

**THE EFFECT OF MUSIC MNEMONIC TECHNIQUE ON  
VOCABULARY MASTERY AT THE EIGHT GRADE  
STUDENTS OF SMP N 8 PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement of the Graduate Degree of Education (S.Pd) in English*

**Written By:**

**ASTRI NURSAMSI HARAHAP**  
**Reg. Num. 21 20300005**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHERS TRAINING FACULTY**  
**STATE ISLAMIC UNIVERSITY**  
**SYEKH ALI HASAN AHMAD ADDARY**  
**PADANGSIDIMPUAN**  
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**Written By:**

**ASTRI NURSAMSI HARAHAP**

**Reg. Num. 21 20300005**

**Advisor I**

**Dr. Fitriadi Lubis, M.Pd.**

**NIP. 19620917 1992203 1 002**

**Advisor II**

**Sri Rahmadhani Siregar, M.Pd.**

**NIP. 19860506 202321 2 045**

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
2025**

## LETTER OF AGREEMENT

Term: Thesis  
a.n **Astri Nursamsi Harahap**

Padangsidimpuan, 24 July 2025  
to:  
Dean Tarbiyah and Teacher Training Faculty  
In-  
Padangsidimpuan

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

After reading, studying and giving advice for necessary revise on thesis belongs to *Astri Nursamsi Harahap*, entitled "*The Effect of Music Mnemonic Technique on Students Vocabulary Mastery at the Eight Grade SMP N 8 Padangsidimpuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Thank you

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

### ADVISOR I



**Dr. Fitriadi Lubis, M.Pd.**  
NIP. 19620917 1992 031002

### ADVISOR II



**Sri Rahmadhani Siregar, M.Pd.**  
NIP. 19860506 2023 212045

## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Astri Nursamsi Harahap  
Registration : 21 203 00005  
Number  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
The Title of Thesis : The Effect of Music Mnemonic Technique on  
Vocabulary Mastery at the Eight Grade Students of  
SMPN 8 Padangsidimpuan

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

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Padangsidimpuan, 24 July 2025  
Declaration maker



Astri Nursamsi Harahap  
Reg. Num. 21 203 00005

## **AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY**

---

As Academic Civity of The State University for Islamic Studies of Syekh  
Ali Hasan Ahmad Addary Padangsidimpuan  
the name who signed here:

Name : Astri Nursamsi Harahap  
Registration Number : 21 203 00005  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
Kind : Thesis

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Made in : Padangsidimpuan  
Date : 24 July 2025  
Signed,



**Astri Nursamsi Harahap**  
Reg. Num. 21 203 00005



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faxmile (0634) 24023

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Astri Nursamsi Harahap  
Registration Number : 21 203 00005  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
The Title of Thesis : The Effect of Music Mnemonic Technique on Vocabulary  
Mastery at the Eight Grade Students of SMP N 8  
Padangsidimpuan

Chief,

Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 016

Secretary

Sri Rahmadhani Siregar, M.Pd.  
NIP. 19860506 202321 2 045

Members,

Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 016

Sri Rahmadhani Siregar, M.Pd.  
NIP. 19860506 202321 2 045

Dr. Hamka, M.Hum.  
NIP. 19840815 200912 1 005

Yusni Sinaga, S.Pd., M.Hum.  
NIP. 19700715 200501 2 010

Proposed:

Place : Padangsidimpuan  
Date : August, 27<sup>th</sup> 2025  
Time : 14.00 WIB s/d 16.00 WIB  
Result/ Mark : 87,5/A  
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RELIGION MINISTRY REPUBLIC OF INDONESIA  
STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY  
Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733  
Phone (0634) 22080 Fax (0634) 24022

---

---

### LEGALIZATION

**Thesis** : **The Effect of Music Mnemonic Technique on Vocabulary  
Mastery at the Eight Grade Students of SMPN 8  
Padangsidimpuan**  
**Name** : **Astri Nursamsi Harahap**  
**Reg. Num** : **21 203 00005**

The thesis has been accepted as a partial fulfilment for graduate the degree of education (S.Pd) in English.

Padangsidimpuan, 24 July 2025



Dr. Leyla Hilda, M.Si  
NIP.19720920 200003 2 002

## ABSTRACT

Name : Astri Nursamsi Harahap  
Reg. Number : 21 203 00005  
Title of Thesis : The Effect of Music Mnemonic Technique on Vocabulary  
Mastery at the Eight Grade Students of SMP N 8  
Padangsidimpuan

The objectives of this research are 1) To determine students' vocabulary mastery before learning using music mnemonic technique. 2) To determine students' vocabulary mastery after learning using music mnemonic technique. 3) To determine whether there is or there is not a significant effect of music mnemonic technique on vocabulary mastery. This research is a quantitative research with a experimental method with a pre-test post-test control group design. The population of this research was the eighth grade students of SMP N 8 Padangsidimpuan. The sample taken by random sampling, the classes are VIII- 3 and VIII- 5 that consisted of 60 students. The data were collected 50 multiple choice test. In analyzing the data, this research used the SPSS 23 version. The researcher found the mean score of the students in VIII- 3 after using music mnemonic technique was higher than the mean score before using music mnemonic technique. The mean score before using music mnemonic technique was 57.87 the category was enough. While after using music mnemonic technique the mean score was 81.13 the category was good enough. After calculating the t- test, the researcher found the result of this research that was  $t_{count} 3.30 > t_{table} 1.671$ . It can be concluded that there is a significant effect of Music Mnemonic Technique on vocabulary mastery at the eight grade students of SMP N 8 Padangsidimpuan.

**Keywords:** *Music Mnemonic Technique, Vocabulary Mastery*

## ABSTRAK

Nama : Astri Nursamsi Harahap  
NIM : 21 203 00005  
Judul Skripsi : Pengaruh Teknik Musik Mnemonik terhadap Penguasaan Kosakata Siswa Kelas VIII SMP N 8 Padangsidimpuan

Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran menggunakan teknik musik mnemonik. 2) Untuk mengetahui penguasaan kosakata siswa setelah pembelajaran menggunakan teknik musik mnemonik. 3) Untuk mengetahui apakah terdapat pengaruh atau tidak yang signifikan dari teknik musik mnemonik terhadap penguasaan kosakata siswa. Penelitian ini merupakan penelitian kuantitatif dengan metode eksperimen menggunakan desain pre-test post-test control group. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 8 Padangsidimpuan. Sampel diambil dengan random sampling, kelas VIII-3 dan VIII-5 yang terdiri dari 60 siswa. Data dikumpulkan 50 tes pilihan ganda. Dalam menganalisis data, penelitian ini menggunakan SPSS versi 23. Peneliti menemukan skor rata-rata siswa di VIII-3 setelah menggunakan teknik mnemonic musik lebih tinggi daripada skor rata-rata sebelum menggunakan teknik mnemonic musik. Skor rata-rata sebelum menggunakan teknik mnemonic musik adalah 57,87 kategori cukup. Sementara setelah menggunakan teknik mnemonic musik skor rata-rata adalah 81,13 kategori cukup baik. Setelah menghitung uji-t, peneliti menemukan hasil penelitian ini yaitu  $t_{hitung} = 3,303 > t_{tabel} = 1,671$ . Itu berarti hipotesis diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari Teknik Mnemonic Musik terhadap penguasaan kosakata pada siswa kelas delapan SMP N 8 Padangsidimpuan.

**Kata Kunci:** *Teknik Musik Mnemonik, Penguasaan Kosakata*

## الملخص

عن الاسم: أستاذ نورساري درب

القىد: ٢١٢٠٣٠٠٠٥

غُلَامُ الْمُؤْمِنُ بِهِ لِيُنَهِيَ الْكُفَّارُ لِمَنْ أَنْهَى لَهُمْ فِي الْأَرْضِ لِمَنْ هُنَّ مُنْهَكُونَ بِهِ لِيُنَهِيَ

الذكيرية الموسيقى تقنية استخدام المفردات من الطلاب تمكّن مدى معرفة أولاً، إلى البحث هذا يهدف معرفة ثالثاً، الذكيرية الموسيقى تقنية استخدام المفردات من الطلاب تمكّن مدى معرفة ثانياً، التعلم في المفردات من الطلاب تمكّن على الذكيرية الموسيقى لتقنية إحصائية دالة ذات تأثيرات هناك كانت إذا ما تكون ضابطة لمجموعة بعدي اختبار قبل اختبار تصميم باستخدام تجربتي منهجه ذو كمي بحث هذا اختيارهم وتم سيديمبون، بادانع مدينة في حكومية متوسطة مدرسة في الثامن الصف طلاب من البحث عينة نوع من سؤالاً خمسين خلال من البيانات جمعت طالباً ستين طلابهما عدد بلغ فصلين من عشوائية، بطريقة متوسط أن النتائج وأظهرت النتائج لاستخراج الإحصائي التحليل برنامج استخدم وقد المتعدد الاختيار قبل الدرجات متوسط كان استخدامها قبل درجاتهم متوسط من أعلى التقنية استخدام بعد الطلاب درجات باستخدام البيانات تحليل بعد استخدامها بعد جيد مستوى إلى ارتفع بينما مقبول، مستوى في التقنية استخدام يمكن وبذلك الفرضية قول يعني مما الجدولية، القيمة من أكبر المحسوبة القيمة أن وجد ،"ت" اختبار المفردات من الثامن الصف طلاب تمكّن على كبيراً تأثيراً الذكيرية الموسيقى لتقنية أن الاستنتاج

المفردات تمكّن الذكيرية، الموسيقى تقنية: المفتاحية الكلمات

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Padangsidimpuan, July 2025

Astri Nursamsi Hrp  
2120300005

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Vocabulary is a group of several words that have meaning. Vocabulary is all the words in a language or a collection of specific words that need to be learned. Vocabulary is a key part of learning the four main language skills: listening, speaking, reading, and writing. This means that knowing a lot of vocabulary makes it easier to understand the language.

In teaching and learning process, vocabulary is an important part of learning a language. It is the foundation that helps students read, write, speak, and listen better. Vocabulary plays a big role in learning English because it supports the basic skills. Having more vocabulary helps students express themselves more effectively, which boosts their confidence when speaking or writing.

Vocabulary means all the words in a language or the words students learn from lessons, books, and activities in English. It is hard to learn other skills without understanding and mastering vocabulary. Vocabulary is important because it helps us communicate with others. It makes it easier to understand what people say or write and to understand the meaning of their messages.

Teaching vocabulary at school is very important to help students improve their English. The government has made several efforts to improve education in Indonesia, including deciding on the right curriculum to use. Schools also try to help students by providing tools and equipment to support learning

activities. In the other hand, the teachers play an important role in helping students learn English as a foreign language. Teacher applying an interesting strategy of method is one of the important factors in making a good impression in the classroom activities.

Based on the personal interview with the English teacher of SMP Negeri 8 Padangsidimpuan, she said that “The students are lack of English vocabulary, the students have difficulties in understanding and memorizing of vocabulary, the students do not know how to pronounce the words well and the students were less interest in studying English vocabulary”.<sup>1</sup> Furthermore, based on personal interview with Fatimah students of SMP Negeri 8 Padangsidimpuan , she said “vocabulary is very challenging to learn because it is not suitable for mother tongue. She get bored and cannot memorize the vocabulary”.<sup>2</sup> Based on interviewes above, students are still lacking in learning vocabulary and students do not master much vocabulary, that means the vocabulary mastery of students still poor. To help students improve, teachers should use technique that make learning English, especially in vocabulary.

There are various ways can be applied in teaching vocabulary, such as media, teaching techniques, methods and strategies. Techniques can make learning new words easier and more interesting.<sup>3</sup> According to Schreuder and Weltens there are kinds of technique that can help students vocabulary. They

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<sup>1</sup> Masna Khairani Harahap, *Private Interview* : English Teacher of SMP Negeri 8 Padangsidimpuan on 14<sup>th</sup> of Desember 2024

<sup>2</sup> Fatimah Aslam, *Private Interview* : Student of of SMP Negeri 8 Padangsidimpuan on 14th of Desember 2024

<sup>3</sup> Sherly Octaviana Putri, “Factors Affecting The English Laanguage Students of Education,” *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14, <http://scioteca.caf.com/>

are decontextualized technique, semi- contextualizing technique, fully contextualizing technique, mnemonic technique (music mnemonic, keyword, loci, peg word and acronym) and adaptable technique.<sup>4</sup> In this research, the researcher used music mnemonic as a technique to teach vocabulary in class.

Mnemonic is a technique to remember something easily. It can be very effective and easy to be applied. Anwar stated Mnemonics are techniques to make it easier to remember something.<sup>5</sup> Warren define music mnemonic are a fantastic technique for helping students to retain vocabulary.<sup>6</sup> Music mnemonic is a technique of remembering information by making that information into a song. This technique is best used in studying vocabulary in English. Students can master the vocabulary easier and fun.

The use of music mnemonic as a memory tool to facilitate encoding, storage to long- term memory or retrieval of information from long- term memory. Music can be effective mnemonic device for a number of reason such as increased attention and motivation associated with music engangement can promote sensory store and encoding.<sup>7</sup> So, using music as a memory tool helps students remember things better. Music mnemonic can make learning more fun and interesting, it helps them remember new words for a long time. Music also helps the brain to save and bring back information more easily.

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<sup>4</sup> R Schreuder and B Weltens, *The Bilingual Lexicon*, Studies in Bilingualism (John Benjamins Publishing Company, 1993), <https://books.google.co.id/books?id=R4eJ2ui66b4C>.

<sup>5</sup> Muhammad Anwar, *Menjadi Guru Profesional* (Jakarta: Kencana, 2018).  
<https://books.google.co.id/books?id=4OZeDwAAQBAJ>

<sup>6</sup> Dannielle Warren, *100 Ideas for Secondary Teachers: Outstanding MFL Lessons*, 100 Ideas for Teachers (Bloomsbury Publishing, 2019), <https://books.google.co.id/books?id=jS-4DwAAQBAJ>.

<sup>7</sup> K Kirkland, *International Dictionary of Music Therapy* (Taylor & Francis, 2013), [https://books.google.co.id/books?id=vq\\_HI-EnX8YC](https://books.google.co.id/books?id=vq_HI-EnX8YC).

The role of music mnemonic is to connect words with melodies, making them easier to recall. It creates a fun and engaging environment, which helps students stay interested and focused during the learning process.

Based on the explanation above, the researcher is interested to do a research entitled “ The Effect of Music Mnemonic Technique on Vocabulary Mastery at the Eight Grade Students of SMP N 8 Padangsidimpuan”.

## **B. Identifications of the Problem**

Vocabulary is a list of words that have meaning. Vocabulary is one of the important thing in language skills that becomes the basic of how the learners or the students can read, write, speak and listen correctly.

There are some factors influencing the students vocabulary mastery are media, teaching technique, methods and strategies. One of the technique is music mnemonic technique. Music mnemonic here is a technique of remembering information by making the information into a song.

The problem to be solved are as follows:

1. The students are lack of English vocabulary.
2. The students have difficulties in understanding and memorizing of vocabulary.
3. The students do not know how to pronounce the words well.
4. The students were less interest in studying English vocabulary.

## **C. Limitation of Research Problem**

Based on the identification of the problem above, the researcher limits the research only on the lack of the vocabulary mastery of students, specifically

about word related to characters' feelings and word related to celebration. Then, researcher used Music Mnemonic Technique to solve the students' vocabulary mastery problem, because this technique is more effective in teaching vocabulary. Music mnemonic technique could make learning process interesting and active.

#### **D. Formulations of the Research**

The formulation of the research problem can be formulated as follows :

1. How is students' vocabulary mastery before using music mnemonic technique at the eight grade students of SMP Negeri 8 Padangsidimpuan?
2. How is students' vocabulary mastery after using music mnemonic technique at the eight grade students of SMP Negeri 8 Padangsidimpuan?
3. Is there any significant effect of music mnemonic on vocabulary mastery at the eight grade students of SMP Negeri 8 Padangsidimpuan?

#### **E. Objectives of the Research**

Based on the formulation above, the objective of the research can be followed as :

1. To describe the students' vocabulary mastery before using music mnemonic technique at the eight grade students of SMP Negeri 8 Padangsidimpuan.
2. To describe the students' vocabulary mastery after using music mnemonic technique at the eight grade students of SMP Negeri 8 Padangsidimpuan.
3. To examine whether there is a significant effect or not of using music mnemonic technique on vocabulary mastery at the eight grade students of Negeri 8 Padangsidimpuan.

## **F. Significances of the Research**

The result of this research is expected to give some benefits for the teachers and the other researchers. The significances are :

1. Head Master, as an informations to modify and motivate the teacher in Teaching English.
2. Teacher , to get some information about the effect of using music mnemonic technique to students' vocabulary mastery. This research also can be used by the teachers in learning English to increase students' vocabulary and the effectiveness of students' recognition in mastering vocabulary.
3. Other Researcher , can be a useful reference for researchers who want to learn about teaching English with technique and vocabulary skills. It can also be used to compare with new studies.

## **G. Outline of the Research**

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research. The second chapter is literature Review, this chapter presents the theoretical such us; definition of Mnemonic, including the types of Mnemonic, the procedure for teaching mnemonic, and the advantages of music mnemonic, understanding vocabulary including its definition, types of vocabulary, the importance and the principles of vocabulary. This chapter also explains the preview study of the research and frame of thought.

The third chapter is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis. The fourth chapter is the result of the research, it will consist of data description, hypothesis, testing, and the treats of the research. The fifth chapter is the conclusion about the result that are given by the researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Vocabulary

###### a. Definition of vocabulary

Vocabulary is a part a of language that helps people speak and communicate with others. Many experts have explained the meaning of vocabulary in different ways. According to Richard and Renandya, “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speaks, listen, read and write”.<sup>1</sup> Nunan stated “vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar”.<sup>2</sup> Siregar stated that “vocabulary is an important element in language or a list of words that is known or used by people usually in alphabetical order and with an explanation of their meanings less complete than a dictionary”.<sup>3</sup> From the definition, it is concluded that vocabulary is a list of words a particular language including single words or more that use by the people to communicate.

Roger and Walters defines “vocabulary is a communication particularly in the early stages when students are motivated to learn

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<sup>1</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge University Press, 2015).

<sup>2</sup> David Nunan, *Practical English Language Teaching*, first (Mc Graw Hill, 2003). <https://books.google.co.id/books?id=O8K-EAAAQBAJ>.

<sup>3</sup> Fitri Rayani Siregar, “Teachers’ Technique in Teaching Vocabulary for Beginner Class” 3, no. 1 (2015): 6. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1286>

basic words they need to get by in the language".<sup>4</sup> Additionally, vocabulary is a knowledge of the meaning of words. Vocabulary is not a development skill or a skill that can be considered fully mastered.<sup>5</sup> It is a part of language that is so important to all aspects in life.

Based on the curriculum junior high school. "Vocabulary is contain a collection of words found in spoken and written texts that are used to have students understand the text".<sup>6</sup> It means that vocabulary is a group of words that are used in speaking and writing. These words are important because they help students understand the meaning of text. Learning vocabulary helps students know the meaning of words, so students can understand and communicate better.

The researcher concludes that vocabulary is an important part of language learning because words have meanings that are essential for communication. When people learn a language, they need to focus on vocabulary and work to master it, especially when learning English as a foreign language.

