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## **FOREWORD**

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

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## Development of Teaching Material Vocabulary with the Mnemonic Keyword

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### ABSTRACT

This research aimed at developing an integrated and creative English learning materials for grade IX students of SMP. The operational purpose are determining the design of learning material, (2) describing the result of validation by the expert of content, media and instructional design, (3) describing the result of validation by colleague and students, and (3) describing the result of the implementation try out. The subjects of evaluation were, 2 instructional experts, 2 colleagues, 10 students, and 30 students for the implementation try out. The data was collected using questionair and test. The result of evaluation was analyzed through quantitative and qualitative descriptive technique. The results showd,p. (1) validation over draft I by the expsert of content 84,14%, and design 88,88%, the qualification is almost perfect, light revision was done (2) validation over draft II by colleagues 89,63% and by students from small class was 74% and big class was 75,33%, the qualification was good, light revision was done, and the students' worksheet, and the result showed that the students' ability in vocabulary mastery more increase. This research gave outcomes for English education field, that is book for study vocabulary and for vocabulary enrichment in first level.

Keywords:  
Learning material,  
vocabulary, keyword  
mnemonic strategy

## Introduction

The purpose of teaching vocabulary to master vocabulary in their daily activity or in the school. That was also happened for students at the grade VII in MTS Muhammadiyah 22 Padangsidempuan. So, the students are able to communicate using the English orally and in writing. Based on standards of competence and core competence, the students at the grade VII junior level/MTS equivalents are expected to identify the vocabulary in English as well as understand the English text.

Vocabulary is one of the components of English Language or additional skills that should be taught to students, because the vocabulary has already become a major role for all languages. In addition, some researchers argued that the vocabulary is more important than grammar. Among them is McCarthy in his book mentioned "no matter how well the student learns grammar, no matter how successfully the sounds of L2 just can't happen in my meaningful way" which means he holds the most important thing to know and studied by students in learning the language of United Kingdom is vocabulary. In addition to Virginia (1983) States that to know the words of the United Kingdom as well as Language meaning, one thing to keep in mind is knowing how influential the vocabulary in sentence. In other words, in teaching vocabulary not only translate the meaning of the word but the word influence teaches how the phrase, either because the number of words as well as the abundance of meaning of the word.

Vocabulary is useful in supporting the success of speaking (Biemiller in Hackman, 2008). Individual language skills will increase if the quantity and quality of the vocabulary is also increasing (Tarigan in Rahmawati, Sunaryo, & Widodo, 2012). It can happen because the more vocabulary that students have, the easier it will be students in language (Samsiyah, Andayani, & Rohmadi, 2013). Therefore, students are required to memorize the vocabulary of English in everyday life. But in technology era, there are many students who are experiencing difficulty in recite the vocabulary of English, because of their assumption that

English is still the language lessons the lessons difficult and boring, especially vocabulary that requires a strong memory. Therefore, teachers need to cultivate a variety of approaches, methods, techniques and varied learning resources to attract interest and facilitate the students learning English, especially in considering English vocabulary.

Vocabulary mastery for the students at grade VII in MTS Muhammadiyah 22 Padangsidempuan still did not meet the expectations, both for students and for teachers. The lack of students' vocabulary mastery causing them hard in following English lessons. Its impact was the result of the formative value was still below the criteria of standard learning. The minimum criteria of value (KKM) 65% of pupils learning. It was known from observations in the form of, p. (1) the result of the observations on the behaviour and response of students at the grade VII, (2) the result of interview with some of the students indicated that they all want to be able to speak in English. These findings indicate that there was a gap between expectations and results English learning students at MTS Muhammadiyah 22 Padangsidempuan.

Therefore, it needed a strategy that will help the long term reminder students i.e. mnemonik strategy. Mnemonic strategy is a strategy that helps to organize the information that reaches the working memory, making the information more easily in the match with a long term scheme. The method was created to enhance mnemonik finesse remaining the individual. Jeansen (2002, p.72) argues that mnemonik is a method to help remind large amounts of information that involves three elements, p. coding, maintenance, and reminiscing. In English learning especially in language learning vocabulary, these three elements indispensable in achieving the learning indicators in the vocabulary. Through mnemonic method can help memory, right-brain function is enabled because the child is trained to make a story, their imagination, songs or rhythms and images so that one material is created into something unique, interesting, and fun. Thus, students will be easier and quicker in memorization. The application of mnemonik method of learning vocabulary for example, students are invited to listen to the teacher's

explanation about the vocabulary of the English language associated into color images and meaning and pronunciation adjusted with the story or an association that is submitted.

