

**THE IMPLEMENTATION OF USING MNEMONIC DEVICE
TO IMPROVE STUDENTS' VOCABULARY ACQUISITION
AT THE SEVENTH GRADE OF MTs ULUMUL QUR'AN LANGSA**

THESIS

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Langsa, 14 Agustus 2017

Yang menyatakan,

APRILIANI

DEDICATIONS

This thesis is fully dedicated to: My beloved Mom and Dad,
Mrs. Marhayati and Mr.Sumarsono, who always pray, guide, motivate me to
become better person.

MOTTOS

*People whare intelligent are those who remember Allah, sitting, lying down and
they think about the creation of the sky and earth.*

(Ali Imran:191)

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The writer

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ABSTRACT

This action research is aimed to improve students' vocabulary acquisition by using mnemonic.

To achieve the objective, the researcher did collaborative work with other team members. The collaborative work involved the English teacher as the collaborator, the students of grade VII and the researcher herself. The main subjects of this study were the seventh grade students, Tahfidz Putra class students of Ulumul Qur'an Langsa who were in the first semester in the academic year of 2017/2018 that consisted of 32 students. This study, which lasted for one and half months, was carried out in two cycles. The data were obtained from the observation during the implementation of the actions, interview with the students and the collaborator, students' pre test and post test scores. The data were in the forms of interview transcripts, researcher's diary, observation checklist and students' pre test and post test scores. The validity of the data was obtained through process validity, democratic validity and dialogic validity.

Based on the result of the research, the use of mnemonic in this study is believed to improve the students' vocabulary acquisition. The students' problems in the vocabulary acquisition can be reduced by implementing mnemonic with accompanying actions during the teaching and learning process. Besides, implementing mnemonic with accompanying actions can also help the teacher to present the English materials easily. In reference to the students' pre- test and post test scores, the students' English achievement improved after the implementation of mnemonic with accompanying actions. The students' mean score of the post test increase by 40,5312 from the mean score in the pre-test. According to the t-test, the score difference is at $p < 0.05$.

Keywords : *Students' vocabulary Acquisition, mnemonic device*

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a purely human and non-instinctive device of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life.

In Indonesia, English is a foreign language. As a foreign language, English is seriously learned by many people to have a good prospect to be the community of international world. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing. Learning and teaching English is not easy work, because it is not our mother tongue and has many differences with Indonesian. Its differences are about grammar, phonology, spelling and vocabulary.

As one of the language components, vocabulary is considered an integral part of literacy and content learning in school today. The use of vocabulary is part of reading, learning in a language and a foundation of effective communication

According to Jack C. Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹ For this reason, vocabulary is one of language components to be mastered by students of foreign language. However, there are some problems to make learners master vocabulary. The reasons that make reasons of the weak vocabulary are; first, it is caused by ineffectiveness of teaching vocabulary strategy, which is chosen by the reseachers. Second, it is caused by the students who always forget their new vocabulary.

In *Kurikulum Tiga Belas* (Kurtilas) as present curriculum in Indonesia, vocabulary has urgent role in supporting language skills like listening, speaking, reading, and writing that are hoped to be applied in literary level through formative, functional, informational and epistemic. But in junior high school, English is just targeted in functional indicated with ability both oral and written communication to solve the problem of daily activity.

However, in English learning especially in Junior High School in MTs Ulumul Qur'an Langsa. English in this school is as a local content subject that is taught in two meetings in every class in a week. The school provides English text books in every class. But the students still have problem about vocabulary.

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching— An Anthology of Current Practice*, (Cambridge: Cambridge University Press,2002), p. 255.

The seventh grade syllabus of *Kurikulum tiga belas*:

3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Based on the seventh grade syllabus. In odd semester, students are able to asking or giving greeting to reseacher or to other students. In fact, most of the students still consider that English is difficult lesson. Many students do not understand what the reseacher said in English when the reseacher give them greeting. The students do not understand the meaning of the greeting, so they can not response greeting from the reseacher. Even though, the Minimum Achievement Criterion (KKM) of English subject of the seventh grade students of MTs Ulumul Qur'an Langsa is 75, but almost students in that class get low scores under the Minimum Achievement Criterion.

Based on the observation of the researcher, the researcher found some another problems in the teaching and learning process in this school that affect the students' English achievement. During the observation, the researcher found that the English teaching technique in this school was still conventional because the reseacher was the one and only learning source for the students and the activities are the students only listen to the reseacher's explanation while taking notes that

made the students passive. The researcher also found that the students were not interested in the materials given by the reseacher and the students were not motivated during the teaching and learning process. The researcher also found that most of students could not understand the English subject even memorize the materials especially the large number of vocabulary that were taught during the seventh grade of Junior High School.

Muhibbin Syah in his book “*Psikologi Pendidikan*” says that forgetting is a humane and perhaps it cannot be prevented. However, trying to minimize the process of forgetting can be done by many strategies.²

According to Hadis :

“Narrated Anas bin Malik, the Prophet Muhammad (peace be upon him,) said: Make thing easy for the people, and don't make it difficult for them, and make them calm (with glad tiding) and dont repulse them.”

The hadis above explains us to make easy for any difficulties. Because however that difficulties, it has many ways to solve or make it easier. The relation between hadis above and the teaching is we should be able to transfer the lesson well and easy understanding.

However, the reseachers have an important role, they must create the class situation more interesting and the students feel enjoy in the class. To create good situation in class, certainly the method of the teaching learning process also support the situation. Therefore, the writer proposes a device to solve the

² Muhibbin Syah, M. Ed. *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosda Karya. 2002), p.160-161

problems called mnemonic device.

Based on the reason above, the writer will carry out a research with a title: *“THE IMPLEMENTATION OF USING MNEMONIC DEVICE TO IMPROVE STUDENTS’ VOCABULARY ACQUISITION AT THE SEVENTH GRADE OF MTs ULUMUL QUR’AN LANGSA”*.

B. Research Questions

Referring to the background above, writer question the research problems are:

1. How is the implementation of mnemonic device in improving students’ vocabulary acquisition of the seventh grade of MTs Ulumul Qur’an Langsa in the academic year of 2017/2018?
2. Whether to use mnemonic device improving students’ vocabulary acquisition of the seventh grade of MTs Ulumul Qur’an Langsa in the academic year of 2017/2018?

C. The Objectives of Study

The general purpose of the study is to be able to know the effect of mnemonic device that is implicated in the classroom. The specific objectives of this study are:

1. To describe the implementation of mnemonic device to improve students’ vocabulary acquisition of the seventh grade of MTs Ulumul Qur’an Langsa in the academic year of 2017/2018

2. To find out whether to use mnemonic device improving students' vocabulary acquisition of the seventh grade of MTs Ulumul Qur'an Langsa in the academic year of 2017/2018

D. The Significances of Study

This research is conducted in order to give theoretical and practical benefits.

1. Theoretical benefits are:

The result of research can be used as the reference for those who want to conduct a research in English teaching to advanced students' vocabulary.

2. Practical benefit

The research finding can be used by the students, researcher, school, and the writer herself and it will be useful to the other researches who are interested in analyzing teaching learning in vocabulary :

- a. For the students

- 1) It can improve the vocabulary and interest of new method.
- 2) This research hopefully gives advantage for all of students who learned English to be aware of vocabulary.

- b. For the researcher

The result of the research is expected to be useful reference for the English language teaching particularly for the English researcher, and researcher can select the most appropriate method to improve their students' vocabulary.

E. The Scope and Limitation of Study

This research is focused on improving of students' ability in mastering vocabularies by using mnemonic device. The strategy in this study would be implemented to the seventh grade students of MTs Ulumul Qur'an Langsa.

F. Terminology

To avoid the ambiguity, it is important to give definition about the terms used in title based on independent and dependent variables. Those are:

1. Vocabulary

Vocabulary as defined by experts is a total number of words which (with rules for combining them) make up the language/list of words usually with definition for translation.³ Meanwhile according Harmer ,vocabulary is more than merely a list of words. It is of words which express meaning, but meaning is a slippery concept. Some words may appear to refer to one thing and therefore easy to teach, but some words may also be difficult to teach because their meaning may change depends on the words they are attached with.⁴

Based on the definition above the writer can concluded that vocabulary is a word in a language that used to name of person, thing, place, etc.

2. Mnemonic Device

³ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford: Oxford, 2002, p.959

⁴ Jeremy Harmer, *Teaching Vocabulary, English Teaching Professional*, Issue Thirteen, October, 1999, p.3

A mnemonic is a specific device that is used as “mental linking tool” to take information items into students’ mind system.⁵

Mnemonic is a tool for helping to remember something which is unfamiliar to become familiar or a memory enhancing instructional strategy that involves teaching students to link new information that is taught to information they already know.

⁵ Syah, *Psikologi...*, p.161

CHAPTER II

REVIEW OF LITERATURE

A. Review of Literature

1. The Understanding of Vocabulary

Vocabulary as defined by experts is a total number of words which (with rules for combining them) make up the language/list of words usually with definition for translation.⁶

Jhon Read said that vocabulary is a knowledge, which involves knowing the meanings of words.⁷

Meanwhile according Harmer ,vocabulary is more than merely a list of words. It is of words which express meaning, but meaning is a slippery concept. Some words may appear to refer to one thing and therefore easy to teach, but some words may also be difficult to teach because their meaning may change depends on the words they are attached with.⁸

From the explanation above, we can see that vocabulary is a list of words or phrase usually arranged in alphabetical order with the definition for translation.

a. The Kinds of Vocabulary

There are many classifications made by the experts in language area about the kinds of vocabulary. Haycraft which is cited by Hatch and Brown classified two kinds of vocabulary, namely: receptive and productive vocabulary.⁹ The receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly.

⁶ As Hornby, *Oxford....*, p.959

⁷ John Read, *Assessing....*,p.16.

⁸ Jeremy Harmer, *Teaching Vocabulary, English Teaching Professional*, Issue Thirteen, October, 1999, p.3

⁹ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, Cambridge: Cambridge University Press, 1995,p.370.

Whereas productive vocabulary is words, which the student understands, can pronounce correctly and use constructively in speaking and writing.

Along with what was cited by Hatch and Brown above, Gairns and Redman also divide vocabulary into two divisions, receptive vocabulary to mean language items, which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items, which the learner can recall and use appropriately in speech and writing.¹⁰

The last classification the writer would like to utter which is given by Adrian Daff who distinguishes two types of vocabulary¹¹:

- 1) Active vocabulary, words which students will need to understand and use themselves. In teaching active vocabulary, it is usually worth spending time giving examples and asking questions, so that students can really see how the word is used. Emphasize that student should understand for more words than they can produce, so researcher should not try to treat all new words as active vocabulary.
- 2) Passive vocabulary, words which researcher wants students to understand, e.g. when reading a text, but which they will not need to use themselves. To save time, it is often best to present it quite quickly, with a simple example. If it appears as part of a text or dialogue, researcher can often leave students to guess the word from the context. No matter how many divisions vocabulary is classified, words are so integral as a part of the way of living, which comes when needed and said, and come out in coherent sentences.

¹⁰ Ruth Gairns and Stuart Redman, *Working with Words—A Guide to Teaching and Learning Vocabulary*, Cambridge: Cambridge University Press, 1986, p. 64.

¹¹ Adrian Daff, *Teach English: A Training Course for Teachers*, Cambridge: Cambridge University Press, 1988, p.19.

b. Approaches and Principles in Vocabulary Instruction

Designing the vocabulary instruction is not an easy task. The designer must consider several steps on it. It is similar to most examples of language course design. Nation and Newton in their article, which was compiled by Coady and Huckin wrote that there are three steps in designing vocabulary instruction:¹²

- 1) Selection; including frequency and range of words, the ability to combine with other words, the ability to replace other words, and other factors related to association and availability. These factors and others have been brought together in the notion of a 'core vocabulary'.
- 2) Sequencing. There are two sequences to look at here: First, the sequence of levels of vocabulary, and second, the grouping and ordering of words within a set of levels.
- 3) Presentation. There are two approaches in presenting new vocabulary, namely: a direct approach and an indirect approach. In a direct approach to vocabulary teaching, explicit attention is given to vocabulary. There may be vocabulary lessons where periods of time are set aside for the study of vocabulary. There will certainly be explicit vocabulary exercises, which may include word-building exercises, matching words with various types of definitions, studying vocabulary in context, semantic mapping, and split information activities focusing on vocabulary. There may also be regular vocabulary testing and possibly assigned rote learning. In an indirect approach, the researcher's concern for vocabulary learning will not be so obvious. The researcher may give consideration to incorporating vocabulary learning into communicative activities like

¹² James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition*, Cambridge: Cambridge University Press, 1997, p. 240

listening to stories, information gap activities, and group work, although vocabulary will not often be the main learning goal of the activities.

Celce-Murcia wrote 3 C's approach to vocabulary teaching, which are:

- 1) Conveying meaning. This is done by drawing from a wide range of possibilities: a mime, a synonym, and an anecdote.
- 2) Checking understanding. The researcher checks that the student has understood properly. This can be done by a rapid-fire series of questions, often providing the opportunity for a hint of humor.
- 3) Consolidating. The researcher should consolidate and try to get the students to relate the word to their personal experience, preferably using it in a personally meaningful context.¹³

c. Vocabulary Teaching Strategy

Long time ago, there was little attention to the teaching of vocabulary. At that time, pronunciation and grammar were emphasized but there was little or even no emphasis on vocabulary teaching. The students would not be taught many words before they had mastered the grammar and the sound system of the language. There were some reasons for the general neglect of vocabulary teaching during much of the twentieth century:

- 1) Many who prepared researchers felt that grammar should be emphasized more than vocabulary, because vocabulary was already being given too much time in language classrooms.

¹³ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*-Second Edition, Boston: Heinle and Heinle Publishers, 1991, p.299.

- 2) Specialists in methodology feared students would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered consequently; reseachers were led to believe it was best not to teach much vocabulary.
- 3) Some who gave advice to reseachers seemed to be saying that word meanings can be learned only through experience, that they cannot be adequately.
- 4) taught in a classroom. As a result, little attention was directed to techniques for vocabulary teaching.¹⁴

In fact, the learning of word meaning requires more than the use of dictionary and vocabulary acquisition is a complex process. Fortunately, however, there are much more emphasis on vocabulary teaching. In reseacher- preparation programs today, there is more attention to techniques for teaching vocabulary. There are two reasons of the present emphasis on vocabulary.

First, even where reseachers have devoted much time to vocabulary teaching, the results have been disappointing. Something else also accounts for today's concern with the learning of vocabulary that is the fact that scholars are taking a new interest in the study of the word meaning. A number of research studies have recently dealt with lexical problems.¹⁵

Vocabulary is an important factor in all language teaching and of critical importance to the typical language learner. It is considerably large and also varies in number. No one can master all of the words of any language, but they can enrich the stock of words. The larger the vocabulary

¹⁴ Virginia French Allen, *Techniques in Teaching Vocabulary*, Oxford: Oxford University Press, 1983, p. 3.

¹⁵ Allen, *Techniques...*, p.5.

of the students, the more chance they have the ability of reading and writing. Therefore, it is the task of the English reseacher to help their students improve their vocabulary along with grammar and pronunciation, because it is never enough to learn only the words and their meanings. In some classrooms sentence construction has been given too little attention and students will make mistakes if they learn the meanings of many words without learning how to put words together in sentence.

d. Vocabulary Teaching

There are many strategies or techniques in teaching vocabulary that have been found by experts to find out the effectiveness of learning vocabulary. But principally, there are two techniques in teaching vocabulary, according to Ruth Gairn and Stuart Redman:¹⁶

- 1) Visual technique including visual, blackboards, real objects, charts, picture files, flannel boards, pocket charts, flash card, word card, number card, magnetic board, etc.
- 2) Verbal technique including the illustrative situation (oral or written), use of synonym and definition, contrast and opposites, scales and example of type.

In the following, there are some types of the strategies in teaching vocabulary. But, before that, there are some principles of teaching vocabulary that have to be paid attention by reseachers:

- 1) The teaching of vocabulary is based on the students' ability,
- 2) The teaching of vocabulary is suitable with students' capability,

¹⁶ Ruth Gairn and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, Cambridge: Cambridge University Press, 1991, p.73-74

- 3) The words are taught from simple words to complex words (the easiest to the most difficult).¹⁷

Generally, as a beginner it is not easy to understand word by word in understanding the meaning of a sentence. If it is not practiced often, automatically it will reduce or lose. To help students maintain the capacity of word has been taught, vocabulary cards can be used as an aid.

Some techniques on teaching vocabulary can be used to explain the meaning of words, and every reseacher has to determine the best technique to teach or explain the meaning of words. In determining, a reseacher needs to consider whether the technique is able to improve student's retention.

2. Vocabulary Acquisition

Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. Between the ages of two and five, children learn an estimated 1500 new words every year, or about 5 words a day.¹⁸

¹⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches And Methods in Language Teaching*, Cambridge: Cambridge University Press, 1986, p.7

¹⁸ I.L. Beck and Mckeown, M. *Conditions of Vocabulary Acquisition*. In R. Barr, M.L. Kamil, P. Mosenthal, and D.D. Pearson, (Eds.). *Handbook of Reading Research*. Vol. 1. New York: Longman. 1991. P. 789-814.

a. First Language Vocabulary Acquisition

Knowing a word is very important for the acquisition process of language. In learning the first language, the first words that children learn are typically those used for:¹⁹

1) Labeling

Labeling is mapping words on to concepts. For example, dog has name *dog* or *doggie*. When the children hear about the animal “dog” they have a concept that dog is four-legged animal. But not all four-legged animals are dogs: some may be cats, so the child then has to learn how far to extend the concept of *dog*, so as not to include cats, but to include other people’s dogs, toy dogs, and even picture of dogs.

2) Categorizing

Acquiring a vocabulary requires not only labeling but also categorizing skills. The child needs to realize that common words like *apple* and *dog* can be replaced by superordinate terms like *fruit* and *animal*, and that animal can accommodate other lower order words such as *cat*, *horse*, *giraffe*, etc.

3) Network Building

Network *building* means constructing a complex web of words, so items like black and *white*, *finger* and *toes*, or *family* and *brother*, for examples are interconnected. Network building serves to link all the labels and packages, and lays the groundwork for process that continues for as long as we are exposed to new words and new meaning for old words.

A vocabulary usually grows and evolves with age, and serves as a useful and

¹⁹ Scott Thornbury. *How to Teach Vocabulary*. Malaysia: Longman. 2002. p.18

fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a foreign language.

b. Second Language Vocabulary Acquisition

Learning vocabulary is one of the first steps of learning a second language, yet a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Many methods can help one acquire new vocabulary.

1) Memorization

Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is considered one of the best methods of vocabulary acquisition. By the time students reach adulthood, they generally have gathered a number of personalized memorization methods. Other methods typically require more time and longer recalling.

2) The keyword Method

One useful method to build vocabulary in a second language is the keyword method. When additional time is available or one wants to emphasize a few key words, one can create mnemonic devices or word associations. Although these strategies tend to take longer to implement and may take longer in recollection, they create new or unusual connections that can increase retention.

3) Mnemonic Device

a. The Understanding of Mnemonic

A mnemonic is a specific device that is used as "mental linking tool" to take

information items into students' mind system.²⁰ In Hornby's dictionary mnemonic is art of system for improving the memory.²¹

Mnemonic is a tool for helping to remember something which is unfamiliar to become familiar or a memory enhancing instructional strategy that involves teaching students to link new information that is taught to information they already know. It is a strategy that provides a visual or verbal prompt for students who may have difficulty retaining information. In this way, children whose learning modalities are primarily visual or verbal are able to create a picture, word, rhyme, or sentence that is attached to an idea they already have. This strategy enhances access to the general curriculum by building on what students already know or have experienced.

Mnemonic is a way to increase the attention of information that will be remembered. This method used for remembering some words that are not popular enough for us. As the method we can use a word or more as a replacement a target word that do not understood the meaning, in order to be known or familiar in our mind.

For Indonesian people, of course, English is not popular enough because it is not our language. So, it is natural if some students feel hard to understand the language. But, it becomes different if those words are changed into the words that have similarity in sound or form.

There is no special pole for making a device in this technique. So, each of everyone can be different in making a device as their keyword or code, it is depend on their own knowledge and experience. This is good for us, because Indonesia has many regional languages such as, Acehnese, Javanese, Batak language, and so on. The important thing of making code/keyword is the word and code must have a similarity in sound or form.

