

**THE EFFECTS OF MNEMONIC KEYWORD TECHNIQUE
TOWARDS STUDENTS' VOCABULARY MASTERY AT
TENTH GRADE OF SMK MULYA HUSADA PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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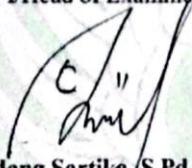
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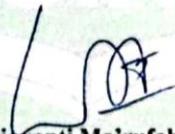
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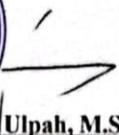

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MOTO

“When Allah is your reason to live, you will never have a reason to quit”

-Dena Haura-



DEDICATION

*This Thesis is dedicated to My Beloved Family
My parent Sri Purwoko and Endah Sri Handayani
For all the hard work in our lowest economy era
But they still support me to finish my study
My strongly self Echoza Firuz Hasna
For all the power to headed yourself*



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Purwokerto, 20 January 2024



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Abstract: Vocabulary is necessary to master beside the four skills in learning English language, such as writing, reading, listening, and speaking. However, lack of vocabulary still becomes the biggest problem in foreign language learner. Such in SMK Mulya Husada Purwokerto, the students still had difficulty in writing a single simple sentence. A lot of writing problems also came from the lack of vocabulary, because people were confused in remembering the words. This study aims to measure the effectiveness of Mnemonic Keyword Technique towards students' vocabulary mastery at tenth grade of SMK Mulya Husada Purwokerto. This study employed quantitative method with quasi-experimental approach. The population of the study contained 238 students. The sample selected using purposive sampling and got X Nurse A for experimental class and X Nurse B for control class. This study used pre-test and post-test for collecting the data and analyzed using IBM SPSS V.23 software for Microsoft. The result of the test analyzed using paired sample t-test with sig (2-tailed) of experimental class $0,000 < 0,05$ and the t count $8,482 > t$ table $2,021$. Therefore, the hypothesis showed that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. Hence, the Mnemonic Keyword Technique positively effects the students' vocabulary mastery at tenth grade of SMK Mulya Husada Purwokerto.

Keywords: Imagery, Mnemonic Keyword Technique, Vocabulary Mastery, Visual

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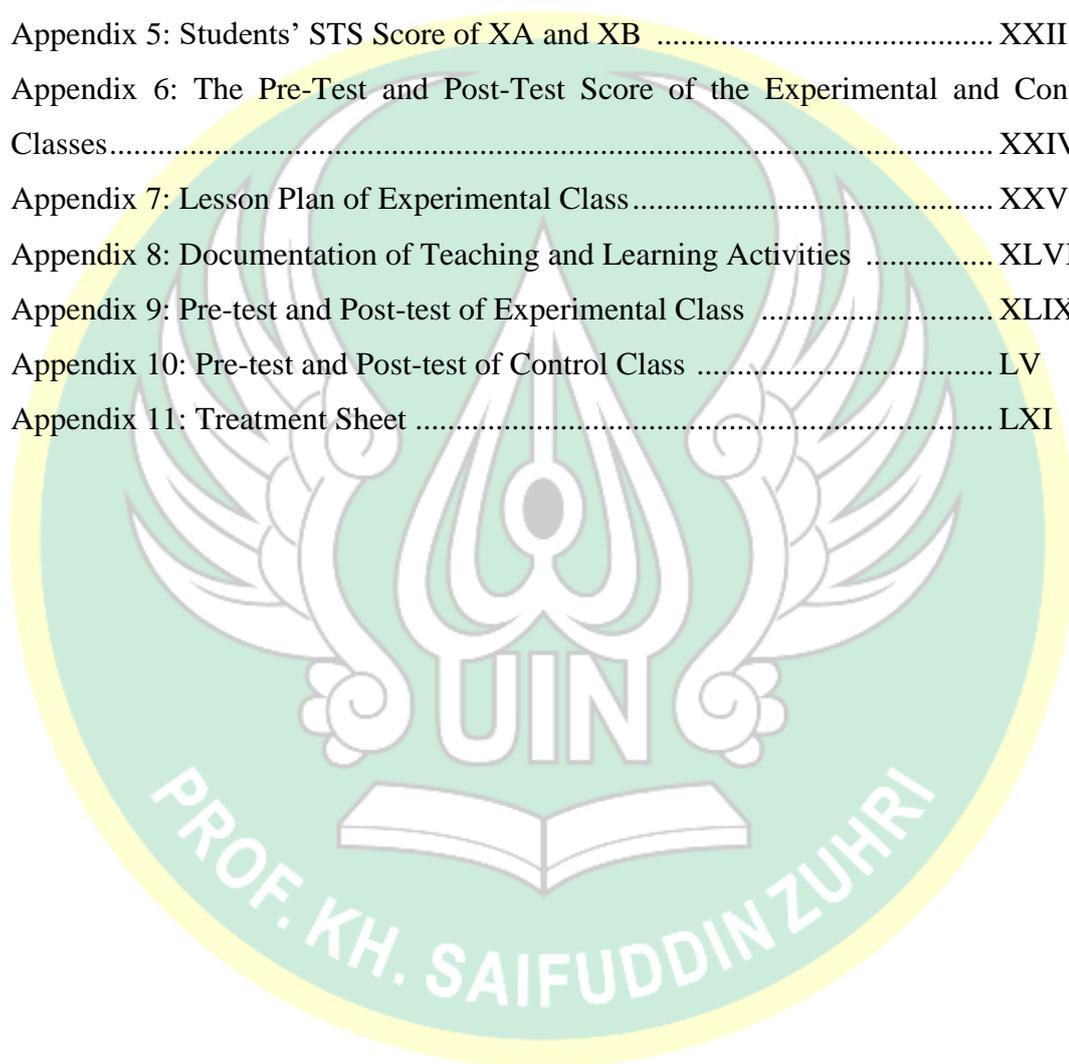
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The logo of UIN Prof. Kh. Saifuddin Zuhri is a circular emblem. It features a central white figure of a person with arms raised in a gesture of praise or prayer, set against a green background. Below the figure is an open book. The word "UIN" is written in large, white, serif capital letters across the middle of the emblem. At the bottom, the name "PROF. KH. SAIFUDDIN ZUHRI" is written in white, sans-serif capital letters, following the curve of the bottom edge of the circle. The entire emblem is surrounded by a yellow border.

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CHAPTER I

INTRODUCTION

This chapter explains about background of the study, operational definition, research question, objective and significances of the research, and structure of the paper.

A. Background of the Study

In learning English language, there are four skills that the learners must be mastered, listening, reading, writing, and speaking. Out from the four important skills, vocabulary is also necessary to mastered in English language especially for foreign language learner. As well as Susanto (2016) claims that vocabulary acquisition has a necessary role for foreign language learner in successful of spoken and written text formation. In accordance with Hiebert & Kamil (2005) that Identifying vocabulary as the understanding of word meanings and categorize vocabulary into two groups: active and passive. Based on Murica (2001) in Nissa, Nurchurifiani, & Febriyanti (2021) state that the central of foreign language acquisition is vocabulary, whether it is first, second, or foreign. Therefore, vocabulary becomes important to be learned because it is a vital part in language acquisition, either in first, second, or foreign language. Vocabulary is the key in language learning. Strengthened in Susanto (2017) statements that vocabulary is the head of language. Thus, mastering vocabulary is very important for language learner to measure the highest level of words in the social context needs.

In any language learning process, there must be some problems that may be found. Some research state that lack of vocabulary is the biggest problem in language learning. As Meara (1980) states that lack of vocabulary is the greatest single source of problem in language learning. Then, Waring (2002) in Davoudi & Yousefi (2016) state that the biggest problem in learning vocabulary for students is what is learn today will be forgotten in the next day. Easy to forgot while remembering activity is one

of the factors causes the lack of vocabulary. It means the students could not do retention for a long time. Retention for a long time cause the easier in forgetting something or too much push the brain in remembering something make the things easy to be forgotten. Furthermore, in Indonesia the problem in learning vocabulary is there are so many words that have to be learned. Such as Mangare, Liando, & Olli (2021) state that the main problem in English learning in Indonesia is the lack of vocabulary. Also, from Wahyuningsih & Afandi (2020) state that research about English Speaking problems are include the lack of appropriate vocabulary, lack of grammar mastery, and the lack of correct punctuation. It is also supported by the fact that the time in teaching and learning process are often used to complete the assignment given by the teacher. Then, the students are requested to translate the unfamiliar words, word by word because the limited vocabulary. Thus, it took long time that make it ineffective. It is related to the real situation in the learning process. This is the most problem that has been found in the vocabulary learning process.

The educational institution target is Vocational High School of Mulya Husada in Purwokerto or called SMK Mulya Husada Purwokerto. Other from that, this school is chosen because this school are not implementing the technique in this research. Based on the preliminary research on September 28, 2023 the specific target of this research is the tenth grades students. Each class has around 43 students. The tenth grades students started their English learning in covid-19 era. The teacher said that because of it the students' English skill was not really good. Then, the students think there is no specific purposes for them to learn English deeply They also could not even write a single simple sentence. A lot of writing problems cause of the lack of vocabulary. Lack of vocabulary makes them difficult to compose their own sentences.

The effort to solve this vocabulary problem above needs the technique that useless remembering activity. Such as Atay & Ozbulgan (2007) state that the learners need the vocabulary learning technique that

make the students think out of the box. Then, as Dwinalida (2021) states the teacher also needs to accommodate teaching activities for students' lack of vocabulary. The technique that help the teachers to accommodate activity to increase vocabulary retention for students' vocabulary mastery without hard work in remembering or memorizing some words, called Mnemonic Keyword Technique. Mnemonic Keyword Technique is the technique that work using students' cognitive. This technique used to support the students increasing the vocabulary retention. Based on the previous studies, one of well-documented technique called keyword technique (Wyra, Lawson, & Hungi, 2007). Then, according to Henson & Eller (1999) claim that mnemonic is an appropriate strategy to learn some vocabulary or a new word. The visual image that is being used make the process remembering easier. Then, when people see the visual of the learning word it helps to recall the meaning of the learning words. Hence, Mnemonic Keyword Technique is suitable technique to improve students' vocabulary mastery by corelated a new word with the thing or object as keyword to remember the meaning of a word.

Otherwise, Mnemonic Keyword Technique also have some advantages and disadvantages. According to Amiyousefi & Ketabi (2011) state that there are some advantages of Mnemonic Keyword Technique as follow: a) this technique allows students to imagine the target words; b) this technique allows the students understand the meaning of the learning words and applying in appropriate way; c) this technique is effective to help students in remembering vocabulary; d) this technique is useful in developing students' critical thinking and creativity in finding new terms in their vocabulary learning; e) this technique works well to increase students' vocabulary and spark their enthusiasm in picking up new words. Based on Amiryousefi & Ketabi (2011) there also some disadvantages of Mnemonic Keyword Technique as follow: a) the teaching and learning process are need more times; b) this technique needs teacher creativity in enhancing students' imagination; c) the students may be lower understanding while teacher

explain; d) this technique only focus on some aspects and students might be less able to think further; e) this technique needs at least one dictionary for pairs.

Some articles also made the similar research through the effects of Mnemonic Keyword Technique towards students' vocabulary mastery. Such as a research by Nissa, Nurchurifiani, & Febriayanti (2021) this journal also found that Mnemonic Keyword Technique could improve students' vocabulary. The result of this research is the implementation of Keyword Technique could improve students' vocabulary mastery. Hence, Mnemonic Keyword Technique will be effective to increase students' vocabulary mastery.

There are many articles succeed in implementing the Mnemonic Keyword Technique to solve the lack of vocabulary in other countries. But there are just a limit articles that have been research about the effect of Mnemonic Keyword Technique in tenth grade students of vocational high school. Then, the purpose of this research is to help the students improve the students' vocabulary mastery through the technique that make them easy to remembering and recalling the vocabulary. Therefore, the title statement of this research is *"The Effects of Mnemonic Keywords Technique Towards Students' Vocabulary Mastery at Tenth Grade of SMK Mulya Husada Purwokerto"*.

B. Operational Definition

In order to define the variables of the research, there are some phrases that used to keep away from the write problems. The definition of the variables used to guide the paper analysis to be structured. This paper will be focus on the effects of the Mnemonic Keyword Technique towards students' vocabulary memory. There are some definitions of the key terms of the study as followed:

1. Students' Vocabulary Mastery

Vocabulary is part of the components in learning language, even it is English language or other languages. Mastery vocabulary becomes needed for many language learners. More vocabulary they mastered, the better English language they have. Based on the Hiebert & Kamil (2005) state that vocabulary is a component of English that contains about the knowledge of words meanings. Therefore, mastering vocabulary is important in learning new language.

2. Mnemonic Keyword Technique

In process of mastering vocabulary, there is need a process called memorizing. Most of people could memorize a lot of things but also easy to forgot it. So, it would be hard to recall some information, if human also easy to forgot it. Mnemonic is the technique that used to help people in recalling some information. According to Bugelski (1970); Paivio (1971); Bower (1972) state that mnemonic devices also work closely on the visual imagery process. Thus, Mnemonic Keyword Technique is suitable for learning new vocabulary or even recalling students' vocabulary mastery.

C. Research Questions

The research question of this research is, is Mnemonic Keyword Technique effective towards students' vocabulary mastery at tenth grade level of SMK Mulya Husada Purwokerto?

D. Objective and Significances of The Study

1. Objective of the study

The aim of the research is to measure the effectiveness of Mnemonic Keyword Technique towards students' vocabulary mastery at tenth grade of SMK Mulya Husada Purwokerto.

2. Significances of the study

a. Theoretical

This research writes with prospect that the Mnemonic Keyword Technique could help the students increasing their vocabulary, especially in 10 grade of senior high school the students' level.

b. Practical

1) The Teacher

This research aims to help the teacher in give the variety technique for increasing the students' vocabulary memory. So, the most problem in learning English could reduce little by little and make the learning process more enjoyable.

2) The School

This research aims to help the school in improving the teaching quality by give the teacher new technique for teaching specific subject.

3) The Writer

This research is expected to give the writer new experience, insight, and knowledge about teaching technique by practice it directly on the school.

4) The Academic Side

This research aims to be the reference and additional information for students from other universities that going to make research with similar problem.

5) The Next Researcher

This research is expected that the next researcher could analyze more about mnemonic keyword technique, because it is the suitable technique for increasing vocabulary.

E. Structure of the Paper

In order to undertake systematic research, the research structure must be classified. The structure of this research is described as follows:

Chapter I discusses about Introduction of the research. The introduction contains several sections which cover the background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

Chapter II discusses about Literature Review related to the study problem. The literature review contains the related theoretical framework, conceptual framework, and hypothesis.

Chapter III discusses about Methodology that will be used in the research. The methodology contains several sections as research design, research site and participants, population and sample, variable and indicator of the research, data collection techniques, and the last is data analysis.

Chapter IV discusses about The Result and Discussion of the research. In this chapter would contains about the result and discussion of the research. It contains the data collections and the steps in solving the problem.

Chapter V discusses about Closing of study. The closing contains the research conclusion of the Mnemonic Keyword Technique effects the students' vocabulary mastery or the main point of the research.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the definition and theories related to the study, the variables of this research, some previous studies to support this research, and hypothesis of this research.

A. Theoretical Framework

Here are some theoretical frameworks that the researcher used as followed:

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the components of language learning, even it is English language or other languages. Mastery vocabulary become needed for many language learners. More vocabulary they mastered, the better English language they have. Based on Hiebert & Kamil (2005) vocabulary is a component of English that contains about the knowledge of words meanings. It is actually shown that learning vocabulary could be in two form, that are spoken and printed. By the spoken way we not just learning the vocabulary and the translations, but also the pronunciation of each word. Then by the printed way we could learn how the words are written correctly. Such in Khilqi & Dwinalida (2022) state that other aspect of English proficiency influenced by vocabulary mastery, like finding specific word in speaking English, listening comprehension, understanding material in reading, and developing ideas in writing. Thus, vocabulary is the important component in learning new languages.

Besides that, vocabulary is a based before learning other English skills such as reading, writing, listening, and speaking. This is such as written in Richards & Renandya (2002) claim that vocabulary is measurements of how well people in English language skills such as read, listen, write, and speak. Vocabulary also becomes a biggest language learner problem. If language learner does not mastery their

vocabulary, it is influenced their other language skills. It would be hard if the language learners have minimized vocabulary to mastery the new language. For example, people need 20,000 words to become the second language learners (Goulden, Nation, & Read, 1990). It is told as directly if learning vocabulary is important for language learners. Thus, beside the four skill of learning language, learning vocabulary also important to build the new language skills.

b. Kinds of Vocabulary

Certain researchers claim that there are distinct categories of vocabulary. There are two kinds of vocabulary: active vocabulary and passive vocabulary (Thornbury, 2002). Here the definition of the two kinds of vocabulary as followed:

1) Active Vocabulary

It is also usually called as productive vocabulary. It is the vocabulary that could be used effectively in writing and speaking skills, but truly this vocabulary is hard to put while in practice. Then, in productive vocabulary the students need to understand clearly the meaning of the words and use the correct grammar in the target language. This type of vocabulary is typically applied to writing and speaking abilities.

2) Passive Vocabulary

This type of vocabulary is commonly referred to as receptive vocabulary since passive vocabulary typically requires context awareness and comprehension in reading and listening comprehension skills. Passive vocabulary also consisted on people write comprehended when they are read and listen. Thus, passive vocabulary is the vocabulary they got while reading and listening activity.

Similar with Thornbury, Schmitt & McCarthy (1997) also state that the kinds of vocabulary are receptive vocabulary and expressive vocabulary. They state that receptive vocabulary is the vocabulary that could understand when they are listen or read the words. However, expressive vocabulary is the vocabulary that they could easily use when they are speaking and writing to express what they feel. So, from some theory above vocabulary separated into two productive vocabulary and receptive vocabulary. Productive vocabulary means with the vocabulary it producing something. The skills that appropriate with producing something is writing and speaking. Meanwhile, receptive vocabulary got from listening and reading activities.

c. The Use of Vocabulary

Vocabulary is used in several kinds of words contents. Based on Thornbury (2002) there are some kinds of vocabulary is used in words contents, such as:

- 1) Noun, any term that names or denotes a person, object, place, action, or quality.
- 2) Verb, any term that expresses action, existence, or occurrence and is usually the major part in a predicate.
- 3) Adjective, any term that used to modify a word. Adjective also used to describe a noun.
- 4) Adverb, any term that used to modify a verb, adjective, phrase or clause by giving them description of time, place, manner, degree, and cause.
- 5) Pronoun, any term that used to reverse a noun or a phrase. Pronoun usually used to avoid repetition of word in a paragraph.
- 6) Conjunction, any term that used to link words or phrases becoming one sentence or group of words.

- 7) Interjection, any term that used to expressing a strong feeling or surprised.
- 8) Preposition, any term that used to illustrate the link between a noun or pronoun.

There are also some roles that vocabulary take part in language learners. According to Bromley (2004) vocabulary have many missions in language learning, such as:

- 1) Promoting fluency

The students who have many vocabularies must be different with the students with limits vocabulary. The students that understand more words could read English text faster than the students with limits vocabulary. The students also could speak fluency rather than the students with limits vocabulary.

- 2) Boosting comprehension

The students who mastery the vocabulary could easily understand more information on English language. They could easier while searching for some information that does not able in national website.

- 3) Improving achievement

The students that have mastery vocabulary usually have big score in test, rather than the students with limits vocabulary. That is because the students with large vocabulary could easily understand the information on the text.

- 4) Enhancing thinking and communication

The students that have mastery the vocabulary could communicate with precise, powerfulness, persuasive and interested other who heard. The students with large vocabulary usually have a better speaking rather than the students with limits vocabulary.