This mnemonic strategy is a technique that can help memory. Mnemonic is used in different learning tasks and A process or technique to develop memory (Kenneth,p. 2003). The methods used in improving memory are a technique that demands the ability of the brain to connect words, ideas and fantasies (Jean Marie,p. 1997). Whereas according to Eric Jeansen mnemonic is a method to help remember large amounts of information involving three elements, namely coding, maintenance, and recall (Karen Markowitz, p. 2002).

So, it can be concluded that this strategy which requires students to indirectly remember by memorizing sentences or words that are easy and interesting to remember. In this case, students are also able to make keywords from a word that will be remembered or memorized, so that students will not feel difficulties in memorizing things especially remembering difficult vocabulary. This mnemonic strategy as previously explained is to strengthen memory or in other words organize a fact with memory. Memory is a process of human ability to accept, process, and store it in the brain and then remove it when needed. Jeffrey & Cynthia (2011) explained that mnemonics is a way to improve memory and foster more memorable messages.

In teaching English, various concepts and strategies need to be developed and reproduced, given that English vocabulary mastery is centered on memory. As explained earlier, that mnemonic strategy is a strategy that helps to organize information that reaches working memory, so that information is more easily matched with long-term schemes. Like learning oral language, so mastering vocabulary needs to be a long-term remembering activity, through their own practice or memorization and various meaningful and meaningful knowledge. They are free to "make mistakes" in learning the language and learn from mistakes made. Because it relates to this mnemonic concept, it takes a teacher who really understands how children learn language, and can also provide time and exercises to improve memory in mastering difficult words.



According to Suwito (2005) this strategy has a very close relationship with the association, which relates to events, objects and subjects with other events. In mnemonic techniques or help with memory, the function of the right brain is activated because the child is trained to make a story, imagination, song or rhythm and picture so that a material becomes something unique, interesting, and fun. Thus the child will be easier and faster in memorizing. Everything must be a meaningful communication played by the teacher and his students. In this case, the teacher must be creative and active in encouraging students to think and remember using mnemonic strategies, so that the teaching and learning process can be more conducive.

Based on the concepts of psycholinguistics, sociolinguistics, cognitive psychology, developmental psychology, anthropology and education, the strategy of this phenomenon has some basic keys that can be implemented for educational programs, namely activities that are adjusted or set in a certain way. By applying some mnemonic techniques to remember something information. The memory process will be easier, because mnemonic always uses the association principle with something else.

The learning style of mnemonic techniques is divided into three learning styles namely mnemonic peg, mnemonics related and mnemonic keywords. The peg mnemonic technique is to take prefix letters and put them into one word that is easy to remember. The mnemonic technique also relates to fostering another verse based on the prefix for the word sequence that you want to remember. The next mnemonic strategy is keywords.

The Organization of the information occurs in both the short term memory and long term. In the short term memory capacity can be expanded with hooking the new information entered while in long-term memory capacity related to the organizational scheme of the subject. The encoding information in the categories can ease the process of recall. By applying several mnemonic method to remember something information, process memory will be easier, because the principle of

mnemonik always using association principle with something else.

The method will be discussed following mnemonik will strengthen memory, with just a little effort. Based on the expert (Jensen, 2002 ,p. 82) divided into:

a. Loci

Loci (locations) is a tool that works by mnemonik associate places or objects in a location known for things like to remember.

b. Sign words

Sign words is a device with the object of using associate mnemonik concrete. Sign words is very helpful in remembering numbers. Sign words can be either words created by yourself or words that are already known.

c. Keyword

This method is used to remind the another languages (foreign language) or abstract concept. This method is another form of association which relate in verbal and visual, the word that have same word or concept to be remind.

d. Chunking

Working memory of a person has a limited capacity, it is hard for most people to learn a long row numbers. But when that number can be placed into pieces, it will be easier to remember.