²⁰ Syah, *Psikologi*..., p.161

²¹ As Hornby, *Oxford* ..., p.543

From those reasons, it can be concluded that a mnemonic is a technique or a specific strategy that is used as “ mental linking tool” or as “memory aiding” in memorizing and assimilating information. The reseacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. Mnemonic has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Although sometimes memorizing activities are seemed as boring activities, it is not fully true. It is because a mnemonic can be applicated to help the students in mastering interesting concepts so that mnemonic can also be learned happily.

b. Types of Mnemonic

Mnemonic or a tick of memory is a special way which is made as a code for entering information items into mind system of students. There are many types of mnemonic device. However, there are five types the most popular of mnemonic device,²² among others are:

1) Rhyme

A rhyme is a rhyme that is made by words and technical term that must be remembered by the students.²³ This rhyme can be better if it is given notes so that it can be sung. The songs of the kindergarten students that contains of moral values can be used as an example of the arrangement of mnemonic rhyme. A rhythm that is a musical characteristic is one feature that may be a salient factor that is easily recognized as helpful in musical applications and also valuable in nonmusical applications. There are some examples of rhyme or song mnemonic. One of the examples can be seen below:

²² Syah,*Psikolog...*,p.160-163

²³ Syah,*Psikolog...*,p.162

Vivacious verbs

Sung to “Old MacDonald”

Many verbs are action words

V-E-R-B-S

Verbs tell things that you can do

V-E-R-B-S

With a run, jump here

An a hop, skip there,

Here a dance, there a leap,

Then we all go to sleep.

Verbs you know are action words

V-E-R-B-S

2) Acrostic

An acrostic (sentence mnemonic) is a sentence that is developed to help a person retrieve letters that represent something that the person needs to remember. The sentence should be made in catchy way to make the information more meaningful and easier to remember. An acrostic is a sentence of which the first letters represent the information to be recalled.²⁴

There are some examples of acrostics. They are: “*Every good boy does fine*” that represents the names of musical notes on the lines of the treble clef. They are the note of E,G,B,D,and F. There is another example of acrostic. The example is that the acrostics of “*jangan Febi makan apel Medan, Juned juluki Agus seperti aktor telenovela desa*” can be used to help students remember the order of months in a year.

²⁴ J. P Bakken and Cynthia G. Simpson. *Mnemonic Strategies: Success for the Young-Adult Learner*. 2011. The Journal of Human Resource and Adult Learning Vol. 7, Num. 2, p. 79- 85

3) Acronym

An acronym is a word that is developed from the first letter of words that are to be remembered. An acronym is a word of which the letters represent individual components.²⁵

There is example of the acronym. It is the acronym of “*mejikuhibiniu or mejik hebat nian uoi*” can be used to help students remember the order of color in the rainbow (merah, jingga, kuning, hijau, biru, nila, ungu).

4) Peg Word Method

Peg-word method is a mnemonic technique which uses the components that have been mastered before or a remembering number method by changing it into certain shaping objects that are similar with that numbers.²⁶

The other definition A peg word method is a method that relating unrelated items to be easily memorizable items which can act as pegs or hooks.²⁷ There are examples of pegword method. They are: one is bun or john, two is shoe, and three is tree. If the number is zero, the peg is a ball; if the number is one, the peg is a pencil; and if the number is three, the peg is a love leaf. Another example of pegword method are: one is bun or john, two is shoe, and three is tree.

5) The loci method

A method of loci is a mnemonic device that uses certain places and are well- known as means of certain words and technical term placement that must be remembered by the students.²⁸ This technique is very beneficial to memorize subject materials in order format or a large number

²⁵ Bakken,*Mnemonic*...,p.80

²⁶ Syah,*Psikolog*...,p.160

²⁷ M.Amiryousefi. 2011. “ *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*”. Journal of Language Teaching and Research, Vol. 2, No. 1, p. 178-182.

²⁸ Syah,*Psikolog*...,p.162

of lists. By this technique, the students can memorize things complete with the ordered number. Loci must be in a location that is easy to remember, because it will be used to the next steps. The examples of method of loci are: the parts of body here are used to used for loci number 1 until 10, they are: head, eyes, nose, mouth, ears, neck, breast, stomach, foot, and hand.

6) The Key Word Method

The keyword method/ system is a system like words lists that contains of the items: foreign language words, keywords that at least the words in foreign language and in mother tongue language has the same sounds either in the first syllable or the last syllable, and the meaning words from the foreign language words.²⁹

According to Hulstijn, key word method requires three stages. At first An L1 or L2 word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage the learner is asked to make an association between the target word and the keyword. Finally he is asked to make a mental image of the combination of the keyword and the target word.³⁰

Keyword system usually formatted especially for learning foreign words and terms English for example, and it is effective enough. This system formatted of words list that consist of unsure, as following example :

Table 2.1			
Mnemonic Technique in Presenting Vocabulary			
		Code	

²⁹ Syah, Psikolog..., p.162

³⁰ H. J Husltijn, *Mnemonic Methods in Foreign Language Vocabulary Learning: Theoretical considerations and pedagogical implications*. In J. Coady, & T. Huckin (Eds.), *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University Press, 1997. p.203

Words	Phonetic	(Mnemonic Device)	Meaning
Accept	ak'sept	Asep	Menerima
Adult	a'dʌlt	Adul	Orang
Astute	a'stuwt	Astuti	Cerdik, lihay
Direct	da'rekt	Derek	Langsung
Deny	di'nai	Deni	Menyangkal
Enchant	en'cænt	Encan	Memikat
Enact	e'nækt	Enak	Memeranka
Engine	'enjan	Enjing	Mesin
Towel	'tawal	Toel	Handuk
Unjust	ʌn'jʌst	Anjas	Tidak adil

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.

7) Picture

Pictures here mean that pictures is visual mnemonics that the new words that are usually paired with their definitions or equivalents can be better learned if they are paired with pictures . Objects and pictures can facilitate recall. Pictures and objects not only can be used to give meaning and information but also they can be used to motivate and attract the interest of the students. This method can be used by elementary or pre- intermediate students.

c. The Procedure of Using Mnemonic

Reseachers could consider mnemonic instruction a useful tool on a continuum of strategies that require varying levels of reseacher involvement and student independence. Mnemonic instruction is an inexpensive strategy that provides a means of helping student gain access to the general curriculum.

Mnemonics can be researcher created or student created. However, the researcher has to introduce and create mnemonics until students learn how to properly use them. Student has to be allowed to create their own mnemonic device when they are not comfortable using them but also willing to create mnemonics with appropriate and correct information.

One recommended procedure for teaching the mnemonics is using the steps of recoding, relating, and retrieving as described below:

1. Recoding

Recoding involves selecting part of the target word that looks like, or sounds like, a word with which the student is familiar. For example, for the word *apex*, a student might select the word *ape*. For the word *truculent*, a student might select *truck*. In other word, students recode the original word into a word that they can easily imagine.

2. Relating

The next step is relating the recoded word to the definition of the target word using imagery. For example, since the definition of apex is a highest point, a student might relate the recoded word ape to the definition by imagining an ape at a very high point, such as King Kong on the Empire State Building. The definition of truculent is a angry, so a student might imagine a truck like monster.

3. Retrieving

The last step is retrieving, or recalling, the meaning of the target word. When a student sees the word, the first step is to think of the keyword for that word (ape or truculent). Next, the picture or image related to that word has to be recalled – the ape on a high place, or the corpse is truck. Finally, the image must be linked to the definition.

From the explanation above, we can see the procedure of using mnemonic device, there are; recoding, relating, and retrieving.

B. Relevant Studies

There are some previous studies that have been done related to the use of mnemonic and the students' vocabulary achievement. As what Mohammad Amiryousefi, He finished a research study about Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall. In his research study, He used mnemonic to improve vocabulary learning, boost memory and enhance creativity for the students. Similar to his study, Janet S. Shaeffer also finished a research study about Using Mnemonic Strategies to Teach Letter-Name and Letter-Sound Associations. She used three mnemonic treatments; pictures, jingles, and music with a kinesthetic element to acquire alphabet letter names and sounds as a foundation to literacy with a class of kindergarteners. As what Anita Listyowati K did, she conducted a research study about The Learning Strategies of the Second-Grade Students of State Junior High School 2 of Wonosari Klaten in Relation to Their English Learning Achievement. The goal of her study is to know the relationship between the learning strategies and the students' vocabulary achievement of the Junior High School students at grade two.

The previous studies underlie the writing of this research study. They give broader views on the use of mnemonic and insight on the students' vocabulary achievement.

C. Conceptual Framework

In improving the students' vocabulary acquisition is not easy. It needs creative strategies to make the students not only make progress in their performance in the English teaching learning, but also enjoy the strategies when these are applied in the class. One of the strategies is using mnemonic. In reference to the review of theories above, mnemonic can improve the

students' vocabulary acquisition. Mnemonic can reduce the difficulties and the feeling hard of understanding and memorizing the English learning materials at class.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

There are many kinds of research design in conducting a research. Quantitative research is the research which based on positivism philosophy in which is used for observed certain

populations or sampling. This work is based on quantitative research. Arikunto said quantitative approaches summarize data using numbers.³¹

In quantitative research, source of the data, purposes, subject, and approach are specific and stable from the beginning. Everything was planned properly when arranged the program. This research could use sample, and the result could obtain for the population. The design of the research is clear, the steps of the research and the result that expected.

This study is categorized into action research. The aim of this study was to show the process of improvement of the students' vocabulary acquisition. In this process, the researcher worked together with the students to identify and investigate the problem occurring in the English learning. Then the researcher planned the possible solution to solve the problem, carried out the action in the class, and finally, analyzed the use of mnemonic in improving the students' vocabulary acquisition. The steps done by the researcher is suitable with the sequence steps done in action research. She are identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done.³²

1. The Concept of CAR (Classroom Action Research)

Burn states that action research is the application of fact finding to practical problem solving in social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researcher, practitioners and laymen.³³ Furthermore, Bodgan and

³¹ Suharsimi Arikunto, *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara 2007.p.27

³² A,Burns. *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. (New York: Routledge.2010).p.30

³³ A,Burns. *Doing*,p.30

Biklen define action research as the systematic collection of information that is designed to bring about social change.³⁴

Based on the two theories above, researcher defined the classroom research as an applicative process of research to improve the classroom-activities quality, which is based on the real problems, identifies in the teaching learning processes and its environment. Further, in implementing the action research, the theory does not function as an independent part, but, it is applied when the necessity for it makes sense with the identified problems in the research.

2. Design of Classroom Action Research

To carry out the action research, the researcher followed procedures of action research proposed by Burns. This consisted of the following four procedures: (1) Planning; (2) action; (3) observation; (4) Reflection.³⁵ Visual

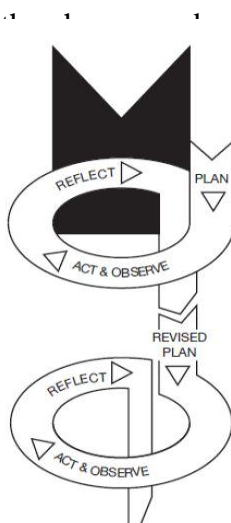


Figure 3.1

B. The Research Setting

³⁴ Burns, A. *Collaborative Action Research for English Language Teachers*. (Cambridge: Cambridge University Press.1999).p.30

³⁵ Burns, A. *Collaborative....*,p.32

This study was carried out in the seventh class of MTs Ulumul Qur'an Langsa. The study was two meeting of a week, with time duration of 2 x 40 minutes. A lesson book entitled "*When English Rings a bells*" was used by the reseacher as the reseacher in the teaching and learning process. This study was conducted in the first semester of the 2017/ 2018 academic year. The actions were conducted based on the schedule of English subject at MTs Ulumul Qur'an Langsa.

C. The Population and Sample

The subjects of this classroom action research was *Tahfidz Putra (TPA)* class, the seventh grade students of MTs Ulumul Qur'an Langsa, in the academic year of 2017/2018 that consisted of 32 students. They were all males. The reason for choosing this class as research subjects was their vocabulary grade was below. The students found difficulty in translating a text and making a simple sentence. Besides, their attitude toward english teaching-learning process was in such passive atmosphere especially in teaching vocabulary. They just use dictionary as guide for translating some words. Further, the students had no interest in class. Some of them laid their head when the reseacher explained the material, some others talk to each other about the topic out of the subject, and the others often went out during the class process. The next indication was during the class, the students liked to do the non academic activities better than listening to the reseacher's explanation. The last indication was the student felt bored of the class.

Based on reseacher's reflection and observation above, it could be concluded that the strategy should be changed. So that, in this classroom action research, by implementing language strategy, it was hoped that they could increase students' motivation; so that their vocabulary acquisition improves as well.

Table 3.1

**The List Tahfidz Putra (TPA) Class of MTs Ulumul Qur'an Langsa in The Academic Year
of 2017/2018**

No	Name	No	Name
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1.	Ahmad Amin	17.	M. Sibran Malasi Al
2.	Aspin Nasri Alamsyah	18.	Multazam
3.	Erwan Syahputra	19.	Muhammad Jubaly
4.	Faiza Akbar Afazi	20.	M. Haikal
5.	Fadil Fata Al Gifari	21.	M. Maulana
6.	Fauzan Narzilla	22.	Qalbin Salim
7.	Habib Syaif Huzain	23.	Riskiul Fikri
8.	Ibnu Mubarak	24.	Sajid syuhada S.
9.	M.Tajuddin Al	25.	Syibran Malasli
10.	M. Arif Nur Harahap	26.	Sajid Alfikri
11.	M.Zilaal	27.	Sahibul Bayani
12.	M. Naufal Habibi	28.	T.Zawil Faiza
13.	M. Fatan Mumtaza	29.	Tengku Rifad Fitra
14.	M. Razan Mumtaza	30.	Taufiqurrahman
15.	M. Hafidhul Ihsan	31.	T.M Rifal Aulia
16.	Mustaqim	32.	Tengku Sah Bintang R.

D. The Procedure of Data Analysis

This study used a classroom action research. According to Arikunto³⁶ each cycle consists of:

a. Planning

³⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 2010. p.138.

In this stage, the researcher firstly identified the problems referring to teaching and learning process in my classroom. In this case, the problems related to the vocabulary. After identifying the problems, researcher made a plan about what kind of action that would be carried out. Next, researcher prepared everything dealing with the action research requirements such as preparing the material, making lesson plan, and preparing teaching aids instrument for testing.

b. Implementing

Researcher carried out the lesson plan in the classroom. Researcher conducted the teaching activities step by step based on the lesson plan. Researcher applied language strategy “Mnemonic” in teaching vocabulary to the seventh grade students of MTs Ulumul Qur’an Langsa.

This stage is done by carrying out lesson plan on teaching . Doing pre-test to students that the result will be compared to the post-test, follow-up of the first cycle of learning is to identify the strengths and weaknesses of the learning outcomes. Writer presents them in the following:

- 1) giving pre-test
- 2) teaching vocabulary by mnemonic device
- 3) giving occasion to the students to ask any difficulties or problems
- 4) giving post-test

c. Observing

Researcher observed the important occurrences during the teaching and learning process. Researcher noted the strength and weaknesses of the lesson plan implementation using language strategy “Mnemonic” in teaching vocabulary.

d. Reflecting

After carrying out teaching and learning activity using language strategy, researcher recited the occurrences in the classroom as the effect of the action. Researcher evaluated the process and the result of the implementation of language strategy in teaching vocabulary. The evaluation gave advantages in deciding what researcher had to do in the next cycle.

Table 3.2 The Reseach Design in Every Cycle

Planning	<ul style="list-style-type: none"> • Identifying the problem • Making a plan about the kind of action in the implementation of mnemonic. • Preparing material, making lesson plan, preparing observation sheet in the implementation of mnemonic., • Preparing teaching aids instruments or testing in the implementation of mnemonic.
Implementing	<ul style="list-style-type: none"> • Giving pre-test • Carried out the lesson plan in the classroom in the implementation of mnemonic. • Conducted the teaching activities step by using mnemonic strategy.

	<ul style="list-style-type: none"> • Giving Post-test
Observing	<ul style="list-style-type: none"> • The researcher observed the important occurrences during the implementation mnemonic in teaching and learning process.
Reflecting	<ul style="list-style-type: none"> • The researcher recited the occurrences in the implementation of mnemonic strategy as the effect of the action. • The researcher evaluated the process and the result of implementing mnemonic strategy in teaching.

There were two cycles in this research. Four meetings were considered in each cycle. There was also a pre-test at the beginning of the first cycle and a post- test at every the end of the cycle. The overview of the design of the research is showed in table below:

Table 3.3 The Overview of the Design of The Research

I. Pre-Research : Gaining Baseline Data	
	<ul style="list-style-type: none"> • Conducting Pre-test • Interview Students
II. Research Implementation	

Cycle I	: Calender
Meeting I	: The names of day a week.
Meeting II	: The names of month
Meeting III	: Date (ordinal number)
Meeting IV	: Daily Activity
Post-Test 1	
Cycle II	: Introduction
Meeting I	: Introduction identity
Meeting II	: Kind of Profession
Meeting III	: Public Place
Meeting IV	: Part of body
Post-Test 2	

E. Instruments of The Study

In this research, there were two kinds of data; quantitative data and qualitative data. The quantitative data is the data which is in the form of numbers, while qualitative data is the data which is in the form of words or description. The quantitative data in this research were gathered from the achievement of the students' vocabulary obtained from the tests ; pretest and posttest . The qualitative data in this research were used to collect the data in the form of observation checklists and field notes from the observation guide, interview transcripts from the interview guide, and numeric data from the pre-test and post test.

1. Observation guide

The observation guide was used by the researcher to get the information about some aspects in the teaching and learning process during the action of the mnemonic application to know the progress of the action process on the students' English achievement. The observation guide was in the form of observation checklists. The observation checklists contained some aspects with indicators in each aspect in the tables of data. The field notes contained of information about the teaching and learning process in general during the mnemonic implementation that collected by the researcher.

a. Validity

The observation guide was expected to have the aspects observed during the observation by using construct validity. Here, the researcher used expert judgments to know the validity of the observation guide.³⁷ The researcher consulted the aspects in the observation guide with the first consultant before it was used. The aspects were the teaching and learning sets in the application of mnemonic, the teaching-learning process in the application of mnemonic. Meanwhile, the construct which was used in the development of the observation guide was taken from some theories related to the use of mnemonic. The aspects can be seen in the table.

Table 3.4 : Specification Aspects Observed in the Classroom

No.	Aspect	Indicators	References
1.	Teaching and learning sets in the application of mnemonic	a. Using the curriculum in the teaching and learning process in the application of mnemonic <ul style="list-style-type: none"> • Determining the basic competence; • Determining the standard competence; 	1. Pedoman Pembelajaran Bahasa Inggris di Sekolah Menengah (Depdiknas, 2013) 2. Assessing

³⁷ Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta. 2009. P.125

		<ul style="list-style-type: none"> • Determining the learning objectives; • Revising the learning objectives <p>b. Using the lesson plan in the teaching and learning process in the application of mnemonic</p>	Young Language Learners (McKay, 2006)
2.	Teaching and learning process in the application of mnemonic	<p>a. Beginning the lesson in the application of mnemonic</p> <ul style="list-style-type: none"> • Teacher greeting to the students in English • The teacher checks attendance list <p>b. Structuring the lesson in the application of mnemonic</p> <p>c. Using some types of mnemonic in learning process</p> <ul style="list-style-type: none"> • Rhyme • Acronym • Acrostic • Peg Word Method • The loci method • The Key Word Method • Picture <p>d. Responding to students' performance in the application of mnemonic</p> <p>f. Using picture or tape as the medium of learning process in the application of mnemonic</p> <p>g. Using <i>kurikulum tiga belas</i> books as references in the application of mnemonic</p> <p>h. Administering tests or exams in the application of mnemonic</p> <p>i. Applying mnemonic in the four main skills of speaking, reading, listening and writing</p> <p>j. Resuming about what have been learned</p>	<p>3. Pedoman Pembelajaran Bahasa Inggris di Madrasah Tsanawiyah (Depdiknas, 2013)</p> <p>4. Assessing Young Language Learners (McKay, 2006)</p>

3.	Students' vocabulary acquisition	a. Giving attention to the teacher's explanation about the application of mnemonic b. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic c. Understanding the concept of making simple sentences by using mnemonic <ul style="list-style-type: none"> • Students can create mnemonic by their version d. Feeling challenged in the application of mnemonic <ul style="list-style-type: none"> • Doing appropriate actions based on the teacher's instructions • Doing interaction with the teacher • Doing interaction with classmates 	1. Psikologi Pendidikan dengan Pendekatan Baru Edisi Revisi (Syah, 2005) 2. Landasan Psikologi Proses Pendidikan (Sukmadinata, 2005)
	Total	27	

2. Interview Guide

The interview guide was used by the researcher to get the information about some aspects in the teaching and learning process during the action of the mnemonic application to know the progress of the action process on the students' vocabulary acquisition. The interview guide was used as the guidelines for the researcher in giving questions to the students and the teacher. The researcher conducted the interviews that were based on the interview guide to get the information during the mnemonic application. The data of the interview was in the form of interview transcripts that contained of the researcher's questions and the students' responses and also the teacher's responses about the problems that existed during the implementation of

mnemonic and also the students' feelings toward the implementation of mnemonic carried by the researcher.

3. Test

According to Arikunto, to measure and analyze the subject using a test.³⁸ It's used to measure the basic competence and achievement. The type of achievement test that used in school is test made by the reseacher. The researcher used test made by the reseacher. In this case, researcher was used pre-test and post-test. Pretest is a test given before some treatment begin. Post-test is a test given at the end of some treatment periods. It was chosen because it could measure the students' improvement in vocabulay. Test by reseacher that arranged by certain procedure, has not been examined many times so it's characteristic and strength.