### **b. Purposes of Vocabulary**

In general, vocabulary is very important for people learning a second language because having only a few words can make it hard to communicate well. According to Miller, there are four reasons why

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<sup>4</sup> Rower Gower and Steve Walters, "Teaching Practice Handbook" (Thiland (Macmillan), 2015).

<sup>5</sup> A S Hornby, *Oxford Advanced Learner's Dictionary: Of Current English* (Oxford University Press, 2005), <https://books.google.co.id/books?id=PsZkmAEACAAJ>.

<sup>6</sup> Ika Lestari Damayanti, *English For Nusantara* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2022), <https://buku.kemdikbud.go.id>.

vocabulary is very important for students' success in master English, they are:

- 1) Vocabulary growth is directly related to school achievement.
- 2) The size of a child's vocabulary in kindergarten predicts the ability to learn to read.
- 3) Vocabulary helps children to think and learn about the world.
- 4) Expanding the child's knowledge of words gives unlimited access to new information.<sup>7</sup>

Vocabulary plays an important role in student learning. The teaching practice handbook explains that vocabulary has several purposes:

- 1) To express their opinion thinking
- 2) To express idea in their society
- 3) Particulary in early stages when students are motivated
- 4) To learn the basic words they need to get by in language
- 5) To understand nuances of meaning
- 6) To become more proficient in their own choose of words and expression.<sup>8</sup>

In conclusion, vocabulary is an essential part of language learning. A strong vocabulary supports communication, reading, and thinking skills. Vocabulary helps learners understand the world, access new information, and express ideas clearly. Teaching vocabulary with purpose helps build confidence and supports progress in both spoken and written language.

Meanwhile, the purpose of vocabulary in curriculum junior high school is to understand the meaning of words and help students to

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<sup>7</sup> Jody B Miller, *The Importance of Vocabulary* (Chicago: JCFS Chicago, 2020), <https://www.jcfs.org/blog/importance-vocabulary>.

<sup>8</sup> Gower and Walters, "Teaching Practice Handbook."

understand the words based on the context.<sup>9</sup> Based on the purpose above, understanding the meaning of words and helping students understand through context means teaching students not just to memorize definitions, but to use clues from surrounding words and sentences to figure out a word's meaning

### **c. Kinds of Vocabulary**

Some experts classify vocabulary into two kinds. Hatch and Brown indicated two kinds of vocabulary namely as receptive vocabulary and productive vocabulary.<sup>10</sup>

#### **1) Receptive Vocabulary**

Receptive vocabulary is defined as the words a student is able to read and know the meaning.<sup>11</sup> It refers to the words a person can understand when they hear or read them, even if they don't use these words themselves.

#### **2) Productive vocabulary**

Productive vocabulary is the set of words that an individual can use when writing or speaking.<sup>12</sup> It refers to the words a person can use actively in speech or writing, which is just about

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<sup>9</sup> Damayanti, *English For Nusantara*.

<sup>10</sup> Hatch Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995). <https://archive.org/details/vocabularysemant0000hatch>

<sup>11</sup> G G Peacock et al., *Practical Handbook of School Psychology: Effective Practices for the 21st Century* (Guilford Publications, 2012), <https://books.google.co.id/books?id=Zm7hAKO3LTgC>.

<sup>12</sup> Elfrieda H Hiebert and Michael L Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice* (Routledge, 2005). <https://www.routledge.com/Teaching-and-Learning-Vocabulary-Bringing-Research-to-Practice/Hiebert-Kamil/p/book/9780805852868>

understanding words.<sup>13</sup>

From the explanation above, vocabulary can be divided into two types: receptive vocabulary and productive vocabulary. Receptive vocabulary includes words that learners understand when they listen and read, while productive vocabulary consists of words learners use to express their ideas when they speak and write.

Generally, vocabulary is the knowledge of meanings of words. Children start learning words by listening and speaking long before they begin reading and writing. There are four types of vocabulary, they were:

**1) Listening Vocabulary**

The words we are hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. By the time we reach adulthood, most of us will recognize and understand close to 50.000 words. Children who are completely deaf do not exposed to a listening vocabulary.

**2) Speaking Vocabulary**

The words we are use when we are speak. Our speaking vocabulary is relatively limited. Most adult use a more 5.000 to 10.000 to all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

**3) Reading Vocabulary**

The words we understand when we are read text. We can read and understand many words that we do not use in our speaking vocabulary.

**4) Writing Vocabulary**

The word we are can retrieve when we are write to express ourselves. We are generally find it easier to explain ourselves orally, using facial expression and intonation to help and get our ideas across, then to find just the right words to communicate the same ideas in writing. Writing vocabulary is strongly

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<sup>13</sup> Hatch & Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995). <https://archive.org/details/vocabularyseman0000hata>

influenced by the words we are can spell.<sup>14</sup>

Based on explanation above the researcher conclude that vocabulary is divided into four types: listening, speaking, reading, and writing vocabulary.

#### **d. Choosing of Vocabulary**

Vocabulary includes the words we know when we listen or read (called receptive vocabulary) and the words we use when we speak or write (called expressive vocabulary). Knowing many different words helps us get better at understanding language and reading. According to Richard in Siswati, there are some way to decide which vocabulary should be taught, they are:

- 1) Coverage or range of context where the word can be found
- 2) Convenience or how easy a word is learned
- 3) Familiarity, meaning the word is often found, meaningful and concrete.<sup>15</sup>

Cheryl says there are three ways to choose vocabulary to teach:

- 1) Tier 1 words  
These are the most frequently used words that appear in everyday speech. Students typically learn these words through oral language.
- 2) Tier 2 words  
These words are used in many different contexts and subjects. When choosing which vocabulary words to teach, Tier 2 is the best way because the words is the most useful across all subject areas.
- 3) Tier 3 words  
These are subject-specific words that are used in

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<sup>14</sup> Judy K Montgomery, "Types of Vocabulary," *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007, 136,  
[https://www.srsdeaf.org/Downloads/Bridge\\_of\\_Vocabulary.pdf](https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf).

<sup>15</sup> Kamilah Siswati, "Efektivitas Model Pembelajaran Penggunaan Kosa Kata," 2012, 19–20, <http://www.repoostory.ump.ac.id/>.

particular subject areas.<sup>16</sup>

From the explanation above, it can be concluded there are three important ways to help make choosing vocabulary easier. These ways can guide teachers in selecting words that match the students' level.

#### **e. Importances of Vocabulary**

Vocabulary knowledge is often viewed as a critical tool for second language learners. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.<sup>17</sup> Vocabulary is an essential part of anyone's life and the following points describe the importance of vocabulary. Ridhi says there are five the importance of vocabulary they are:

- 1) Vocabulary is critical for communication and expression
- 2) Vocabulary forms the basis of reading comprehension
- 3) Linguistic vocabulary and thinking vocabulary work parallel
- 4) Vocabulary also forms a basis for judgment many times
- 5) For conveying anything, vocabulary is important, including listening, speaking, reading, and writing.<sup>18</sup>

A strong vocabulary helps people understand and express ideas better, making it easier to communicate clearly and connect with others. Furthermore, knowing many words is linked to doing well in school students with larger vocabularies tend to do better on tests and

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<sup>16</sup> Cheryl Lyon, "Vocabulary Words: An Evidence-Based Literacy Strategy," n.d., <https://www.understood.org/en/articles/how-to-teach-vocabulary-words>.

<sup>17</sup> Moreh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

<sup>18</sup> Ridhi Sikri, "Vocabulary and Types of Vocabulary: Explained," 2025, <https://www.vedantu.com/commerce/vocabulary-and-types-of-vocabulary>.

in reading.

The researcher concludes that vocabulary is very important for people learning a second language because a small vocabulary can make it hard to communicate well.

#### **f. Principles of Vocabulary**

According to Nunan there are number of principles for teaching vocabulary as follows:

- 1) Focus on the useful vocabulary first.
- 2) Focus on the vocabulary in the most appropriate way.
- 3) Give attention to the high frequency words across the four strands of a course.
- 4) Encourage learners to reflect on and take responsibility for learning.<sup>19</sup>

Based on the principles of vocabulary by Nunan it can be concluded that to improve vocabulary, it's helpful to begin with words that are most useful in everyday situations or learning tasks. It's important to focus on learning words in a way that suits the context.

On the other hand, Brown outlines several guidelines for communicative instruction in vocabulary teaching and learning vocabulary as follow:

- 1) Allocate specific class time to vocabulary learning.
- 2) Help students to learn vocabulary in context.
- 3) Play down the role of bilingual dictionaries.
- 4) Encourage students to develop strategies for determining the meaning of words .
- 5) Engaged in “unplanned” vocabulary teaching.<sup>20</sup>

The researcher concludes that teaching vocabulary should

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<sup>19</sup> Nunan, *Practical English Language Teaching*.

<sup>20</sup> James A. Lander and H. Douglas Brown, “Teaching by Principles: An Interactive Approach to Language Pedagogy,” *Language*, 1995, <https://doi.org/10.2307/415773>.

include time in class to learn words, help students understand words from the sentence, use dictionaries less, teach ways to find word meanings, and explain new words when needed.

#### **g. Aspects of Vocabulary**

In teaching vocabulary there are several important aspects that must be considered. In curriculum the junior high school there are several aspects of vocabulary assessment including “identifying, meaning, spelling, and memorizing”.<sup>21</sup> The explanation is as follow :

- 1) Identifying : Student recognize words, including recognizing new or unfamiliar words by using contextual clues around the word.
- 2) Meaning : Student understand and know the meaning of words, which can be obtained through various means such as using the context of the sentence
- 3) Spelling : Student spell words correctly according to the rules of the language.
- 4) Memorizing : Student remember or memorize words and their meanings so that they can be remembered and used actively.<sup>22</sup>

This research not discuss about all of the aspects in assessing vocabulary in teaching and learning process. The researcher will focus

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<sup>21</sup> Damayanti, *English For Nusantara*.  
<https://static.buku.kemdikbud.go.id/content/pdf/bukuteks/kurikulum21/Bahasa-Inggris-BS-KLS-VIII-nsn.pdf>  
<sup>22</sup> Damayanti.

on two aspects, they are meaning and memorizing. These aspects become a reference in achieving the target to determine the progress of students' vocabulary mastery. Brown states test is a method that measuring a person ability and knowledge.<sup>23</sup> The test should be based on the material taught in class. Words from the lesson can be selected to create the test. Therefore, vocabulary test should match what the students are studying in their course. Language teaching at the Junior High School level should focus on the surrounding environment.

Vocabulary assessment seems straightforward in the sense the word list are ready to provide a basis for selecting a set of word to be tested. There are some tests that used for vocabulary testing, they are:

1) Multiple Choice (choose the correct one)

Although the multiple-choice format is one of the most widely used methods of vocabulary assessment, both for native speaker and for the second language learners, it is limitation have also recognized for long time.

2) Completion (write or fill the missing word)

Completion format is an item that researcher used sentence or sentences that have a missing word and then, the students have to complete or fill the missing one.

3) Translation (translate the underlined word to another language, such as Indonesian language)

This item is the easy one, because the students only need to translate the underlined word to another language that the researcher divided.

4) Matching (match each word with its meaning)

In this item, the format will be written using the column A and B, then the students will match them. In this research, the

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<sup>23</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, *Sustainability (Switzerland)*, vol. 11 (longman, 2019), <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484>

researcher will ask the students to matching the word with synonyms and antonyms.<sup>24</sup>

The tests shown above will be made and used in the study to check vocabulary and find out any problems in learning. So, in this research can be concluded assessing for students vocabulary used multiple choice and matching. By giving test to the students, researcher can clearly find out their knowledge in vocabulary.

#### **h. Materials of Teaching Vocabulary**

There are many material in vocabulary teaching. It is in syllabus of eight grade of Junior High School in curriculum. The book used in SMP N 8 Padangsidimpuan is “ English for Nusantara”. It divide into five chapters, they are : Celebreting Independence Day (chapter I), Kindness Begins with Me (chapter II), Love our World (chapter III), No Littering ( chapter IV), Embrace Yourself (chapter V).<sup>25</sup> From those materials, not all of the topic will be discussed. This research only focus on chapter II . This topic talk about verb, adjective, and noun. Based on syllabus from students’ textbook at grade VIII this chapter talk about something that happen and comparison of people, objects, animals and situation around.

The material of vocabulary is not described in an explicit form but in an implicit form, because the material of vocabulary is related

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<sup>24</sup> John Read, *Assessing Vocabulary*, Cambridge Language Assessment (Cambridge University Press, 2000), [https://books.google.co.id/books?id=-Bmxado6\\_VwC](https://books.google.co.id/books?id=-Bmxado6_VwC).

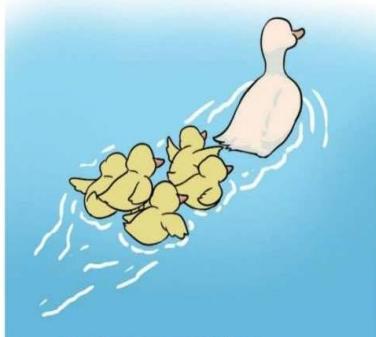
<sup>25</sup> Damayanti, *English For Nusantara*.

to any material in English, such as reading, writing, speaking and listening. The materials and the exercises as follows:

- 1) Material of Vocabulary about characters' feelings, traits and behavior.

The pictures below are the example of word related to characters' feelings, traits and behavior. There are 7 vocabulary of characters' feelings. Such as ; happy, sad, worried, scared, surprised, angry, heartbroken. So the students must be able to know the word above in English.

Unit 2. Kindness and Happiness



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**Section 1 - Say What You Know**  
Unit 2. Kindness and Happiness

a. What kind of situation makes you have these feelings?

Feelings	Situations
happy	I got a birthday present from my best friend.
sad	
worried	
scared	
surprised	
angry	
heartbroken	

Worksheet 2.6

b. What are your feelings on the Ugly Duckling story?



Picture 2.5 Part of The Ugly Duckling story



**Showing Feelings in a Story**

A story contains relationships between characters. One way to show the relationships is by using such expressions as 'pleased', 'angry', 'worried', and 'sorry'. These expressions are called **Adjectives**. They **express the characters' feelings** in story worlds.

Using adjectives can help your reader know more about the characters' feelings in the story. For example, they showed that the Mother Duck felt worried or the Ugly Duckling was sad.

Adjectives can come after 'to be'. The Adjectives come after the past tense forms of 'to be', 'was' and 'were' because we mainly use past tense in narrating a story. Look at the following examples:

- The Ugly Duckling **was sad**. Nobody wanted to be his friend (showing the Ugly Duckling's feeling sad).
- The yellow ducklings **were not happy** to see the Ugly Duckling (showing the yellow ducklings' feeling unhappy).

The Adjectives can also come after some other 'verbs'. The most common verbs are 'feel' and 'become'. These verbs should also be in their past tense forms: 'felt' (past tense of 'feel'), and 'became' (past tense of 'become').

- The Ugly Duckling **felt heartbroken** (showing the Ugly Duckling's feeling heartbroken).
- Mother Duck **became worried** about the Ugly Duckling (showing Mother Duck's feeling worried).
- The Ugly Duckling **became happy** to live with the white swans (showing the Ugly Duckling's feeling happy).

In the next page, do the following activities about showing feelings using adjectives in the Ugly Duckling story (Parts 1 - 3).

**Figure II.1 : Vocabulary about characters' feelings, traits and behavior<sup>26</sup>**

2) Material of Vocabulary about word related to celebration.

The pictures below are the examples of word related to celebration. There are 8 vocabulary of word related to celebration. Such as ; Tug of war, Sack race, Marble in spoon, Parade, Panjat pinang, Kerupuk race, Tandem race, Flas hoisting ceremony. So the students must be able to know the word above in English.

<sup>26</sup> Damayanti.

**Unit 2. Going to a Parade**

**Section 1 - Say What You Know**  
Unit 2. Going to a Parade

Let's talk about these pictures.




**Picture 1.1. Independence Day Celebration**

Answer the following questions based on the picture above.

1. Have you ever participated in / watched the events in the picture?
2. Do you have any memorable moments/events in the Independence Day celebration?
3. Could you share the story of your memorable moment/event in the Independence Day celebration?

**Section 1 - Say What You Know**  
Unit 2. Going to a Parade

Look at the following pictures.



**Picture 1.2. Independence Day's events**

1. Which events have you participated in?
2. Tell your friends about your participation in the events.

**Section 2 - Listening**  
Unit 2. Going to a Parade

a. Listen to Audio 1.3. Galang and his friends are talking about their activities in celebrating Independence Day. See the **Word Box**.

**Word Box**

be choked (base form)/was/were choked (past form): tersedak  
marched (base form)/marched (past form): berbaris  
costume: kostum  
awesome: luar biasa  
shy: malu  
neighborhood: lingkungan sekitar

**Figure II.2: Vocabulary about word related to celebration.<sup>27</sup>**

<sup>27</sup> Damayanti.

## 2. Music Mnemonic Technique

### a. Definition of Music Mnemonic Technique

Mnemonic is one of the best technique that teacher can use in teaching vocabulary. According to Manktelow, Mnemonic is a technique that someone can use to help students improve their ability to remember and to better focus the brain.<sup>28</sup> Anwar stated Mnemonics are techniques to make it easier to remember something.<sup>29</sup> Mnemonic Technique divided into several types, there are five types the most popular mnemonic device. Those are: peg word mnemonic, acronyms mnemonic, loci mnemonic, keyword and music mnemonic.<sup>30</sup> The researcher concludes that mnemonic is technique that can help students to memorizing the word easily.

Warren defines music mnemonic are a fantastic technique for helping students to retain vocabulary. Music can be a great way to help your students memories vocabulary.<sup>31</sup> Music mnemonic is a technique of remembering information by making that information into a song. According to Valli “One way to successfully encode the information into brain is to use music”<sup>32</sup> This technique is best used in studying vocabulary in English. Students can master the vocabulary

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<sup>28</sup>J Manktelow, *Mind Tools* (Mind Tools Limited, 2005), <https://books.google.co.id/books?id=sLCJF9VdFDcC>.

<sup>29</sup>Anwar, *Menjadi Guru Profesional*, 2018. <https://books.google.co.id/books?id=4OZeDwAAQBAJ>

<sup>30</sup> “Types of Mnemonic for Better Memory” (central florida, n.d.).

<sup>31</sup> Warren, *100 Ideas for Secondary Teachers: Outstanding MFL Lessons*. . <https://books.google.co.id/books?id=jS-4DwAAQBAJ>.

<sup>32</sup> A P Valli, *Memory of Memories* (Blue Rose Publishers, 2021), <https://books.google.co.id/books?id=0tssEAAAQBAJ>.

easier and fun.

Music mnemonic is a useful tool for disciplines that require a great deal of memorization. Music can serve as an effective mnemonic device to facilitate verbal learning and recall, in which music provides a temporal metrical structure and redundancy that chunk information into more manageable units.<sup>33</sup> One effective way to help students remember information is by using songs as a memory tool. When information is put to music, students can learn all kinds of things. The use of music as a memory tool to facilitate encoding, storage to long term memory.<sup>34</sup>

Rules for music mnemonic including :

- 1) simple, using well known tune
- 2) word that match the melody, tune – tune
- 3) word framed in predictable, meaningful sentence and phrase
- 4) line follow a predictable pattern and rhymes where possible.<sup>35</sup>

In conclusion, effective music mnemonics should be simple, use a familiar tune, have words that match the melody, be framed in meaningful sentences, and follow a predictable pattern with rhymes when possible. These elements help improve memory and recall.