So, from those theories, we know that learning vocabulary is important. The large vocabulary you have, it measures the skill of your English language. If the student mastery the vocabulary, English language will automatically master. A long with that, communication and achievement would drastically increase. In conclusion, students with large vocabulary will easily use the learning language in daily communication.

d. Teaching Vocabulary

A key component of language learning is teaching vocabulary, because languages are based on words. As Alqahtani (2015) state that since words are the foundation of language, teaching vocabulary is essential to language learning. Before it, the activity that involve teacher and students in form of education to share some information called teaching. Teaching is an activity that do intentionally to reduce knowledge gap between teacher knowledge and learners' knowledge (Strauss & Shilony, 1994). Teaching Then, vocabulary is a study field of word meaning. According to Hiebert & Kamil (2005) describe vocabulary as a knowledge of words meaning. Thus, teaching vocabulary requires an activity to reduce the knowledge gap between teacher and students in the fields of words meaning to increase students' vocabulary mastery.

There's some technique that used to concerning teaching vocabulary. In form of learning new vocabulary it needs some activity for students that must be notice by the teacher. As (Mualim, Ma'rufah, & Sartika (2019) state that the current teaching techniques should continue to adapt to the social and cultural changes that the students experiencing, along with all of the modern modification. Increasing new vocabulary needs learning activity, practicing, and reviewing to prevent forgetting. Teaching vocabulary doesn't have particular time such as teaching writing, speaking, reading, and

listening; so, teacher in using or choosing the technique that will be used need to focus on some factor as the content, time, and value for learners. It notices on Takac & Singleton (2008) there are some factor teacher need to pay attention to choose or applied the technique in teaching vocabulary such as the content, the available time, and the value that the students get. Teacher also can apply more than one technique instead of just one technique to make various technique in teaching vocabulary. Such as written in Pinter (2006) state that in employing vocabulary materials need as various as possible technique. Therefore, various technique could easily help students to learn new vocabulary.

There are some techniques in teaching vocabulary that purposed by some experts, as followed:

1) Teaching vocabulary using objects

Object used to help teacher shows the word meaning of the concrete noun. By seeing the real object, it makes the students easily to remember the meaning of the words, because the visual technique act as cues to remembered. It shown in Takac & Singleton (2008) said that visual technique in teaching vocabulary includes the used of visual aids and demonstration. Then, using real object is suitable to teach concrete noun for beginner and young learner (Gairns & Redman, 1986). It is also easy to use because the teacher could just use the object near or in the classroom.

2) Teaching vocabulary using drilling, spelling, and activity involvement

Drilling is a technique that help to learn new vocabulary to how it sounds. According to Thornbury (2002) state that drilling is a natural technique to make the learners become familiars with the words. Then spelling is the based in vocabulary learning. Spelling help in memorizing the words. Such as Reed (2012)

write that in memorizing words the based that the learners need to have is spelling. Because English spelling forms not always inferred by the pronunciation. After that, in employing the technique teacher need to involved the learning activity, such as elicitation. Elicitation means give the students opportunities to find out the words' meaning. It is written in Thornbury (2002) said that Elicitation maximize the students' opportunity in speaking and checking learners understanding. Then, encouraging students to find out the words' meaning used Elicitation technique (Takac & Singleton, 2008). Thus, this technique involved personalization because the students learning context is related to their life.

3) Teaching vocabulary using drawing and pictures

Simple methods like drawing and painting can be used to teach vocabulary and other concepts that require memorization. drawing an object can do in blackboard or in digital tool. Then, picture can be used as a flashcard. All the technique contained visual aids that can help the students in memorizing new vocabulary. Such as written before in Takac & Singleton (2008) visual aids contain in visual technique that could help in remembering vocabulary. The used of drawing and picture help the students introduce and understand the target words by illustration. Some kinds of picture that can be use, such as: flashcards, poster, wall chart, magazine picture, board drawing, photograph, and figures. It is an easy technique that can be use by the teacher because can come from many sources. Teacher also can make their own visual aids. Thus, visual aids support the students' understanding of the words' meaning.

4) Teaching vocabulary using mime, expressions, and gestures

In teaching new language there's need an act of mime or gesture to indicate the meaning of the words. Such as Alqahtani

(2015) state that gesture and facial expression is important in communication. Certain words can be understood through gestures, expressions, and mime. For instance: the words “sad”, “happy”, or “mad” that all can be explain through facial expression. Basically, in teaching vocabulary especially in the beginner or young learner teacher tent to used gesture a lot. As Sime (2001); Hauge (1999) said that teacher used gesture a lot while teaching beginner or young learners. Thus, used of gesture could draw the students’ attention and make the learning season become more dynamic. There are three roles for teaching gesture the teacher needs to pay attention according to Tellier (2007) such as management the class (to start/end an activity, to questioning, request silence, etc.), evaluation (to show mistake, to correct, to congratulate, etc.), and explanation to give indication n syntax. Commonly, some learners make gesture spontaneously while saying the word. Thus, gesture is one of the useful techniques that can be used in teaching new vocabulary.

5) Teaching vocabulary using enumeration and contrast

Enumeration is collection of a group of items, or listing all the items in the collection. Such as in the examples given by Gruneberg & Sykes (1991) in the word “clothes” then teacher make a list contain a number of clothes e.g. a dress, a skirt, trouser, t-shirt, etc. Hence, the meaning of “clothes” become clear. Other technique that can help the students in learning new words is by contrasting or find the synonyms of the word. Again, the new words easily acquired if it is similar to the words that already learnt. Like to reveal how much weight lose by contrasting the “before” and “after” photos (Alqahtani, 2015). Same with find the meaning of the words, some words can be easily to understand by contrasting with its opposite. But some words not. However, learning about words synonyms is also

important. As Elisabeth (1999) said that bilingual dictionaries aside, mono-lingual dictionary to explain essentially words, and synonym are often used.

6) Teaching vocabulary using guessing from context

In finds out the meaning of unfamiliar words can be dealing with guessing from the context. According to Alqahtani (2015) state that there are two types of context, the context within the text includes morphological, semantic, and syntactic information in specific text. Then, general context, or non-textual context, contain background knowledge that the reader has about the subject being read. Also, from Nation (2001) state that learning from context not only came from the extensive reading, but also can from taking part in a conversation and listening to story, movie, television, and radio. Thus, guessing from context can be in written or spoken forms.

2. Mnemonic Keyword Technique

a. Definition of Mnemonic Keyword Technique

In process of mastering vocabulary, there is need a process called memorizing. Most of people could memorizing a lot of things but also easy to forgot it. So, it would be hard to recall some information, if human also easy to forgot it. Mnemonic is the technique that used to help people in recalling some information. This technique is being investigate in late 1950s and 1960s in the framework of stimulus-response. Mnemonic operated by using human cognitive structured in form of conceptualize the information. Such as Bellezza (1981) state in journal about mnemonic range using cognitive that create a conceptual of the material which going to learn and the result of the material have been learned called as artificial memory. Then, mnemonic devices also work closely on the visual imagery process (Bugelski, 1970);

(Paivio, 1971); (Bower, 1972). Even though, people trying so hard in remembering a lot of information, it will never remember forever. There would be the time when people forgot that information. Then, there is need the technique to help in recalling that information. So, the suitable and effective technique in recall is mnemonic technique.

Mnemonic have some techniques, the effective one of it is called Keyword Technique. Such as Thornbury (2002) said that Keyword Technique is the greatest of mnemonic technique. Keyword Technique is part of mnemonic because it is devising image or visually to train the memory retention. Then, Keyword Technique is affordable to be an easy pathway in remembering some information by using visual, imagery, codes, or rhymes (Foster, 2009). Keyword Technique include in mnemonic in form of codes and visual. Thus, from the word codes it made a conceptual to the new vocabulary that will be given. In conclusion, Mnemonic Keyword Technique is the technique that help people to easier in remembering some information through human cognitive structured by using visual, imagery, codes, or rhymes.

b. Implementation of Mnemonic Keyword Technique in Teaching Vocabulary

Mnemonic Keyword Technique work by devising visual image that connected to the pronunciation that will be learn and this technique may take times and more practice. According to Thornbury (2002) the Implementation of Mnemonic Keyword Technique could see as in the example that the writer gave in the book, the writer learns Maori word *aroha* (love), the word is sounded similarly to the word *arrow*, so the writer visually pictured Cupid with a bow and arrow in hand. Also, the students learn a new word by corelated it with the thing or object around (Higbee &

Kunihira, 1985). The visual image that used make the process remembering easy. Then, when people see the visual of the learning word it helps to recalling the meaning of the learning word.

According to Agoestyowati (2010) state that there's seven steps in implementing Mnemonic Keyword Technique as the following below:

- 1) Give the students a question according to the specific word.
- 2) Ask the students to think about some words that describing or illustrating the specific word and write it on the board.
- 3) It can be adjective, verb, or named of something like place.
- 4) Then, the students are being able to write down sentences using these words.
- 5) One and other students may have different opinion about the sentences.
- 6) Ask the students to present their word in front of the class.
- 7) Each student has different sentences but it made from similar words.

In conclusion, there are more than one way to implementing the technique on vocabulary the teaching and learning process. It can be as Thornbury that ask the students to imaging or illustrating the target word through sound or other. Then, as Agoestyowati that seek the students to gathered some word of the target word and make description text through the words. In other words, there is not just one way to implement this technique in vocabulary teaching and learning process.

c. Advantages and Disadvantages of Mnemonic Keyword Technique

Each technique that is employed needs to have both advantages and disadvantages. Additionally, there are certain

advantages and disadvantages to the Mnemonic Keyword Technique. According to Amirusefi & Ketabi (2011) there are some advantages of Mnemonic Keyword Technique as follow:

- 1) This technique allows students to imagine the target words.
- 2) This technique allows the students understand the meaning of the learning words and applying in appropriate way.
- 3) This technique is effective in help students in remembering vocabulary.
- 4) This technique is effective to build students' critical thinking and creative in finding more words in learning vocabulary.
- 5) This technique is suitable to improve students' vocabulary and make the students interested in learning new vocabulary.

Also, according to Amirusefi & Ketabi (2011) there are some disadvantages of Mnemonic Keyword Technique as follow:

- 1) The teaching and learning process needs more times.
- 2) This technique needs teacher creativity in enhancing students' imagination.
- 3) The students may be lower understanding while teacher explain.
- 4) This technique only focuses on some a few aspects and students might be less able to think further.
- 5) This technique needs at least one dictionary for pairs.

Every technique, strategies, methods have it own advantages and disadvantages. No techniques are perfect. Based on the Amirusefi and Ketabi about the advantages and disadvantages of Mnemonic Keyword Technique can be conclude that this technique is suitable to improve students' vocabulary mastery and students' memory retention. So, this technique might

be work well in seeing if there is the effect in students' vocabulary memory.

B. Review of Relevant Studies

There were some academic studies had been investigated the similar problem about the students' vocabulary using Mnemonic Keyword Technique. Some studies written as Keyword Technique and some also written as Mnemonic Keyword Technique. However, Keyword Technique and Mnemonic Keyword Technique were the same. Here some similar studies that focusing on students' vocabulary as followed:

1. Journal written by Nissa, Nurchurifiani, & Febriyanti (2021) in the Journal Corner of Education, Linguistics, and Literature (JCELL), with title *“Improving Students' Vocabulary Mastery Through the Keywords Technique at The Tenth Grade of SMA N 2 Tulung Bawang Tengah”*. The focus of this research was to measure the use of Keywords Technique in improving the students' learning activities and vocabulary mastery. Therefore, this thesis had been analyzed about the effects of Mnemonic Keyword Technique through students' vocabulary using quantitative research method by Classroom Action Research (CAR). The result shown that Mnemonic Keyword Technique could improve the students' vocabulary in tenth grade level. The similarity of this journal and this thesis were investigated about Mnemonic Keyword Technique towards students' vocabulary mastery. The difference between this journal and this thesis were the target of this research. The journal target was the students on Senior High School. However, this thesis target was the students in Vocational High School that mostly learn more specific to their major.
2. Journal written by Davoudi & Yousefi (2016) in Journal of Education and Practice, called *“The Effect of Keyword Method on Vocabulary Retention of Senior High School EFL learners in Iran”*.

This journal focused on Mnemonic Keyword Method give impact to students' vocabulary retention. In researching this problem, it used quantitative approach with quasi-experimental research method. The result of this research was the Keyword Method could reduce some problems in language acquisition and retention in L2 words. The similarity of this journal and this thesis were investigated about Mnemonic Keyword Technique towards students' vocabulary mastery. However, this thesis was analyzed about the effects of Mnemonic Keyword Technique on students' vocabulary.

3. Journal written by Siriganjanavong (2013) in English Language Teaching, with title "*The Mnemonics Keyword Method: Effect on The Vocabulary Acquisition and Retention*". This journal focused on finding out the effectiveness of the Mnemonic Keyword Technique in the short-term and long-term vocabulary retention. This journal used mixed method between 40-item-vocabulary test and two cued-recall sheets. The result showed that the used of mixed method Mnemonic Keyword Method could made good recall on both short-term and long-term memories. The similarity between this journal and this thesis were used the same thesis to solve the same problem the lack of vocabulary. However, this thesis analyzed about the effects of Mnemonic Keyword Technique on students' vocabulary. Also, the target was different because this journal analyzed the Thailand Students.
4. Journal written by Khorasgani & Khanehgir (2017) in the International Journal of Languages' Education and Teaching, with title, "*Teaching New Vocabulary to Iranian Young FL Learners: Using Two Methods Total Physical Response and Keywords Method*". The focus of this journal was to compare the two mnemonic in teaching new vocabulary to Iranian Young Learners. The method used was quasi-experimental research method. The result of this research shown that the two method they used could

increase the students' vocabulary retention. Keywords Method could efficiently increase students' retention if the high-quality keywords are available. The similarity of this journal and this thesis were researching about Mnemonic Keyword Technique towards students' vocabulary mastery. However, the different was this journal also used one other method and the purpose of this journal was to compare two method used in increasing students' vocabulary mastery.

5. Journal written by Koksal & Cekic (2014) in Journal of International Scientific Publication, called, "*The Effects of The Mnemonic Keyword Method on 8th Grades' L2 Vocabulary Learning*". This journal focuses to investigate the effects of Mnemonic Keyword Method in vocabulary learning for 8th grades students in L2 Learners in Turkish. This journal used experimental research method. The result shown that Mnemonic Keyword Method effective in all English lesson, because it effective not only in retention but also in dept of vocabulary knowledge which include the knowledge of the part of speech. The similarity of this journal and this thesis were using the same technique that is Mnemonic Keyword Technique on the same problem that was vocabulary. However, the different were the target of the research, the journal target is the 8th grades students than the thesis target is the 10th grades students.

In conclusion, all the five journals discussed the same technique that was Mnemonic Keyword Technique to reduce the same problem. The problem they mean was lack of vocabulary. Then, the five journals also used quantitative approach with different method. Some journals discussed about the vocabulary retention and some discussed the vocabulary mastery. Also, one of the five journals are compared Mnemonic Keyword Technique with other technique. However, the four journals called it Mnemonic Keywords Method, but one of them called

it Mnemonic Keyword Technique. According to them Mnemonic Keyword Method still can break down some technique to achieve the goals. On the other side one of them call it as technique, because for them Mnemonic Keyword Technique is the tools to achieve the goals. Hence, the result of all the five journals were similar that Mnemonic Keyword Technique could improve students' vocabulary.

C. Hypothesis

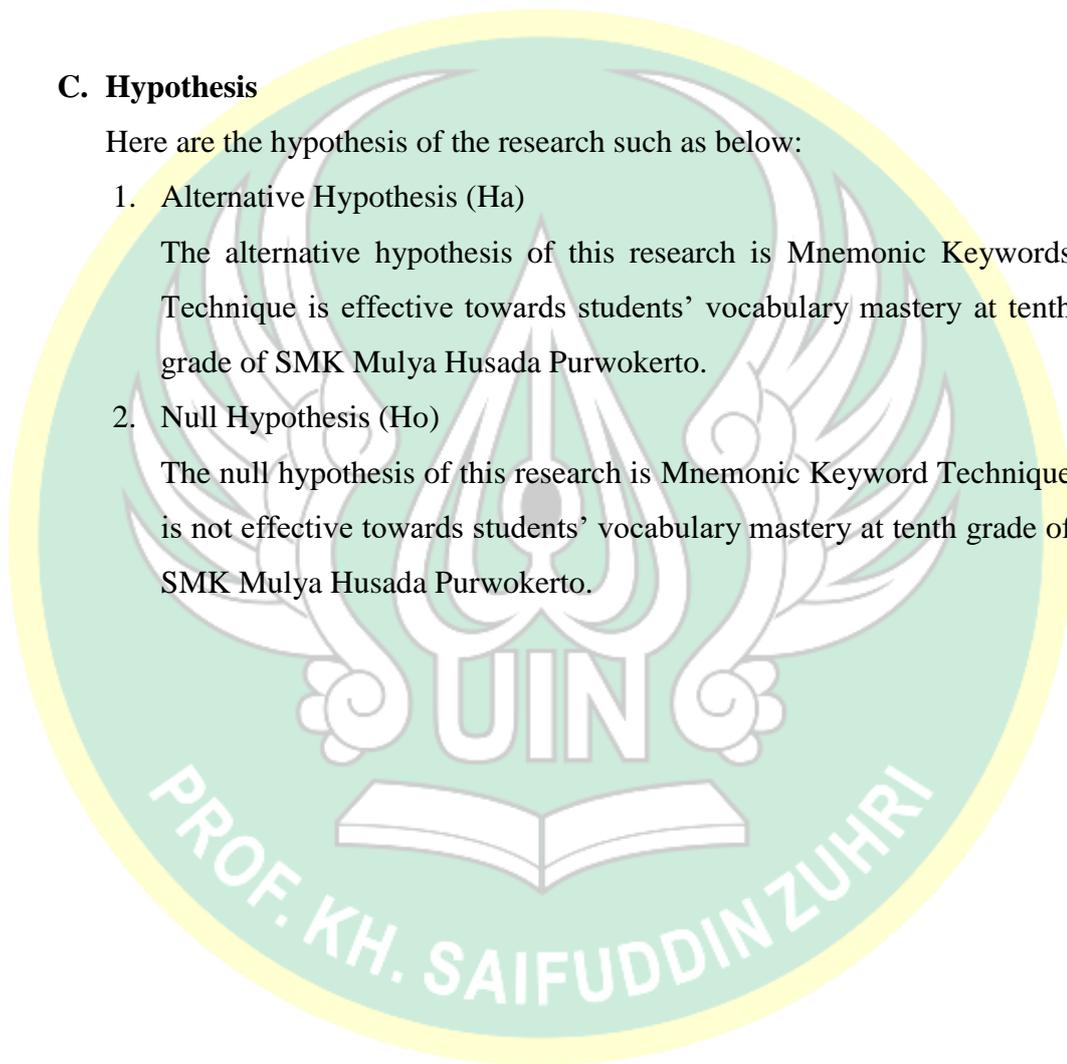
Here are the hypothesis of the research such as below:

1. Alternative Hypothesis (H_a)

The alternative hypothesis of this research is Mnemonic Keywords Technique is effective towards students' vocabulary mastery at tenth grade of SMK Mulya Husada Purwokerto.

2. Null Hypothesis (H_0)

The null hypothesis of this research is Mnemonic Keyword Technique is not effective towards students' vocabulary mastery at tenth grade of SMK Mulya Husada Purwokerto.



CHAPTER III

METHODOLOGY

The procedure for responding to the research question is described in this chapter. It includes the population and sample, study design, research site and participants, variables and indicators, data collection methods, and data analysis.

A. Research Design

This research aims to measure the effectiveness of Mnemonic Keyword Technique towards students' vocabulary mastery at tenth grade of SMK Mulya Husada Purwokerto. This research used quantitative research approach with quasi-experimental method to answer the research question. As Kurniawan & Puspitaningtyas (2016) state that experimental approach will be known if the variable effects other variable. This method was chosen because this research compared between the control class and experimental class. Such as Creswell (2014) cites the definition of quasi-experimental research as study that look at control and experimental groups without allocating individuals to those groups at random. Therefore, it was possible to determine the employment of Mnemonic Keyword Technique for measuring students' vocabulary mastery had beneficial or bad effects.

