

**THE USE OF MNEMONIC STRATEGY WITH FLY SWATTER GAME
IN TEACHING VOCABULARY TO YOUNG LEARNERS**

THESIS



submitted by

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**THE USE OF MNEMONICS STRATEGY WITH FLY SWATTER GAME
IN TEACHING VOCABULARY TO YOUNG LEARNERS**

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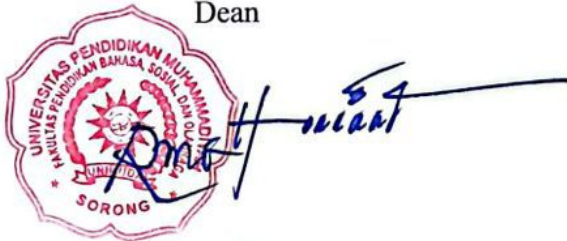
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As a result of this thesis,I declare that the thesis not a work that has been submitted to obtain and academic degree in a University,and in my knowledge there is no literature work that has been written and published by the other researchers,except in the writing referenced in the references.

Sorong,November 06st 2024

My Sincerely

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EXAMINERS RATIFICATION SHEET

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا. إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan,sesungguhnya sesudah kesulitan itu ada kemudahan".

(Q.S. al-Insyirah Ayat 5-6)

"Sang juara bukanlah mereka yang tak terkalahkan.Melainkan yang sanggup bangkit dari pahitnya kekalahan".

(Najwa Shihab)

DEDICATION

Dedication this thesis is dedicated to :

1. Thanks to Allah SWT for gift and Grace that always hears my prayer.
2. My beloved mother (Halima Namsa) and my father (muh.sofyah Namsa) who give me love,support,motivation,advices,and everlasting prayer.
3. My beloved brother(Muh.Fikri Rizki Namsa),my sister (Layli Farhana Namsa),my little brother (Hafizh.F.Namsa) and my beautiful little sister (Farzana) you are spirit of my life.
4. My beloved almamater,University of Education Muhammadiyah Sorong
5. All of my best friends (Butri Medeline Welerubun,Ferla Y.K Putri ,Rhika sary Amriyanti,and Ezri Trifena Oraple) thanks for the togetherness,help,support,cheer and also your jokes.
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7. My lecturers of English Education Department who guide,advice and support me.

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The researcher realized that many people had given their helps and useful suggestion for the finishing of this research. Without the assistance of them, this research would never existed. Therefore, the researcher would like to express sincere gratitude, to those who are directly involved in the completion of this research

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The researcher realized that the research is not perfect. Therefore, the researcher
apologies for any mistake and happily receiver any construtive criticism and
suggestion, but the researcher hopes that will be useful for those aspecially who are in
the field of Education.

Sorong, November 06st 2024

Declaratory

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ABSTRACT

Fahira Namsa/148820321014, 2024. **The Use of Mnemonic Strategy With Fly Swatter Game in Teaching Vocabulary to Young Learners.** Thesis English Education Department Faculty of Language, Social and Sport, University of Education Muhammadiyah Sorong, November 2024.

The objective of this research was to know whether or not the use of mnemonic strategy and fly swatter game influences learning vocabulary in 5th grade of SD Muhammadiyah Aimas, Sorong Regency. This research used a pre-experimental method. The design form used by the researcher is the One Group Pre-test Post-test Design, The approach used in this study is a quantitative approach. The sample of this research was fifth-grade students and the total is 40 students. In the collecting data, the researcher used vocabulary tests in the form of multiple choice and matching questions for pre-test and post-test. In analyzing the data the researcher used the SPSS 23 program to calculate research the data. The result finding of the research showed that the result of the t-test is P value $(0.001) < (0.05)$. It means that H_0 was rejected and H_a was accepted. The alternative hypothesis was there is an influence in learning vocabulary using the mnemonic strategy with fly swatter game between pre-test and post-test. In addition, it can be seen that the pre-test score (57.5) improved on the post-test score (85.8). It can be concluded that there is an influence in learning vocabulary by using mnemonic strategies and fly swatter games.

Keywords: Vocabulary, Mnemonic Strategy, Fly Swatter Game

LIST OF CONTENTS

TITLEPAGE.....	1
LEGITIMATION SHEET.....	ii
DECLARATION AUTHENTICITY.....	iii
EXAMINERS RATIFICATION SHEET.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
LIST OF CONTENTS.....	x
LIST OF TABLES.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 Background.....	1
1.2 Problem Statement.....	3
1.3 Objective of the Research.....	3
1.4 Hypothesis.....	4
1.5 Significant of the research.....	4
1.6 Operational Definition.....	5
1.6.1 Vocabulary.....	5
1.6.2 Mnemonic Strategy.....	5
1.6.3 Fly Swater Game.....	5
CHAPTER II.....	6
LITERTURE REVIEW.....	6
2.1 Vocabulary.....	6
2.1.1 Definition of Vocabulary.....	6
2.1.2 Kind of Vocabulary.....	7
2.2 Mnemonic Strategy.....	9

2.2.1 Definition of Mnemonic.....	9
2.2.2 Types of Mnemonic.....	11
2.3 Fly Swatter.....	12
2.3.1 Definition of Fly Swatter.....	12
2.3.2 Benefits and Challenges of Fly Swatter Game.....	13
2.3.3 Preparation of Fly Swatter Game.....	14
2.4 Previous Study.....	16
2.5 Conceptual Framework.....	19
CHAPTER III.....	20
RESEARCH METHODOLOGY.....	20
3.1 Type and Design of Research.....	20
3.2 Population and Sample.....	21
3.2.1 Population.....	21
3.2.2 Sample.....	21
3.3 Variable.....	21
3.4 Setting of the Research.....	21
3.4.1 Location of the Resarch.....	21
3.4.2 Time of the Research.....	21
3.5 Instrument.....	22
3.6 Technique of Collecting Data.....	22
3.6.1 Pre-test.....	22
3.6.2 Post-test.....	22
3.7 Technique of Data Analysis.....	22
3.7.1 Assessment of Student Vocabulary.....	23
3.7.2 Normality Test.....	24
3.7.3 Paired Sample T-Test.....	24
CHAPTER IV.....	26
FINDINGS AND DISCUSSION.....	26
4.1 Findings.....	26
4.1.1 The Comparison of Scores.....	28
4.1.2 Normality Test.....	29
4.1.3 Mean Score and Standard Deviation.....	30
4.2 Discussion.....	32

CHAPTER V.....	35
CONCLUSION AND SUGGESTION.....	35
5.1 Conclusion.....	35
5.2 Suggestion.....	35
REFERENCES.....	37
APPENDICES.....	39

LIST OF TABLES

Table 3.1 Desain One Group Pre-test & Post test.....	20
Table 3.2 Test Scoring Rubric.....	23
Table 3.3 Classification Scoring of Vocabulary Rubric.....	24
Table 4.1 The Rate Percentage Students Vocabularyof Pre-test and Post-test.....	28
Table 4.2 Normality Test in Pre-Test & Post-Test.....	29
Table 4.3 Mean Score Standard Deviation in Pre-Test & Post-Test.....	30
Table 4.4 Paired Sample Test in Pre-Test & Post-Test.....	31

LIST OF APPENDICES

Appendix I Instruments.....	40
Appendix II Lesson Plan.....	50
Appendix III Students' Scores.....	56
Appendix IV Result Pre-test and Post-test.....	57
Appendix V Photos Documentation.....	98
Appendix VI Letters.....	101

CHAPTER 1

INTRODUCTION

1.1 Background

One of the English subskills that needs to be taught to the students is vocabulary because it plays a crucial part in all other language skills. Very little can be communicated without grammar, whereas without vocabulary, nothing can, according to David Wilkins in Thornbury (2016). In other words, vocabulary is the first skill that language learners must acquire to learn a language. When listening, a student's vocabulary affects how well they comprehend the teacher's speech, the class conversation, and other talks. The words they use when speaking impact how effectively they convey a message.

The student and teacher cannot speak, listen, read, or write unless they have a vocabulary. There were several issues with learning vocabulary: they didn't have a large vocabulary; the students still struggle to memorize vocabulary; the school lacks a language laboratory; the teacher does not frequently expand the students' vocabulary; or the students are bored with the teaching technique. It gives students the impression that English is difficult to understand and makes them bored. As a result, the skills are important to mastery because they help students master their vocabulary lists.

Effective communication, one of which is in English, is very important in the world of work because this language is commonly used throughout the world and almost most people use it (Indrayanti et al., 2021). However, to learn English, especially

for beginners, must be done as much as possible. So, students must have English vocabulary. According to Romadhon & Qurohman (2018), better language mastery is related to better vocabulary mastery. Modern education produces students who have the skills necessary for work, namely the ability to communicate in writing and orally.

In addition, Fadhilawati (2016) states that there are several important reasons why students should learn English vocabulary, including: first, students who do not have vocabulary will have difficulty understanding what the teacher explains in English in class; second, students who do not have vocabulary will have a tendency to be passive in class, such as when the teacher speaks in English and they cannot answer questions.

Teaching and learning vocabulary is not easy and challenging. Teachers and students have to think about the best way to teach and learn it. Students should be actively involved in vocabulary learning in this case (Indriyani & Sugirin, 2019). Therefore, a teacher should use interesting media to teach English vocabulary to their students. This media should make students interested in what the teacher is teaching, make the learning atmosphere comfortable and fun, and of course it should make students eager to repeat the lesson or vocabulary material independently outside the classroom.

Based on the observation conducted at SD Muhammadiyah Aimas, Sorong Regency, in grade 5th, it was found that students' problems in mastering vocabulary are at a low level. The researcher found that students' problems in learning English vocabulary include: (1) some students have difficulty remembering vocabulary, and

they even often forget the vocabulary that has just been delivered or learned; (2) students are still not familiar with English because they only received English lessons in grade 5; (3) some students have quite good vocabulary but need to be improved again; and (4) the researcher once asked them and they said that learning English is difficult and makes them less interested in learning English.

Therefore, in this study the researcher used an easy and fun learning method to be applied in vocabulary learning, namely mnemonic strategy and fly swatter game. Sari (2018) states that mnemonics is often associated with the way human memory works. Mnemonics is useful for making strong connections or memory bridges between new data and old data. Meanwhile, fly swatter is played by students in the process of learning English. By hitting the corresponding answers on the board, students have to guess what is said by the teacher in the fly swatter game.

1.2 Problem Statement

Based on the background above, the problem formulations of this study are:
Does the use of mnemonic strategy and fly swatter game influence students' vocabulary at Grade V of SD Muhammadiyah Aimas, Sorong Regency?

