

**MNEMONIC PEGWORD AS A METHOD IN TEACHING  
VOCABULARY FOR EFL YOUNG LEARNERS**

**SKRIPSI**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY  
2020**

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**Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Department**



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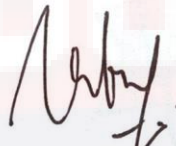
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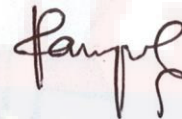
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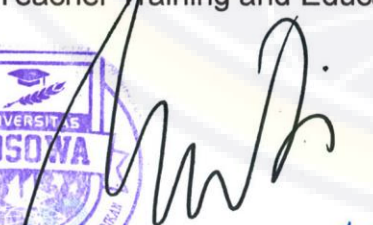
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## PERNYATAAN KEASLIAN SKRIPSI

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## ABSTRACT

**Nini Rahayuningsi. 2020.** *Mnemonic Pegword as a Method in Teaching Vocabulary for EFL Young Learners. (Supervised by Ulfah Syam and Rampeng)*

The objective of this research was to know how the improvement of vocabulary for EFL young learners by using mnemonic pegword as a method in teaching vocabulary.

This research used pre-experimental by using one group pre-test and post-test design with quantitative approach. The population of this research was the seventh grade of SMPN 40 Bulukumba in the academic year 2020/2021. The writer used cluster random sampling technique. The number of samples were 30 students from the class of seven D.

After conducted the research, the writer concluded that using Mnemonic Pegword as a method in teaching vocabulary can improve the students' vocabulary mastery. It was proved by the mean score of the students' pre-test and post-test. The mean score of the students' pre-test was 42.3 and the mean score of the students' post-test was 69.1. The significant difference between t-test 13.83 was higher than t-table 2.045 at the level of significance 0.05 and the degree of freedom (df = 29). The result of students' post-test was higher than pre-test. It means that there was significant improvement of the students' vocabulary mastery.

**Keywords:** Mnemonic Pegword, vocabulary, EFL, young learners.

## ABSTRAK

**Nini Rahayuningsi. 2020.** *Mnemonic Pegword as a Method in Teaching Vocabulary for EFL Young Learners. (Dibimbing oleh Ulfah Syam and Rampeng)*

Tujuan penelitian ini adalah untuk mengetahui bagaimana peningkatan kosakata bahasa Inggris sebagai bahasa asing pada pelajar usia dini dengan menggunakan metode mnemonic pegword dalam mengajarkan kosakata.

Penelitian ini menggunakan metode pre-experimental dengan rancangan penelitian one group pre-test and post-test desain dengan pendekatan kuantitatif. Populasi penelitian ini adalah siswa kelas VII di SMPN 40 Bulukumba tahun ajaran 2020/2021. Penulis menggunakan teknik cluster random sampling. Jumlah sampel sebanyak 30 siswa dari kelas VII.D.

Setelah melakukan penelitian, penulis menyimpulkan bahwa penggunaan Mnemonic Pegword sebagai metode dalam pengajaran kosakata dapat meningkatkan penguasaan kosakata siswa. Hal ini dibuktikan dengan nilai rata-rata pre-test dan post-test siswa. Nilai rata-rata pre-test siswa adalah 42.3 dan nilai rata-rata post-test siswa adalah 69.1. Perbedaan signifikan antara t-test 13.83 lebih tinggi daripada t-table 2.045 pada level of significance 0.05 dan the degree of freedom (df = 29). Hasil post-test lebih tinggi daripada pre-test. Berarti terdapat peningkatan yang signifikan terhadap penguasaan kosakata siswa.

Kata Kunci: Mnemonic Pegword, kosakata, EFL, pelajar usia dini.

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I would like to express my gratitude to Prof. Dr. Ir. M. Saleh Pallu, M.Eng as the Rector of Bosowa University; Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education; Ulfah Syam, S.S., M.Pd as the Head of English Education Department.

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The writer realizes that this skripsi is not perfect, therefore the writer hopes that this skripsi will be useful for the writer herself and the readers.

Makassar, 14 September 2020

Nini Rahayuningsi



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# CHAPTER I

## INTRODUCTION

This chapter contains the background, identification of the problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

### A. Background

Vocabulary is an essential element in learning English as a foreign language components, because it affects the four English language component skills, such as listening, speaking, reading, and writing.

Ekawati (2017), defined vocabulary is one of language components that is very essential to be mastered. Without mastering vocabulary, the skills would be meaningless.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). In learning English as a foreign language, teaching vocabulary to young learners mastered faster because in this golden age, young learners learn foreign languages more quickly than teenagers and adults. The best time to learn vocabulary is from an early age (Kusuma et al., 2017).

Based on the writer observation at the seventh grade of SMPN 40 Bulukumba. The writer found the main problem faced by students in mastering vocabulary that the students still lack of vocabulary. So, the students are still using Indonesian when they were asking and answering the question from the teacher.

There are many techniques in mastering vocabulary, the researcher interests to apply mnemonic pegword method. The pegword method is a simple

memory technique for remembering lists of information (Metivier, 2020). Pegword system is a mnemonic technique which use the components that have been mastered before. Its components are formatted in pairs, such as; red-saga, heat-fire, sky-earth, etc. The words are used to remember words which have similar characters such as; blood, lipstick, hell, etc. (Muhibbin in Gofar, 2008). By using mnemonic pegword as a method in English learning hopefully, the writer, the students, the teachers, and the readers can understand more and master vocabulary.

Based on the problem above, the researcher intends to do a study entitled "Mnemonic Pegword as a Method in Teaching Vocabulary for EFL Young Learners".

### **B. Identification of the Problem**

The factor that becomes the obstacle in mastering vocabulary is the limited number of words mastered. The other problem faced by students is the fact that they can not recall the vocabulary items they have memorized and the difficulty to understand the meaning of the words.

### **C. Scope of the Research**

The writer will limit the research on the following problems to avoid misinterpretation of the problem they are:

1. This research was conducted at the seventh grade of SMPN 40 Bulukumba.
2. This research was limited to mnemonic pegword method.

#### **D. Formulation of the Problem**

Concerning to the background above, the writer formulated a problem statement as “How is the improvement of vocabulary for EFL young learners by using mnemonic pegword as a method in teaching vocabulary at the seventh grade of SMPN 40 Bulukumba?”

#### **E. Objective of the Research**

The objective of the research was to know how the improvement of vocabulary for EFL young learners by using mnemonic pegword as a method in teaching vocabulary.

#### **F. Significance of the Research**

The significances of the study follows:

1. For the students, the writer hopes this research can help the EFL young learners to have more understanding and mastering vocabulary.
2. For the teachers, the writer hopes this research can help the teachers to improve students' vocabulary mastery by using mnemonic pegword method.
3. For the next researchers, the writer hopes this research can be used as a tool to help the others researchers in comparative reference and as sources of information.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter concerns with theoretical review, previous related research findings, conceptual framework, and hypothesis.

#### **A. Theoretical Review**

##### **1. Teaching Vocabulary for EFL Young Learners**

###### **a. Definition of Vocabulary**

Cambridge Dictionary (2020) defined vocabulary as all the words used by a particular person, or all the words that exist in a particular language or subject.

Vocabulary is core component of language proficiency and it provides much of the basis for how well learners speak, listen, read and write.

Lynne in Purnama (2016) defined that vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learned from participating in discourse, and is essential to participating in it.

Hatch and Brown in Nugroho et al (2011) defined that vocabulary is the foundation to build languages, which plays a fundamental role in communication.

Merriam-Webster Online Dictionary (2020) has three definitions of vocabulary as following:

- 1) A list or collection of words and phrases usually alphabetically arranged and explained or defined.
- 2) A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.



3) A list or collection of terms or codes available for use.

Burn and Broman in Setiawan (2010) defined that vocabulary is the stock of words used by person, class or professional, all having much in common, yet each distinctly different.

Referring to several definitions above, the writer concludes that vocabulary is the total number of words in language. Vocabulary is core component of English language component skills, which plays a fundamental tool in communication.

#### **b. Types of Vocabulary**

There are several types of vocabulary that have been given by experts, some of them are:

Dewang in Wijorse (2017) stated that word in language is a small element, which could make up a language and function to express an idea. Types of vocabulary are:

- 1) Passive or recognition vocabulary, which is made up the words, one recognizes in the context or reading material but he does not actually use himself.
- 2) Active vocabulary which consists of working words is used daily in writing and speaking.

Hatch & Brown in Setiawan (2010) divided two kinds of vocabulary, namely receptive and productive vocabulary, they are:

- 1) Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that

the learners recognize when they see it in reading context but do not use it in speaking and writing.

- 2) Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing.

Based on several experts statement above, the writer concludes that there are two types of vocabulary, they are vocabulary is words that the learners recognize when they occur in reading context namely passive or receptive vocabulary. While vocabulary is words that the learners recognize when they occur in speaking and writing context namely active or productive vocabulary.

### **c. The Importance of Vocabulary**

Liyaningsih (2017) said that vocabulary is central to language and very important in learning English. We need to communicate and express the speaker's mean. That is the reason why vocabulary is important in learning English. Vocabulary can support the learner to learn the language skill. The large vocabulary helps the learner to express their idea because vocabulary really supports the learners to learn the skill of the target language. Without vocabulary people will not be able to communicate.

In English language teaching, learning vocabulary is very essential, when students have many a lot of vocabularies, they can easily learn English. Some studies said that vocabulary has an essential role in increasing the ability in the teaching and learning process (Nurlaili et al., 2015). Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). The important of vocabulary role in the student's learning is needed to

consider because if the vocabulary is not ensured and developed, the vocabulary mastery of the learners will be limited and they will find many difficulties in teaching learning English (Liyaningsih, 2017).

Vocabulary is very important because vocabulary is the basic lesson for young learners before they start to study about English language further (Liyaningsih, 2017). The young learners will have difficulty in understanding what they hear, read and learn, if they do not know the meaning of words.

Vocabulary is an essential element in learning English as a foreign language components which is essential to communicate each others. According to (Ekawati, 2017) vocabulary is one of language components that is very essential to be mastered. Without mastering vocabulary, there will be difficulties when interacting with others.

A person with a limited vocabulary will never be able to speak, write, read or understand a language effectively (Mutalib et al., 2014).

#### **d. Vocabulary Mastery**

Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language and plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Susanto & Fazlinda, 2016).

Dewang in Wijorse (2017) the mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, and so on. Whether is orally or in written to other people, talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

Related to the explanation above, the writer concludes that vocabulary mastery is an essential component to build the English language skills, such as listening, speaking, reading, and writing.