In this study, the pre-test and post test were used to gather the data about the improvement of students' vocabulary. In this study, the pre-test and post test materials were adapted from some English learning materials. The pre-test were used to get the information about the students' vocabulary acquisition before getting the action. The post test was used to get the information about the students' vocabulary acquisition after getting the action. The pre-test and post test of the students' vocabulary acquisition was done in the form of four main skills tests. Besides, the researcher assessed the students' vocabulary acquisition in the four main skills tasks in Cycle 1 and Cycle 2.

The instrument consists of 20 items and test consisting of two test methods : 15 items of vocabulary multiple-choice and 5 items of vocabulary sentence-completion.

Pre-test	Post-test
✓ A (15) x 5 = 75	✓ A (15) x 5 = 75

³⁸ Arikunto, *Prosedur...*, p.120

✓ B (5) x 5 = 25	✓ B (5) x 5 = 25
Max Score : 100	Max Score : 100
Min Score : 75	Min Score : 75

a. Validity

To fulfill the validity of the pre-test post test instrument, the researcher used content validity. The researcher used the existing concept in the current curriculum. Here, the researcher developed the test which were taken from the current curriculum based used by the school, the *Tiga belas* Curriculum. Before conducting the pre-test, the researcher asked the teacher to tell the seventh grade students about the topics tested. It was done to help the students feel ready to do the pre-test so that their scores could describe their abilities in mastering English materials. The specification of the items in the pre-test and post test can be seen below:

Table 3.5 : List of Items in Pre-Test Post Test

No	Topic	Language functions	Language elements
1.	Calendar	Asking Questions	Vocabulary: 1. Days in a week: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> 2. Months in a year: <i>January, February, March, April, May, June, July, August, September, October,</i>

			<p><i>November, December</i></p> <p>Ordinal Number : <i>First, second, third, fourth, ...</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> - What date is today? - When was your birthday? - What month comes after <i>January</i>?
2.	Daily Activities	Asking Questions	<p>Vocabulary</p> <p>Get up Take a bath Have a breakfast Go to bed</p> <p>Grammar</p> <ul style="list-style-type: none"> - <i>When do you do these activities?</i> - <i>When do you do ceremony?</i> - <i>What do you do in evening?</i>
3.	Introduction	Asking Questions	<p>Vocabulary</p> <p>Subject : <i>I, you, they, we, she, he, it</i></p> <p>Possessive subject: <i>My, your, their, our, her, his</i></p> <p>Kind of Job : <i>Teacher, Policeman, doctor, nurse, etc</i></p> <p>Grammar</p> <p>What is your name? How spell your name? My father's job is doctor Who is she?</p>
	Parts of The Body (senses)	Asking questions	<p>• Vocabulary:</p> <ol style="list-style-type: none"> 1. Part of face: eyes, nose, ears, cheeks, mouth, and lip 2. Part of body: neck, shoulders, chest, waist, and navel 3. Part of arm: elbow, wrist, fingers, and arm 4. Part of hand: thumb, fore finger, middle finger, ring finger, and little finger 5. Part of leg:

			Thigh, knee, calf, ankle, bid toe, toe, toe nail, and heel • Grammar: 1. I watch (the television) with my eyes 2. I listen (the radio) with my ears
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3. Data Collection Technique

In this study, there are three techniques for conducting the data collection. They were observing the English teaching and learning process, conducting interviews after the class meeting, and conducting pre-test and post-test. These data collection techniques are presented below.

a. Observation

The researcher did observation to monitor the teaching and learning process in class VII. The observation was conducted in each meeting of Cycles. There were four meetings in Cycles. The researcher used the observation checklists to conduct observation. The observation and the observation checklists were done for one and a half hours during the teaching and learning process during the implementation of mnemonic. It started at 11.50 p.m. and ended at 13.10 p.m. During the observation, the researcher collected the data based on the aspects in the observation guide. They were: teaching and learning set in the application of mnemonic, teaching and learning process in the application of mnemonic, students' vocabulary acquisition in the application of mnemonic. The observation was conducted by observing the class situation and condition in the teaching and learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process and also gave tick (v) sign in the observation checklists. For example: at the beginning of the lesson, the researcher observed and noted down how the teacher opened the lesson by giving several questions, how the students

responded to the teacher's questions, how the teacher explained the material related to the topic of Calendar, and how the students answer the teacher's questions about mentioning the order of the days in a week and the months in a year. Besides, the researcher gave tick (v) sign in the column of each aspects in the observation checklists that shows the students made improvements during the implementation of mnemonic in the teaching and learning process. Then, the information from the observation guide were recorded into observation checklists and researcher's diary.

b. Interview

The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. The interview was conducted after the teaching and learning process ended in an every meeting in each cycle. The interview was related to the aspects in the interview guide. They were: the students' vocabulary acquisition in the application of mnemonic and the use of learning media in the application of mnemonic. For the interview transcripts, the researcher interviewed the students based on the indicators in the interview guide during the implementation of mnemonic. Then, the information from the interview guide were recorded into interview transcripts.

c. Pre-test and Post-test

The pre-test and post-test were conducted before and after the researcher conducted the actions. They were used to measure the students' English achievement. The pre-test and post-test was in the form of four main skill tests. The pre-test and post test that were in the form of four main skills tests, the researcher asked the students to do the teacher's instructions that were written in the papers that were given by the teacher to each students with time duration of 2x40 minutes.

4. Technique of Analysis Data

a. Analysis of Test

The researcher conducted the action research of teaching vocabulary using mnemonic device at seventh grade students of MTs Ulumul Qur'an Langsa the academic year of 2017/2018.

In analyzing the data, the researchers use the quantitative data analysis. This study would be successful when there is increasing of students' vocabulary acquisition. Before applying the action, the students would be given pre-test and post-test in the end of the action to know the progressing of students. Methods of data collection is created before the research begins. This technique is used to know the students' score of vocabulary acquisition in each cycle.

T-test or t-score is a statistic technique, the reseacher uses Paired-Sample T-Test at IBM SPSS 24 version for windows.

b. Analysis of Interview and Researcher's Diary

The quantitative data will be used to support the finding gained in the form of qualitative data. The qualitative data which were in the results of the reseacher's diary and in the results of the interview guide (interview transcripts) were analyzed by using a qualitative data analysis technique as proposed by Miles and Huberman. This qualitative data analysis technique consisted of three steps. The first step was done by collecting all the data namely the reseacher's diary, and interview transcripts. The second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the reseacher's diary, and interview transcripts. The third step was data display. In this step the data were organized and compressed to produce the data display. This data display contained two text forms namely the reseacher's diary, and interview transcripts.³⁹

³⁹ Matthew B.Miles and A. Michael Huberman,*Qualitative Data Analysis*, London:Sage,1994.p.232

c. Data Validity

The qualitative data were gathered from the questionnaire, interview, observation, and researcher's diary. To obtain the validity of the qualitative data, researcher used the triangulation principle. These four techniques helped us to work under the triangulation principles for validating data. In connection to this, Burns stated that when different research techniques are used in the same problematic situation and we obtain the same results, the investigation is valid.⁴⁰ Researcher also followed Silverman when he argued that triangulation helps us to see if different research techniques in collecting data produce similar results with regard to the same investigation question. In the process of collecting the data. The summary of the collecting and analyzing data can be seen in the following table.

Table 3.6 Collecting and Analysis Data

Object	Subject	Instruments	Data	Analyzing Technique
<ul style="list-style-type: none"> • To know the process of implementation of mnemonic in the teaching vocabulary • get information about the use of mnemonic in the teaching vocabulary 	<ul style="list-style-type: none"> • T • S 	<ul style="list-style-type: none"> • Researcher's Diary • Interview 	<ul style="list-style-type: none"> • The comment of the activities in the classroom, the materials and technique • The result of the students' interview before the treatment • The result of the 	Triangulation

⁴⁰ Anne Burns, *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press, 1999. P.

<ul style="list-style-type: none"> •To know about the strengths and the weaknesses of the implementation of mnemonic in the teaching vocabulary • To find out the students' vocabulary achievement. •To know whether the students' vocabulary ability improves or not 	<ul style="list-style-type: none"> • R • S 	<ul style="list-style-type: none"> • Researcher' Diary • Test 	<p>students' interview after the treatment</p> <ul style="list-style-type: none"> • The activities in the classroom, material and technique • The student's score before the treatment in cycle 1 • The students' score after the treatment in cycle 1 • The students' score after the treatment in cycle 2 	
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T = Teacher

R=Researcher

S = Students

CHAPTER IV

RESEARCH FINDINGS

This study is action research in a natural setting. The purpose of the study is to suggest ways that can help the seventh grade students of MTs Ulumul Qur'an Langsa improve their vocabulary acquisition. One of the ways is by using the mnemonic. In this chapter the researcher presents reviews of the identification of the field problems and the possible solutions to solve the problems, the report of the actions done, information about the process of the study conducted in Cycle 1 and Cycle 2 as well as the result of the study. This chapter also presents the quantitative data in mean scores obtained during the study implementation to support the qualitative data.

A. Reconnaissance

At the beginning of this study, the researcher as an English researcher had conducted the interviews with the *Tahfidz Putra (TPA)* students, and observed the English teaching and learning processes. The results are presented below.

1. Identification of the field problems

Based on the observation during the study, the researcher identified 15 problems related to

the English teaching learning processes in the seventh grade class. The problems are shown in the Table 4.1 below:

Table 4.1

The Field Problems Concerning the Teaching Learning Process of English in the seventh grade of MTs Ulumul Qur'an Langsa

No	Problems	Code
1.	Some students in the back rows, were sleepy during the teaching and learning	S
3.	The teacher did not use other media except whiteboard and board-marker	T
6.	The learning material was taken only from one source namely " <i>Bright 1</i> "	LM
7.	The teacher did not give interesting activities to reduce the students' boredom.	TT
8.	In the end of the English learning the teacher did summarize the material.	T
9.	Sometimes the teacher could not present the material completely when the time was over. It is because of the teacher was busy in asking the students to be silent.	T
10.	The teaching method is the same from the first meeting to the last meeting.	TT
11.	Some students were passive	S
12.	Some of the students were difficult to manage, during the English learning; some of the students were fighting.	S
13.	The teacher did not give feedback to the students in the end of teaching and learning	T
14.	The teacher sometimes did not spell and write English words correctly	T
15.	Many students could not memorize well the order of days of the week, months in a year.	S

16.	Many students could not write simple sentences related to daily activities and hobbies.	S
17.	Many students found difficulties in understanding the concept of making simple sentences	S
18.	Some students did not feel challenged during the English activity	S
19.	Some students were not motivated in learning English	S
20	Some students did not pay attention to the teacher's explanation at class	S
21.	The teacher did not explore the four main skills. The activities were only listening to the teacher's explanation and answering the teacher's questions together.	TT
22.	Some students sometimes made noises during the teaching and learning processes	S
23.	Some students, especially male students did other activities during the teaching and learning process for example: playing paper from their book, walking to their classmate's desks.	S
24.	Some students got bored easily during the English learning.	S
25.	Some of the students, they often asked permission to the teacher to go outside the class to throw away the rubbish in group of three, in group of two.	S

S: Student LM : Learning Media TT : Teaching Technique T : Teacher

2. The Relationship Between The Field Problems and The Actions

From the table above, it can be seen that the problems occurring in the teaching learning process of English were related to the student, the learning media, the teacher, and the teaching technique. All of the problems in the table above were related to the students' vocabulary acquisition. During the discussions with the teacher about which problems that she could handle, finally the researcher team selected 13 problems. They are shown in table 4.2 below:

Table 4.2

The Selected Problems

No	Problems	code
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1.	Some students from back rows were sleepy during the teaching and learning	S
2.	The teacher did not use other media except whiteboard and board-marker	TT
3.	Many students could not memorize well the order of days of the week, months in a year.	S
4.	Many students could not write simple sentences related to daily activities and introduction.	S
5.	Some students got bored easily during the English learning.	S
6.	Some students were not interested in the teaching and learning processes	S
7.	Sometimes the teacher did not finish in presenting the materials when the time was over. It is because the teacher was busy in asking the students to be silent.	T
8.	Many students found difficulties in understanding the concept of making simple sentences. They can not make simple sentences, especially sentences related to the topic of “Daily Activity and Introduction”.	S
9.	Some students sometimes made noises during the teaching and learning processes. Some of them, especially male students sometimes tapped the desks during the teaching and learning process.	S
10.	Some students were passive. They did not respond to the teacher’s instruction and they were only smiles.	S
11.	Some students did not feel challenged during the English activity. They were sleepy during the teaching and learning process.	S
12.	The teacher did not conducted interesting class activities such as doing game, and singing songs related to the topic to reduce the students’ boredom.	TT
13.	The teacher did not explore the four main skills. The activities were only listening the teacher explanation and answering the teacher questions together.	TT

S: Student

LM: Learning Media

T: Teacher

TT: Teaching Technique

3. Determining the Actions to Solve the Field Problems

After having discussions with the English teacher, the researcher determined some actions to solve the problems. In conducting the actions, the researcher used three stages of the teaching

learning process. They were presentation, practice, and production.

There were three main actions in English learning that were related to the use of mnemonic. First, the teacher presented the English materials by using mnemonic. Second, the teacher explored the English materials learned in the class activities during the implementation of mnemonic. Third, the teacher developed interesting activities during the implementation of mnemonic. The actions can be seen in the table 4.3 below.

Table 4.3

The Actions Applied in Cycle 1

No	Actions in Cycle I
1.	Implementing mnemonic to present the English materials <ol style="list-style-type: none"> a. Presenting the vocabulary items in Cycle I <ul style="list-style-type: none"> • The names of day a week by using acrostic of mnemonic • The names of month by using rhytem of mnemonic • Date (ordinal number) by using picture of mnemonic • Daily activities by using peg words b. Presenting the vocabulary items in Cycle II <ul style="list-style-type: none"> • Introduction identity by using acronym • Kind of profession by using picture and loci methode • Part of body by using loci methode

2.	<p>Exploring the English materials learned in four main skills:</p> <ul style="list-style-type: none"> a. Listening activities <ul style="list-style-type: none"> 1) Listen and do (giving instruction and responding to the instruction) 2) Listen and write b. Speaking activities <ul style="list-style-type: none"> 1) Doing a role play 2) Conveying kinds of expressions (doing speaking performance) individually c. Reading activities <ul style="list-style-type: none"> 1) Drawing pictures 2) Matching words with appropriate pictures 3) Matching sentences with appropriate pictures d. Writing activities <ul style="list-style-type: none"> 1) Writing words based on the pictures (filling in the blank with correct words based on the pictures) 2) Writing words in blank sentences (completing words in a phrase or a sentence) 3) Writing simple sentences
3.	<p>Using interesting class activities:</p> <ul style="list-style-type: none"> a. Singing songs by using rhyme mnemonic b. Playing games c. Asking students to create mnemonic with their versions

4. The Relationship between the Field Problems and the Actions

The actions listed above were used to solve selected problems. The following table shows the field problems which were related to the planned actions.

Table 4.4

The Relationship Between Field Problems and The Actions

No	Problems	Actions
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1.	<ol style="list-style-type: none"> 1. Many students could not memorize well the order of days of the week, months in a year. 2. Many students could not write simple sentences related to daily activities and hobbies. 	<ol style="list-style-type: none"> 1. Implementing mnemonic to present the English materials <ol style="list-style-type: none"> a. Presenting the vocabulary items by using acronym mnemonic b. Presenting the concept of making simple sentences by using acrostic mnemonic
	<ol style="list-style-type: none"> 3. Some students were not interested in the teaching and learning processes 4. Sometimes the reseacher did not finish in presenting the materials when the time was over. It is because of the reseacher was busy in asking the students to be silent. 5. Many students found difficulties in understanding the concept of making simple sentences. 6. Some students sometimes made noises during the teaching and learning processes 7. Some students were passive 	
2.	<ol style="list-style-type: none"> 1. Some students did not feel challenged in during the English activity. They were sleepy during the teaching and learning process. 	<ol style="list-style-type: none"> 2. Exploring the English materials learned in the class activities: <ol style="list-style-type: none"> a. Listening activities <ol style="list-style-type: none"> 1) Listen and do (giving instruction and responding to the instruction) 2) Listen and write b. Speaking activities <ol style="list-style-type: none"> 1) Doing a role play 2) Conveying kinds of expressions (doing speaking performance) individually c. Reading activities <ol style="list-style-type: none"> 1) Drawing pictures 2) Matching pictures with appropriate words.

	<ol style="list-style-type: none"> 1. Some students, especially male students from back rows were sleepy during the teaching and learning 2. Some students got bored easily during the English learning. 3. The teacher did not conducted interesting class activities such as doing game, and singing songs related to the topic to reduce the students' boredom. 	<ol style="list-style-type: none"> 3. Using interesting class activities: <ol style="list-style-type: none"> a. Singing songs by using rhyme mnemonic b. Playing games c. Asking students to create mnemonic with their versions
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The actions, implementing mnemonic to present the English materials, aimed at helping the reseacher to present the English materials to the students and to build their understanding of the words, to help the students understand the concept of making simple sentences and then to help students make the simple sentences. And exploring the English materials learned in the class activities.

B. Implementation of the Actions

1. Reports on Cycle 1

The teaching and learning process of Cycle 1 was conducted in four meetings. In each meeting, the mnemonic was used to help students to memorize the English school subject materials, to understand the concept of making simple sentences and to use the concept to make simple sentences. The use of mnemonic was accompanied by supported the mnemonic in improving the students' vocabulary acquisition.

b. Planning

After formulating the field problems and designing the actions, the researcher made a course grid to be used in the Cycle. The material was taken from the book namely *Bright VII*. There were two topics that would be taught namely calendar and introduction. After that, she decided the activities of the teaching and learning process. The use of mnemonic was accompanied by other activities throughout the teaching and learning process. The researcher decided to use PPP (Presentation, Practice, Production) procedure in delivering the materials.

The researcher conducted the mnemonic in the five stages. In the observing stage, the researcher presented the materials that included the concept of making simple sentences and introduced the vocabulary and the use of mnemonic. In the questioning stage the researcher responds that what the students did not know. In the experimenting stage, the students practiced the use of mnemonic in understanding the materials such as the vocabularies, the concept of making simple sentences, and making simple sentences. In the associating and networking stage, the students were asked to mention some vocabulary orderly and to make simple sentences by using mnemonic. After that, the researcher gave feedback on their performance.

c. Implementing and Observing

Cycle 1 was conducted in four meetings. The first meeting was held on July 13th 2017, the second meeting was on July 16th 2017, the third meeting was on July 20th 2017 and the fourth meeting was on July 23rd 2017. The teacher acted as the teacher who taught the students and also acted as a collaborator while the researcher acted as an observer. The focuses were on the vocabulary on given topics of calendar and daily activity. When the teacher was teaching, the researcher that acted as an observer observed the teaching and learning process and noted it down. The implementation of the actions was discussed as follows.

The actions that would be implemented in Cycle 1 were formulated as follows in the lesson plans. In this study, the implementation of mnemonic can be seen in some activities related to English learning. Here, the researcher as the English researcher used mnemonic as the technique in presenting the English materials and used it as the tool to measure the students' ability in mastering the English materials. There were two steps done by the English researcher when she presented the English materials by using mnemonic. The first was presenting the vocabulary items by using acrostic mnemonic. The second was presenting by using rhythm and picture.

a) Presenting vocabulary by using acrostic mnemonic

During the presentation of the vocabulary by using mnemonic, the researcher used acrostic to attract the students to know the lists of vocabulary orderly. For example to introduce the acrostic of "Sumanto beli wedang jahe trus Frida beli sate" was used for the topic of Calendar (days of the week). "Su" here was used for Sunday, "man" here was used for Monday, "to" here was used for Tuesday, "wed" here was used for Wednesday, "trus" here was used for Thursday, "Frida" here was used for Friday, and "sate" here was used for Saturday. During the presentation of the vocabulary by using acrostic mnemonic, the finding shows that the students were interested in the vocabulary that is presented by using acrostic mnemonic. The students'

response to

the action

given is

presented

T	: " <i>Bagaimana ? mnemoniknya lucu kan?</i> " ("How is it?" "The Mnemonic is funny, isn't right?")
SS	: " <i>Iya Miss, apalagi yang Sumanto beli wedang jahe tadi unik miss.</i> " " <i>Lucu.</i> " " <i>Haha.</i> " ("Yes, Miss." "It is funny especially the mnemonic <i>Sumanto beli wedang jahe.</i> " "It is funny." "Haha")
T	: " <i>Tadi paham kan kalau miss mengajarkan pakai mnemonik?</i> " ("You understand the materials given by me with using mnemonik, right?")
SS	: " <i>Paham Miss.</i> " ("Yes. We understand.")

below.