The researcher concluded that mnemonic techniques are helpful tools that make it easier to remember things. There are different kinds, like peg words, acronyms, the loci mnemonic, the keyword, and music

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<sup>33</sup> M Thaut, *Rhythm, Music, and the Brain: Scientific Foundations and Clinical Applications* (Taylor & Francis, 2013), [https://books.google.co.id/books?id=CRcaM9g\\_2RwC](https://books.google.co.id/books?id=CRcaM9g_2RwC).

<sup>34</sup> Kirkland, *International Dictionary of Music Therapy*.

<sup>35</sup> F McPherson, *Mnemonics for Study* (2nd Ed.), Study Skills (Wayz Press, 2018), <https://books.google.co.id/books?id=G9RTDwAAQBAJ>.

mnemonics. Music mnemonics are especially fun and useful for learning vocabulary. By turning new words into songs, students can remember them more easily and enjoy the learning process. This makes studying more fun and effective.

### **b. Purposes of Music Mnemonic Technique**

Analyzing the purpose of vocabulary more precisely, according to Prater “ Mnemonic is a technique or device for improving or stengtehning memory”.<sup>36</sup> Mnemonic often use music to make hard to learn information stick in brains.<sup>37</sup> Valli says the purpose of music mnemonic is a tool for people who learn new information more effectively and not only can the words of songs be remembered but also recall the information.<sup>38</sup> Oseven says that the purpose of music mnemonic is to help remember and recall specific information easily.<sup>39</sup> In conclusion, the purpose of music mnemonic is music mnemonics are a fun and effective way to help remember and recall information. This technique makes studying more enjoyable and helps learners remember what they've learned for a longer time.

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<sup>36</sup> M A Prater, *Teaching Students With High-Incidence Disabilities: Strategies for Diverse Classrooms* (SAGE Publications, 2016), <https://books.google.co.id/books?id=UTvODQAAQBAJ>.

<sup>37</sup> Valli, *Memory of Memories*.

<sup>38</sup> Valli.

<sup>39</sup> E Oseven, *Memori Tanpa Batas - Stephen Bryant: Trik Dan Teknik Pelatihan Otak Untuk Peningkatan Memori Dan Percepatan Pembelajaran* (Pinang, n.d.), <https://books.google.co.id/books?id=O8K-EAAAQBAJ>.

### c. Procedures for Teaching Music Mnemonics Technique

Music Mnemonic techniques are tricks or memory aids that help you remember things more easily. They make learning fun and interesting.

According to Huda using music mnemonic technique as follows:

- 1) Prepare the material students use techniques such as underlining, making list and reflecting.
- 2) Developing relationship students try to become familiar with the material and connect the concepts in the material using techniques such as keyword systems, substitute words, and conjunction (link word).
- 3) Expanding the sensory image Students use ridiculous association techniques association and exaggeration.
- 4) Recalling Students, recall the material so that everything is complete studied.<sup>40</sup>

The researcher concludes that music mnemonic techniques are helpful for making it easier to remember information. To apply these techniques, the teacher asks students to highlight key words from the lesson, connect the words to each other or associate them with mental images, and then practice recalling the material.

According to Anwar using music mnemonic technique as follows:

- 1) Prepare vocabulary from the lesson material that must be remembered.
- 2) Associate these words with each other
- 3) Create the right imagination in your mind
- 4) Recall the words.<sup>41</sup>

From two theories above, the researcher decided to use Anwar's

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<sup>40</sup> Miftahul Huda, *Model - Model Pengajaran Dan Pembelajaran : Isu - Isu Metodis Dan Paradigmatis* (Yogyakarta: Pustaka Pelajar, 2016).

<sup>41</sup> Muhammad Anwar, *Menjadi Guru Profesional* (Jakarta: Kencana, 2018).  
<https://books.google.co.id/books?id=4OZeDwAAQBAJ>

theory because it is simple and easy to understand for students.

Additionally, the researcher find it easier to implement which makes the teaching process simple.

#### **d. Advantages and Disadvantages of Music Mnemonic Technique**

There are several advantages when we use music mnemonic as a technique of learning in English. According to Byrne Musical mnemonics can help people learn and recall information more effectively. Songs can enjoy a vey long life in memory.<sup>42</sup> Music mnemonics can help the brain remember information better while learning. Music creates clear, repeated, and grouped patterns that make it easier to remember and recall information later.

- 1) Students are able to understand the meaning of the target words and also use it well.
- 2) The teaching learning activities are more interactive and meaningful because the students will use their own experience.
- 3) This technique enables students to activate their subconscious learning.<sup>43</sup>

The researcher conclude that music mnemonics are a useful tool that can help improve memory, boost academic performance, enhance thinking skills, and make it easier to learn and remember new words.

Besides the advantages of mnemonic, they are several disadvantage of music mnemonic also:

- 1) The teaching learning activities takes more time.
- 2) The teachers should be sensitive of students' ability because the students will be active enough to run the activity.

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<sup>42</sup> J H Byrne, *Learning and Memory: A Comprehensive Reference* (Elsevier Science, 2017), <https://books.google.co.id/books?id=QhNvDgAAQBAJ>.

<sup>43</sup> Lisa Marthila, “The Effectiveness of Using Mnemonic Technique,” 2020. . <https://books.google.co.id/books?id=G9RTDwAAQBAJ>.

- 3) Teachers should be creative in enhancing students' imagination.
- 4) The class needs at least one dictionary for pairs of students.<sup>44</sup>

Based on quotation above, it can be concluded that fun and creative vocabulary activities need more time, teachers must understand students' abilities, and be creative to help students imagine. Each pair of students also needs a dictionary to help them join the activity well.

#### e. Teaching Vocabulary by Using Music Mnemonic Technique

The researcher expect that music mnemonic can overcome the students' difficulties in mastering vocabulary from internal and external factors. Music can be a great way to help your students memories vocabulary. And here is the procedure of teaching vocabulary by using Music Mnemonic Technique, as follows:

**Table II. 1 Teaching Vocabulary by Using Music Mnemonic Technique**

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	1. The teacher comes into the class and open the class. Then teachers asks to pray on their beliefs.		1. Students listen to the teacher 2. Students start to pray
	2. The teacher check the students attendant list and gives motivation to students.		1. Students listen to the teacher 2. Students state the attendence by saying present

<sup>44</sup> Mohammad Amiryousefi and Saeed Ketabi, "Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall," *Journal of Language Teaching and Research* 2, no. 1 (2011): 178–82, <https://doi.org/10.4304/jltr.2.1.178-182>.

Steps	Teacher's Activity	Procedures	Student's Activity
	3. The teacher explains the material that they will learn.		1. Students listen carefully to the teacher 2. Students add some notes from the teacher
While – Teaching	1. The teacher prepares vocabulary must be memorize	1. Prepare vocabulary from the lesson that must be remembered	1. Students listen carefully to the teacher 2. Students pay attention to the teacher
	2. The teacher associate each vocabulary by choosing a song that connected to the vocabulary	2. Associate these word with each other	1. Students pay attention to the teacher 2. Students follow the instruction from the teacher
	3. The teacher make words that are meaningful and easy to memorize by using music mnemonic and explain the rules also demonstrate how music mnemonic works.	3. Create the right imagination in your mind	1. Student pay attention to the teacher 2. Students listen to the teacher 3. Students respon to the teacher's explanation
	4. The teacher asks students to say the words that are formed recall together by singing together.	4. Recall the words	1. Students listen carefully to the teacher 2. Students follow the instruction from the teacher 3. Students singing together until memorize the word.
Post – Teaching	1. The teacher asks the students about their	Feedback	1. Students answer the teacher's question and tell

Steps	Teacher's Activity	Procedures	Student's Activity
	understanding about the material		their problem
	2. The teacher concludes or summarize the lesson by herself or together with the students.		2. Students listen to the teacher
	3. The teacher closes the teaching learning activity		3. Students give the greeting to the teacher

## **f. Conventional Teaching**

### 1) Definition of Conventional Teaching

According to Keengwe that “conventional approach refers to the traditional way of teaching where in most of the time lecture method is used”.<sup>45</sup> This method of teaching is textbook centered, teacher dominant, exam-oriented. Conventional teaching is the traditional method of education where the teacher is the main source of information. In this style, the teacher usually stands in front of the class, explains the lesson, and the students listen, take notes, and memorize the material. Learning is mostly based on lectures, textbooks, and written exams. The teacher leads the lesson, and students follow instructions without much discussion or group work. This method focuses on discipline, repetition, and

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<sup>45</sup> Jared Sagini Keengwe, *Handbook of Research on Mobile Technology, Constructivism, and Meaningful Learning* (USA, 2018), <https://doi.org/10.4018/978-1-5225-3949-0>.

direct instruction to help students understand and remember the subject.

2) Characteristic of Conventional Teaching

- a) learning takes place in a physical setting, such as the four walls of a classroom.
- b) The teacher has full control over the learning environment.
- c) There is a heavy reliance on textbooks.
- d) Learning occurs at a set pace and schedule.

3) Procedure of Conventional Teaching in the classroom

First, the teacher gives a text to the students. Then, the teacher shows them the important vocabulary from the text. After that, the teacher asks the students to find the meanings of the words in the dictionary. The students must memorize the new vocabulary they have learned. Finally, the teacher gives the students some questions and helps them translate the text.

## **B. Review of Related Findings**

This chapter presented literature review. It consisted of relevant previous studies; The goal of the study was to see if there was any improvement through mnemonic technique. To support this study, the researcher discussed four relevant previous studies, which served as helpful references. Each of these studies was unique because they were done in different locations, with different subjects, and used different sources. Some findings from these studies are:

The first previous research was from Hadiwijaya.<sup>46</sup> He implemented quantitative research. He used a quasi-experimental design with two classes an experimental group and a control group. The result of the research showed that the T-test was 8.482 and the value of T-table of dB = 52 is 2.00. It means that the value of T-test was higher than T-table ( $8.482 \geq 2.00$ ). So, there is a significant effect of mnemonic technique on vocabulary mastery.

The second previous studies was from Fawas.<sup>47</sup> He used a collaborative CAR which is adapted from Kemmis & Taggart, there are four stages; planning, observing, implementing, and reflecting. The obtained results conveyed that the students' vocabulary mastery score after the cycle showed the average score was 78 and there were 17 students who passed the KKM score and for students who did not pass the KKM score were only 2 students. It could be stated this research was successful.

The third was from Risa.<sup>48</sup> Who was conducted classroom action research. In this reasearch found some problems during the teaching and learning activities. There were four steps in conducting: planning, action, observation, and reflection. The result of this study showed that students' improvement in mastering vocabulary was statistically significant. From the

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<sup>46</sup> Muchamad Lukman Hadiwijaya, "The Effectiveness of Mnemonic Technique to Increase Students' Vocabulary Mastery," 2020. <https://etheses.iainponorogo.ac.id/11315/1/Skripsi%20Luqman%20Putra%2C%2020210916075.pdf>

<sup>47</sup> Achmad Fawas, "Implementing Song Mnemonic To Improve Students' Vocabulary Mastery At Tenth Grade Students Of As-Syafaah Vocational High School Sumbesari Jember In Academic Year 2022-2023," no. June (2023). [https://digilib.uinkhas.ac.id/26001/1/Achmad%20Fawas\\_T20196155.pdf](https://digilib.uinkhas.ac.id/26001/1/Achmad%20Fawas_T20196155.pdf)

<sup>48</sup> Fatima Risa, "The Effectiveness of Mnemonic Technique to Improve Students English Vocabulary at the Eight Grade of SMP N 6 Parepare," 2020. <https://repository.iainpare.ac.id/id/eprint/1449/>

collecting data, the mean score of cycle was 60.83 and cycle II was 86.04. Thus, using mnemonic could solve the problem faced by the students and she concluded that mnemonic technique is effective to improve students' vocabulary mastery in SMP Negeri 6 Parepare.

The last previous studies was from Auliya.<sup>49</sup> Who implemented classroom action research and the research subject is tenth grade students. The achievement of students by applying the mnemonic technique can be seen from the comparison between the mean score of pre-test and post-test in cycle I cycle II. In cycle I, the mean of pre-test score was 65.87 and increased in the mean of post-test score which was 73.87.

Based on the explanation above, it can be seen that this research has both similarities and differences compared to earlier studies. In this research, the researcher also used mnemonics to teach vocabulary, but there was a small difference. There are differences between the researcher with the related findings in using music mnemonic technique. Such as the technique, grade of class and place, the researcher choosed the VIII grade class and SMP N 8 Padangsidimpuan as place for research.

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<sup>49</sup> Ummul Husnul Auliya, "The Use of Mnemonic Technique in Increasing Students' English Vocabulary Mastery at the Tenth Grade Students of SMKS Muhammadiyah Marawola" VIII, no. I (2023): 1–19. <https://repository.uindatokarama.ac.id/id/eprint/2397/>

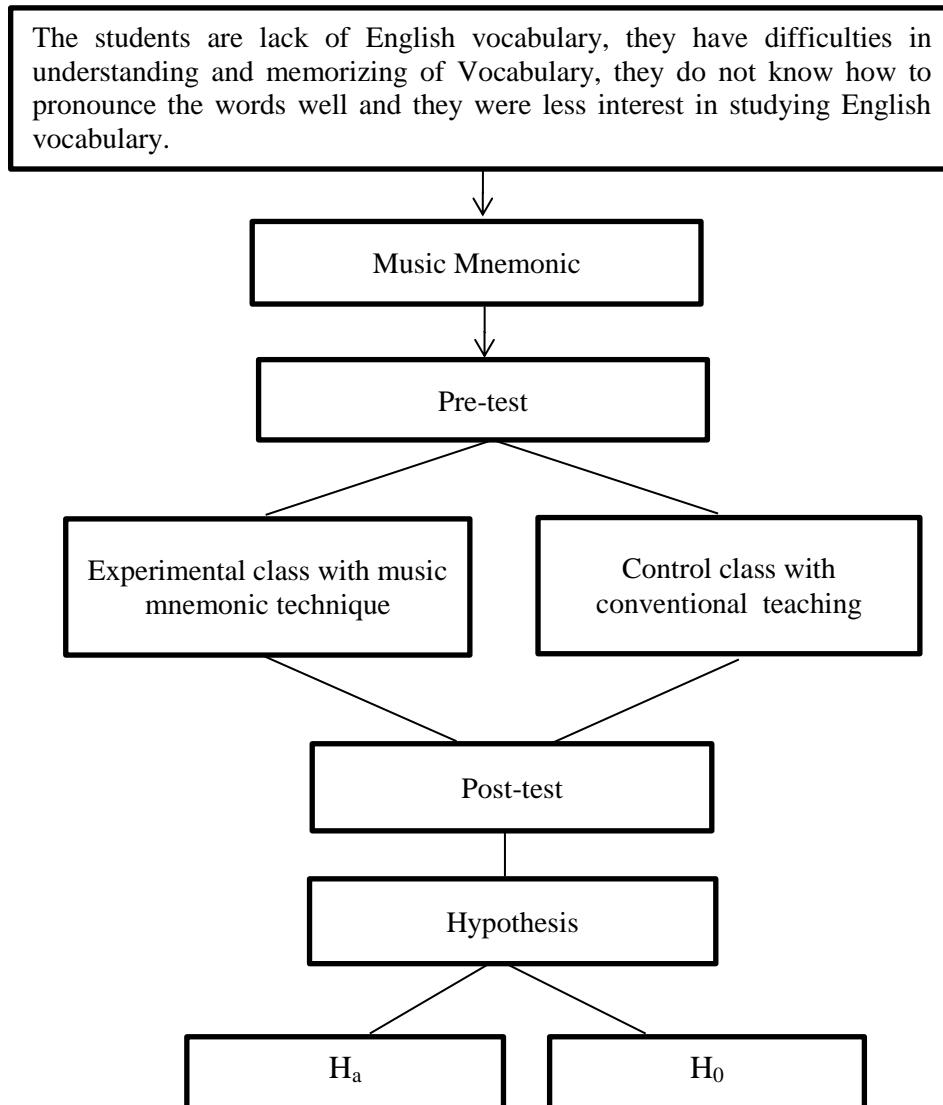
### **C. The Conceptual Framework**

Many students are lack of English vocabulary, they have difficulties in understanding and memorizing of Vocabulary, they do not know how to pronounce the words well and they were less interest in studying English vocabulary.

The concept of music mnemonic technique is to make the students easier to learn vocabulary. To know the effect of this, there are two classes use as the sample of collecting data for this research. The classes are pre-test and post-test.

The first step is pre-test, it give to the students ability before the treatment. After that, music mnemonic use to teach the experimental class and the teacher techniques use to teach the control class. The last, post –test to find out the effect of music mnemonic to students vocabulary mastery at the VIII grade students of SMP N 8 Padangsidimpuan.

In this research there are Ho and Ha to see , there is the significant effect of music mnemonic to students vocabulary at the VIII grade students of SMP N 8 Padangsidimpuan or there is no significant effect of music mnemonic to students vocabulary at the VIII grade students of SMP N 8 Padangsidimpuan. Based on the above, conceptual framework can be seen:



**Figure II. 3 : Conceptual Framework**

#### **D. The hypothesis**

This study formulates the hypothesis of the research stated:

1. Alternative hypothesis (H<sub>a</sub>): There is a significant effect of music mnemonic technique on vocabulary mastery at eight Grade of students' SMP N 8 Padangsidimpuan.

2. Null hypothesis (Ho): There is no a significant effect of music mnemonic technique on vocabulary mastery at eight Grade of students' SMP N 8 Padangsidimpuan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

This research conducted at the SMP N 8 Padangsidimpuan, which is located on Jln. Mandailing, Pijor Koling, kec. Padangsidimpuan Tenggara, North Sumatera, Indonesia. This able to be found about 7,8 kilometers from south direction of central town Padangsidimpuan. This research has been done from November 2024 until June 2025.

#### **B. Research Design**

The design of this research is quantitave reseach in experimental research. Experimental research is a research with a purpose to find the effect of one or more variables to the other variable. Gay and Airasian stated experimental research is the only type of research that can test hypotheses to establish cause and effect relationship.<sup>1</sup> So, it concludes that experimental research is a research design which have purpose to know or to find causal – effect from the vairables.

The kinds of this research is quantitative research using experimental design with pretest-posttest control group design. This research used two classes, which experimental class and a control class. The experimental class used by Music Mnemonic Technique as a treatment and control class with a conventional teaching . That means there are two classes selected, then given pre-test to know the basic condition of the two classes. Next, the

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<sup>1</sup> L. R. Peter W. Airasian Gay, *Educational Research : Competencies for Analysis and Applications, Sustainability (Switzerland)*, vol. 11 (Pearson, 2019).

both of class given post -test. The result of the test compare to know the different effect of treatment to experimental class.