#### **e. The Function of Vocabulary**

Vocabulary have to learn because vocabulary is a basic of understanding the word, paragraph, sentences, text and book including the materials to read in each context.b

Alqahtani (2015) stated that there was not much value in being able to produce grammatical sentences if one was not get the vocabulary that needed to convey what one wish to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

#### **f. English as a Foreign Language (EFL)**

According to Fitriati & Jannah (2016), English as an International language is the most widely used around the world. Language is a communication tool that plays an important thing used by people to communicate each others. Language is known as a means of communication between humanity. Language is

also recognized as a means of expressing ideas and wishes. All the information is delivered by the language.

In Indonesia, English is not as a second language but as a foreign language. English as a Foreign Language (EFL), refers to learning and using English as an additional language in a non-English speaking country. The foreign languages, in this case English as an interval language, can need to face the development of a very fast world today. Moreover, learning foreign languages to children mastered faster because in this golden age, children learn foreign languages more quickly than adults.

#### **g. Young Learners Characteristic**

According to Kusuma et al., (2017) the best time to learn vocabulary is from an early age. One of the reasons of teaching English in elementary level is because the best time to learn language is the early age (Liyaningsih, 2017).

Young learners are divided into three levels, such as pre-school learners (2-4 years old), primary school learners (4-8 years old), and secondary school learners (9-12 years old) (Nuraeningsih & Rusiana, 2016).

Philips in Devi (2009) said that young learners are the children from the first year formal schooling (five/six years old to eleven/twelve of age).

Liyaningsih (2017) stated that young learners have own special characteristics that differentiate them from adult learners. The young learners special characteristics in learning the language, they are as the following:

- 1) Children respond the language well through concrete things (visual things) rather than abstract things.

- 2) Children need physical movements and real activities to stimulate their thinking.
- 3) Children will be enthusiastic if they are taught using fun activities or being involved in activities.
- 4) Children love to play, and learn best when they are enjoying themselves.
- 5) Children learn well through something that is close to their culture.
- 6) Children like to work together.

## **2. Mnemonic Pegword as a Method in Teaching Vocabulary**

### **a. Mnemonics**

Solso in Amiryousefi & Ketabi (2017) defines mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory.

One of the most significant current discussions in learning and teaching is the mnemonic vocabulary technique, which plays a key role in learning a second or foreign language because it connects new learning to prior knowledge through the use of visual or acoustic cues (Mokhtar et al., 2017).

Mnemonics are always using the principle of association, information that in mind associated with any other information that is easy to remember. One strategy that can be used to optimize the storage of information in memory is to use association. Association is a strategy that connects between the two biator more information. Because associative recall work, then what people need to do is make creative associations between two or more bits of information (Lannymuklim's blog in Wijorse, 2017).

There are many types of mnemonic device, among others are rhyme, acronym and acrostic, pegword system, method of loci, and keyword system

#### **b. Pegword Method**

The pegword method is a simple memory technique for remembering lists of information (Metivier, 2020).

Pegword system is a mnemonic technique which use the components that have been mastered before. Its components are formatted in pair, such as; red-saga, heat-fire, sky-earth, etc. the words are used to remember words which have same character such as; blood, lipstick, hell, etc. (Muhibbin in Gofar, 2008).

#### **c. The Advantages and Disadvantages of Mnemonic Pegword Method**

Jurowski et al (2015) stated that there are many advantages and disadvantages of mnemonic strategies.

The advantages of mnemonic strategies as following:

- 1) Procedures for intensification of memory.
- 2) Extremely effective in helping people to remember things.
- 3) Own prepared mnemonics by students outperform the results in comparison to students in free-study conditions.
- 4) Often enables information to be better retained in memory.
- 5) Memory strategies.
- 6) Is not as dependent as a memory schema.

The disadvantages of mnemonic strategies as following:

- 1) Are not comprehension strategies.

- 2) Low or lack connection between the conceptual content and the material being learned.
- 3) Students' performances may be lower than when teachers supply the strategies.
- 4) Are focused only on certain aspects of their operation.
- 5) Are not teaching and learning method.

The advantages of mnemonic pegword method as following:

- 1) Effective in helping students to remember word.
- 2) Using mnemonic pegword method by students outperform the results in comparison to students in conventional method.
- 3) Often enables information to be better retained in memory.

The disadvantages of mnemonic pegword method as following:

- 1) Low or lack connection between the conceptual content and the material being learned.
- 2) Are focused only on certain aspects of their operation.

## **B. Previous Related Research Findings**

Some writers that have conducted the research that related to this research are follows:

Gofar, A. (2008) in his research "Teaching Vocabulary Through Mnemonic Device (The Experiment Study at the Second year of SMP As-syuja'iyyah Sukaraja Bogor)". The result of the analysis of the research shows the value of  $t_o$  is higher than the value of  $t_t$ . It means that the mnemonic technique has



proven as one of techniques that could be used in improving students' vocabulary development.

Lestari, N. (2016) in her research "The Use of Mnemonic Technique to Increase Students' Vocabulary Mastery (A Classroom Action Research at Eighth Grade Students of SMPN 2 Banyubiru in Academic Year of 2016/2017)". The result of this study showed that students' improvement in mastering vocabulary was statistically significant. Based on the research conducted, the writer found the significant improvement between cycle I and cycle II, it can be seen from the mean of cycle I which is 60,56 for pre-test and 69,09 for post-test, and the mean of cycle II which is 64,62 for pre-test and 83,21 for the post-test. The calculation showed that t-calculation is bigger than t-table. There were  $7,10 > 2,04$  in cycle I and  $9,38 > 2,04$  in cycle II. It can be concluded that the application of mnemonic technique can improve students' vocabulary mastery.

Rochimah (2016) in her research "The Effectiveness of Using Mnemonic Devices in Teaching Vocabulary at The Seventh Grade of SMP N 2 Prembun in The Academic Year of 2015/2016". The result of t-value is 3.644. Based on the t-value on t-table for ( $n_1=30$  and  $n_2=30$ ) and the significance level is 5%, the value of t-table is 2.002. The computation shows that t-value was higher than t-table is ( $3.644 > 2.002$ ). Another result is the mean of experimental group is higher than the mean of control group. The mean of experimental group is 76.70 ; meanwhile, the mean of control group is 66.30. The research findings indicate that using mnemonic devices is effective in teaching vocabulary at the seventh grade of SMP N 2 Prembun.

Maghy S. J (2015) in her research “Effectiveness of mnemonics on Achievement of Students’ in Mathematics at Highschool level”. He concluded the details of the analysis of data shows that when compare to lecture method of teaching, there exist an effect of mnemonics on, achievement of students in mathematics. From the analysis it is very clear that mnemonics method of teaching is superior to lecture method of teaching it also helps to reduce the difficulty of students in learning mathematics. Hence this strategy can be effectively use in our present classroom set up ant the package is relevant and significant. It can make the students’ motivated and the classroom interesting.

Azmi M. N. L et al (2016) in their research “A Case Study on the Effects of Mnemonics on English Vocabulary.” The finding which the writer obtains from the questionnaire is most of the respondents can remember the English words for longer time after they have been introduced to the mnemonic technique. The writer concluded that mnemonic technique is effective compared to the normal teaching technique.

Referring to the explanation above, the writer concludes that using mnemonic technique is effective in teaching vocabulary. Mnemonic technique can improve students’ vocabulary mastery.

The previous studies above have the similarity with the current research which concern on teaching vocabulary by using mnemonic technique. Meanwhile, there is the difference between the previous studies and the current research is the current research only focused on mnemonic pegword method for young learners.

### C. Conceptual Framework

The conceptual framework underlying of this research was illustrated in the following diagram.

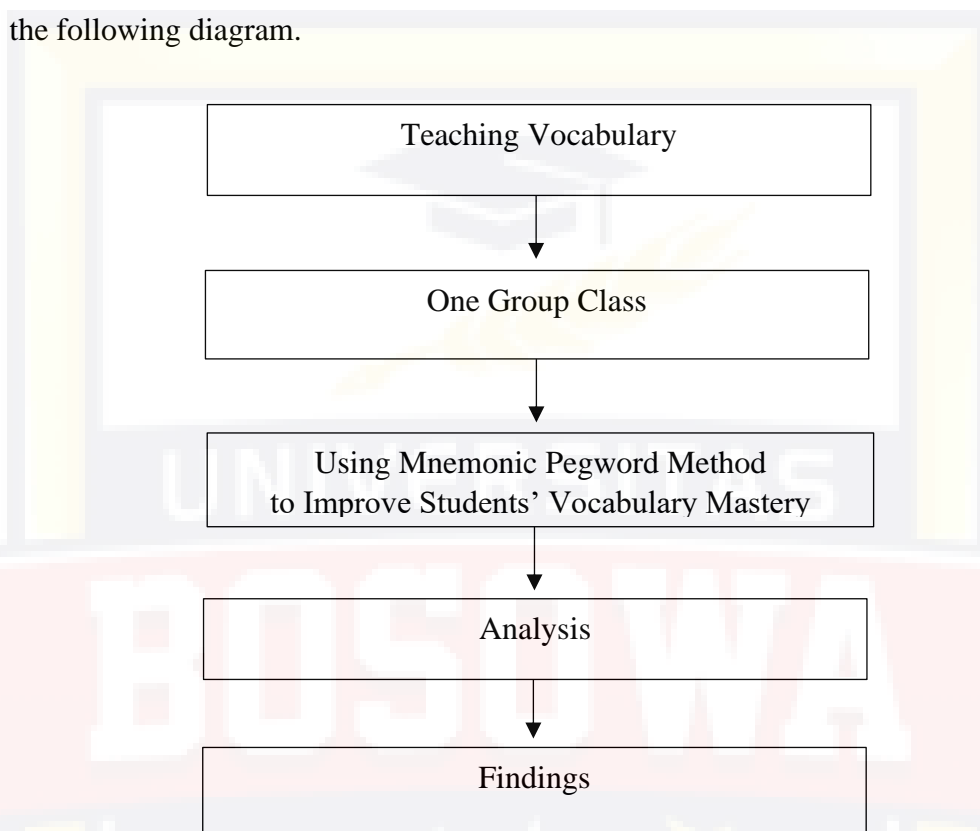


Figure 2.1 Conceptual Framework

Vocabulary is the most important aspect of language to teach. Teaching vocabulary is an activity of giving knowledge and materials about vocabulary. In learning English as a foreign language, teaching vocabulary to young learners mastered faster because in this golden age, young learners learn foreign languages more quickly than teenagers and adults.