R : Bagaimana ? lebih mudah yang mana menghafal dengan acrostic atau Hafal baca ? (*How is it ? is the easier memorizing by using acrostic or read?*)

SS : Lebih mudah dengan acrostic lah miss. acrosticnya juga keren miss. (*The memorizing is easier by using mnemonic acrostic miss. The acrostic is amazing*)

(Appendix/Interview Transcripts 02)

Besides, the use of mnemonic to present the vocabulary could make the students memorize the vocabulary easily. It can be seen from the student's response below.

Besides, there was another finding that shows that the students found difficulties in memorizing the vocabularies since the time given was only five minutes. They needed more time to do this activity as seen in the quotation of the reseacher's diary below.

Besides, when the students were asked by the researcher why they could write the asnwer correctly, some of the students said that they had already remembered the concept of making simple sentences of hobbies and daily activities. So that, they could write the answer correctly. Below is the students' response to the action.

R: "Ohhh, tadi kalian bisa menulis jawaban yang kalimat sederhana dengan benar tadi karena apa ?" (*"Why can yo do to write the answer or the simple sentences correctly?"*)

SS: "Iya Miss tadi kita sudah terlebih dahulu mengingat konsep pembuatan kalimat sederhana yang "I, you, they, we" jadi "ayudhewe" gak suka es itu lho Miss." "Jadi kita bisa mengerjakan tadi, hehehehehe." (*"Last time, we have already memorized the concept of making simple sentences. "They are "I, you, they, we" to be "Ayu dhewe" do not like ice, miss." "So that, we could do the test last time. Hehehehehe."*)

(Appendix / Interview Transcripts)

~~On the other hand, the researcher found a problem. She found that these activities disturbed the~~

other class. Below is the reseachers' diary that shows the problem.

Saat SS sedang melakukan permainan "Guessing Game"/ "Komunikata." SS tampak asyik bermain. Tetapi karena saking asyiknya, SS tidak sadar kalau suara-suara mereka yang gaduh mengganggu kelas kelas sebelahnya. Hal ini tampak dari seorang guru kelas dari kelas lain yang melihat aktifitas SS selama bermain permainan dengan ekspresi yang masam dari arah jendela. Hingga akhirnya guru bahasa Inggris menertibkan SS. Dan hal itu terjadi berkali-berkali saat guru bahasa Inggrisnya menerapkan permainan.

(When the students are doing the game "Guessing Game (Komunikata)." The students seems enjoy playing the game. However, because of too enjoying, the students do not realize that their noises disturb the other classes. It seems that there is a class teacher from another class that sees this students' activity during playing the games with unhappy face from the window. Finally, the English teacher asks the students to be diciplined. That thing happens many times when the English teacher conduct game activities.)

(Appendix / reseacher's diary 05)

From the question of the reseacher's diary and interview transcripts above, it can be seen that the students were interested in the use of mnemonic "acrostic" for the explanation of the concept of making simple sentences, it can also be seen that the presentation of the concept of making simple sentences in each topic by using the acrostic mnemonic could help the students to memorize the concept of making simple sentences in each topic easily.

b) Singing songs by using rhyme mnemonic

In this activity, the reseacher wanted that the students not to get bored easily during the teaching and learning at class. In this activity, the English reseacher asked the students to sing songs together with the reseacher at class that were still related to the topics. The finding shows that the students were interested in the singing songs activity related to the topics. Besides, the songs were made by the reseacher by using rhyme mnemonic. It can be seen that the rhyme

mnemonic could make the memorization of the English materials easier for the students. Below is the students' response to the action.

"January, February, march, april, may and june. July , august, september, october, november, december..december" SS menyanyi bersama-sama. Saat murid menyanyi lagu-lagu yang diciptakan guru bahasa Inggris dengan menggunakan jembatan keledai "Rhyme", nampak SS antusias dalam menyanyikannya. Hampir sebagian besar SS tersenyum saat menyanyikan lagu ini.

("January,February,march,april,may and june. July , august, september,october,november, december..december".When the students are singing the songs created by the teacher "Rhyme", it seems that the students are enthusiastic in singing the song. Most of the students smile when they are singing this song.")

(Appendix / Reseachers' diary 11)

During the presentation of the vocabulary by using rhythm mnemonic, the finding shows that the students were interested in the vocabulary that is presented by using rhythm mnemonic.

The students' response to the action given is presented below.

- R : "Kalau belajar bahasa inggris pakai jembatan keledai yang didukung lagu gini menyenangkan tidak?" ("If we learning English by using mnemonic "rhyme" supporting by songs like this , is it funny?")
- SS : "Asyik miss. Menarik" ("It is fun, miss." " It is funny.")
- R : "Alasannya kenapa?" ("What is the reason?")
- SS : "Jadi mudah mengingat materinya miss secara gak langsung". ("We can remember the materials indirectly.")

(Appendix/Interview Transcript 09) yme mnemonic

ould make the

students interested in singing the rhyme mnemonic.

c) Memorizing by using peg word mnemonic with picture mnemonic

In this activity the researcher choose theme about daily activities. The teacher gave some vocabularies and asked to students to memorize the vocabularies by using peg word mnemonic for five minutes. Some students looks be difficult to memorize the vocabulary. To make easy the teacher give instruction memorize by using drwing picture. It can make students to memorize the materials indirectly.

d) Drawing picture by using picture mnemonic

Based on the finding,the use of picture could make the students enthusiastic in learning English as seen in the quotation of the interview transcripts below and the activity can be seen in the photographs below.

R	: “Bagaimana tanggapan kalian dari gambar-gambar mnemonic tadi?” (<i>“How are your responds to the mnemonic pictures last time?”</i>)
SS	: “Gambarnya tadi lucu-lucu miss, berwarna, dan macem-macem tadi gambarnya. “Kami suka sih miss sama gambar-gambarnya.” (<i>“The mnemonic pictures are funny, colorful, and various.” “We like the mnemonic pictures.”</i>)

(Appendix/Interview Transcript 03)

From the quotation above, the use of picture could make the students become enthusiastic in memorizing.

c. Reflection of Cycle 1

In the first Cycle, the use of mnemonic and the accompanying actions made some improvements. In the Cycle 1, the students had already made some improvements in each action. The improvements were based on the qualitative data in form of the reseacher’s diary and the quotation of the interview transcripts. They were: the students were interested in the vocabulary

that is presented by using mnemonic “acrostic”, the use of mnemonic to present the vocabulary could make the students memorize the vocabulary easily, the students were interested in the explanation about the concept of making simple sentences presented by using mnemonic, the student could memorize the concept of making simple sentences and the use of the concept of making simple sentences in making simple sentences.

The students also made improvements in the action of exploring the English materials in the class activities and in the action of developing interesting class activities. They were: the students could practice the dialogue about the expressions of giving instructions and the responses with their friend in front of the class and also asking questions about the Parts of the Body in doing role plays, the students were more confident in speaking English in front of the class, the students paid their attention to the researcher in conveying kinds of expression (doing speaking performances) individually activity, the students could draw the pictures based on information in the simple text, the students could memorize the materials the students were enthusiastic to come in front of the class in writing activities. In the activity of writing words based on the pictures (filling in the blank with correct words based on the pictures) and writing words in blank sentences (completing the words in a phrase or a sentence), the students were enthusiastic.

In the activity of writing simple sentences could help the students practice to memorize the materials, the students were interested in the singing songs activity that was still related to the topics, the students could remember the materials indirectly through singing songs activity with using rhyme mnemonic, the students were enthusiastic in learning English through games, the students could make different kinds of mnemonic by their own styles creatively .

In this study, the researcher made a relationship between the actions in Cycle 1, the

improvements, and the weaknesses or the problems occurred during the implementation of the actions. The relationship between the actions and the improvements and the weaknesses (problems) in Cycle 1 can be seen in the table 4.5 below.

Table 4.5

The Relationship between the Actions in Cycle 1, the Improvements, and the Weaknesses or the Problems

No	Actions in Cycle I	Improvements	Weaknesses (problems)
1	a Presenting the vocabulary items by using acrostic mnemonic	b. The students were interested in the vocabulary that is presented by using acrostic mnemonic. c. The use of mnemonic to present the vocabulary could make the students memorize the vocabulary easily.	a. Some students did not give attention to the researcher's explanation during the teaching and learning at class. b. The student needed time duration of memorizing the lists of vocabulary.

2.	<p>Developing interesting class activities:</p> <p>a. Singing songs by using mnemonic “rhyme”</p>	<p>b. The students were interested with the singing songs activity that still related to the topics.</p> <p>c. The students could memorize the materials indirectly.</p>	<p>a. There were still some students especially male students that were not interested in singing songs in this activity.</p>
	<p>b. Drawing by using mnemonic “picture”</p>	<p>a. The students were enthusiastic in learning English through picture.</p> <p>b. The students were happy in learning English in the class.</p>	<p>a. The students became too active so that this activity disturbed other classes.</p>
	<p>c. Asking students to create mnemonic with their version</p>	<p>a. The students were enthusiastic in learning English during the lesson.</p> <p>b. The students could creatively make different kinds of mnemonic by their own styles.</p>	

From the table above, it can be concluded that although the students had already made

some improvements in each action, the researcher found that the students still had some problems in some actions. They were: problems in the presentation of the vocabulary items by using acrostic mnemonic, problems in drawing pictures, problems in singing songs by using rhyme mnemonic, and problems in playing games. Because the students still had problems in those actions, the research team decided to continue the Cycle to solve the problems to improve the students' vocabulary acquisition.

3. Reports of Cycle 2

a. Planning

Based on the reflection of Cycle 1, there were some improvements of the students in each action. However, there were still problems that occurred during Cycle 1. Therefore, the next cycle was decided to be conducted. The actions which were used in Cycle 1 still be used in Cycle 2 with some modification and there were some actions that were removed.

At this Cycle, the researcher took the materials from the *Kurtilas* syllabus. The teaching and learning process would still use PPP technique. The teaching and learning process in Cycle 2 was conducted in four meetings. The actions were formulated to overcome the students' problems in some actions. They were: problems in the presentation of the vocabulary items by using acrostic mnemonic, problems in drawing pictures, problems in singing songs by using rhyme mnemonic, and problems in playing games.

b. Implementation and Observation

The Cycle 2 was conducted in four meetings. The first meeting was conducted on July 30th, the second meeting was on August 3rd, the third meeting was conducted on August 6th and the meeting was on August 14th 2017. The reseacher acted as the reseacher who taught the students. The topic focused on the vocabularies and the concept of making simple sentences on

the topic of Introduction : Identity, Profession, public place and parth of body. The implementation of the actions was discussed as follows.

1. The implementation of mnemonic in English learning

There were two activities in the implementation of mnemonic in the English learning in this Cycle 2. They were: presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures, and presenting the concept of making simple sentences by using acrostic mnemonic, supported by spatial grouping mnemonic, and the use of colorful pictures. In Cycle 1, there were two activities of this implementation. They were: presenting the vocabulary items by using acrostic mnemonic, and presenting the concept of making simple sentences by using acrostic mnemonic. Although there were some improvements in these actions, there were some problems in these actions. So, the reseach team made modification in this Cycle 2. The vocabulary items that were presented by using acrostic mnemonic was replaced by the vocabulary items that were presented by using acrostic mnemonic supported by the use of colorful pictures. The concept of making simple sentences that were presented by using acrostic mnemonic is replaced by the concept of making simple sentences that were presented by using acrostic mnemonic supported by spatial grouping mnemonic. For the detailed information, the finding can be seen below.

- a) Presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures and the use of time allocation

In this action, the reseacher used colorful pictures in the picture mnemonic acrostic on the whiteboard. The reseacher gave time alocation in the presentation, practice, and production. So that, the time was enough to conduct this action. This finding shows that the vocabulary items that were presented by using mnemonic “acrostic” by the addition of time allocation could help

the reseacher not to waste the time of the teaching and learning process at class. Besides, the time allocation could help the students felt ready to use the words that had been learned in the class activities. The finding can be shown from the photograph in appendix.

Besides adding the use of time alocation, the researcher added the use of colorful pictures. The colorful pictures were stucked on the whiteboard to make the students, especially the back row students saw the pictures clearly from the whiteboard. The finding shows that the colorful pictures could attract the students' attention to the teacher's explanation during the teaching and learning process as seen in the reseacher's diary below.

Saat R sedang menerangkan mnemonik dengan menempelkan gambar-gambar di papan tulis, semua mata sebagian besar murid tertuju ke gambar-gambar yang ada di papan tulis.

(When the reseacher is explaining the mnemonik by sticking the pictures on the whiteboard, all students' eyes are directed to the pictures on the whiteboard.)

(Appendix / Reseacher's Diary 09)

The reseacher used acrostic to attract the students to know the concept of making simple sentences. The example was: the acrostic of "Maya teman Herlin dan Hisan" was for the possesive subjects of the concept of simple sentences. "May" here was for my, "herlin" here was for her and "Hisan" here was for his. During the presentation of the concept of making simple sentences, the students were interested in the explanation by using mnemonic. Below is the reseacher's diary that shows that the students were interested in the explanation by using mnemonic.

Setelah semua kata selesai di presentasikan, R meminta siswa mencoba membuat mnemonik versi mereka sendiri. Tampak SS bingung membuatnya. Tetapi kemudian ada bebrapa siswa yang berhasil membuat jembatan keledai versi mereka sendiri. Misal untuk possesive subject "His, Her, and It," R membuat jembatan keledai menjadi "Hisan" dan "Herlin". Kemudian salah satu murid membuat jembatan keledai versi dia sendiri menjadi "Herley" dan "Hisab rokok". Kemudian teman-teman mereka tertawa.

(After all words was presented by reseacher, she asks to students to make

Besides, there was another finding that supported the above finding. The finding shows that the students were interested in the colorful pictures that were stuck on the whiteboard during the teaching and learning process. Below is the the students' response to the action.

- | | |
|----|--|
| R | : <i>"Bagaimana menurut kalian dari gambar-gambar mnemonic tadi?"</i>
(<i>"How are your responds to the mnemonic pictures last time?"</i>) |
| SS | : <i>"Gambaranya tadi lucu-lucu miss, berwarna, dan macem-macem tadi gambaranya. Kami suka miss gambar-gambaranya. Miss buat sendiri ya?"</i> (<i>"The mnemonic pictures are funny, colorful, and various."</i> <i>"We like the mnemonic pictures. Do you make you own self?"</i>) |
| R | : <i>"iya dong, cantikan ?"</i> (<i>Yes, I do. It is beautiful, isn't it?"</i>) |

(Appendix/Interview Transcript 05)

b) Singing songs by using mnemonic "rhyme" with movements

In this activity, the reseacher and the students sang songs together that were still related to the topics. In this activity, the teacher used mnemonic "rhyme" to make the the students

memorize the lyrics easily. In this activity, the teacher gave examples of movements and asked the students to follow the teacher's movements. The finding showed that the students were interested with this activity. It can be shown that the activity of singing songs by using mnemonic "rhyme" could help the students memorize the vocabularies in the lyrics that were related to the topic as shown in the quotation of the interview transcripts and reseacher's diary below.

R : *"Bagaimana dek belajar bahasa Inggris pakai "rhyme" tadi?"* ("How about learning English by using mnemonic "rhyme" last time?")
 SS : *"Asyik Miss."* ("It is fun, Miss.")
 R : *"Apa alasannya?"* ("What is the reason?")
 SS : *"Ya mudah ingat materinya aja Miss."*
 ("We can remember the materials indirectly")

(Appendix / Interview Transcripts 09)

"Good morning, good morning, good morning how are you ? I'm fine, I'm fine, I'm fine Thank you". SS menyanyi bersama-sama. Saat murid menyanyi lagu-lagu yang diciptakan guru bahasa Inggris dengan menggunakan jembatan keledai "Rhyme", nampak SS antusias dalam menyanyikannya. Hampir sebagian besar SS tersenyum saat menyanyikan lagu ini.

("Good morning, good morning, good morning how are you ? I'm fine, I'm fine, I'm fine Thank you". When the students are singing the songs created by the teacher "Rhyme", it seems that the students are enthusiastic in singing the song. Most of the students smile when they are singing this song.")

(Appendix B/ Reseacher's diary 11)

- c) Presenting the vocabulary items by using loci methode mnemonic supported by the use of colorful pictures

The theme in this activity is part of body, the reseacher give the picture and some number in the picture. In this activity, the teacher used mnemonic "loci methode" to make the the

students memorize every number in part of body. In this activity, the teacher gave some blanks in paper colour and asks students to answer the blank with some words. examples of movements and asked the students to follow the teacher's movements. It can be shown that the activity of memorize by using mnemonic "loci method" could help the students memorize the vocabularies in the number that were related to the topic as shown in the interview transcript below.

d) Asking Students to create acronym mnemonic with their version

This action was similar to the previous action that the teacher asked the students to make mnemonic with their own styles on their book. The finding shows that the use of mnemonic could help the students make different kinds of mnemonic by their own styles creatively as seen from the quotation of the field notes below.

Untuk aktifitas selanjutnya R masih menyuruh SS untuk membuat mnemonik versi mereka sendiri tentang "Daily Activity". Di aktifitas ini, SS melakukannya dengan senang dan antusias.

(For the next activity, the English teacher still asks the students to make mnemonic with their version about "Hobbies". In this activity, the students do it happily and enthusiastic.)

(Appendix / Researcher's Diary 11)

From the quotation of the researcher's diary above, it can be inferred that the use of

mnemonic could help the students make the kinds of mnemonic with their own style that made other students try to make it by their own style. This activity was full of the students' happiness and laughters. It is because the students felt that making the mnemonic with their own styles was funny statements and made them more enthusiastic in studying English.

c. Reflection of Cycle 2

In Cycle 1, the students made some improvements. Besides, there were no problems occurred in Cycle 2. In Cycle 2, the students made some improvements in each action. The improvements were based on the qualitative data in form of the researcher's diary and the interview transcripts. The improvements were: the students could memorize the vocabularies and the simple sentences concept in a short time, the time allocation could help the students feel ready to learn the materials in the class activities, the use of colorful pictures could restrain the students from making noises during the teaching and learning processes, the colorful pictures could also attract the students' attention to the materials explained by the researcher, the students' behaviour changed from did not pay attention to the researcher to be helped their researcher and gave their attention to the researcher, the presented vocabulary items by using acrostic mnemonic by the addition of time allocation could help the teacher do not waste the time of the teaching and learning process at class, the time allocation could help the students to be ready to use the words that had been learned in the class activities, the addition of the letter cues in each word could help the students to spell the words correctly while learning the English vocabularies by using acrostic mnemonic, the presentation of the concept of making simple sentences by using acrostic mnemonic and spatial grouping mnemonic with the addition of colorful pictures could help the students to pay attention to the teacher's explanation during the teaching and learning process, and the pictures could strengthen the students' memorization about the concept of making simple

sentences. Matching sentences with the appropriate pictures did not waste the times and made the students become more enthusiastic than the former activity of drawing pictures, singing songs by using rhyme mnemonic supported by movements could help the students to memorize the materials indirectly and having activities of singing songs by using rhyme mnemonic supported by movement could make the students pay attention to this activity and they were interested in singing, and the students were creative in making different kinds of mnemonic with their own styles.

In this study, the researcher made a relationship between the actions, the improvements, and the problems in Cycle 2. The relationship about the actions and the improvements and the weaknesses (problems) in Cycle 2 can be seen in the table 4.6 below.

Table 4.6

**The Relationship about the Actions and the Improvements and the Weaknesses (Problems)
in Cycle 2**

No	Actions in Cycle II	Improvements	Problems (weaknesses)
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1.	<p>Implementing mnemonic to present the English materials</p> <p>a. Presenting the vocabulary items by using mnemonic “acrostic” supported by the use of colorful pictures, the use of time allocation, and the use of letter cues</p>	<p>b. The presentation of the vocabulary items by using acrostic mnemonic by the addition of time allocation could help the teacher not to waste the time of the teaching and learning process at class.</p> <p>c. The time allocation could help the students to feel ready to use the words that had been learned in the class activities</p> <p>d. The colorful pictures could attract the students’ attention to the teacher’s explanation during the teaching and learning process</p>	-
		<p>d. The presentation of the</p> <p>e. The students were interested in the pictures and made the students become more enthusiastic in learning English materials. The addition of the letter cues in each word could help the students to spell the words correctly while learning the English vocabularies by using mnemonic “acrostic</p>	

	a. Singing songs by using mnemonic “rhyme” with movements	<p>interested in this activity.</p> <p>b. The activity of singing songs by using rhyme mnemonic could help the students memorize the lyrics that related to the topics.</p> <p>c. Singing songs by using rhyme mnemonic supported by movements could help the students to memorize the materials indirectly.</p> <p>d. Having activities of singing songs by using rhyme mnemonic could make the students pay attention to this activity and they were interested in singing.</p>	
	b. Asking students to create mnemonic with their version	a. The students were enthusiastic in learning English during the lesson. The students could creatively make different kinds of mnemonic by their own styles.	

C. Quantitative Data

Besides the qualitative data presented above, the researcher also presented the quantitative data of the students' vocabulary acquisition during the implementation of mnemonic to make the data more objective. The quantitative data were in the form of the students' pre-test and post test scores. The data can be seen from the students' mean scores before and after they get the actions. Below, the results of the t-test is presented.