1.3 Objective of the Research

This study aimed to know whether or not the use of mnemonic strategy and fly swatter game influences learning vocabulary in 5th grade of SD Muhammadiyah Aimas, Sorong Regency.

1.4 Hypothesis

The hypothesis of this study is as follows:

1.4.1 Null Hypothesis (H0):

The use of mnemonic strategy and fly swatter game doesn't influence in learning vocabulary at 5th Grade of SD Muhammadiyah Aimas, Sorong Regency.

1.4.2 Alternative Hypothesis (Ha):

The use of mnemonic strategy and fly swatter game influence in learning vocabulary at 5th Grade of SD Muhammadiyah Aimas, Sorong Regency.

1.5 Significant of the research

This research has several significant benefits in the scope of education, namely:

1.5.1 Teacher

This study can help teachers to influence students' ability to teach vocabulary by using the Mnemonics strategy and fly swatter games. Thus, teachers can improve the quality of learning and improve student learning outcomes.

1.5.2 Students

By using the Mnemonics strategy and fly swatter games, students can more easily remember new words and improve their English language skills.

1.5.3 Other Researchers

If someone wants to do research on teaching English, the results can be used as a reference.

1.6 Operational Definition

1.6.1 Vocabulary

The number of words mastered by students and not only words but also the meaning of the word. In this study, students' vocabulary mastery is focused on adjectives and verbs.

1.6.2 Mnemonic Strategy

Mnemonic strategy to train students' recall of new vocabulary by using familiar or strange-sounding patterns of English and Indonesian words in the vocabulary.

1.6.3 Fly Swatter Game

Fly Swatter is a game to train students' focus and speed in finding previously learnt vocabulary by hitting words or pictures on the board.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary

2.1.1 Definition of Vocabulary

One of the most important components of learning a foreign language is learning vocabulary, which is the first step in learning a foreign language. Vocabulary is a list of language words that have meaning and are used in interpersonal communication. Enabling us to use a language to explain ideas, feelings, motivations, and information to others, we use vocabulary.

According to (Nappu, 2017), found that vocabulary is a group of words that make up a language. vocabulary is very important because without learning vocabulary, we find it difficult to communicate with others. According to (Triariani, 2020) vocabulary is usually a matter of remembering, in contrast to learning grammar which is basically a rule-based system.

Karamoy (2018) states that vocabulary is the words used in foreign language classes. In general, vocabulary can be described as a list of words and their definitions. In other words, vocabulary and dictionaries are closely related. Vocabulary includes all the words that a person knows and uses. vocabulary usually grows and develops, making it a helpful and important tool for communicating and acquiring knowledge.

Vocabulary is a collection of words that can be used to create new language. In grammar, structure, and science, vocabulary is a linguistic factor. (Cameron in Ridha,2021) states that building up a useful vocabulary is essential for learning a foreign language at an early level. This is especially important because it can be used as a first step to adding words to a strong sentence structure. Therefore, it is highly expected that students will learn vocabulary.

Based on the explanation above, it can be concluded that vocabulary mastery is the most important. Without vocabulary, communicating, understanding what the other person is saying, and various other tasks will be very difficult. Therefore, mastering vocabulary is the most important before mastering other skills.

2.1.2 Kind of Vocabulary

According to (Harmer in Sholikhah, 2013), the types of vocabulary can be classified into seven groups. Among them are as follows:

1. Nouns

Nouns are words that identify people, places and things. Nouns can be found in any sentence, and most sentences contain several nouns.

2. Pronouns

Pronouns refer to and replace nouns (names of people, places, and things) that have been previously mentioned or that the speaker/writer assumes that the listener/reader understands. "I want you to read this again," for example: I, you, and this are pronouns. Pronouns are classified into eight 9 categories based on their meaning and how they are used in the sentence.

3. Verbs

Verbs are one of the main components of every sentence. Here are some characteristics of verbs. First of all, without at least one verb. Verbs usually describe an activity. Then, verbs often appear in the middle of a sentence.

4. Adjectives

Adjectives provide additional information about nouns and pronouns. An adjective is a word that explains or modifies a noun or pronoun. A modifier is a word that limits, modifies, or affects the meaning of another word. Adjectives limit, modify, or change the meaning of a noun or pronoun. Usually, the adjective comes before the noun or pronoun it modifies. Adjectives also provide additional information about the noun by describing its nature.

5. Adverbs

Adverbs are another type of descriptor or modifier. Adverbs restrict, modify, or change the modifying word. This happens for verbs, adjectives, and other adverbs, which clarify the meaning of the sentence.

6. Prepositions

Prepositions, also referred to as linking words, are small words that show the relationship between two nouns, pronouns, or ten nouns and a verb or time, place, or possession. Prepositions, on the other hand, are small words that indicate when, where, and how an action in a verb occurs.

7. Conjunctions

Like prepositions, are connecting words or conjunctions. Conjunctions are used in sentences and phrases. Conjunctions can be found anywhere in the sentence,

except at the very end. Some types of conjunctions are subordinative, adverbial, correlative, and coordinative.

In this study, the researcher chose adjectives and verbs to be taught to students. Adjectives help students describe objects, people, and situations in more detail. For example, describing a "big school" or a "cute bunny" is more vivid than just using the words "school" or "bunny," while verbs help students describe actions or activities. This is important for storytelling, writing, and everyday communication. For example, "He ate a doughnut" or "They played in the park."

2.2 Mnemonic Strategy

2.2.1 Definition of Mnemonic

Mnemonic is a collection of strategies or ways to improve memory (Zaenuri & Maemonah, 2021). As a result, these methods can help people remember information more easily and efficiently. The use of abbreviations, associations, visualizations, rhymes, or a combination of all these are commonly used in these techniques.

Mnemonic, derived from the Greek word "mneme", meaning memory (Bible, nd), is a technique that utilizes creative associations to facilitate the storage and retrieval of data in memory. By connecting new things, such as vocabulary or grammar rules, with things they already know or that they easily remember, mnemonic helps students learn a language. According to (Eka 2022), mnemonics serves as a "memory bridge" that connects new information with old knowledge through the use of techniques such as visualization, rhymes, acronyms, or other similar ones.

The history of mnemonic can be traced back to ancient times, with figures such as Simonides of Ceos being credited with the development of the locus method, one of the oldest mnemonic techniques (Fatma, 2021). Since then, mnemonic have evolved and adapted to different needs and contexts. In modern history, mnemonic have undergone an evolution in their application, driven by research in the fields of cognitive psychology and neuroscience.

Sari (2018) states that mnemonic are often associated with the way human memory works. Mnemonic are useful for making strong connections or memory bridges between new data and old data. It helps in encoding, storing, and retrieving data from memory. The main principles of mnemonics are the use of repetition, vivid visualization, significant associations, and the formation of patterns or structures of information.

Mnemonic have proven to be beneficial in many situations, especially in education. It is especially beneficial for memorizing dates, facts, names, language, and other concepts commonly used in the academic world. Empirical studies show that mnemonic, compared to traditional learning approaches such as repetition, can improve information retention and retrieval.

Baddeley's working memory model can explain the relationship between memory retention and mnemonic in language learning (Hidayati, 2018). The model suggests that data can be retained longer in working memory and transferred to long-term memory if it is linked to elements that already exist in students' knowledge schema. Mnemonic enhance the transfer of knowledge to long-term memory and

increase the effectiveness of working memory. The presence of visual and emotional elements in mnemonic is essential for improving memory retention, especially in language learning, as described in Dual Coding Theory (Carlon, 2016).

2.2.2 Types of Mnemonic

According to (Michael C. Rhoads,2022), the types of mnemonic strategy can be classified into ten groups. There are:

1. *The method of loci*: makes connections between items to be remembered with specific locations in a familiar place.
2. *The pegword system*: makes connections between numbers and items to be remembered.
3. *Story mnemonics*: makes a story or a story to help remember a list of items or concepts.
4. *Link mnemonics*: connects items to be remembered in a specific order through visual or semantic links.
5. *Acronyms*: involve making a word from the first letters of the items to be remembered.
6. *Acrostics*: use phrases where the first letter of each word corresponds to the items to be remembered.
7. *Rhymes*: uses rhyming words or phrases to help retain memory.
8. *The keyword method*: makes connections between new vocabulary words and existing words in one's native language.
9. *Figure alphabet*: uses visual images of letters to help recall information.

10. *Yodai mnemonics*: involves creating associations between items to be remembered and parts of the body.

In this study, the type of mnemonic method used is keyword where the researcher makes a connection between the vocabulary to be taught and the vocabulary related to the vocabulary, so that students are expected to remember vocabulary more easily with this technique. For example, the word "big" by using the keyword elephant which is related to the vocabulary being taught.

2.3 Fly Swatter

2.3.1 Definition of Fly Swatter

The Fly Swatter game is a fun activity where the students have to swat a word on the blackboard based on the teacher's instructions (Rezkiyah & Amri, 2013 cite in Kadek Krisna A. Suhendra, 2023). The Fly Swatter game encourages students to participate actively and enthusiastically in the teaching process, thereby enhancing their vocabulary. The Fly Swatter Game can be an effective game for teaching vocabulary mastery.

The Fly Swatter game involves students using a fly swatter to "swat" answers to the teacher's questions. This game can be modified to practice spelling, vocabulary, grammar and sentence structure. For example, the teacher can write a word or definition on the board, and students are asked to swat the correct word when the definition is mentioned. This method encourages active participation, which can make learning more fun and dynamic.

One game that is useful in vocabulary lessons is the fly swatter game. The fly swatter game, or what is Indonesian for 'fly swatter game', is played by students in the process of learning English. By hitting the corresponding answer on the board, students have to guess what the teacher said in the fly swatter game. Students who find the correct answer will get points. Students are then asked to spell the term and explain its meaning (Muadah et al, 2019).

2.3.2 Benefits and Challenges of Fly Swatter Game

According to (Erlidawati,2022) There are the benefits of fly swatter game,there are:

1. **Engaging Learning Experience:** Fly swatter games give students a fun and interactive way to learn. They are challenged to find specific words on the board by listening to the teacher's instructions and using a fly swatter to swivel the correct word.
2. **Vocabulary Improvement:** The game encourages students to identify and pronounce words in English, contributing to their vocabulary development as they actively participate in the game and search for words on the board.
3. **Teamwork and Competition:** Splitting students into groups and awarding points for finding words quickly and accurately promotes teamwork and healthy competition among students. This can boost motivation and engagement in learning English vocabulary.
4. **Increased Interest in English Lessons:** The fun and interactive nature of fly-swatter games can make English lessons more enjoyable for students.