e. Acronym

An acronym is a word made from the first letter of a series of words. One of the memorable acronyms is the ASEAN (Association of South East Asian Nations). However, an acronym also stands for second enter the letters easier to read as JABOTABEK. But an acronym does not always form of some strategies mnemonik described above, researchers chose strategy mnemonik word relates or keyword, since corresponds to English learning mainly vocabulary. Benge and Robbins (2009) investigated about language and literature education in the 13 students in Huntsville, Texas, who discovered that the keyword mnemonic was used as a method to helped students to be active in learning new vocabulary in a foreign language, and Keskinliç and Sünbül (2011) researching on the influence of keyword mnemonic at grade 6 Elementary School which amounted to 78 participants. Studies located in Konya, Turkey that indicates that

keyword mnemonic can be a tool to facilitate the learning process and make it easier to remember the various information that is hard to remember, as evidenced by the results obtained with use the keyword mnemonic students have high achievements.

Atkinson (1975) explained that before using the mnemonic keyword method first to do is search for a word (keyword) that has been known, and has a resemblance of sound or text with foreign words. Next, make image link, is the image that associates keywords with the meaning of a foreign Word. In the first stage, the search keyword can be made by students or provided by others. Based on the foregoing, Atkinson (1975) reveals that providing keyword for students from other people is more effective than when students had to find its own keyword. It is caused due to find keyword for one foreign word like language vocabulary is an activity which is quite complicated. The second stage, the Association can be made on students or anyone else can help provide the Association required by the students. Atkinson (1975) revealed that the associations made by students more effectively, but students typically find it difficult to get the right associations. Based on the foregoing, the mnemonic can be used to help improve the ability of the given foreign vocabulary at all ages. Researchers argue that the mnemonic keyword can be applied to the learning process in particular in terms of remembering vocabulary.

Vocabulary is an important measure of verbal abilities. According to Ratna (2011) Vocabulary is the total number of words in a language. It is also a collection of words a person knows and uses in speaking and writing.

From the explanation above, it can be concluded that vocabulary is very important in learning language. By mastering vocabulary, so a lot of English can also be liked and even spoken. With so many vocabulary mastered that understanding what is read and heard, can speak and write in the right words so that it can be understood by others.

There are several kinds of vocabulary:

a. Productive Vocabulary

Productive Vocabulary means vocabulary that we often use, or what we often use everyday. It is said to be productive because this vocabulary is always used in English. Productive vocabulary characteristics are vocabularies that we often hear or are not familiar with. Productive Vocabulary is also usually easy to understand its meaning and meaning. To use English well, we must learn and understand productive vocabulary, of course because this is a widely used vocabulary. In understanding productive vocabulary, it will be easier because it is often used in everyday life.

b. Non-productive Vocabulary

Non-productive vocabularies are available vocabularies, but are rarely used daily. Why is said to be unproductive, because this vocabulary is rarely used in sentence making or in English. This vocabulary is sometimes difficult to understand because this vocabulary is rarely used in everyday life. Therefore we must learn more about this vocabulary so that it is not difficult to apply it in daily activities. For instance, ruffle, glaring.

## Method

The method used in this study is Research and Development (Research and Development or R & D). According to Samsudi (2006, p. 74) describes research and development trying to produce a component in the education system, through steps of development and validation. Development Research (Research and Development or R & D) is used when researchers intend to produce certain products, while testing the feasibility of the product. In this development research using procedural models that describe the stages that must be followed to produce learning material products in the form of textbooks. For the initial stages of research, researchers used a qualitative approach with the aim of obtaining factual data in the research field. The reason is that the problem of this research is holistic (comprehensive), complex, meaningful and dynamic. This

research used research development design. The method of Research and Development (R & D) was used to produce product and test of the effectiveness (Sugiyono 2009). There are 10 steps in the development of an adapted, Sugiyono in this research is a step 1 to 6, are summarized into three principal steps, namely (1) the initial study, (2) design, (3) design development. Early studies consist of, p. (1) analysis of the potential and problems, (2) analysis of needs, and (3) analysis of learning.

### *Population and Sample*

This research conducted in MTS Muhammadiyah 22 Padangsidempuan. The subjects of this research were students at the grade VII which consist two classes. The population of the students at the grade VII MTS Muhammadiyah 22 Padangsidempuan was 40 students and all of the students at the grade VII as the sample in this research.

### *Instrument*

The instruments for vocabulary textbooks using the mnemonic strategy consisted of (1) material validation sheets, (2) design validation sheets, (3) language validation sheets, (4) LARS validation sheets (Student Response Questionnaire Sheet) LARG (Questionnaire Sheet Teacher Response).

