIS

The writer calculates the obtained data to prove the result of hypothesis by using t-test formula toward \( t_{\text{observation}} \) as follows:

a. Formulating the alternative hypothesis (\( H_a \)) : there are significant mean differences between variable X and Y

Note:

I. If the result of calculation \( t_o \) is higher than \( t_{\text{table}} \), \( t_o > t_t \) the null hypothesis (\( H_o \)) is accepted. It means that the experiment technique is accepted.

II. If the result of calculation \( t_o \) is lower than \( t_{\text{table}} \), so that \( t_o < t_t \) the null hypothesis (\( H_o \)) is accepted and the alternative hypothesis (\( H_a \)) is rejected. It means that the experiment technique is rejected.

Based on the result of statistical calculation, it is obtained the value of \( t_o \) to be 6.92 and the degree of significance 5% = 2.04 and 1% = 2.76. After comparing the values of \( t_o = 6.92 \) and \( t_{\text{table}} = 2.04 \) and 2.76 it means that \( t_o \) is higher than \( t_{\text{table}} \): 2.04<2.76
CHAPTER IV
RESEARCH FINDING

A. Data Description

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To know the result of the test, the writer makes the table of student’s score for each as follow:

The table I below is the result of the test which is analyzing the students’ vocabulary without pictures (variable X/pre-test)
The Test Score of Student Pre-test in learning vocabulary without Mnemonic Devices

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
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<tr>
<td>2</td>
<td>76</td>
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<tr>
<td>3</td>
<td>84</td>
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<tr>
<td>4</td>
<td>80</td>
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<td>5</td>
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<td>29</td>
<td>72</td>
</tr>
<tr>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>

The following table is the result of the test which in analyzing the students vocabulary without mnemonic devices (variable X/pre test)
The Test Score of Student *Post-test* in learning vocabulary through Mnemonic Devices

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>93</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td>9</td>
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<td>75</td>
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<tr>
<td>30</td>
<td>70</td>
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</tbody>
</table>

The following table is the result of the test which in analyzing the students vocabulary through mnemonic devices (variable Y/post test)
The Test Score of Student *Pre-test* in learning vocabulary without Mnemonic Devices

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>D (X-Y)</th>
<th>D² (X-Y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>93</td>
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</tr>
<tr>
<td>30</td>
<td>60</td>
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<td>-10</td>
<td>100</td>
</tr>
</tbody>
</table>

N=30  \( \sum X=2198 \)  \( \sum Y=2560 \)  \( \sum D=-362 \)  \( \sum D^{2}=6074 \)
B. Analysis of Data

The last step in the procedure of pre-experiment is data analysis, in this case processing the data. The data are the result of the pretest and post test and also their difference. The writer compares the student pre test and post test score by using T-test or T-score is a statistic technique, which is used for testing the difference signification of two mean from two distributions.

Before using the T-test formula, the writer has two seek the differences of mean variables by using formula as follows:

\[ t_0 = \frac{MD}{SE_{MD}} \]

- **MD** = Mean of differences, the average score from the differences gained score, Between \( SE_{MY} \) variable, which are calculated with the formula;

\[ MD = \frac{\sum D}{N} \]

\[ \sum D = \text{The total score between X and Y variable. D is gained with the formula} \]

\[ D = X-Y \]

\[ N = \text{Number of Class} \]

\[ SD_D = \text{Standard deviation} \]

\[ D = \text{Standard the differences between score My variable, which is gained with the formula;} \]

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

- **SE_{MD}** = The standard error from mean of differences which is gained with the Formula

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]
Deviation of each variable. Based on the result calculation, the writer got the result of mean of X variable 73 and mean of variable Y is 85, the median of variable X is 73 and the median of variable Y is 86. Thus the writer found that standard deviation of variable X is 14.17 and variable Y is 18.52

Then the writer tried to find out standard deviation with the formula as follows:

\[
SD_D = \frac{\sqrt{\sum D^2}}{N} - \frac{[\sum D]^2}{N}
\]

\[
= \frac{\sqrt{6074}}{30} - \frac{[362]^2}{30}
\]

\[
= \frac{77.94}{30} - \frac{131664}{30}
\]

\[
= \sqrt{202.47} - 145.68
\]

\[
= 56.79
\]

\[
= 7.53
\]