This increased enjoyment can lead to higher interest levels in participating in English classes and activities.

According to (Erlidawati,2022) the challenges of fly swatter game,there are:

1. **Finding Words Quickly:** One of the challenges in the fly swatter game is that students have to quickly find and hit the correct words on the board after hearing the teacher's instructions. This requires quick thinking and special attention.
2. **Competition Pressure:** The competitive element of the game, where points are awarded for quick and accurate word-finding, can put pressure on some students to perform well. Those who are anxious or stressed may find this pressure to perform well in a competitive environment difficult to handle.

2.3.3 Preparation of Fly Swatter Game

1. Material

The preparation of lesson plans should be a top priority for teachers. The lesson plan should include what activities the teacher should do and how to use the fly swatter game to teach vocabulary. The lesson plan is very important because it serves as a pathway to teacher learning. After teaching students how to use the fly swatter, the teacher selects materials from the previous lesson. The instructor should prepare fly swatters, textbooks, and other resources to use in the teaching and learning activities, as well as some words on the board.

2. Media

The teacher should prepare a blackboard on which to paste the pictures of the prepared vocabulary, as well as a fly swatter that will be used to hit the pictures on the blackboard.

3. Steps

Preparation:

1. Determine the material to be taught.
2. Create keywords that are suitable for the vocabulary you want to teach.

Implementation:

Introduction to the material and mnemonics:

1. Explain the material to be learned.
2. Teach students the mnemonic associations for the keywords.
3. Put pictures on the board according to the vocabulary.
4. Divide students into teams.
5. Instruct the learned keywords.
6. Students from each team run to the board and hit the corresponding word with the fly swatter. The first team to touch the correct word gets a point.

7. Repeat this process with different keywords until all words have been played.

2.4 Previous Study

There were some researchers that had underline the similar method. Some of those following findings were:

First, Iwan Kurniarahman (2023) conducted a study entitled “Mnemonics and Their Effect on Students’ Vocabulary Memorization and Recall: A Quantitative Study. This study used a quasi-experimental research design to investigate the effectiveness of mnemonic keywords in helping students memorize and store vocabulary in the short and long term. The experiment group used mnemonic keywords, while the control group used mnemonic loci. Post-tests showed similar performance in short-term memory and long-term memory retention. The experimental group performed better in long-term memory retention. The study also found the mnemonic keyword to be more interesting and unique, boosting students' enthusiasm for English vocabulary memorization.

Second, The research investigated “The effectiveness of Using a Fly Swatter Game as a Media for Teaching Vocabulary in grade VII students of MTs Al-Washliyah Medan”. The study involved two classes, one with the game and the other without it. The results showed a significant difference in vocabulary learning scores between the two groups. The mean scores for the control class were 37 and 56, respectively, while the experimental class had 50.8 and 79.2 scores, respectively.

Third, Nabila Fitriani, Rahayu Apriliaswati, and Eusabinus Bunau (2023) conducted a study entitled “ Designing cartoons for mnemonic strategy in teaching vocabulary of analytical exposition text”. The goal of this study was to create cartoons that would teach the eleventh-grade students at SMAN 6 Pontianak the terminology found in analytical exposition texts by employing mnemonic devices. The ADD (Analysis, Design, and Development) step of the full ADDIE technique was followed in this study. After watching the lesson, the English teacher was interviewed during the analysis phase. Following a procedure that involved finding the texts and evaluating the vocabulary difficulty of those based on CEFR levels, the first draft was created during the designing phase. During the development stage, Clip Studio Paint was used to sketch and color the cartoons digitally. They were displayed as A4 PDF documents created with Canva as the layout design tool.

Based on the previous study mentioned above, there are differences between the earlier study and this study is a combination of strategies in Iwan Kurniarahman focuses on mnemonic keyword versus mnemonic loci, and Fitriani, designed cartoons using mnemonic strategy, while this study combines a specific game with mnemonic, potentially enhancing engagement and retention in a way that previous studies did not.

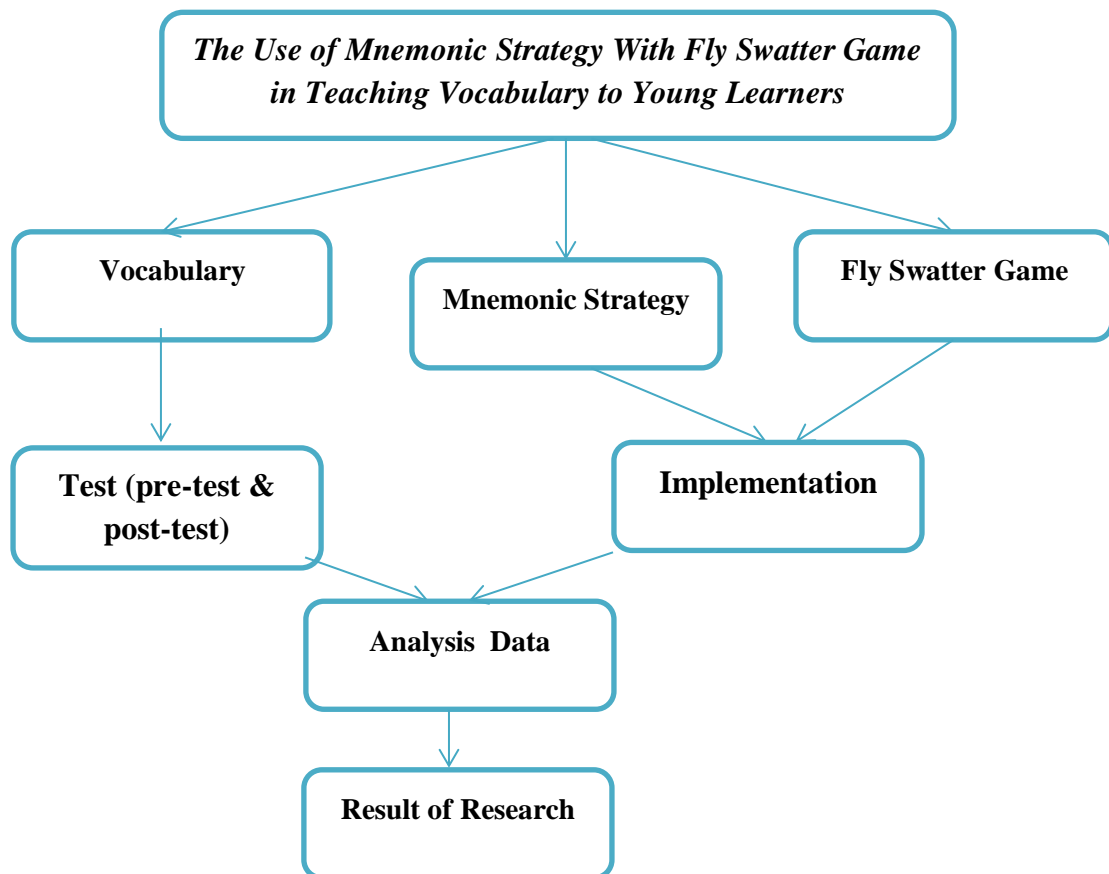
Besides that, this study's focus on younger learners allows for an exploration of how this combination affects vocabulary acquisition at a critical stage of language development. This study employs a quasi-experimental design similar to Kurniarahman but focuses on a mixed-method approach that may include qualitative feedback from students regarding their experiences with fly swatter games. And last, about specific

vocabulary focus, this study explicitly targets teaching adjectives and active verbs, which is a narrower focus compared to other studies that may have included a wider range of vocabulary types.

In summary, this study fills several gaps by combining a mnemonic strategy with an engaging game format tailored for young learners, focusing on specific age groups and contexts. It also emphasizes student engagement as a critical factor in vocabulary learning, thus contributing new perspectives to existing literature on vocabulary acquisition strategies.

2.5 Conceptual Framework

Picture 2.1 conceptual framework



In the conceptual study above, the study focused on the vocabulary of 5th grade elementary school students to know whether or not the use of mnemonic strategy and fly swatter game influences learning vocabulary in 5th grade of SD Muhammadiyah Aimas, Sorong Regency. There are research instruments namely tests with analysis data from pre-test and also post-test. So the data gathered and drawn from this research is synthesized.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Type and Design of Research

This research uses pre-experimental method. The design form used by the researcher is the One Group Pre-test Post-test Design, which before being treated first is given a preliminary test (pre-test) and after having been treated is also re-tested with the same test as the last test. (post-test).The design of the study can be seen in table 3.1 below:

Table 3.1 Desain One Group Pre-test & Post-test

Pre-test	Treatment	Post-test
O_1	X	O_2

Source: Sugiyono (2016:111)

Where :

O_1 : Initial test before giving treatment

X : Treatment method

O_2 : Final test after giving treatment

The approach used in this study is a quantitative approach. This approach emphasizes its analysis on numerical data processed by statistical methods. This research is a process of determining knowledge that uses data in the form of numbers as a means of describing what is to be known from the results of the research carried out.

3.2 Population and Sample

3.2.1 Population

This research population consists of fifth grade students at SD Muhammadiyah Aimas, Sorong Regency. The fifth grade has a total of 40 students consist 23 females and 17 males.

3.2.2 Sample

This research sample consists of fifth grade students from SD Muhammadiyah Aimas, Sorong Regency . There are 40 students.

3.3 Variable

To obtain a clear picture of the variables that will be studied in this research, operationally the discussion is as follows:

1. The independent variable in this study was mnemonic strategy and fly swatter game
2. The dependent variable in this study was students' vocabulary.

3.4 Setting of the Research

3.4.1 Location of the Resarch

This research was carried out, at SD Muhammadiyah Aimas, Sorong Regency, Southwest Papua Province.

3.4.2 Time of the Research

This research will be carried out for 2 weeks from 07 until 19 October 2024.

3.5 Instrument

According to Sugiyono (2017), research instruments are used to collect data, and the most commonly used instrument in research is a list of questions asked and given to each respondent who is a research sample during observation. Researchers used a vocabulary test consisting of 20 questions, consisting of 15 multiple choice questions, 5 matching questions, and all of them were in the form of adjective, and active verbs.

3.6 Technique of Collecting Data

In this research, researcher collected data consisting of :

3.6.1 Pre-test

The purpose of the pre-test is to determine students' vocabulary abilities and mastery before they enter the experimental class. The researcher used a vocabulary test consisting of 20 questions consisting of 15 multiple choice questions, 5 matching questions in the pre-test .