Table 4.7
Result of T-Test from the Pre-Test Post Test

Data	<i>Mean (X)</i>	<i>T</i>	df	<i>t</i> _{0.05(31)}	Sig. (2-tailed)
Post test	80.3125	-11.260	31	- 2.041	0.000
Pre test	39.7813				

Based on the table of the statistical analyses above, it can be found that the average score of the pre-test is 39.7813 and the average score of post test is 80.3125. It means that the average score in the pre-test and post test in the form of an objective test increases by 40,5312 from the average score in the pre-test. According to the t- test, the score difference is significant at Sig. $0,000 < 0,05$ with t-test is $-11.260 < - 2.041$.

D. Research Findings

The summary of the research findings were related to the use of mnemonic to improve the students' vocabulary acquisition that are divided into two parts that were related to two research questions in chapter one. Based on the planning, acting, observing, and the reflecting, the first finding was related to the use of mnemonic. The second finding was related to the students' vocabulary acquisition by using mnemonic.

The first finding was related to the use of mnemonic. The first was the use of acrostic. The second was the use of colorful pictures. The last was the use of rhyme. Beside the those kinds of mnemonic, the researcher also uses accompanying actions which were the use of time allocation, the use of letter cues, the exploration of the English materials learned in the class activities, and the development of interesting class activities.

E. Reseach Discussion

There were problems that occured during the teaching and learning process of the seventh grade of Madrasah Ulumul Qur'an Langsa. They were for example: some students from back

rows were sleepy during the teaching and learning, many students could not memorize well the order of days of the week, and months in a year, many students could not write simple sentences related to daily activities, some students got bored easily during the English learning sometimes students found difficulties in understanding the concept of making simple sentences.

To solve the problems, the research team made some actions in Cycle 1. The first actions were implementing mnemonic to present the English materials. The second actions were exploring the English materials learned in the class activities.

In Cycle 1, the students had already made some improvements in each action. The improvements were based on the qualitative data in form of the researcher's diary and the the interview transcripts. They were for example: the students were interested in the vocabulary presented by using mnemonic "acrostic", the students could memorize the vocabulary easily, the students were interested in the explanation about the simple sentences concept presented by using mnemonic.

On the other hand, there were some problems in this Cycle 1. The problems were based on the qualitative data in form of the researcher's diary and the the interview transcripts. They were for example: some students did not give attention to the teacher's explanation during the teaching and learning at class, the student needed time duration of memorizing the lists of vocabulary, and the students found difficulties in spelling the vocabularies, some students did not give attention to the teacher's explanation during the teaching and learning at class, the drawing activity was not effective because of time duration, and the playing game made the students became too active so that this activity disturbed other classes.

To reduce the problems, the researcher made a reflection in the Cycle 1 and conduct the next Cycle. The actions which were used in Cycle 1 would still be used in Cycle 2 with some

modification and there were some actions that were removed based on the class condition. The first actions were implementing mnemonic to present the English materials. The second actions were exploring the English materials learned in the class activities.

In Cycle 2, the students made some improvements. Besides, there were no problems that occurred in Cycle 2. The improvements were based on the qualitative data in form of the researcher's diary and the interview transcripts.

During the implementation of the actions, the researcher conducted pre-test and post-test to know the quantitative data of the students' vocabulary acquisition through mnemonic. Based on the table of the statistical analyses above, it can be found that the average score of the pre-test is 39.7813 and the average score of post test is 80.3125. It means that the average score in the pre-test and post test in the form of an objective test increases by 40,5312 from the average score in the pre-test. According to the t- test, the score difference is significant at $\text{Sig.} < 0.05$. So that it can be concluded that the students' vocabulary acquisition improved during the implementation of mnemonic with accompanying actions at the seventh grade of Madrasah Ulumul Qur'an Langsa.

To know the improvements of students during the implementation of mnemonic with the accompanying actions, the researcher made a relationship between the problems, the actions, and the improvements of the students. The relationship between the problems, the actions, and the improvements can be seen in the table 4.9 below.

Table 4.8

The Relationship Between the problems, the actions, and the improvements

No	Problems	Actions	Improvements
1.	<p>a. The teacher did not use other media except whiteboard and board-marker.</p> <p>b. Many students could not memorize well the order of days of the week, months in a year.</p> <p>c. Many students could not write simple sentences related to Daily Activities and Hobbies.</p> <p>d. Some students were not interested in the teaching and learning processes.</p> <p>e. Sometimes the teacher did not finish in presenting the materials when the time was over. It was because the teacher was busy in asking the students to be silent.</p>	<p>1. Implementing mnemonic to present the English materials</p> <p>a. Presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures, the use of time allocation, and the use of letter cues</p> <p>b. Presenting the concept of making simple sentences by using acrostic mnemonic and spatial grouping mnemonic supported by the use of colorful pictures</p>	<p>a. The presentation of the vocabulary items by using acrostic mnemonic by the addition of time allocation could help the teacher did not waste the time of the teaching and learning process at class.</p> <p>b. The time allocation could help the students to feel ready to use the words that had been learned in the class activities.</p> <p>c. The colorful pictures could attract the students' attention to the teacher's explanation during the teaching and learning process.</p> <p>d. The students were interested in the pictures. So that, the students became more enthusiastic in learning English materials.</p>

	<p>d. Many students found difficulties in understanding the concept of making simple sentences.</p> <p>e. Some students sometimes made noises during the teaching and learning processes.</p> <p>f. Some students were passive.</p>		<p>e. The addition of the letter cues in each words could help the students spell the words correctly while learning the English vocabularies by using acrostic mnemonic</p> <p>f. The pictures could strengthen their memorization about the concept of making simple sentences.</p>
2.	<p>a. Some students did not feel challenged in during the English activity. They were sleepy during the teaching and learning process.</p>	<p>Exploring the English materials learned in the class activities:</p> <p>a. Listening activities</p> <p>1) Listen and do (giving instruction and respond)</p>	<p>a. The students could respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and responding to the teacher's instruction by answering the teacher's questions related to the topics.</p>
	<p>b. The teacher did not explore the four main skills. The activities were only listening the teacher explanation and answering the teacher questions together.</p>		
		<p>2) Listen and write</p>	<p>a. The students were afraid of making noises.</p> <p>b. The students gave their attention.</p> <p>c. The students could do the activities of listen and write well.</p> <p>d. The students stopped making any noises.</p>

		b. Speaking activities 1) Conveying kinds of expressions at prompt	a. The students paid their attention to the teacher.
		c. Reading activities 1) Matching words with appropriate pictures	a. The activity of the matching words with the appropriate pictures did not waste the times and made the students more enthusiastic than the former activity drawing pictures.
		2) Matching sentences with appropriate pictures	a. The activity of the matching sentences with the appropriate pictures did not waste the times and made the students enthusiastic.
		d. Writing activities 1) the writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures)	a. The students were happy in doing this activity. b. Doing the activity of writing words based on the picture made the students became enthusiastic.

		2. writing simple sentences supported by colorful pictures	<ul style="list-style-type: none"> a. The students both male and female students were excited during this activity. b. The students paid their attention to the teacher and the students helped the teacher to stick the pictures on the whiteboard. c. The students were excited when this activity was applied in this class.
3.	<ul style="list-style-type: none"> a. Some students from back rows were sleepy during the teaching and learning. b. Some students got bored easily during the English learning. c. The teacher did not give interesting activities to reduce the students' boredom. 	3. Developing interesting class activities: <ul style="list-style-type: none"> a. Singing songs by using rhyme mnemonic with movements 	<ul style="list-style-type: none"> a. The students were interested in this activity. b. The activity of singing songs by using rhyme mnemonic could help the students memorize the lyrics that related to the topics. c. Singing songs by using rhyme mnemonic supported by movements could help the students remember the materials indirectly. d. Having activities of singing songs by using
		b. Creating mnemonic made by the students	<ul style="list-style-type: none"> a. The students were enthusiastic in learning English during the lesson. b. The students could creatively make different kinds of mnemonic with their own styles.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides information about the conclusions of the study, implication, and suggestion. The discussion of each point will be presented as follows.

1. Conclusion

The goal of this study is to improve the students' vocabulary acquisition at the seventh grade of MTs Ulumul Qur'an Langsa. To be able to reach the goal, the researcher applied mnemonic as an appropriate teaching technique in English learning in action research conducted in the first semester of the academic year of 2017/ 2018. Following the results of the data analysis, information is presented below to answer the research question in the formulation of the problem.

In this study, the efforts to improve the students' vocabulary acquisition were done by conducting some actions. The main action is implementing mnemonic. The implementation of mnemonic was accompanied by other actions to support the implementation of mnemonic in improving the students' vocabulary acquisition. The researcher conducted some actions in Cycle 1 and Cycle 2. It is because there were some problems (weaknesses) of the actions that occurred in Cycle 1. The research team conducted the next cycle based on the reflection of the first Cycle. It was done to reduce the problems that occurred in the first Cycle. The different results of the students' pre-test and post test showed that the students can improve their vocabulary acquisition through the use of the mnemonic with the accompanying actions. It is because the students' mean score of the post test increase by 40,5312 . According to the t- test, the mean score difference is at $p < 0.05$.

2. Suggestion

Based on the conclusion, the researcher offers some suggestions for English teacher and the other researchers. These are presented below.

1. To English Teachers

Due to the limited time, the researcher only used some actions in implementing mnemonic in this class. The English teachers need to try on using other actions in the teaching and learning process to help the students improve their English achievement. During the research, the researcher only used colorful pictures while presenting the materials during the implementation of mnemonic in this class. English teachers can use another media such as flashcards to attract the students' interest during the teaching and learning processes.

2. To other Researchers

In this study, the researcher conducted the research in two months because of the limited time. Other researchers may follow up this study in a longer time to find more actions to improve the students' vocabulary acquisition. Moreover, they can conduct this study in other schools which have different characteristics from MTs Ulumul Qur'an Langsa, so that the research study can be more general.

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APPENDICES

LESSON PLAN

First Cycle

Session 1

School	: MTs Ulumul Qur'an Langsa
Subjects	: English
Topics	: What are the days in a week?
Class / Semester	: VII/Odd
Time Allocation	: 2 x 40 minutes (1 meeting)

A. Core Competences

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.3 Identifying social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year*.

- 4.3 Arranging the simple text of written and oral transactional involving asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year.*

C. Indicators

- 3.3.1 Determine the communicative purpose of the text which involves asking and giving information of the *name of the day and month*
- 3.3.2 To Identify the functional text involving asking and giving information of the *name of the day and month*
- 3.3.3 To Identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day and month*
- 4.3.1 To expresse oral and written text to mention the name of day and *month*.
- 4.3.2 To make oral and writen text to mention the name of day and *month*.

D. Learning Objectives

In the end of class,

1. The students are able to determine the communicative purpose of the text which involves asking and giving information of the *name of the day and month*
2. The students are able to identify the functional text involving asking and giving information of the *name of the day and month*
3. The students are able to identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day and month*.
4. The students are able to expresse oral and written text to mention the name of day and *month*.
5. The students are able to make oral and writen text to mention the name of day and *month*.

E. Learning Material

- **Vocabulary**

Days in week: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday* and *Saturday*

- **Grammar**
 - What day is today?
 - What day was yesterday?
 - What day comes after *Sunday*?
- **Basic Grammar**
 - Today is *Monday*
 - Yesterday was *Sunday*
 - Tomorrow is *Tuesday*
- **A Classroom Technique (Mnemonic)**
SuManTo beli **Wed**ang jahe **Trus** **Frida** beli **Sate**

F. Method/Technique of Learning : Mnemonic Technique

G. Sources

1. Teaching Media
 - Calender
 - Table names of day
2. Source
 - Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikam dan Kebudayaan.Page 43-45.

H. Learning Activities

Meeting 1

Activity	Description of Learning Activity	Time Allocation
Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes
Whilst Teaching	<u>Observing</u> <ul style="list-style-type: none"> • Teacher makes situations about calendar. 	60 minutes

(Teaching Cycle)	<ul style="list-style-type: none"> • Teacher shows the students the examples of calendar. • Teacher explains about days in a calendar by using mnemonic “acrostic” • The students study the explanation about expressions of calendar by using mnemonic “acrostic”. • The teacher sings songs by using mnemonic “rhyme” about names of day followed by the students <p><u>Questioning</u></p> <ul style="list-style-type: none"> • Students ask about days in a calendar <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”. • The teacher asks the students to sing songs by using mnemonic “rhyme” at class. <p><u>Associating</u></p> <ul style="list-style-type: none"> • Playing “Simon Says” game • The teacher asks the students to create mnemonic by their version. • The teacher asks the students to do a role play. • The teacher asks the students to do conveying kinds at prompt. <p><u>Networking</u></p> <ul style="list-style-type: none"> • The students do the Role-play (asking and and answering related to the cues about calendar) and the conveying kinds at prompt at class 	
Post Teaching (Closing)	<ul style="list-style-type: none"> • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking 	10 minutes

I. Assesement

✱ Table Score Core Competence-2 (Attitude) ✱

No.	Aspect	Criteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab	Sangat sering menunjukkan sikap	5

	(Responsibility)	bertanggung jawab	
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja sama (Team work)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

✱ Table Score Core Competence -3 (Knowledge) ✱

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	
	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	
Total Skor			

✱ Table Score Core Competence -4 (Skill) ✱

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
4	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4

		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Formula :

$$\text{Score} = \frac{\text{Number of Score}}{\text{Max Score}} \times 100$$

Max Score

2. Instrument :

Answer the following questions!

1. What day is today?
2. What day is tomorrow?
3. What day is the day after thursday?
4. What is the day before sunday?
5. How many days in a week? Please mention all of them!

LESSON PLAN

First Cycle

Session 2

School : MTs Ulumul Qur'an Langsa

Subjects : English

Topics : What are the days in a week?

Class / Semester : VII/Odd

Time Allocation : 2 x 40 minutes (1 meeting)

A. Core Competences

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.3 Identifying social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year.*

- 4.3 Arranging the simple text of written and oral transactional involving asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year.*

C. Indicators

- 3.3.1 Determine the communicative purpose of the text which involves asking and giving information of the *name of the day and month*
- 3.3.2 To Identify the functional text involving asking and giving information of the *name of the day and month*
- 3.3.3 To Identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day and month*
- 4.3.1 To expresse oral and written text to mention the name of day and *month*.
- 4.3.2 To make oral and writen text to mention the name of day and *month*.

D. Learning Objectives

In the end of class,

1. The students are able to determine the communicative purpose of the text which involves asking and giving information of the *name of the day and month*
2. The students are able to identify the functional text involving asking and giving information of the *name of the day and month*
3. The students are able to identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day and month*.
4. The students are able to expresse oral and written text to mention the name of day and *month*.
5. The students are able to make oral and writen text to mention the name of day and *month*.

E. Learning Material

- **Vocabulary**

Months in a year: *January, February, March, April, May, June, July, August, September, October, November, and December*

- **Grammar**
 - What month is today?
 - What month comes after *July* ?
- **Basic Grammar**
 - This month is January
 - Next month is February
- **A Classroom Technique (Mnemonic)**
 1. **Acrostic**
Jangan Febi Makan Apel Medan, Juned Juluki Agus Seperti aktor teleNovela Desa
 2. **Rhyme**
 January February
 March April
 May and June
 July, August, September
 October, November
 December.... December (Lyric from : *Are You Sleeping*)

F. Method/Technique of Learning : Mnemonic Technique

G. Sources

1. Teaching Media
 - Calender
2. Sumber Belajar
 - Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikam dan Kebudayaan.Page 43-45.

H. Learning Activities

Activity	Description of Learning Activity	Time Allocation

Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes
Whilst Teaching (Teaching Cycle)	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Teacher makes situations about calendar. • Teacher shows the students the examples of calendar. • Teacher explains about months in a calendar by using mnemonic “acrostic” • The students study the explanation about expressions of calendar by using mnemonic “acrostic”. • The teacher sings songs by using mnemonic “rhyme” about names of month followed by the students <p><u>Questioning</u></p> <ul style="list-style-type: none"> • Students ask about months in a calendar <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”. <p><u>Associating</u></p> <ul style="list-style-type: none"> • Playing “Simon Says” game • The teacher asks the students to create mnemonic by their version. • The teacher asks the students to do a role play. • The teacher asks the students to do conveying kinds at prompt. <p><u>Networking</u></p> <ul style="list-style-type: none"> • The students do the Role-play (asking and and answering related to the cues about calendar) and the conveying kinds at prompt at class 	60 minutes
Post Teaching (Closing)	<ul style="list-style-type: none"> • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking 	10 minutes

I. Assesement

✱ Table Score Core Competence-2 (Attitude) ✱

No.	Aspek yang Dinilai	Kriteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

6	Bertanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja sama (Team work)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

✱ Table Score Core Competence -3 (Knowledge) ✱

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	
	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	

Total Skor			
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*** Table Score Core Competence -4 (Skill) ***

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
4	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Formula :

$$\text{Score} = \frac{\text{Number of Score}}{\text{Max Score}} \times 100$$

Max Score

Instrument :

1. What month is today?
2. What month comes after Maret?
3. What month comes before August?
4. The eighth month of the year is?
5. What month is Kartini's Day?

LESSON PLAN

First Cycle

Meeting 3

School	: MTs Ulumul Qur'an Langsa
Subjects	: English
Topics	: When do you do these activities?
Class / Semester	: VII/Odd
Time Allocation	: 2 x 40 minutes (1 meeting)

A. Core Competences

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.3 Identifying social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year*.

- 4.3 Arranging the simple text of written and oral transactional involving asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year.*

C. Indicators

- 3.3.1 Determine the communicative purpose of the text which involves asking and giving information about *time doing an activities.*
- 3.3.2 To Identify the functional text involving asking and giving information about *time doing an activities.*
- 3.3.3 To Identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information about *time doing an activities.*
- 4.3.1 To expresse oral and written text to mention *time doing an activities.*
- 4.3.2 To make oral and writen text to mention *time doing an activities.*

D. Learning Objectives

In the end of class ,

1. The students are able to determine the communicative purpose of the text which involves asking and giving information about *time doing an activities.*
2. The students are able to identify the functional text involving asking and giving information about *time doing an activities.*
3. The students are able to identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information about *time doing an activities.*
4. The students are able to expresse oral and written text to mention *time doing an activities.*
5. The students are able to make oral and writen text to mention *time doing an activities.*

E. Learning Material

- **Vocabulary**

- Get up - Morning
- Take a bath - Evening
- Have a breakfast - Afternoon

- Go to bed, etc - Noon

- **Grammar**

- *When do you do these activities?*
- *When do you do ceremony?*
- *What do you do in evening?*

- **Basic Grammar**

- I get up at 5 o'clock in the morning
- They eat breakfast in the morning

- **A Classroom Technique (Mnemonic)**

- **Picture**



Take a bath : **Mandi** membuat kita **Tak Bau**

Lunch: Enak **makan siang** dengan **Leci**

Dinner : **malam** ini kita **makan DicorNer**

A-yu De - wi

I you They We

Sherina Helmi

F. Method/Technique of Learning : Mnemonic Technique

G. Sources

3. Teaching Media

- Picture
4. Source
- Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikam dan Kebudayaan.Hal 48 s/d 49.

H. Learning Activities

Meeting 3

Activity	Description of Learning Activity	Time Allocation
Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes
Inti	<p><u>Presentation</u></p> <ul style="list-style-type: none"> • Teacher shows the picture/poster about time doing activity by picture type of mnemonic • Siswa memperhatikan ucapan guru dalam modeling ungkapan tentang suatu aktivitas dan waktunya. • Teacher asks to students to copy teacher's spelling. <p><u>Practice</u></p> <ul style="list-style-type: none"> • Teacher asks to students about time doing their activity <p><u>Associating</u></p> <ul style="list-style-type: none"> • Teacher divices students in groups. Each group has four students. • Teacher asks students to ask to their friend about their activity in front of class 	60 minutes
Post Teaching (Closing)	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Teacher asks to students write their activities and time. • Teacher gives feedback and reinforcement. • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking 	10 minutes

I. Assement

✳ Table Score Core Competence-2 (Attitude) ✳

No.	Aspek yang Dinilai	Kriteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3

		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja sama (Team work)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

✱ Table Score Core Competence -3 (Knowledge) ✱

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	
	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	

Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	
Total Skor			

*** Table Score Core Competence -4 (Skill) ***

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
4	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Formula:

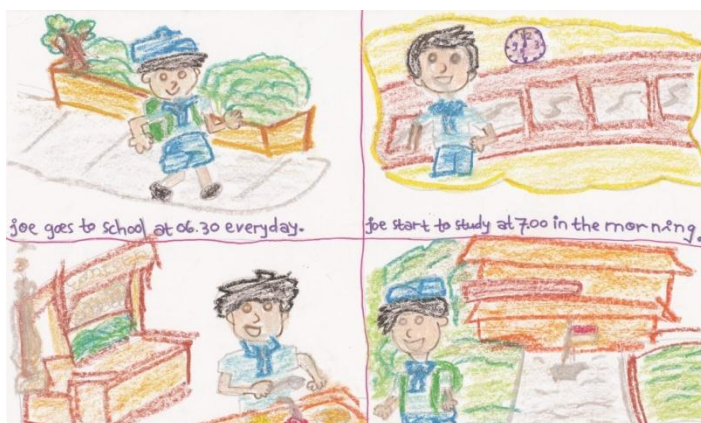
$$\text{Score} = \frac{\text{Number of Score}}{\text{Max Score}} \times 100$$

Max Score

2. Instrument :

Draw and write your activities!