Based on the previous chapter that has been explained previously, the main problem faced by students in mastering vocabulary that the students still lack of

vocabulary. So, the students are still using Indonesian when they were asking and answering the question from the teacher.

Related to the problem statement above, the writer intended to doing the research in teaching vocabulary by using mnemonic pegword method to make easier to understand and remembering all the words that they have been mastered before and improve the vocabulary mastery. The writer will apply pre-experimental research design which use one group pre-test and post-test design with quantitative approach. Pre-test will be carried out before the treatment is administered and post-test will be carried out after the treatment is administered. Both of them will be carried on a single group.

After doing the research, the writer hopes that using mnemonic pegword method in teaching vocabulary for EFL young learners can improve the students' vocabulary mastery.

#### **D. Hypothesis**

1.  $H_0$ : Mnemonic pegword as a method in teaching vocabulary does not improve the EFL young learners' vocabulary at the seventh grade of SMPN 40 Bulukumba.
2.  $H_1$ : Mnemonic pegword as a method in teaching vocabulary improves the EFL young learners' vocabulary at the seventh grade of SMPN 40 Bulukumba.

### CHAPTER III

#### RESEARCH METHODOLOGY

This chapter deals with research design, time and location of the research, population and sample of the research, research variable and operational definition, instrument of the research, procedure of collecting data, and technique of data analysis.

##### **A. Research Design**

According to Sugiyono in Rahmawati (2016) stated that experimental research can be defined as research method that is used to know the influence of certain treatment toward others in uncontrolled condition.

There are several kinds of experimental research, namely pre-experimental, true-experimental, and quasi-experimental design. The research design applied in this research is pre-experimental by using one group pre-test and post-test design with quantitative approach. This research design treated with no control group. Pre-test was carried before the treatment administered and post-test was carried after the treatment administered. Both of them was carried on a single group. The design can be present as follows:

$O_1 \times O_2$

Where:  $O_1$  = Pre-test  
 $x$  = Treatment  
 $O_2$  = Post-test

(Sugiyanto in Ardima, 2016)

## **B. Time and Location of the Research**

The study was conducted on August 31<sup>st</sup> - September 7<sup>th</sup> 2020 at the seventh grade of SMPN 40 Bulukumba in the academic year 2020/2021.

The writer took one week, for four meetings, consisting of presenting the lesson and giving test for the research.

## **C. Population and Sample of the Research**

### **1. Population**

The population of this study was the seventh grade of SMPN 40 Bulukumba in the academic year 2020/2021 consisted of 210 students divided into seven classes.

### **2. Sample**

In this study, the writer used cluster random sampling technique, the number of samples are 30 students from VII.D.

## **D. Research Variable and Operational Definition**

### **1. Variable of the Research**

There are two variables in this research namely dependent and independent variables. The dependent variable is teaching vocabulary for EFL young learners, while the independent variable is the use of the mnemonic pegword method.

### **2. Operational Definition of Variables**

To prevent bias interpretation especially related to the terms used in this research, operational definition of the involve variables are formulate as follows:

#### **a. Vocabulary**

Vocabulary is the basic thing that most essential to mastering the English skills.

#### **b. Mnemonic pegword method**

Mnemonic pegword method is one of the mnemonics technique that is used to recalling facts.

#### **E. Instrument of the Research**

The instrument of this study was a vocabulary test by using pre-test and post-test. Pre-test was intended to investigated the students' prior knowledge of vocabulary mastery before giving the treatment, while the post-test was given to know the students' vocabulary achievement after they got the treatment. The test of pre-test and post-test was given with the same form.

#### **F. Procedure of Collecting Data**

In collecting the data, the writer collects the data by employing these procedures:

##### **1. Pre-test**

Before giving the treatment, the writer gave pre-test for the students to find out the students prior knowledge. The pre-test was conducted at the first meeting.

The procedure in giving pre-test at the first meeting as following:

##### **Opening**

- a. The writer opened the class by greeting the students.
- b. The writer asked the chairman of the class to lead the students for praying together.
- c. The writer checked the student's attendance list.

- d. The writer extended the purpose of learning.

### **Presentation**

- a. The writer gave the students pre-test.
- b. The writer gave time 60 minutes to finish the pre-test.

### **Closing**

- a. The writer extended the topic of learning in the next meeting.
- b. The writer closed the class by greeting the students.

## **2. Treatment**

The students was received an explanation of mnemonic pegword method.

The writer took two meetings to presenting the lesson for the study. The treatment was conducted at the second and third meeting.

The procedure in giving treatment at the second meeting as following:

### **Opening**

- a. The writer opened the class by greeting the students.
- b. The writer asked the chairman of the class to lead the students for praying together.
- c. The writer checked the student's attendance list.
- d. The writer extended the purpose of learning.

### **Presentation**

- a. The writer asked the students to open the textbook entitled Bahasa Inggris *When English Rings a Bell* and read the material in Chapter 6, We Love What We Do. After reading the material, the writer asked the students to find out the words that they do not understand.



- b. The writer asked the students to write the words that they have found on their notebook.
- c. The writer asked the students to mentioned the words that they have wrote.
- d. The writer mentioned again the words including the meaning.
- e. The writer explained the rules of learning vocabulary by using mnemonic pegword method to remember words.
- f. The writer wrote 10 words are formatted in pair and asked the students to memorize that words. Those words are (Teach - Learn, Arrive - Leave, Remember - Forget, Ask - Answer, Cry - Laugh, Buy - Sell, Open - Close, Give - Receive, Decrease - Add, Connect - Disconnect).
- g. The students were pointed randomly to mentioned the new words that they have memorized as the evaluation.

### **Closing**

- a. The writer gave clear explanation about the material.
- b. The writer extended the topic of learning in the next meeting.
- c. The writer closed the class by greeting the students.

The procedure in giving treatment at the third meeting as following:

### **Opening**

- a. The writer opened the class by greeting the students.
- b. The writer asked the chairman of the class to lead the students for praying together.
- c. The writer checked the student's attendance list.
- d. The writer extended the purpose of learning.

**Presentation**

- a. The writer asked the students to open the textbook entitled Bahasa Inggris *When English Rings a Bell* and read the material in Chapter 6, We Love What We Do. After reading the material, the writer asked the students to find out the words that they do not understand.
- b. The writer asked the students to write the words that they have found on their notebook.
- c. The writer asked the students to mentioned the words that they have wrote.
- d. The writer mentioned again the words including the meaning.
- e. The writer explained the rules of learning vocabulary by using mnemonic pegword method to remember words.
- f. The writer wrote 10 words are formatted in pair and asked the students to memorize that words. Those words are (Go - Go Home, Eat - Drink, Write - Read, Speak - Listen, Stand up - Sit down, Borrow - Return, Turn on - Turn off, Take in - Take out, Get in - Get down, Have Lunch - Have Dinner).
- g. The students were pointed randomly to mentioned the new words that they have memorized as the evaluation.

**Closing**

- a. The writer gave clear explanation about the material.
- b. The writer extended the topic of learning in the next meeting.
- c. The writer closed the class by greeting the students.

### 3. Post-test

After giving the treatment, the writer employed a post-test in the same format as the pre-test to know the students' vocabulary achievement. The post-test was conducted at the last meeting.

The procedure in giving post-test at the fourth meeting as following:

#### Opening

- a. The writer opened the class by greeting the students.
- b. The writer asked the chairman of the class to lead the students for praying together.
- c. The writer checked the student's attendance list.
- d. The writer extended the purpose of learning.

#### Presentation

- a. The writer gave the students post-test.
- b. The writer gave time 60 minutes to finish the post-test.

#### Closing

- a. The writer closed the class by greeting the students.

### G. Technique of Data Analysis

The next step is analyzing the result of the data. After conducting the test, the writer compare the students' vocabulary achievement in the pre-test and post-test to know whether there is an improvement of students' vocabulary or not.

The data obtained from the test is analyzed use the following procedures:

1. Scoring the students' correct answer of the pre-test and post-test by using the following formula :

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

(Puskur, 2006)

2. Classifying the students' score of pre-test and post-test based on the following classification:

**Table 3.1. Scoring Classification**

Score	Classification
81-100	Very Good
61-80	Good
41-60	Average
21-40	Poor
0-20	Very Poor

(Puskur, 2006)

3. Finding out the mean score of students' pre-test and post-test applying the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{X}$  = Mean score

$\sum x$  = Total score

N = Number of subject

4. Finding out the standard deviation of the students' pre-test and post-test applying formula below:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:  $\bar{D}$  = The mean of the difference score

$\sum D$  = The sum of the difference score

$N$  = The total number of students

5. Finding out the value of t-test in identifying the difference between students' pre-test and post-test applying formula below:

$$\bar{D} = \frac{\sum D}{N}$$

Where:  $\bar{D}$  = The mean of the difference score

$\sum D$  = The sum of the difference score

$N$  = The total number of students

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:  $t$  = Test of the significant difference

$\bar{D}$  = The mean of the difference score

$\sum D$  = The sum of the difference score

$N$  = The total number of students

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter deals with the research findings and the discussions of the findings. The research findings gathered through the instruments used during the research. Then the research findings taken into discussions to answer the research problems. The findings consist the result of the research by using mnemonic pegword method.

#### A. Findings

This section deals with the elaboration of data through pre-test and post-test, the writer gave the students the vocabulary test to know the students' improvement of vocabulary mastery before and after employing the treatment.

After analyzing the data derived from pre-test and post-test below is the result of data analysis. The result of students' vocabulary mastery score of pre-test and post-test as following:

##### 1. Scoring classification of the students' pre-test and post-test

The students' result of the vocabulary test of pre-test and post-test was showed in the following table:

**Table 4.1. The Students' Score of Pre-test**

No.	Students' Initial Names	Score	Classification
1.	AMDR	35	Poor
2.	AA	30	Poor
3.	AA	35	Poor

4.	A	30	Poor
5.	AF	30	Poor
6.	A	45	Average
7.	A	25	Poor
8.	AF	50	Average
9.	AA	70	Good
10.	D	70	Good
11.	EA	35	Poor
12.	FG	45	Average
13.	FR	55	Average
14.	HP	40	Poor
15.	I	35	Poor
16.	IH	30	Poor
17.	IMP	65	Good
18.	I	30	Poor
19.	J	40	Poor
20.	M	35	Poor
21.	M	50	Average
22.	MSA	40	Poor
23.	NZJ	65	Good
24.	NA	45	Average
25.	NAI	30	Poor

26.	N	30	Poor
27.	NF	55	Average
28.	PFN	50	Average
29.	RA	35	Poor
30.	SE	45	Average
Total		1270	

The data from pre-test was intended to investigate the students' prior knowledge of vocabulary mastery before they got the treatment. The pre-test was administered at the first meeting.