**Table III.1**  
**Pre test- Post test Control Group Design**

Class	Pre - Test	Treatment	Post - Test
R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>	-	O <sub>4</sub>

(Source : Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*) <sup>2</sup>

Where:

R= The sample of the research

O<sub>1</sub>= Pre- test in experimental class

O<sub>2</sub>= Post-test in experimental class

X= Treatment

O<sub>3</sub>= Pre-test in control class

O<sub>4</sub>= Post-test in control classSymbol for experimental class<sup>3</sup>

### C. Population and Sample

#### 1. Population

Population is the total number of unit individual that the characteristic or subject of research. The population of this research was all of students at the Eight Grade SMP Negeri 8 Padangsidimpuan. They consist of 150 students in 5 classes. It can be seen in the following table:

**Table III.2**  
**Population of the VIII Grade Students of SMP N 8**  
**Padangsidimpuan**

No	Class	Total
1	VIII-1	30 students
2	VIII-2	30 students
3	VIII-3	30 students
4	VIII-4	30 students

<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 25th ed. (Bandung: Alfabeta, 2017). <https://id.scribd.com/document/688009736/Metode-Penelitian-Kuantitatif-Kualitatif-Dan-R-D-Prof-Dr-Sugiyono-2017>

<sup>3</sup> Sugiyono.

No	Class	Total
5	VIII-5	30 students
	<b>TOTAL</b>	<b>150 students</b>

Source: School Data Administration of SMP N 8 Padangsidimpuan

## 2. Sample

Sample is the process of selecting a large number of people to be sampled research in order to represent a larger selected group. The researcher used random sampling technique to determine the sample because all of the population were homogenous.

The sample made like lottery system, which is the researcher write down the all of name of class in pieces of paper, then rolled it up and the researcher randomly chooses which paper or class will be the sample. Then, this research took the first paper for the experimental class. The last, took the second paper for the control class. Finally VIII- 3 as the experimental class and VIII-5 as the control class.

**Table III. 3**  
**Sample of the Research**

NO	Class	Sample
1.	Experimental Class VIII- 3	30
2.	Control Class VIII-5	30
	<b>TOTAL</b>	<b>60</b>

Based on the table above, VIII-3 30 students as experimental class and VIII-5 as control class 30 students, and consist 60 students.

## D. Definition (s) of Operational Variables

### 1. Music Mnemonic

Music mnemonic is a technique of remembering information by making that information into a song, that involves creating songs with

lyrics that include new vocabulary words, making it easier for learners to remember them through repetition and association with music.

## 2. Vocabulary mastery

Vocabulary mastery is the ability to understand, remember, and use the meaning of words both spoken and written, so it can convey the correct meaning.

## **E. Instrumen of Collecting Data**

Instrument was a tool used to collect data of the research. The test used as an instrument in this research. There are some test of vocabulary test, such as multiple choice, completion, translation and matching word. The researcher choose multiple choice test as instrument for the research. The researcher prepared 100 questions for to be validated first.

From the result above, the researcher decided to choose an instrument of vocabulary test that consist 50 multiple choice of pre- test and 50 multiple choice of post- test with the 4 option a, b, c d in each question. The function of pre- test to know how far the students' vocabulary mastery before music mnemonic technique and the function of post- test is to know the enhacement of students' vocabulary mastery after using music mnemonic mastery. The result of this assessment is to provide the information about the students' vocabulary mastery.

Below was the indicator items of pre-test and post- test for the vocabulary mastery instrument :

**Table III. 4**  
**The Indicator of Test**

No	Topic	Indicator	Number of items	Value	Item	Skor
1.	Characters' feelings, traits and behaviors	1. Meaning	1,2,3,4,6,7,9,10,11, 13,16,118,20,22,23 ,24,25	2	18	36
		2. Memorize	5,8,12,15,17,19,21	2	7	14
2.	Celebration	1. Meaning	26,27,29,30,32,33, 35,36,37,38,40,41, 42,44,46,47,48,49, 50	2	19	38
		2. Memorize	28,31,34,39,43,45	2	6	12
<b>Total</b>					<b>50</b>	<b>100</b>

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{50} \times 100 = 2$$

B = number of question answer correctly

N = number of question<sup>4</sup>

Based on the table above, there were 50 questions in pre- test and post- test, and one question received 2 points. So, the students would have answered all of the questions correctly got the 100 score.

## F. Validity and the Reliability of Instrument

### 1. Validity

Before delivering the test to the pupils, validity must be completed.

A study's validity is determined by how well the researcher measures the appropriate things.<sup>5</sup> Valid means that the instrument can be used to measure what is supposed to measure. To make it sure, the researcher validated the test by using item validity. To determines the item validity,

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<sup>4</sup> Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembelajaran, Ciptapustaka Media* (Bandung: Citapustaka Media, 2014).

<sup>5</sup> Sugeng, *Metode Penelitian Pendidikan Matematika, Metode Penelitian Pendidikan Matematika*, 2014.

the students at the eighth grade in SMP N 8 Padangsidimpuan have validated it. In validating the test the researcher used the Person Monet Formula.

The formula :

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Description :

$R_{xy}$  = Correlation coefficient between variables X and Y

X = Score of question item

Y = Total Score

n = Total number of respondents.

In test there were 73 out of 100 questions that are valid, they are question numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 20, 21, 22, 23, 25, 26, 27, 30, 32, 33, 34, 35, 36, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49, 50, 51, 55, 56, 57, 58, 59, 62, 64, 65, 67, 68, 69, 70, 71, 73, 74, 75, 76, 77, 79, 80, 81, 82, 86, 87, 88, 91, 92, 93, 99, 94, 100. There were 27 out the 100 questions that were not valid, they are 15, 16, 19, 24, 28, 29, 31, 37, 38, 53, 54, 60, 61, 63, 66, 72, 78, 83, 84, 85, 89, 90, 95, 96, 97, 98, 99. ( The calculation can be seen in appendix 5)

Based on the explanation above, the researcher decided to select 50 questions from the test to be used as the test in this research.

## 2. Reliability

Reliability refers to the consistency and dependability of a measurement or research method. Reliability was the consistency and accuracy in scoring that would have resulted from the researcher measure. That reality of successful test was reliability.

- a. If  $\alpha_{\text{cornbach}} > r_{\text{table}}$  at the level of significance 5%, it means that the instrument is reliable.
- b. If  $\alpha_{\text{cornbach}} < r_{\text{table}}$  at the level of significance 5%, it means that the instrument is not reliable.

## **G. Research Procedure**

In this research, there were several procedures were pre- test before giving material, treatment to giving the material, and the last was post – test in the end of the lesson to know how the students vocabulary after giving the treatment.

### 1. Pre – test

It was a test that used to evaluated the students before did experimental and control class. The function of this test to know how far their vocabulary mastery before using Music Mnemonic Technique. And here many procedure of this research :

- a. Distributing the paper of the test to students of experimental class and control class.
- b. The researcher gave the time to answer the questions.
- c. The researcher collected the test paper.
- d. The researcher checked the students' answer and found the mean score of experimental class and control class.

### 2. Treatment

After conducting pre –test, the sample gave a treatment to students who are in experimental class. Experimental class was treated through

music mnemonic technique. Control class with conventional teaching.

Treatment has been done two times. The researcher used some ways they are :

- a. The researcher prepared the material
- b. The researcher explained the procedure of music mnemonic technique to students.
- c. The researcher demonstrated how to sing the song by singing first.
- d. The students practice together so that students are actively involved and repeat the words repeatedly so that they are easier to remember.

### 3. Post – test

After giving the treatment to experimental class. The researcher conducted a post- test. The function was to know the difference score of experimental and control class and the effect after using music mnemonic technique, whether it had an effect or not. There were some steps of post-test, which are:

- a. Distributing the paper of the test to students of experimental class and control class.
- b. The researcher explained what students to do.
- c. The researcher gave the time to answer the questions.
- d. The researcher collected the test paper.
- e. The researcher checked the student's answer and count the score

## **H. Technique of Analyzing Data**

### **1. Normality test**

The normality test used to determine whether the distribution was normal or not. The researcher used Kolmogorov-Smirnov. The data was calculated using SPSS 23v. it was statistical program for social science that used to analyzed statistic data with computer application. the criteria of acceptance and rejection of normality test are:

The distribution is normal, if  $\text{sig} > 0.05$

The distribution is not normal, if  $\text{sig} < 0.05$

The result of normality test can be seen in the table IV.11, that shows the significances is .200, where  $.200 > 0.05$ . it means that the data is normal.

### **2. Homogeneity Test**

Homogeneity use to see the data from two classes was same or different in variant case. To test whether the variants of the two samples were homogeneous, the variants equality test was used. The researcher used test of homogeneity of variances with using SPSS 23 to calculated the data.

If  $(\text{sig}) > 0.05$ , the data variance of two classes is homogeneous.

If  $(\text{sig}) < 0.05$ , the data variance of two classes is not homogeneous.

The result of homogeneity test can be seen in the table IV.12, that based on mean of post-test experimental class and post-test

control classs, sig is 129. Where  $129 > 0.05$ . It means that the variances are homogeneous.

### 3. Mean Score

The result can be seen from the mean score. The mean score showed wheter there was a difference between mean score of the control class and mean score of the experimental class, which means that the technique was useful or not.

According to Sudijono et al the category interpreted of mean score can be seen in table below :

**Table III.5**  
**The Criteria Score Interpretation of Mean Score<sup>6</sup>**

No	Interval	Predicate
1	80-100	Very Good
2	60-79	Good
3	50-59	Enough
4	40-49	Less
5	0-39	Fail

### 4. Hypothesis Test

Hypothesis test was statistical method used to test claims or hypothesis about a population based on a sample of collected data. The researcher used T-test to investigate the hypothesis.<sup>7</sup> In this research, the research used the independent sample T-test using SPSS 23v. the researcher must made a hypothesis from the data that has been analyzed by looking at the  $t_{count}$  and comparing it with  $t_{table}$ . If  $t_{count} > t_{table}$  it means the alternative hypothesis is accepted, while  $t_{count} < t_{table}$  it means

<sup>6</sup> Anas Sudijono, *Pengantar Statistika Pendidikan* (Jakarta: Raja Grafindo Persada, 2018).

<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

the alternative hypothesis is rejected.

If the  $t_{\text{test}}$  was higher than  $t_{\text{table}}$ . It can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. It means there was significant effect between using music mnemonic technique toward students' vocabulary.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

In this chapter, in order to evaluate the effect of music mnemonic technique on vocabulary mastery at the eight grade students of SMP N 8 Padangsidimpuan. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

#### **A. Description of Data**

##### **1. Description of Data Before Using Music Mnemonic Technique**

###### **a. Score of Pre- Test in Experimental Class**

This research used class VIII-3 as the experimental class. The total score of experimental class in pre-test was 1736, mean was 57.87, highest score was 80, lowest score was 40, range was 40, interval was 7, mean was 57.87, median was 59.00, mode was 60, variance was 111.982, standard deviation was 10.582. The score of pre-test in experimental class can be seen in the following table:

**Table IV.1**  
**Score of Pre-Test in Experimental Class**

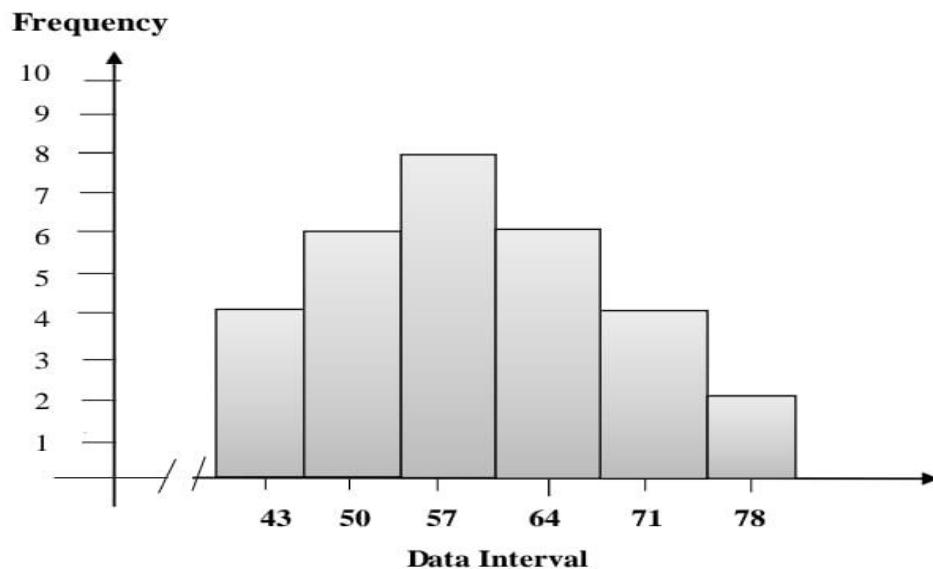
<b>No</b>	<b>Description</b>	<b>Statistics</b>
1	Total Score	1736
2	Highest Score	80
3	Lowest Score	40
4	Range	40
5	Interval	7
6	Mean	57.87
7	Median	59.00
8	Mode	60
9	Variant	111.982
10	Standard Deviation	10.582

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation, the next step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students' score of experimental class in pre-test could be into table frequency distribution as follow:

**Table IV.2**  
**Frequency of Students Score (pre-test) Experimental Class**

No	Interval	Mid-Point	Frequency	Percentage
1	40-46	43	4	13.3%
2	47-53	50	6	20%
3	54-60	57	8	26.7%
4	61-67	64	6	20%
5	68-74	71	4	13.3%
6	75-81	78	2	6.7%
<b><math>I= 7</math></b>			30	100%

From the table, the students' score in class interval between 40-46 was 4 students (13.3%), class interval between 47-53 was 6 students (20%), class interval between 54-60 was 8 students (26.7%), class interval between 61-67 was 6 students (20%), class interval between 68-74 was 4 students (13.3%) and class interval between 75-81 was 2 students (6.7%). In order to get clear description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV.1 : Data Description of Students' Vocabulary Mastery in Experimental class ( Pre-test)**

The figure described the students' score of pre- test in interval was different. The X-axis showed in interval score obtained by the students, while Y- axis showed the number of students who got the score. There was 4 students got score in interval 43, 6 students who got score in interval 50, 8 students who got score in interval 57, 6 students who got score in interval 64, 4 students who got score in interval 71, 2 students who got score in 78. Next mean can be said to be representative of the data set. Mean in this data was 57.87, it was enough category.

### **b. Score of Pre- Test in Control Class**

The pre-test in control class, this research choosed the VIII- 5. The research has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. This research calculated it used the SPSS 23. The total score of pre- test in control class was 1.650, highest score was 76, lowest score was 36, range was 40, interval was 7, mean was 55.00, modus was 56, variant was 85.724, standart deviation was 9.259. the score of pre- test in control class can be seen in the table below:

**Table IV.3**  
**Score of Pre-Test in Control Class**

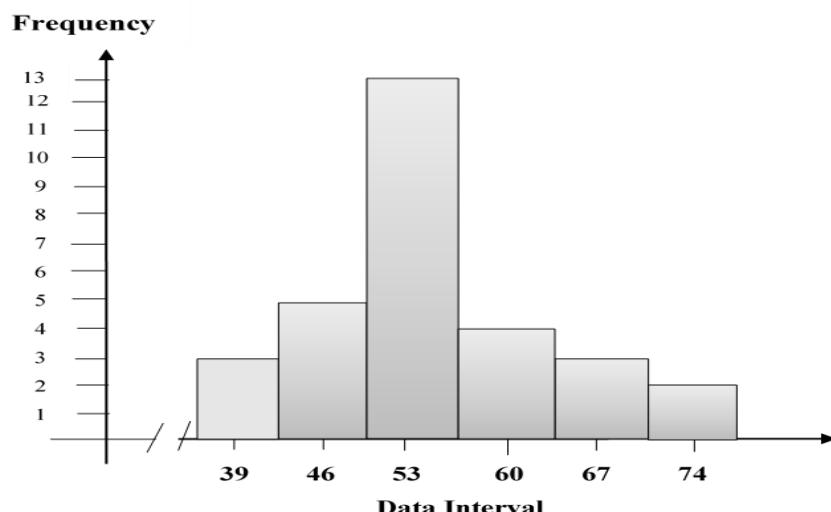
No.	Description	Statistics
1	Total Score	1650
2	Highest Score	76
3	Lowest Score	36
4	Range	40
5	Interval	7
6	Mean	55.00
7	Median	56.00
8	Mode	56
9	Variant	85.724
10	Standard Deviation	9.259

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation, the next step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students' score of control class in pre-test could be into table frequency distribution as follow:

**Table IV.4**  
**Frequency of Students Score (pre-test) Control Class**

No	Interval	Mid-Point	Frequency	Percentage
1	36-42	39	3	10%
2	43-49	46	5	16.7%
3	50-56	53	13	43.3%
4	57-63	60	4	13.3%
5	64-70	67	3	10%
6	71-77	74	2	6.7%
	<b><math>I=7</math></b>		30	100%

From the table, the students' score in class interval between 36-42 was 3 students (10%), class interval between 43-49 was 5 students (16.5%), class interval between 50-56 was 13 students (43.3%), class interval between 57-63 was 4 students (13.3%), class interval between 64-70 was 3 students (10%) and class interval between 71-77 was 2 students (6.7%). In order to get clear description of the data clearly, the researcher presents them in histogram on the following figure:



**Figure IV.2 : Data Description of Students' Vocabulary Mastery in Control Class (Pre-test)**

The figure described the students' score of pre- test in interval was

different. The X-axis showed in interval score obtained by the students, while Y- axis showed the number of students who got the score. There was 2 students got score in interval 39, 5 students who got score in interval 46, 13 students who got score in interval 53, 4 students who got score in interval 60, 3 students who got score in interval 67, 2 students who got score in 74. Next mean can be said to be representative of the data set. Mean in this data was 55.00, it was enough category.