Example:



LESSON PLAN

First Cycle

Session 4

School : MTs Ulumul Qur'an Langsa

Subjects : English

Topics : The Names of Months

Class / Semester : VII/Odd

Time Allocation : 2 x 40 minutes (1 meeting)

A. Core Competences

5. Appreciating and practicing the devotion of their religion.
6. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
7. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
1. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.3 Identifying social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year*. (cardinal and ordinal number).

- 4.3 Arranging the simple text of written and oral transactional involving asking and giving information of the *name of the day, month, time of day, time in the form of numbers, date, and year.*

C. Indikator Pencapaian Kompetensi

3.3.1 Determine the communicative purpose of the text which involves asking and giving information of the *name of month*

3.3.2 To Identify the functional text involving asking and giving information of the *name of the month*

3.3.3 To Identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of month*

4.3.1 To expresse oral and written text to mention the name of *month*.

4.3.2 To make oral and writen text to mention the name of *month*.

D. Learning Objectives

In the end of class,

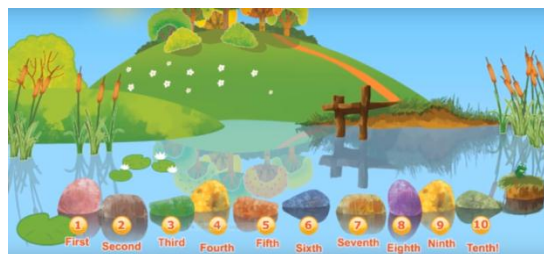
1. The students are able to determine the communicative purpose of the text which involves asking and giving information of the *name of the month*
2. The students are able to identify the functional text involving asking and giving information of the *name of the month*
3. The students are able to identify social function, text structure, and linguistics element in the phrase of talking about asking and giving information of the *name of and month*.
4. The students are able to expresse oral and written text to mention the name of *month*.
5. The students are able to make oral and writen text to mention the name of *month*.

E. Learning Material

- **Vocabulary**

First, second, third, fourth, fifth, sixth, etc

- **Grammar**
 - What date is today?
 - When was your birthday?
 - What month comes after *January*?
- **Basic Grammar**
 - *It is on the second of July*
 - *My birthday is in July*
 - *February comes after January*
- **A Classroom Technique (Mnemonic)**



F. Method/Technique of Learning : Mnemonic Technique

G. Sources

5. Teaching Media

- Calender
- Picture relevant

6. Source

- Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikan dan Kebudayaan.Hal 56 s/d 59.

H. Learning Activities

Meeting 4

Activity	Description of Learning Activity	Time Allocation
Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes

Whilst Teaching (Teaching Cycle)	<p><u>Presentation</u></p> <ul style="list-style-type: none"> Teacher makes situations about birthday. Teacher asks one by one students birthday. Teacher explains about date (ordinal number) by “picture” The students study the explanation about expressions of date by using mnemonic “picture”. <p><u>Practice</u></p> <ul style="list-style-type: none"> Teacher asks the students to mention the ordinal number 1 until 10 by using mnemonic “picture”. Teacher asks to students practice with their partner in front of class. The teacher asks the students to ask to classmate their birthday. 	60 minutes
Post Teaching (Closing)	<ul style="list-style-type: none"> Giving the chances to the students to ask the difficulty Resuming about what have been learned Leave taking 	10 minutes

I. Assessment

✱ Table Score Core Competence-2 (Attitude) ✱

No.	Aspect	Criteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2

		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja sama	Sangat sering menunjukkan sikap kerja	5

	(Team work)	sama	
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

*** Table Score Core Competence -3 (Knowledge) ***

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	
	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	
Total Skor			

*** Table Score Core Competence -4 (Skill) ***

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1

2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
4	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5

		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Formula :

$$\text{Score} = \frac{\text{Number of Score}}{\text{Max Score}} \times 100$$

Max Score

2. Instrument Penilaian:

Please ask your friends about their birthday!

No.	Name	Date of Birth
1	Dewi	4 th of March 2000 Fourth of March two thousand
2	Randi	15 th of October 2000 Fifth of October two thousand
3		
4		
5		

LESSON PLAN

Second Cycle

Session 1

School : MTs Ulumul Qur'an Langsa

Subjects : English

Class / Semester : VII/Odd

Time Allocation : 2 x 40 minutes

A. Core Competences

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.4 Understanding the social functions, the structure of the text, and the linguistic elements orally and writtenly for mention identity with a short and simple term.
- 3.5 Arranging the simple text of written and oral transactional to mention identity.
- 3.6 Arranging the simple text orally and writtenly to describe and ask identity with a short and simple text.

C. Indicators

1. To identify the phrase used to mention identity in English
2. To introduce and identify the identity in English
3. To conduct an interpersonal conversation using the expression of identification in english
4. To conduct transactional conversations using expressions of introduction and identification
5. To arrange a simple written text to introduce and mention identity

D. Learning Objectives

In the end of class,

2. The students are able to identify the phrase used to mention identity in English.
3. The students are able to introduce and identify the identity in English.
4. The students are able to conduct an interpersonal conversation using the expression of identification in english.
5. The students are able to conduct transactional conversations using expressions of introduction and identification.
6. The students are able to arrange a simple written text to introduce and mention identity.

E. Learning Material

- **Vocabulary**

Subject : *I, you, they, we, she, he, it*

Possessive subject: *My, your, their, our, her, his*

- **Grammar**

- What is your name?
- How spell your name?
- Who is she?

- **Basic Grammar**

- My name is Arif
- A-R-I-F

- She is my friend. Her name is Sinta

- **A Classroom Technique (Mnemonic)**

Subject : **Ayu Dewi** teman **Sherina** dan **Helmi**

Possessive Adjective :

My : **M**aya adalah teman saya

Your : Ini sampah kamu, kamu harus **b**ayar

Her : Buku ini punya **H**erlin

His : Buk ini punya **H**isan

F. Method/Technique of Learning : Mnemonic Technique

G. Sources

7. Teaching Media

- Board maker
- Blackboard

8. Source

Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikam dan Kebudayaan.Page:

H. Learning Activities

Activity	Description of Learning Activity	Time Allocation
Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes
Whilst Teaching (Teaching Cycle)	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Teacher makes situations about introduc. • Teacher explains about introduc myself and other by using mnemonic “acrostic” (possessive adjective) • The students study the explanation about expressions of introduc myself and other by using mnemonic “acrostic” (possessive adjective) • Teacher shows the students the examples of expression of introduction using possessive adjective. <p><u>Questioning</u></p>	60 minutes

	<ul style="list-style-type: none"> Students ask about how to using possessive adjective. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> Teacher asks the students to make simple introduction. <p><u>Associating</u></p> <ul style="list-style-type: none"> The teacher device students to some groups The teacher asks the students to do a role play to introduce their friends. 	
Post Teaching (Closing)	<ul style="list-style-type: none"> Giving the chances to the students to ask the difficulty Resuming about what have been learned Leave taking 	10 minutes

I. Assement

✱ Table Score Core Competence-2 (Attitude) ✱

No.	Aspect	Criteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1

4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja sama (Team work)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

✱ Table Score Core Competence -3 (Knowledge) ✱

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	
	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	
Total Skor			

✱ Table Score Core Competence -4 (Skill) ✱

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4

4	Ketepatan tata bahasa	60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
		100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Formula :

$$\text{Score} = \frac{\text{Number of Score}}{\text{Max Score}} \times 100$$

2. Instrument :

Please introduce your self and your partner in front of class!

LESSON PLAN

Second Cycle

Session 2

School : MTs Ulumul Qur'an Langsa

Subjects : English

Class / Semester : VII/Odd

Time Allocation : 2 x 40 minutes

A. Core Competences

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.7 Understanding the social functions, the structure of the text, and the linguistic elements orally and writtenly for mention identity with a short and simple term.
- 3.8 Arranging the simple text of written and oral transactional to mention identity.
- 3.9 Arranging the simple text orally and writtenly to describe and ask identity with a short and simple text.

C. Indicators

1. To identify the phrase used to mention identity in English
2. To introduce and identify the identity in English
3. To conduct an interpersonal conversation using the expression of identification in english
4. To conduct transactional conversations using expressions of introduction and identification
5. To arrange a simple written text to introduce and mention identity

D. Learning Objectives

In the end of class,

1. The students are able to identify the phrase used to mention identity in English.
2. The students are able to introduce and identify the identity in English.
3. The students are able to conduct an interpersonal conversation using the expression of identification in english.
4. The students are able to conduct transactional conversations using expressions of introduction and identification.
5. The students are able to arrange a simple written text to introduce and mention identity.

E. Learning Material

- **Vocabulary**

Kind of Profession : *Teacher, Policeman, doctor, nurse, etc*

- **Grammar**

- a. What your father's job ?
- b. Who is that ?

- **Basic Grammar**

- My father's job is doctor
- She is a teacher

- **A Classroom Technique (Mnemonic)**



F. Method/Technique of Learning : Mnemonic Technique

G. Sources

1. Teaching Media

- Picture

2. Source

Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikam dan Kebudayaan.Page:

H. Learning Activities

Activity	Description of Learning Activity	Time Allocation
Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes
Whilst Teaching (Teaching Cycle)	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Teacher makes situations about introduction my family. • Teacher show kind of profession by using mnemonic “picture” • The teacher give example of expression of introduction my family <p><u>Questioning</u></p> <ul style="list-style-type: none"> • Students ask about what they have not known. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • The teacher asks one by one their father’s profession <p><u>Associating</u></p> <ul style="list-style-type: none"> • The teacher device students to some groups • The teacher gives picture to each group • The students should gues the profession 	60 minutes

Post Teaching (Closing)	<ul style="list-style-type: none"> • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking 	10 minutes
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I. Assement

✱ Table Score Core Competence-2 (Attitude) ✱

No.	Aspect	Criteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya	5

		diri	
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
7	Kerja sama (Team work)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

*** Table Score Core Competence -3 (Knowledge) ***

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	

	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	
Total Skor			

*** Table Score Core Competence -4 (Skill) ***

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
4	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4

	60% penggunaan tata bahasa tepat	3
	40% penggunaan tata bahasa tepat	2
	20% penggunaan tata bahasa tepat	1

Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

Formula :

$$\text{Score} = \frac{\text{Number of Score}}{\text{Max Score}} \times 100$$

Max Score

2. Instrument :

Gues the profession correctly !

Tailor	Fireman	Nurse
farmer	Fisherman	sweeper
Cheef	Saler	Driver

LESSON PLAN

Second Cycle

Session 3

School : MTs Ulumul Qur'an Langsa

Subjects : English

Theme : Person

Class / Semester : VII/Odd

Time Allocation : 2 x 40 minutes

A. Core Competences

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. Basic Competence

- 3.10 Understanding the social functions, the structure of the text, and the linguistic elements orally and writtenly for mention identity with a short and simple term.
- 3.11 Arranging the simple text of written and oral transactional to mention identity.

- 3.12 Arranging the simple text orally and writtenly to describe and ask identity with a short and simple text.

C. Indicators

1. To identify the phrase used to mention identity in English
2. To Identify the right vocabulary to describe person
3. To conduct an interpersonal conversation using the expression of identification in english
4. To describe the physical characteristics in accordance with the pictures.
5. To arrange a simple written text to describing person.

D. Learning Objectives

In the end of class,

1. The students are able to identify the phrase used to mention identity in English.
2. The students are able to Identify the right vocabulary to describe person
3. The students are able to conduct an interpersonal conversation using the expression of identification in english
4. The students are able to describe the physical characteristics in accordance with the pictures.
5. The students are able to arrange a simple written text to describing person.

E. Learning Material

- Vocabulary

Body Parts	Characteristics	Example of Use
Hair	Black,blonde,brown,grey, short,curly,kinky,straight, ponytail, bald	Sandra Dewi has balck hair Sandra Dewi's hair is black
Face	Long, oval, pale	Varel has an oval face Varel's face is oval
Eyes	Small, bright, wide, slanted, almond, brown, black,	Kim soo hyun has slanted eyes. Kim soo hyun's eyes are slanted
Nose	Small, flat, pointed, aquiline	Rina has a flat nose Jame's nose is pointed

Cheeks	Chubby	Salena gomez has chubby cheeks Her cheeks are chubby
Ears	Small, big	SBY has big ear. His ears are small
Shoulders	Narrow, wide	Ade Rai has wide shoulders His shoulders are wide.

- **A Classroom Technique (Mnemonic)**



F. Method/Technique of Learning : Mnemonic Technique

G. Sources

1. Teaching Media

- Picture

2. Source

Kementrian Pendidikan dan Kebudayaan ,2013.Bahasa Inggris, *When English Rings a bells*.Jakarta:Kementrian Pendidikam dan Kebudayaan.Page:

H. Learning Activities

Activity	Description of Learning Activity	Time Allocation
Pre Teaching (Opening)	<ul style="list-style-type: none"> • Teacher greeting to the students in English • Praying • The teacher checks attendance list 	10 minutes

Whilst Teaching (Teaching Cycle)	<p><u>Observing</u></p> <ul style="list-style-type: none"> • Asking the students about their idol • Teacher explains about part of body • Teacher show part of face by using mnemonic “picture” • Teacher gives example of describe the person <p><u>Questioning</u></p> <ul style="list-style-type: none"> • Students ask about what they have not known. <p><u>Experimenting</u></p> <ul style="list-style-type: none"> • The teacher asks to students to mention part of face in whiteboard using mnemonic “picture” <p><u>Associating</u></p> <ul style="list-style-type: none"> • The teacher gives paper to students • The teacher gives instruction to drawing part of face on the paper 	60 minutes
Post Teaching (Closing)	<ul style="list-style-type: none"> • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking 	10 minutes

I.

Assesement

✱ Table Score Core Competence-2 (Attitude) ✱

No.	Aspect	Criteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3

		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (Confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
6	Bertanggung Jawab (Responsibility)	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Pernah menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1

7	Kerja sama (Team work)	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

*** Table Score Core Competence -3 (Knowledge) ***

ASPEK	KRITERIA	RENTANG SKOR	SKOR
Social	Sangat sesuai	3	
	Sesuai	2	
	Kurang Sesuai	1	
Struktur Teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur Kebahasaan	Sangat Tepat	3	
	Tepat	2	
	Kurang Tepat	1	
Total Skor			

*** Table Score Core Competence -4 (Skill) ***

Writing

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2

		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1
3	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
4	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

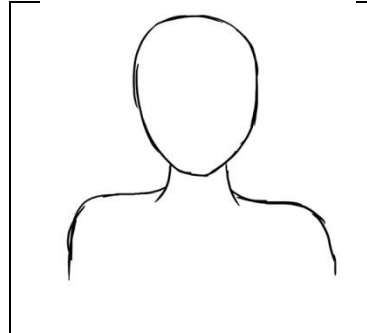
Performance

No.	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan Kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1

3	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1

2. Instrument :

Listen and draw the teacher's instruction !





PRETEST 1
EVALUATION
MTs. Ulumul Qur'an Langsa
Tahun Pelajaran 2017 / 2018

Alamat : Jalan Medan – B.Aceh km.447 Alue Pinueng kec. Langsa Timur Kota Langsa Telp. (0641) 21222

Say Basmalah before you begin!

Name : _____

Class : _____

A. Choose the best answer by crossing a,b,c or d

1. Today is Sunday. What day was yesterday?
 - a. Sunday
 - b. Friday
 - c. Saturday
 - d. Monday
2. When we study English subject?
 - a. Tuesday and wednesday
 - b. Monday and thursday
 - c. Wednesday and thursday
 - d. Monday and wednesday
3. When do not we go to school?
 - a. Monday
 - b. Friday
 - c. Sunday
 - d. Saturday
4. What month comes before August?
 - a. June
 - b. July
 - c. May
 - d. September
5. What month comes after Maret?
 - a. April
 - b. May
 - c. February
 - d. January
6. X : Where are you going now?
 Y : I'm going to library
 X : Wow.. when you go there?
 Y : every T-S-U-E-D-A-Y
 What day based on the dialogue is it?
 - a. Tuesday
 - b. Friday
 - c. Sunday
 - d. Thursday
7. The eighth month of the year is?
 - a. June
 - b. September
 - c. July
 - d. August
8. What do we celebrate on August 17th?
 - a. National education day
 - b. New year
 - c. Kartini's day
 - d. Independence day
9. The National Education Day is in...?
 - a. May 2nd
 - b. Mmay 2st
 - c. May 22nd
 - d. May 12th

10. What do you do in the Sunday morning?

- a. I go home.
- b. I go to school.
- c. I have dinner.
- d. I play football.

11.



- a. I get up at five o'clock in the morning.
- b. I take bath at five o'clock in the morning.
- c. I get up at five o'clock in the evening.
- d. I have lunch at two o'clock at noon.

12. When at 10:00 p.m we say....

- a. Good day
- b. Good morning
- c. Good afternoon
- d. Good night

13. If we want to leave someone we say...

- a. How are you?
- b. Good evening
- c. Good morning
- d. Good bye

14. Mella hasat 11:30 a.m.

- a. lunch c. breakfast
- b. dinner d. evening meal

15. *I have lunch* means..

- a. Saya makan malam
- b. Saya makan siang
- c. Saya sarapan
- d. Saya makan sore

B. Essay

1. What time do you go to bed?

I go to bed at

2. When do we celebrate kartini's day?

We celebrate kartini's day on

3. When do you have flag ceremony?

I have flag ceremony on.....

4. Today is Thursday. What day was yesterday?

Yesterday was

5. What month is before April?

.....



POSTTEST 1
EVALUATION
MTs. Ulumul Qur'an Langsa
Tahun Pelajaran 2017 / 2018

Alamat : Jalan Medan – B.Aceh km.447 Alue Pinueng kec. Langsa Timur Kota Langsa Telp. (0641) 21222

Say Basmalah before you begin!

Name : _____

Class : _____

A. Choose the best answer by crossing a,b,c or d

Text for questions 1-3

Rosin's Activities

Today is Sunday. Rosin goes to school everyday except Sunday morning. Rosin often plays football every Friday, Saturday, Sunday and Tuesday. Wednesday and Thursday. He will follow Footballs' competition on next month. So he often practice with his friends.

1. What day was yesterday, based on the text above?
 c. Sunday c. Saturday
 d. Friday d. Monday
2. When he does not play football?
 e. Tuesday c. Friday
 f. Saturday d. Monday
3. When Rosin does not go to school?
 c. Monday c. Sunday
 d. Friday d. Saturday

4. What month comes after August?

- | | |
|---------|--------------|
| c. June | c. May |
| d. July | d. September |

5. It is Sunday, what day two days ago?

- | | |
|-----------|-------------|
| c. Friday | c. Saturday |
| d. Monday | d. Tuesday |

6. When do we celebrate Independent Day?

- | |
|----------------------------------|
| c. On 18 th of August |
| d. On 17 th of August |
| e. On 17 st of August |
| f. On August, 17 th |

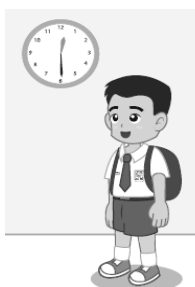
Eri's Hobbies

My name is Eri Prima. You can call me Eri. My hobbies are playing badminton and football. I always play football every Sunday with my friends. Next Saturday I will follow the badminton's competition. I should do exercise everyday except saturday and monday, this is my first experience, so I will do the best.

Text for question 7-8

7. When was Eri play football?
- Every Monday
 - Every Sunday
 - Every Friday
 - Every Tuesday
8. When does not Eri do exercise?
- Saturday and Friday
 - Saturday and Monday
 - Saturday and Tuesday
 - Saturday and Sunday

9.



- I go home at one o'clock.
- I go home at twelve thirty.
- I go home at one thirty.
- I go home at twelve o'clock.

10. What do you do in the Sunday morning?

- I go home.
- I go to school.
- I have dinner.
- I play football.

11. Mella has ...at 11:30 a.m

- | | |
|-----------|-----------------|
| a. lunch | c. breakfast |
| b. dinner | d. evening meal |

12. *I have dinner* means..

- Saya makan malam.
- Saya makan siang.
- Saya sarapan.
- Saya makan sore.

13.



- I get up at five o'clock in the morning.
- I take bath at five o'clock in the morning.
- I get up at five o'clock in the evening.
- I have lunch at two o'clock at noon.

14.



- I have dinner at six thirty.
- I have dinner at seven thirty.
- I have dinner at six o'clock.
- I have dinner at seven o'clock.