The table above, showed the total score of the students' pre-test was 1270. Most of students got poor score. It means that the students' vocabulary mastery was still low.

**Table 4.2. The Students' Score of Post-test**

No.	Students' Initial Names	Score	Classification
1.	AMDR	55	Average
2.	AA	65	Good
3.	AA	50	Average
4.	A	60	Average
5.	AF	65	Good
6.	A	65	Good
7.	A	60	Average
8.	AF	80	Good



9.	AA	75	Good
10.	D	75	Good
11.	EA	55	Average
12.	FG	65	Good
13.	FR	70	Good
14.	HP	75	Good
15.	I	60	Average
16.	IH	65	Good
17.	IMP	80	Good
18.	I	60	Average
19.	J	70	Good
20.	M	75	Good
21.	M	70	Good
22.	MSA	80	Good
23.	NZJ	80	Good
24.	NA	80	Good
25.	NAI	75	Good
26.	N	60	Average
27.	NF	80	Good
28.	PFN	75	Good
29.	RA	80	Good
30.	SE	70	Good

Total	2075	
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The data from post-test was given to know the students' vocabulary achievement after they got the treatment. The post-test was administered at the last meeting.

The table above, showed the total score of the students' post-test was 2075. Most of students got good score. It means that there was significant improvement of the students' vocabulary mastery.

**Table 4.3. The Total Students' Score of Pre-test and Post-test**

No	Students' Initial Names	Pre-test		Post-test		$X_2 - X_1$	Deviation
		$X_1$	$X_1^2$	$X_2$	$X_2^2$	(D)	(D <sup>2</sup> )
1.	AMDR	35	1225	55	3025	20	400
2.	AA	30	900	65	4225	35	1225
3.	AA	35	1225	50	2500	15	225
4.	A	30	900	60	3600	30	900
5.	AF	30	900	65	4225	35	1225
6.	A	45	2025	65	4225	20	400
7.	A	25	625	60	3600	35	1225
8.	AF	50	2500	80	6400	30	900
9.	AA	70	4900	75	5625	5	25
10.	D	70	4900	75	5625	5	25
11.	EA	35	1225	55	3025	20	400
12.	FG	45	2025	65	4225	20	400

13.	FR	55	3025	70	4900	15	225
14.	HP	40	1600	75	5625	35	1225
15.	I	35	1225	60	3600	25	625
16.	IH	30	900	65	4225	35	1225
17.	IMP	65	4225	80	6400	15	225
18.	I	30	900	60	3600	30	900
19.	J	40	1600	70	4900	30	900
20.	M	35	1225	75	5625	40	1600
21.	M	50	2500	70	4900	20	400
22.	MSA	40	1600	80	6400	40	1600
23.	NZJ	65	4225	80	6400	15	225
24.	NA	45	2025	80	6400	35	1225
25.	NAI	30	900	75	5625	45	2025
26.	N	30	900	60	3600	30	900
27.	NF	55	3025	80	6400	25	625
28.	PFN	50	2500	75	5625	25	625
29.	RA	35	1225	80	6400	45	2025
30.	SE	45	2025	70	4900	25	625
Total		$\sum x_1$	$\sum x_1^2$	$\sum x_2$	$\sum x_2^2$	$\sum D$	$\sum D^2$
		1270	58975	2075	145825	800	24550

Based on the table above, showed the difference score obtained of vocabulary test before giving the treatment and after giving the treatment by using mnemonic pegword method.

The total score of the students' pre-test was lower than the total score of the students' post-test. It means that teaching vocabulary by using mnemonic pegword method can improve students' vocabulary mastery.

**Table 4.4. The Rate Percentage of the Students' Pre-Test**

No.	Classification	Score	Pre-test	
			F	%
1.	Very Good	81-100	-	0%
2.	Good	61-80	4	13%
3.	Average	41-60	9	30%
4.	Poor	21-40	17	57%
5.	Very Poor	0-20	-	0%
Total			30	100%

Based on the table above, showed the rate percentage of the students' pre-test. None (0%) student got very good score, there were 4 (13%) students got good score, 9 (30%) students got average score, 17 (57%) students got poor score, and none (0%) student got very poor score. Those score obtained before giving the treatment.

**Table 4.5. The Rate Percentage of the Students' Post-Test**

No.	Classification	Score	Post-test	
			F	%
1.	Very Good	81-100	-	0%
2.	Good	61-80	22	73%

3.	Average	41-60	8	27%
4.	Poor	21-40	-	0%
5.	Very Poor	0-20	-	0%
Total			30	100%

Based on the table above, showed the rate percentage of the students' post-test. None (0%) student got very good score, there were 22 (73%) students got good score, 8 (27%) students got average score, none (0%) student got poor score, and none (0%) student got very poor score. Those score obtained after giving the treatment.

2. The mean score and standard deviation of the students' pre-test and post-test

The mean score and standard deviation of the students' pre-test and post-test was showed in the following table:

**Table 4.6. The Mean Score and Standard Deviation of the Students' Pre-test and Post Test**

Test	Mean Score	Standard Deviation
Pre-test	42.3	13.405
Post-test	69.1	8.913

Based on the table above, the students' vocabulary mastery of the seventh grade of SMPN 40 Bulukumba have improvement after giving the treatment by using mnemonic pegword as a method in teaching vocabulary. It can be seen by the students' mean score of pre-test and post-test.

The table above, showed that the students' mean score of pre-test was 42.3 and the students' mean score of post-test was 69.1. It means that the students' mean score of post-test was higher than the students' mean score of pre-test. Because of the students' mean score of post-test was higher than the students' mean score of pre-test, the writer concluded that using mnemonic pegword as a method in teaching vocabulary at the seventh grade of SMPN 40 Bulukumba can improve students' vocabulary mastery.

3. The t-test value of the students' pre-test and post-test

**Table 4.7. The T-Test Value of the Students' Pre-Test and Post-Test**

T-test Value	T-table at $p=0,05$ , $df=N-1$
13.83	2.045

The table above showed that t-test value was higher than t-table. The result of the vocabulary test showed there was significant difference between t-test and t-table ( $13.83 > 2.045$ ), it means that t-table was lower than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the students' vocabulary mastery before and after giving the treatment, which applied mnemonic pegword as a method in teaching vocabulary. The statement was proved by the t-test value 13.83 which higher than t-table value 2.045 at the level of significance 0.05 and the degree of freedom  $df = N - 1 = 30 - 1 = 29$ .

Based on the explanation above, the writer concluded that using mnemonic pegword as a method in teaching vocabulary at the seventh grade of SMPN 40 Bulukumba can improve students' vocabulary mastery.

## **B. Discussions**

In this section, the writer discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this study. The result of this study was conducted in pre-test to investigate the students' prior knowledge of vocabulary before giving the treatment. Then, post-test to know the students' vocabulary achievement after giving the treatment by using mnemonic pegword method.

Referring to the findings above, showed the significant difference between the students' vocabulary mastery before and after giving the treatment, which applied mnemonic pegword as a method in teaching vocabulary. The statement was proved by the score obtained of the students' pre-test and post-test. The students' achievement showed that the students' score of post-test was higher than the students' score of pre-test. It means that there was significant improvement of students' vocabulary mastery after giving the treatment.

However, the writer found some problems during the study employed amid Covid-19. First, due to large-scale social restrictions (LSSR), there was no learning process in the school, so the writer employed this study by face to face and sometimes in a group in the students' house, and sometimes in the mosque and the garden in giving the vocabulary test (pre-test and post-test) and presenting the lesson. Second, most of students were not motivated to learn English. They were ashamed, nervous, and feeling afraid to practice.

This study was conducted on August 31<sup>st</sup> - September 7<sup>th</sup> 2020 at the seventh grade of SMPN 40 Bulukumba, for four meetings, consisting of presenting the lesson and giving test for the study.

The first meeting, the writer gave pre-test. Before the students doing the pre-test, the writer gave explanation about the test. Pre-test intended to find out the students' prior knowledge. The result of the students' score of pre-test was lower. Most of students got poor score, there were 17 students. Few students got average and good score, there were 9 students got average score, and 4 students got good score. None student got very good score. It means that the students' vocabulary mastery still lack.

The second and third meetings, the writer was given the treatment and applied mnemonic pegword method. The instrument of the treatment as follows, the writer asked the students to open the textbook entitled Bahasa Inggris *When English Rings a Bell* and read the material in Chapter 6, *We Love What We Do*. After reading the material, the writer asked the students to find out the words that they do not understand; the writer asked the students to write the words that they have found on their notebook; the writer asked them to mentioned the words that they have wrote; the writer mentioned again the words including the meaning; the writer explained the rules of learning vocabulary by using mnemonic pegword method to remember words; the writer wrote 10 words are formatted in pair and asked the students to memorize that words; the students were pointed randomly to mentioned the new words that they have memorized as the evaluation. The



treatment intended to give an explanation how to learn vocabulary by using the mnemonic pegword method.

The fourth meeting, the writer employed a post-test in the same format as the pre-test to know the students' vocabulary achievement. The result of the students' score of post-test was higher. Most of the students got good scores, there were 22 students. There were 8 students who got average scores. Because most of the students got high scores and none of the students got low scores, it can be concluded that the students have an improvement of vocabulary mastery after they got an explanation how to learn vocabulary by using the mnemonic pegword method.

Regarding the previous discussions, the writer concluded that using the mnemonic pegword as a method in teaching vocabulary at the seventh grade of SMPN 40 Bulukumba can improve students' vocabulary mastery.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion based on the findings and discussions on the data analysis.

#### **A. Conclusion**

Concerning to the findings and discussions of the study that the writer gathered at the seventh grade of SMPN 40 Bulukumba in the academic year 2020/2021, the writer concluded that using mnemonic pegword as a method in teaching vocabulary can improve the students' vocabulary mastery. It was proved by the students' score obtained of vocabulary test was higher than pre-test. It means that there was significant improvement of the students' vocabulary mastery.

#### **B. Suggestion**

Referring to the conclusion above, the writer has suggestion to the teachers, the students, and the next writers. First, for the teachers, there are many methods that can be used in teaching vocabulary. One of the methods that can be used in teaching vocabulary is mnemonic pegword method. The teachers are suggested to use mnemonic pegword as a method in teaching vocabulary. This method can make the students easier to remember words.