## **2. Description of Data After Using Music Mnemonic Technique**

### **a. Score of Post- Test in Experimental Class**

After giving the music mnemonic technique treatment, the students did the post-test to know the music mnemonic technique effects to the students' vocabulary mastery, the researcher gave the test of multiple choice consist of 50 questions. This research has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using SPSS 23. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment, can be seen in the following table:

**Table IV.5**  
**Score of Post-Test in Experimental Class**

No.	Description	Statistics
1	Total Score	2.434
2	Highest Score	92
3	Lowest Score	68
4	Range	24
5	Interval	5
6	Mean	81.13
7	Median	81.00

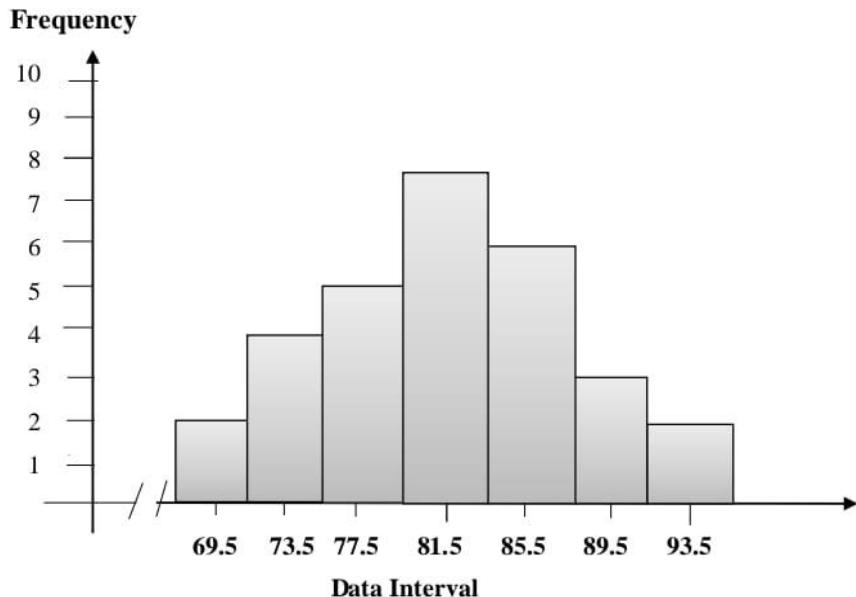
No.	Description	Statistics
8	Mode	71
9	Variant	55.913
10	Standard Deviation	7.477

From the table above, the total score was 2434, the highest score was 92, the lowest score was 68, mean was 81.13, median was 81.00, mode was 71, range was 24, interval was 4, standard deviation was 7.477, and the variance was 55.913. After calculating and got the result above, this research made it into the percentages to see the dominant score that gotten by the students. The score of post-test in experimental class can be seen in the table frequency distribution as follow:

**Table IV.6**  
**Frequency of Students Score (Post-test) Experimental Class**

No	Interval	Mid-Point	Frequency	Percentage
1	68-71	69.5	2	6.7%
2	72-75	73.5	4	13.4%
3	76-79	77.5	5	16.6%
4	80-83	81.5	8	26.6%
5	84-87	85.5	6	20%
6	88-91	89.5	3	10%
7	92-95	93.5	2	6.7%
	<b>I= 4</b>		<b>30</b>	<b>100%</b>

From the table, the students' score in class interval between 68-71 was 2 students (6.7%), class interval between 72-75 was 6 students (20%), class interval between 76-79 was 2 students (6.7%), class interval between 80-83 was 6 students (20%), class interval between 84-87 was 6 students (20%), and class interval between 88-91 was 3 students (10%), class interval between 92-95 was 5 students (16.6%) In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure IV.3 : Data Description of Students' Vocabulary Mastery in Experimental Class ( Post-test)**

The figure described the students' score of post- test in interval was different. The X-axis showed in interval score obtained by the students, while Y- axis showed the number of students who got the score. There was 2 students got score in interval 69.5, 4 students who got score in interval 73.5, 5 students who got score in interval 77.5 , 8 students who got score in interval 81.5, 6 students who got score in interval 85.5, 6 students who got score in 89.5, 2 students who got 93.5. Next mean can be said to be representative of the data set. Mean in this data was 81.13, it was very good category.

#### **b. Score of Post- Test in Control Class**

This reseacrh gave the conventionsl technique to stydents for the treatment. Then, students did the post-test. The researcher gave the test

consist 50 multiple choice and this research has calculated the students score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it used SPSS 23. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, standard deviation, and variant. The score of post-test control class could be seen in the following table.

**Table IV.7  
Score of Post-Test in Control Class**

No.	Description	Statistics
1	Total Score	2.258
2	Highest Score	88
3	Lowest Score	60
4	Range	28
5	Interval	6
6	Mean	75.27
7	Median	76.00
8	Mode	76
9	Variant	38.754
10	Standard Deviation	6.225

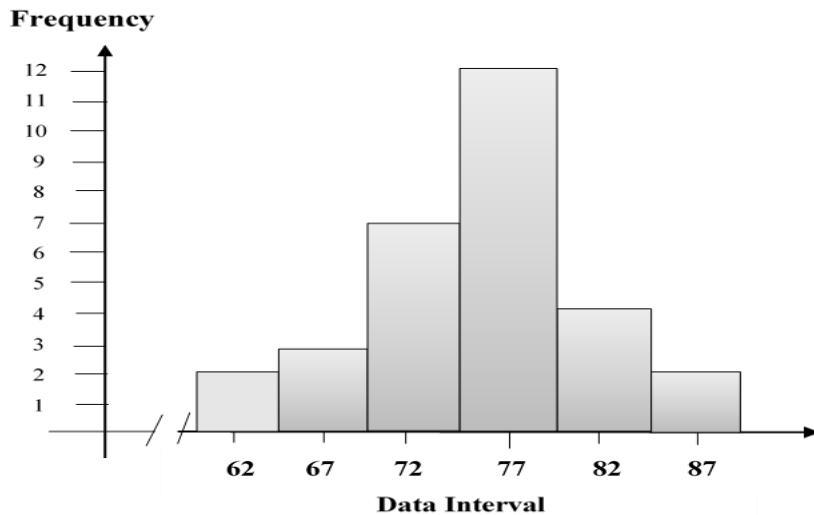
Based on the data above, the total score was 2.258, the highest score was 88, the lowest score was 60, mean was 75.27, median was 76.00, mode was 76, range was 28, interval was 6, standard deviation was 6.225, and the variance was 38.754. Then the calculation of the frequency distribution of the students' score is described in the following table as follow:

**Table IV.8  
Frequency of Students Score (Post-test) Control Class**

No	Interval	Mid-Point	Frequency	Percentage
1	60-64	62	2	6.7%
2	65-69	67	3	10%
3	70-74	72	7	23.3%

4	75-79	77	12	40%
5	80-84	82	4	13.3%
6	85-89	87	2	6.7%
<b><math>I = 5</math></b>			<b>30</b>	<b>100%</b>

From the table above, the students' score in class interval between 56-64 was 3 students (6.7%), class interval between 65-69 was 5 students (16.7%), class interval between 70-74 was 4 students (13.3%), class interval between 75-79 was 12 students (40.00%), class interval between 80-84 was 5 students (16.7%), class interval between 85-89 was 2 students (6.7%). The researcher presented below :



**Figure IV.4 : Data Description of Students' Vocabulary Mastery in Control Class ( Post-test)**

The figure described the students' score of post- test in interval was different. The X-axis showed in interval score obtained by the students, while Y- axis showed the number of students who got the score. There was 2 students got score in interval 62, 3 students who got score in interval 67, 7 students who got score in interval 72, 12 students who got

score in interval 77, 4 students who got score in interval 82, 2 students who got score in 87. Next mean can be said to be representative of the data set. Mean in this data was 75.27, it was good category.

### **3. Description of Comparison the Score of Pre- Test and Post- Test of Experimental and Control Class**

#### **a. Comparison Score of Pre- Test and Post- Test in Experimental Class**

After getting the score of pre-test and post-test in experimental class, the researcher made the comparison of score in form of table. The comparison of score pre-test and post-test in experiment class can be seen in the table below:

**Table IV.9**  
**Comparison of Score Pre-test and Post-test in**  
**Experimental Class**

No.	Description	Pre-Test	Post-Test
1	Total Score	1.736	2.434
2	Highest Score	80	92
3	Lowest Score	40	68
4	Range	40	24
5	Interval	7	5
6	Mean	57.87	81.13
7	Median	59.00	81.00
8	Mode	60	71
9	Variant	111.982	55.913
10	Standard Deviation	10.582	7.477

Based on the table above, the researcher found the different between pre-test and post-test in experiment class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 40. But after got the treatment the lowest score in post-test was 68. Based on the data, it can be concluded that the score of students' vocabulary mastery

was higher than in the post-test than pre-test.

### **b. Comparison Score of Pre- Test and Post- Test in Control Class**

After getting the score of pre-test and post-test in control class, the researcher made the comparison of score in form of table. The comparison of score pre-test and post-test in control class can be seen in the table below:

**Table IV.10**  
**Comparison of Score Pre-test and Post-test in Control Class**

No.	Description	Pre-Test	Post-Test
1	Total Score	1.650	2.258
2	Highest Score	76	88
3	Lowest Score	36	60
4	Range	40	28
5	Interval	7	6
6	Mean	55.00	75.27
7	Median	56.00	76.00
8	Mode	56	76
9	Variant	85.724	38.754
10	Standard Deviation	9.259	6.225

Based on the table above, the researcher found the different between pre-test and post-test in experiment class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 36. But after got the treatment the lowest score in post-test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher than in the post-test than pre-test.

## **B. Requirement and Hypothesis Test**

### **1. Requirement Test**

#### **a. Normality Test**

After got the score of pre-test and post test in experimental class

and control class, this research calculated the normality test. The normality test in this research used Kolmogorov-Smirnov, the data was calculated using SPSS 23. The result of normality can be seen in the table below:

**Table IV.11**  
**Normality Test**

<b>Kolmogorov-Smirnov</b>		
<b>Class</b>	<b>df</b>	<b>Sig.</b>
Pre-test Experimental	30	.200
Post-test Experimental	30	.057
Pre-test Control	30	.200
Post-test Control	30	.001

In this research, the researcher used Kolmogorov-Smirnov that the test is used for samples. If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances  $.200 > 0.05$ .

### **b. Homogeneity Test**

Homogeneity test is a statistical test used to determine whether two or more groups of data are the same or homogenous variance. In calculating the data, researcher used SPSS v.23. The result in calculating the data can be seen in the table below:

**Table IV. 12**  
**Homogeneity Test**

<b>Result</b>	<b>Levene Statistic</b>	<b>df 1</b>	<b>df 2</b>	<b>Sig</b>
Based on Mean	.376	1	58	.129
Based on Median	.900	1	58	.094
Based on Median and with adjusted df	.900	1	57.389	.094
Based on trimmed mean	.426	1	58	.125

From the table above, based on mean of post-test experimental class

and post-test control class, sig is .129. where  $.129 > 0.05$ , it means that the variances are homogeneous.

## 2. Hypothesis Test

Based on the result of data analysis requirements test, it can be seen that both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent sample T-test. Researcher used the SPSS version 23 application to calculate the hypothesis statistically. To see the effect of music mnemonic technique on vocabulary mastery. The researcher presented the data in the table below :

**Table IV. 13**  
**T-test of both averages in post-test**

		<b>F</b>	<b>Sig</b>	<b>t</b>
Students learning outcomes	Equal variance assumed	2.376	.129	3.303
	Equal variances not Assumed			3.303

To see whether a researcher is successful or not, it can look at the  $t_{count}$  and  $t_{table}$ , if  $t_{count} > t_{table}$ , then  $H_a$  is accepted and  $H_0$  is rejected. And if  $t_{count} < t_{table}$ , then  $H_a$  is rejected and  $H_0$  is accepted. For the hypothesis of this research can be seen from the table above, where  $t_{count}$  was 3.303 and  $t_{table}$  1.671.

**Table IV.14**  
**Result of T- test**

<b>Post - test</b>	
<b><math>t_{count}</math></b>	<b><math>t_{table}</math></b>
3.303	1.671

Based on table above, researcher found that  $t_{count}$  3.303 while  $t_{table}$

1.671 in post-test with opportunity ( $1-\alpha$ ) =  $1 - 5\% = 95\%$  and  $dk = n1 + n2 - 2 = 30 + 30 - 2 = 58$ . Cause  $t_{count} > t_{table}$  ( $3.303 > 1.671$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there was significant effect of music mnemonic technique on students vocabulary mastery.

In this case gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

**Table IV.15**  
**Gain of Score in Experimental Class and Control Class**

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	57.87	81.13	23.26	2.99
Control class	55.00	75.27	20.27	

The score of control class for pre-test was 61.20 and post-test 69.33. Then, the enhancement was 8.13. In experimental class it was 60.40 for pre-test and 75.40 for post-test. Then, the enhancement value was 15.00 and the difference in scores between control class and experimental class was 6.87.

Based on the data above, it can be conclude that the experimental class that used Music Mnemonic as a technique in learning had a positive effect of increasing students grades.

### C. Discussion

This section presented the discussion of the research finding of teaching vocabulary by using music mnemonic which related to the theories. The result

of the research proved theory from Warren<sup>1</sup> which stated that music mnemonic is a fantastic technique for helping students to retain vocabulary. In this research,

The researcher found that music mnemonic technique gave significant effect to vocabulary mastery the result of this research is the experimental class in pre test and post-test, before using Music Mnemonic Technique, the mean score of pre-test in experimental class was 57.87, the highest score was 80 and the lowest score was 40. And after using Music Mnemonic Technique, the mean score in experimental class was 81.13, the highest score was 92 and lowest score was 68. So, the post-test score higher than pre-test score. From the score, it can be concluded that this research can prove the theory of Warren.

There were several result from previous research. The first Fawas it was concluded that the usage of song mnemonic technique can raise students results on the vocabulary test, as seen by the score after the cycle showed the average score was 78 and there were 17 students who passed the KKM score and for students who did not pass the KKM score were only 2 students. It could be stated this research was successful.<sup>2</sup> The second has done by Hadiwijaya the result of the research in data analysis showed that the T-test was 8.482 and the value of T-table of dB = 52 is 2.00. It means that the value of T-test was higher than T-table ( $8.482 \geq 2.00$ ). The researcher concluded that there is a significant difference between students' vocabulary mastery who are taught by mnemonic

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<sup>1</sup> Warren, *100 Ideas for Secondary Teachers: Outstanding MFL Lessons*. <https://books.google.co.id/books?id=jS-4DwAAQBAJ>.

<sup>2</sup> Fawas, "Implementing Song Mnemonic To Improve Students' Vocabulary Mastery At Tenth Grade Students Of As-Syafaah Vocational High School Sumbesari Jember In Academic Year 2022-2023." [https://dilib.uinkhas.ac.id/26001/1/Achmad%20Fawas\\_T20196155.pdf](https://dilib.uinkhas.ac.id/26001/1/Achmad%20Fawas_T20196155.pdf)

technique and those who are not taught by mnemonic technique at SMP N 1 Siman Ponorogo.<sup>3</sup> Based on result above, the similarity between this research and the previous research was have an effect on students' vocabulary mastery, but have different result. In this research, in experimental class the score of mean in pre-test was 57.87 and the score of mean in post-test was 81.13. it shows that the score of the experimental class is better than control class.

Besides that, there are also difference can be seen from the number of sample, the samples in this research amounted to 60 students, which had an experimental class of 30 students and control class of 30 students. In the Fawas, the sample was only 19 students and in the Hadiwijaya research there were 52 students. In addition, the difference can be seen from achievements, in this research Music Mnemonic Technique to measure the students' achievement in learning vocabulary of characters' feeling, traits, behavior and word related to celebration. In Fawas reseacrh to measure the students' achievement in learning adjectives, and in Hadiwijaya research mnemonic technique used to measure the students achievement in learning recount text.

Based on the several differences above, it means that this research has shown that music mnemonic technique can improve vocabulary mastery on student. However, this reseacrh found a significant difference in result. The experimental class scored higher in th pre-test and post-test, with a mean score of 57.87 and 81.13, respectively. Additionally the differences in achievement

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<sup>3</sup> Hadiwijaya, "The Effectiveness of Mnemonic Technique to Increase Students' Vocabulary Mastery." <https://etheses.iainponorogo.ac.id/11315/1/Skripsi%20Luqman%20Putra%2C%2010916075.pdf>

measures, such as vocabulary of characters' feeling , traits, behavior and aord related to celebration., were also observed used.

#### **D. Threat of the Research**

There are some factors that may threaten in this research, including the following: the researcher did not know if the students worked hard on the test, there was a possibility that some of them answered the test by coping or imitating their friends' answer. The researcher gave more time to finish the test, there were few students that has the same answers. Also, the place where the test was done might make students lose focus. Some students might copy or talk during the test.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusion as follows:

1. The students' vocabulary mastery before using music mnemonic technique at the eighth grade of SMP N 8 Padangsidimpuan was 57.87. So, the students' vocabulary mastery was in enough category.
2. The students' vocabulary mastery after using music mnemonic technique at the eighth grade of SMP N 8 Padangsidimpuan it can be seen from the mean score in experimental class was 81.00, and it is categorized into very good category.
3. The result found that  $t_{count}$  was higher than  $t_{table}$  where in the nominal was ( $t_{count} 3.303 > t_{table} 1.671$  ). It means that  $H_a$  accepted and  $H_0$  is rejected. So, it means there is a significant effect of music mnemonic technique on vocabulary mastery at the eighth grade students' of SMP N 8 Padangsidimpuan.

#### **B. Implications**

Implication means something that is suggested or happens as a result of a research study. The result of this research is about the effect of the Music Mnemonic Technique on vocabulary mastery at the eighth grade of SMP N 8 Padangsidimpuan.

Based on the result of the research, it is known that Music Mnemonic

Technique is helpful for improving students' vocabulary skills. This study gives useful information for education and future research. The implications are as follow:

1. Based on the research results, English teachers can use the music mnemonic technique because it is easy to apply in the classroom when teaching vocabulary.
2. Based on the theory that has formulated by researcher, it can be seen that Music Mnemonic Technique that has improvement.

### **C. Suggestions**

After finishing the research, the research got much information in the field of foreign language, especially in English language learning and teaching. Therefore, from that experience, the researcher hoped some things need to be considered. The researcher give some suggestion, as follow:

1. From the research result it is expected to the headmaster and also teacher needs to be aware of various ways to teach and how to improve the learning process by using music mnemonic technique.
2. From the research result it is also expected to the English teacher to apply this music mnemonic technique as one of the way to teach vocabulary so students can get the fun and more active in learning English.
3. For the researcher, as a reference to the next researchers who are interested in taking the same title related to Music Mnemonic Technique as a factor in vocabulary mastery.

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## CURRICULUM VITAE



### A. Identify

Name : ASTRI NURSAMSI HARAHAP  
Nim : 2120300005  
Place and Birthday : Aek Tampang, 05 April 2003  
Gender : Female  
Religion : Islam  
Address : Jln. Imam Bonjol No. 274 , PSP  
Selatan

### B. Parent

1. Father's name : Zubeir Harahap
2. Mother's name : Jumintan Siregar

### C. Educational Background

1. Elementary School : SD Negeri 200212 Padangmatinggi
2. Junior High School : SMP Negeri 5 Padangsidimpuan
3. Senior High School : SMA Negeri 3 Padangsidimpuan
4. Collage : UIN SYAHADA Padangsidimpuan

## **APPENDIX 1**

### **Experimental Class**

#### **LESSON PLAN**

Sekolah : SMP N 8 Padangsidimpuan  
Kelas/Semester : VIII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pembelajaran : Vocabulary  
Alokasi Waktu : 2 x 45 Menit

#### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teoriMengidentifikasi dan memahami berbagai kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

#### **B. Kompetensi Dasar**

1. Memahami makna kosakata yang berhubungan dengan perasaan, sifat, perilaku karakter, dan perayaan.
2. Menggunakan kosakata tersebut dalam kalimat lisan dan tulisan.eserta didik dapat mengidentifikasi kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

#### **C. Indikator**

1. Siswa mampu menyebutkan dan menjelaskan arti kosakata tentang perasaan, sifat, perilaku karakter, dan perayaan.
2. Siswa mampu membuat kalimat sederhana menggunakan kosakata tersebut secara benar.
3. Siswa dapat berdiskusi dan menjawab pertanyaan menggunakan kosakata terkait.

## **APPENDIX 1**

### **Experimental Class**

#### **LESSON PLAN**

Sekolah : SMP N 8 Padangsidimpuan  
Kelas/Semester : VIII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pembelajaran : Vocabulary  
Alokasi Waktu : 2 x 45 Menit

#### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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#### **B. Kompetensi Dasar**

1. Memahami makna kosakata yang berhubungan dengan perasaan, sifat, perilaku karakter, dan perayaan.
2. Menggunakan kosakata tersebut dalam kalimat lisan dan tulisan.eserta didik dapat mengidentifikasi kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

#### **C. Indikator**

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2. Siswa mampu membuat kalimat sederhana menggunakan kosakata tersebut secara benar.
3. Siswa dapat berdiskusi dan menjawab pertanyaan menggunakan kosakata terkait.