15. When at 09:00 a.m we say....

- Good day
- Good morning
- Good afternoon

d. Good night

B. Essay

6.



When is her birthday?

.....

7. I learn mathematic on



8.

I study at

9. Today is Thursday. What day is tomorrow?

Tomorrow is

10. What month is before May?

.....



PRETEST 2
EVALUATION
MTs. Ulumul Qur'an Langsa
Tahun Pelajaran 2017 / 2018

Alamat : Jalan Medan – B.Aceh km.447 Alue Pinueng kec. Langsa Timur Kota Langsa Telp. (0641) 21222

Say Basmalah before you begin!

Name : _____

Class : _____

A. Choose the best answer by crossing a,b,c or d.

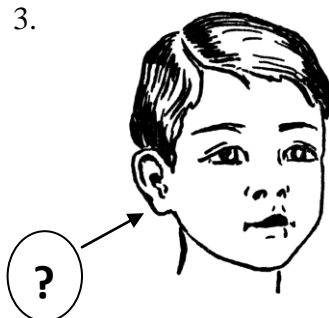
1. There is ... below the mouth.

- a. chin c. eyes
b. nose d. cheek

2. Mr. Bondan could not hear very well. So there is problem with her

- a. ears c. cheeks
b. eyes d. nose

3.



- a. Eyes c. Nose
b. Ear d. Hairs

4. She has curly hairs. Means ...

- a. Dia memiliki rambut ikal.
b. Dia memiliki rambut panjang.
c. Dia memiliki rambut pendek.
d. Dia memiliki rambut keriting.

My name is Yanto. I am a (5).... . I (6) at SMP 1 Langsa in seventh grade. I was born in Medan, February 6th 1999.

5.

- a. teacher c. policeman
b. student d. doctor

6.

- a. study c. work
b. teach d. sing

7. Mr. Handoko is a He always drives taxi everyday.

- a. tailor c. gardener
b. barber d. driver

8. Mr. Anwar is a



- a. barber
b. Tailor
c. Driver
d. Teacher

This text for questions 5-6

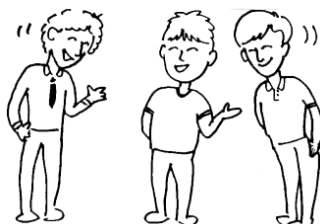
9.

Retno : Hi, My name is Retno. What is
your name?

Barni : My name is Barni.

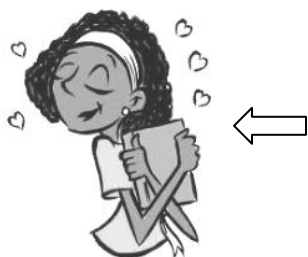
Retno : Who is he?

Barni : ...



- a. She is my friend, her name is Andi.
- b. He is my friend, his name is Andi.
- c. She is my friend, his name is Andi.
- d. He is my friend, her name is Andi.

10.



- a. This is your book
- b. This is his book
- c. This is her book
- d. This is our books

11. Mrs.Yani is working in a hospital. She
helps doctor every day. She is...

- a. nurse c. Postman
- b. doctor d. Teacher

12. This is my father. ... name is Sumanto

- a. her c. his
- b. she d. he

13. Verisca is my classmate. She has long
black ... she is so beautiful.

- a. nose c. ear
- b. eyes d. hairs

14. I want to introduce my Her name is
Mita. She sits near me.

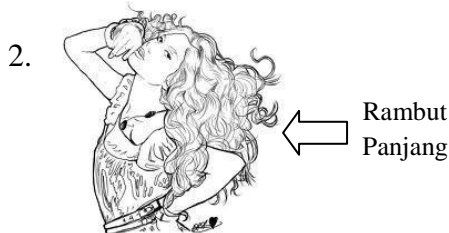
- a. classmet c. mother
- b. father d. self

15. Nia : Hello my name is Nia Miranda.
My ... name is Nia.

- a. nick c. Miranda
- b. full d. Nia

**B. Fill the blank with the appropriate
words!**

1. Mr. Hermanto is a He usually
delivers letters. The color of his uniform
is orange.



Rihana is a Model. She is beautiful girl.
She has hair.



3. Deva : Who is your friend?

Dewi : My friend is Rani. She has ...
eyes.

4. My mother is a ... She teaches the
students.

5. Barney : Who is he, Andi ?
Andi : ... is my friend.



POSTTEST 2
EVALUATION
MTs. Ulumul Qur'an Langsa
 Tahun Pelajaran 2017 / 2018

Alamat : Jalan Medan – B.Aceh km.447 Alue Pinueng kec. Langsa Timur Kota Langsa Telp. (0641) 21222

Say Basmalah before you begin!

Name : _____

Class : _____

**A. Choose the best answer by crossing
a,b,c or d.**

16. There is ... below the nose.

- c. mouth c. eyes
d. nose d. cheek

17. Mr. Bondan could not see very well. So there is problem with her

- c. Ears c. cheeks
d. Eyes d. nose

18. She has long black hairs. Means ...

- e. Dia memiliki rambut panjang berwarna hitam.
f. Dia memiliki rambut lurus berwarna hitam.
g. Dia memiliki rambut pendek berwarna hitam.
h. Dia memiliki rambut keriting berwarna hitam.

19.



He is Mr. Anan. He is my...

- c. student c. friend
d. teacher d. father

20. Mr. Hasan is a



- e. barber
f. Tailor
g. Driver
h. Teacher

21. Dita : Hi, my name is Dita. ...?

Afni : My name is Afni.

- a. What is my name?
b. What is this?
c. What is your name?
d. How do you spell your name?

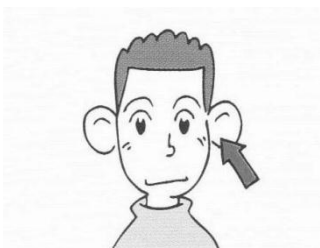
22. Susan : where do you come from ?

Yusnia :

- a. I'm fine
b. I come here

- c. I come from Medan
d. I go to Medan

23. My brother has big ...



- a. ears c. nose
b. mouth d. hair

24. The person who teaches the students is...

- a. sweeper c. teacher
b. postman d. doctor

25. She takes care of people and helps doctors. Who is she?

- a. classmet c. nurse
b. police d. teacher

26. Nia : Hello my name is Nia Miranda.
My ... name is Nia.

- a. nick c. Miranda
b. full d. Nia



27. Raihan is a model.
She has ... hair.

- a. Straight
b. Short
c. Long

d. Red

28. Yani : My name is Rahmayani. My ...
name is Yani.

- a. full c. nick
b. tall d. name

29. He is baker. He works in...

- a. bakery c. hospital
b. restaurant d. school

30. Randi : What is your job?

Ani : My job is E-S-U-R-N

- a. police c. doctor
b. nurse d. postman

B. Fill the blank with the appropriate words!

1. Mr. Hermanto is a He usually delivers letters. The color of his uniform is orange.

2.



Where does he come from?

.....

3. Mr. Cecep has a big nose but Mr. Rudi has a (hidung kecil).....

4. Barney : Who is he, Andi ?
Andi : ... is my friend.

5. My father is a doctor. He works in
.....

APPENDIX

The Result of Pre Test Cycle I

No	Name	Score
1.	Ahmad Amin	50
2.	Aspin Nasri Alamsyah	40
3.	Erwan Syahputra	69
4.	Faiza Akbar Afazi	45
5.	Fadil Fata Al Gifari	60
6.	Fauzan Narzilla	58
7.	Habib Syaqif Huzain	50
8.	Ibnu Mubarak	40
9.	M.Tajuddin Al	50
10.	M. Arif Nur Harahap	45
11.	M.Zilaal	76
12.	M. Naufal Habibi	80
13.	M. Fatan Mumtaza	72
14.	M. Razan Mumtaza	70
15.	M. Hafidhul Ihsan	65
16.	Mustaqim	52
17.	M. Sibran Malasi Al	50
18.	Multazam	40
19.	Muhammad Jubaly	50
20.	M. Haikal	64
21.	M. Maulana	50
22.	Qalbin Salim	40
23.	Riskiul Fikri	45
24.	Sajid syuhada S.	40
25.	Syibran Malasyi	60
26.	Sajid Alfikri	30
27.	Sahibul Bayani	50
28.	T.Zawil Faiza	40
29.	Tengku Rifad Fitra	80
30.	Taufiqurrahman	50
31.	T.M Rifal Aulia	50
32.	Tengku Sah Bintang R.	60

APPENDIX

The Result of Post Test Cycle I

No	Name	Score
1.	Ahmad Amin	70
2.	Aspin Nasri Alamsyah	70
3.	Erwan Syahputra	90
4.	Faiza Akbar Afazi	80
5.	Fadil Fata Al Gifari	75
6.	Fauzan Narzilla	65
7.	Habib Syaqif Huzain	60
8.	Ibnu Mubarak	60
9.	M.Tajuddin Al	95
10.	M. Arif Nur Harahap	40
11.	M.Zilaal	60
12.	M. Naufal Habibi	70
13.	M. Fatan Mumtaza	65
14.	M. Razan Mumtaza	80
15.	M. Hafidhul Ihsan	60
16.	Mustaqim	50
17.	M. Sibran Malasi Al	60
18.	Multazam	50
19.	Muhammad Jubaly	70
20.	M. Haikal	75
21.	M. Maulana	75
22.	Qalbin Salim	80
23.	Riskiul Fikri	60
24.	Sajid syuhada S.	70
25.	Syibran Malasli	80
26.	Sajid Alfikri	50
27.	Sahibul Bayani	40
28.	T.Zawil Faiza	60
29.	Tengku Rifad Fitra	70
30.	Taufiqurrahman	75
31.	T.M Rifal Aulia	60
32.	Tengku Sah Bintang R.	50

APPENDIX

The Result of Pre Test Cycle II

No	Name	Score
1.	Ahmad Amin	58
2.	Aspin Nasri Alamsyah	28
3.	Erwan Syahputra	69
4.	Faiza Akbar Afazi	36
5.	Fadil Fata Al Gifari	52
6.	Fauzan Narzilla	58
7.	Habib Syaqif Huzain	36
8.	Ibnu Mubarak	36
9.	M.Tajuddin Al	20
10.	M. Arif Nur Harahap	16
11.	M.Zilaal	76
12.	M. Naufal Habibi	48
13.	M. Fatan Mumtaza	72
14.	M. Razan Mumtaza	64
15.	M. Hafidhul Ihsan	40
16.	Mustaqim	52
17.	M. Sibran Malasi Al	28
18.	Multazam	40
19.	Muhammad Jubaly	24
20.	M. Haikal	64
21.	M. Maulana	36
22.	Qalbin Salim	16
23.	Riskiul Fikri	36
24.	Sajid syuhada S.	24
25.	Syibran Malasyi	12
26.	Sajid Alfikri	28
27.	Sahibul Bayani	36
28.	T.Zawil Faiza	40
29.	Tengku Rifad Fitra	64
30.	Taufiqurrahman	16
31.	T.M Rifal Aulia	24
32.	Tengku Sah Bintang R.	24

APPENDIX

The Result of Post Test Cycle II

No	Name	Score
1.	Ahmad Amin	80
2.	Aspin Nasri Alamsyah	75
3.	Erwan Syahputra	80
4.	Faiza Akbar Afazi	80
5.	Fadil Fata Al Gifari	75
6.	Fauzan Narzilla	75
7.	Habib Syaqif Huzain	80
8.	Ibnu Mubarak	90
9.	M.Tajuddin Al	95
10.	M. Arif Nur Harahap	60
11.	M.Zilaal	70
12.	M. Naufal Habibi	100
13.	M. Fatan Mumtaza	100
14.	M. Razan Mumtaza	80
15.	M. Hafidhul Ihsan	100
16.	Mustaqim	90
17.	M. Sibran Malasi Al	80
18.	Multazam	60
19.	Muhammad Jubaly	100
20.	M. Haikal	85
21.	M. Maulana	75
22.	Qalbin Salim	85
23.	Riskiul Fikri	80
24.	Sajid syuhada S.	75
25.	Syibran Malasli	90
26.	Sajid Alfikri	60
27.	Sahibul Bayani	70
28.	T.Zawil Faiza	75
29.	Tengku Rifad Fitra	80
30.	Taufiqurrahman	75
31.	T.M Rifal Aulia	70
32.	Tengku Sah Bintang R.	80

APPENDIX

Test of Normality of Students' Pre-Post test Cycle II

Tests of Normality ^c							
	Score on test after training in cycle II	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
Score on test before training in cycle II	60.00	.175	3	.	1.000	3	1.000
	70.00	.301	3	.	.912	3	.424
	75.00	.137	7	.200*	.969	7	.891
	80.00	.275	9	.049	.864	9	.105
	85.00	.260	2	.			
	90.00	.219	3	.	.987	3	.780
	100.00	.210	4	.	.982	4	.911
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							
c. Score on test before training in cycle II is constant when Score on test after training in cycle II = 95.00. It has been omitted.							

APPENDIX**Mean of Students' Pre-Post Test Score of Cycle II**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Score on test before training in cycle II	39.7813	32	18.27343	3.23032
	Score on test after training in cycle II	80.3125	32	11.13969	1.96924

Cycle 1 fourth meeting

No.	Aspect	Indicators	Yes	No
1.	Teaching and learning sets in the application of mnemonic	c. Using the curriculum in the teaching and learning process in the application of mnemonic <ul style="list-style-type: none"> Determining the basic competence; Determining the standard competence; Determining the learning objectives; Revising the learning objectives d. Using the lesson plan in the teaching and learning process in the application of mnemonic	√ √ √ √ √	- - - - -
2.	Teaching and learning process in the application of mnemonic	e. Beginning the lesson in the application of mnemonic <ul style="list-style-type: none"> Teacher greeting to the students in English The teacher checks attendance list f. Structuring the lesson in the application of mnemonic g. Using some types of mnemonic in learning process <ul style="list-style-type: none"> Rhyme Acronym Acrostic Peg Word Method The loci method The Key Word Method Picture h. Responding to students' performance in the application of mnemonic k. Using picture or tape as the medium of learning process	√ - - √ √ - - - - - - √ - -	√ √ √ √ √ √ √ - √

		<p>in the application of mnemonic</p> <p>l. Using <i>kurikulum tiga belas</i> books as references in the application of mnemonic</p> <p>m. Administering tests or exams in the application of mnemonic</p> <p>n. Applying mnemonic in the four main skills of speaking, reading, listening and writing</p> <p>o. Resuming about what have been learned</p>	<p>√</p> <p>√</p> <p>-</p> <p>-</p>	<p>-</p> <p>-</p> <p>√</p> <p>√</p>
3.	Students' vocabulary acquisition	<p>e. Giving attention to the teacher's explanation about the application of mnemonic</p> <p>f. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic</p> <p>g. Understanding the concept of making simple sentences by using mnemonic</p> <ul style="list-style-type: none"> • Students can create mnemonic by their version <p>h. Feeling challenged in the application of mnemonic</p> <ul style="list-style-type: none"> • Doing appropriate actions based on the teacher's instructions • Doing interaction with the teacher • Doing interaction with classmates 	<p>-</p> <p>-</p> <p>√</p> <p>√</p> <p>√</p> <p>-</p>	<p>√</p> <p>√</p> <p>-</p> <p>-</p> <p>-</p> <p>√</p>

APPENDIX : RESEACHER'S DIARIES

(Reseacher's Diary 01)

Hari : Selasa
Tanggal : 11 Juli 2017
Pukul : 10:30 – 11:50
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Pre test

Hari ini R masuk kelas *Tahfidz Putra* (TPA) pada pukul 10:30 yaitu jam ke5. Seperti halnya SS pada umumnya, SS bertanya siapa R. Setelah R memperkenalkan diri. R meminta SS untuk memperkenalkan diri. Banyak SS yang tidak bisa menggunakan bahasa inggris dalam perkenalan. R memperhatikan sebagian SS sibuk dengan temannya dibelakang dan tidak memperhatikan temannya yang sedang memperkenalkan dirinya. Seusai semua SS memperkenalkan dirinya R meminta SS untuk menjawab soal prRest bertujuan untuk mengRahui sejauh mana penguasaan *vocabulary* SS. R kemudian memberikan soal pre tes kepada SS untuk mereka kerjakan. Waktu yang diberikan R adalah 1 x 45 menit yaitu dari jam ke lima hingga jam ke enam. R kemudian menyuruh SS untuk mengerjakan soal soalnya sebisanya saja. Waktu terus berjalan, SS tampak tenang dalam mengerjakan soal. Ada beberapa SS yang garuk garuk kepala saat mengerjakan. Setelah pukul 11:45. R menyuruh SS untuk segera menyelesaikannya. Pukul 11.50 R menyuruh SS untuk mengumpulkan pekerjaannya. SS kemudian berbondong bondong mengumpulkan soal soal tersebut ke meja R dan ke tangan R. Setelah hasil pekerjaan SS dikumpulkan R kemudian pergi meninggalkan kelas. R mengucapkan salam perpisahan kepada SS.

CYCLE 1

(Researcher's Diary 02)

Hari : Selasa
Tanggal : 11 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Pre Test

Untuk menentukan kemampuan SS seperti niasanya R meberikan soal pre test terlebih dahulu. Soal yang diberikan berjumlah 20 butir soal dengan 15 choice dan 5 essay. R mengabsen kehadiran SS. Kemudian R memberikan lembaran soal kepada SS untuk dikerjakan selama 2x45 menit. Terlihat beberapa SS bertanya dengan SS lainnya. Adapula SS yang lancar menjawabnya. Tepat pada pukul 12:50 para SS segera mengumpulkan lembaran soal dan memberi salam kepada R.

(Researcher's Diary 03)
(First Meeting)

Hari : Kamis
Tanggal : 13 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Name of Days (Acrostic)

Hari ini adalah pertemuan pertama di siklus kedua. Topik pada hari ini adalah "Name of Days in Week". Seperti biasanya R memberi salam dan mengabsen kehadiran SS. Setelah itu R bertanya "hari apa kita tidak pergi ke sekolah?" semua SS dengan semangat menjawab "Jumat miss". R memberikan teknik mnemonik. Kemudian R menjelaskan tentang mnemonik/ jembatan keledai yang berhubungan dengan kosakata dan konsep pembuatan kalimat sederhana di kelas. Setelah R selesai menjelaskan tentang jembatan keledai yang berhubungan dengan kosakata topik Calendar, R menyuruh SS menghafal kosakata dan konsep pembuatan kalimat sederhana yang terpampang di kertas gambar manila yang ditempel di papan tulis. **"Nah coba kalian hafalkan kata-kata dan konsep ini dalam waktu 5 menit ya?"** **"ih..miss kok sedikit sekali waktunya?"** Beberapa SS protes. **"Yah, dicoba dulu nanti miss tunjuk satu satu maju di depan kelas mengisi kata-kata yang ibu hapus tadi."** Jawab R tegas. Setelah SS mencoba untuk menghafal, banyak dari mereka yang masih merasa kesulitan. Setelah itu, R mempresentasikan tentang mnemonik yang berhubungan dengan fungsi bahasa yang berkaitan dengan konsep acrostic mnemonic. pembuatan kalimat sederhana. Saat R menjelaskan tentang konsep kalimat sederhana dengan menggunakan jembatan keledai. R melihat ada beberapa murid berkata **"hahahaha...lucu pakai Dewi Ayu segala bu, tanya murid."** **"Iya dong, lucu kan."** Jawab R. **Jawab teman teman mereka.** **"Yaudah kalau lucu sekarang kalian perhatikan papan tulis ya."** Kata R. **"Iya bu."** Jawab SS. Tetapi saat R menjelaskan mnemonik di papan tulis, R melihat beberapa murid masih terlihat tidak memperhatikan penjelasan dari R. R juga melihat ada beberapa murid di deretan belakang bercanda dengan teman sebangkunya sedang murid-murid lain yang di deretan belakang bermain kertas sobekan dari buku mereka untuk dibuat pesawat mainan. Setelah itu, R meberikan lagu yang berhubungan dengan tema. SS bernyanyi bersama R dengan tersenyum. Untuk jam ke tujuh, R memberikan aktivitas speaking dan listening. Untuk aktifitas listening, R memberikan latihan (practice) tentang Listen and do (giving instruction and responding to the instruction) dan

listen and write. Kemudian SS menirukannya untuk dinilai (production). Untuk listen and do, tampak SS merespon R dengan menjawab pertanyaan yang diberikan R secara lisan di depan kelas. Untuk aktifitas reading, R memberikan contoh (practice) tentang menggambar, mencocokkan gambar dengan kata secara acak, dan mencocokkan. Untuk aktifitas writing, R memberikan contoh membuat roster pelajaran, hari apa mereka belajar mata pelajaran. Mereka bisa lebih mudah menghapalkan materi melalui gambar tersebut, SS juga tampak semangat dalam aktifitas ini. Setelah aktifitas ini, R menagajk SS untuk menyanyi tentang Calendar. Lirik mirip dengan lirik naik naik ke puncak gunung. R kemudian memutuskan menyuruh SS untuk berkreasi membuat jembatan keledai versi mereka sendiri. Ketika R menyuruh siswa mencoba membuat jembatan keledai versi mereka sendiri, ada yang bisa dan ada yang tidak bisa. Karena waktu sudah habis dan sudah waktunya bel pulang sekolah, R dan R segera meninggalkan ruangan kelas. R mengamati kalau R tidak menyapa salam perpisahan kepada SS.