The indicators of validation instruments for vocabulary textbooks use mnemonic strategies, as follows.

#### (a) Vocabulary Test

English learning tests are used to determine students' ability to master vocabulary after learning using deep mnemonic strategies English learning. On the validation sheet, the validator is asked to analyze and assess (1) the suitability of the questions with their objectives, (2) aspects of language use, (3) aspects of the use of images. The validator is also asked to conclude the validity of the items in 4 choices, namely very valid, invalid and very invalid.

### (b) Response Questionnaire Sheets

This response questionnaire sheet is used to capture students 'and teachers' opinions and ratings on vocabulary textbooks using mnemonic strategies. This instrument is validated by experts, for assessment purposes is given a validation sheet along with a response questionnaire. On the validation sheet, the validator is asked to analyze and assess (1) the suitability of the question items with their objectives, (2) aspects of language use, (3) aspects of the use of images. The validator is also asked to conclude the validity of the items in 4 choices, namely very valid, invalid and very invalid.

### *Data Analysis*

Data analysis methods used in this study are:

#### 1. Expert validation data

The data score of the expert validation results on the module was analyzed quantitatively descriptively. Assessment includes two stages, namely:

##### a. Stage I assessment

In the Phase I assessment the Development of Vocabulary Teaching Materials by using a mnemonic strategy was assessed using the first instrument that focused on the suitability of SK and KD, the feasibility of rapid presentation (skimming), then the data obtained were compiled in data tabulation.

Table 1. Rekapitulation of scoring phase I by expert about Vocabulary Book by using strategy mnemonic

No	Butir Penilaian	Jawaban Responden	
		Ya	Tidak
1			
2			

Data penilaian instrumen 1 dianalisis menggunakan rumus,p.

$$P = \frac{F}{N} \times 100\%$$

Keterangan ,p.

P = persentase

F = banyaknya responden yang memiliki jawaban ya/sesuai/ada/tidak

N = banyaknya responden yang menjawab

### b. Stage II assessment

The book was reviewed in a more comprehensive and in-depth manner on the components of the book that were assessed (feasibility of content, language, and presentation) in the phase II assessment.

Table 2. Recapitulation of Phase II assessment data by experts on the Vocabulary Textbook

No	Evaluation	ΣScore	Σstandard Score	(%) Criteria
1				
2				

Instrument 2 assessment data were analyzed through stages:

- 1) Calculate the assessment score of each component
- 2) Calculate the overall value with the formula:

$$P = \frac{n}{N} \times 100\%$$

Keterangan:

P = percentage

n = Score

N = Total Score

The validity level of Vocabulary textbooks is adjusted to the following criteria,p.

Table 3. Validity criteria Vocabulary Textbook Using Mnemonic Strategy

No	Percentage (%)	Criteria
1	$86,66\% \leq P < 100\%$	Excellent
2	$73,32\% \leq P < 86,66\%$	Good
3	$59,99\% \leq P < 73,32\%$	Rather good
4	$46,65\% \leq P < 59,99\%$	Not Good
5	$33,33\% \leq P < 46,65\%$	Poor

(Adi Gunawan in Jamil 2006)

### A. Students' Result

Student learning outcomes are obtained from a combination of assignment values and final evaluation values. The final value of learning outcomes is obtained by giving weight to each value. The assignment value is given a weight of 1, while the final evaluation value is given a weight of 2, the total number of values is divided by 3 to get the final value. Student learning

outcomes as a determinant in achieving the KKM set in Padangsidempuan Muhammadiyah 22 MTS is 75, but in this study the defined KKM is 80. This is because in the opinion of the teacher seeing student learning outcomes in other material with KKM is 80 nearly  $\geq 85\%$  of students has been completed classically.

The steps of analyzing student learning outcomes are as follows:

1. Change the score in the form of a value

$$N = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100\%$$

Students are said to be complete if they reach the KKM value  $\geq 80$ .