**D. Tujuan Pembelajaran**

1. Mengidentifikasi dan memahami kosakata tentang perasaan (feelings), sifat/karakter (traits), perilaku (behavior), dan kata-kata terkait perayaan (celebrations).
2. Menggunakan kosakata tersebut dalam kalimat sederhana secara lisan maupun tulisan.

**E. Materi pembelajaran**

vocabulary about characters' feelings, traits, behavior and words related to celebration

**F. Media Pembelajaran**

1. Buku "English for Nusantara"
2. Speaker
3. Spidol
4. Papan tulis

**G. Metode Pembelajaran**

1. Music Mnemonic

**H. Kegiatan Pembelajaran**

Langkah pembelajaran	Kegiatan guru	Prosedur	Kegiatan siswa
<b>Kegiatan pendahuluan</b>	1. Guru masuk ke dalam kelas dan membuka pelajaran. Kemudian guru meminta siswa berdoa sesuai kepercayaan masing-masing.		1. Siswa mendengarkan guru 2. Siswa mulai berdoa.
	3. Guru memeriksa daftar hadir siswa dan memberikan motivasi kepada siswa.		1. Siswa mendengarkan guru 2. Siswa menyatakan kehadiran dengan mengatakan "hadir"

<b>Langkah pembelajaran</b>	<b>Kegiatan guru</b>	<b>Prosedur</b>	<b>Kegiatan siswa</b>
	4. Guru menjelaskan materi yang akan dipelajari.		1. Siswa mendengarkan guru dengan seksama 2. Siswa mencatat poin penting dari guru
	1. Guru menyiapkan kosa kata yang harus dihafal.	1. Menyiapkan kosa kata dari pelajaran yang harus diingat	1. Siswa mendengarkan guru dengan seksama 2. Siswa memperhatikan guru
<b>Kegiatan inti</b>	3. Guru menghubungkan setiap kosa kata dengan memilih lagu yang terkait dengan kosakata tersebut	2. Menghubungkan kata-kata tersebut satu sama lain.	1. Siswa memperhatikan guru 2. Siswa mengikuti instruksi guru
	3. Guru membuat kata-kata yang bermakna dan mudah diingat dengan menggunakan teknik mnemonic music, serta menjelaskan aturan dan mendemonstrasikan cara kerja mnemonic music.	3. Membuat imajinasi sesuai dengan pikiran	1. Siswa memperhatikan guru 2. Siswa mengikuti instruksi guru 3. Siswa merespons penjelasan guru
	4. Guru meminta siswa mengucapkan kata-kata yang telah dibentuk	4. Mengingat kata-kata tersebut	1. Siswa mendengarkan guru dengan seksama

Langkah pembelajaran	Kegiatan guru	Prosedur	Kegiatan siswa
	dengan mengingat dan bernyanyi bersama.		<ol style="list-style-type: none"> <li>2. Siswa mengikuti instruksi guru</li> <li>3. Siswa bernyanyi bersama hingga menghafal kata kata tersebut</li> </ol>
Kegiatan – penutup	1. Guru menanyakan pemahaman siswa tentang materi	Memberikan umpan balik	<ol style="list-style-type: none"> <li>1. Siswa menjawab pertanyaan guru dan menyampaikan kesulitan mereka</li> </ol>
	2. Guru menyimpulkan pelajaran sendiri atau bersama siswa		<ol style="list-style-type: none"> <li>2. Siswa mendengarkan guru</li> </ol>
	3. Guru menutup kegiatan pembelajaran		<ol style="list-style-type: none"> <li>3. Siswa memberikan salam kepada guru</li> </ol>

Padangsidimpuan, November 2024

Mengetahui  
Guru Mata Pelajaran

Masna Khairani Harahap

Peneliti

Astri Nursamsi Harahap

## **APPENDIX 2**

### **Control Class**

#### **LESSON PLAN**

Sekolah : SMP N 8 Padangsidimpuan  
Kelas/Semester : VIII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pembelajaran : Vocabulary  
Alokasi Waktu : 2 x 45 Menit

#### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu yang tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori Mengidentifikasi dan memahami berbagai kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

#### **B. Kompetensi Dasar**

1. Memahami makna kosakata yang berhubungan dengan perasaan, sifat, perilaku karakter, dan perayaan.
2. Menggunakan kosakata tersebut dalam kalimat lisan dan tulisan. Didik dapat mengidentifikasi kata sifat yang menggambarkan perasaan, sifat, dan perilaku.

**C. Indikator**

1. Siswa mampu menyebutkan dan menjelaskan arti kosakata tentang perasaan, sifat, perilaku karakter, dan perayaan.
2. Siswa mampu membuat kalimat sederhana menggunakan kosakata tersebut secara benar.
3. Siswa dapat berdiskusi dan menjawab pertanyaan menggunakan kosakata terkait.

**D. Tujuan Pembelajaran**

1. Mengidentifikasi dan memahami kosakata tentang perasaan (feelings), sifat/karakter (traits), perilaku (behavior), dan kata-kata terkait perayaan (celebrations).
2. Menggunakan kosakata tersebut dalam kalimat sederhana secara lisan maupun tulisan.

**E. Materi pembelajaran**

Vocabulary about characters' feelings, traits, behavior and words related to celebration

**F. Media Pembelajaran**

1. Buku " English for Nusantara"
2. Speaker
3. Spidol
4. Papan tulis

**G. Metode Pembelajaran**

1. Music Mnemonic

**H. Kegiatan Pembelajaran**

Langkah pembelajaran	Kegiatan guru	Prosedur	Kegiatan siswa
Kegiatan	guru masuk ke dalam kelas dan membuka pelajaran. Kemudian guru		Siswa mulai berdoa bersama.

Langkah pembelajaran	Kegiatan guru	Prosedur	Kegiatan siswa
<b>Pendahuluan</b>	<p>meminta siswa berdoa sesuai kepercayaan masing- masing.</p> <p>Guru memeriksa daftar hadir siswa dan bertanya tentang materi sebelumnya.</p>		<p>Siswa menjawab pertanyaan guru sesuai dengan kondisi mereka.</p>
<b>Kegiatan Inti</b>	<p>Guru meminta siswa membuka buku pelajaran Bahasa Inggris mereka.</p> <p>Guru menunjukkan kata dari buku dan menyebutkan nama kata tersebut, lalu meminta siswa mengulanginya.</p>	<p>Siswa menunjukkan buku pelajaran Bahasa Inggris.</p> <p>Siswa mendengarkan penjelasan dan instruksi yang diberikan oleh guru</p>	<p>Siswa membuka buku pelajaran Bahasa inggris mereka</p> <p>Siswa mengucapkan kata sifat dan mengulangi nama kosakata.</p>
	<p>Guru meminta siswa menuliskan kosa kata beserta artinya di buku mereka.</p>	<p>Siswa mengambil buku tulis mereka</p>	<p>Siswa menuliskan tugas di buku mereka.</p>
	<p>Guru mengumpulkan buku siswa dan memeriksa tugas mereka.</p>		<p>Siswa menyerahkan buku mereka kepada guru.</p>

<b>Langkah pembelajaran</b>	<b>Kegiatan guru</b>	<b>Prosedur</b>	<b>Kegiatan siswa</b>
<b>Kegiatan Penutup</b>	Guru memberikan umpan balik tentang materi yang telah dipelajari.	Menutup pelajaran	Semua siswa berdoa sesuai kepercayaan masing-masing.
	Guru menutup pelajaran.		

Padangsidimpuan, November 2024

Mengetahui  
Guru Mata Pelajaran

Peneliti



Masna Khairani Harahap



Astri Nursamsi Harahap

### **APPENDIX 3**

#### **Instrument Before Validation**

1. Sarah always helps her classmates and shares her lunch. She is very \_\_\_\_
  - a. Selfish
  - b. Kind
  - c. Rude
  - d. Lazy
2. Nina feel scared when entering the haunted house. What the meaning of the underlined word is?
  - a. Gembira
  - b. Bosan
  - c. Sopan
  - d. Takut
3. Dela lost her key because she's clumsy. What the meaning of the underlined word is?
  - a. Rajin
  - b. Pintar
  - c. Ceroboh
  - d. Malas
4. Tasliah is very humble. What the meaning of the underlined word is?
  - a. Rendah hati
  - b. Kecewa
  - c. Sombong
  - d. Pemarah
5. He is generous. What the meaning of the underlined word is?
  - a. Pelit
  - b. Lemah
  - c. Murah hati
  - d. Cepat
6. Which word describes someone who talks too much?
  - a. Talkative
  - b. Shy
  - c. Quiet
  - d. Kind
7. Nabila felt nervous because she didn't study much. What the meaning of the underlined word is?
  - a. Cemas
  - b. Tenang
  - c. Percaya diri
  - d. Bahagia
8. They are polite. What the meaning of the underline word is?
  - a. Sopan
  - b. Gugup
  - c. Kasar
  - d. Ceroboh
9. Tom never tells a lie. He is a very \_\_\_\_ person
  - a. Honest
  - b. Angry
  - c. Careless
  - d. Silly
10. When the dog barked loudly, the little girl felt \_\_\_\_
  - a. Brave
  - b. Happy
  - c. Scared
  - d. Excited
11. Nina studies hard every night. She is a \_\_\_\_ student.
  - a. Lazy
  - b. Diligent

c. Moody  
d. Noisy

12. David always makes jokes and makes others laugh. He is \_\_\_\_\_  
a. Boring  
b. Funny  
c. Serious  
d. Quiet

13. Someone who always smiles and says good things is \_\_\_\_\_  
a. Cheerful  
b. Jealous  
c. Nervous  
d. Arrogant

14. The opposite of 'generous' is \_\_\_\_\_  
a. Selfish  
b. Helpful  
c. Friendly  
d. Patient

15. People who never get angry easily are \_\_\_\_\_  
a. Impatient  
b. Patient  
c. Rude  
d. Silly

16. My little brother cried because he was \_\_\_\_\_  
a. Proud  
b. Sad  
c. Confident  
d. Kind

17. If someone always talks loudly and interrupts others, he is \_\_\_\_\_  
a. Polite  
b. Friendly  
c. Noisy  
d. Quiet

18. Anna is always ready to help anyone. She is \_\_\_\_\_  
a. Helpful  
b. Shy  
c. Angry  
d. Lazy

19. When we win a competition, we feel \_\_\_\_\_  
a. Jealous  
b. Nervous  
c. Proud  
d. Tired

20. He doesn't like sharing his toys. He is \_\_\_\_\_  
a. Generous  
b. Mean  
c. Polite  
d. Cheerful

21. People feel \_\_\_\_\_ when they forget something important  
a. Excited  
b. Proud  
c. Embarrassed  
d. Funny

22. When you do something wrong, you should say \_\_\_\_\_  
a. Thank you  
b. Please  
c. Sorry  
d. Welcome

23. Lily got a gift and said "Thank you." She is being \_\_\_\_\_  
a. Rude  
b. Polite  
c. Sad  
d. Selfish

24. A \_\_\_\_\_ person always waits for his turn

a. Rude

b. Patient

c. Careless

d. Lazy

25. I was \_\_\_\_\_ when I had to speak in front of the class.

a. Excited

b. Nervous

c. Angry

d. Proud

26. He doesn't care about others and only thinks of himself. He is \_\_\_\_\_

a. Selfish

b. Loyal

c. Kind

d. Brave

27. My sister is very \_\_\_\_\_ she never tells anyone's

a. Secret.dishonest

b. Cruel

c. Loyal

d. Angry

28. Someone who gives without expecting anything back is \_\_\_\_\_

a. Mean

b. Generous

c. Jealous

d. Shy

29. You should be \_\_\_\_\_ when someone is talking

a. Noisy

b. Polite

c. Loud

d. Silly

30. The baby smiled when he saw his mother. He looked very \_\_\_\_\_

a. Sad

b. Tired

c. Happy

d. Angry

31. A \_\_\_\_\_ person always respects others.

a. Rude

b. Polite

c. Lazy

d. Selfish

32. Which word best describe a person who is always happy?



a. Angry

b. Joyful

c. Mean

d. Lazy

33. She is creative. What the meaning of the underlined word is?

a. Imajinatif

b. Membosankan

c. Tidak kreatif

d. Malas

34. She is smart. What the meaning of the underlined word is?

a. Cerdas

b. Malas

c. Lambat

d. Ceroboh

35. I feel excited when holiday. what the meaning of the underlined word?

a. Bosan

b. Lelah

c. Bersemangat

d. Sedih

36. Which word describe someone who studies a lot?



- a. Lazy
- b. Funny
- c. Happy
- d. Hardworking

37. She was \_\_\_\_\_ because she lost her phone.

- a. Excited
- b. Angry
- c. Happy
- d. Proud

38. People usually wear traditional clothes during a \_\_\_\_\_

- a. Race
- b. Celebration
- c. Test
- d. Class

39. The red and white \_\_\_\_\_ is raised during Independence Day

- a. Balloon
- b. Lamp
- c. Flag
- d. Drum

40. Students sing the national \_\_\_\_\_ in the ceremony

- a. Flag
- b. Anthem
- c. Costume
- d. Prayer

41. A group of people marching together is called a \_\_\_\_\_

- a. Parade
- b. Competition

- c. Costume
- d. Celebration

42. People wear masks and colorful clothes in a \_\_\_\_\_

- a. Ceremony
- b. Parade
- c. Competition
- d. Classroom

43. Children love to join the sack Andi is a brave boy. What the meaning of the underlined word is?

- a. Penakut
- b. Takut
- c. Tidak takut
- d. Lucu

44. Lina feels anxious before the exam. What the meaning of the underlined word?

- a. Tenang
- b. Cemas
- c. Senang
- d. Marah

45. How does the girl after losing her doll?



- a. Rude
- b. Happy
- c. Calm
- d. Sad

46. Maya is shy girl. What the meaning of the underlined word is?

- a. Pemalu
- b. Berani
- c. Sombong
- d. Ramah

47. Which word suits someone who always makes people laugh?



- a. Funny
- b. Serious
- c. Sad
- d. Angry

48. Rudi is honest boy. What the meaning of the underlined word is?

- a. Malas
- b. Bohong
- c. Pemarah
- d. Jujur

49. Which word describes someone who always helps others?



- a. Helpful
- b. Happy
- c. Excited
- d. Calm

50. Yusuf is careful when crossing the street. What the meaning of the underlined word is?

- a. Ceroboh
- b. Hati-hati
- c. Malas
- d. Ramah

51. Which word fits a friend who never shares?



- a. Selfish
- b. Happy
- c. Friendly
- d. Large

52. Astri is patient when waiting in line. What the meaning of the underlined word is?

- a. Tidak sabar
- b. Sabar
- c. Pemarah
- d. Rajin

53. \_\_\_\_\_ during Independence Day.

- a. Walk
- b. Race
- c. Party
- d. Camp

54. The \_\_\_\_\_ of the celebration was full of joy and happiness.

- a. Feeling
- b. Spirit
- c. Message
- d. Emotion

55. Before raising the flag, we must stand in \_\_\_\_\_

- a. Dance
- b. Silence
- c. Line
- d. Costume

56. The principal gave a \_\_\_\_\_ during the ceremony

- a. Dance
- b. Speech
- c. Song
- d. Meal

57. Aslan is confident during the presentation. What the meaning of the underlined word is?

- a. Percaya diri
- b. Malu
- c. Takut
- d. Sedih

58. Eka is optimistic about the future. What the meaning of the underlined word is?

- a. Pesimis
- b. Optimis
- c. Malas
- d. Gigih

59. She is a strong woman. What the meaning of the underlined word is?

- a. Lemah
- b. Kuat
- c. Berani
- d. Baik

60. Everyone felt \_\_\_\_\_ when the flag was raised

- a. Tired
- b. Happy
- c. Proud
- d. Nervous

61. Traditional Indonesian celebration held on August 17th is \_\_\_\_\_

- a. New Year
- b. Independence Day
- c. Eid
- d. Christmas

62. The children carried spoons with marbles in the \_\_\_\_\_ race

- a. Marathon
- b. Spoon
- c. Marble
- d. Marble and spoon

63. We decorate the school with red and white \_\_\_\_\_

- a. Flowers
- b. Ribbons
- c. Balloons
- d. Snacks

64. During the celebration, students performed a traditional \_\_\_\_\_

- a. Sport
- b. Parade
- c. Dance
- d. Poem

65. A \_\_\_\_\_ is a fun activity often held during school celebrations.

- a. Flag
- b. Race
- c. Firework
- d. Ceremony

66. What do we usually do at the end of a celebration?

- a. Clean up
- b. Start a test
- c. Pray
- d. Gohome

67. Which word best describe the picture?



- a. Shy
- b. Proud
- c. Nervous
- d. Quiet

68. Rina is short. What the meaning of the underlined word is?

- a. Pintar
- b. Pendek
- c. Canggung
- d. Tinggi

69. Which word best describe this picture?



- a. Lazy
- b. Sleepy
- c. Bored
- d. Energetic

70. Kafi is handsome boy. What is the meaning of the underlined word is?

- a. Jelek
- b. Tampan
- c. Gigih
- d. Pintar

71. Which word best describe the picture?

- a. Careless
- b. Calm
- c. Brave
- d. Shy

72. Panjat pinang is a famous \_\_\_\_\_ in Indonesia

- a. Holiday
- b. Game
- c. Dance
- d. Costume

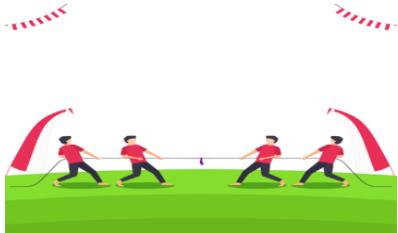
73. They are a marching band in the parade. What the meaning of the underlined word?