Here the following descriptions of quasi-experimental quantitative research method such as below:

$R_E : X O_1$
$R_K : Y O_2$

Description:

RE : The experimental class

RK : The control class

X : The treatments for experimental class in form of learning vocabulary by using Mnemonic Keyword technique

Y : Teaching activity for control class in form of learning vocabulary using conventional media.

O1 : Post-test experimental class

O2 : Post-test control class

B. Research Site and Participants

The time of the research was done on October until November 2023 in the academic year 2023/2024. Here the schedule of the research was as followed:

Table 3.1 Schedule of the Research

No	Class	Meetings	Time
1	XB	Pre-test	Wednesday, October 25 nd 2023
2	XA	Pre-test	Thursday, October 26 nd 2023
3	XB	Expression Opinion Material with conventional learning	Tuesday, October 31 st 2023
4	XB	Expression Opinion Material with conventional learning	Wednesday, November 1 st 2023
5	XB	Expression Opinion Material with conventional learning	Tuesday, November 7 th 2023
6	XB	Post-test	Wednesday, November 8 th 2023
7	XA	Expression Opinion Material and Treatment 1 (Mnemonic Keywords Technique)	Thursday, November 9 th 2023
8	XA	Expression Opinion Material and Treatment 2 (Mnemonic Keywords Technique)	Thursday, November 16 th 2023
9	XA	Expression Opinion Material and Treatment 3 (Mnemonic Keywords Technique)	Friday, November 17 th 2023
10	XA	Post-test	Tuesday, November 21 st 2023

This research took place at SMK Mulya Husada Purwokerto, 53183.

This school was chosen because it has a great opportunity in applying the

technique. Because covid-19 in latest two years impacted to the students' English skill. Thus, the students' vocabulary was in under average.

C. Population and Sample

1. Population

The population of this research was all the tenth grades students of SMK Mulya Husada Purwokerto. The tenth grades have 3 majors and 7 classes, 2 classes of Nurse, 3 classes of Pharmacy, and 2 classes of Electromedic with around 238 students.

2. Sample

The samples used purposive sampling by choosing two classes with the similar or relative same average scores from students' middle test scores (appears in appendix). As, Creswell (2014) state that quasi-experimental does not randomly choosing the participants groups. Purposive sampling chosen to make sure if the two class have the similar capability. Thus, all the classes have the same opportunity to be the research members. The samples of this research were X Nurse A as an experimental class and X Nurse B as a control class, where each class contain 43 students.

Table 3.2 Sample of the Research

X Nurse A (Experimental Class)	43 Students
X Nurse B (Control Class)	43 Students

D. Variable and Indicator of the Research

This research contains two variables, there are independent and dependents variables. As Creswell (2014) in experimental the variables are specified in an experiment and the receiving experiment. Here the variables use in this study as follows:

difficulty and reliability. Here the validity and reliability test of the vocabulary mastery instruments (pre-test and post-test) as followed:

a) Validity Test

This research used Expert Validity judge by lecture of UIN Prof. K.H. Saifuddin Zuhri Purwokerto for the face validity and pilot test to XI class for the item validity. The face validity of vocabulary mastery instrument (presented in appendix) showed that the questions were considered valid. Then, the instrument also has been tested by pilot test to the XI A consisting 33 students in SMK Mulya Husada Purwokerto. The test analyzed using the formula of product moment correlation technique by Pearson as follows:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

Where in Uno & Koni (2013) as follow:

- r : Pearson r correlation coefficient
- n : number of samples
- $\sum X$: total number of x variables
- $\sum Y$: total number of y variables
- $\sum X^2$: square of total number of x variables
- $\sum Y^2$: Square of total number of y variables
- $\sum XY$: multiplication result of the total number of variable x and variable y

The criteria of the test as follows:

If $r_{\text{count}} > r_{\text{table}}$ means the item was valid, but

If $r_{\text{count}} < r_{\text{table}}$ means the item was not valid (invalid)

The validity test analyzed using SPSS V.23 for windows as showed in the table below:

Table 3.3 Result of Pre-Test Validity

Number of Old Items	Number of New Items	Value of r_{table} (n=33, $\alpha=0,344$)	Value of r_{count}	Interpretation
1	1	0,344	0,478	VALID
2		0,344	0,234	INVALID
3	2	0,344	0,440	VALID
4		0,344	0,107	INVALID
5	3	0,344	0,674	VALID
6		0,344	0,126	INVALID
7	4	0,344	0,352	VALID
8	5	0,344	0,517	VALID
9		0,344	-0,193	INVALID
10	6	0,344	0,416	VALID
11	7	0,344	0,355	VALID
12	8	0,344	0,390	VALID
13	9	0,344	0,577	VALID
14		0,344	0,120	INVALID
15	10	0,344	0,384	VALID
16	11	0,344	0,515	VALID
17	12	0,344	0,447	VALID
18	13	0,344	0,348	VALID
19		0,344	0,140	INVALID
20	14	0,344	0,791	VALID
21	15	0,344	0,533	VALID
22		0,344	0,168	INVALID
23	16	0,344	0,633	VALID
24	17	0,344	0,647	VALID
25	18	0,344	0,689	VALID
26	19	0,344	0,538	VALID
27		0,344	0,010	INVALID
28		0,344	0,163	INVALID
29	20	0,344	0,681	VALID
30		0,344	-0,140	INVALID

Twenty of the thirty multiple-choice questions on vocabulary knowledge, according to the validity of the pre-test results, are valid. Because, the $r_{count} > r_{table}$ and 10 questions are invalid because the $r_{count} < r_{table}$. The number of the questions that

can be used are 1, 3, 5, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 20, 21, 23, 24, 25, 26, 29. Thus the 20 questions valid can be used as pre-test for the experimental and control classes.

Table 3.4 Result of Post-Test Validity

Number of Old Items	Number of New Items	Value of rtable (n=33, $\alpha=0,344$)	Value of rcount	Interpretation
1		0,344	0,329	INVALID
2	1	0,344	0,455	VALID
3		0,344	0,217	INVALID
4		0,344	0,161	INVALID
5	2	0,344	0,398	VALID
6	3	0,344	0,574	VALID
7	4	0,344	0,740	VALID
8	5	0,344	0,543	VALID
9		0,344	-0,433	INVALID
10		0,344	-0,166	INVALID
11	6	0,344	0,377	VALID
12	7	0,344	0,685	VALID
13	8	0,344	0,695	VALID
14		0,344	0,319	INVALID
15	9	0,344	0,398	VALID
16		0,344	0,307	INVALID
17	10	0,344	0,420	VALID
18	11	0,344	0,388	VALID
19	12	0,344	0,545	VALID
20	13	0,344	0,660	VALID
21	14	0,344	0,436	VALID
22	15	0,344	0,425	VALID
23	16	0,344	0,650	VALID
24		0,344	0,295	INVALID
25	17	0,344	0,462	VALID
26	18	0,344	0,385	VALID
27	19	0,344	0,686	VALID
28		0,344	0,008	INVALID
29	20	0,344	0,636	VALID
30		0,344	0,016	INVALID

Also, from the table of the post-test validity above shows that 20 questions from 30 questions post-test are valid because the $r_{count} > r_{table}$. But, 10 questions are invalid because the $r_{count} < r_{table}$. The number of the questions that can be used are 2, 5, 6, 7, 8, 11, 12, 13, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 29. Thus, 20 questions valid can be used as post-test in the experimental and control classes.

b) Reliability test

The reliability test used to measure that the tests were reliable or trustworthy to collect the data with stable score. Formula used for the reliability test was the Alpha Cronbach method as followed:

$$r_{count} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Description:

r_{count} : instrument reliability

k : number of items/questions

$\sum \sigma_b^2$: item variant number

σ_t^2 : total of variants

From the formula above with level of significant 5%, the test is reliable if $r_{count} > r_{table}$ = reliable, but if $r_{count} < r_{table}$ = not reliable. Here the indicator of reliability test by Arikunto (2006) as follow:

Table 3.5 Indicator of reliability test

r value	Categories
$0,0 < r_{xy} \leq 0,2$	Very low
$0,2 < r_{xy} \leq 0,4$	Low
$0,4 < r_{xy} \leq 0,6$	Moderate
$0,6 < r_{xy} \leq 0,8$	High
$0,8 < r_{xy} \leq 1,0$	Very high

However, the vocabulary mastery instrument multiple choice with significance level 0,05 and 33 respondents, the rtable value is 0,344. Then, the result of reliability test of the pre-test and post-test were analyzed by the Alpha Cronbach formula using IBM SPSS V.23 as followed:

Table 3.6 Result of Pre-Test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.866	20

Table 3.7 Result of Post-Test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.870	20

Based on the tables above, shows that the Cronbach's alpha for the pre-test reliability is 0,866 and 20 items/questions. The post-test Cronbach's alpha is 0,870 and 20 items/questions. So, the vocabulary mastery instruments were reliable because the rcount > rtable. Then, this is also indicated the instruments categorize as very high because $0,8 < 0,866 \leq 1,0$ for the pre-test and $0,8 < 0,870 \leq 1,0$ for the post-test.

2. Treatment

The treatment separated into two classes, the control class and experimental class. The control class taught without Mnemonic Keyword Technique and the experimental taught using Mnemonic Keyword Technique. Treatment gave in 3 meetings or around a month. The control class started the same material on October 31st, November 1st, and 7th 2023. Then, the experimental class started the treatment on

November 9th, 16th, and 17th 2023. Here the treatment description of the research:

This part described the treatment held in experimental and control classes in tenth grades of SMK Mulya Husada Purwokerto. The two classes chosen were XA and XB, each class contain 43 students. Then, the treatment using Mnemonic Keyword Technique given in XA as the class of experimental, while the class of control not use the Mnemonic Keyword Technique. However, the two classes were given the same material that is 'Expression of Asking and Giving Opinion'. Here the description of each meeting as followed:

a. Experimental Class (XA)

1) Pre-Test

The first treatment in XA was held on Thursday, October 26, 2023. At this time, each student in the class was given a pre-test. The pre-test given to get know the students' knowledge and understanding about the material before treatment.

2) First Treatment

The first treatment was held on Thursday, November 9, 2023. The students were taught about how to as an opinion to people. Then, distinguishing the formal and casual form of asking for opinion. The students also gave an example of dialogue to analyze which one the sentence showed asking for opinion. The students also gave the material of simple present tense. Last, students gave time to write down or make a list of the unknown words and made the illustration of the unknown words. This was part of the application of the Mnemonic Keyword Technique.

3) Second Treatment

The second treatment was held on Thursday, November 16, 2023. The students gave material about how to give opinion to other people. The students learn about the formal and casual

form in giving opinion. Then, the students also gave the next material and practice about simple present tense. Last, the students make a list and found the meaning of unknown word that given by the teacher. Then, made an illustration about according to the words used Mnemonic Keyword Technique that had been taught before.

4) Third Treatment

The third treatment was held on Friday, November 17, 2023. The students gave materials about agreement and disagreement. The students were asked to analyzed the dialogue given and made a list of unknown words. Students also given some words and made illustration related to the words used Mnemonic Keyword Technique. This technique used to help the students easier to memorized it.

5) Post-Test

The last step was measured the students' knowledge after treatment by Mnemonic Keyword Technique. The post-test was held on Tuesday, November 21, 2023.

b. Control Class (XB)

In control class the students were given the same material as the experimental class that is Expression of asking and giving opinion. The pre-test in control class held on Wednesday, October 25, 2023. After it, the teacher taught the same material as in the experimental class. The first meeting materials were Asking for Opinion and Simple Preset Tense. Then, the second meeting materials were Giving Opinion and Simple Present Tense. Last meeting materials were Agreement and Disagreement. Those meetings were held on October 31, November 1, and 7, 2023. Finally, the post-test was held on Wednesday, November 8, 2023.

F. Data Analysis

Analysis data, the researcher use normality and homogeneity tests. Then, the analysis would followed by t-test for the hypothesis. Here the explanation about the analysis data techniques that would be used:

1. Normality test

This test is aimed to get know if the distribute of the data is normal. This analysis used to identify if the variable is normal. According to the empirical data, if the data are more than 30 ($n > 30$) the data is perfectly normal. The normality test was analyzed using Kolmogorov-Smirnov Test in IBM SPSS V.23 Software of Microsoft, because each class contain less than 50 students.

Here the characteristics of the test as followed:

- a) If sig.value $< 0,05$, means the distribute of the data is not normal
- b) If sig.value $> 0,05$, means the distribute of the data is normal.

2. Homogeneity test

The Homogeneity test is the procedure that used to get know if the two samples are from the same population. Homogeneity test is used to know if the two samples have the same characteristics. The Homogeneity test used IBM SPSS V.23 Software of Microsoft. In this research the population is from all the students in X grade of SMK Mulya Husada Purwokerto and the sample choose around 86 students for two groups sample. Thus, each sample contain around 43 students.

The data called homogenous if:

- a) The significance of Based on Mean $< 0,05$, means the data is not homogenous
- b) The significance of Based on Mean $> 0,05$, means the data is homogenous.

3. T-test (Paired Sample T-Test)

T-test used to get know if the two same sample are not related seen from the different average scores. So that, we could see the different between learning vocabulary using Mnemonic Keyword Technique and

conventional technique used in that school to learn new vocabulary. The analyze of the study used Paired Sample T-test, because the objective of the study is to get know if there's the effects in students' vocabulary mastery using Mnemonic Keyword Technique.

Here the characteristics of Paired Sample T-test, as followed:

- a) If the sig. (2-tailed) $< 0,05$, means H_0 rejected and H_a accepted
- b) If the sig. (2-tailed) $> 0,05$, means H_0 accepted and H_a rejected.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research results comparing the experimental and control groups. In addition, the research's outcome and analysis. The data that was processed with IBM SPSS V.23 program for Microsoft is displayed.

A. Findings

1. Data Description

Based on the data findings of the effects of Mnemonic Keyword Technique towards students' vocabulary mastery, showed that this study employed quantitative method with quasi-experimental research approach. The research took place at SMK Mulya Husada Purwokerto. The target of this is two classes of the tenth grades students. Then, the population of the research were all the tenth grades students and the samples were XA and XB that contain 43 students each class. The XA was the experimental class and XB was the control class. The experimental class was the class that giving treatment using Mnemonic Keyword Technique, while the control class was the class that teach by the teacher technique as usual or not using Mnemonic Keyword Technique. However, the two classes were given the same materials that is 'Expression of Asking and Giving Opinion' appropriate to the material being studied at that time.

The purpose of this research was to measure whether or not Mnemonic Keyword Technique effects the students' vocabulary mastery. Thus, the result of the research was determined by the score of the pre-test and post-test between experimental and control classes. The expression of asking and giving opinions materials were used to create the multiple-choice questions for the pre- and post-tests, which totaled roughly twenty questions on vocabulary. The pre-test of the control class was held on October 25, 2023 and pre-test of the experimental class held on October 26, 2023. Treatment of the experimental class held on

November 9, 16, and 17, 2023. Then, the same materials were given in control class on October 31, November 1 and 7, 2023. Last, the post-test in control class held on November 8, 2023 and the experimental class on November 21, 2023.

Then, IBM SPSS V.23 software for Windows was used to analyze the pre- and post-test results for the experimental and control groups. The test contained normality test, homogeneity test, and paired sample t-test to compare if there's any significances different between experimental and control class. Thus, it showed if Mnemonic Keyword Technique give effects to students' vocabulary mastery or not. Here the data result of the research based on pre-test and post-test in the experimental and control classes:

a) Experimental Class

The experimental class was the X Nurse A class of SMK Mulya Husada Purwokerto. Based on the data, the class contain forty-three students who have done the pre-test and post-test during the research. The pre-test was held on Thursday, October 26, 2023 and the post-test held on Tuesday, November 21, 2023. The Score of pre-test and post-test of the experimental class appears in appendix 6. Here is the data result of the pre-test and post-test of the experimental class showed as followed:

Table 4.1 Calculation of Pre-Test and Post-Test in Experimental Class

STATISTICS	EXPERIMENTAL CLASS	
	PRE-TEST	POST-TEST
N	43	43
Mean	61.51	73.02
Modus	55	80
Maximum	80	95
Minimum	35	50
Mean Difference	11.51	

The calculation result showed that, the experimental class contained 43 participants. The modus score of the pre-test was 55 and the post-test was 80. Then, the maximum score of the pre-test was 80 while the maximum score of the post-test was 95. Beside that the minimum score of the pre-test was 35 and the post-test was 50. Then, the means score of the pre-test was 61,51 and the post-test was 73,02. Therefore, the mean difference of the pre- and post-test were 11,51. In conclusion, there is differences between the pre-test and post-test score, showed in mean difference score that the average pre-test score is smaller than the average of the post-test score.

b) Control Class

The control class was the class of X Nurse B, SMK Mulya Husada Purwokerto. Based on the data, the class contain forty-three students who have done the pre-test and post-test during the research. The pre-test was held on Wednesday, October 25, 2023 and the post-test held on Wednesday, November 8, 2023. The pre-test and post-test score of the control class appears in appendix 6. Here is the result of the pre-test and post-test of the control class showed as followed:

Table 4.2 Calculation of Pre-Test and Post-Test in Control Class

STATISTICS	CONTROL CLASS	
	PRE-TEST	POST-TEST
N	43	43
Mean	62.21	72.33
Modus	65	70
Maximum	95	95
Minimum	40	50
Mean Difference	10.12	

From the calculation result, it was clearly shown that the participants for each test of the control class was 43 students. The modus score of the pre-test was 65 and the post-test was 70. Then,

the maximum score of the pre-test and post-test was 95. Beside that the minimum score of the pre-test was 40 and the post-test was 50. The average score of the pre-test was 62,21 and the post-test was 72,33. Therefore, the mean difference of the pre-test and post-test average score was 10,12. In conclusion, it was clearly show that there was increasement between pre-test and post-test score in control class, because the post-test score was bigger than the pre-test score.

2. Data Analysis

In analyzing the data divided into two section that was testing requirement and statistical hypothesis. Testing requirement contain normality test and homogeneity test. Then, in statistical hypothesis used the paired sample t-test analysis. Here was the explanation of the data analysis as followed:

a. Testing Requirement of T-Test

1) Normality Test

The normality test was calculated using IBM SPSS V.23 Software for Microsoft. Here the data result showed as followed:

Table 4.3 The Result of Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Score	Pre-test	.128	43	.077	.955	43	.091
	Exp						
	Post-test	.104	43	.200 [*]	.963	43	.186
	Exp						
	Pre-test	.108	43	.200 [*]	.970	43	.319
	Cont						
	Post-test	.106	43	.200 [*]	.960	43	.141
	Cont						

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Kolmogorov-Smirnov, the normality statistics showed that the significance value of the pre-test and post-test in experimental class were distributed regularly or normal. The pre-test of experimental class significance value was 0,077 and the post-test was 0,200. It means the distribute of the data was normal, because the significance value was $> 0,05$. Then, the significance value of pre-test and post-test in the control class were 0,200. It also $> 0,05$, means the distribute of the data were normal.

2) Homogeneity Test

Microsoft's IBM SPSS V.23 program was used to calculate the homogeneity test. The homogeneity test result shown here as follows:

Table 4.4 The Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene			
		Statistic	df1	df2	Sig.
Students' Score	Based on Mean	.025	1	84	.875
	Based on Median	.005	1	84	.942
	Based on Median and with adjusted df	.005	1	83.806	.942
	Based on trimmed mean	.025	1	84	.875

According to the homogeneity test above, showed that the based on mean significance was 0,875. The experimental and control classes' variances were the same or homogeneous when the probability of significance value > 0.05 was reached. However, if the significance value $< 0,05$, means the variance of the two classes were not in the same or not homogenous.

b. Statistical Hypothesis

The paired sample t-test was used to calculate the statistical hypothesis for the experimental and control classes. The paired

sample t-test for the experimental and control classes was computed as follows:

1) Paired Sample T-Test of the Experimental Class

The following was the outcome of the experimental class's paired sample t-test, which was calculated using IBM SPSS V.23 software for Microsoft:

Table 4.5 The Result of Paired Samples Statistics of Experimental Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pre-test Exp	61.51	43	12.273	1.872
1	Post-test Exp	73.02	43	12.731	1.941

From the table showed that the N (participants) of pre-test and post-test were 43 students. The mean showed the average score of the test. The post-test mean was 73,02, while the pre-test mean was 61,51. The test's risk level was assessed using the standard deviation, which had a pre-test standard deviation of 12.273 and a post-test standard deviation of 12.731. Then, for each variable, the standard error mean was used to calculate how well the average values from the sample could estimate the population means. The standard error mean of the pre-test was 1.872 and the standard error mean of the post-test was 1.941. It was clearly showed that there is increasement, because the post-test was higher than the pre-test.