2. The final test

$$NA = \frac{A+2B}{3}$$

Keterangan:

NA = nilai Akhir

A = nilai tugas

B = nilai evaluasi akhir

Determine the percentage of student completeness classically

$$P = \frac{\sum ni}{\sum n} \times 100\%$$

Keterangan:

P = ketuntasan belajar secara klasikal

$\sum ni$  = jumlah peserta didik yang tuntas secara individual (nilai  $\geq 80$ )

$\sum n$  = nilai total peserta didik

Penilaian kualitas hasil belajar dengan mengkonfirmasi persentase ketuntasan klasikal dengan parameter sebagai berikut:



Table 4. The Criteria of percentage of student completeness classically

No	Persentase (%)	Kriteria
1	$80\% \leq x < 100\%$	sangat baik
2	$60\% \leq x < 80\%$	Baik
3	$40\% \leq x < 60\%$	cukup baik
4	$20\% \leq x < 40\%$	kurang baik
5	$x \leq 20\%$	tidak baik

(Suryabrata 1999)

### c. Teacher and student response data

Questionnaire data on teacher and student responses to modules were analyzed by descriptive percentage, which is by adding up all the scores of statement items that the teacher and students had selected and then analyzed using the formula:

$$\text{Persentase (p)} = \frac{\text{Jumlah skor yang diperoleh (f)}}{\text{Jumlah skor keseluruhan (n)}} \times 100\%$$

Hasil perhitungan persentase ditafsirkan dengan ketentuan sebagai berikut,p.

Table 5. Kriteria hasil persentase tanggapan guru dan siswa

No	Persentase (%)	Kriteria
1	$85\% \leq P < 100\%$	sangat baik
2	$70\% \leq P < 84\%$	Baik
3	$60\% \leq P < 69\%$	kurang baik
4	$50\% \leq P < 59\%$	tidak baik
5	$P < 50\%$	Sangat tidak baik

### d. Indicator of Success

There are two kinds of indicators of success in this study, namely indicators of the implementation of learning scenarios and indicators of ability to master vocabulary. The learning process is carried out well if at least 80% of the learning process is carried out well. Students who are the object of this study are said to be able to master vocabulary taught if at least 80% of students have obtained a minimum grade of 80.

The design consists of instructional design and product design. Instructional design produces a syllabus and learning design, while the RPP produce learning materials and display the

contents of the product, in the form of material draft I. Development consist of, p. (1) learning experts test against the content, media, and Design materials draft I, (2) revisions, produce materials draft II, (3) validation of th ecolleague and students to truworthiness of materials draft II, (4) revisions, produce draft III, (5) a test of the effectiveness of implementation. That was a subject of research in the development of this test were, p. 2 learning experts, 2 colleagues and 2 teachers and 10 students to test validation of the feasibility of the product in small scale, and 30 students for the big scale. In addition, to saw the increasing of students' learning outcomes conducted a test of the effectiveness product application which consists of 2 classes, namely class VIIA and VIIB,. This type of data collection instrument used is the now and the test, the form of, p. (1) the question form to value by the content, design, teachers and students, in the form of the now closed with answers, contains details the description of the components assessment with a score range " 1 "to" 4 "for each grain of assessment, (2) the question form to assessment by an expert media contains the details of the description of the components media with the value of" appropriate qualifications "and" not appropriate "for each grain; it was equipped with all kinds of sheet comment, (3) multiple choice test is conditional, i.e. multiple choice with descriptions and references on each answer selected. Data analysis the results of student learning is calculated using the following formula, p.

$$\text{Number of individual} = \frac{\text{Correct answer}}{\text{Number of test}} \times 100\%$$

$$\text{Number of classical} = \frac{\text{students succes}}{\text{Number of test}} \times 100\%$$

a. Validation Result Of the Textbook (product)

Before the product as tested on a limited sample, it must first obtain validation from the expert. Expert validation carried out to obtain appropriate inputs for product improvement / revision before the trial phase. Experts in this study were experts who have disciplines in accordance with the subject matter studied, which was one of the English language lecturers at the

State University of Medan precisely the lecturer of the Applied English Linguistics Study Program.

Experts in this study include material experts, media experts, and language experts. Experts were chosen to assess English language textbooks on Vocabulary material that had been developed using a modified textbook assessment sheet from BSNP in 2006. Assessment includes two stages, namely stage I and stage II. Recapitulation of the results of the Phase I expert assessment of the Vocabulary Textbook Using Keyword's mnemonic strategy.

Table 6. The Result of Phase I expert assessment of the Vocabulary Textbook Using Keyword's mnemonic strategy.