- a. Grup menari
- b. Grup bermain drama
- c. Grup musik yang berjalan
- d. Grup bermain bola

74. The parade will start at 9 o'clock. What the meaning of the underlined word is?

- a. Toko makanan
- b. Pasar malam
- c. Arak-arakan
- d. Rapat sekolah

75. What game are they playing?



- a. Marble in spoon race
- b. Tug of war
- c. Sack race
- d. Tandem race

76. The children threw candies to the crowd. What the meaning of the underlined word is?

- a. Permen
- b. Lilin
- c. Bendera
- d. Topi

77. The street was full of balloons and flags. What the meaning of the underlined word is?

- a. Balon
- b. Bendera kecil
- c. Lampion
- d. Pita

78. We celebrate birthdays by singing and cutting a \_\_\_\_\_

- a. Balloon
- b. Card
- c. Candle
- d. Cake

79. What do we call the game?



- a. Tandem race
- b. Sack race
- c. Kerupuk eating
- d. Panjat pinang

80. We sent an invitation to all our friends. What the meaning of the underlined word is ?

- a. Kue
- b. Kado
- c. Undangan
- d. Ucapan

81. The fireworks were amazing last night. What the meaning of the underlined word is?

- a. Lilin
- b. Lampu Jalan
- c. Petasan/kembang api
- d. Darurat

82. Which game involve balancing a small object in a spoon while walking?

- a. Panjat pinang
- b. Sack race
- c. Marble in spoon race
- d. Tug of war

83. Fireworks are often used to celebrate

---

- a. Exams
- b. Birthdays
- c. New Year
- d. Meeting

84. What do people say to someone on their birthday?

- a. Good night
- b. Congratulations
- c. Happy Birthday
- d. Seeyou

85. Independence Day is a day of national

---

- a. Sadness
- b. Mourning
- c. Pride
- d. Silence

86. My sister wore a beautiful costume at the festival. What the meaning of the underlined word is?

- a. Pakaian biasa
- b. Kostum
- c. Seragam sekolah Kostum
- d. Baju kerja

87. They brought a big banner for the parade. What the meaning of the underlined word is?

- a. Balon
- b. Bendera kecil
- c. Poster besar
- d. Lilin

88. We sang the anthem before the parade began. What the meaning of the underlined word is?

- a. Lagu kebangsaan
- b. Surat
- c. Puisi
- d. Doa

89. She carried a flag proudly. What the meaning of the underlined word is?

- a. Balon
- b. Permen
- c. Bendera
- d. Kado

90. What do we call someone who leads a ceremony?

- a. Singer
- b. Conductor
- c. Speaker
- d. Leader

91. What are they doing in this picture?



- a. Parade
- b. Sack race
- c. Tug of war
- d. Panjat pinang

92. The floats were beautifully decorated. What the meaning of the underlined word is?

- a. Kendaraan hias
- b. Mobil bala
- c. Panggung
- d. Perahu

93. The crowd cheered loudly. What the meaning of the underlined word is?

- a. Kerumunan orang
- b. Klub music
- c. Paduan suara
- d. Peserta lomba

94. They organized a festival in the town square. What the meaning of the underlined word is?

- a. Pameran
- b. Kompetisi
- c. Festival/perayaan
- d. Pertandingan

95. What game are they playing?



- a. Marble in spoon race
- b. Tug of war
- c. Sack race
- d. Tandem race

96. Traditional \_\_\_\_\_ are often worn during cultural parades

- a. Shoes
- b. Costumes
- c. Pants
- d. Shirt

97. In a flag ceremony, we must stand \_\_\_\_\_

- a. Freely
- b. Loudly
- c. Straight
- d. Sadly

98. The celebration ended with everyone singing the national \_\_\_\_\_

- a. Language
- b. Anthem
- c. Poem
- d. Motto

99. Many students joined the performance. What the meaning of the underlined word is?

- a. Pertunjukan
- b. Perlombaan
- c. Perjalanan
- d. Perayaan

100. What game this picture?



- a. Panjat pinang
- b. Sack race
- c. Kerupuk eating race
- d. Tug of war

## APPENDIX 4

### Key Answer in Experimental Class and Control Class

1. B	48. B	95. C
2. D	49. A	96. D
3. C	50. B	97. C
4. A	51. B	98. B
5. C	52. B	99. A
6. A	53. B	100. C
7. A	54. B	
8. A	55. C	
9. A	56. B	
10. C	57. A	
11. B	58. B	
12. B	59. B	
13. A	60. C	
14. A	61. B	
15. B	62. D	
16. B	63. C	
17. C	64. C	
18. A	65. D	
19. C	66. A	
20. B	67. B	
21. C	68. C	
22. C	69. C	
23. B	70. B	
24. B	71. C	
25. B	72. B	
26. A	73. C	
27. C	74. C	
28. B	75. B	
29. B	76. A	
30. C	77. A	
31. B	78. D	
32. B	79. C	
33. A	80. C	
34. A	81. B	
35. C	82. C	
36. D	83. C	
37. B	84. C	
38. B	85. C	
39. C	86. B	
40. B	87. C	
41. A	88. A	
42. B	89. C	
43. C	90. D	
44. B	91. C	
45. D	92. A	
46. A	93. C	
47. B	94. C	





**APPENDIX 5**  
**VALIDATION INSTRUMENT TEST**

No	R Hitung	R Tabel	Keterangan
1	0.4934	0.3494	Valid
2	0.5509	0.3494	Valid
3	0.6163	0.3494	Valid
4	0.6396	0.3494	Valid
5	0.6278	0.3494	Valid
6	0.4049	0.3494	Valid
7	0.4794	0.3494	Valid
8	0.6258	0.3494	Valid
9	0.4913	0.3494	Valid
10	0.6552	0.3494	Valid
11	0.5773	0.3494	Valid
12	0.4839	0.3494	Valid
13	0.4469	0.3494	Valid
14	0.4116	0.3494	Valid
15	-0.0824	0.3494	Invalid
16	0.2162	0.3494	Invalid
17	0.5764	0.3494	Valid
18	0.4294	0.3494	Valid
19	-0.0468	0.3494	Invalid
20	0.4244	0.3494	Valid
21	0.4224	0.3494	Valid
22	0.6820	0.3494	Valid
23	0.3919	0.3494	Valid
24	-0.1237	0.3494	Invalid
25	0.5544	0.3494	Valid
26	0.5845	0.3494	Valid
27	0.5469	0.3494	Valid
28	-0.0886	0.3494	Invalid
29	-0.1349	0.3494	Invalid
30	0.6301	0.3494	Valid
31	0.3034	0.3494	Invalid
32	0.4413	0.3494	Valid
33	0.4764	0.3494	Valid
34	0.3940	0.3494	Valid
35	0.5374	0.3494	Valid
36	0.4298	0.3494	Valid
37	0.0169	0.3494	Invalid
38	0.2526	0.3494	Invalid
39	0.5190	0.3494	Valid
40	0.4641	0.3494	Valid
41	0.4329	0.3494	Valid
42	0.5272	0.3494	Valid
43	0.5220	0.3494	Valid

No	R Hitung	R Tabel	Keterangan
44	0.4014	0.3494	Valid
45	0.6184	0.3494	Valid
46	0.6254	0.3494	Valid
47	0.7044	0.3494	Valid
48	0.5904	0.3494	Valid
49	0.4380	0.3494	Valid
50	0.6499	0.3494	Valid
51	0.6267	0.3494	Invalid
52	0.6095	0.3494	Invalid
53	0.4839	0.3494	Valid
54	0.3878	0.3494	Valid
55	0.5613	0.3494	Valid
56	0.6749	0.3494	Valid
57	0.5696	0.3494	Valid
58	0.3376	0.3494	Invalid
59	0.2432	0.3494	Invalid
60	0.3018	0.3494	Invalid
61	0.5885	0.3494	Valid
62	0.6982	0.3494	Valid
63	0.5169	0.3494	Valid
64	0.2681	0.3494	Invalid
65	0.4491	0.3494	Valid
66	0.5684	0.3494	Valid
67	0.3981	0.3494	Valid
68	0.6044	0.3494	Valid
69	0.5432	0.3494	Valid
70	0.1834	0.3494	Invalid
71	0.5554	0.3494	Valid
72	0.6896	0.3494	Valid
73	0.6278	0.3494	Valid
74	0.3858	0.3494	Valid
75	0.3719	0.3494	Valid
76	0.1434	0.3494	Invalid
77	0.3769	0.3494	Valid
78	0.4465	0.3494	Valid
79	0.5134	0.3494	Valid
80	0.5263	0.3494	Valid
81	0.1015	0.3494	Invalid
82	0.3252	0.3494	Invalid
83	0.0601	0.3494	Invalid
84	0.5484	0.3494	Valid
85	0.6427	0.3494	Valid
86	0.5230	0.3494	Valid
87	0.5199	0.3494	Valid
88	0.1547	0.3494	Invalid
89	0.3412	0.3494	invalid
90	0.4360	0.3494	Valid

No	R Hitung	R Tabel	Keterangan
91	0.4080	0.3494	Valid
92	0.4342	0.3494	Valid
93	0.3989	0.3494	Valid
94	0.3573	0.3494	Valid
95	0.4108	0.3494	Invalid
96	0.4014	0.3494	Invalid
97	-0.0292	0.3494	Invalid
98	0.1312	0.3494	Invalid
99	0.0172	0.3494	Invalid
100	0.3893	0.3494	Valid

## APPENDIX 6

### INSTRUMENT VOCABULARY PRE-TEST

Name :

Class :

#### Petunjuk Umum :

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Beri tanda (x) pada pilihan yang anda anggap benar
5. Apabila jawaban yang anda lingkari salah, maka cukup beri tanda sama dengan (=) di jawaban yang salah.

#### A. Choose the correct answer from the option a, b, c and d.

1. Nina feel scared when entering the haunted house. What the meaning of the underlined word is?
  - a. Gembira
  - b. Bosan
  - c. Sopan
  - d. Takut
2. Dela lost her key because she's clumsy. What the meaning of the underlined word is?
  - a. Rajin
  - b. Pintar
  - c. Ceroboh
  - d. Malas
3. Tasliah is very humble. What the meaning of the underlined word is?
  - a. Rendah hati
  - b. Kecewa
  - c. Sombong
  - d. Pemarah
4. He is generous. What the meaning of the underlined word is?
  - a. Pelit
  - b. Lemah
  - c. Murah hati
  - d. Cepat

#### 5. Which word describes someone who talks too much?



- a. Talkative
- b. Shy
- c. Quiet
- d. Kind

6. Nabila felt nervous because she didn't study much. What the meaning of the underlined word is?
  - a. Cemas
  - b. Tenang
  - c. Percaya diri
  - d. Bahagia
7. They are polite. What the meaning of the underline word is?
  - a. Sopan
  - b. Gugup
  - c. Kasar
  - d. Ceroboh

8. Which word best describe a person who is always happy?



a. Angry  
b. Joyful  
c. Mean  
d. Lazy

9. She is creative. What the meaning of the underlined word is?

a. Imajinatif  
b. Membosankan  
c. Tidak kreatif  
d. Malas

10. She is smart. What the meaning of the underlined word is?

a. Cerdas  
b. Malas  
c. Lambat  
d. Ceroboh

11. I feel excited when holiday. what the meaning of the underlined word?

a. Bosan  
b. Lelah  
c. Bersemangat  
d. Sedih

12. Which word describe someone who studies a lot?



a. Lazy  
b. Funny  
c. Happy  
d. Hardworking

13. Andi is a brave boy. What the meaning of the underlined word is?

a. Penakut  
b. Takut  
c. Tidak takut  
d. Lucu

14. Lina feels anxious before the exam. What the meaning of the underlined word?

a. Tenang  
b. Cemas  
c. Senang  
d. Marah

15. How does the girl after losing her doll?



a. Rude  
b. Happy  
c. Calm  
d. Sad

16. Maya is shy girl. What the meaning of the underlined word is?

a. Pemalu  
b. Berani  
c. Sombong  
d. Ramah

17. Which word suits someone who always makes people laugh?



a. Funny  
b. Serious  
c. Sad  
d. Angry

18. Rudi is honest boy. What the meaning of the underlined word is?

- a. Malas
- b. Bohong
- c. Pemarah
- d. Jujur

19. Which word describes someone who always helps others?



- a. Helpful
- b. Happy
- c. Excited
- d. Calm

20. Yusuf is careful when crossing the street. What the meaning of the underlined word is?

- a. Ceroboh
- b. Hati-hati
- c. Malas
- d. Ramah

21. Which word fits a friend who never shares?



- a. Selfish
- b. Happy
- c. Friendly
- d. Large

22. Astri is patient when waiting in line. What the meaning of the underlined word is?

- a. Tidak sabar
- b. Sabar
- c. Pemarah
- d. Rajin

23. Aslan is confident during the presentation. What the meaning of the underlined word is?

- a. Percaya diri
- b. Malu
- c. Takut
- d. Sedih

24. Eka is optimistic about the future. What the meaning of the underlined word is?

- a. Pesimis
- b. Optimis
- c. Malas
- d. Gigih

25. She is a strong woman. What the meaning of the underlined word is?

- a. Lemah
- b. Kuat
- c. Berani
- d. Baik

26. Which word best describe the picture?



- a. Shy
- b. Proud
- c. Nervous
- d. Quiet

27. Rina is short. What the meaning of the underlined word is?

- a. Pintar
- b. pendek
- c. Canggung
- d. Tinggi

28. Which word best describe this picture?



- a. Lazy
- b. Sleepy
- c. Bored
- d. Energetic

29. Kafi is handsome boy. What is the meaning of the underlined word is?

- a. Jelek
- b. Tampan
- c. Gigih
- d. Pintar

30. Which word best describe the picture?



- a. Careless
- b. Calm
- c. Brave
- d. Shy

31. They are a marching band in the parade. What the meaning of the underlined word?

- a. Grup menari
- b. Grup bermain drama
- c. Grup musik yang berjalan
- d. Grup bermain bola

32. The parade will start at 9 o'clock. What the meaning of the underlined word is?

- a. Toko makanan
- b. Pasar malam
- c. Arak-arakan
- d. Rapat sekolah

33. What game are they playing?



- a. Marble in spoon race
- b. Tug of war
- c. Sack race
- d. Tandem race

34. The children threw candies to the crowd. What the meaning of the underlined word is?

- a. Permen
- b. Lilin
- c. Bendera
- d. Topi

35. The street was full of balloons and flags. What the meaning of the underlined word is?

- a. Balon
- b. Bendera kecil
- c. Lampion
- d. Pita

36. What do we call the game?



- a. Tandem race
- b. Sack race
- c. Kerupuk eatung
- d. Panjat pinang

37. We sent an invitation to all our friends. What the meaning of the underlined word is ?

- Kue
- Kado
- Undangan
- Ucapan

38. The fireworks were amazing last night. What the meaning of the underlined word is?

- Lilin
- Lampu Jalan
- Petasan/kembang api
- Darurat

39. Which game involve balancing a small object in a spoon while walking?



- Panjat pinang
- Sack race
- Marble in spoon race
- Tug of war

40. My sister wore a beautiful costume at the festival. What the meaning of the underlined word is?

- Pakaian biasa
- Kostum
- Seragam sekolah Kostum
- Baju kerja

41. They brought a big banner for the parade. What the meaning of the underlined word is?

- Balon
- Bendera kecil
- Poster besar
- Lilin

42. We sang the anthem before the parade began. What the meaning of the underlined word is?

- Lagu kebangsaan
- Surat
- Puisi
- Doa

43. She carried a flag proudly. What the meaning of the underlined word is?

- Balon
- Permen
- Bendera
- Kado

44. What are they doing in this picture?



- Parade
- Sack race
- Tug of war
- Panjat pinang

45. The floats were beautifully decorated. What the meaning of the underlined word is?

- Kendaraan hias
- Mobil balap
- Panggung
- Perahu

46. The crowd cheered loudly. What the meaning of the underlined word is?

- Kerumunan orang
- Klub musik
- Paduan suara
- Peserta lomba

47. They organized a festival in the town square. What the meaning of the underlined word is?

- a. Pameran
- b. Kompetisi
- c. Festival/perayaan
- d. Pertandingan

48. What game are they playing?



- a. Marble in spoon race
- b. Tug of war
- c. Sack race
- d. Tandem race

49. Many students joined the performance. What the meaning of the underlined word is?

- a. Pertunjukan
- b. Perlombaan
- c. Perjalanan
- d. Perayaan

50. What game this picture?



- a. Panjat pinang
- b. Sack race
- c. Kerupuk eating race
- d. Tug of war

## APPENDIX 7

### INSTRUMENT VOCABULARY POST-TEST

Name :

Class :

#### Petunjuk Umum :

1. Bacalah doa dengan baik sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Beri tanda (x) pada pilihan yang anda anggap benar
5. Apabila jawaban yang anda lingkari salah, maka cukup beri tanda sama dengan (=) di jawaban yang salah

**A. Choose the correct answer from the option a, b, c and d by crossing (x) the answer.**

1. They are a marching band in the parade. What the meaning of the underlined word?
  - a. Grup menari
  - b. Grup bermain drama
  - c. Grup musik yang berjalan
  - d. Grup bermain bola
2. The parade will start at 9 o'clock. What the meaning of the underlined word is?
  - a. Toko makanan
  - b. Pasar malam
  - c. Arak-arakan
  - d. Rapat sekolah
3. What game are they playing?

- a. Marble in spoon race
- b. Tug of war
- c. Sack race
- d. Tandem race

4. The children threw candies to the crowd. What the meaning of the underlined word is?
  - a. Permen
  - b. Lilin
  - c. Bendera
  - d. Topi
5. They are playing ball. What the meaning of the underlined word is?
  - a. Bola
  - b. Keset
  - c. Bunga
  - d. Boneka
6. The street was full of balloons and flags. What the meaning of the underlined word is?
  - a. Balon
  - b. Bendera kecil
  - c. Lampion
  - d. Pita