Then, the paired samples test of the two classes possibility, if the significance (2-tailed) < 0,05, means there was the increasement of effects of the variables. Here the result of the paired sample test as followed:

**Table 4.6 The Result of Paired Sample T-Test of
Experimental Class**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
P ai r 1	Pre-test Exp - Post- test Exp	-11.512	8.900	1.357	-14.251	-8.773	-8.482	42	.000

The paired samples test revealed, based on the data, that H_a was accepted and H_0 was rejected at $t = -8.482$ with $df = 42$ at the significance (2-tailed) $0,000 < 0,05$. Thus, in experimental class the Mnemonic Keyword Technique positively effects students' vocabulary mastery.

According to the table above, the mean paired differences was -11.512 , it represented the different between pre-test and post-test mean in experimental class, it written as $(61,51 - 73,02 = -11,512)$.

Then, the t count on the table showed -8.482 , the negative mark appears because pre-test mean value smaller than the post-test mean value. Here, it is possible to transform the negative symbol to a positive one, became $8,482$. Next, the t table of the significance value (α) $0,05$ in $df = 42$ was $2,021$. Thus, the t count $8,482 > 2,021$ t table, means that H_a was accepted and H_0 was rejected.

2) Paired Sample T-Test of the Control Class

In addition, the following is the outcome of the control class's paired sample statistics, which were determined using IBM SPSS V.23 software for Microsoft:

Table 4.7 The Result of Paired Samples Statistics of Control Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Cont	62.21	43	11.407	1.740
	Post-test Cont	72.33	43	12.972	1.978

According to the table, showed that the N or amount of the participants were 43 students of each test. Then, the mean of the pre-test in control class was 62,21 and the post-test in control class was 72,33. The standard deviation of the pre-test was 11.407 and standard deviation of the post-test was 12.975. However, the standard error mean of the pre-test was 1.740 and the standard error mean of the post-test was 1.978. In conclusion, there was the increasement in students' vocabulary mastery in control class.

Table 4.8 The Result of Paired Sample T-Test of Control Class

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	-10.116	12.653	1.930	-14.010	-6.222	-5.243	42	.000

In control class, the paired samples test showed that the significance (2-tailed) < alpha or < 0,05, that was 0,000 < 0,05,

means that there was the increasement in students' vocabulary mastery in control class using the teacher technique as usual.

Based on the table, the mean paired differences the pre-test and post-test in control class were -10,116, because the differences between pre-test mean average and post-test means average, or written as $(62,21 - 72,33 = -10,116)$.

Then, there found that the t count of the control class was -5,243. The negative symbol in this instance can be changed to a positive one, became 5,243. Beside that the t table of the significance value (α) 0,05 of the $df = 42$ was 2,021. Thus, the t count $>$ t table $5,243 > 2,021$, means that H_a was accepted and H_0 was rejected.

B. Discussion

This research took place at Vocational High School or SMK Mulya Husada Purwokerto. The objectives of this research measured the effectiveness of Mnemonic Keyword Technique towards students' vocabulary mastery in the tenth grades of SMK Mulya Husada Purwokerto. The research was used quantitative-quasi experimental research method. This approach was selected because the study compared the scores of the two distinct classes—the experimental class and the control class. The Mnemonic Keyword Technique was employed by the X Nurse A as experimental class to help students master vocabulary. However, the control class was X Nurse B, that did not teach used Mnemonic Keyword Technique in learning vocabulary mastery.

Before the research was carried out, pre-test and post-test were made to measure the students' vocabulary mastery and knowledge about the material that would be given. The pre-test and post-test have been through several stages to be valid and reliable. The pre-test and post-test have been faced validated by an expert or lecture in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Then, the test also had been done pilot test in XI Nurse A,

where it was the one level higher than the target level. The pre-test and post-test also had been validity and reliability tested by IBM SPSS V.23 software for Microsoft. After that, the experimental class students gave treatment in three meetings. The materials gave in experimental and control classes were the same that was 'Expression of Asking and Giving Opinion'. Last, the students were done post-test for the experimental and control classes.

The analysis process used normality and homogeneity test for the pre-test and post-test by IBM SPSS V.23 software for Microsoft. The result of the normality test by Kolmogorov-Smirnov showed that the pre-test of experimental class sig. 0,077, the post-test of experimental class sig. 0,200 and pre-test of the control class sig. 0,200, the post-test of control class sig. 0,200. The data can call normal or distribute regularly if the significance value more than 0,05. As in Sugiyono (2013) the data distribute normal with criteria H_0 was accepted and H_a was rejected. However, H_0 accepted if the significance value was $> 0,05$ and H_a was accepted if the significance value was $< 0,05$. Thus, in accordance with the data, the data from experimental and control class was distributed as normal.

In homogeneity test showed that the data of the experimental and control classes were homogenous. According to the table in the findings the data were homogenous seen from the significance value of based on mean that was $> 0,05$. However, the significance value of based on mean on the two variances in the study were 0,875. Thus, the two variances were homogenous or from the same population.

The data was distributed as normal, means the data in parametric. Because the data was parametric, the next step was analyzed by t-test. This test used because data were under < 100 , if the data were more than 100 it could not use t-test for analyzing. Then, t-test was a part of statistic parametric. Paired sample t-test chosen as data analysis, because the study was a comparative study that compare 2 paired samples. Thus, paired sample t-test was used to analyze if there was the average different of

students' vocabulary mastery taught used Mnemonic Keyword Technique and not.

During the analysis phase, the paired sample t-test is examined using IBM SPSS V.23 software for Microsoft. The experimental class's N (amount) was 43, according to the results of the paired sample t-test. Then, in experimental class, the average of pre-test was 61,51 and post-test average was 73,02. The standard deviation of pre-test in experimental class was 12,273 and standard deviation of post-test in experimental class was 12,731. The standard error mean of pre-test in experimental class was 1,872 and standard error mean of post-test in experimental class was 1,941. Beside that, in control class the N (amount) of the students were 43. The average of pre-test in control class was 62,21 and average of post-test in control class was 72,33. The standard deviation of pre-test in control class was 11,407 and the post-test was 12, 972. Then, the standard error mean of pre-test in control class was 1,740 and the post-test was 1,978. From the data, can be assumed that there is the increasement in pre-test and post-test between experimental and control classes.

Based on the paired samples test table of the experiment class, showed that the significance (2-tailed) of $df = 42$ was 0,000. Then, the significance (2-tailed) in control class was 0,000. The probability of paired sample t-test were if the significance (2-tailed) $< 0,05$ H_a was accepted and H_0 was rejected or there the effects in students' vocabulary mastery. However, if the significance (2-tailed) $> 0,05$ H_0 was accepted and H_a was rejected or there's no effects in students' vocabulary mastery. Then, the mean (average) paired difference written as negative such in experimental class the mean paired difference was -11,512 and in control class the mean paired difference was -10,116, it was happened because the post-test average from each class was bigger than the pre-test average. Moreover, the t count of the experimental class was -8,482 and in control class t count was -5,243. In this case the negative case can be positive because the difference means in pre-test and post-test. Therefore, it became 8,482 and

5,243. However, the t table of $df = 42$ was 2,021, for the experimental 8,482 $> 2,021$ and in control class 5,243 $> 2,021$. Thus, seen from the table of paired sample t-test from pre-test and post-test in experimental and control classes were gave effect to the students' vocabulary mastery.

Along with the data finding, it was clearly showed that Mnemonic Keyword Technique effects students' vocabulary mastery. Mnemonic Keyword Technique use visualizing word by making an illustration based on what the target word sound and saw. This Mnemonic Keyword Technique was the path for remembering new vocabulary by visualizing, imagery, chodes, and rhyme (Foster, 2009). Then, Mnemonic Keyword Technique could increase students' critical thinking because the students were encouraged to create an illustration or short story about the target word. So that, learners need the vocabulary learning technique that made them think out of the box (Atay & Ozbulgan, 2007). As the result, the fact and the theories showed that Mnemonic Keyword Technique was the effective technique that could use with visual and imagery to help the students in remembering the unknown vocabulary.

There were some statements that supported by the previous research that have been researching about Mnemonic Keyword Technique towards students' vocabulary mastery. Along the learning activity some students were difficult to understand when the teacher gave instruction in English. Then, some students also passive in class and do not pay attention to what the teacher instructed. Several students were difficult while respond something spoken in English and passive (Nissa, Nurchurifiani, & Febriyanti, 2021). This study showed improvement in students pre-test and post-test score but not too significant. The Mnemonic Keyword Technique can improve several aspects but not with the academic score (Nissa, Nurchurifiani, & Febriyanti, 2021). this study also showed the improvement in experimental mean score, but that was not too significance. This was because the difference between the experimental and control average scores was not statistically significant, and both classes' pre- and post-test scores

grew slightly. Other study showed that Keyword Technique have powerful impact to students' vocabulary proved through the higher mean score of the experimental class (Davoudi & Yousefi, 2016). Last, high school level students lazier to think more about what they would illustrated for the new words, they prefer to memorize in a traditional way. Mnemonic Keyword Technique can be more effective if teach in younger age (Khorasgani & Khanehgir, 2017). Thus, the previous study proved that Mnemonic Keyword Technique was effective for vocabulary mastery. Then, in this study Mnemonic Keyword Technique also gave positive effects to students' vocabulary mastery, but not too significant for the high school level.

In conclusion, from the discussion and the data findings above showed that Mnemonic Keyword Technique gave effects to the students' vocabulary mastery in tenth grade of SMK Mulya Husada Purwokerto. However, this technique needed more time to spend in implementation. Thus, the teacher needed to give the students more time to study new vocabulary, because vocabulary also important for increasing students' English skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the conclusion and suggestion for the other teacher of English learning, students, and for the following researcher.

A. Conclusion

The study investigates the effects of Mnemonic Keyword Technique towards students' vocabulary mastery in tenth grade level of SMK Mulya Husada Purwokerto. The data was collected used pre-test and post-test for two classes that was the experimental and control classes. Subsequently, the data was examined using IBM SPSS V.23 software for Microsoft, which included tests for homogeneity, normality, and paired sample t-tests. The results of the homogeneity and normality tests indicated that the data was distributed in a homogeneous and normal manner. Thus, in finding out the result of this study the null hypothesis or alternative hypothesis should be accepted or rejected.

In analyzing data showed that both pre-test and post-test scores in experimental and control class had increase. The rise score of the experimental class was greater compared to the score of the control class, despite the extremely slight score differential between the two classes. That means if Mnemonic Keyword Technique gave effects to students' vocabulary mastery better. Those statement proven by the result in paired sample test table of the two classes, the significance (2-tailed) of the experimental showed $0,000 < 0,05$ means that H_a was accepted and H_0 was rejected. In control class the significance (2-tailed) showed $0,000 < 0,05$ means that H_a also accepted and H_0 was rejected. In conclusion, the use of Mnemonic Keyword Technique positively effects the students' vocabulary mastery of the tenth grades of SMK Mulya Husada Purwokerto.

B. Limitation of Study

The study limitation was the vocabulary learning have no specific time in learning activity. Then, the target school that used in this research was vocational high school of nursing major. Thus, the researcher tried to give the students the vocabulary related to the major.

C. Suggestion

Based on the conclusion, this was the suggestion made to the English teacher to help students enhance their vocabulary mastery.

The researcher thought that vocabulary learning was really important in learning new or foreign language, even that was English language or other languages. Vocabulary took an important place on all the language skill such as writing, reading, speaking, and listening. It better if the English teacher at SMK Mulya Husada Purwokerto could implement the Mnemonic Keyword Technique in every skill. Just five to ten words a day, and it could help the students increase their English skill.

For the students, Mnemonic Keyword Technique could be one of the fun solutions help in remembering new vocabulary. Mnemonic Keyword Technique also help the students increase and built their imagination. Therefore, this technique could be the solution in learning new vocabulary.

For the next researcher, Mnemonic Keyword Technique did not have a master standard it formed, the theory just told if Mnemonic Keyword Technique used visualization or imagery to help in remembering. Thus, the next researcher needed to study more about Mnemonic Keyword Technique.

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Appendix 1: Observation Letter Preliminary Observation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.4587/Un.19/D.FTIK/PP.05.3/09/2023 27 September 2023
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMK Mulya Husada
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Echoza Fairuz Hasna
2. NIM : 1917404070
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Guru Bahasa Inggris Kelas 10
2. Tempat / Lokasi : SMK Mulya Husada (Jl. Baturraden Timur No.57 Karangcegak, Sumbang, Banyumas, Jawa Tengah 53183)
3. Tanggal Observasi : 28-09-2023 s.d 12-10-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Individual Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani. No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.4737/Un.19/D.FTIK/PP.05.3/10/2023
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

09 Oktober 2023

Kepada
Yth. Kepala SMK Mulya Husada Purwokerto
Kec. Sumbang
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Echoza Fairuz Hasna
2. NIM : 1917404070
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Jl. Sari Antan No. 20 rt 02/ rw 10, Kutasari, Cipari, Cilacap
6. Judul : The Effects of Mnemonic Keyword Technique Towards Students' Vocabulary Mastery in Tenth Grade of Vocational High School in SMK Mulya Husada Purwokerto

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Guru Bahasa Inggris kelas 10 dan siswa-siswi kelas 10
2. Tempat / Lokasi : SMK Mulya Husada Purwokerto
3. Tanggal Riset : 10-10-2023 s/d 10-12-2023
4. Metode Penelitian : Quantitative: Quasi Experimental

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Yayasan Mutiara Mulya 5758 Purwokerto

Appendix 2: Certificate of the Research Preliminary Observation



YAYASAN MUTIARA MULYA 5758

SMK MULYA HUSADA PURWOKERTO

Program: Teknik Elektronika Industri, Keperawatan dan Farmasi

Jl. Raya Baturren Timur No. 57 Karangcegak Sumbang Banyumas 53183

Telp.: (0281) 6445210 Email: smkmulyahusada@gmail.com Website: smkmulyahusada.sch.id

SURAT KETERANGAN

No. 118/KET/SMK-MH/XI/2023

Yang bertanda tangan di bawah ini:

Nama : Indra Margi Prasetyo, S.Pd.
NIK : 01 0712 2910
Jabatan : Kepala Sekolah
Instansi : SMK Mulya Husada Purwokerto

Dengan ini menerangkan bahwa:

Nama : Echoza Fairuz Hasna
Program Studi : Tadris Bahasa Inggris
Nama Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

yang bersangkutan telah melaksanakan kegiatan Riset Individu di SMK Mulya Husada Purwokerto pada tanggal 10 Oktober – 25 November 2023 sebagai data pendukung skripsi dengan judul "*The Effects of Mnemonic Keyword Technique Towards Students' Vocabulary Mastery in Tenth Grade of Vocational High School in SMK Mulya Husada Purwokerto*".

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Sumbang, 22 November 2023

Kepala SMK Mulya Husada



Indra Margi Prasetyo, S.Pd.

NIK. 01 0712 2910

Tembusan:

1. Arsip

Individual Research



YAYASAN MUTIARA MULYA 5758

SMK MULYA HUSADA PURWOKERTO

Program: *Teknik Elektronika Industri, Keperawatan dan Farmasi*
Jl. Raya Baturraden Timur No. 57 Karangcegak Sumbang Banyumas 53183
Telp.: (0281) 6445210 Email: smkmulyahusada@gmail.com Website: smkmulyahusada.sch.id

SURAT KETERANGAN

No. 117/KET/SMK-MH/XI/2023

Yang bertanda tangan di bawah ini:

Nama : Indra Margi Prasetyo, S.Pd.
NIK : 01 0712 2910
Jabatan : Kepala Sekolah
Instansi : SMK Mulya Husada Purwokerto

Dengan ini menerangkan bahwa:

Nama : Echoza Fairuz Hasna
Program Studi : Tadris Bahasa Inggris
Nama Universitas : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

yang bersangkutan telah melaksanakan kegiatan Observasi Pendahuluan di SMK Mulya Husada Purwokerto pada tanggal 28 September – 12 Oktober 2023 sebagai data pendukung skripsi dengan judul "*The Effects of Mnemonic Keyword Technique Towards Students' Vocabulary Mastery in Tenth Grade of Vocational High School in SMK Mulya Husada Purwokerto*".

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Sumbang, 22 November 2023

Kepala SMK Mulya Husada



Indra Margi Prasetyo, S.Pd.
NIK. 01 0712 2910

Tembusan:
1. Arsip

**Appendix 3: Instrument Test of Pre-test and Post-test
Instrument of Pre-Test**

Name :
Class :
Student's Number :

SCORE

Please read the instructions carefully!

- Do not forget to pray, so that you will be given ease.
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

PRE-TEST

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

- | | |
|--|--|
| <p>1. What's your ... about the case of the patient in IGD?</p> <p>A. Opinion
B. Feel
C. Problem
D. Experience</p> <p>2. A: ... to do this weekend?
B: I personally planning to go to visit my grand mother in the hospital this weekend.
Choose the right expression:
A. Do you have any idea
B. On my view
C. I consider to
D. Feel that we should</p> | <p>3. A:?
B: I think it's a little bit hard and stressful.
Choose the right expression according to the response
A. What is your opinion about my house?
B. Please tell me your opinion on my drawing?
C. Any comments?
D. How about today's lesson?</p> <p>4. ... to me the patient suffered a fracture in his arm.
A. I think
B. According
C. In my opinion
D. I reckon</p> |
|--|--|

5. A: How do you think about the car?
B:
- Choose the right expression:
- A. What's your opinion about the car?
B. I think the car is expensive
C. I don't agree with that
D. I think so
6. A: What's your opinion about the movie?
B: ... the movie was amazing.
- Choose the correct expression to feel the blank
- A. Not bad
B. I don't agree with you
C. I don't think so
D. As I see
7. A: My throat was itchy and sore.
B: ... it's signs of coughing.
- Choose the right expression:
- A. Well, I think
B. I don't think so
C. I'm in same opinion
D. I sorry, but
8. A: Do you think that our city is very hot today?
B: ... today is the hottest day in a week.
- Choose the right expression:
- A. Yes, I do
B. Of course
C. I reckon that
D. I doubt with you
9. A: Today the weather is extremely hot. Some ice tea will make it so refreshing.
B: Let's take some.
- Choose the right answer:
- A. I think
B. I believe that
C. I reckon
D. That's absolutely right
10. A: I think parents shouldn't give smartphone to their children just to make them stop crying.
B: It's better if the parent let them to control their emotion themselves.
- Choose the right expression:
- A. I don't think so
B. Neither do I
C. I disagree with you
D. I am not convinced that
11. A: The government plants to increase the scholarship next year.
B: It will help the students with low economic.
- Choose the correct expression:
- A. I totally agree with that
B. I am on different opinion
C. No way
D. I beg to differ

12. A: I think students are allowed to give their opinion to the school.

B: Students opinion also give impact to the school progress.

Choose the right expression:

A. Absolutely!

B. I think

C. I don't think so

D. I doubt with that

13. A: I think green tea is good for health.

B: ... because green tea contains high anti-oxidant.

Choose the right expression:

A. I don't think so

B. Of course

C. I believe

D. In my experience

14. A: In my experience we don't need to drink mineral water that much.

B: Our body need at least 2L of mineral water.