Second, for the students, the writer hopes that the students are more active and creative during the lesson in learning English, especially in learning vocabulary. The students can mastering their vocabulary by using mnemonic pegword method in learning vocabulary.

Third, for the next researchers, the writer hopes this study can be used as additional reference and as sources of information for the next researchers.

The writer realizes that this skripsi is not perfect, so the writer would be grateful for any comments, correction, and criticism from all the readers to improve this skripsi.



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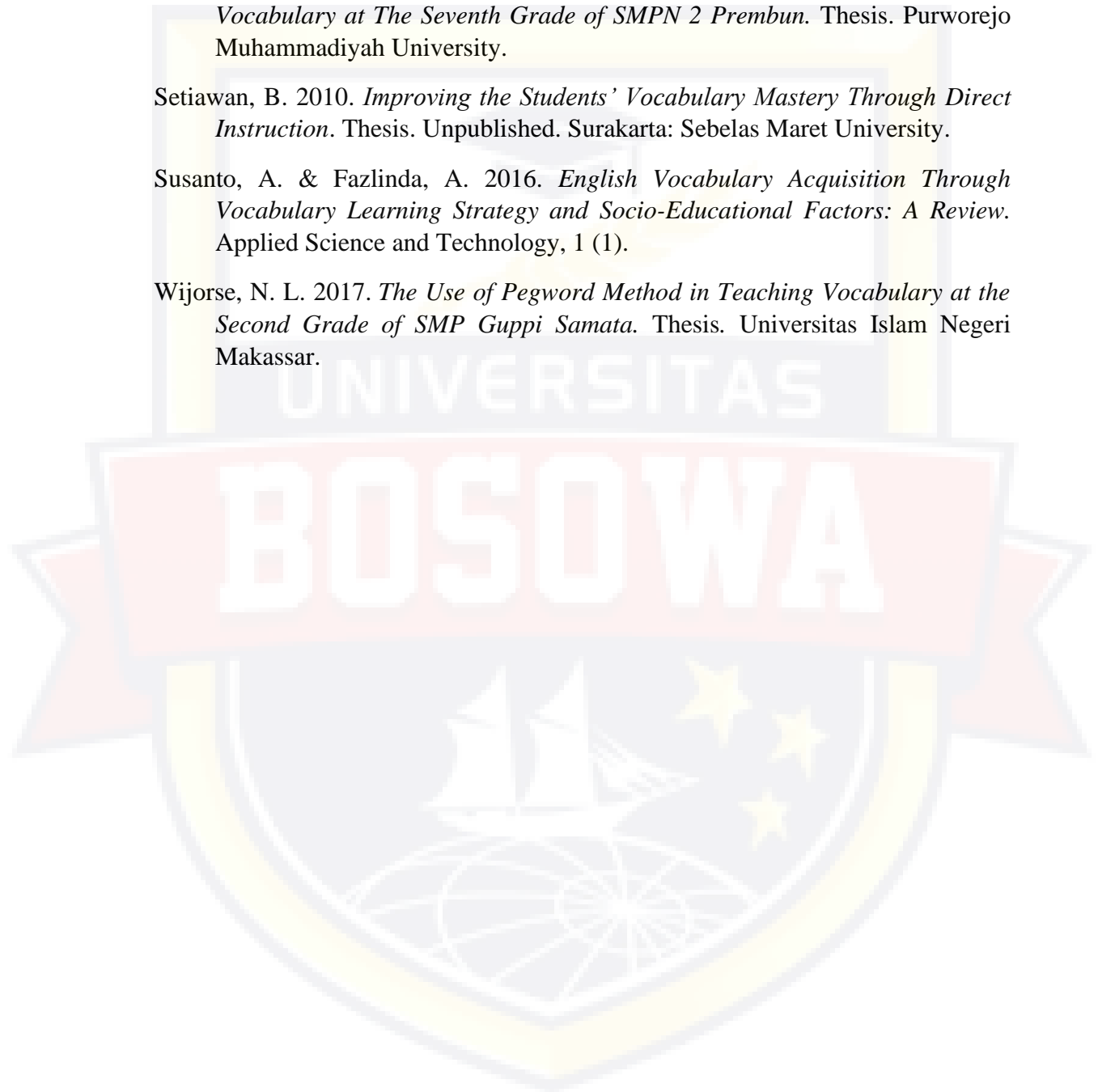
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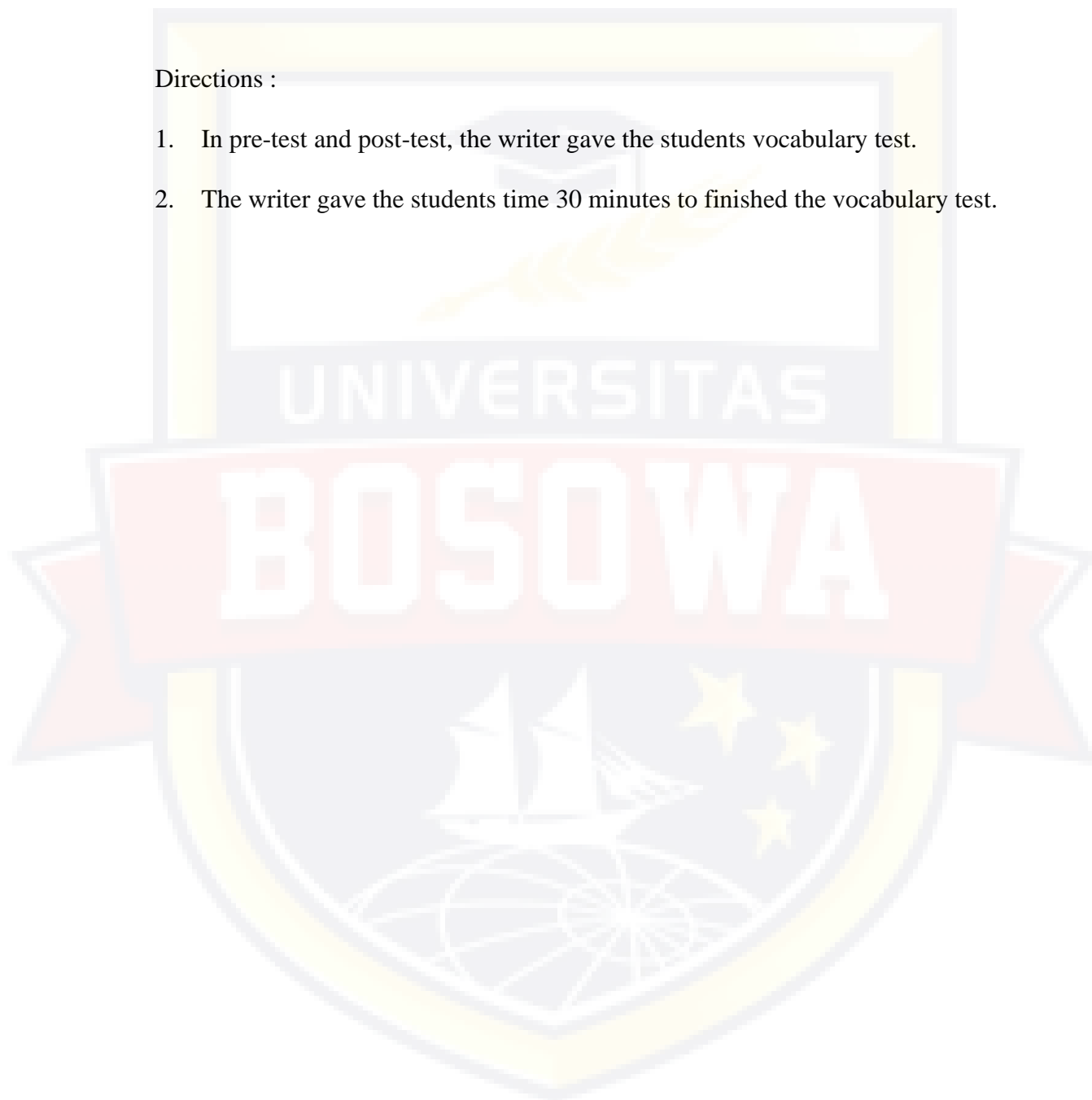
# APPENDICES

## Appendix 1: Instrument of the Research

### PRE-TEST AND POST-TEST

Directions :

1. In pre-test and post-test, the writer gave the students vocabulary test.
2. The writer gave the students time 30 minutes to finished the vocabulary test.





**Appendix 2: Lesson Plan**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : SMPN 40 Bulukumba  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII/Ganjil  
 Materi Pokok : We Love What We Do (Vocabulary of Daily activities)  
 Alokasi Waktu : 8 Jam Pelajaran (4 pertemuan)

**A. Standar kompetensi** : Memahami makna vocabulary pada setiap ungkapan dan tulisan dalam konteks kehidupan sehari-hari.

**B. Kompetensi dasar** : Mengungkapkan vocabulary dengan ucapan yang jelas.

**C. Indikator** : Mengungkapkan vocabulary dengan ucapan yang benar.

**D. Tujuan pembelajaran** : 1. Siswa dapat mengucapkan vocabulary dengan ucapan yang benar, serta dapat memahami makna vocabulary tersebut.  
 2. Siswa dapat meningkatkan vocabulary mereka.

**E. Materi pembelajaran** : Vocabulary of Daily Activities

**Pertemuan 2**

1. Teach - Learn

2. Arrive - Leave
3. Remember - Forget
4. Ask - Answer
5. Cry - Laugh
6. Buy - Sell
7. Open - Close
8. Give - Receive
9. Decrease - Add
10. Connect - Disconnect

### **Pertemuan 3**

1. Go - Go home
2. Eat - Drink
3. Write - Read
4. Speak - Listen
5. Stand up - Sit down
6. Borrow - Return
7. Turn on - Turn off
8. Take in - Take out
9. Get in - Get down
10. Have Lunch – Have Dinner

**F. Metode pembelajaran** : Mnemonic Pegword

**G. Media pembelajaran** : Papan tulis, spidol

- H. Sumber belajar** : 1. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Siswa Mata Pelajaran Bahasa Inggris*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Wijaya. *Fitrah Book*. Pelangwot Laren Lamongan.