No.	Butir penilaian	Jumlah jawaban			
		Ya		Tidak	
I	Komponen Kelayakan Isi	A	B	A	B
	1 Standar Kompetensi (SK) tercantum secara implisit	✓	✓		
	2 Kompetensi Dasar (KD) tercantum secara implisit	✓	✓		
	3 Kesesuaian isi buku dengan SK dan KD	✓	✓		
	Persentase		100 %		
II	Komponen Penyajian		Ada		Tidak
		A	B	A	B
	1 Daftar isi	✓	✓		
	2 Tujuan setiap bab	✓	✓		
	3 Peta konsep atau ringkasan	✓	✓		
	4 Kat kunci ( <i>key-words</i> )	✓	✓		
	5 Pertanyaan/soal latihan pada setiap bab	✓	✓		
	6 Daftar pustaka	✓	✓		
	Persentase		100 %		

III	Komponen Desain				
	1 Kulit buku	✓	✓		
	2 Isi buku	✓	✓		
	3 Keterbacaan	✓	✓		
	4 Kualitas cetakan	✓	✓		
	5 Kekuatan fisik buku	✓	✓		
	Persentase		100 %		

Table Phase I assessment was done by skimming on three assessment components, namely the content feasibility component, the presentation component, and the design component. In stage I assessment, 100% positive answers were obtained for all assessment items from all experts. Table 6 shows that Vocabulary textbooks have material content that is in accordance with SK and KD, this is indicated by positive answers given by experts in terms of their contents. The six items that must be in the presentation component have also been included. In addition, the design requirements have also been fulfilled which is indicated by positive answers to all items in the design component. From these results it can be said that vocabulary textbooks using mnemonic strategies that have been developed are declared to pass stage I assessment and are reassessed in stage II assessment.

Table 7. The Result of Phase II expert assessment of the Vocabulary Textbook Using Keyword's mnemonic strategy.

No	Penilaian ahli	Jmlh skor	Jlh skor yang harus dicapai	Hasil (%)	Kriteria
1	Materi dan Bahasa	138	164	84,14	Sangat Sesuai
2	Desain	96	108	88,88	Sangat sesuai
Rata-rata persentase				86,2	Sangat sesuai

Based on the table above, it can be seen that the assessment of experts provides an assessment with the criteria "very suitable" with the results of the assessment of material and language

experts 84.14% and design experts 88.88% who both fall under the criteria of "very suitable". The results of expert validation on the development of vocabulary teaching materials using mnemonic strategies obtained a mean score of 86.2%. These results have reached the specified textbook assessment criteria, namely  $\geq 75\%$  based on the modified textbooks of 2006 BSNP.

## Textbook Test Result

### 1. Limited Scale

The limited scale trial was conducted in class VII MTS Muhammadiyah 22 Padangsidempuan. The data obtained from this limited scale trial are student response data. The student response data is displayed on the table 3.

Table 8. The Result of Questionnaire for Students in Limited Scale

No	Item	Jlh skor	Hasil(%)	Kriteria
1	Tampilan Buku vocabulary ini menarik	30	75	Baik
2	Buku vocabulary ini membuat saya lebih bersemangat dalam belajar Bahasa Inggris	31	77,5	Baik
3	Dengan menggunakan buku ini dapat membuat belajar Bahasa Inggris tidak membosankan.	31	77,5	Baik
4	Buku vocabulary ini mendukung saya untuk menguasai pelajaran Bahasa Inggris, khususnya vocabulary	29	72,5	Baik
5	Adanya kata motivasi dalam Buku vocabulary ini berpengaruh terhadap sikap dan belajar saya	29	72,5	Baik
6	Dengan adanya ilustrasi dapat memberikan motivasi untuk mempelajari materi.	32	80	Baik
7	Penyampaian materi dalam Buku vocabulary ini berkaitan dengan kehidupan sehari-hari	30	75	Baik
8	Materi yang disajikan dalam buku ini mudah saya pahami	30	75	Baik
9	Dalam Buku vocabulary ini terdapat beberapa bagian untuk saya menemukan konsep sendiri	26	65	Kurang Baik