3.6.2 Post-test

The purpose of the post-test is to see the effectiveness of the mnemonic strategy and fly swatter game in teaching vocabulary. The researcher used a vocabulary test consisting of 20 questions consisting of 15 multiple choice questions, 5 matching questions in the post-test.

3.7 Technique of Data Analysis

3.7.1 Assessment of Student Vocabulary

In testing students' vocabulary, the researcher used a vocabulary test consisting of 20 questions consisting of 15 multiple choice questions, 5 matching questions, all of which were in the form of adjective and verb.

Assessment This is done according to the table below :

Table 3.2 Test Scoring Rubric

Test Item	Scoring Rule		Amount
	True	False	
Multiple Choice	1	0	15
Matching	1	0	5

Student's score : $\frac{\text{Number of correct}}{\text{Total score}} \times 100$

Table 3.3 Classification Scoring of Vocabulary Rubric

No	Classification	Range
1.	Very good	90 – 100
2.	Good	70 – 89
3.	Fair	50 – 69
4.	Poor	30 – 49
5.	Very poor	10 – 29

Source : According to Brown as cited in Mari (2023)

3.7.2 Normality Test

This normality test aims to find out whether the data collected from each variable is normally distributed. This normality test uses the Shapiro-Wilk method. The decision for normality results using the Shapiro-Wilk method is that if the significance value is > 0.05 , then the data is considered to be normally distributed and if the significance value is < 0.05 , then the data is not normally distributed.

3.7.3 Paired Sample T-Test

Paired sample t-test was a test used for two samples of paired data. The same sample was used in this test, but it was given a different treatment. Typically, the researcher wants to compare data before and after treatment (post-test). To analyze the data, the researcher used SPSS 23.

The following factors are considered when using the paired sample t-test method:

1. If the sig (2-tailed) value is < 0.05 , then there is a significant difference between the learning outcomes in the pre-test and post-test data.
2. If the sig (2-tailed) value is > 0.05 , then there is no significant difference between the learning outcomes in the pre-test and post-test data.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This analysis provides a thorough description of the rate percentage of the pre-test and post-test, the normality test, and the paired sample t-test in the pre-test and post-test. Six meetings were held to undertake this research. The researcher gave a pre-test at the first meeting to know the scores of students before they were given treatment, and the last meeting gave a post-test to see the scores after they were given treatment.

In the second meeting, the researcher conducted the treatment by teaching vocabulary using the mnemonic learning method with the keyword technique to memorize adjective vocabulary in English. Before starting the learning activities, the researcher checks the students' attendance in class to ensure that most of the sample used is present. When the learning activity begins, the researcher explains the general adjectives vocabulary and the mnemonic learning method with the keyword technique used in vocabulary learning. The adjectives taught are big, small, tall, and fast. After that, the researcher and the students create keywords for each vocabulary to be learned. Then, the researcher pronounced it together with all the students until they could pronounce it correctly and understand the vocabulary that had been taught. To ensure that all students understand, the researcher randomly asks questions about the vocabulary that has been learned.

In the third meeting, the researcher taught the same method as the previous meeting by teaching different adjectives vocabulary from before, namely dirty, cold,

strong, and slow using the keyword mnemonic method. To ensure that all students understand, the researcher randomly asks questions about the vocabulary that has been learned. After that, the researcher divided the students into several groups to play the fly swatter game to reinforce and test their memorization of the previously learned adjectives' vocabulary.

In the fourth meeting, the researcher taught the same method as the previous meeting by teaching 6 active verb vocabulary namely washing, watching, cooking, climbing, jumping, and singing with the keyword mnemonic method. To ensure that all students understand, the researcher randomly asks questions about the vocabulary that has been learned. After that, the researcher divided the students into several groups to play the fly swatter game to strengthen and test their memorization of the adjective vocabulary that had been learned previously.

In the fifth meeting, the researcher still taught the same method as the previous meeting by teaching 5 active verb vocabulary namely flying, singing, watching, dancing, and jumping with the keyword mnemonic method. To ensure that all students understand, the researcher randomly asks questions about the vocabulary that has been learned. After that, the researcher divided the students into several groups to play the fly swatter game to strengthen and test their memorization of the adjective vocabulary that had been previously learned.

4.1.1 The Comparison of Scores

Table 4.1 The Rate Percentage Students Vocabulary of Pre-test and Post-test

<i>No</i>	Classification	Range	Pre-test		Post-test	
			<i>F</i>	<i>P</i>	<i>F</i>	<i>P</i>
1	Very good	90 – 100	3	7,5%	21	52,5%
2	Good	70 – 89	8	20%	17	42,5%
3	Fair	50 – 69	17	42,5%	2	5%
4	Poor	30 – 49	10	25%	0	0
5	Very poor	10 – 29	2	5%	0	0
Total			40	100	40	100

Table 4.1 show the rate percentage students vocabulary of pre-test and post-test. In pre-test there are 2 (5%) students get very poor score, there are 10 (25%) students get poor score, there are 17 (42,5%) students get fair score, there are 8 (20%) students get good score, and there are 3 (7,5%) students get very good score. Meanwhile in post-test there are 21 (52,5%) students get very good score, 17 (42,5%) students get good score, and there are 2 (5%) students get fair score.

The increase in pre-test and post-test scores occurred because, during the teaching process, the researcher ensured that the learning process ran smoothly and orderly. And ensuring that the students stay focused during the learning process so that the vocabulary taught can be remembered and understood well by the students. Additionally, this affects their scores because, during the learning process, the

researcher ensures their knowledge and memory from previous sessions by consistently asking about key terms or English vocabulary that have been learned before. Therefore, in addition to the easy and enjoyable learning methods, the students' active participation during the learning process also contributes to their scores being even better.

4.1.2 Normality Test

Table 4.2 Normality Test in Pre-Test & Post-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Test	.131	40	.080	.970	40	.361
Post Test	.190	40	.001	.933	40	.020

a. Lilliefors Significance Correction

The table above is used to know whether the data is distributed normally or not. In this study, the kind of normality test is *Shapiro-Wilk* because the total sample is less than 50. In the pre-test, the significant score is 0,361 and in the post-test, the significant score is 0,020, so in both pre-test and post-test, it is distributed normally because the significant score is higher than 0,05.

4.1.3 Mean Score and Standard Deviation

Table 4.3 Mean Score and Standard Deviation in Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	57.50	40	17.650	2.790
	Post Test	85.87	40	9.666	1.528

Table 4.3 show that the mean score of students in pre-test is 57.50 with standard deviation is 17.650 while,in post-test 85.87 with standard deviation 9.666 it indicated that the mean score of the students in post-test is higher.

4.14 T-Test Result

Paired Samples Test								
	Paired Differences					T	df	Sig.(2 - tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-28.375	15.416	2.437	-33.305	-23.444	-11.641	39	.001

Table 4.4 Paired Sample Test in Pre-Test & Post-Test

The data analysis above is used to know whether there is a significant difference in scores between the pre-test and post-test or not. Statistically, there is a different score if the P-value is smaller than 0.05 and there is no different score if the P-value is higher than 0.05. From the data above, we can see that there is a different score between the pre-test and post-test because of the P-Value (.001 smaller than P-Value 0.05). and there is a difference in the mean scores between the pre-test and post-test, in the pre-test the mean score is 57.5000 and the post-test mean score is 85.8750. It means that the student's vocabulary score between the pre-test and post-test is significantly different. In other words, it can be stated that there is a significant difference after giving the treatments.

4.2 Discussion

Based on the result of this study, has shown that Mnemonic Strategy and Fly Swatter Game influenced students in learning vocabulary from the result above. It can be seen that the result of the student's post-test was higher than in the pre-test. That was evidenced by the mean on the pre-test (57.50) and the students improved on the post-test (85.87) there is a significant difference after treatments.

Besides the paired sample T-test with a P-value result $(0.001) < (0.05)$, H_0 is rejected and H_a is accepted according to the existing decision-making basis. So the alternative hypothesis (H_a) is that using mnemonic strategies and fly swatter games influenced vocabulary teaching in the fifth grade at SD Muhammadiyah Aimas, Sorong Regency.

Based on the explanation previously, it seemed Mnemonic Strategy and Fly Swatter Game were good media for learning vocabulary, the students became more active, cheerful motivated in learning vocabulary, and more enthusiastic while they doing the instructions in the treatment.

In this study, it was also found that the application of the keyword mnemonic method makes it easy for students to memorize vocabulary, they do not require much effort and do not waste much time memorizing vocabulary. This is supported by the easy mnemonic method in creating keywords related to the English vocabulary being learned, and supplemented by the fly swatter game that reinforces and tests the vocabulary memorization that has been previously learned.

On previous studies on the use of mnemonic methods as a learning technique to facilitate students' memory in memorizing new vocabulary, such as in the study

“Mnemonics and Their Effect on Students’ Vocabulary Memorization and Recall” by iwan Kurniarahman (2023).in this study, it is also stated to be successful or effective in using the method with the addition of the fly swatter game to make learning more enjoyable and not boring.

This study differs from other research studies in that it uniquely combines mnemonic strategies with a game-based learning approach (fly swatter game) to improve vocabulary acquisition among young learners. Although mnemonics has been extensively studied, integrating it with interactive games represents a novel pedagogical method that aims to improve student engagement and vocabulary retention.

This study focuses specifically on grade five students at SD Muhammadiyah Aimas, Sorong district. By focusing on this particular age group, this study addresses demographics that may not have been thoroughly scrutinised in previous studies, especially in the context of primary education in Indonesia.

This study aims to provide empirical evidence regarding the effectiveness of combined strategies on vocabulary learning outcomes. By measuring the impact of these methods, the study aims to provide new data into the field, which may validate or challenge existing theories on vocabulary acquisition techniques.

The novelty of this thesis lies in the innovative combination of mnemonic strategies with game-based learning customised for specific age groups and contexts, which addresses real challenges faced by learners in vocabulary acquisition. These elements collectively enhance its contribution to existing educational research and practice.

And the implication of this research is influenced vocabulary retention, students' retention of vocabulary is expected to improve when mnemonic techniques are incorporated. by associating new words with well-known or memorable ideas, this method improves memory retention, particularly for younger students.

In addition,, a higher level of student engagement can result from the fly Swatter game's dynamic and entertaining learned component, which can enhance vocabulary acquisition. Students are more excited about studying languages since this method promotes active engagement.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the study, it could be concluded that the research conducted was an experimental study that through mnemonic strategy and fly swatter game in teaching vocabulary. The result showed that applying mnemonic strategy and fly swatter games was an influence in teaching vocabulary. It can be seen that the result of the paired sample T-Test was P-value $(0,001) < (0,05)$, which means that there are significant differences between the pre-test and post-test. So, the alternative hypothesis was accepted (the use of mnemonic strategy and fly swatter game influence in teaching vocabulary) and the null hypothesis was rejected. In addition, the mean score on the pre-test (57.5000) improved on the post-test (85.8750).

It was determined that using mnemonic strategy and fly swatter game to teach vocabulary was easily and good media to influence students to learn vocabulary. The students were given the opportunity to acquire and influence vocabulary differently while also having fun in class by employing mnemonic strategy and fly swatter game.

5.2 Suggestion

Referring the conclusion above, the researcher would like to propose some suggestions, they are as follow :

1. Suggest for Teacher

- a. Knowing that mnemonic strategy and fly swatter game can be used as an effective method of learning vocabulary, teachers are advised to apply mnemonic strategy and fly swatter game as an alternative learning media to influence students' vocabulary, because students can easily understand vocabulary learned through mnemonic strategy and fly swatter game.
- b. The teacher should make the class interesting and pleasant. Here, using mnemonic strategies can help students easily remember and understand the vocabulary they have learned and make them interested in improving their vocabulary with a fun game called fly swatter game.

2. Suggest for Students

Students should practice the vocabulary they have learned more with interesting and easy-to-do learning methods so that the learned vocabulary can be remembered and understood well. By using the mnemonic method and fly swatter game in teaching vocabulary, it is hoped that students will be more motivated to learn new vocabulary with other learning methods.

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APPENDICES

APENDIX I

INSTRUMENT OF VOCABULARY TEST

(Pre-Test)

A. Choose the correct answer by circling the letter (a, b, c, or d)!


(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)

1. An ant is very_____ animal.
a. Big
b. Fat
c. Small
d. Tall

2. **Emma:** "The kitchen floor is _____."
Tom : "Let's clean it up!"?
a. Dirty
b. Small
c. Big
d. Clean

3. The cat is very _____ because it eats a lot of food every day.
a. Thin
b. Fat
c. Tall
d. Small

4. **Teacher:** "Why are you smiling?"
Student: "Because I am feeling very _____ today!"
a. Strong
b. Happy
c. Hot
d. Angry

5. 

What are they doing?

- a. Watching tv
- b. Playing game
- c. Cooking
- d. Washing clothes

6.



What are they doing?

- a. Playing ball
- b. Running
- c. Walking
- d. Climbing

7. **Emma:** "Why did you turn on the fan?"
Mike: "The room is too ____ without it."

- a. Hot
- b. Angry
- c. cold
- d. Fast

8.



What is the girl doing?

- a. Jumping
- b. Playing
- c. Sleeping
- d. Eating

9. He runs very _____ to catch the ball

- a. Hungry
- b. Fast
- c. Hot
- d. Small

10.






What is the girl doing?

- a. Reading
- b. Drawing
- c. washing
- d. Throwing

11. They are ____ in the pool on a hot day
a. Watching c. Swimming
b. Writing d. Hitting
12. **Tom:** "What are you doing this weekend?"
Sarah: "I am _____ my bike in the park."
a. Eating c. Writing
b. Drawing d. Riding
13. **Anna:** "Can you help me move this table?"
Tom: "Sure, I am ____ it to the room."
a. Pushing c. Washing
b. Playing d. Flying
14. The teacher looked ____ when no one did their homework.
a. Happy c. Angry
b. Strong d. Small
15. My hands feel ____ after touching the ice
a. Cold c. Big
b. Small d. Warm

B. Match the words with the correct picture!

C. (Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1. 	a. Watching
2. 	b. Singing
3. 	c. Jumping
4. 	d. Climbing
5. 	e. Dancing

Answer Key

(Pre-Test)

a. Multiple Choice

1. C
2. A
3. B
4. B
5. D
6. D
7. A
8. C
9. B
10. D
11. C
12. D
13. A
14. C
15. A

b. Matching

1. B
2. D
3. A
4. E
5. C

- a. Angry
- b. Strong
- c. Cold
- d. Sad

7. Boy : "Do you need a jacket?"
willy: "Yes, it's very _____."

- a. Cold
- b. Happy
- c. Hot
- d. Strong

8.



What are they doing ?

- a. Playing
- b. Climbing
- c. Running
- d. Singing

9. **Lucas:** "The table is _____."
Emma: "Let's wipe it before we eat."?

- a. Strong
- b. Cold
- c. Hot
- d. Dirty

10.



What is the girl doing?

- a. Dancing
- b. Singing
- c. Jumping
- d. Pushing

11. They are _____ the dirty clothes in the laundry.

- a. Singing
- b. Washing
- c. Painting
- d. Runing

12. **Tom:** "What are you _____ on TV?"

Anna: "I'm watching a cartoon."

- a. Drinking
- b. Jumping
- c. Painting
- d. Watching

13.



What is the boy doing?

- a. Pushing
- b. Eating
- c. Writing
- d. Climbing

14. Roni is _____ the ball to his friend

- a. Dancing
- b. Writing
- c. Throwing
- d. Eating

15. The helicopter is _____ over the city

- a. Running
- b. Jumping
- c. Flying
- d. Sleeping

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1. 	a. Throwing
2. 	b. Cooking
3. 	c. Painting
4. 	d. Washing
5. 	e. Running

Answer Key

(Post-Test)

a. Multiple Choice

- 1. A**
- 2. B**
- 3. D**
- 4. B**
- 5. A**
- 6. B**
- 7. A**
- 8. C**
- 9. D**
- 10. A**
- 11. B**
- 12. D**
- 13. A**
- 14. C**
- 15. C**

b. Matching

- 1. D**
- 2. A**
- 3. E**
- 4. B**
- 5. C**

APPENDIX II

LESSON PLAN

Nama Sekolah	: SD Muhammadiyah Aimas Kabupaten Sorong
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/Ganjil
Materi pokok	: Vocabulary
Alokasi Waktu	: 6 x pertemuan

A. Kompetensi Dasar

1. Peserta didik dapat mengidentifikasi kosakata terkait kata kerja (verb) dan kata sifat (adjective) dalam bahasa Inggris
2. Peserta didik dapat menggunakan kosakata yang relevan dan akurat setelah melakukan berbagai proses pembelajaran bahasa Inggris
3. Peserta didik dapat mengidentifikasi makna kosakata yang dipelajari

B. Indikator

1. Peserta didik dapat mengingat kosakata dalam Bahasa Inggris terkait kata sifat dan kata kerja aktif dengan benar.
2. Peserta didik dapat mengucapkan kosakata dalam Bahasa Inggris terkait kata sifat (adjective) dan kata kerja (verb) secara lisan dengan benar.

C. Tujuan Pembelajaran

1. Siswa dapat memahami metode yang digunakan dengan baik
2. Siswa dapat memahami kosakata yang dipelajari dan dapat digunakan di kehidupan sehari-hari.

Materi : Kata kerja (verb) dan kata sifat (adjective)

Teknik pengajaran : *Mnemonic strategy and fly swatter game*

Media dan Bahan : Kartu gambar dan *fly swatter*

Sumber : Internet

Langkah-langkah pembelajaran:

Pertemuan pertama	
Langkah-Langkah pembelajaran	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberi salam 2) Guru memeriksa kehadiran siswa 3) Guru mempersiapkan kelas sebelum pembelajaran 4) Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan
Inti	<ol style="list-style-type: none"> 1) Guru memberikan tes awal (pre-test) kepada siswa 2) Setelah memberi pre-test guru menanyakan seputaran vocabulary 3) Guru mengevaluasi bersama siswa soal yang sudah dibagikan
Penutup	<ol style="list-style-type: none"> 1) Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui 2) Guru menyampaikan kegiatan pembelajaran berikutnya

Pertemuan Kedua	
Langkah-Langkah pembelajaran	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberi salam 2) Guru memeriksa kehadiran siswa 3) Guru mempersiapkan kelas sebelum pembelajaran 4) Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan
Inti	<p>A. Pendahuluan</p> <ol style="list-style-type: none"> 1) Guru memperkenalkan dan menjelaskan kosakata Bahasa Inggris adjective kepada siswa <p>B. Penerapan Metode Mnemonik & Fly Swatter</p> <ol style="list-style-type: none"> 1) Guru memperkenalkan kosakata adjective dengan <i>keyword</i> yang telah disiapkan untuk mempermudah siswa menghafal

	<ol style="list-style-type: none"> 2) Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan 3) Guru mengetes siswa dengan menyebutkan <i>keyword</i> yang telah diajarkan dan siswa harus menyebutkan kata bahasa inggrisnya 4) Ulangi proses ini dengan semua kata yang diajarkan 5) Siswa melakukan <i>fly swatter game</i> untuk menguji dan memperkuat kosakata yang telah dipelajari 6) Bagi siswa menjadi beberapa kelompok 7) Setiap kelompok mengirimkan satu perwakilan ke depan kelas dan memegang <i>fly swatter</i> 8) Guru akan menyebutkan <i>keyword</i> yang telah dipelajari 9) Siswa yang memegang <i>fly swatter</i> harus memukul gambar yang ada dipapan sesuai dengan kata yang disebutkan guru 10) Siswa yang memukul gambar yang benar lebih dulu akan mendapat poin untuk kelompoknya 11) Ulangi proses tersebut dengan giliran siswa yang lainnya dan kosakata yang berbeda.
Penutup	<ol style="list-style-type: none"> 1) Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui 2) Guru menyampaikan kegiatan pembelajaran berikutnya

Pertemuan Ketiga	
Langkah-langkah pembelajaran	Deskripsi kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberi salam 2) Guru memeriksa kehadiran siswa 3) Guru mempersiapkan kelas sebelum pembelajaran 4) Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan
Inti	<p>A. Pendahuluan</p> <ol style="list-style-type: none"> 1) Guru memperkenalkan dan menjelaskan kosakata Bahasa Inggris adjective kepada siswa <p>B. Penerapan Metode Mnemonik & Fly Swatter</p> <ol style="list-style-type: none"> 1) Guru memperkenalkan kosakata adjective dengan <i>keyword</i> yang telah disiapkan untuk

	<p>mempermudah siswa menghafal</p> <ol style="list-style-type: none"> 2) Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan 3) Guru mengetes siswa dengan menyebutkan <i>keyword</i> yang telah diajarkan dan siswa harus menyebutkan kata bahasa inggrisnya 4) Ulangi proses ini dengan semua kata yang diajarkan 5) Siswa melakukan <i>fly swatter game</i> untuk menguji dan memperkuat kosakata yang telah dipelajari 6) Bagi siswa menjadi beberapa kelompok 7) Setiap kelompok mengirimkan satu perwakilan ke depan kelas dan memegang <i>fly swatter</i> 8) Guru akan menyebutkan <i>keyword</i> yang telah dipelajari 9) Siswa yang memegang <i>fly swatter</i> harus memukul gambar yang ada dipapan sesuai dengan kata yang disebutkan guru 10) Siswa yang memukul gambar yang benar lebih dulu akan mendapat poin untk kelompoknya 11) Ulangi proses tersebut dengan giliran siswa yang lainnya dan kosakata yang berbeda.
Penutup	<ol style="list-style-type: none"> 1) Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui 2) Guru menyampaikan kegiatan pembelajan berikutnya

Pertemuan Keempat	
Langkah-langkah pembelajaran	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberi salam 2) Guru memeriksa kehadiran siswa 3) Guru mempersiapkan kelas sebelum pembelajaran 4) Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan
Inti	<p>A. Pendahuluan</p> <ol style="list-style-type: none"> 1) Guru memperkenalkan dan menjelaskan kosakata Bahasa Inggris verb kepada siswa

	<p>B. Penerapan Metode Mnemonik & Fly Swatter</p> <ol style="list-style-type: none"> 1) Guru memperkenalkan kosakata verb dengan <i>keyword</i> yang telah disiapkan untuk mempermudah siswa menghafal 2) Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan 3) Guru mengetes siswa dengan menyebutkan <i>keyword</i> yang telah diajarkan dan siswa harus menyebutkan kata bahasa inggrisnya 4) Ulangi proses ini dengan semua kata yang diajarkan 5) Siswa melakukan <i>fly swatter game</i> untuk menguji dan memperkuat kosakata yang telah dipelajari 6) Bagi siswa menjadi beberapa kelompok 7) Setiap kelompok mengirimkan satu perwakilan ke depan kelas dan memegang <i>fly swatter</i> 8) Guru akan menyebutkan <i>keyword</i> yang telah dipelajari 9) Siswa yang memegang <i>fly swatter</i> harus memukul gambar yang ada dipapan sesuai dengan kata yang disebutkan guru 10) Siswa yang memukul gambar yang benar lebih dulu akan mendapat poin untk kelompoknya 11) Ulangi proses tersebut dengan giliran siswa yang lainnya dan kosakata yang berbeda.
Penutup	<ol style="list-style-type: none"> 1) Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui 2) Guru menyampaikan kegiatan pembelajaran berikutnya

Pertemuan kelima	
Langkah-langkah pembelajaran	Deskripsi Kegiatan
Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberi salam 2) Guru memeriksa kehadiran siswa 3) Guru mempersiapkan kelas sebelum pembelajaran 4) Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan
Inti	A. Pendahuluan

	<p>1) Guru memperkenalkan dan menjelaskan kosakata Bahasa Inggris verb kepada siswa</p> <p>B. Penerapan Metode Mnemonik & Fly Swatter</p> <p>1) Guru memperkenalkan kosakata verb dengan <i>keyword</i> yang telah disiapkan untuk mempermudah siswa menghafal</p> <p>2) Guru dan siswa melafalkan secara bersama sama kosakata yang diajarkan</p> <p>3) Guru mengetes siswa dengan menyebutkan <i>keyword</i> yang telah diajarkan dan siswa harus menyebutkan kata bahasa inggrisnya</p> <p>4) Ulangi proses ini dengan semua kata yang diajarkan</p> <p>5) Siswa melakukan <i>fly swatter game</i> untuk menguji dan memperkuat kosakata yang telah dipelajari</p> <p>6) Bagi siswa menjadi beberapa kelompok</p> <p>7) Setiap kelompok mengirimkan satu perwakilan ke depan kelas dan memegang <i>fly swatter</i></p> <p>8) Guru akan menyebutkan <i>keyword</i> yang telah dipelajari</p> <p>9) Siswa yang memegang <i>fly swatter</i> harus memukul gambar yang ada dipapan sesuai dengan kata yang disebutkan guru</p> <p>10) Siswa yang memukul gambar yang benar lebih dulu akan mendapat poin untuk kelompoknya</p> <p>11) Ulangi proses tersebut dengan giliran siswa yang lainnya dan kosakata yang berbeda.</p>
Penutup	<p>1) Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui</p> <p>2) Guru menyampaikan kegiatan pembelajaran berikutnya</p>

Pertemuan Keenam	
Langkah-langkah pembelajaran	Deskripsi Kegiatan
Pendahuluan	<p>1) Guru memberi salam</p> <p>2) Guru memeriksa kehadiran siswa</p> <p>3) Guru mempersiapkan kelas sebelum pembelajaran</p> <p>4) Guru menjelaskan kompetensi yang akan dicapai dengan cakupan materi serta kegiatan yang akan dilaksanakan</p>
Inti	<p>1) Guru memberikan tes akhir (post-test) kepada siswa</p> <p>2) Setelah memberi post-test, guru menanyakan seputaran vocabulary yang telah dipelajari</p> <p>3) Guru mengevaluasi bersama siswa soal yang sudah</p>

	dibagikan
Penutup	1) Guru dan siswa mengevaluasi kegiatan pembelajaran yang telah dilalui

APPENDIX III

STUDENT'S SCORE

Class V

No	Name	Pre-test	Post-test
1.	Alisya K.W. Umasugi	50	80
2.	Aqhila Nur Waqiah	70	85
3.	Azani Salsabila Ainda	80	90
4.	Asyafa Kairu Putri	80	90
5.	Agra Dylan Pratama	90	100
6.	Alfiansyah D.A. Putra	40	80
7.	Alfahri	55	95
8.	Alfurqon Nurlimin	40	75
9.	Ayyunah Ramadhani	65	80
10.	Adzkie Kaisa Altafunnisa	65	90
11.	Aqilah A.S Nismara	55	70
12.	Afifah Nur Hasna	45	90
13.	Briliyan Al-Hanafi	45	75
14.	Bilqis Ramadhani	35	70
15.	Fatir Alyazali	60	80
16.	Hayom Nugroho	45	90
17.	Imran Bahy Qowiyyun	90	100
18.	Luki Ardiyansa	50	85
19.	Lutfi Shaki Zaidan	40	95
20.	Muh.Rafif	55	85
21.	Muhammad Abduloh Hasan	55	80
22.	M.Raffi Maulana	60	85
23.	M.Angga Wibowo	75	90
24.	Muhammad.K.A. Anafis	90	100
25.	M.Alfan Risyanto	25	90
26.	Nurul Istiqomah	55	90
27.	Nur Azizah	55	100
28.	Nacho Zakhan Kamil	40	90
29.	Novita Indah	50	65
30.	Nuri Maya Kholidah	65	85
31.	Nadila Kasan	80	95
32.	Nanda Putri.N	20	75
33.	Poppy Z.T. Zaki	70	85
34.	Rizki Muliyani	55	70
35.	Rania T. Ujanna	50	95
36.	Sabil Tri Ihsan Alrasid	85	95
37.	Salsa Aura Najwa	35	90
38.	Syafira Nuraini	45	65
39.	Warda Saputri	75	95
40.	Zakira Alfani	60	90

8.



What are they doing?

- a. Playing ball
- b. Running
- c. Walking
- ~~d. Climbing~~

7.

Emma: "Why did you turn on the fan?"
Mike: "The room is too ___ without it."

- a. Hot
- ~~b. Angry~~
- c. cold
- d. Fast

6.



What is the girl doing?

- a. Jumping
- b. Playing
- ~~c. Sleeping~~
- d. Eating

9.

He runs very _____ to catch the ball

- a. Hungry
- b. Fast
- ~~c. Hot~~
- d. Small

10.



What is the girl doing?

- a. Reading
- b. Drawing
- ~~c. washing~~
- d. Throwing

11.

They are ___ in the pool on a hot day

- a. Watching
- b. Writing
- ~~c. Swimming~~
- d. Hitting

12. **Tom:** "What are you doing this weekend?"
Sarah: "I am going ____ my bike in the park."

- a. Eating
- b. Drawing
- c. Writing
- ~~d. Riding~~

13. **Anna:** "Can you help me move this table?"
Tom: "Sure, I'll ____ it to the room."

- a. Pushing
- ~~b. Playing~~
- c. Washing
- d. Flying






14. The teacher looked ____ when no one did their homework.

- ~~a. Happy~~
- b. Strong
- c. Angry
- d. Small

15. My hands feel ____ after touching the ice

- ~~a. Cold~~
- b. Small
- c. Big
- d. Warm

B. Match the words with the correct picture!

Pictures	Words
1. 	a. Watching
2. 	b. Singing
3. 	c. Jumping
4. 	d. Climbing
5. 	e. Dancing

~~1. e.~~
~~2. c.~~
~~3. b.~~
~~4. a.~~
~~5. d.~~

Muh. Rafif I. b.

V Lima

INSTRUMENT OF VOCABULARY TEST

(Pre-Test)

$$B = 11$$

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

A. Choose the correct answer by circling the letter (a, b, c, or d)!

1. An ant is very _____ animal.

- a. Big
- b. Fat
- c. ~~Small~~
- d. Tall

55

2. Emma: "The kitchen floor is _____."
Tom: "Let's clean it up!"?

- a. Dirty
- b. Small
- c. Big
- d. ~~Clean~~

3. The cat is very _____ because it eats a lot of food every day.

- a. Thin
- b. ~~Fat~~
- c. Tall
- d. Small

4. Teacher: "Why are you smiling?"
Student: "Because I am feeling very _____ today!"

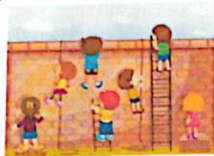
- a. Strong
- b. ~~Happy~~
- c. Hot
- d. Angry



What are they doing?

- a. Watching tv
- b. Playing game
- c. Cooking
- d. ~~Washing clothes~~

6.



What are they doing?

- a. Playing ball
- b. Running
- ~~c. Walking~~
- d. Climbing

7. Emma: "Why did you turn on the fan?"
 Mike: "The room is too ____ without it."

- a. Hot
- b. Angry
- ~~c. cold~~
- d. Fast

8.



What is the girl doing?

- a. Jumping
- b. Playing
- ~~c. Sleeping~~
- d. Eating

9. He runs very _____ to catch the ball

- ~~a. Hungry~~
- ~~b. Fast~~
- c. Hot
- d. Small

10.



What is the girl doing?

- a. Reading
- b. Drawing
- c. washing
- ~~d. Throwing~~

11. They are ____ in the pool on a hot day

- Watching
- Writing
- Swimming
- Hitting

12. **Tom:** "What are you doing this weekend?"
Sarah: "I am going ____ my bike in the park."

- Eating
- Drawing
- Riding
- Writing

13. **Anna:** "Can you help me move this table?"
Tom: "Sure, I'll ____ it to the room."

- Pushing
- Playing
- Washing
- Flying






14. The teacher looked ____ when no one did their homework.

- Happy
- Strong
- Angry
- Small

15. My hands feel ____ after touching the ice

- Cold
- Small
- Warm
- Big

B. Match the words with the correct picture!

Pictures	Words
	a. Watching
	b. Singing
	c. Jumping
	d. Climbing
	e. Dancing

NAME: POPPY ZALIA EALIEA ZAKI

KELAS: V

INSTRUMENT OF VOCABULARY TEST

(Pre-Test)

B = 14

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

= 70

A. Choose the correct answer by circling the letter (a, b, c, or d)!

1. An ant is very _____ animal.

- a. Big Small
b. Fat d. Tall

2. Emma: "The kitchen floor is _____."
Tom: "Let's clean it up!"

- Dirty c. Big
b. Small d. Clean

3. The cat is very _____ because it eats a lot of food every day.

- Thin c. Tall
b. Fat d. Small

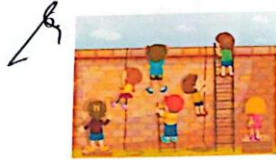
4. Teacher: "Why are you smiling?"
Student: "Because I am feeling very _____ today!"

- a. Strong c. Hot
 Happy d. Angry



What are they doing?

- a. Watching tv c. Cooking
b. Playing game Washing clothes



What are they doing?

- a. Playing ball
- b. Running
- c. Walking
- ~~d. Climbing~~

7. **Emma:** "Why did you turn on the fan?"
Mike: "The room is too ____ without it."

- a. Hot
- b. Angry
- c. cold
- ~~d. Fast~~



What is the girl doing?

- a. Jumping
- b. Playing
- ~~c. Sleeping~~
- d. Eating

9. He runs very _____ to catch the ball

- a. Hungry
- b. Fast
- ~~c. Hot~~
- d. Small



What is the girl doing?

- ~~a. Reading~~
- b. Drawing
- c. washing
- d. Throwing

8. They are ____ in the pool on a hot day

- a. Watching
- b. Writing
- c. Swimming
- d. Hitting

12. **Tom:** "What are you doing this weekend?"

Sarah: "I am going ____ my bike in the park."

- a. Eating
- b. Drawing
- c. Writing
- d. Riding

13. **Anna:** "Can you help me move this table?"

Tom: "Sure, I'll ____ it to the room."

- a. Pushing
- b. Playing
- c. Washing
- d. Flying






14. The teacher looked ____ when no one did their homework.

- a. Happy
- b. Strong
- c. Angry
- d. Small

15. My hands feel ____ after touching the ice

- a. Cold
- b. Small
- c. Big
- d. Warm

B. Match the words with the correct picture!

Pictures	Words
1. 	a. Watching
2. 	b. Singing
3. 	c. Jumping
4. 	d. Climbing
5. 	e. Dancing

1 = b
 2 = d
 3 = a
 4 = e
 5 = c

6.



What are they doing?

- a. Playing ball
- ~~b. Running~~
- c. Walking
- d. Climbing

7.

Emma: "Why did you turn on the fan?"
 Mike: "The room is too ____ without it."

- a. Hot
- b. Angry
- c. cold
- ~~d. Fast~~

8.



What is the girl doing?

- a. Jumping
- b. Playing
- ~~c. Sleeping~~
- d. Eating

9.

He runs very _____ to catch the ball

- a. Hungry
- b. Fast
- c. Hot
- ~~d. Small~~

10.



What is the girl doing?

- a. Reading
- ~~b. Drawing~~
- c. washing
- d. Throwing

11.

They are ____ in the pool on a hot day

- a. Watching
- b. Writing
- ~~c. Swimming~~
- d. Hitting

12. **Tom:** "What are you doing this weekend?"
Sarah: "I am going ____ my bike in the park."

- a. Eating
- b. Drawing
- c. Writing
- ~~d. Riding~~

13. **Anna:** "Can you help me move this table?"
Tom: "Sure, I'll ____ it to the room."

- ~~a. Pushing~~
- b. Playing
- c. Washing
- d. Flying






14. The teacher looked ____ when no one did their homework.

- ~~a. Happy~~
- b. Strong
- c. Angry
- d. Small

15. My hands feel ____ after touching the ice

- ~~a. Cold~~
- b. Small
- c. Big
- d. Warm

B. Match the words with the correct picture!

Pictures	Words
1. 	a. Watching
2. 	b. Singing
3. 	c. Jumping
4. 	d. Climbing
5. 	e. Dancing

- 1. ~~d. Climbing~~
- 2. ~~b. Singing~~
- 3. ~~a. Watching~~
- 4. ~~e. Dancing~~
- 5. ~~c. Jumping~~

➤ Nama = Rizki Muliyani
 KLS = lima 5 SD

INSTRUMENT OF VOCABULARY TEST

(Pre-Test)

$$B = 11$$

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

$$= (55)$$

A. Choose the correct answer by circling the letter (a, b, c, or d)!

1. An ant is very _____ animal.

- a. Big ~~X~~ Small
 b. Fat d. Tall

2. Emma: "The kitchen floor is _____."
 Tom: "Let's clean it up!"?

- ~~X~~ Dirty c. Big
 b. Small d. Clean

3. The cat is very _____ because it eats a lot of food every day.

- a. Thin c. Tall
~~X~~ Fat d. Small

4. Teacher: "Why are you smiling?"

Student: "Because I am feeling very _____ today!"

- a. Strong ~~X~~ Hot
 b. Happy d. Angry



What are they doing?

- a. Watching tv c. Cooking
 b. Playing game ~~X~~ Washing clothes

6.



What are they doing?

- a. Playing ball
- b. Running
- c. Walking
- ~~d. Climbing~~

7.

Emma: "Why did you turn on the fan?"
Mike: "The room is too ___ without it."

- a. Hot
- b. Angry
- c. cold
- ~~d. Fast~~

8.



What is the girl doing?

- a. Jumping
- ~~b. Playing~~
- c. Sleeping
- d. Eating

9.

He runs very _____ to catch the ball

- ~~a. Hungry~~
- b. Fast
- c. Hot
- d. Small

10.



What is the girl doing?

- ~~a. Reading~~
- b. Drawing
- c. washing
- d. Throwing

11.

They are ___ in the pool on a hot day

- a. Watching
- b. Writing
- ~~c. Swimming~~
- d. Hitting

12. **Tom:** "What are you doing this weekend?"

Sarah: "I am going ____ my bike in the park."

- a. Eating
- b. Drawing
- c. Writing
- ~~d. Riding~~

13. **Anna:** "Can you help me move this table?"

Tom: "Sure, I'll ____ it to the room."

- a. Pushing
- ~~b. Playing~~
- c. Washing
- d. Flying






14. The teacher looked ____ when no one did their homework.

- ~~a. Happy~~
- b. Strong
- c. Angry
- d. Small

15. My hands feel ____ after touching the ice

- ~~a. Cold~~
- b. Small
- c. Big
- d. Warm

B. Match the words with the correct picture!

Pictures	Words
1. 	a. Watching b. Singing
2. 	c. Jumping d. Climbing
3. 	e. Dancing
4. 	(This cell is empty)
5. 	(This cell is empty)

Gambar = B
 Tumbuhan = A
 Tiga = D
 Lampu = E
 Simpan = C

(post-test)

Nama: Luqfi Shaki Zaidan
Kelas: 5(CV)

APPENDIX 1
INSTRUMENT OF VOCABULARY TEST
(Post-Test)

B = 19

$\frac{19}{20} \times 100$
95

A. Choose the correct answer by circling the letter (a, b, c, or d)!
(pilihlah jawaban yang benar dengan melingkari huruf (a, b, c atau d)!

1. Which picture shows a **big apple**?



2. The giraffe is the _____ animal in the zoo.
 a. Strong c. Small
 b. Tall d. Fast

3. Anna: "Look at the rabbit! It's running so _____."
Ben: "Yes, it's the fastest animal in the garden."?

a. Small c. Strong
b. Tall d. Fast

4. We saw a _____ fish in the sea?

a. Tall c. Strong
 b. Small d. Slow

5. Willy: "Can we go faster?"
Sam: "Sorry, this car is too _____."

a. Slow c. Small
b. Quick d. Tall

6. The hero "Batman" in the movie was very _____.

a. Angry c. Cold
 b. Strong d. Sad

7. Boy : "Do you need a jacket?"
Willy: "Yes, it's very _____."

- a. Cold
- b. Happy
- c. Hot
- d. Strong



8. What are they doing ?

- a. Playing
- b. Climbing
- c. Running
- d. Singing

9. Lucas: "The table is _____."
Emma: "Let's wipe it before we eat."?

- a. Strong
- b. Cold
- c. Hot
- d. Dirty



10. What is the girl doing?

- a. Dancing
- b. Singing
- c. Jumping
- d. Pushing

11. They are _____ the dirty clothes in the laundry.

- a. Singing
- b. Washing
- c. Painting
- d. Runing

12. Tom: "What are you _____ on TV?"
Anna: "I'm watching a cartoon."

- a. Drinking
- b. Jumping
- c. Painting
- d. Watching

~~13~~



What is the boy doing?

- ~~a.~~ Pushing
- b. Eating
- c. Writing
- d. Climbing

~~14~~ Roni is _____ the ball to his friend






- ~~a.~~ Dancing
- b. Writing
- ~~c.~~ Throwing
- d. Eating

~~15~~ The helicopter is _____ over the city

- a. Running
- b. Jumping
- ~~c.~~ Flying
- d. Sleeping

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1. 	a. Throwing
2. 	b. Cooking
3. 	c. Painting
4. 	d. Washing
5. 	e. Running

~~1. d.~~
~~2. a.~~
~~3. e.~~
~~4. b.~~
~~5. c.~~

Muh. Rafit. t. b.

RATP

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-Test)

B=17

$$\frac{17}{20} \times 100$$

85

A. Choose the correct answer by circling the letter (a, b, c, or d)!
(pilihlah jawaban yang benar dengan melingkari huruf (a,b,c atau d)!

1. Which picture shows a big apple ?



2. The giraffe is the _____ animal in the zoo.

- a. Strong c. Small
 Tall Fast

3. Anna: "Look at the rabbit! It's running so _____."
Ben: "Yes, it's the fastest animal in the garden."?

- a. Small c. Strong
b. Tall Fast

4. We saw a _____ fish in the sea?

- a. Tall c. Strong
b. Small Slow

5. Willy: "Can we go faster?"
Sam: "Sorry, this car is too _____."

- Slow c. Small
b. Quick d. Tall

6. The hero "Batman" in the movie was very _____.

- a. Angry c. Cold
 Strong d. Sad

Boy : "Do you need a jacket?"
willy: "Yes, it's very _____."

- a. Cold
- b. Happy
- c. Hot
- d. Strong



What are they doing ?

- a. Playing
- b. Climbing
- c. Running
- d. Singing



Lucas: "The table is _____."
Emma: "Let's wipe it before we eat."?

- a. Strong
- b. Cold
- c. Hot
- d. Dirty



What is the girl doing?

- a. Dancing
- b. Singing
- c. Jumping
- d. Pushing

11. They are _____ the dirty clothes in the laundry.

- a. Singing
- b. Washing
- c. Painting
- d. Runing



12. Tom: "What are you _____ on TV?"
Anna: "I'm watching a cartoon."

- a. Drinking
- b. Jumping
- c. Painting
- d. Watching

13.



What is the boy doing?

- a. Pushing
- b. Eating

- c. Writing
- d. Climbing

14. Roni is _____ the ball to his friend

- a. Dancing
- b. Writing

- c. Throwing
- d. Eating






15. The helicopter is _____ over the city

- a. Running
- b. Jumping

- c. Flying
- d. Sleeping

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
<p>1.</p> 	<p>a. Throwing</p>
<p>2.</p> 	<p>b. Cooking</p>
<p>3.</p> 	<p>c. Painting</p>
<p>4.</p> 	<p>d. Washing</p>
<p>5.</p> 	<p>e. Running</p>

Nama: POPPY DEAKIYYA TALITA ZAKHI
Kelas: 5-V

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-Test)

B = 17

$$\frac{17}{20} \times 100$$

85

A. Choose the correct answer by circling the letter (a, b, c, or d)!
(pilihlah jawaban yang benar dengan melingkari huruf (a, b, c atau d)!

1. Which picture shows a big apple?



2. The giraffe is the _____ animal in the zoo.

- a. Strong c. Small
 Tall d. Fast

3. Anna: "Look at the rabbit! It's running so _____."
Ben: "Yes, it's the fastest animal in the garden."?

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- Tall c. Strong
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Sam: "Sorry, this car is too _____."

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- a. Angry c. Cold
 Strong d. Sad

7. Boy : "Do you need a jacket?"
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- a. Cold
- Happy
- c. Hot
- d. Strong



What are they doing ?

- a. Playing
- b. Climbing
- Running
- d. Singing

9. Lucas: "The table is _____."
Emma: "Let's wipe it before we eat."?

- a. Strong
- b. Cold
- Hot
- d. Dirty



What is the girl doing?

- Dancing
- b. Singing
- c. Jumping
- d. Pushing

11. They are _____ the dirty clothes in the laundry.

- a. Singing
- Washing
- c. Painting
- d. Runing

12. Tom: "What are you _____ on TV?"
Anna: "I'm watching a cartoon."

- a. Drinking
- b. Jumping
- c. Painting
- Watching

13



What is the boy doing?

- a. Pushing
- b. Eating
- c. Writing
- d. Climbing

14

Roni is _____ the ball to his friend

- a. Dancing
- b. Writing
- c. Throwing
- d. Eating






15

The helicopter is _____ over the city

- a. Running
- b. Jumping
- c. Flying
- d. Sleeping

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1. 	a. Throwing
2. 	b. Cooking
3. 	c. Painting
4. 	d. Washing
5. 	e. Running

~~1-d~~
~~2-a~~
~~3-e~~
 4=b
 5=c

Nama: Zakira affani (fani)

Kelas: 5 (lima)

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-Test)

B = 18
 $\frac{18}{20} \times 100$
90

A. Choose the correct answer by circling the letter (a, b, c, or d)!
(pilihlah jawaban yang benar dengan melingkari huruf (a, b, c atau d)!

1. Which picture shows a **big apple** ?



2. The giraffe is the _____ animal in the zoo.

- a. Strong c. Small
 b. Tall d. Fast

3. **Anna:** "Look at the rabbit! It's running so _____."
Ben: "Yes, it's the fastest animal in the garden."?

- a. Small c. Strong
b. Tall d. Fast

4. We saw a _____ fish in the sea?

- a. Tall c. Strong
 b. Small d. Slow

5. **Willy:** "Can we go faster?"
Sam: "Sorry, this car is too _____."

- a. Slow c. Small
 b. Quick d. Tall

6. The hero "Batman" in the movie was very _____.

- a. Angry c. Cold
 b. Strong d. Sad

7. Boy : "Do you need a jacket?"
willy: "Yes, it's very _____."

- a. Cold
b. Happy
c. Hot
d. Strong

8.



What are they doing ?

- a. Playing
b. Climbing
 c. Running
d. Singing

9. Lucas: "The table is _____."
Emma: "Let's wipe it before we eat."?

- a. Strong
b. Cold
c. Hot
 d. Dirty

10.



What is the girl doing?

- a. Dancing
b. Singing
c. Jumping
d. Pushing

11. They are _____ the dirty clothes in the laundry.

- a. Singing
 b. Washing
c. Painting
d. Runing

12. Tom: "What are you _____ on TV?"
Anna: "I'm watching a cartoon."

- a. Drinking
b. Jumping
c. Painting
 d. Watching

14.



What is the boy doing?

- a. Pushing
- b. Eating
- c. Writing
- d. Climbing

~~14.~~ Roni is _____ the ball to his friend






- a. Dancing
- b. Writing
- c. Throwing
- d. Eating

~~15.~~ The helicopter is _____ over the city

- a. Running
- b. Jumping
- c. Flying
- d. Sleeping

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
1. 	a. Throwing
2. 	b. Cooking
3. 	c. Painting
4. 	d. Washing
5. 	e. Running

- ~~1. d. washing~~
- ~~2. a. Throwing~~
- ~~3. e. running~~
- ~~4. b. Cooking~~
- ~~5. c. Painting~~

Nama Lengkap: Rizki Muliajani
Kelas: 5 Lima

APPENDIX 1

INSTRUMENT OF VOCABULARY TEST

(Post-Test)

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

70

A. Choose the correct answer by circling the letter (a, b, c, or d)!
(pilihlah jawaban yang benar dengan melingkari huruf (a, b, c atau d)!

1. Which picture shows a big apple?



2. The giraffe is the _____ animal in the zoo.

- a. Strong c. Small
b. Tall Fast

3. Anna: "Look at the rabbit! It's running so _____."
Ben: "Yes, it's the fastest animal in the garden."

- Small c. Strong
b. Tall d. Fast

4. We saw a _____ fish in the sea?

- a. Tall Strong
b. Small d. Slow

5. Willy: "Can we go faster?"
Sam: "Sorry, this car is too _____."

- Slow c. Small
b. Quick d. Tall

6. The hero "Batman" in the movie was very _____.

- a. Angry Cold
b. Strong d. Sad

8. Boy : "Do you need a jacket?"
willy: "Yes, it's very _____."

- a. Cold
- b. Happy
- c. Hot
- d. Strong



What are they doing ?

- a. Playing
- b. Climbing
- c. Running
- d. Singing

9. Lucas: "The table is _____."
Emma: "Let's wipe it before we eat."?

- a. Strong
- b. Cold
- c. Hot
- d. Dirty



What is the girl doing?

- a. Dancing
- b. Singing
- c. Jumping
- d. Pushing

11. They are _____ the dirty clothes in the laundry.

- a. Singing
- b. Washing
- c. Painting
- d. Runing

12. Tom: "What are you _____ on TV?"
Anna: "I'm watching a cartoon."

- a. Drinking
- b. Jumping
- c. Painting
- d. Watching

13



What is the boy doing?

- Pushing
- b. Eating

- c. Writing
- d. Climbing

14. Roni is _____ the ball to his friend

- Dancing
- b. Writing

- Throwing
- d. Eating






15. The helicopter is _____ over the city

- a. Running
- b. Jumping

- Flying
- Sleeping

B. Match the words with the correct picture!

(Cocokkan kata-kata dengan gambar yang benar!)

Pictures	Words
<p>1.</p> 	<p>a. Throwing</p>
<p>2.</p> 	<p>b. Cooking</p>
<p>3.</p> 	<p>c. Painting</p>
<p>4.</p> 	<p>d. Washing</p>
<p>5.</p> 	<p>e. Running</p>

Satu : D
 Dua : E
 Tiga : A
 Empat : B
 Lima : C

APPENDIX V
PHOTOS DOCUMENTATION

(pre-test process)

Class : V

Time : Monday,7 October 2024



(Treatments)

Class : V

Time : Thursday,10 October 2024



Class : V

Time : Friday,11 October 2024



Class : V

Time : Wednesday,16 October 2024



Class : V

Time : Thursday,17 October 2024



(post-test process)

Class : V

Time : Friday,18 October 2024



APPENDIX VI

LETTERS



UNIMUDA
TRACK

PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLARHAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantai, Alimas, Kabupaten Sorong, Papua Barat Daya

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Nurteteng, M.Pd.
NIDN : 1418039201
Jabatan Fungsional : Lektor/III C
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Instrumen/produk mahasiswa :

Nama : Fahira Namsa
NIM : 148820321014

Berupa :

- Media Pembelajaran
- Modul atau bahan ajar
- Model Pembelajaran
- Instrument Penelitian
- Lain-lain :

Dengan judul :

*The Use of Mnemonic Strategy With Fly Swatter Game
in Teaching Vocabulary to Young Learners.*

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui,
Ketua Prodi. Pend. Bahasa Inggris



<https://pbins.unimudasorong.ac.id>

Sorong, 2 Oktober 2024

Validator

Nurteteng, M.Pd.
NIDN. 1418039201



PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan,
PGSD, Pendidikan Jasmani, dan PG PAUD

Nomor : 189/I.3.AU/SPm/FABIO/B/2024
Lamp. : -
Perihal : *Permohonan Izin Penelitian*

Sorong, 3 Oktober 2024

Kepada Yth.
Kepala SD Muhammadiyah Aimas Kabupaten Sorong
Di_
Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Fahira Namsa
NIM : 148820321014
Semester : VII (Tujuh)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *"The Use of Mnemonic Strategy with Fly Swatter Game in Teaching Vocabulary to Young Learners".*

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 07-19 Oktober 2024

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,


Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

www.fabio.unimudasorong.ac.id

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

FABIO-UNIMUDA SORONG
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Bantu • Mendaki • Amasai • Kofitua • Tangguh