(Researcher's Diary 04)
(Second Meeting)

Hari : Minggu
Tanggal : 16 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Name of Month (Rhythm mnemonic)

Hari ini adalah hari kedua di siklus kedua. Hari ini R memberikan tema tentang “Name of Month”. R meminta kepada SS untuk menyebutkan nama-nama bulan dalam setahun dengan serentak. Terlihat semua siswa menghafal urutan nama bulan dalam bahasa Indonesia. Ketika R meminta SS untuk menyebutnya dengan bahasa Inggris tampak beberapa SS kebingungan mengucapkannya dalam bahasa Inggris dan kebingungan susunannya. Sebagian SS meminta kepada R untuk memberikan teknik cara menghafal dengan mudah dengan menggunakan teknik mnemonic. Ketika R meminta SS untuk menyebutnya dengan bahasa Inggris tampak beberapa SS kebingungan mengucapkannya dalam bahasa Inggris dan kebingungan susunannya. **Setelah itu R memberikan mnemonic acrostik kepada siswa dengan kata yang mudah mereka ingat dengan kertas warna yang di tempelkan di papan tulis. Saat guru bahasa Inggris sedang menerangkan mnemonic dengan menempelkan gambar-gambar di papan tulis, semua mata sebagian besar murid tertuju ke gambar-gambar yang ada di papan tulis.** Beberapa SS mencoba untuk mengingatnya sedangkan sebagiannya lagi tampak masih kesulitan mengingatnya, R membantunya dengan lagu dengan irama “are you sleeping”. SS tampak semangat bernyanyi bersama. Kemudian di jam kedelapan R mengajak SS bermain game. R meminta SS untuk mengeluarkan kertas selembar dengan bertanya nama bulan kelahiran satu per satu dan menulisnya di kertas tersebut dengan besar. SS harus menyebut bulan lahir temannya dengan bahasa Inggris. Tampak sebagian SS kesulitan dan lama merespon nama bulan teman lainnya. Bel pun berbunyi. R memberikannya kesimpulan hasil belajar hari ini dan memberi salam kepada SS.

(Researcher's Diary 05)**(Third Meeting)**

Hari : Kamis
Tanggal : 20 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Date (Picture mnemonic)

Seperti biasanya R hari ini masuk pada jam ke 7 dan 8 jam terakhir pada MTs Ulumul Qur'an Langsa. Hari ini R mengajak SS untuk berhitung satu sampai tiga puluh. Tampak ada beberapa SS yang masih kebingungan di hitungan sebelas dan angka selanjutnya. R membantu SS dengan menghitung bersama-sama dengan lancar. Usai berhitung bersama R menggambarkan loncatan katak di papan tulis dengan sepuluh batu yang berderetan. R memberi isyarat melompat katak dengan tangan sambil mengucapkan "first", "second". Selanjutnya R meminta SS untuk menghitung lompatan batu tersebut dengan ordinal number yang telah dijelaskan. Tampak beberapa SS protes "Miss kenapa itu dibaca first bukan one kayak tadi?". R menjelaskan perbedaan penggunaan ordinal number. Setelah SS paham R meminta kepada SS untuk maju kedepan dan membuat ordinal number yang diucapkan oleh R. SS terlihat lancar menulis jawabannya di papan tulis tp adapula beberapa SS masih kebingungan menggunakan "st", "rd" atau "nd" pada akhir angka. Pada jam ke delapan R meminta SS untuk membuat sepuluh tanggal lahir teman sekelasnya dengan menggunakan ordinal number. SS langsung bergerak bertanya tanggal lahir kepada temannya. Setelah terkumpul sepuluh tanggal lahir temannya beserta nama teman kelasnya. R menilai kebenaran tulisan dari tanggal. Terlihat banyak SS yang sudah benar dalam penulisan tanggal dalam bahasa inggris terutama pada angka ordinal number. Tak lama kemudian belpun berbunyi pertanda kelas telah berakhir.

(Researcher's Diary 06)
(Fourth Meeting)

Hari : Minggu
Tanggal : 23 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Daily activities (Peg word mnemonic)

Ini adalah pertemuan keempat pada siklus ke dua. Tema hari ini tentang “Daily activities”. Seperti biasanya setelah menyapa R mengabsen SS terlebih dahulu. R membawa gambar yang menunjukkan waktu. SS tampak antusias melihat penjelasan R menggunakan gambar tersebut. R mulai bertanya tentang waktu keseharian SS selama beraktivitas di asrama. R membantu vocab mereka dengan menggunakan gambar dan jam saat beraktivitas. R menunjukan gambar yang pertama dan membantu SS dengan menggunakan teknik mnemonic yang dipadukan dengan gambar yang berwarna “take bath” dengan “mandi membuatmu tak bau”. Sebagian SS tertawa mendengarnya dan mengulang-ngulang kalimat tersebut. Setelah R menjelaskan semua gambar dengan asosiasi mnemonic. R meminta SS untuk menggambar aktivitas pagi, siang dan malam SS. Tampak sebagian SS langsung dengan semangat menggambar dan menulis keterangan dengan kalimat sederhana. Sebaliknya adapula beberapa SS yang tampak kesulitan untuk menggambar dan mengeluh kepada R. tepat pada pukul 12:30 R meminta SS untuk mempresentasikan hasil gambar mereka sendiri. Ada beberapa SS yang masih malu-malu untuk menunjukkan kepada teman-teman lainnya. Adapula yang dengan pede memperlihatkan hasil gambarnya dan mempresentasikannya dengan lancar. Bel pun berbunyi pertanda waktu telah habis R segera meringkas pelajaran hari ini dan memberi salam kepada SS.

(Researcher's Diary 6)

Hari : Kamis
Tanggal : 27 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Post Test

Tidak seperti biasanya usai R mengabsen daftar hadir SS. R meminta kepada SS untuk menjawab beberapa soal dari R. Saat R membagikan lembar soal terlihat SS sangat berisik dengan memberi isyarat bahwa SS bisa menjawab semua soal dengan benar. Tampak sebagian SS sedang berpikir dan lainnya mulai mengerjakan soal yang diberikan oleh R. tepat pada pukul 12:40 R mengatakan “waktu akan segera selesai ya, bagi yang sudah selesai silahkan mengumpulkan lembar soalnya”. Belpun berdering para SS mengumpulkan lembar jawaban.

CYCLE 2

(Researcher's Diary 08)

(First Meeting)

Hari : Minggu
Tanggal : 30 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Introduction

Hari ini R masuk ke ruang kelas *Tahfidz Putra* (TPA). Saat masuk, R langsung meletakkan tas di meja. Di jam ke tujuh hari ini temanya tentang “Introduction”. R menjelaskan materi dengan menggunakan mnemonik, jenis acrostic. SS tampak tertarik dengan materi yang disampaikan R. Setelah penyampaian materi yang disampaikan melalui mnemonik tadi, hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana dengan memperkenalkan diri dan orang lain menggunakan *possesive subject my, her and his*. Setelah semua kata selesai di presentasikan, R meminta siswa mencoba membuat mnemonik versi mereka sendiri. Tampak SS bingung membuatnya. Tetapi kemudian ada beberapa siswa yang berhasil membuat jembatan keledai versi mereka sendiri. Misal untuk *possesive subject* “His, Her, and It,” R membuat jembatan keledai menjadi “Hisan” dan “Herlin”. Kemudian salah satu murid membuat jembatan keledai versi dia sendiri menjadi “Herley” dan “Hisab rokok”. Kemudian teman-teman mereka tertawa. Pada jam kedelapan R memberikan sebuah dialog berupa *rhytme*. Bel pulang sekolah berbunyi, R merangkum kegiatan pelajaran hari ini dan kemudian memberi salam segera meninggalkan ruangan kelas.

(Researcher's Diary 09)
(Second Meeting)

Hari : Kamis
Tanggal : 3 Agustus 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Proffesion

Hari ini adalah hari kedua di siklus pertama R mengajar dan mengobservasi di kelas VII Tahfidz Putra. Seperti biasa saat R masuk kelas, R langsung melRakkan meja di meja dan menyapa SS. Hari ini tema yang diberikan adalah Proffesion dengan skill listening dan speaking. Saat R menjelaskan materi dengan menggunakan mnemonik *picture* tampak SS tertarik dengan penyampaian gambar yang menarik. Setelah penyampaian materi yang disampaikan melalui mnemonik picture, R melihat bahwa hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana. Kemudian R menanyakan kepada SS apa cita-cita SS. Di jam ke delapan R memberi aktifitas listening, R memberikan aktifitas aktifitas tentang *listen and write*. Untuk aktifitas *listen and write* R membagi SS kepada beberapa kelompok sRiap perwakilan kelompok maju untuk mengambil gulungan kertas dan SS yang lain harus menebak profesi apakah itu.

(Researcher's Diary 10)**(Third Meeting)**

Hari : Minggu
Tanggal : 6 Agustus 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Public Place

Hari ini adalah hari ke tiga di siklus pertama. Tema hari ini adalah public place. Skill yang dipakai adalah listening dan speaking. Setelah R memberikan materi dengan mnemonik/ jembatan keledai *picture*. Saat R menyampaikan materi dengan menggunakan mnemonik, tampak SS sangat tertarik memperhatikannya. Setelah penyampaian materi yang disampaikan R melalui mnemonik tadi, R melihat sebagian besar SS dapat menghafalkan kosakata dan konsep kalimat sederhana. Untuk aktifitas listening, R memberikan aktifitas listen and do. Untuk listen and do, R memberikan instruksi kepada siswa untuk menjawab pertanyaan R secara spontan dengan menunjukkan gambar dan nama pekerja di bangunan tersebut. Di jam terakhir R memberi latihan untuk mencocokkan gambar dengan kata yang diucapkan oleh R dan menyebutkan .

(Researcher's Diary 11)
(Fourth Meeting)

Hari : Kamis
Tanggal : 10 Agustus 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Part of Body

Ini adalah hari ke empat R masuk di kelas VII Tahfidz Putra (TPA). Seperti biasanya R mengabsen SS terlebih dahulu. Sebelum memulai pelajaran dengan judul part of body. R bertanya satu per satu kepada SS “Siapa idola kamu?”. Setelah itu R menunjukkan beberapa gambar yang menarik atau menggunakan teknik *picture mnemonic*. Terlihat SS sangat penasaran dengan gambar yang dibawa oleh R. kemudian R menunjukkan gambar bagian *part of body*. Terlihat SS sangat tertarik dengan gambar yang dipilih oleh R. Sebagian SS ribut karna ingin melihat dengan dekat gambar yang dipegang oleh R. Selanjutnya R mengajak SS untuk bermain “Simon Says”. Dimulai dengan R mengatakan “Simon says hair” sambil memegang dagu SS tampak kebingungan arti dari kata R. terlihat beberapa SS benar dengan memegang rambutnya. Sebagian SS yang tidak dapat menjawab dengan benar R menyuruhnya untuk berdiri sejenak di bangku masing-masing. Saat SS sedang melakukan permainan ,SS tampak asyik bermain. Tetapi karena saking asyiknya, SS tidak sadar kalau suara-suara mereka yang gaduh mengganggu kelas kelas sebelahnya. Hal ini tampak dari seorang guru kelas dari kelas lain yang melihat aktifitas SS selama bermain permainan dengan ekspresi yang masam dari arah jendela. Hingga akhirnya R menertibkan SS. Dan hal itu terjadi berkali-berkali saat R menerapkan permainan.

Pada jam ke delapan R membagi sebuah kertas yang terdapat bentuk wajah yang belum sempurna. R akan memberi instruksi kepada SS menggambar bagian tertentu. Banyak SS sangat bersemangat menggambar bagian yang diinstruksi oleh R, terlihat banyak SS yang sudah benar menggambar seperti yang diinstruksikan oleh R. tepat pada pukul 12:30 R meminta SS untuk mengumpulkan hasil gambar SS semua dan meminta SS untuk menempelkannya di depan sehingga SS yang lain dapat melihat hasil SS lainnya. Para SS tertawa melihat hasil gambar SS lainnya. Bel berbunyi R segera meninggalkan kelas dengan memberikan pekerjaan rumah dan salam kepada SS.

(Researcher's Diary 6)

(Researcher's Diary 12)

Hari : Senin
Tanggal : 14 Agustus 2017
Pukul : 16:30 – 17:30
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Post test

Hari ini R membagikan beberapa soal sebanyak 20 butir soal dengan 15 butir choice dan 5 butir soal essay, R memberi waktu 1 x 45 menit untuk menjawab soal. Usai waktu habis R meminta SS untuk mengumpulkan lembar jawaban dan membaginya kepada teman lainnya. Pada jam ke delapan R meminta SS untuk memeriksa hasil jawaban dan membahasnya. Setelah hasil jawaban dijumlahkan banyak siswa yang mendapat nilai di atas rata-rata yaitu 75. Ini menandakan teknik mnemonik membantu siswa dalam mengembangkan vocabulary SS.

APPENDIX : INTERVIEW

(Interview Transcript 01)

Hari : Selasa
Tanggal : 11 Juli 2017
Pukul : 10:30 – 11:50
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Pre test

R : Sebelum saya memulai materi pelajaran kita, Miss ingin mengRest
 sejauh mana penguasaan vocabulary kalian. Jadi disini miss punya
 bebrapa soal untuk kalian kerjakan. Jawab soal yang kalian bisa saja ya.

SS : Iya miss. Dikerjakan di kertas sobekan miss?

R : Kerjakan di kertas soal yang miss berikan ya.

SS : Iya miss.

(jam 11.50)

R : Waktu sudah habis, ayo dikumpulkan.

(Interview Transcript 02)
(First Meeting)

Hari : Kamis
Tanggal : 13 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Name of Days

- R : Bagaimana tadi ? Mnemoniknya mudahkan? (*“How is it? “The mnemonic is easy, right?”*)
- SS : “Iya Miss, apalagi yang Sumanto beli wedang jahe tadi unik miss. Lucu.” “Haha.” (*“Yes, miss. ” “It is funny especially the mnemonic Sumanto beli wedang jahe.” “It is funny. ” “Haha”*)
- R : “paham kan kalau pake mnemonik?” (*“You understand the materials given by me with using mnemonik.” “Right?”*)
- SS : “Paham miss.” (*“Yes. We understand.”*)
- R : “Lucu kan?” jangan lupa dipelajari di rasrama ya.” (*“It is funny, isn’t it?” “Don’t forget to learn it at dorm.”*)
- SS : “Iya miss.” (*“Yes miss.”*)
- R : “Bagaimana dengan akrostiknya?” (*“What about the acrostic?”*)
- SS : “Akrostik mnemonik (jembatan keledai) yang diterangkan bu guru memudahkan saya untuk menghafal kata yang banyak miss.” (*“The acronym/ keywords explained by the English teacher can ease me to memorize a lot of vocabularies.”*)

(Interview Transcript 03)
(Second Meeting)

Hari : Minggu
Tanggal : 16 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Name of Month

- R : “Kalau belajar bahasa inggris pakai jembatan keledai yang didukung lagu gini menyenangkan tidak?” (*“If we learning English by using mnemonic “rhyme” supporting by songs like this , is it funny?”*)
- SS : “Asyik miss. Menarik” (“It is fun, miss.” “ It is funny.”)
- R : “Alasannya kenapa?” (*“What is the reason?”*)
- SS : “Jadi mudah mengingat materinya miss secara gak langsung”. (*“We can remember the materials indirectly.”*)
- R : “Oh begitu”. “Bagus deh, jadi gak sia sia jembatan keledainya dinyanyiin.” (*“Well, I see.” “It is good because the mnemonic songs are not useless.”*)
- SS : “Iya miss. Betul. ” (*“Yes miss.” “You are right.”*)
- R : “bagus.. bagus..” (*good boys*)

(Interview Transcript 04)
(Fourth Meeting)

Hari : Minggu
Tanggal : 23 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Daily activities

- R : ”Kalian suka tidak belajar sambil menggambar seperti ini?” (*“Do you like learning while drawing?”*)
 SS : “Suka sih miss, jadi ingat vocabnya miss. Cuma agak susah gambarnya miss” (*“ We like it. We remember the vocabularies are easier. But we have a diffculted to make a drawing, miss ”*)

(Interview Transcript 07)
(First Meeting)

Hari : Minggu
Tanggal : 30 Juli 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Introduction

- R : Bagaimana ? lebih mudah yang mana menghafal dengan acrostic atau Hafal baca ? (*How is it ? is the easier memorizing by using acrostic or read?*)
 SS : Lebih mudah dengan acrostic lah miss. acrosticnya juga keren miss. (*The memorizing is easier by using mnemonic acrostic miss. The acrostic is amazing*)
 R : Ok. Kalau gitu sekarang kalian buat acrostic versi kalian sendiri menggunakan kata “her dan his” (*Okay. Now I ask you to make acrostic*)

you own version with words her and his)

SS : Saya mengingat her dengan kata “herley” and his untuk “hisap rokok”.(
I remember word of her with herley (name of motorcycle) and his for hisap rokok).

R : Kenapa kamu mengingat her dengan kata herley ? dan his untuk kata hisap rokok?
(Why do you remember word of her for herley and his for hisap rokok?)

SS : karena kalau saya udah beli herley saya akan bonceng si dia miss hehehe dan hisap rokok karena yang merokok selalu laki-laki. *(Because, if I have a herley, I will ride with her and word of his for hisap rokok because man always smoking)*

(Interview Transcript 08)
(Second Meeting)

Hari : Kamis
Tanggal : 3 Agustus 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Proffesion

R : “Bagaimana bu di kelas tadi?” (“How is the class situation just now, Ma’am?”)

ET : “Ya lumayan seru tadi mbak.” (“ The class situation is quite interesting, miss.”)

R : “Menurut ibu bagaimana dengan aktifitas role play berpasangan tadi bu?”
“Apakah bisa membantu siswa tampil percaya diri dalam berbahasa inggris?”
 (“How is your opinion about this couple role play, ma’am?” “Can it help the students confident in their performances during the English learning?”)

T : “Role play tadi sangat membantu sekali buat murid-murid untuk tampil percaya diri berbicara bahasa inggris di depan kelas.” “Tapi mbak tau sendiri saya tadi kewalahan menghadapi murid-murid yang sudah mendapat giliran

role play malah pada lari-larian dan malah mengganggu teman-temannya yang sedang dapat giliran role play sedangkan saya sendiri juga harus mengambil nilai dari giliran role play yang berlangsung.” (“The role play is very helpful to the students fro make them confident in speaking English in front of the class.” “However, you can see miss that I waste many times to handle the students that had already had a turn to have a role play.” “They like to run anywhere in a class and disturb other students that are having a turn to do the role play.” “Besides, I must get the scores from the students that are having a turn to do the role play while seeing other students disturb the other students, especially the students that are having the turn to do the role play.”

(Inetrview Transcript 09)

(Third Meeting)

Hari : Kamis
Tanggal : 6 Agustus 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Public Place

R : “Apakah Mnemonik yang didukung gambar bisa memudahkan kalian dalam menerima materi?” (*“By the way, can mnemonik help you get the materials easily?”*)

SS : “Lumayan miss, setidaknya lebih mudahlah daripada tidak pakai mnemonik.” (*“It is better miss than whitout using mnemonic.”*)

(Interview Transcript 10)
(Fourth Meeting)

Hari : Kamis
Tanggal : 10 Agustus 2017
Pukul : 12:30 – 13:10
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Part of Body

R : “Bagaimana menurut kalian dari gambar-gambar mnemonic tadi?”
 (“How are your responds to the mnemonic pictures last time?”)

SS : “Gambar nya tadi lucu-lucu miss, berwarna, dan macem-macem tadi gambar nya. “Kami suka miss gambar-gambar nya. Miss buat sendiri ya?”
 (“The mnemonic pictures are funny, colorful, and various.” “We like the mnemonic pictures. Do you make you own self?”)

R :”iya dong, cantikan ?” (Yes, I do. It is beautiful, isn't it?)

(Interview Transcript 12)

Hari : Senin
Tanggal : 14 Agustus 2017
Pukul : 16:30 – 17:30
Tempat : Kelas VII Tahfidz Putra
R : Researcher
SS : Students
Tema Pembelajaran : Post test

R : “Gimana tadi soalnya susah gak ”? (“Is the test difficult for you?”)

SS : “Gak Miss.” “Biasa saja.” (“No, miss. “It is just so-so.”)

R : “Tadi gimana itu kok bisa ngerjain?” (“How can you do the test?”)

SS : “Ya tadi sih susah miss, terus dihapalin bentar, gitu.” (“At first we have a diffculted, miss.” “Then, we memorize the materials for a while, miss.”)

R : Ok. Mantap kalian. (Okay. Good job boys)