### I. Kegiatan pembelajaran

#### Pertemuan 1

Kegiatan Pembelajaran	Deskripsi	Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Salam dan berdoa.</li> <li>2. Memeriksa kehadiran siswa.</li> <li>3. Menyampaikan tujuan pembelajaran.</li> </ol>	10 menit
<b>Inti</b>	<ol style="list-style-type: none"> <li>1. Peneliti memberi siswa pre-test.</li> <li>2. Peneliti memberi siswa waktu selama 60 menit untuk menyelesaikan pre-test.</li> </ol>	60 menit
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Peneliti menyampaikan topik pembelajaran untuk pertemuan berikutnya.</li> <li>2. Mengucapkan salam penutup.</li> </ol>	10 menit

#### Pertemuan 2

Kegiatan Pembelajaran	Deskripsi	Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Salam dan berdoa</li> <li>2. Memeriksa kehadiran siswa</li> <li>3. Tanya jawab berbagai hal yang berkaitan materi yang akan dipelajari</li> <li>4. Menyampaikan tujuan pembelajaran</li> </ol>	10 menit

<p><b>Inti</b></p>	<ol style="list-style-type: none"> <li>1. Peneliti meminta siswa untuk membuka buku pelajaran Bahasa Inggris <i>When English Rings a Bell</i> dan membaca materi Chapter 6, <i>We Love What We Do</i>. Setelah membaca materi tersebut, peneliti meminta siswa untuk menemukan vocabulary yang mereka tidak pahami.</li> <li>2. Peneliti meminta siswa untuk menulis vocabulary tersebut di buku catatannya.</li> <li>3. Peneliti meminta siswa untuk mengucapkan vocabulary yang telah mereka tulis.</li> <li>4. Peneliti mengucapkan kembali vocabulary tersebut beserta artinya.</li> <li>5. Peneliti menjelaskan penggunaan metode mnemonic pegword dalam mempelajari vocabulary.</li> <li>6. Peneliti menuliskan 10 vocabularies dalam bentuk berpasangan dari <i>Fitrah Book</i>, kemudian meminta siswa untuk memahami vocabularies tersebut.</li> <li>7. Siswa akan ditunjuk secara acak untuk menyebutkan vocabularies tersebut sebagai evaluasi.</li> </ol>	<p>60 menit</p>
<p><b>Penutup</b></p>	<ol style="list-style-type: none"> <li>1. Peneliti menyampaikan topik pembelajaran untuk pertemuan berikutnya.</li> <li>2. Mengucapkan salam penutup.</li> </ol>	<p>10 menit</p>

### Pertemuan 3

Kegiatan Pembelajaran	Deskripsi	Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Salam dan berdoa</li> <li>2. Memeriksa kehadiran siswa</li> <li>3. Tanya jawab berbagai hal yang berkaitan materi yang akan dipelajari</li> <li>4. Menyampaikan tujuan pembelajaran</li> </ol>	10 menit
<b>Inti</b>	<ol style="list-style-type: none"> <li>1. Peneliti meminta siswa untuk membuka buku pelajaran Bahasa Inggris <i>When English Rings a Bell</i> dan membaca materi Chapter 6, <i>We Love What We Do</i>. Setelah membaca materi tersebut, peneliti meminta siswa untuk menemukan vocabulary yang mereka tidak pahami.</li> <li>2. Peneliti meminta siswa untuk menulis vocabulary tersebut di buku catatannya.</li> <li>3. Peneliti meminta siswa untuk mengucapkan vocabulary yang telah mereka tulis.</li> <li>4. Peneliti mengucapkan kembali vocabulary tersebut beserta artinya.</li> <li>5. Peneliti menjelaskan penggunaan metode mnemonic pegword dalam mempelajari vocabulary.</li> <li>6. Peneliti menuliskan 10 vocabularies dalam bentuk berpasangan dari <i>Fitrah Book</i>, kemudian meminta siswa untuk memahami vocabularies tersebut.</li> </ol>	60 menit

	7. Siswa akan ditunjuk secara acak untuk menyebutkan vocabularies tersebut sebagai evaluasi.	
<b>Penutup</b>	1. Peneliti menyampaikan topik pembelajaran untuk pertemuan berikutnya. 2. Mengucapkan salam penutup.	10 menit

#### Pertemuan 4

<b>Kegiatan Pembelajaran</b>	<b>Deskripsi</b>	<b>Waktu</b>
<b>Pendahuluan</b>	1. Salam dan berdoa. 2. Memeriksa kehadiran siswa. 3. Menyampaikan tujuan pembelajaran.	10 menit
<b>Inti</b>	1. Peneliti memberi siswa post-test. 2. Peneliti memberi siswa waktu selama 60 menit untuk menyelesaikan post-test.	60 menit
<b>Penutup</b>	1. Mengucapkan salam penutup.	10 menit

#### J. Penilaian

- Scoring the students' correct answer of the pre-test and post-test by using the following formula :

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number of items}} \times 100$$

(Puskur, 2006)

- For the correct answer the score is 5
- Total number of items in test is 20

2. Classifying the students' score of pre-test and post-test based on the following classification:

Score	Classification
81-100	Very Good
61-80	Good
41-60	Average
21-40	Poor
0-20	Very Poor

(Puskur, 2006)

Makassar, 31 Agustus 2020

The English Teacher

The Researcher

Mira Kurniawati, S.Pd

Nini Rahayuningsi

### Appendix 3: Pre-Test and Post-Test

#### PRE-TEST

##### A. Write down the Indonesian words for the following English words.

1. Teach =
2. Arrive =
3. Remember =
4. Answer =
5. Laugh =
6. Sell =
7. Open =
8. Receive =
9. Decrease =
10. Connect =

##### B. Choose the correct word to complete the sentence below!

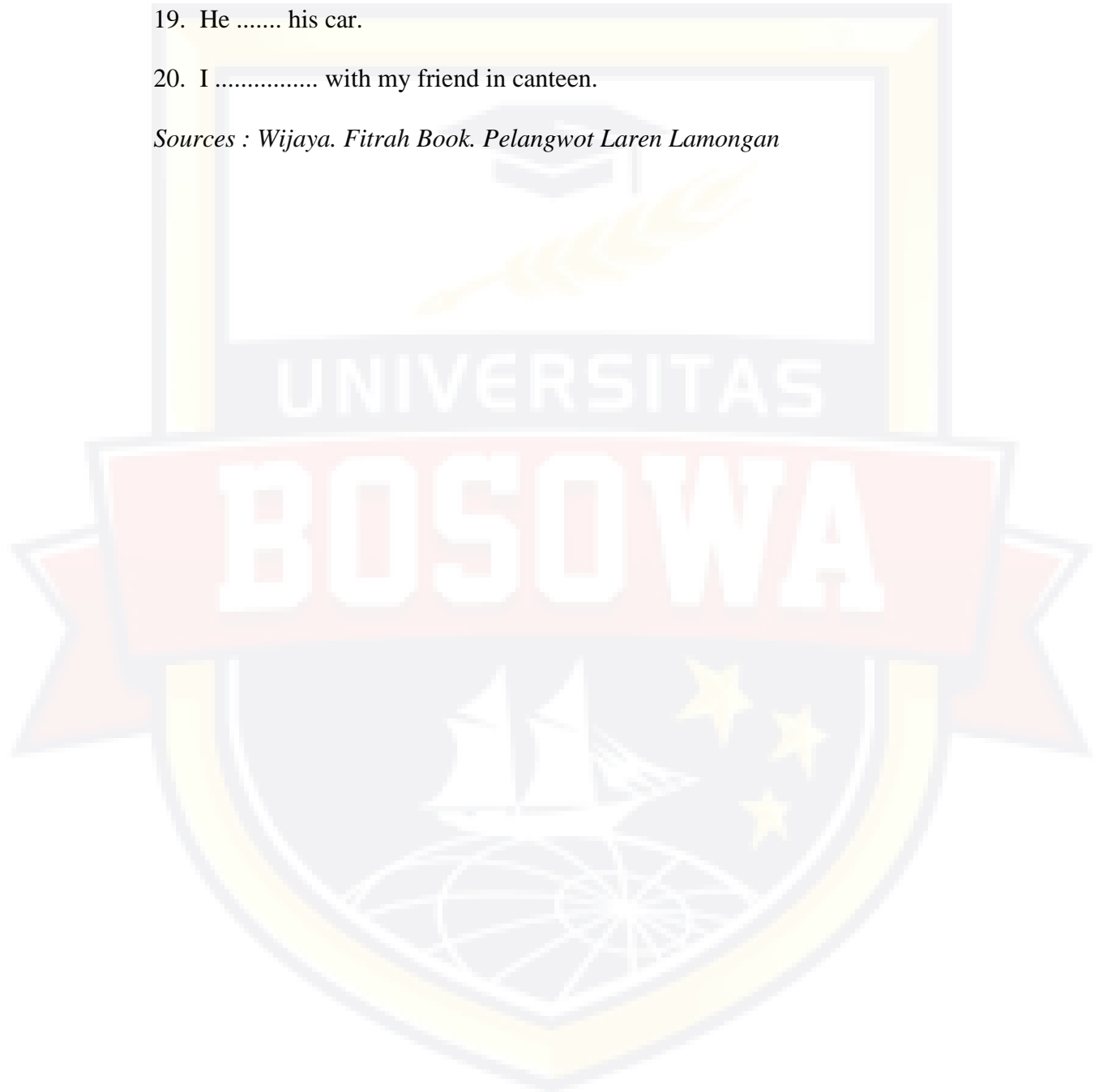
Drink	Return	Have Lunch	Take out	Listen
Get in	Go	Turn off	Stand up	Write

11. I want to ..... to the market.
12. I ..... a cup of coffee.
13. I want to ..... a letter.
14. I ..... a music.
15. I ..... in front of the class.
16. I have ..... the book into the library.



17. .... the TV please!
18. I want to ..... those books from the library.
19. He ..... his car.
20. I ..... with my friend in canteen.

*Sources : Wijaya. Fitrah Book. Pelangwot Laren Lamongan*



## POST-TEST

### A. Write down the Indonesian words for the following English words.

1. Teach =
2. Arrive =
3. Remember =
4. Answer =
5. Laugh =
6. Sell =
7. Open =
8. Receive =
9. Decrease =
10. Connect =

### B. Choose the correct word to complete the sentence below!

Drink	Return	Have Lunch	Take out	Listen
Get in	Go	Turn off	Stand up	Write

1. I want to ..... to the market.
2. I ..... a cup of coffee.
3. I want to ..... a letter.
4. I ..... a music.
5. I ..... in front of the class.
6. I have ..... the book into the library.
7. .... the TV please!