10	Penyajian materi dalam Buku vocabulary ini mendorong saya untuk berdiskusi dengan teman yang lain.	31	77,5	Baik
11	Buku vocabulary ini mendorong saya untuk menuliskan yang sudah saya pahami pada kolom "Refleksi"	24	6	Kurang Baik
12	Buku vocabulary ini memuat tes evaluasi yang dapat menguji seberapa jauh penguasaan saya terhadap kosakata Bahasa Inggris.	31	77,5	Baik
13	Kalimat dan paragraf yang digunakan dalam buku ini jelas dan mudah dipahami.	30	75	Baik
14	Bahasa yang digunakan dalam Buku vocabulary ini sederhana dan mudah dimengerti	30	75	Baik
15	Huruf yang digunakan sederhana dan mudah dibaca.	30	75	Baik
<b>Persentase rata-rata</b>		444	74	Baik

It is known that the Vocabulary jar book with a mnemonic strategy developed shows a mean score of 74% that falls into the "good" criteria. From these data it is also known that 65% of students stated that some parts of the book helped find their own concepts, the results included in the criteria of "not good". Based on the results of the students' responses, a revision was made to improve the shortage of modules before extensive scale testing. Improvements made by researchers are to improve the concept so that students understand more and can find their own concepts easily.

## 2. Big Scale

Table 9. The Result of Questionnaire for Students in Big Scale

No	Item	Jlh skor	Hasil(%)	Kriteria
1	Tampilan Buku vocabulary ini menarik	94	78,33	Baik
2	Buku vocabulary ini membuat saya lebih bersemangat dalam belajar Bahasa Inggris	89	74,17	Baik

3	Dengan menggunakan buku ini dapat membuat belajar Bahasa Inggris tidak membosankan.	91	75,83	Baik
4	Buku vocabulary ini mendukung saya untuk menguasai pelajaran Bahasa Inggris, khususnya vocabulary	90	75	Baik
5	Adanya kata motivasi dalam Buku vocabulary ini berpengaruh terhadap sikap dan belajar saya	91	75,83	Baik
6	Dengan adanya ilustrasi dapat memberikan motivasi untuk mempelajari materi.	91	75,83	Baik
7	Penyampaian materi dalam Buku vocabulary ini berkaitan dengan kehidupan sehari-hari	90	75	Baik
8	Materi yang disajikan dalam buku ini mudah saya pahami	89	74,17	Baik
9	Dalam Buku vocabulary ini terdapat beberapa bagian untuk saya menemukan konsep sendiri	89	74,17	Baik
10	Penyajian materi dalam Buku vocabulary ini mendorong saya untuk berdiskusi dengan teman yang lain.	90	75	Baik
11	Buku vocabulary ini mendorong saya untuk menuliskan yang sudah saya pahami pada kolom "Refleksi"	91	75,83	Baik
12	Buku vocabulary ini memuat tes evaluasi yang dapat menguji seberapa jauh penguasaan saya terhadap kosakata Bahasa Inggris.	91	75,83	Baik
13	Kalimat dan paragraf yang digunakan dalam buku ini jelas dan mudah dipahami.	91	75,83	Baik
14	Bahasa yang digunakan dalam Buku vocabulary ini sederhana dan mudah dimengerti	89	74,17	Baik
15	Huruf yang digunakan sederhana dan mudah dibaca.	90	75	Baik
<b>Persentase rata-rata</b>		1356	75,33	Baik

Based on the table above, we can see that, vocabulary textbooks that use mnemonic strategies that have been developed show positive results, that is, of all response items get a "good" response. From the overall results, it is also known that vocabulary textbooks that use mnemonic strategies developed are included in the "good" criteria, with an average score of 75.33% student responses amounted to 78.8%. Student learning outcomes obtained from the combination of the value of the tasks and the value of the final evaluation. The value of study results obtained by gave the score on each value. The value of the assignment was given score 1, whereas the value of the final evaluations were given score 2, sum of all values were split 3 to got the final value. Students learning outcomes as decisive in achieving the KKM set in MTS Muhammadiyah 22 Padangsidempuan, but in this study the KKM defined 80.