7. We sent an invitation to all our friends. What the meaning of the underlined word is ?

- Kue
- Kado
- Undangan
- Ucapan

8. The fireworks were amazing last night. What the meaning of the underlined word is?

- Lilin
- Lampu Jalan
- Petasan/kembang api
- Darurat

9. Which game involve balancing a small object in a spoon while walking?



- Panjat pinang
- Sack race
- Marble in spoon race
- Tug of war

10. My sister wore a beautiful costume at the festival. What the meaning of the underlined word is?

- Pakaian biasa
- Kostum
- Seragam sekolah Kostum
- Baju kerja

11. They brought a big banner for the parade. What the meaning of the underlined word is?

- Balon
- Bendera kecil
- Poster besar
- Lilin

12. We sang the anthem before the parade began. What the meaning of the underlined word is?

- Lagu kebangsaan
- Surat
- Puisi
- Doa

13. She carried a flag proudly. What the meaning of the underlined word is?

- Balon
- Permen
- Bendera
- Kado

14. What are they doing in this picture?



- Parade
- Sack race
- Tug of war
- Panjat pinang

15. The floats were beautifully decorated. What the meaning of the underlined word is?

- Kendaraan hias
- Mobil balap
- Panggung
- Perahu

16. The crowd cheered loudly. What the meaning of the underlined word is?

- Kerumunan orang
- Klub musik
- Paduan suara
- Peserta lomba

17. They organized a festival in the town square. What the meaning of the underlined word is?

- Pameran
- Kompetisi
- Festival/perayaan
- Pertandingan

18. What game are they playing?



- Marble in spoon race
- Tug of war
- Sack race
- Tandem race

19. Many students joined the performance. What the meaning of the underlined word is?

- Pertunjukan
- Perlombaan
- Perjalanan
- Perayaan

20. What game this picture?



- Panjat pinang
- Sack race
- Kerupuk eating race
- Tug of war

21. He gave her a special gift at the party. What the meaning of the underlined word is?

- Hadiah
- Lilin
- Surat
- Lagu

22. The event was crowded with visitors. What the meaning of the underlined word is?

- Sepi
- Membosankan
- Ramai
- Menyakitkan

23. What is this picture?



- Sport day
- Birthday
- Valentine
- Flag hoisting ceremony

24. They decorate the hall with balloons. What the meaning of the underlined word is ?

- Mewarnai
- Menyapu
- Menghias
- Membeersihkan

25. My family celebrated my graduation. What the meaning of the underlined word is?

- Kelahiran
- Ulang tahun
- Kelulusan
- Pertunangan

26. What is they wear in this picture?



- a. Flag
- b. Costume
- c. Slipper
- d. Veil

27. They are excited at parade. What the meaning of the underlined word is?

- a. Sedih
- b. Bangga
- c. Tertarik
- d. Bersemangat

28. She is win at the festival. What the meaning of the underlined word is?

- a. Cantik
- b. Menang
- c. Duduk
- d. Kalah

29. Nina feel scared when entering the haunted house. What the meaning of the underlined word is?

- a. Gembira
- b. Bosan
- c. Sopan
- d. Takut

30. Dela lost her key because she's clumsy. What the meaning of the underlined word is?

- a. Rajin
- b. Pintar
- c. Ceroboh
- d. Malas

31. Tasliah is very humble. What the meaning of the underlined word is?

- a. Rendah hati
- b. Kecewa
- c. Sombong
- d. Pemarah

32. He is generous. What the meaning of the underlined word is?

- a. Pelit
- b. Lemah
- c. Murah hati
- d. Cepat

33. Which word describes someone who talks too much?



- a. Talkative
- b. Shy
- c. Quiet
- d. Kind

34. Nabila felt nervous because she didn't study much. What the meaning of the underlined word is?

- a. Cemas
- b. Tenang
- c. Percaya diri
- d. Bahagia

35. They are polite. What the meaning of the underlined word is?

- a. Sopan
- b. Gugup
- c. Kasar
- d. Ceroboh

36. Which word best describe a person who is always happy?



- a. Angry
- b. Joyful
- c. Mean
- d. Lazy

37. She is creative. What the meaning of the underlined word is?

- a. Imajinatif
- b. Membosankan
- c. Tidak kreatif
- d. Malas

38. She is smart. What the meaning of the underlined word is?

- a. Cerdas
- b. Malas
- c. Lambat
- d. Ceroboh

39. I feel excited when holiday. what the meaning of the underlined word?

- a. Bosan
- b. Lelah
- c. Bersemangat
- d. Sedih

40. Which word describe someone who studies a lot?



- a. Lazy
- b. Funny
- c. Happy
- d. Hardworking

41. Andi is a brave boy. What the meaning of the underlined word is?

- a. Penakut
- b. Takut
- c. Tidak takut
- d. Lucu

42. Lina feels anxious before the exam. What the meaning of the underlined word?

- a. Tenang
- b. Cemas
- c. Senang
- d. Marah

43. How does the girl after losing her doll?



- a. Rude
- b. Happy
- c. Calm
- d. Sad

44. Maya is shy girl. What the meaning of the underlined word is?

- a. Berani
- b. Sombong
- c. Ramah
- d. Pemalu

45. Which word suits someone who always makes people laugh?



- a. Funny
- b. Serious
- c. Sad
- d. Angry

46. Rudi is honest boy. What the meaning of the underlined word is?

- a. Malas
- b. Bohong
- c. Pemarah
- d. Jujur

47. Which word describes someone who always helps others?



- a. Helpful
- b. Happy
- c. Excited
- d. Calm

48. Yusuf is careful when crossing the street. What the meaning of the underlined word is?

- a. Ceroboh
- b. Hati-hati
- c. Malas
- d. Ramah

49. She is soft girl. What the meaning of the underlined word is?

- a. Lembut
- b. Kasar
- c. Cantik
- d. Pintar

50. Which word fits a friend who never shares?



- a. Selfish
- b. Happy
- c. Friendly
- d. Large

## APPENDIX 8

### Key Answer of Pre- Test and Post-Test

#### Key Answer of Pre- Test

1. D. Takut
2. C. Ceroboh
3. A. Rendah hati
4. C. Murah hati
5. A. Talkative
6. A. Cemas
7. A. Sopan
8. B. Joyful
9. A. Imajinatif
10. A. Cerdas
11. C. Bersemangat
12. D. Hardworking
13. C. Tidak takut
14. B. Cemas
15. D. Sad
16. A. Pemalu
17. A. Funny
18. D. Jujur
19. A. Helpful
20. B. Hati-hati
21. A. Selfish
22. B. Sabar
23. A. Percaya diri
24. B. Optimis
25. B. Kuat
26. B. Proud
27. B. Pendek
28. C. Bored
29. B. Tampan
30. C. Brave
31. C. Grup musik yang berjalan
32. C. Arak-arakan
33. A. Marble in spoon race
34. A. Permen
35. A. Balon
36. C. Kerupuk eating
37. C. Undangan
38. C. Petasan/kembang api
39. C. Marble in spoon race
40. B. Kostum
41. C. Poster besar
42. A. Lagu kebangsaan
43. C. Bendera
44. C. Tug of war
45. A. Kendaraan hias
46. A. Kerumunan orang
47. C. Festival/perayaan
48. A. Marble in spoon race
49. A. Pertunjukan
50. C. Kerupuk eating race

#### Key Answer of Post- Test

1. C. Grup musik yang berjalan
2. C. Arak-arakan
3. A. Marble in spoon race
4. A. Permen
5. A. Bola
6. A. Balon
7. C. Undangan
8. C. Petasan/kembang api
9. C. Marble in spoon race
10. B. Kostum
11. C. Poster besar
12. A. Lagu kebangsaan
13. C. Bendera
14. A. Parade
15. A. Kendaraan hias
16. A. Kerumunan orang
17. C. Festival/perayaan
18. A. Marble in spoon race
19. A. Pertunjukan
20. C. Kerupuk eating race
21. A. Hadiah
22. C. Ramai
23. D. Flag hoisting ceremony
24. C. Menghias
25. C. Kelulusan
26. B. Costume
27. D. Bersemangat
28. B. Menang
29. D. Takut
30. C. Ceroboh
31. A. Rendah hati
32. C. Murah hati
33. A. Talkative
34. A. Cemas
35. A. Sopan
36. B. Joyful
37. A. Imajinatif

- 38. A. Cerdas
- 39. C. Bersemangat
- 40. D. Hardworking
- 41. C. Tidak takut
- 42. B. Cemas
- 43. D. Sad
- 44. D. Pemalu
- 45. A. Funny
- 46. D. Jujur
- 47. A. Helpful
- 48. B. Hati-hati
- 49. A. Lembut
- 50. A. Selfish

**APPENDIX 9****1. Students' score of Pre- Test and Post- Test in Experimental Class**

No	VIII-3	<b>Experimental Class</b>		
		Initial	Pre- Test	Post- Test
1	AA		60	88
2	AAH		60	82
3	AR		60	80
4	AS		44	84
5	AAS		68	92
6	DAL		80	88
7	DR		56	84
8	FF		68	92
9	FT		52	72
10	HP		72	92
11	IMS		52	84
12	JYH		48	80
13	LK		80	92
14	MH		40	72
15	MS		64	84
16	NK		64	80
17	NKS		48	72
18	NJL		53	84
19	PS		60	80
20	RM		56	72
21	RAU		44	68
22	SA		72	92
23	SAD		60	72
24	SAL		44	76
25	SH		60	78
26	SAS		68	88
27	US		48	84
28	WIL		58	80
29	YPS		50	70
30	RFS		48	72

## 2. Perhitungan Data Nilai Pre- Test Experimental

a. High Score = 80  
Low score = 40  
Range =  $80 - 40 = 40$

b. Total of Class =  $1 + 3.3 \log n$   
=  $1 + 3.3 \times 1.48$   
=  $1 + 4.88 = 5.88 = 6$

c. Length of Class =  $R/K$   
=  $40/6 = 6.67 = 7$

No	Interval	Mid-Point	Frequency	Percentage
1	40-46	43	4	13.3%
2	47-53	50	6	20%
3	54-60	57	8	26.7%
4	61-67	64	6	20%
5	68-74	71	4	13.3%
6	75-81	78	2	6.7%
	<b>I= 7</b>		30	100%

## 3. Perhitungan Data Nilai Post- Test Experimental

a. High Score = 92  
Low score = 68  
Range =  $92 - 68 = 24$

b. Total of Class =  $1 + 3.3 \log n$   
=  $1 + 3.3 \times 1.48$   
=  $1 + 4.88 = 5.88 = 6$

c. Length of Class =  $R/K$   
=  $24/6 = 4$

No	Interval	Mid-Point	Frequency	Percentage
1	68-71	69.5	2	6.7%
2	72-75	73.5	6	20%
3	76-79	77.5	2	6.7%
4	80-83	81.5	7	23%
5	84-87	85.5	6	20%
6	88-91	89.5	3	10%
7	92-95	93.5	5	16.6%
	<b>I= 4</b>		<b>30</b>	<b>100%</b>

**APPENDIX 10****1. Students' score of Pre- Test and Post- Test in Control Class**

No	VIII-5	Control Class		
		Initial	Pre- Test	Post- Test
1	AQA		56	80
2	AG		60	72
3	AD		56	76
4	ALB		68	80
5	AM		40	68
6	ADY		60	80
7	DAI		40	62
8	DAY		56	70
9	FHH		76	80
10	FNH		56	88
11	GUF		36	76
12	HA		52	80
13	IRS		60	68
14	JH		60	68
15	KAH		44	76
16	FKH		56	76
17	LRA		52	64
18	MRS		56	76
19	MRA		44	68
20	NS		56	80
21	NAS		48	76
22	NAL		56	76
23	NAH		52	72
24	RNH		68	76
25	RF		48	72
26	RAH		64	76
27	SBP		54	88
28	UM		56	76
29	WF		72	82
30	WAS		48	76

## 2. Perhitungan Data Nilai Pre- Test Control

a. High Score = 76  
Low score = 36  
Range =  $76 - 36 = 40$

b. Total of Class =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \times 1.48$   
 $= 1 + 4.88 = 5.88 = 6$

c. Length of Class =  $R/K$   
 $= 40/6 = 6.67 = 7$

No	Interval	Mid-Point	Frequency	Percentage
1	36-42	39	3	10%
2	43-49	46	5	16.7%
3	50-56	53	13	43.3%
4	57-63	60	4	13.3%
5	64-70	67	3	10%
6	71-77	74	2	6.7%
	<b>I= 7</b>		<b>30</b>	<b>100%</b>

## 3. Perhitungan Nilai Post- Test Control Class

a. High Score = 88  
Low score = 60  
Range =  $88 - 60 = 28$

b. Total of Class =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \times 1.48$   
 $= 1 + 4.88 = 5.88 = 6$

c. Length of Class =  $R/K$   
 $= 28/6 = 4.67 = 5$

No	Interval	Mid-Point	Frequency	Percentage
1	60-64	62	2	6.7%
2	65-69	67	5	16.7%
3	70-74	72	4	13.3%
4	75-79	77	12	40%
5	80-84	82	5	16.7%
6	85-89	87	2	6.7%
	<b>I= 5</b>		<b>30</b>	<b>100%</b>

## APPENDIX 11

Score of Experimental Class and Control Class in Pre-Test

### Pre- Test Experiment Class

Statistics		
PreEx		
N	Valid	30
	Missing	0
	Mean	57.87
	Median	59.00
	Mode	60
	Std. Deviation	10.582
	Variance	111.982
	Range	40
	Minimum	40
	Maximum	80
	Sum	1736

### Pre – Test Control Class

Statistics		
PreCon		
N	Valid	30
	Missing	0
	Mean	55.00
	Median	56.00
	Mode	56
	Std. Deviation	9.259
	Variance	85.724
	Range	40
	Minimum	36
	Maximum	76
	Sum	1650

## APPENDIX 12

Score of Experimental Class and Control Class in Post-Test

### Post – Test Experimental Class

#### Statistics

PostEx

N	Valid	30
	Missing	0
Mean		81.13
Median		81.00
Mode		72 <sup>a</sup>
Std. Deviation		7.477
Variance		55.913
Range		24
Minimum		68
Maximum		92
Sum		2434

### Post – Test Control Class

#### Statistics

PostCon

N	Valid	30
	Missing	0
Mean		75.27
Median		76.00
Mode		76
Std. Deviation		6.225
Variance		38.754
Range		28
Minimum		60
Maximum		88
Sum		2258

## APPENDIX 13

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreEx	.120	30	.200*	.961	30	.322
PreCon	.157	30	.057	.966	30	.428
PostEx	.125	30	.200*	.946	30	.131
PostCon	.214	30	.001	.941	30	.099

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

a. Lilliefors Significance Correction

### Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
PreX Based on Mean	2.376	1	58	.129
Based on Median	2.900	1	58	.094
Based on Median and with adjusted df	2.900	1	57.389	.094
Based on trimmed mean	2.426	1	58	.125

## APPENDIX 14

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	57.87	81.13	23.26	2.99
Control class	55.00	75.27	20.27	

### Independent Samples T-Test

		t-test for Equality of Means						95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar music mnemonic	Equal variances assumed	2.376	.129	3.303	58	.002	5.867	1.776	2.311	9.422
	Equal variances not assumed			3.303	56.155	.002	5.867	1.776	2.308	9.425

## APPENDIX 15

**T-Table**

<b>Pr df</b>	<b>0.25 0.50</b>	<b>0.10 0.20</b>	<b>0.05 0.10</b>	<b>0.025 0.050</b>	<b>0.01 0.02</b>	<b>0.005 0.010</b>	<b>0.001 0.002</b>
<b>41</b>	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
<b>42</b>	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
<b>43</b>	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
<b>44</b>	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
<b>45</b>	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
<b>46</b>	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
<b>47</b>	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
<b>48</b>	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
<b>49</b>	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
<b>50</b>	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
<b>51</b>	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
<b>52</b>	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
<b>53</b>	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
<b>54</b>	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
<b>55</b>	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
<b>56</b>	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
<b>57</b>	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
<b>58</b>	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
<b>59</b>	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
<b>60</b>	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
<b>61</b>	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
<b>62</b>	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
<b>63</b>	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
<b>64</b>	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
<b>65</b>	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
<b>66</b>	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
<b>67</b>	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
<b>68</b>	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
<b>69</b>	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
<b>70</b>	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
<b>71</b>	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
<b>72</b>	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
<b>73</b>	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
<b>74</b>	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
<b>75</b>	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
<b>76</b>	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
<b>77</b>	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
<b>78</b>	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
<b>79</b>	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
<b>80</b>	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

## DOCUMENTATION

### 1. Pre- Test Experimental Class

**Picture 1 :** Students' taking the Pre- Test in Experimental Class

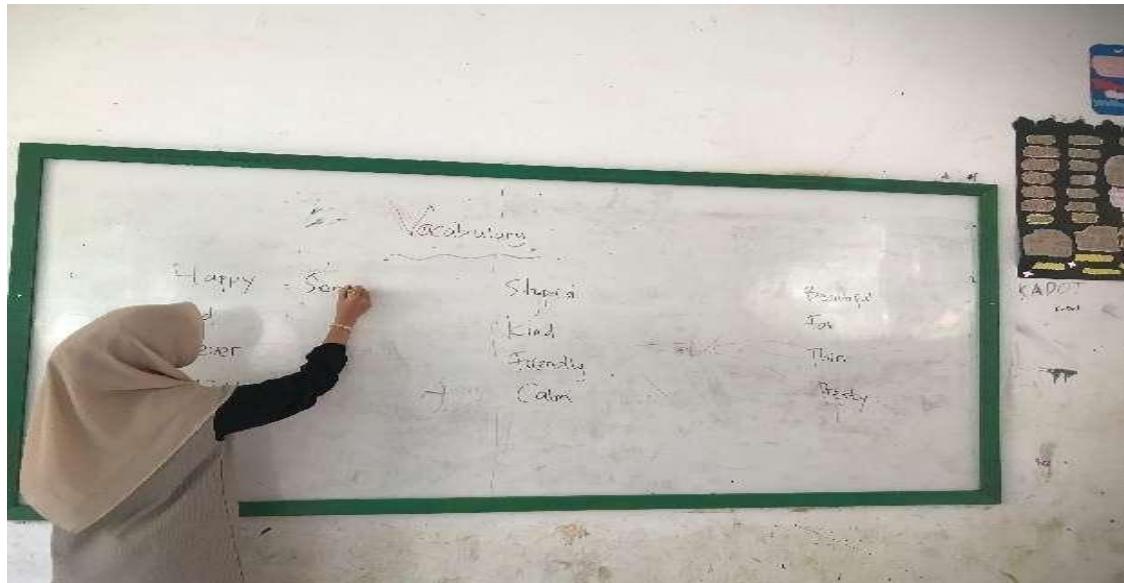


## 2. Pre – Test Control Class

**Picture 2 :** Students' taking the Pre- Test in Control Class



### 3. Treatment 1



#### 4. Treatment 2



## 5. Post- Test Experimental Class



## 6. Post – Test Control Class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPuan**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B 7729 /Un.28/E.1/PP.00.9/10/2024

31 Oktober 2024

Lamp : -

Perihal : Pengesahan Judul dan Penunjukan  
Pembimbing Skripsi

Yth.

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)  
2. Sri Rahmadhani Siregar M.Pd (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Astri Nursamsi Harahap
NIM	: 2120300005
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Music Mnemonic Technique on Vocabulary Mastery at the Eight Grade Students of SMP N 8 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing-I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
an. Dekan

Wakil Dekan Bidang Akademik  
Dan Kelembagaan

Ketua Program Studi  
Tadris Bahasa Inggris



Dr. Lia Yulianti Syafrida Siregar, S.Psi.,M.A  
NIP 19801224 200604 2 001

  
Fitri Rayani Siregar, M.Hum.  
NIP 19820731 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733  
Telepon (0634) 22080 Faximili (0634) 24022  
Website: [uinsyahada.ac.id](http://uinsyahada.ac.id)

Nomor: B - 1690 /Un.28/E.1/TL.00.9/05/2025

17 Mei 2025

Hal : Izin Penelitian  
Penyelesaian Skripsi

Yth. Kepala SMP N 8 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Astri Nursamsi Harahap  
NIM : 2120300005  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Jl. Imam Bonjol No. 274

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**The Effect of Music Mnemonic Technique on Vocabulary Mastery at the Eight Grade Students of SMP N 8 Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.  
NIP. 19801224 200604 2 001



**PEMERINTAH KOTA PADANGSIDIMPUAN**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 8 PADANGSIDIMPUAN**  
NSS : 201072005008 NIS : 200080 NPSN : 10212508 AKREDITASI A  
email [smpnegeri8padangsidimpuan@gmail.com](mailto:smpnegeri8padangsidimpuan@gmail.com)  
JL. TENGKU RIZAL NURDIN KM. 8 PIJORKOLING

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**SURAT KETERANGAN PELAKSANAAN PENELITIAN**

Nomor : 421/ 043 /SMP.N8/PSP/2025

Yang bertanda tangan dibawah ini :

Nama : **ARMILA SARI LUBIS, S. Pd.I**  
NIP : 19810519 200904 2 003  
Pangkat/Gol : Pembina Tk. / IV.a  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 8 Padangsidimpuan

Menerangkan dengan sebenarnya bahwa :

Nama : ASTRI NURSAMSI HARAHAP  
N I M : 2120300005  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
UIN SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN

Benar telah mengadakan penelitian pada hari Sabtu, 17 Mei 2025 untuk penulisan skripsi di SMP Negeri 8 Padangsidimpuan dengan judul : **“The Effect of Music Mnemonic Technique on Vocabulary Mastery at the Eight Grade Students of SMP Negeri 8 Padangsidimpuan.”**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidimpuan, 17 Mei 2025

Kepala Sekolah