8. I want to ..... those books from the library.
9. He ..... his car.
10. I ..... with my friend in canteen.

*Sources : Wijaya. Fitrah Book. Pelangwot Laren Lamonga*



**Appendix 4: Key Answer****A.**

1. *Mengajar*
2. *Tiba*
3. *Mengingat*
4. *Menjawab*
5. *Tertawa*
6. *Menjual*
7. *Membuka*
8. *Menerima*
9. *Decrease*
10. *Menyambung*

**B.**

1. *Go*
2. *Drink*
3. *Write*
4. *Listen*
5. *Stand up*
6. *Return*
7. *Turn off*
8. *Take out*
9. *Get in*
10. *Have Lunch*

## Appendix 5: The Result of the Students' Pre-test and Post-test

### The Result of the Students' Pre-test

Name : FIERI RAMA DANI

Class : VIII D

#### PRE-TEST

#### A. Write down the Indonesian words for the following English words.

- Teach = Mengajar  
 Arrive = Ative  
 Remember = Mengingat  
 Answer = Menjawab  
 Laugh =  
 Sell = Menjual  
 Open = Membuka  
 Receive =  
 Decrease =  
 Connect =

$$\frac{11}{20} \times 100 = 55$$

#### B. Choose the correct word to complete the sentence below!

Drink	Return	Have lunch	Take out	Listen
Get in	Go	Turn off	Stand up	Write

- I want to go to the market.  
 I Drink a cup of coffee.  
 I want to \_\_\_\_\_ a letter.  
 I listen a music.  
 I stand up in front of the class.

~~16.~~ I have \_\_\_\_\_ the book into the library.

~~17.~~ TURN OFF the TV please!

~~18.~~ I want to \_\_\_\_\_ those books from the library.

~~19.~~ He \_\_\_\_\_ his car.

~~20.~~ I have lunch with my friend in canteen.

Sources : Wijaya. *Fitrain Book*. Pelangyot Laren Lamongan.

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BOSOWA



Name : NAYLA SALSABILA JAMIL

Class : 7 D

PRE-TEST

A. Write down the Indonesian words for the following English words.

- Teach = mengajar  
 Arrive =  
 Remember = mengingat  
 Answer = menjawab  
 Laugh =  
 Sell = menjual  
 Open = membuka  
 Receive =  
 Decrease =  
 Connect =

$$\frac{13}{20} \times 100 = 65$$

B. Choose the correct word to complete the sentence below!

Drink	Return	Have lunch	Take out	Listen
Get in	Go	Turn off	Stand up	Write

11. I want to Go to the market.  
 12. I Drink a cup of coffee.  
 13. I want to write a letter.  
 14. I listen a music.  
 15. I stand up in front of the class.

16. I have return the book into the library.

17. Turn off the TV please!

18. I want to \_\_\_\_\_ those books from the library.

19. He \_\_\_\_\_ his car.

20. I have lunch with my friend in canteen.

Sources : Wijaya, Fitrah Beck, Pelangwo! Luren Lamongan.





### The Result of the Students' Post-test

Name : FITRI RAMADANI

Class : V(1) D

#### POST-TEST

A. Write down the Indonesian words for the following English words.

- Teach = mengajar  
 Arrive = Tiba  
 Remember = mengingat  
 Answer = Menjawab  
 Laugh = tertawa  
 Sell = menjual  
 Open = membuka  
 Receive =  
 Decrease =  
 Connect =

$$\frac{14}{20} \times 100 = 70$$

B. Choose the correct word to complete the sentence below!

Drink	Return	Have lunch	Take out	Listen
Get in	Go	Turn off	Stand up	Write

- I want to go to the market.  
 I drink a cup of coffee.  
 I want to write a letter.  
 I listen a music.  
 I stand up in front of the class

~~16.~~ I have \_\_\_\_\_ the book into the library.

~~17.~~ TURN OFF the TV please!

~~18.~~ I want to \_\_\_\_\_ those books from the library.

~~19.~~ He \_\_\_\_\_ his car.

~~20.~~ I have lunch with my friend in canteen.

Sources : Wjcyca, Fitrch, Book, Pelangwot Laren Lamongan.



Name : NAYLA SALBABILA SAMIL

Class : 7 D

POST-TEST

A. Write down the Indonesian words for the following English words.

1. Teach = mengajar
2. Arrive = Tiba
3. Remember = mengingat
4. Answer = menjawab
5. Laugh = Tertawa
6. Sell = menjual
7. Open = membuka
8. Receive = menerima
9. Decrease =
10. Connect =

$$\frac{16}{20} \times 100 = 80$$

B. Choose the correct word to complete the sentence below!

Drink	Return	Have lunch	Take out	I listen
Get in	Go	Turn off	Stand up	Write

11. I want to Go to the market.
12. I Drink a cup of coffee.
13. I want to write a letter.
14. I listen a music.
15. I stand up in front of the class.

16. I have return the book into the library.

17. Turn off the TV please!

18. I want to \_\_\_\_\_ those books from the library.

19. He \_\_\_\_\_ his car.

20. I have lunch with my friend in canteen.

Sources : Wijaya. *Firah Book. Pelangwot Laren Lamongan.*

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## Appendix 6: The Students' Score of Pre-Test and Post-Test

### The Students' Score of Pre-Test

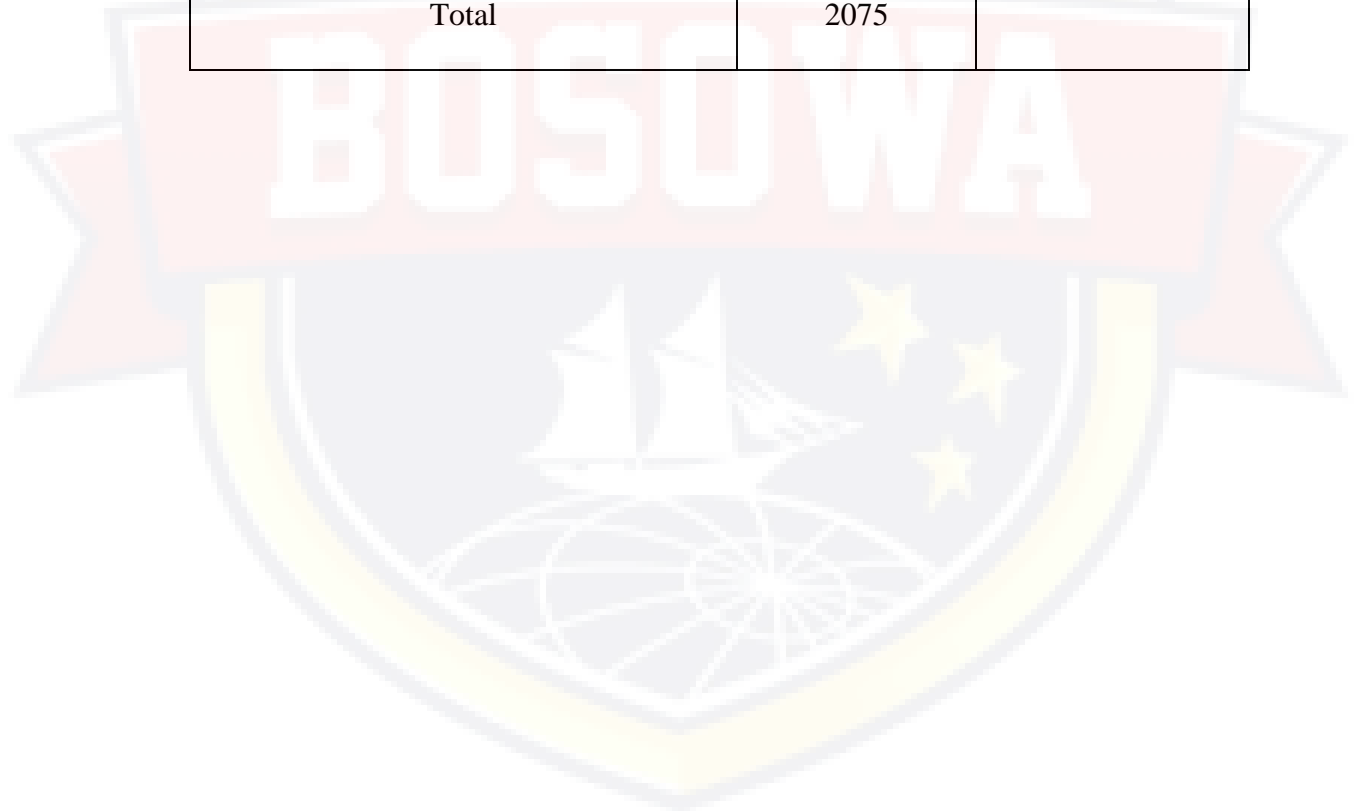
No.	Name of Students	Score	Classification
1.	Andi Musdalifah Dwi Ramadani	35	Poor
2.	Ahmad Alwan	30	Poor
3.	Alwi Aliski	35	Poor
4.	Amirul	30	Poor
5.	Andi Fujairah	30	Poor
6.	Aril	45	Average
7.	Arini	25	Poor
8.	Aswatul Fiki	50	Average
9.	Awal Alpiansyah	70	Good
10.	Darmawansyah	70	Good
11.	Ehril Anugrah	35	Poor
12.	Farel Gunawan	45	Average
13.	Fitri Ramadani	55	Average
14.	Hesti Pratiwi	40	Poor
15.	Ikram	35	Poor
16.	Ilal Hidayat	30	Poor
17.	Ilham Maulana Pratama	65	Good
18.	Irwansyah	30	Poor
19.	Jelita	40	Poor
20.	Marta	35	Poor

21.	Mirna	50	Average
22.	Muh. Saidina Alif	40	Poor
23.	Nayla Zalsabilah Jamil	65	Good
24.	Nur Ain	45	Average
25.	Nur Azizah Ibran	30	Poor
26.	Nurhidayah	30	Poor
27.	Nurul Fatimah	55	Average
28.	Putri Fifi Natasya	50	Average
29.	Rindah Ali	35	Poor
30.	Siska Eliana	45	Average
	Total	1270	

### The Students' Score of Post-Test

No.	Name of Students	Score	Classification
1.	Andi Musdalifah Dwi Ramadani	55	Average
2.	Ahmad Alwan	65	Good
3.	Alwi Aliski	50	Average
4.	Amirul	60	Average
5.	Andi Fujairah	65	Good
6.	Aril	65	Good
7.	Arini	60	Average
8.	Aswatul Fiki	80	Good
9.	Awal Alpriansyah	75	Good
10.	Darmawansyah	75	Good
11.	Ehril Anugrah	55	Average
12.	Farel Gunawan	65	Good
13.	Fitri Ramadani	70	Good
14.	Hesti Pratiwi	75	Good
15.	Ikram	60	Average
16.	Ilal Hidayat	65	Good
17.	Ilham Maulana Pratama	80	Good
18.	Irwansyah	60	Average
19.	Jelita	70	Good
20.	Marta	75	Good
21.	Mirna	70	Good