#### a. Teachers' Response

Table 10. Teachers' Responses about Vocabulary Book By using Mnemonic Strategy

No	Item	Guru		Jlh skor	Hasil(%)	Kriteria
		A	B			
1	Apakah buku ajar vocabulary dengan strategi mnemonik dapat membantu atau mempermudah Bapak/Ibu dalam menyampaikan materi?	3	4	7	87,5	Sangat Baik
2	Apakah tujuan pembelajaran dalam buku ajar vocabulary dengan strategi mnemonik relevan dengan SK dan KD?	4	3	7	87,5	Sangat Baik
3	Apakah materi yang disajikan dalam buku ajar vocabulary dengan strategi mnemonik sesuai dengan tujuan pembelajaran?	4	4	8	100	Sangat Baik
4	jabaran substansi materi yang terkandung dalam SK dan KD?	3	4	7	87,5	Sangat Baik



5	Apakah <i>buku ajar vocabulary dengan strategi mnemonik</i> mampu mempermudah siswa dalam memahami materi?	3	3	6	75	Baik
6	<b>Apakah sistematika buku ajar vocabulary dengan strategi mnemonik runtut, dan logikanya jelas?</b>	3	3	6	75	Baik
7	Bagaimanakah keterkinian <i>buku ajar vocabulary dengan strategi mnemonik</i> dengan perkembangan ilmu pengetahuan ( <i>up to date</i> )?	4	3	7	87,5	Sangat Baik
8	Bagaimanakah akurasi fakta dan teori, serta kebenaran konsep dan hukum dalam <i>buku ajar vocabulary dengan strategi mnemonik</i> ?	3	4	7	87,5	Sangat Baik
9	Apakah <i>buku ajar vocabulary dengan strategi mnemonik</i> menyajikan contoh-contoh konkret dari lingkungan lokal, nasional, regional, internasional?	4	4	8	100	Sangat Baik
10	Apakah latihan atau contoh-contoh yang disajikan dalam <i>buku ajar vocabulary dengan strategi mnemonik</i> dapat memotivasi siswa untuk bekerja keras dan maju, menumbuhkan sikap disiplin, inovatif/kreativitas, serta menumbuhkan daya saing serta merangsang berfikir siswa?	3	3	6	75	Baik
<b>Persentase rata-rata</b>					86,25	Sangat Baik

Based on the table above it can be seen that the teacher gives a positive response. From these results it can be seen that vocabulary textbooks using mnemonic strategies developed are included in the criteria of "very good", with a mean teacher response score of 86.25%. The table also shows that from the overall response items the teacher showed a positive response, that is, from all the response items included in the criteria "very good".

#### a. Students' Test Result

This research was conducted in two classes, each of which consisted of 20 students. Where the treatment class is class VIIA and class VIII class VIIB. Student learning outcomes as a determinant in achieving the KKM set in Padangsidempuan Muhammadiyah 22 MTS is 75, but in this study the defined KKM is 80. Student learning outcomes are shown in the following table.

Tabel 11. Students' test Result

Data	Kelas perlakuan (VIIA)	Kelas Pembanding (VIIB)
Rata-rata	86	80,4
Nilai terendah	78,3	65
Nilai tertinggi	90	86,6
Siswa yang tuntas	18	15
Siswa tidak tuntas	2	5
Ketuntasan klasikal	90%	75%

Based on the table above, it can be seen that learning using vocabulary textbooks using mnemonic strategies in class VIIA shows positive results. This can be seen from the number of students who completed learning as many as 18 out of 20 students, so that the classical mastery of learning was 90%. These results indicate that  $\geq 85\%$  of students have achieved classical learning completeness ( $KKM \geq 80$ ) with an average score of 86.

While learning without using vocabulary textbooks using a mnemonic strategy in class VIIB shows unsatisfactory results. This can be seen from the number of 20 students who completed learning as many as 15 people with mastery learning classically is 75% and an average score of 80.4.

Based on the table information above, it can be concluded that vocabulary textbooks using mnemonic strategies can

improve student learning outcomes, as evidenced by the students' completeness after using the textbook. The increase in student learning outcomes at the same time shows that students' vocabulary mastery is also increasing as seen from student learning outcomes.

## Conclusion

The conclusions From the data analysis, it can be concluded that vocabulary textbooks with mnemonic strategies are suitable for use by MTS / equivalent students where the average percentage of the four validators for student teaching materials is 87.55% where the product can be continued with a small revision adding several supporters to optimize the results of the teaching material by considering the suggestions and criticisms of the validator. The results of the student response questionnaire analysis generally obtained an average percentage of 74.66% means that students have been able to understand teaching materials that have been developed and effective for use in the learning process. Student learning outcomes are also on average above KKM which is 86 where only 2 students out of 20 students who were not completed in the experimental class who have used vocabulary textbooks using mnemonic strategies, while the control class that does not use vocabulary textbooks using strategies mnemonic that is 5 students who did not graduate from 20 students.

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