According to the data in table 3 above, the writer try to calculate the mean of difference (MD) between variable X and Y with formula:

\[
MD = \frac{\sum D}{N}
\]

\[
= \frac{-362}{30}
\]

\[
= -12.07
\]
From mean of differences (SE\textsubscript{MD}) between variable X and Y

\[ SE_{MD} = \frac{SD_d}{\sqrt{N - 1}} \]

\[ = \frac{7.53}{\sqrt{30 - 1}} \]

\[ = \frac{7.53}{\sqrt{29}} \]

\[ = \frac{7.53}{5.38} \]

\[ = 1.40 \]

The last procedure of calculation is determining the result of \( t_0 \):

\[ t_0 = \frac{MD}{SE_{MD}} \]

\[ = \frac{-12.07}{1.40} \]

\[ = -8.62 \]

\[ df = N - 1 \]

\[ = 30 - 1 \]

\[ = 29 \]

According to the table above, \( df \) at significance level of 5% and 1% are:

5\% = \( t_0 \): \( t_t = 8.62 > 2.04 \)

5\% = \( t_0 \): \( t_t = 8.62 > 2.76 \)

It concludes that observation \( (t_0) \) is higher than table \( (t_t) \).
C. Interpretation of data

According to the data collected from the pre and post-test gained from the experimental class, taught vocabulary by using mnemonic devices and without mnemonic devices in analyzing the students’ errors in vocabularies, it shared the means score of pretest was 73 while the mean score of the post-test was 84.

After looking at the explanation above the analysis of the result on the table above stated that learning vocabulary process through mnemonic to know the some errors of the students’ vocabularies is adequately success

It means that the influence of the effectiveness of mnemonic devices in vocabulary learning process after looking at the result of post-test is higher than the result of pre-test without using mnemonic it can conclude that mnemonic can help the students’ not only in enriching the students’ vocabularies but also make the students’ writing better.

4. Test of hypothesis

The writer calculates the obtained data to prove the result of hypothesis by using t-test formula toward (t observation) as follows:

a. Formulating the alternative hypothesis (Ha) : t5herte are significant mean differences between variable X and Y

Note :

I. If the result of calculation $t_o$ is higher than $t_{table}$, $t_o > t_t$ the null hypothesis (H0) is accepted. It means that the experiment technique is accepted.

II. If the result of calculation $t_o$ is lower than $t_{table}$, so that $t_o < t_t$, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. It means that the experiment technique is rejected.

Based on the result of statistical calculation, it is obtained the value of to be 8.62 and the degree of significance 5% = 2.04 and 1% = 2.76. After comparing the values of $t_o = 8.62$ and $t_{table} = 2.04$ and 2.76 it means that $t_o$ is higher than $t_{table}$: 2.04<2.76
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data analysis above, the writer concludes that vocabulary teaching using mnemonic is effective to help the fifth grade of elementary schools students’ in SDN Babakan I learn and memorize vocabulary. In addition, these devices also help teachers and students’ create more effective and interactive learning teaching atmosphere.

B. SUGGESTION

Seeing the result of study above, the writer suggests the teachers, especially English teachers that they give consideration to these memorial devices in explaining learning material to their students. There are some benefits that they can take from it. The first benefits as what has been stated that by using these devises, students will be able to remember information sixteen years forwardly before he or she lock it in their long term memory. The second benefits are the pattsern of association.

Often used in this devices which is sometimes rather unique and interesting make the learning material become more memorable devices. In addition, these devices also do not need any cost that suitable for all level of age. However, being creative is one thing should be remember in the usage of this device. Because by being creative the pattern of association made will be more interesting and...
memorable, so that students can memorize the information. Especially in learning vocabulary, to prevent and reduce student’s bored and facilitate them in developing their language skill.
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Appendix 1
Appendix 2

Answer key

A.
1. Sunday
2. Saturday
3. Sunday
4. Sunday
5. Sunday

B.
1. Nose
2. Hand
3. Arm
4. Eye
5. Mouth
6. Shoulder
7. Chek
8. Stomach
9. Hair
10. Teeth

C.
1. Happy
2. Sad
3. Angry
4. Thick and thin
5. Fat
D.
1. Eye
2. Hair
3. Nose
4. Moth
5. Neck
6. Elbow
7. Shoulder
8. Stomach
9. Finger
10. Leg

E.
1. Sunday and Tuesday
2. Sunday and Monday
3. Wednesday and Thursday
4. Saturday and Sunday
5. Friday and Saturday
The Test Score of Student *Pre-test* in learning vocabulary without Mnemonic Devices

<table>
<thead>
<tr>
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<th>Score</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
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<td>4</td>
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<td>74</td>
</tr>
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<td>58</td>
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</tr>
<tr>
<td>10</td>
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<td>76</td>
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<tr>
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</tr>
<tr>
<td><strong>mean</strong></td>
<td><strong>68.8</strong></td>
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The Test Score of Student *Post-test* in learning vocabulary through Mnemonic Devices