22.	Muh. Saidina Alif	80	Good
23.	Nayla Zalsabilah Jamil	80	Good
24.	Nur Ain	80	Good
25.	Nur Azizah Ibran	75	Good
26.	Nurhidayah	60	Average
27.	Nurul Fatimah	80	Good
28.	Putri Fifi Natasya	75	Good
29.	Rindah Ali	80	Good
30.	Siska Eliana	70	Good
Total		2075	





**Appendix 7: The Total Students' Score of Pre-test and Post-test**

No	Name of Students	Pre-test		Post-test		$X_2 - X_1$	Deviation
		$X_1$	$X_1^2$	$X_2$	$X_2^2$	(D)	(D <sup>2</sup> )
1.	Andi Musdalifah Dwi Ramadani	35	1225	55	3025	20	400
2.	Ahmad Alwan	30	900	65	4225	35	1225
3.	Alwi Aliski	35	1225	50	2500	15	225
4.	Amirul	30	900	60	3600	30	900
5.	Andi Fujairah	30	900	65	4225	35	1225
6.	Aril	45	2025	65	4225	20	400
7.	Arini	25	625	60	3600	35	1225
8.	Aswatul Fiki	50	2500	80	6400	30	900
9.	Awal Alpriansyah	70	4900	75	5625	5	25
10.	Darmawansyah	70	4900	75	5625	5	25
11.	Ehril Anugrah	35	1225	55	3025	20	400
12.	Farel Gunawan	45	2025	65	4225	20	400
13.	Fitri Ramadani	55	3025	70	4900	15	225
14.	Hesti Pratiwi	40	1600	75	5625	35	1225
15.	Ikram	35	1225	60	3600	25	625
16.	Ilal Hidayat	30	900	65	4225	35	1225
17.	Ilham Maulana Pratama	65	4225	80	6400	15	225
18.	Irwansyah	30	900	60	3600	30	900
19.	Jelita	40	1600	70	4900	30	900

20.	Marta	35	1225	75	5625	40	1600
21.	Mirna	50	2500	70	4900	20	400
22.	Muh. Saidina Alif	40	1600	80	6400	40	1600
23.	Nayla Zalsabilah Jamil	65	4225	80	6400	15	225
24.	Nur Ain	45	2025	80	6400	35	1225
25.	Nur Azizah Ibran	30	900	75	5625	45	2025
26.	Nurhidayah	30	900	60	3600	30	900
27.	Nurul Fatimah	55	3025	80	6400	25	625
28.	Putri Fifi Natasya	50	2500	75	5625	25	625
29.	Rindah Ali	35	1225	80	6400	45	2025
30.	Siska Eliana	45	2025	70	4900	25	625
Total		$\sum x_1$	$\sum x_1^2$	$\sum x_2$	$\sum x_2^2$	$\sum D$	$\sum D^2$
		1270	58975	2075	145825	800	24550

**Appendix 8: The Mean Score of the Students' Pre-Test and Post-Test****The mean score of the students' pre-test**

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1270}{30}$$

$$\bar{X} = 42.3$$

**The mean score of the students' post-test**

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2075}{30}$$

$$\bar{X} = 69.1$$

**Appendix 9: The standard deviation of the students' pre-test and post-test****The standard deviation of the students' pre-test**

$$SD = \sqrt{\frac{\sum X1^2 - \frac{(\sum X1)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{58975 - \frac{(1270)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{58975 - \frac{1612900}{30}}{29}}$$

$$SD = \sqrt{\frac{58975 - 53763.3}{29}}$$

$$SD = \sqrt{\frac{5211.7}{29}}$$

$$SD = \sqrt{179.71}$$

$$SD = 13.405$$

**The standard deviation of the students' post-test**

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{145825 - \frac{(2075)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{145825 - \frac{4305625}{30}}{29}}$$

$$SD = \sqrt{\frac{145825 - 143520.8}{29}}$$

$$SD = \sqrt{\frac{2304.2}{29}}$$

$$SD = \sqrt{79.455}$$

$$SD = 8.913$$

**Appendix 10: The t-test value of the students' pre-test and post-test**

$$\bar{D} = \frac{\sum D}{N} = \frac{800}{30} = 26.6$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{26.6}{\sqrt{\frac{24550 - \frac{(800)^2}{30}}{30(30-1)}}$$

$$t = \frac{26.6}{\sqrt{\frac{24550 - \frac{640000}{30}}{30(29)}}$$

$$t = \frac{26.6}{\sqrt{\frac{24550 - 21333.3}{870}}$$

$$t = \frac{26.6}{\sqrt{\frac{3216.7}{870}}}$$

$$t = \frac{26.6}{\sqrt{3.697}}$$

$$t = \frac{26.6}{1.922}$$

$$t = 13.839$$

**Appendix 11: The Distribution Table of Critical Value-T**

df	Level of Significance						
	20%	10%	5%	2%	1%	0,2%	0,1%
	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
1	3,078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591

36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423



77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418
80	1,292	1,664	1,990	2,374	2,639	3,195	3,416
81	1,292	1,664	1,990	2,373	2,638	3,194	3,415
82	1,292	1,664	1,989	2,373	2,637	3,193	3,413
83	1,292	1,663	1,989	2,372	2,636	3,191	3,412
84	1,292	1,663	1,989	2,372	2,636	3,190	3,410
85	1,292	1,663	1,988	2,371	2,635	3,189	3,409
86	1,291	1,663	1,988	2,370	2,634	3,188	3,407
87	1,291	1,663	1,988	2,370	2,634	3,187	3,406
88	1,291	1,662	1,987	2,369	2,633	3,185	3,405
89	1,291	1,662	1,987	2,369	2,632	3,184	3,403
90	1,291	1,662	1,987	2,368	2,632	3,183	3,402
91	1,291	1,662	1,986	2,368	2,631	3,182	3,401
92	1,291	1,662	1,986	2,368	2,630	3,181	3,399
93	1,291	1,661	1,986	2,367	2,630	3,180	3,398
94	1,291	1,661	1,986	2,367	2,629	3,179	3,397
95	1,291	1,661	1,985	2,366	2,629	3,178	3,396
96	1,290	1,661	1,985	2,366	2,628	3,177	3,395
97	1,290	1,661	1,985	2,365	2,627	3,176	3,394
98	1,290	1,661	1,984	2,365	2,627	3,175	3,393
99	1,290	1,660	1,984	2,365	2,626	3,175	3,392
100	1,290	1,660	1,984	2,364	2,626	3,174	3,390

Source: <https://rumushitung.com/wp-content/uploads/2013/01/TABEL-T.zip>

## Appendix 12: Documentation



Picture 1 : The student was doing the pre-test



Picture 2 : The student was doing the pre-test



Picture 3 : The student was doing the treatment



Picture 4 : The student was doing the treatment




Picture 5 : The student was doing the post-test



Picture 6 : The students were doing the post-test

### Appendix 13 : Letter of Research Permission


**UNIVERSITAS BOSOWA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar Sulawesi Selatan 90231  
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568  
<http://www.universitasbosowa.ac.id>

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Nomor : A.160/FKIP/Unibos/VIII/2020  
 Lampiran : -  
 Perihal : **Permohonan Izin Penelitian**

Kepada Yth,  
 Kepala Sekolah SMPN 40 Bulukumba Kab. Bulukumba  
 di –  
 Bulukumba

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

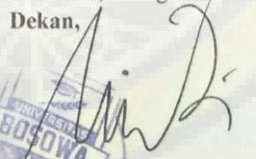

Nama : Nini Rahayuningsi  
 NIM : 4516101025  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
 Universitas Bosowa

Judul Penelitian :

**Mnemonic Pegword As A Method In Teaching Vocabulary For EFL Young Learners**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 26 Agustus 2020  
 Dekan,  
  
  
 Dr. Adjal, S.Pd., M.Pd.  
 NIDN : 0922097001

**Tembusan:**

1. Rektor Universitas Bosowa
2. Arsip.



**PEMERINTAH KABUPATEN BULUKUMBA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UNIT PELAKSANA TUGAS SATUAN PENDIDIKAN FORMAL  
SMP NEGERI 40 BULUKUMBA**



*Alamat : Jln.Pendidikan No. D 120 Bontomanai, Kec.Rilau Ale. Kab.Bulukumba*

Bulukumba, 07 September 2020

**SURAT KETERANGAN IZIN PENELITIAN**

Nomor : 76 / 412.2 / SMPN.40 / IX / 2020

Yang bertanda tangan di bawah ini :

Nama : Drs. JUMADING  
Nip : 19630209 198903 1 009  
Jabatan : Kepala UPT SPF SMPN 40 Bulukumba

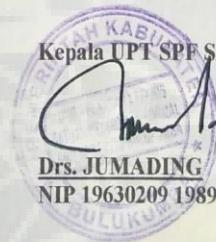
Dengan ini menerangkan bahwa :

Nama : Nini Rahayuningsi  
NIM : 4516101025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan ( FKIP) Universitas Bosowa

Benar yang bersangkutan tersebut di atas telah selesai melakukan penelitian di UPT SPF SMPN 40 Bulukumba dari tanggal 31 Agustus s/d 07 September 2020. Dengan Judul Penelitian :

***“ Mnemonic Pegword As A Method In Teaching Vocabulary For EFL Young Learners”***

Demikian Surat Keterangan ini Di berikan kepada yang bersangkutan untuk di gunakan sebagaimana mestinya.



Kepala UPT SPF SMPN 40 Bulukumba

**Drs. JUMADING**  
NIP 19630209 198903 1009

## BIOGRAPHY



**Nini Rahayuningsi** was born in Sapanang, on February 20, 1999 from marriage of her parents (Alm) Siing and Asma. Her first education started at TK Rallaiya in 2002 and finished in 2004. Then, she continued her study to SD NEGERI 113 Danggarehan in 2004 and finished in 2010.

And she continued her study to SMP NEGERI SATAP 5 Bulukumba in 2010 and finished in 2013. In 2013, she continued her study at SMA NEGERI 2 Bulukumba and finished in 2016. After graduating from the senior high school, she decided to go to Bosowa University and choose English Education Department in 2016. She participated as a member in UKM English Meeting Universitas Bosowa and Forum Study Darul Ilmi (FSDI) Universitas Bosowa, as well she served as treasurer in Student Associations of English Language Education (HIMAPBING) Universitas Bosowa, and also in BEM FKIP (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan) Universitas Bosowa. She graduated in 2020.