Choose the correct expression:

A. As I see

B. It is not justified to say so

C. I think so too

D. I agree with you

15. A: I think I will take the yellow one.

B: It makes your skin looks dull.

Choose the correct expression:

A. Exactly!

B. Absolutely!

C. I guess not

D. I agree with you

16. A: Drinking coffee in the morning before eat something does not make your stomach ill.

B: It is increasing your stomach acid.

Choose the correct expression:

A. I don't think it's a good idea

B. I strongly agree

C. That's a good idea

D. That's for sure

17. A: I think English is not a universal language.

B: ... because English language already approved as a universal language.

Choose the correct expression:

A. Exactly!

B. Good idea!

C. I doubt with that

D. Neither do I

18. My sister ... in the hospital.

A. Works

B. Work

C. Working

D. Worked

19. We ... after sick people.

A. Look

B. Looking

C. Looks

D. Looked

20. Thermometer ... used to check
body temperature.

- A. Is
- B. Am
- C. Are
- D. To be

Key Answer Pre-Test:

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



Instrument of Post-Test

Name :
Class :
Student's Number :

SCORE

Please read the instruction carefully!

- Do not forget to pray, so that you will be given ease.
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

POST-TEST

Choose the correct answer among A, B, C, or D by crossing (X) on the right answer!

- ... about my new outfit?
A. What do you think?
B. What are you doing?
C. How are you?
D. How do you do?
- A: I'd like to know your ... on the phenomenon we are researching?
B: In my point of view, this is a rare phenomenon.
Choose the correct expression:
A. Experience
B. Feeling
C. View
D. Thought
- A:?
B: I think you should do exercise three times a week to maintain your health.
Choose the right expression according to the right response ...
A. What is your view about my outfit
B. What's your opinion to maintain healthy
C. How do you feel about my old car
D. Any comments
- ... eat a good food is a key to keep healthy.
A. As for me
B. I not sure that
C. That's not always true
D. I beg to differ

5. A: What do you think about junk food?

B: ..., junk food is an unhealthy food.

Choose the correct expression:

- A. I'm agree with you
- B. I reckon that
- C. I don't know
- D. What's your feel about that?

6. A: I'd like to know your views on Aedes Aegypti?

B: ... it is an animal which causes fever dengue disease.

Choose the correct expression:

- A. In my point of views
- B. Of course
- C. Do you think
- D. I am in a different opinion

7. I ... that swimming could maintain heart and lung health.

- A. Thoughts
- B. Experience
- C. Believe
- D. Mind

8. A: The best way to stay organized is to make a to-do list.

B: ... To-do list can help you to stay organized.

Choose the right expression:

- A. I don't know
- B. I'm sorry, but I'm not sure about that
- C. Not necessarily
- D. Sounds great!

9. A: Nutrition food can prevent disease to come in the body.

B: Because our body need good nutrition.

Choose the correct expression:

- A. Not necessarily
- B. You're absolutely right
- C. I think
- D. I can't agree more with you

10. A: Maintaining cleanliness is very important to reduce the spread of disease.

B: Dirt cause many diseases.

Choose the correct expression:

- A. Of course not
- B. Absolutely not
- C. That's ridiculous
- D. Exactly!

11. A: Parent should not let their children to get married too early.

B: Children should explore more about their skill and experience before get married.

Choose the correct expression:

- A. Absolutely!
- B. I don't know
- C. I am afraid with that
- D. I'm not convinced that

12. A: Children should not eat sugar.
B: ... children can eat sugar but not too much. Because sugar increase children energy.
Choose the correct expression:
A. Neither do I
B. I not convinced that
C. I think so
D. That's a good point
13. A: Should we visit beach now?
B: ... it's too hot out there.
Choose the correct expression:
A. I'm sorry, but
B. Of course
C. In my experience
D. Absolutely!
14. A: I think the final test is too easy.
B: It's really hard for me.
Choose the correct expression:
A. You're right
B. Of course
C. I don't think so
D. Exactly!
15. A: Spicy food is good for your health.
B: ..., because spicy food causes stomachache.
Choose the correct expression:
A. Sounds great!
B. Tell me about it
C. That's not always true
D. That's true
16. A: I believe that sleep late does not cause any disease.
B: ... Sleep late could dropping your immune system.
Choose the correct expression:
A. Cool
B. It certainly is
C. You must be joking
D. Great idea
17. My younger sister ... sick.
A. Is
B. Am
C. Are
D. To be
18. I ... a nurse.
A. Is
B. Am
C. Are
D. To be
19. My mom ... my grand mother in the hospital.
A. Visit
B. Visits
C. Visiting
D. Visited
20. Nurse ... a patient using stethoscope.
A. Check
B. Checking
C. Checks
D. Checked

Key Answer Post-Test:

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



Appendix 4: Validity Instrument Expert 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jalan Jenderal A. Yani, No.40A Purwokerto 53126

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah K., M.A., M.Pd.

Jabatan : Dosen Program Studi Tadris Bahasa Inggris

Telah membaca instrument penelitian yang berjudul "The Effects of Mnemonic Keyword Technique Towards Students' Vocabulary Mastery in Tenth Grade Of Vocational High School in SMK Mulya Husada Purwokerto" oleh:

Nama : Echoza Fairuz Hasna

NIM : 1917404070

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument penelitian tersebut

Layak digunakan untuk mengambil data tanpa revisi

Layak digunakan untuk mengambil data dengan revisi sesuai saran

Tidak layak

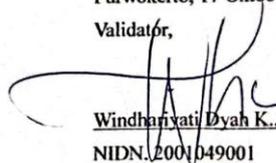
Catatan (bila perlu)

feedback sudah di-follow up dengan baik.

Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Purwokerto, 17 Oktober 2023

Validator,


Windharyati Dyah K., M.A., M.Pd.
NIDN.2001049001

Expert 2



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat: Jalan Jenderal A. Yani, No.40A Purwokerto 53126

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Umi Nurkhomsah, S.Pd.

Jabatan : Guru Bahasa Inggris SMK Mulya Husada Purwokerto

Telah membaca instrument penelitian yang berjudul **“The Effects of Mnemonic Keyword Technique Towards Students’ Vocabulary Mastery in Tenth Grade of Vocational High School in SMK Mulya Husada Purwokerto”** oleh:

Nama : Echoza Fairuz Hasna

NIM : 1917404070

Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument penelitian tersebut

Sudah Sesuai

Sudah sesuai berdasarkan saran

Tidak sesuai

Catatan (bila perlu)

.....
Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Purwokerto, 18 Oktober 2023

Validator,

Umi Nurkhomsah, S.Pd.

NIK: 01 0712 1408

Appendix 5: Students' STS Score of XA and XB

No	X KEPERAWATAN A		X KEPERAWATAN A	
	Nama	STS	Nama	STS
1	ABEL LATIFAH ROHMA	78	ADNA FARIZQI	92
2	AISAH TRI MEVIANA	86	AFIFAH FENTY INDAH PRATIWI	88
3	ANDINI WIDYASTUTI	80	ALFIANTI NUNU LESTARI	80
4	AZIZA MEILANY NURBAETI	82	ALIF NAZAR MA'MUN SOBRI	76
5	CAHAYA RESKI JULITA	74	ANGGUN DEA AMALIA	78
6	CHELLY PRADHITANINGTYAS	68	AZIZAH MAYROTUN NUR A	82
7	CINTA MULIA ANGGARANI	90	CALLISTA AURA RATU EVELINE	88
8	DEWI SUSIANA	78	CHINTIA FITRI OKTAFYANTI	86
9	DUWI ARYANTI	88	DEA ANANDA SAFITRI	70
10	EKA FEBRIANTI	84	DITA NUR AINI	68
11	ELVA ELVINA	90	DWI WULAN KARUNIAWATI	68
12	ENITA SETYANI	82	EKYN OLIVIA FATIHAH	90
13	EVA VEBRI LESTARI	76	FAIS MAOLAN FEBIANTO	74
14	FATIMAH AZZAHRA	80	FARADILA RIZKY RAHMADANI	80
15	FIKTOR BEREZEQI	88	FEBRIANA NUR AMALIA	86
16	FIRA RISKIKA	84	FITRI KHOMSATUN S	88
17	HANINA KAYSIA MUMTAZ	94	HESTI STIANINGRUM	88
18	IKA SAFITRI	90	INDAH WULANDINI	78
19	INDAH OKTAVIAWATI	90	INDRIA RAMADHANI	78
20	IRLLI SEPTI WISNU W	88	KHUSNUL KHOTIMAH	78
21	KHORI PUSPITA	84	LIA SAGITA	80
22	KIANA RACHELIA PUTRI	78	LULU ZAENA	76
23	LAILATUL LASYIFA	80	LUTHFITA SHAODATA APRILIA	94
24	LIDYA NUR SAFITRI	80	MARGI LESTARI	88
25	LISTIANA FIRDA	76	MUTIARA KASIH	68
26	LUNA YUSRI NUR SOLEKHA	68	NAELLA LISTIANDINI	86
27	MAFTUHA SYARIFAH	88	NITA PURWATI	80
28	MELANI	88	OVITA AMANDA SALSABILA	80
29	NABILA SYAH WANINDIA	76	RAIHANAH JINAN ULYA	74
30	NESTHIA ALPRISTA M	70	RARA AZMI ZALMAA	70
31	OLIVIA ARTIHTA R	92	RETNO BILI MARGI LESTARI	86
32	PRATYWIE LUPITA H	88	RISTA ROMADONI	80
33	RAISYA DWI AYUNI	80	SABRINA SYAHRANI	78
34	RATU LAKSA AKTUHA FATIH	72	SAEFUL RAMADAN	78
35	RIAN PURWATI	72	SALSABILA MAULIDA AZZAHRA	84
36	RIKO MARTIN	78	SARIANA	92
37	RIYANI ANAFI ZAHRO R	86	SHERLY PUTRIANI	74

38	SAFIRA EKA MUJI AGUSTINA	88	SYALWA OKTRIFIA NIZA	74
39	SASIA HIDAYATI	90	TASYA ANATA LIANINGSIH	84
40	SELVIA NANDA LESTARI	78	TIKA WAHYU SAPUTRI	86
41	SEPTI REBEKA PUTRI	78	ULIANTI	76
42	SYAHLA RIDHA ATHAYA	72	ZAHWA AULIA RAMADANTI	80
43	TERI SEPTIANINGSIH	80	ZAHRO AMALIA	80
SUM		3512	SUM	3464
MEAN		81.67442	MEAN	80.55814



Appendix 6: The Pre-Test and Post-Test Score of the Experimental and Control Classes

STUDENTS	EXPERIMENT		STUDENTS	CONTROL	
	PRE-TEST	POST-TEST		PRE-TEST	POST-TEST
1	80	95	1	45	55
2	55	55	2	70	90
3	60	90	3	65	65
4	35	50	4	60	80
5	75	85	5	60	65
6	70	85	6	50	70
7	80	75	7	70	85
8	75	80	8	55	60
9	45	60	9	70	65
10	50	50	10	55	60
11	75	80	11	75	80
12	40	50	12	60	70
13	60	80	13	75	95
14	60	75	14	55	85
15	75	90	15	70	80
16	65	70	16	65	85
17	65	75	17	55	60
18	70	85	18	60	50
19	75	80	19	65	80
20	70	80	20	70	75
21	55	55	21	50	70
22	40	65	22	65	50
23	55	65	23	80	90
24	70	85	24	65	75
25	50	75	25	60	75
26	70	80	26	80	85
27	55	75	27	55	95
28	70	90	28	95	90
29	65	65	29	65	60
30	60	70	30	55	65
31	45	60	31	50	85
32	55	70	32	75	95
33	75	70	33	50	70
34	50	60	34	50	60
35	65	60	35	65	70
36	65	70	36	75	70

37	50	65
38	60	70
39	55	60
40	50	85
41	80	95
42	45	65
43	80	95

37	60	75
38	40	50
39	45	55
40	75	65
41	55	70
42	70	55
43	45	80



Appendix 7: Lesson Plan of Experimental Class

MODUL AJAR BAHASA INGGRIS SMK MULYA HUSADA PURWOKERTO TAHUN PELAJARAN 2023/2024

A. INFORMASI UMUM

IDENTITAS

Nama Sekolah	: SMK Mulya Husada Purwokerto
Mata Pelajaran	: Bahasa Inggris
Kelas/Program Keahlian	: X / Keperawatan
Tahun Pembuatan	: 2023
Materi Pokok	: Expression Opinion
Alokasi Waktu	: 6 JP
Elemen	: CP Menyimak – Berbicara

KOMPOTENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat.
- Siswa telah memahami cara bertanya dan merespon dalam percakapan.

PROFIL PELAJAR PANCASILA	MODEL PEMBELAJARAN
<ul style="list-style-type: none">- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia- Berkebhinekaan Global- Gotong royong- Madiri- Bernalar kritis- Kreatif	<p>Menggunakan pendekatan berbasis text (Genre Based Approach)</p> <p>Model Pembelajaran: Contextual Teaching and Learning Tatap Muka</p>

SARANA DAN PRASARANA	ASSESSMENT
Pembelajaran menggunakan media/alat: <ul style="list-style-type: none"> - Laptop - LCD - Gambar-gambar - Papan tulis - Spidol 	Menggunakan pendekatan berbasis text (Genre Based Approach) <p>Model Pembelajaran: Contextual Teaching and Learning Tatap Muka</p>

TARGET PESERTA DIDIK
Peserta didik reguler

B. KOMPONEN INTI

TUJUAN PEMBELAJARAN
<ol style="list-style-type: none"> 1) Peserta didik mampu membedakan maksud dan isi teks percakapan tentang ungkapan meminta dan memberi pendapat dengan baik, sopan terhadap teks percakapan factual dengan tema tertentu dengan benar 2) Peserta didik mampu menelaah isi dan maksud dari teks percakapan tentang meminta dan memberi pendapat dengan tema tertentu dengan berani. 3) Peserta didik mampu menggunakan ungkapan meminta dan memberi pendapat dengan baik, sopan dan benar secara lisan dengan percaya diri 4) Peserta didik mampu mensimulasikan dialog tentang ungkapan meminta dan memberi pendapat dengan baik, secara lisan dengan benar dan percaya diri

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Penggunaan ungkapan pendapat dalam kehidupan sehari-hari.
2. Pentingnya membangun dialog interpersonal maupun transaksional dengan ungkapan pendapat.
3. Cara memberikan pendapat dengan menggunakan bahasa yang sesuai dengan konteks yang sesuai serta objek yang sesuai.

PERTANYAAN PEMANTIK

1. What do you think about the picture (bullying)?
2. What's happen on the picture?
3. Did any of you ever felt it?

PERSIAPAN PEMBELAJARAN

Sebelum memulai pembelajaran dilakukan langkah-langkah berikut:

- Peserta didik di bimbing untuk mengkondisikan diri dengan mempersiapkan perangkat pembelajaran yang dibutuhkan.
- Guru mengatur tempat duduk siswa dan menyiapkan perangkat mengajar.
- Peserta didik diberikan brainstorming untuk memfokuskan peserta didik pada pelajaran.

C. KEGIATAN PEMBELAJARAN

1. PERTEMUAN PERTAMA

KEGIATAN PEMBELAJARAN

Kegiatan Awal (15 menit)	1. Menyiapkan peserta didik untuk melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar)
--------------------------	--

	<p>2. Memberikan pertanyaan pemantik terkait materi yang akan diajarkan</p>  <ul style="list-style-type: none"> - What do you think about the picture (bullying)? - What's happen on the picture? - Did any of you ever felt it? <p>3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai peserta didik</p> <p>4. Menyampaikan cakupan materi dan agenda pembelajaran</p> <p>5. Menjelaskan asesmen yang akan didapatkan siswa</p>
<p>Kegiatan Inti (65 enit)</p>	<p>1. Building knowledge of the Field (BkoF)</p> <ul style="list-style-type: none"> - Peserta didik diminta untuk membaca text dialog singkat yang telah di sediakan - Peserta didik diminta menuliskan kata-kata yang belum diketahui artinya - Peserta didik diminta menunjukan kalimat mana yang termasuk dalam expression of asking for opinion <p>2. Modelling of the text</p> <ul style="list-style-type: none"> - Menjelaskan materi tentang asking for opinion

	<ul style="list-style-type: none"> - Menjelaskan struktur text dengan menanyakan pendapat - Menjelaskan simple present tense <p>3. Join construction of the text</p> <ul style="list-style-type: none"> - Peserta didik dikelompokkan secara berpasangan - Kemudian diminta menganalisis dialog yang diberikan - Peserta didik mengikuti guru membangun teks secara lisan <p>4. Independent construction</p> <ul style="list-style-type: none"> - Peserta didik diminta menuliskan kata yang tidak dimengerti - Pendalaman vocabulary yang belum dimengerti menggunakan Mnemonic Keyword Technique - Membuat 5 kalimat menggunakan simple present tense
<p>Kegiatan Penutup (15 menit)</p>	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Thank you guys, you did a great job today. Most of you are active. Let's increase more our interaction in class to be more active. How do you feel during the first lesson with me? Any question? 2. Menyimpulkan apa yang dipelajari hari ini 3. Menyampaikan agenda untuk pertemuan selanjutnya 4. Menutup kelas dengan hamdalah dan salam

2. PERTEMUAN KEDUA

KEGIATAN PEMBELAJARAN

<p>Kegiatan Awal (15 menit)</p>	<ol style="list-style-type: none">1. Menyiapkan peserta didik untuk melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar)2. Memberikan pertanyaan pemantik terkait materi yang akan diajarkan  <ol style="list-style-type: none">- What do you think about the picture?- What's happen on the picture?3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai peserta didik4. Menyampaikan cakupan materi dan agenda pembelajaran5. Menjelaskan asesmen yang akan didapatkan siswa
<p>Kegiatan Inti (65 menit)</p>	<ol style="list-style-type: none">1. Building knowledge of the Field (BkoF)<ol style="list-style-type: none">- Peserta didik diminta membaca dialog yang telah disediakan- Peserta didik diminta menunjukan kalimat mana yang termasuk memberikan pendapat2. Modelling of the text<ol style="list-style-type: none">- Peserta didik diminta menganalisis apa yang dimaksud dengan memberikan pendapat

	<ul style="list-style-type: none"> - Peserta didik dijelaskan mengenai memberikan pendapat <p>3. Join construction of the text</p> <ul style="list-style-type: none"> - Peserta didik dibagi dalam beberapa kelompok - Peserta didik berdiskusi mencari kalimat-kalimat yang digunakan dalam memberika pendapat - Peserta didik minta untuk membuat dialog singkat mengenai memberi dan meminta pendapat <p>4. Independent construction</p> <ul style="list-style-type: none"> - Disajikan dialog dan peserta didik diminta membaca dan menuliska kata-kata yang tidak dimengerti - Pendalaman vocabulary yang belum dimengerti menggunakan Mnemonic Keyword Technique
<p>Kegiatan Penutup (15 menit)</p>	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Thank you guys, you did a great job today. Most of you are active. Let's increase more our interaction in class to be more active. How do you feel during the first lesson with me? Any question? 2. Menyimpulkan apa yang dipajari hari ini 3. Menyampaikan agenda untuk pertemuan selanjutnya 4. Menutup kelas dengan hamdalah dan salam

3. PERTEMUAN KETIGA

KEGIATAN PEMBELAJARAN

<p>Kegiatan Awal (15 menit)</p>	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar) 2. Memberikan pertanyaan pemantik terkait materi yang akan diajarkan <div style="text-align: center;">  </div> <ol style="list-style-type: none"> - What do you think about the picture? - What's happen on the picture? 3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai peserta didik 4. Menyampaikan cakupan materi dan agenda pembelajaran 5. Menjelaskan asesmen yang akan didapatkan siswa
<p>Kegiatan Inti (65 enit)</p>	<ol style="list-style-type: none"> i. Building knowledge of the Field (BkoF) <ul style="list-style-type: none"> - Disajikan dialog terkait agreement and disagreement - Peserta didik diminta memahami ekspresi apa saja yang ada dalam dialog tersebut ii. Modelling of the text

	<ul style="list-style-type: none"> - Peserta didik menganalisis yang dimaksud dengan agreement and disagreement - Peserta didik diberikan penjelasan terkait agreement and disagreement <p>iii. Join construction of the text</p> <ul style="list-style-type: none"> - Peserta didik dibagi dalam beberapa kelompok 5 orang - Disajikan dialog, tiap kelompok diminta menganalisis dan memisahkan mana yang termasuk agreement and disagreement <p>iv. Independent construction</p> <ul style="list-style-type: none"> - Dari dialog yang telah disediakan peserta didik diminta menuliskan kata yang tidak dimengerti - Pendalaman vocabulary menggunakan Mnemonic Keyword Technique
<p>Kegiatan Penutup (15 menit)</p>	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: Thank you guys, you did a great job today. Most of you are active. Let's increase more our interaction in class to be more active. How do you feel during the first lesson with me? Any question? 2. Menyimpulkan apa yang dipajari hari ini 3. Menyampaikan agenda untuk pertemuan selanjutnya 4. Menutup kelas dengan hamdalah dan salam

D. ASSESSMENT

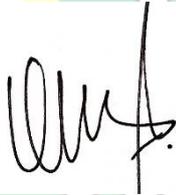
Teknik penilaian

- Kompetensi pengetahuan:
 1. Pre-test (Multiple Choice)
 2. Post-test (Multiple Choice)
- Kompetensi keterampilan: Praktik penerapan Mnemonic Keyword Technique pada kosa kata yang tidak diketahui.

Purwokerto, 29 Oktober 2023

Guru Mata Pelajaran,

Mahasiswa Penelitian,



Umi Nurkhomsah, S.Pd.

Echoza Fairuz Hasna

NIK: 01 0712 1408



Lesson Plan of Control Class

MODUL AJAR BAHASA INGGRIS
SMK MULYA HUSADA PURWOKERTO
TAHUN PELAJARAN 2023/2024

A. INFORMASI UMUM

IDENTITAS

Nama Sekolah	: SMK Mulya Husada Purwokerto
Mata Pelajaran	: Bahasa Inggris
Kelas/Program Keahlian	: X / Keperawatan
Tahun Pembuatan	: 2023
Materi Pokok	: Expression Opinion
Alokasi Waktu	: 6 JP
Elemen	: CP Menyimak – Berbicara

KOMPOTENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah kalimat.
- Siswa telah memahami cara bertanya dan merespon dalam percakapan.

PROFIL PELAJAR PANCASILA	MODEL PEMBELAJARAN
<ul style="list-style-type: none">- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia- Berkebhinekaan Global- Gotong royong- Madiri- Bernalar kritis- Kreatif	<p>Menggunakan pendekatan berbasis text (Genre Based Approach)</p> <p>Model Pembelajaran: Contextual Teaching and Learning Tatap Muka</p>

SARANA DAN PRASARANA	ASSESSMENT
Pembelajaran menggunakan media/alat: <ul style="list-style-type: none"> - Laptop - LCD - Gambar-gambar - Papan tulis - Spidol 	Menggunakan pendekatan berbasis text (Genre Based Approach) Model Pembelajaran: Contextual Teaching and Learning Tatap Muka

TARGET PESERTA DIDIK
Peserta didik reguler

B. KOMPONEN INTI

TUJUAN PEMBELAJARAN
5) Peserta didik mampu membedakan maksud dan isi teks percakapan tentang ungkapan meminta dan memberi pendapat dengan baik, sopan terhadap teks percakapan factual dengan tema tertentu dengan benar 6) Peserta didik mampu menelaah isi dan maksud dari teks percakapan tentang meminta dan memberi pendapat dengan tema tertentu dengan berani. 7) Peserta didik mampu menggunakan ungkapan meminta dan memberi pendapat dengan baik, sopan dan benar secara lisan dengan percaya diri 8) Peserta didik mampu mensimulasikan dialog tentang ungkapan meminta dan memberi pendapat dengan baik, secara lisan dengan benar dan percaya diri

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

4. Penggunaan ungkapan pendapat dalam kehidupan sehari-hari.
5. Pentingnya membangun dialog interpersonal maupun transaksional dengan ungkapan pendapat.
6. Cara memberikan pendapat dengan menggunakan bahasa yang sesuai dengan konteks yang sesuai serta objek yang sesuai.

PERTANYAAN PEMANTIK

4. What do you think about the picture (bullying)?
5. What's happen on the picture?
6. Did any of you ever felt it?

PERSIAPAN PEMBELAJARAN

Sebelum memulai pembelajaran dilakukan langkah-langkah berikut:

- Peserta didik di bimbing untuk mengkondisikan diri dengan mempersiapkan perangkat pembelajaran yang dibutuhkan.
- Guru mengatur tempat duduk siswa dan menyiapkan perangkat mengajar.
- Peserta didik diberikan brainstorming untuk memfokuskan peserta didik pada pelajaran.

C. KEGIATAN PEMBELAJARAN**1. PERTEMUAN PERTAMA****KEGIATAN PEMBELAJARAN**

Kegiatan Awal (15 menit)	6. Menyiapkan peserta didik untuk melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar)
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	<p>7. Memberikan pertanyaan pemantik terkait materi yang akan diajarkan</p>  <ul style="list-style-type: none"> - What do you think about the picture (bullying)? - What's happen on the picture? - Did any of you ever felt it? <p>8. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai peserta didik</p> <p>9. Menyampaikan cakupan materi dan agenda pembelajaran</p> <p>10. Menjelaskan penilaian yang akan didapatkan siswa</p>
<p>Kegiatan Inti (66 enit)</p>	<p>1. Building knowledge of the Field (BkoF)</p> <ul style="list-style-type: none"> - Peserta didik diminta untuk membaca text dialog singkat yang telah di sediakan - Peserta didik diminta menunjukan kalimat mana yang termasuk dalam expression of asking for opinion <p>5. Modelling of the text</p> <ul style="list-style-type: none"> - Menjelaskan materi tentang asking for opinion

	<ul style="list-style-type: none"> - Menjelaskan struktur text dengan menanyakan pendapat - Menjelaskan simple present tense <p>6. Join construction of the text</p> <ul style="list-style-type: none"> - Peserta didik dikelompokkan secara berpasangan - Kemudian diminta menganalisis dialog yang diberikan - Peserta didik mengikuti guru membangun teks secara lisan <p>7. Independent construction</p> <ul style="list-style-type: none"> - Peserta didik diminta menuliskan kata yang tidak dimengerti dan mentranslate artinya. - Membuat 5 kalimat menggunakan simple present tense.
<p>Kegiatan Penutup (15 menit)</p>	<p>5. Memberikan umpan balik terhadap proses pembelajaran: Thank you guys, you did a great job today. Most of you are active. Let's increase more our interaction in class to be more active. How do you feel during the first lesson with me? Any question?</p> <p>6. Menyimpulkan apa yang dipelajari hari ini</p> <p>7. Menyampaikan agenda untuk pertemuan selanjutnya</p> <p>8. Menutup kelas dengan hamdalah dan salam</p>

2. PERTEMUAN KEDUA

KEGIATAN PEMBELAJARAN

<p>Kegiatan Awal (15 menit)</p>	<p>6. Menyiapkan peserta didik untuk melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar)</p> <p>7. Memberikan pertanyaan pemantik terkait materi yang akan diajarkan</p> <div data-bbox="699 689 1295 1070" style="text-align: center;"> </div> <p>- What do you think about the picture? - What's happen on the picture?</p> <p>8. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai peserta didik</p> <p>9. Menyampaikan cakupan materi dan agenda pembelajaran</p> <p>10. Menjelaskan asesmen yang akan didapatkan siswa</p>
<p>Kegiatan Inti (65 menit)</p>	<p>1. Building knowledge of the Field (BkoF)</p> <ul style="list-style-type: none"> - Peserta didik diminta membaca dialog yang telah disediakan - Peserta didik diminta menunjukan kalimat mana yang termasuk memberikan pendapat <p>5. Modelling of the text</p> <ul style="list-style-type: none"> - Peserta didik diminta menganalisis apa yang dimaksud dengan memberikan pendapat

	<ul style="list-style-type: none"> - Peserta didik dijelaskan mengenai memberikan pendapat <p>6. Join construction of the text</p> <ul style="list-style-type: none"> - Peserta didik dibagi dalam beberapa kelompok - Peserta didik berdiskusi mencari kalimat-kalimat yang digunakan dalam memberika pendapat - Peserta didik minta untuk membuat dialog singkat mengenai memberi dan meminta pendapat <p>7. Independent construction</p> <ul style="list-style-type: none"> - Disajikan dialog dan peserta didik diminta membaca dan menuliska kata-kata yang tidak dimengerti dan mencari tahu artinya.
<p>Kegiatan Penutup (15 menit)</p>	<p>5. Memberikan umpan balik terhadap proses pembelajaran:</p> <p>Thank you guys, you did a great job today. Most of you are active. Let's increase more our interaction in class to be more active. How do you feel during the first lesson with me? Any question?</p> <p>6. Menyimpulkan apa yang dipajari hari ini</p> <p>7. Menyampaikan agenda untuk pertemuan selanjutnya</p> <p>8. Menutup kelas dengan hamdalah dan salam</p>

3. PERTEMUAN KETIGA

KEGIATAN PEMBELAJARAN

<p>Kegiatan Awal (15 menit)</p>	<p>6. Menyiapkan peserta didik untuk melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar)</p> <p>7. Memberikan pertanyaan pemantik terkait materi yang akan diajarkan</p> <div data-bbox="794 719 1230 1003" style="text-align: center;"> </div> <ul style="list-style-type: none"> - What do you think about the picture? - What's happen on the picture? <p>8. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai peserta didik</p> <p>9. Menyampaikan cakupan materi dan agenda pembelajaran</p> <p>10. Menjelaskan asesmen yang akan didapatkan siswa</p>
<p>Kegiatan Inti (66 enit)</p>	<p>i. Building knowledge of the Field (BkoF)</p> <ul style="list-style-type: none"> - Disajikan dialog terkait agreement and disagreement - Peserta didik diminta memahami ekspresi apa saja yang ada dalam dialog tersebut <p>ii. Modelling of the text</p>

	<ul style="list-style-type: none"> - Peserta didik menganalisis yang dimaksud dengan agreement and disagreement - Peserta didik diberikan penjelasan terkait agreement and disagreement <p>iii. Join construction of the text</p> <ul style="list-style-type: none"> - Peserta didik dibagi dalam beberapa kelompok 5 orang - Disajikan dialog, tiap kelompok diminta menganalisis dan memisahkan mana yang termasuk agreement and disagreement <p>iv. Independent construction</p> <ul style="list-style-type: none"> - Dari dialog yang telah disediakan peserta didik diminta menuliskan kata yang tidak dimengerti dan mencari tahu arti kata tersebut.
<p>Kegiatan Penutup (15 menit)</p>	<ol style="list-style-type: none"> 5. Memberikan umpan balik terhadap proses pembelajaran: Thank you guys, you did a great job today. Most of you are active. Let's increase more our interaction in class to be more active. How do you feel during the first lesson with me? Any question? 6. Menyimpulkan apa yang dipajari hari ini 7. Menyampaikan agenda untuk pertemuan selanjutnya 8. Menutup kelas dengan hamdalah dan salam

4. ASSESSMENT

Teknik penilaian

- Kompetensi pengetahuan:
 1. Pre-test (Multiple Choice)
 2. Post-test (Multiple Choice)
- Kompetensi keterampilan: Praktik penerapan Mnemonic Keyword Technique pada kosa kata yang tidak diketahui.

Guru Mata Pelajaran,



Umi Nurkhomsah, S.Pd.

NIK: 01 0712 1408

Sumbang, 29 Oktober 2023

Mahasiswa Penelitian,



Echoza Fairuz Hasna



Appendix 8: Documentation of Teaching and Learning Activities

a. Pre-test and Post-test Pilot Validity



b. Pre-test and Post-test Experimental Class (X Nurse A)



c. Pre-test and Post-test Control Class (X Nurse B)



d. Treatment 1



e. Treatment 2



f. Treatment 3



Appendix 9: Pre-test and Post-test of Experimental Class

Pre-Test Experimental Class

Name : Indah Oktavia Wati
 Class : X IPS/10A/0101 R
 Student's Number : 19

SCORE

75

Please read the instructions carefully!

- Do not forget to pray, so that you will be given ease.
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

PRE-TEST

S: 5 B: 15

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

1. What's your ... about the case of the patient in IGD?
 A. Opinion
 B. Feel
 C. Problem
 D. Experience
2. A: ... to do this weekend?
 B: I personally planning to go to visit my grand mother in the hospital this weekend.
 Choose the right expression:
 A. Do you have any idea
 B. On my view
 C. I consider to
 D. Feel that we should
3. A:?
 B: I think it's a little bit hard and stressful.
 Choose the right expression according to the response
 A. What is your opinion about my house?
 B. Please tell me your opinion on my drawing?
 C. Any comments?
 D. How about today's lesson?
4. ... to me the patient suffered a fracture in his arm.
 A. I think
 B. According
 C. In my opinion
 D. I reckon

5. A: How do you think about the car?
 B:

Choose the right expression:

- A. What's your opinion about the car?
 A. I think the car is expensive
 C. I don't agree with that
 D. I think so

6. A: What's your opinion about the movie?
 B: ... the movie was amazing.

Choose the correct expression to feel the blank

- A. Not bad
 B. I don't agree with you
 C. I don't think so
 D. As I see

7. A: My throat was itchy and sore.
 B: ... it's signs of coughing.

Choose the right expression:

- A. Well, I think
 B. I don't think so
 C. I'm in same opinion
 D. I sorry, but

8. A: Do you think that our city is very hot today?
 B: ... today is the hottest day in a week.

Choose the right expression:

- A. Yes, I do
 B. Of course
 C. I reckon that
 D. I doubt with you

9. A: Today the weather is extremely hot. Some ice tea will make it so refreshing.
 B: Let's take some.

Choose the right answer:

- A. I think
 B. I believe that
 C. I reckon
 D. That's absolutely right
10. A: I think parents shouldn't give smartphone to their children just to make them stop crying.
 B: It's better if the parent let them to control their emotion themselves.

Choose the right expression:

- A. I don't think so
 B. Neither do I
 C. I disagree with you
 D. I am not convinced that
11. A: The government plants to increase the scholarship next year.
 B: It will help the students with low economic.

Choose the correct expression:

- A. I totally agree with that
 B. I am on different opinion
 C. No way
 D. I beg to differ

12. A: I think students are allowed to give their opinion to the school.
 B: Students opinion also give impact to the school progress.

Choose the right expression:

- A. Absolutely!
 B. I think
 C. I don't think so
 D. I doubt with that

13. A: I think green tea is good for health.
 B: ... because green tea contains high anti-oxidant.

Choose the right expression:

- A. I don't think so
 B. Of course
 C. I believe
 D. In my experience

14. A: In my experience we don't need to drink mineral water that much.
 B: Our body need at least 2l. of mineral water.

Choose the correct expression:

- A. As I see
 B. It is not justified to say so
 C. I think so too
 D. I agree with you

15. A: I think I will take the yellow one.
 B: It makes your skin looks dull.

Choose the correct expression:

- A. Exactly!
 B. Absolutely!
 C. I guess not
 D. I agree with you

16. A: Drinking coffee in the morning before eat something does not make our stomach ill.
 B: It is increasing your stomach acid.

Choose the correct expression:

- A. I don't think it's a good idea
 B. I strongly agree
 C. That's a good idea
 D. That's for sure

17. A: I think English is not a universal language.
 B: ... because English language already approved as a universal language.

Choose the correct expression:

- A. Exactly!
 B. Good idea!
 C. I doubt with that
 D. Neither do I

18. My sister ... in the hospital.
 A. Works
 B. Work
 C. Working
 D. Worked

19. We ... after sick people.
 A. Look
 B. Looking
 C. Looks
 D. Looked

20. Thermometer ... used to check body temperature.
 A. Is
 B. Am
 C. Are
 D. To be

Name : Bethyazee Ismail M.
 Class : X
 Student's Number : 22

SCORE
 55

Please read the instructions carefully!

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- Please write down your identity containing name, class, and your student's number.
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PRE-TEST

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

1. What's your ... about the case of the patient in IGD?
 A. Opinion
 B. Feel
 C. Problem
 D. Experience
2. A: ... to do this weekend?
 B: I personally planning to go to visit my grand mother in the hospital this weekend.
 Choose the right expression:
 A. Do you have any idea
 B. On my view
 C. I consider to
 D. Feel that we should
3. A:?
 B: I think it's a little bit hard and stressful.
 Choose the right expression according to the response
 A. What is your opinion about my house?
 B. Please tell me your opinion on my drawing?
 C. Any comments?
 D. How about today's lesson?
4. ... to me the patient suffered a fracture in his arm.
 A. I think
 B. According
 C. In my opinion
 D. I reckon

5. A: How do you think about the car?
 B:
 Choose the right expression:
 A. What's your opinion about the car?
 B. I think the car is expensive
 C. I don't agree with that
 D. I think so
6. A: What's your opinion about the movie?
 B: ... the movie was amazing.
 Choose the correct expression to feel the blank
 A. Not bad
 B. I don't agree with you
 C. I don't think so
 D. As I see
7. A: My throat was itchy and sore.
 B: ... it's signs of coughing.
 Choose the right expression:
 A. Well, I think
 B. I don't think so
 C. I'm in same opinion
 D. I sorry, but
8. A: Do you think that our city is very hot today?
 B: ... today is the hottest day in a week.
 Choose the right expression:
 A. Yes, I do
 B. Of course
 C. I reckon that
 D. I doubt with you
9. A: Today the weather is extremely hot. Some ice tea will make it so refreshing.
 B: Let's take some
 Choose the right answer:
 A. I think
 B. I believe that
 C. I reckon
 D. That's absolutely right
10. A: I think parents shouldn't give smartphone to their children just to make them stop crying.
 B: It's better if the parent let them to control their emotion themselves.
 Choose the right expression:
 A. I don't think so
 B. Neither do I
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11. A: The government plans to increase the scholarship next year.
 B: ... It will help the students with low economic
 Choose the correct expression:
 A. I totally agree with that
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12. A: I think students are allowed to give their opinion to the school.
 B: ... Students opinion also give impact to the school progress.
 Choose the right expression:
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 B. I think
 C. I don't think so
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 B: ... because green tea contains high anti-oxidant.
 Choose the right expression:
 A. I don't think so
 B. Of course
 C. I believe
 D. In my experience

14. A: In my experience we don't need to drink mineral water that much.
 B: ... Our body need at least 2L of mineral water.
 Choose the correct expression:
 A. As I see
 B. It is not justified to say so
 C. I think so too
 D. I agree with you

15. A: I think I will take the yellow one.
 B: It makes your skin looks dull.
 Choose the correct expression:
 A. Exactly!
 B. Absolutely!
 C. I guess not
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16. A: Drinking coffee in the morning before eat something does not make your stomach ill.
 B: It is increasing your stomach acid.
 Choose the correct expression:
 A. I don't think it's a good idea
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 B: ... because English language already approved as a universal language.
 Choose the correct expression:
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 C. I doubt with that
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18. My sister ... in the hospital.
 A. Works
 B. Weck
 C. Working
 D. Wecked
19. We ... after sick people.
 A. Look
 B. Looking
 C. Looks
 D. Looked

20. Thermometer ... used to check body temperature.
 A. Is
 B. Am
 C. Are
 D. Be

Name : Hanino Kayita Mumbati
 Class : 4th grade
 Student's Number : 17

SCORE
 65

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PRE-TEST

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1. What's your ... about the case of the patient in IGD?
 Opinion
 Feel
 Problem
 Experience
2. A: ... to do this weekend?
 B: I personally planning to go to visit my grand mother in the hospital this weekend.
 Choose the right expression:
 Do you have any idea
 On my view
 I consider to
 Feel that we should
3. A:?
 B: I think it's a little bit hard and stressful.
 Choose the right expression according to the response
 What is your opinion about my house?
 Please tell me your opinion on my drawing?
 Any comments?
 How about today's lesson?
 ... to me the patient suffered a fracture in his arm.
 I think
 According
 In my opinion
 I reckon

5. A: How do you think about the car?
 B:
 Choose the right expression:
 What's your opinion about the car?
 I think the car is expensive
 I don't agree with that
 I think so
6. A: What's your opinion about the movie?
 B: ... the movie was amazing.
 Choose the correct expression to feel the blank
 Not bad
 I don't agree with you
 I don't think so
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7. A: My throat was itchy and sore.
 B: ... it's signs of coughing.
 Choose the right expression:
 Well, I think
 I don't think so
 I'm in same opinion
 I sorry, but
 A: Do you think that our city is very hot today?
 B: ... today is the hottest day in a week.
 Choose the right expression:
 Yes, I do
 Of course
 I reckon that
 I doubt with you
9. A: Today the weather is extremely hot. Some ice tea will make it so refreshing.
 B: Let's take some.
 Choose the right answer:
 I think
 I believe that
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10. A: I think parents shouldn't give smartphone to their children just to make them stop crying.
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11. A: The government plans to increase the scholarship next year.
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 B: ... because green tea contains high anti-oxidant.
 Choose the right expression:
 I don't think so
 Of course
 I believe
 In my experience
14. A: In my experience we don't need to drink mineral water that much.
 B: Our body need at least 2L of mineral water.
 Choose the correct expression:
 As I see
 It is not justified to say so
 I think so too
 I agree with you
15. A: I think I will take the yellow one.
 B: It makes your skin looks dull.
 Choose the correct expression:
 Exactly!
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18. My sister ... in the hospital.
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 Worked
19. We ... after sick people.
 Look
 Looking
 Looks
 Looked

20. Thermometer ... used to check body temperature.
 Is
 Am
 Are
 To be

Post-Test of Experimental Class

Name : HITHA OKHIVUWALI
 Class : X REPUBLICAN A
 Student's Number : 19

SCORE
 80

Please read the instruction carefully!

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- Please write down your identity containing name, class, and your student's number.
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POST-TEST

S: 9 B: 16
 Choose the correct answer among A, B, C, or D by crossing (X) on the right answer!

- ... about my new outfit?
 A. What do you think?
 B. What are you doing?
 C. How are you?
 D. How do you do?
- A: I'd like to know your ... on the phenomenon we are researching?
 B. In my point of view, this is a rare phenomenon.
 Choose the correct expression:
 A. Experience
 B. Feeling
 C. View
 D. Thought
- A:?
 B: I think you should do exercise three times a week to maintain your health.
 Choose the right expression according to the right response
 A. What is your view about my outfit?
 B. What's your opinion to maintain healthy?
 C. How do you feel about my old car?
 D. Any comments
- ... eat a good food is a key to keep healthy.
 A. As for me
 B. I not sure that
 C. That's not always true
 D. I beg to differ

- A: What do you think about junk food?
 B: ... junk food is an unhealthy food.
 Choose the correct expression:
 A. I'm agree with you
 B. I reckon that
 C. I don't know
 D. What's your feel about that?
- A: I'd like to know your views on Aedes Aegypti?
 B: ... it is an animal which causes fever dengue disease.
 Choose the correct expression:
 A. In my point of views
 B. Of course
 C. Do you think
 D. I am in a different opinion
- I ... that swimming could maintain heart and lung health.
 A. Thoughts
 B. Experience
 C. Believe
 D. Mind
- A: The best way to stay organized is to make a to-do list.
 B: ... To-do list can help you to stay organized.
 Choose the right expression:
 A. I don't know
 B. I'm sorry, but I'm not sure about that
 C. Not necessarily
 D. Sounds great!
- A: Nutrition food can prevent disease to come in the body.
 B: ... Because our body need good nutrition.
 Choose the correct expression:
 A. Not necessarily
 B. You're absolutely right
 C. I think
 D. I can't agree more with you
- A: Maintaining cleanliness is very important to reduce the spread of disease.
 B: ... Dirt cause many diseases.
 Choose the correct expression:
 A. Of course not
 B. Absolutely not
 C. That's ridiculous
 D. Exactly!
- A: Parent should not let their children to get married too early.
 B: ... Children should explore more about their skill and experience before get married.
 Choose the correct expression:
 A. Absolutely!
 B. I don't know
 C. I am afraid with that
 D. I'm not convinced that

- Children should not eat sugar.
 B: ... children can eat sugar but not too much. Because sugar increase children energy.
 Choose the correct expression:
 A. Neither do I
 B. I not convinced that
 C. I think so
 D. That's a good point
- A: Should we visit beach now?
 B: ... it's too hot out there.
 Choose the correct expression:
 A. I'm sorry, but
 B. Of course
 C. In my experience
 D. Absolutely!
- A: I think the final test is too easy.
 B: ... It's really hard for me.
 Choose the correct expression:
 A. You're right
 B. Of course
 C. I don't think so
 D. Exactly!
- A: Spicy food is good for your health.
 B: ... because spicy food causes stomachache.
 Choose the correct expression:
 A. Sounds great!
 B. Tell me about it
 C. That's not always true
 D. That's true
- A: I believe that sleep late does not cause any disease.
 B: ... Sleep late could dropping your immune system.
 Choose the correct expression:
 A. Cool
 B. It certainly is
 C. You must be joking
 D. Great idea
- My younger sister ... sick.
 A. Is
 B. Am
 C. Are
 D. To be
- I ... a nurse.
 A. Is
 B. Am
 C. Are
 D. To be
- My mom ... my grand mother in the hospital.
 A. Visit
 B. Visits
 C. Visiting
 D. Visited
- Nurse ... a patient using stethoscope.
 A. Check
 B. Checking
 C. Checks
 D. Checked



Name : Prakriti S.K.
 Class : X Nur A.
 Student's Number : 81.

SCORE
70

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POST-TEST

5/6 B: 14
 Choose the correct answer among A, B, C, or D by crossing (X) on the right answer!

- ... about my new outfit?
 X. What do you think?
 B. What are you doing?
 C. How are you?
 D. How do you do?
 2. A: I'd like to know your ... on the phenomenon we are researching?
 B: In my point of view, this is a rare phenomenon.
 Choose the correct expression:
 A. Experience
 X. Feeling
 C. View
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- A:?
 B: I think you should do exercise three times a week to maintain your health.
 Choose the right expression according to the right response ...
 A. What is your view about my outfit
 B. What's your opinion to maintain healthy
 C. How do you feel about my old car
 X. Any comments
- ... eat a good food is a key to keep healthy.
 X. As for me
 B. I not sure that
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 X. Sounds great!
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- I ... a nurse.
 A. Is
 X. Am
 C. Are
 D. To be
- My mom ... my grand mother in the hospital.
 A. Visit
 X. Visits
 C. Visiting
 D. Visited
- Nurse ... a patient using stethoscope.
 A. Check
 X. Checking
 C. Checks
 D. Checked



Name : Hanina Kayla Mulyati
 Class : X kepariwatan A.
 Student's Number : 17.

SCORE
 65

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PRE-TEST

5:7 0:15

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

1. What's your ... about the case of the patient in IGD?
 A. Opinion
 B. Feel
 C. Problem
 D. Experience
2. A: ... to do this weekend?
 B: I personally planning to go to visit my grand mother in the hospital this weekend.
 Choose the right expression:
 A. Do you have any idea
 B. On my view
 C. I consider to
 D. Feel that we should
3. A:?
 B: I think it's a little bit hard and stressful.
 Choose the right expression according to the response
 A. What is your opinion about my house?
 B. Please tell me your opinion on my drawing?
 C. Any comments?
 D. How about today's lesson?
 A. ... to me the patient suffered a fracture in his arm.
 B. I think
 C. In my opinion
 D. I reckon

5. A: How do you think about the car?
 B:
 Choose the right expression:
 A. What's your opinion about the car?
 B. I think the car is expensive
 C. I don't agree with that
 D. I think so
6. A: What's your opinion about the movie?
 B: ... the movie was amazing.
 Choose the correct expression to feel the blank
 A. Not bad!
 B. I don't agree with you
 C. I don't think so
 D. As I see
7. A: My throat was itchy and sore.
 B: ... it's signs of coughing.
 Choose the right expression:
 A. Well, I think
 B. I don't think so
 C. I'm in same opinion
 D. I sorry, but
8. A: Do you think that our city is very hot today?
 B: ... today is the hottest day in a week.
 Choose the right expression:
 A. Yes, I do
 B. Of course
 C. I reckon that
 D. I doubt with you
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 B: Let's take some.
 Choose the right answer:
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 B. I believe that
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10. A: I think parents shouldn't give smartphone to their children just to make them stop crying.
 B: It's better if the parent let them to control their emotion themselves.
 Choose the right expression:
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 B. Neither do I
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 D. I am not convinced that
11. A: The government plants to increase the scholarship next year.
 B: It will help the students with low economic.
 Choose the correct expression:
 A. I totally agree with that
 B. I am on different opinion
 C. No way
 D. I beg to differ

12. A: I think students are allowed to give their opinion to the school.
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 Choose the right expression:
 A. Absolutely!
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 Choose the right expression:
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14. A: In my experience we don't need to drink mineral water that much.
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 B: It makes your skin looks dull.
 Choose the correct expression:
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16. A: Drinking coffee in the morning before eat something does not make your stomach ill.
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 Choose the correct expression:
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19. We ... after sick people.
 A. Look
 B. Looking
 C. Looks
 D. Looked

Appendix 10: Pre-test and Post-test Control Class

Pre-Test Control Class

Name : MRC DUTCH
 Class : 7 (0001100) 8
 Student's Number : 29

SCORE
55

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PRE-TEST

S: g B: 11

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

- What's your ... about the case of the patient in IGD?
 - A. Opinion
 - B. Feel
 - C. Problem
 - D. Experience
- A: ... to do this weekend?
 B: I personally planning to go to visit my grand mother in the hospital this weekend.
 Choose the right expression:
 - A. Do you have any idea?
 - B. On my view
 - C. I consider to
 - D. Feel that we should
- A:?
 B: I think it's a little bit hard and stressful.
 Choose the right expression according to the response
 - A. What is your opinion about my house?
 - B. Please tell me your opinion on my drawing?
 - C. Any comments?
 - D. How about today's lesson?
- ... to me the patient suffered a fracture in his arm.
 - A. I think
 - B. According
 - C. In my opinion
 - D. I reckon
- A: How do you think about the car?
 B:
 Choose the right expression:
 - A. What's your opinion about the car?
 - B. I think the car is expensive
 - C. I don't agree with that
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- A: What's your opinion about the movie?
 B: ... the movie was amazing.
 Choose the correct expression to feel the blank
 - A. Not bad
 - B. I don't agree with you
 - C. I don't think so
 - D. As I see
- A: My throat was itchy and sore.
 B: ... it's signs of coughing.
 Choose the right expression:
 - A. Well, I think
 - B. I don't think so
 - C. I'm in same opinion
 - D. I sorry, but
- A: Do you think that our city is very hot today?
 B: ... today is the hottest day in a week.
 Choose the right expression:
 - A. Yes, I do
 - B. Of course
 - C. I reckon that
 - D. I doubt with you
- A: Today the weather is extremely hot. Some ice tea will make it so refreshing.
 B: ... I et's take some.
 Choose the right answer:
 - A. I think
 - B. I believe that
 - C. I reckon
 - D. That's absolutely right
- A: I think parents shouldn't give smartphone to their children just to make them stop crying.
 B: ... It's better if the parent let them to control their emotion themselves.
 Choose the right expression:
 - A. I don't think so
 - B. Neither do I
 - C. I disagree with you
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- A: The government plans to increase the scholarship next year.
 B: ... It will help the students with low economic.
 Choose the correct expression:
 - A. I totally agree with that
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- A: I think students are allowed to give their opinion to the school.
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 - A. Absolutely!
 - B. I think
 - C. I don't think so
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- A: I think green tea is good for health.
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 Choose the right expression:
 - A. I don't think so
 - B. Of course
 - C. I believe
 - D. In my experience
- A: In my experience we don't need to drink mineral water that much.
 B: ... Our body need at least 2L of mineral water.
 Choose the correct expression:
 - A. As I see
 - B. It is not justified to say so
 - C. I think so too
 - D. I agree with you
- A: I think I will take the yellow one.
 B: ... It makes your skin looks dull.
 Choose the correct expression:
 - A. Exactly!
 - B. Absolutely!
 - C. I guess not
 - D. I agree with you
- A: Drinking coffee in the morning before eat something does not make your stomach ill.
 B: ... It is increasing your stomach acid.
 Choose the correct expression:
 - A. I don't think it's a good idea
 - B. I strongly agree
 - C. That's a good idea
 - D. That's for sure
- A: I think English is not a universal language.
 B: ... because English language already approved as a universal language.
 Choose the correct expression:
 - A. Exactly!
 - B. Good idea!
 - C. I doubt with that
 - D. Neither do I.
- My sister ... in the hospital.
 - A. Works
 - B. Work
 - C. Working
 - D. Worked
- We ... after sick people.
 - A. Look
 - B. Looking
 - C. Looks
 - D. Looked
- Thermometer ... used to check body temperature.
 - A. Is
 - B. Am
 - C. Are
 - D. To be

Name : Sariono
Class : XI B
Student's Number : 38

SCORE

75

Please read the instructions carefully!

- Do not forget to pray, so that you will be given ease.
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

PRE-TEST

5:00 - 15

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

1. What's your ... about the case of the patient in IGD?
A. ...
B. I think it's a little bit hard and stressful.
C. I don't think so.
D. I think so.
Choose the right expression according to the response ...
A. What is your opinion about my house?
B. Please tell me your opinion on my drawing?
C. Any comments?
D. How about today's lesson?
2. A: ... to do this weekend?
B: I personally planning to go to visit my grand mother in the hospital this weekend.
Choose the right expression:
A. Do you have any idea
B. On my view
C. I consider to
D. Feel that we should
3. A: ...?
B: I think it's a little bit hard and stressful.
Choose the right expression according to the response ...
A. What is your opinion about my house?
B. Please tell me your opinion on my drawing?
C. Any comments?
D. How about today's lesson?
4. ... to me the patient suffered a fracture in his arm.
A. I think
B. According
C. In my opinion
D. I reckon

A: How do you think about the car?
B: ...

Choose the right expression:

~~X~~ What's your opinion about the car?

I think the car is expensive

C. I don't agree with that

D. I think so

6. A: What's your opinion about the movie?
B: ... the movie was amazing.

Choose the correct expression to feel the blank ...

A. Not bad

B. I don't agree with you

C. I don't think so

~~X~~ As I see

A: My throat was itchy and sore.

B: ... it's signs of coughing.

Choose the right expression:

Well, I think

B. I don't think so

~~X~~ I'm in same opinion

D. I sorry, but

A: Do you think that our city is very hot today?
B: ... today is the hottest day in a week.

Choose the right expression:

~~X~~ Yes, I do

B. Of course

I reckon that

D. I doubt with you

9. A: Today the weather is extremely hot. Some ice tea will make it so refreshing.

B: ... Let's take some.

Choose the right answer:

A. I think

B. I believe that

C. I reckon

~~X~~ That's absolutely right

10. A: I think parents shouldn't give smartphone to their children just to make them stop crying.

B: ... It's better if the parent let them to control their emotion themselves.

Choose the right expression:

A. I don't think so

~~X~~ Neither do I

C. I disagree with you

D. I am not convinced that

11. A: The government plans to increase the scholarship next year.

B: ... It will help the students with low economic.

Choose the correct expression:

~~X~~ I totally agree with that

B. I am on different opinion

C. No way

D. I beg to differ

12. A: I think students are allowed to give their opinion to the school.

B: ... Students opinion also give impact to the school progress.

Choose the right expression:

~~X~~ Absolutely!

B. I think

C. I don't think so

D. I doubt with that

13. A: I think green tea is good for health.

B: ... because green tea contains high anti-oxidant.

Choose the right expression:

A. I don't think so

~~X~~ Of course

C. I believe

D. In my experience

14. A: In my experience we don't need to drink mineral water that much.

B: ... Our body need at least 2L of mineral water.

Choose the correct expression:

A. As I see

It is not justified to say so

~~X~~ I think so too

D. I agree with you

15. A: I think I will take the yellow one.

B: ... It makes your skin looks dull.

Choose the correct expression:

A. Exactly!

~~X~~ Absolutely!

~~X~~ I guess not

D. I agree with you

16. A: Drinking coffee in the morning before eat something does not make your stomach ill.

B: ... It is increasing your stomach acid.

Choose the correct expression:

~~X~~ I don't think it's a good idea

B. I strongly agree

C. That's a good idea

D. That's for sure

17. A: I think English is not a universal language.

B: ... because English language already approved as a universal language.

Choose the correct expression:

A. Exactly!

B. Good idea!

~~X~~ I doubt with that

D. Neither do I

18. My sister ... in the hospital.

~~X~~ Works

B. Work

C. Working

D. Worked

19. We ... after sick people.

~~X~~ Look

B. Looking

C. Looks

D. Looked

20. Thermometer ... used to check body temperature

~~X~~ is

B. Am

C. Are

D. To be

Name : HAELLA LISTIANING
 Class : X IGP 6
 Student's Number : 24

SCORE
80

Please read the instructions carefully!

- Do not forget to pray, so that you will be given ease
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

PRF-TEST

5:4 6:16

Choose the correct answer among A, B, C, or D by crossing (X) the right answer!

- What's your ... about the case of the patient in IGD?
 A. Opinion
 B. Feel
 C. Problem
 D. Experience
- A: ... to do this weekend?
 B: I personally planning to go to visit my grand mother in the hospital this weekend.
 Choose the right expression:
 A. Do you have any idea
 B. On my view
 C. I consider to
 D. Feel that we should
- A:?
 B: I think it's a little bit hard and stressful.
 Choose the right expression according to the response
 A. What is your opinion about my house?
 B. Please tell me your opinion on my drawing?
 C. Any comments?
 D. How about today's lesson?
 A. ... to me the patient suffered a fracture in his arm.
 A. I think
 B. According
 C. In my opinion
 D. I reckon

- A: How do you think about the car?
 B:
 Choose the right expression:
 A. What's your opinion about the car?
 B. I think the car is expensive
 C. I don't agree with that
 D. I think so
- A: What's your opinion about the movie?
 B: ... the movie was amazing.
 Choose the correct expression to feel the blank
 A. Not bad
 B. I don't agree with you
 C. I don't think so
 D. As I see
- A: My throat was itchy and sore.
 B: ... it's signs of coughing.
 Choose the right expression:
 A. Well, I think
 B. I don't think so
 C. I'm in same opinion
 D. I sorry, but
 A: Do you think that our city is very hot today?
 B: ... today is the hottest day in a week.
 Choose the right expression:
 A. Yes, I do
 B. Of course
 C. I reckon that
 D. I doubt with you
- A: Today the weather is extremely hot. Some ics-tea will make it so refreshing.
 B: ... Let's take some.
 Choose the right answer:
 A. I think
 B. I believe that
 C. I reckon
 D. That's absolutely right
 A: I think parents shouldn't give smartphone to their children just to make them stop crying.
 B: ... It's better if the parent let them to control their emotion themselves.
 Choose the right expression:
 A. I don't think so
 B. Neither do I
 C. I disagree with you
 D. I am not convinced that
- A: The government plans to increase the scholarship next year.
 B: ... It will help the students with low economic.
 Choose the correct expression:
 A. I totally agree with that
 B. I am on different opinion
 C. No way
 D. I beg to differ

- A: I think students are allowed to give their opinion in the school.
 B: ... Students opinion also give impact to the school progress.
 Choose the right expression:
 A. Absolutely!
 B. I think
 C. I don't think so
 D. I doubt with that
- A: I think green tea is good for health.
 B: ... because green tea contains high anti-oxidant.
 Choose the right expression:
 A. I don't think so
 B. Of course
 C. I believe
 D. In my experience
- A: In my experience we don't need to drink mineral water that much.
 B: ... Our body need at least 2L of mineral water.
 Choose the correct expression:
 A. As I see
 B. It is not justified to say so
 C. I think so too
 D. I agree with you
- A: I think I will take the yellow one.
 B: ... It makes your skin looks dull.
 Choose the correct expression:
 A. Exactly!
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 C. I guess not
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- A: Drinking coffee in the morning before eat something does not make your stomach ill.
 B: ... It is increasing your stomach acid.
 Choose the correct expression:
 A. I don't think it's a good idea
 B. I strongly agree
 C. That's a good idea
 D. That's for sure
- A: I think English is not a universal language.
 B: ... because English language already approved as a universal language.
 Choose the correct expression:
 A. Exactly!
 B. Good idea!
 C. I doubt with that
 D. Neither do I
- My sister ... in the hospital.
 A. Works
 B. Work
 C. Working
 D. Worked
- We ... after sick people.
 A. Look
 B. Looking
 C. Looks
 D. Looked

- Thermometer ... used to check body temperature.
 A. Is
 B. Am
 C. Are
 D. To be

Post-Test Control Class

Name : MITA PURWATI
 Class : X IPA 02020108 B
 Student's Number : 29

SCORE
 95

Please read the instruction carefully!

- Do not forget to pray, so that you will be given ease.
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

POST-TEST

Choose the correct answer among A, B, C, or D by crossing (X) on the right answer!

- ... about my new outfit?
 X What do you think?
 B. What are you doing?
 C. How are you?
 D. How do you do?
 Z A: I'd like to know your ... on the phenomenon we are researching?
 B: In my point of view, this is a rare phenomenon.
 Choose the correct expression:
 X Experience
 B. Feeling
 C View *S:1*
 D. Thought *B: 1g*
- ... eat a good food is a key to keep healthy.
 X As for me
 B. I not sure that
 C. That's not always true
 D. I beg to differ
- A:?
 B: I think you should do exercise three times a week to maintain your health.
 Choose the right expression according to the right response
 A. What is your view about my outfit?
 X What's your opinion to maintain healthy
 C. How do you feel about my old car
 D. Any comments
- ... eat a good food is a key to keep healthy.
 X As for me
 B. I not sure that
 C. That's not always true
 D. I beg to differ
- Children should not eat sugar.
 B: ... children can eat sugar but not too much. Because sugar increase children energy.
 Choose the correct expression:
 A. Neither do I
 X I not convinced that
 C. I think so.
 D. That's a good point
- Should we visit beach now?
 B: ... It's too hot out there.
 Choose the correct expression:
 X I'm sorry, but
 B. Of course
 C. In my experience
 D. Absolutely!
- A: I think the final test is too easy.
 B: ... It's really hard for me.
 Choose the correct expression:
 A. You're right
 B. Of course
 X I don't think so
 D. Exactly!
- Spicy food is good for your health.
 B: ..., because spicy food causes stomachache.
 Choose the correct expression:
 A. Sounds great!
 B. Tell me about it
 X That's not always true
 D. That's true
- A: I believe that sleep late does not cause any disease.
 B: ... Sleep late could dropping your immune system.
 Choose the correct expression:
 A. Cool
 B. It certainly is
 X You must be joking
 D. Great idea
- My younger sister ... sick.
 A. Is
 B. Am
 C. Are
 X To be
 D. Be
- I ... a nurse.
 X Is
 B. Am
 C. Are
 D. To be
- My mom ... my grand mother in the hospital.
 A. Visit
 B. Visits
 X Visiting
 D. Visited
- Nurse ... a patient using stethoscope.
 A. Check
 X Checking
 C. Checks
 D. Checked

- What do you think about junk food?
 B: ... junk food is an unhealthy food.
 Choose the correct expression:
 A. I'm agree with you
 X I reckon that
 C. I don't know
 D. What's your feel about that?
- I'd like to know your views on Aedes Aegypti?
 B: ... it is an animal which causes fever dengue disease.
 Choose the correct expression:
 X In my point of views
 B. Of course
 C. Do you think
 D. I am in a different opinion
- ... that swimming could maintain heart and lung health.
 A. Thought
 B. Experience
 X Believe
 D. Mind
- A: The best way to stay organized is to make a to-do list.
 B: ... To-do list can help you to stay organized.
 Choose the right expression:
 A. I don't know
 B. I'm sorry, but I'm not sure about that
 C. Not necessarily
 X Sounds great!
- Nutrition food can prevent disease to come in the body.
 B: ... Because our body need good nutrition.
 Choose the correct expression:
 A. Not necessarily
 X You're absolutely right
 C. I think
 D. I can't agree more with you
- Maintaining cleanliness is very important to reduce the spread of disease.
 B: ... Dirt cause many diseases.
 Choose the correct expression:
 A. Of course not
 B. Absolutely not
 C. That's ridiculous
 X Exactly!
- Parent should not let their children to get married too early.
 B: ... Children should explore more about their skill and experience before get married.
 Choose the correct expression:
 X Absolutely!
 B. I don't know
 C. I am afraid with that
 D. I'm not convinced that



Name : *Sarinda*
 Class : *X IIR B*
 Student's Number :

SCORE
90

Please read the instruction carefully!

- Do not forget to pray, so that you will be given ease.
- Please write down your identity containing name, class, and your student's number.
- This test does not affect student's grades.
- This test was created for the purposes of thesis research.

POST-TEST

Choose the correct answer among A, B, C, or D by crossing (X) on the right answer!

1. ... about my new outfit?
 A. What do you think?
 B. What are you doing?
 C. How are you?
 D. How do you do?
2. A: I'd like to know your ... on the phenomenon we are researching?
 B: In my point of view, this is a rare phenomenon.
 Choose the correct expression:
 A. Experience
 B. Feeling
 C. View
 D. Thought
3. A:?
 B: I think you should do exercise three times a week to maintain your health.
 Choose the right expression according to the right response
 A. What is your view about my outfit?
 B. What's your opinion to maintain healthy
 C. How do you feel about my old car
 D. Any comments
4. ... eat a good food is a key to keep healthy.
 A. As for me
 B. I not sure that
 C. That's not always true
 D. I beg to differ

5 x 2 =
 10

12. A: Children should not eat sugar.
 B: ... children can eat sugar but not too much. Because sugar increase children energy.
 Choose the correct expression:
 A. Neither do I
 B. I not convinced that
 C. I think so
 D. That's a good point
13. A: Should we visit beach now?
 B: ... it's too hot out there.
 Choose the correct expression:
 A. I'm sorry, but
 B. Of course
 C. In my experience
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 B: It's really hard for me.
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 A. You're right
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 B: ..., because spicy food causes stomachache.
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 A. Sounds great!
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 Choose the correct expression:
 A. Cool
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 C. You must be joking
 D. Great idea
17. My younger sister ... sick.
 A. is
 B. Am
 C. Are
 D. To be
18. I ... a nurse.
 A. Is
 B. Am
 C. Are
 D. To be
19. My mom ... my grand mother in the hospital.
 A. Visit
 B. Visits
 C. Visiting
 D. Visited
20. Nurse ... a patient using stethoscope.
 A. Check
 B. Checking
 C. Checks
 D. Checked

5. A: What do you think about junk food?
 B: ..., junk food is an unhealthy food.
 Choose the correct expression:
 A. I'm agree with you
 B. I reckon that
 C. I don't know
 D. What's your feel about that?
6. A: I'd like to know your views on Aedes Aegephy?
 B: ... it is an animal which causes fever dengue disease.
 Choose the correct expression:
 A. In my point of views
 B. Of course
 C. Do you think
 D. I am in a different opinion
7. I ... that swimming could maintain heart and lung health.
 A. Thoughts
 B. Experience
 C. Believe
 D. Mind
8. A: The best way to stay organized is to make a to-do list.
 B: ... To-do list can help you to stay organized.
 Choose the right expression:
 A. I don't know
 B. I'm sorry, but I'm not sure about that
 C. Not necessarily
 D. Sounds great!
9. A: Nutrition food can prevent disease to come in the body.
 B: ... Because our body need good nutrition.
 Choose the correct expression:
 A. Not necessarily
 B. You're absolutely right
 C. I think
 D. I can't agree more with you
10. A: Maintaining cleanliness is very important to reduce the spread of disease.
 B: Dirt cause many diseases.
 Choose the correct expression:
 A. Of course not
 B. Absolutely not
 C. That's ridiculous
 D. Exactly!
11. A: Parent should not let their children to get married too early.
 B: ... Children should explore more about their skill and experience before get married.
 Choose the correct expression:
 A. Absolutely!
 B. I don't know
 C. I am afraid with that
 D. I'm not convinced that



Name : Malla Isfandi
 Class : X ICPD
 Student's Number : 20

SCORE
85

POST-TEST

- Please read the instruction carefully!
- Do not forget to pray, so that you will be given ease.
 - Please write down your identity containing name, class, and your student's number.
 - This test does not affect student's grades.
 - This test was created for the purposes of thesis research.

Choose the correct answer among A, B, C, or D by crossing (X) on the right answer!

1. ... about my new outfit?
 A. What do you think?
 B. What are you doing?
 C. How are you?
 D. How do you do?
2. A: I'd like to know your ... on the phenomenon we are researching?
 B: In my point of view, this is a rare phenomenon.
 Choose the correct expression:
 A. Experience
 B. Feeling
 C. View
 D. Thought
3. A:?
 B: I think you should do exercise three times a week to maintain your health.
 Choose the right expression according to the right response
 A. What is your view about my outfit
 B. What's your opinion to maintain healthy
 C. How do you feel about my old car
 D. Any comments
4. ... eat a good food is a key to keep healthy.
 A. As for me
 B. I not sure that
 C. That's not always true
 D. I beg to differ

5. A: What do you think about junk food?
 B: ... junk food is an unhealthy food.
 Choose the correct expression:
 A. I'm agree with you
 B. I reckon that
 C. I don't know
 D. What's your feel about that?
6. A: I'd like to know your views on Aedes Aegypti?
 B: ... it is an animal which causes fever dengue disease.
 Choose the correct expression:
 A. In my point of views
 B. Of course
 C. Do you think
 D. I am in a different opinion
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 B. Experience
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 C. Not necessarily
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9. A: Nutrition food can prevent disease to come in the body.
 B: ... Because our body need good nutrition.
 Choose the correct expression:
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 A. Of course not
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 C. That's ridiculous
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 Choose the correct expression:
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 C. I am afraid with that
 D. I'm not convinced that

12. A: Children should not eat sugar.
 B: ... children can eat sugar but not too much. Because sugar increase children energy.
 Choose the correct expression:
 A. Neither do I
 B. I not convinced that
 C. I think so
 D. That's a good point
13. A: Should we visit beach now?
 B: ... it's too hot out there.
 Choose the correct expression:
 A. I'm sorry, but
 B. Of course
 C. In my experience
 D. Absolutely!
14. A: I think the final test is too easy.
 B: ... It's really hard for me.
 Choose the correct expression:
 A. You're right
 B. Of course
 C. I don't think so
 D. Exactly!
15. A: Spicy food is good for your health.
 B: ... because spicy food causes stomachache.
 Choose the correct expression:
 A. Sounds great!
 B. Tell me about it
 C. That's not always true
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16. A: I believe that sleep late does not cause any disease.
 B: ... Sleep late could dropping your immune system.
 Choose the correct expression:
 A. Cool
 B. It certainly is
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 A. Is
 B. Am
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 D. To be
18. I ... a nurse.
 A. Is
 B. Am
 C. Are
 D. To be
19. My mom ... my grand mother in the hospital.
 A. Visit
 B. Visits
 C. Visiting
 D. Visited
20. Nurse ... a patient using stethoscope.
 A. Check
 B. Checking
 C. Checks
 D. Checked

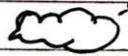


Appendix 11: Treatment Sheet

Treatment I

No. _____

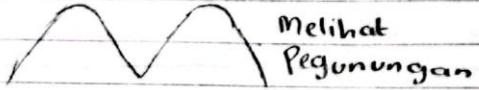
Date : _____

<input type="checkbox"/>	Translate :	
<input type="checkbox"/>		
1.	View : melihat →	 mata.
2.	Experience : Pengalaman →	 membaca puisi
3.	Thought : pikiran →	 Otak
4.	Exercise : Latihan →	 latihan nyanyi.
5.	I beg to differ : saya mohon untuk berbeda →	 Tampil beda.
6.	Maintain health : menjaga kesehatan →	 perawat.
7.	Stuck Food :  . makan seret pah .	
8.	I reckon that : Menurutku itu →	 Lagi mikir .
9.	Different : berbeda →	
10.	Honest : jujur	
<input type="checkbox"/>		

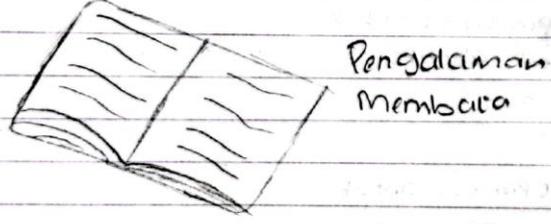
- 1. View → Melihat
- 2. Experience
- 3. Thought
- 4. Exercise
- 5. I bag to differ
- 6. maintain health
- 7. Junk food
- 8. I reckon that
- 9. different
- 10. honest → JUJUR

————— " ————— " ————— " ————— " ————— " ————— " ————— "

1. View → melihat



2. Experience → Pengalaman



3. Thought → Pikiran



4. exercise → latihan

No. _____

Date: _____

1. View = Melihat  melihat pemandangan
Vila.
2. Experience = pengalaman  pengalaman menulis
jawabannya.
3. Thought = pikiran  ~~pendapat~~ memikirkan bagaimana
caranya memasak gas.
4. Exercise = Latihan  Latihan menaiki
sepeda.
5. I beg to differ  = saya mohon untuk berbeda
bentuk paper bag.
6. maintain health = menjaga kesehatan  // menjaga kesehatan
hati dgn berjalan sehat.
7. Junk food = makanan cepat saji  makanan cepat saji
burger.
8. I reckon that = saya rasa itu  saya rasa itu mikrofon.
9. Different = berbeda  lain berbeda.
- 10.

PEACE TO ACHIEVE GOAL

VISION

Treatment II

what do you think julian?

Asus kisi:

1. Perkenalan / greeting: salam, senyum, nama lengkap, nomor panggilan, dari kelas ...
2. mengatakan maksud dan tujuannya dg menggunakan k-ingris
3. menjelaskan secara singkat tentang cerita tsb
4. Memberikan pendapat tentang apa yg sdh diceritakan.
5. memilih karakter yg disukai, dan berikan alasannya / memusi diri.
6. sampaikan pesan moral dari cerita tsb.

16-11-2023

1. Believe: meyakini  pantan
kepercayaan
2. Mind: pikiran  Surat dari pikiran
pikiran
3. Heart: Jantung  Jantung hati
4. Lungs: paru-paru  Tali paru-paru
5. Organized: Terorganisir  Saluran
terorganisir
6. Necessarily: perlu  Permen
Kepercayaan

9. Nutrition: Nutrisi  Nutrisi jeruk

8. Prevent: mencegah  pil obat pencegahan

4. Disease: penyakit  keju penyakit

10. Absolutely: sangat  bunga yg sangat indah

PEACE TO ACHIEVE GOAL



Kamis
16/11/2023

No. _____

Date: _____

- 1. Believe → Meyakini
- 2. Mind → Pikiran
- 3. Heart → Jantung
- 4. Lungs → Paru-Paru
- 5. Organized → terorganisir
- 6. Necessarily → Perlu
- 7. Nutrition → Nutrisi
- 8. Prevent → Mencegah
- 9. Disease → Penyakit
- 10. Absolutely → Sangat

1.

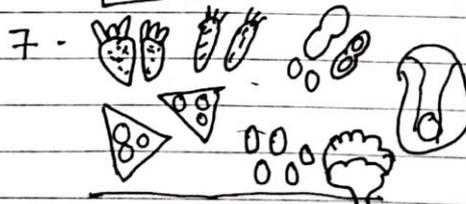
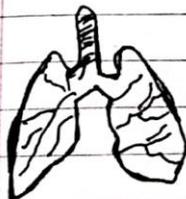


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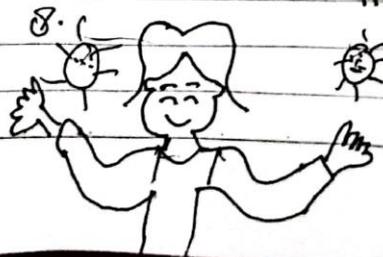


3.

4.



5.

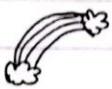


- | | | | |
|--------------|----------------|----------------|------------|
| 1. Believe | : Meyakini | 6. Necessarily | : perlu |
| 2. Mind | : pikiran | 7. Nutrition | : nutrisi |
| 3. Heart | : Hati | 8. Prevent | : Mencegah |
| 4. lungs | : Paru-paru | 9. disease | : penyakit |
| 5. Organized | : terorganisir | 10. absolutely | : sangat |

1.		7	
2.		8.	
3.		9.	
4.		10.	
5.			

Treatment III

No. _____
Date: _____

- 1. Ridiculous : konyol  perwarna konyol
- 2. Explore : mengeksplorasi  paket bereksplorasi
- 3. Afraid : Takut  Takut pelangi
- 4. Convinced : yakin  cat keyakinan
- 5. stomachache : sakit perut  sakit perut karena makan tomat
- 6. It certainly is : memang benar  memang benar lukisan yg indah
- 7. Neither : juga tidak  pisau juga tidak
- 8. Justified : dibenarkan  jus kebenaran

Simple Present Tense

Plural (Jamak) : Single / Tunggal.

I ... am	He	} is
you ... are	she	
we ... are	it	
they are		

Ex :

1. Cats are mammals 2. My sister works
 O tobe S

- 1) Ridiculous Stomachache
- 2) Explore it certainly is → memang demikian
- 3) Afraid Mother juga takut
- 4) Convinced yakin justified dibenarkan

1.  Konyol

5.  Sakit

2.  Menjelajah

3.  takut

	Simple Present Tense			
<input type="checkbox"/>	to be			
<input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> I You we They </div>	name	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> He She It </div>	
<input type="checkbox"/>		are		IS Single (Tunggal)
<input type="checkbox"/>		are		
<input type="checkbox"/>		are		
<input type="checkbox"/>		are		
<input type="checkbox"/>		cats are mammals s tobe 0		
<input type="checkbox"/>	Ridiculous: konyol		Stomachache: sakit perut	
<input type="checkbox"/>	Explore: menjelajah		It certainly IS: memang demikian	
<input type="checkbox"/>	Afraid: takut		Neither: juga tidak	
<input type="checkbox"/>	convinced: yakin		Justified: di bantarkan	
<input type="checkbox"/>			YES NO	



BIOGRAPHY

A. Profile

1. Name : Echoza Fairuz Hasna
2. Students' Number : 1917404070
3. Place/Date of Birth : Banyumas, 16 February 2000
4. Address : Sari Antan St. Number 20, 02/10 Kutasari,
Cipari, Cilacap
5. Name of Father : Sri Purwoko
6. Name of Mother : Endah Sri Handayani

B. Formal Education

1. SD Negeri Kutasari 01, Cipari – Cilacap, graduation year: 2012
2. SMP Negeri 2 Tanon, Tanon – Sragen, graduation year: 2015
3. SMK Negeri 1 Sragen, Sragen – Sragen, graduation year: 2018
4. SI UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019

C. Organization Experience

1. Dewan Ambalan Penegak (DAP) Bima dan Arimbi
2. Tim Pelatih Upacara (TPU)

Purwokerto, 20 January 2024



Echoza Fairuz Hasna