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<tbody>
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<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>98</td>
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</tbody>
</table>
The Test Score of Student Pre-test in learning vocabulary without Mnemonic Devices

<table>
<thead>
<tr>
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<th>Post-Test</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
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<tr>
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<td>(Y)</td>
<td>(X-Y)</td>
<td>(X-Y)²</td>
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<td>1032</td>
<td>1358</td>
<td>-326</td>
<td>106276</td>
</tr>
</tbody>
</table>

mean 68.8 90.53 -21.73 7085.07

B. Analysis of Data

The last step in the procedure of pre-experiment is data analysis, in this case processing thee data. The data are the result of the pretest and post test and also their difference. The writer compares the student pre test and post test score by using T-test or T-score is a statistic technique, which is used for testing the difference signification of two mean from two distributions.
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\( MD \) = Mean of differences, the average score from the differences gained score, Between \( SE_{XY} \) variable, which are calculated with the formula;

\[ MD = \frac{\sum D}{N} \]

\( \sum D = \) The total score between X and Y variable. D is gained with the formula

\[ D = X - Y \]

\( N \) = Number of Class
\( SD_D \) = Standard deviation
\( D \) = Standard the differences between score My variable, which is gained With the formula;

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{[\sum D]^2}{N}} \]

\( SE_{MD} \) = The standard error from mean of differences which is gained with the Formula

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

Deviation of each variable. Based on the result calculation, the writer got the result of mean of X variable 73 and mean of variable Y is 85, the median of variable X is 73 and the median of variable Y is 86. Thus the writer found that standard deviation of variable X is 14.17 and variable Y is 18.52
Then the writer tried to find out standard deviation with the formula as follows:

\[
SD_D = \sqrt{\frac{\sum D^2}{N}} - \left(\frac{\sum D}{N}\right)^2
\]

\[
= \sqrt{\frac{106276}{15}} - \left(\frac{-326}{15}\right)^2
\]

\[
= \sqrt{20247} - [12.07]^2
\]

\[
= \sqrt{20247} - [145.68]
\]

\[
= \sqrt{56.79}
\]

\[
= 7.53
\]

According to the data in table 3 above, the writer try to calculate the mean of difference (MD) between variable X and Y with formula:

\[
MD = \frac{\sum D}{N}
\]

\[
= \frac{-362}{30}
\]

\[
= -12.07
\]

From mean of differences (SE MD) between variable X and Y
\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]
\[ = \frac{7.53}{\sqrt{30-1}} \]
\[ = \frac{7.53}{\sqrt{29}} \]
\[ = \frac{7.53}{5.38} \]
\[ = 1.40 \]

The last procedure of calculation is determining the result of \( t_0 \) :

\[ t_0 = \frac{MD}{SE_{MD}} \]
\[ = \frac{12.07}{1.40} \]
\[ = -8.62 \]

\( df = N-1 \)
\[ = 30-1 \]
\[ = 29 \]

According to the table above, \( df \) at significance level of 5% and 1% are:

5% = \( t_0 : t = 8.62 > 2.04 \)

5% = \( t_0 : t = 8.62 > 2.76 \)

It concludes that \( t \) observation (\( t_0 \)) is higher than \( t \) table (\( t_r \)).
C. Interpretation of data

According to the data collected from the pre and post-test gained from the experimental class, taught vocabulary by using mnemonic devices and without mnemonic devices in analyzing the students’ errors in vocabularies, it shared the means score of pretest was 73 while the mean score of the post-test was 84.

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The writer calculates the obtained data to prove the result of hypothesis by using t-test formula toward (t observation) as follows:

a. Formulating the alternative hypothesis (Ha) : there are significant mean differences between variable X and Y

Note :

I. If the result of calculation $t_0$ is higher than $t_{table}$, $t_0 > t_t$ the null hypothesis ($H_0$) is accepted. It means that the experiment technique is accepted.

II. If the result of calculation $t_0$ is lower than $t_{table}$, so that $t_0 < t_t$, the null hypothesis ($H_0$) is accepted and the alternative hypothesis ($H_a$) is rejected. It means that the experiment technique is rejected.

Based on the result of statistical calculation, it is obtained the value of $t_0$ to be 8.62 and the degree of significance 5% = 2.04 and 1% = 2.76. After comparing the
values of $t_o = 8.62$ and $t_{table} = 2.04$ and 2.76 it means that $t_o$ is higher than $t_{table}$:

$2.04 < 2.76$
Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA