THE IMPLEMENTATION OF USING MNEMONIC DEVICE TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT

(A Classroom Action Research at the Eighth Grade of MTs N 2 Simo Boyolali in the Academic Year of 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares that this graduating paper is made by the writer herself. It is not containing materials and written and has been published by other people, and from other people’s idea except the information from the reference.

This declaration is made by the writer, and she hopes that this declaration can be understood.

Salatiga, 5 September 2015
The writer

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ATTENTIVE COUNSELOR’S NOTE
Case: Nurul Miftakhul Janah’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Nurul Miftakhul Janah’s graduating paper entitled “THE IMPLEMENTATION OF USING MNEMONIC METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT (A Classroom Action Research at the Eighth Grade of Mts N 2 Simo Boyolali in the Academic Year of 2015/2016)”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Setia Rini, M. Pd
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(A Classroom Action Research of the Eighth Grade of MTs N 2 Simo Boyolali in the Academic Year of 2015/2016)

WRITTEN BY:
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on August, 29th 2015, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

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Salatiga, August 29th 2015
Dean of Teacher Training and Education Faculty
Motto

“Do not be stingy to share knowledge

Touch the future by learning”

People who are intelligent are those who remember Allah standing, sitting, lying down and they think about the creation of the sky and the earth

(Ali Imron: 191)
DEDICATION

This work is sincerely dedicated for:

- My beloved parents, my mother (Siti Muniroh) and my father (Sunarno) who always pray, guide, motivate me to become better person.
- My beloved brothers (Danang and Fadhil) and my big family especially my grandmother who fill my life with love and affection.
- My consultant Mrs. Setia Rini, M. Pd who always guide and supporting me.
- All of big family of MTs N 2 Simo, the head master, all of the teachers especially Mrs. Rochmi, Mrs. Dewi and students of VIIIC class.
- My lovely best friends (Qyux, Arla, Maylia, Lailatis). You raise me up!
- My lovely someone who always supporting me and praying me.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr.Wb

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer could complete this thesis as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This thesis would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thank you to:

1. Mr. Dr. Rahmat Hariyadi, M. Pd. as the rector of State Institute for Islamic Studies Salatiga.

2. Mr. Suwardi, M.Pd., as a dean of teacher training and education faculty.

3. Mrs. Rr. Dewi Wahyu Mustikasari, M. Pd. as the head of English Department of States Institute for Islamic Studies (IAIN) of Salatiga and the consultant of this thesis. Thank you for all of your suggestions, recommendations and support for this thesis from the beginning until the end.

4. Mrs. Setia Rini, M. Pd. as consultant who has brings up, espoused, and given the writer advices, suggestions and recommendations for this graduating paper from beginning until the end. Thank you for your patience and care.
5. All lecturers in the English Department of IAIN Salatiga. Thank you for all guidance, knowledge, support, and etc.

6. My beloved mother and father. Thank you for everythings (support and praying) no one better than you.

7. All of my friends TBI '11 especially A class, thank you for the cheerfull and your togetherness.

Wassalamu'alaikum Wr. Wb

Salatiga, 5 September 2015
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ABSTRACT


Keywords: reading comprehension, mnemonic device, descriptive text

This research is intended to elevate the students’ reading comprehension through Mnemonic Device. The aims of her research are to describe the implementation of mnemonic device to improve students’ reading comprehension in descriptive text of the eighth grade of MTs N 2 Simo Boyolali in the academic year of 2015/2016, to find out whether the implementation of mnemonic device improving students’ reading comprehension in descriptive text or not and to find out to what extent of the use mnemonic device in improving students’ reading comprehension in descriptive text. The research method that is used in this research is classroom action research. The subjects of the research were 24 students in grade VIII at MTs N 2 Simo. The researcher uses two cycles; each cycle consists of planning, action, observation and reflection. The result of her research shows that there is an improvement of the students’ reading comprehension using “mnemonic” device. It can be seen from t-test calculating in cycle I is 3, 67 and cycle II is 7, 75; t-table with n = 24 is 2, 75. This indicates that by applying “mnemonic” device, the students’ reading comprehension can be improved.
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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Language is a purely human and non-instinctive device of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols (Edward, 1949:8). English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life.

In Indonesia, English is a foreign language. As a foreign language, English is seriously learned by many people to have a good prospect to be the community of international world. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our feeling, need, and desires through speaking and writing.

Reading is the key of knowledge. By reading, the students get information from the text or writer opinion. Reading should be enjoyable for the students if they have motivation to read. According to Nunan, in his book he said “Reading is a fluent process of readers combining from a text
and their own background knowledge to build meaning. The goal of reading is comprehension”. (Nunan, 2007:68)

In reading we definitely to understand about the text and the content of readings requires mastery of vocabulary. Mastery of vocabulary is very important because it can improve many subjects in English learning. Vocabulary is a central part of a language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstance (Coxhead, 2006: 1). In reading class, the students should have good ability in English vocabulary because it can support all subjects in English.

However, in English learning especially in Junior High School in MTs N 2 Simo, the students still have problem about vocabulary in their reading text. Usually, most of the students still consider that English is difficult lesson, especially with mastering vocabulary in reading. Many students do not understand what the teacher teaches in English when the teacher give them text or paragraph. The students do not understand the meaning of the text or paragraph, so they can not answer the question from the teacher. The Minimum Achievement Criterion (KKM) of English subject of the eighth grade students of MTs N 2 Simo is 70, but almost students in that class get low scores under the Minimum Achievement Criterion. (Rochmi, Thursday 29th January).

This case happens because many students are not accustomed to read the English books, listening English music or watching English
movie. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words (Scrivener, 1994: 73). However, the teachers have an important role, they must create the class situation more interesting and the students feel enjoy in the class. To create good situation in class, certainly the method of the teaching learning process also support the situation. Therefore, the writer proposes a device to solve the problems called mnemonic device.

Based on the reason above, the writer will carry out a research with a title: “THE IMPLEMENTATION OF USING MNEMONIC DEVICE TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT (A Classroom Action Research at the Eighth Grade of MTs N 2 Simo Boyolali in the Academic Year of 2015/2016)”.

B. STATEMENT OF THE PROBLEMS

Based on the background of the study above, many problems arise. Some problems are as follows:

1. How is the implementation of mnemonic device in improving students’ reading comprehension in descriptive text of the eighth grade of MTs N 2 simo Boyolali in the academic year of 2015/2016?

2. Whether the implementation of mnemonic device improves students’ reading comprehension in descriptive text of the eighth
grade of MTs N 2 simo Boyolali in the academic year of 2015/2016 or not?

3. To what extent is the use of mnemonic device improving students’ reading comprehension in descriptive text of the eighth grade of MTs N 2 simo Boyolali in the academic year of 2015/2016?

C. OBJECTIVE OF THE STUDY

The general purpose of the study is to be able to know the effect of mnemonic device that is implicated in the classroom. The specific objectives of this study are:

1. To describe the implementation of mnemonic device to improve students’ reading comprehension in descriptive text of the eighth grade of MTs N 2 simo Boyolali in the academic year of 2015/2016

2. To find out whether the implementation of mnemonic device improving students’ reading comprehension in descriptive text of the eighth grade of MTs N 2 simo Boyolali in the academic year of 2015/2016

3. To find out to what extent of the use mnemonic device in improving students’ reading comprehension in descriptive text of the eighth grade of MTs N 2 simo Boyolali in the academic year of 2015/2016
D. REVIEW OF PREVIOUS RESEARCH

In this research, the writer takes review from many previous studies that related with this research as principle of the case in this research.

The first research is conducted by Puji Riyanti (2015) who conducted the research entitled “Improving Students’ Reading Comprehension in Narrative Text Through Paired Reading (A Classroom Action Research in the Second Grade of SMP N 3 Polanharjo in the Academic Year 2014/2015)”. She had focused in reading comprehension in narrative text through paired reading techniques to support the students to improve and identification of narrative text.

The second research is conducted by Ina Ratminah (2014) who conducted the research entitled “The Use of Question and Answer Technique to Improve Students Reading Comprehension in Recount Text (A CAR of the First Grade Students of SMA Futuhiyyah Mranggen Demak Academic Year of 2013/2014)” She had focused only in students reading comprehension in recount text through question and answer technique.

E. LIMITATION OF STUDY

In order to avoid misinterpretation of the problem, the writer would like to limit the scope of the study. The writer wants to know that mnemonic device can improve the students’ reading comprehension in descriptive text. The material is limited for the theme of animals and
places. This study was conducted in the class VIII C with 24 students of MTs N 2 Simo Boyolali, in the academic year of 2015/2016.

F. DEFINITION OF THE KEY TERM

The definition of the key term are:

1. Improving

   Improving is the process of becoming or making to the better (Oxford University Press, 2008: 222). In other dictionary, we can find the word of improve which means to make better in quality or make more productive to become better (Webster, 1994: 487).

2. Students

   Student is a person who is studying at a college or university and person studying at secondary school or any person interested in a particular subject (Oxford University Press, 2008: 441). In other dictionary, we can find the word of students which means anyone who studies or who is devoted to the acquisition of knowledge (Hornby, 1974: 859).

3. Reading comprehension

   Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 1998).
4. Mnemonic device

The word mnemonic is derived from the Greek word Mnemosyne, referring to the ancient Greek goddess of memory. The use of mnemonic dates back to 500B.C (Yates, 1966). The first used mnemonic device was an earlier form of the modern day method of loci and since then, numerous other devices have been developed (Higbee, 1987). Memory has a key effect on eventual vocabulary and grammar achievement.

G. BENEFITS OF RESEARCH

This research is conducted in order to give theoretical and practical benefits.

1. Theoretical benefits are:

The result of research can be used as the reference for those who want to conduct a research in English teaching to advanced students’ reading comprehension. And research is used for teacher in teaching English.

2. Practical benefit.

The research finding can be used by the students, teacher, school, and the writer herself and it will be useful to the other researches who are interested in analyzing teaching learning in reading:
a. For the students

1) It can improve the reading comprehension and interest of new method.

2) This research hopefully gives advantage for all of students who learned English to be aware of reading descriptive text.

b. For the teacher

1) The teacher can know the level of students’ reading comprehension.

2) The result of the research is expected to be useful reference for the English language teaching particularly for teaching reading for the English teacher, and teacher can select the most appropriate method to improve their students’ reading comprehension.

c. For the researcher

For the researcher, this activity will improve her knowledge that there is influence of reading comprehension in teaching language and it can enhance the teaching learning process activities model and use the result of the study in teaching learning process.
d. For the other reseacher

For the other researchers it can be use as reference, source, and information for the related research in the next future.

H. RESEARCH ORGANIZATION

The outline of thesis is given in order to make the reader understand the content of the paper.

Chapter I is Introduction. It presenting the background of study, problem statements, objectives of the study, benefit of the study, limitation of the study, definition of key terms, review of previous research, hypothesis and graduating paper outline.

Chapter II is Theoretical Framework which discuss about the definition of mnemonic device, types of mnemonic device, and teaching reading.

Chapter III explains about Methodology of research that consist of setting of the research, subject of the research, device of the research, procedure of the research, technique of collecting data and technique of data analysis.

Chapter IV is Data Analysis. Consist of cycle I, cycle II, analysis, discussion, and result of each cycle.

Chapter V is Closure. The writer states summary of the study includes Conclusion and Suggestion.
CHAPTER II
THEORITICAL FRAMEWORK

In this chapter, the writer is going to make attempts to explain about the theoretical framework of reading, definition of mnemonic device, and types of mnemonic.

A. Reading

1. Definition of Reading

   In teaching learning process reading is very important, it is central to the learning process. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Reading is a process of understanding the information given in a text. It involves a group of mind activity which is aimed to understand the information given through our sight.

   According to Grabe (2009:14) reading is often defined in simple statements much like the following: “reading is the process of receiving and interpreting information encoded in language form via the medium of print” or “comprehension occurs when the reader extracts and integrates various information from the texts and combines it with what is ready known”. “Reading” is a root of “read” which mean as looking at and understanding something printed or written (oxford: 2008:365).

   Reading is the process to know word and fused the meaning of word in sentence and structure of the text. So, from the reading someone
can find the main idea of the text. Reading is important to enrich our knowledge and we can get an information by reading. Everyone must practice their reading more and more, so reading ability and reading experience will improve. Maybe they find difficulty and frustrating, but if they keep practicing they will get a good sense of English and will help them to saw the total meaning of the word. Reading is one of the language skills beside speaking, writing, and listening.

2. Aspect of Reading

According to Dalmann (1982:25), Some of the aspects of reading which diserve both specific attentions in isolated learning situation and other time, more balanced attention in more normal reading situation are word recognition, comprehension and reflection.

There are three aspects of reading as follows:

a. Word recognition

Reading is chiefly skill in recognizing words, continue to enjoy support in respectable and influential quarters. Today the favorite of adherents to this view of reading is decoding the printed page that is recognizing the oral equivalent of the written symbol.

b. Comprehension

The vast majority of teachers do not endorse the claim that the individual who can recognize words can read. To them, comprehension is an absolute necessity in reading.
c. Reflection

Many educators have pointed out that the word recognition and comprehension do not total of reading act, during the process of reading when defined as gaining meaning from the printed page. It is necessary to be able to mold ideas as they occur and conceptualize meaningful interpretation through reflection.

3. Type of Reading

Reading skill can be distinguished at least four types as follows:

a. Skimming: is making uses the same approach, except that instead of concentrating on specific information, we are looking for the main idea or the general gist of the passage. Example: identifying significant words details and ideas.

b. Scanning: is making quickly overview of passage, looking for specific information. Example: scanning exercise may asked students to look for names or dates, to find a definition of key concept or too list certain number of supporting details.

c. Extensive reading: is rapid reading for main ideas of large amount of text. Example: students found the main ideas of a large amount of text.

d. Intensive reading: is reading for complete understanding of entire. Example: the students could understand the content and meaning in the text. (Khrasen, 1987 :7)
4. **Academic Purpose of Reading**

The combination of our daily encounters with texts and our needs to read in different ways in educational and professional settings requires that we read differently depending on the context, the goals and motivations. When we read for different purposes, we engage in many types of reading, particularly in academic setting. According to Grabe (2009:8), he defines six major purpose as follows:

a. Reading to search information (scanning and skimming)
b. Reading to quickly understanding (skimming)
c. Reading to learn (from text)
d. Reading to integrate information
e. Reading to evaluate. Criticize and use information
f. Reading for general comprehension (in many cases, reading for interest or reading to entertain)

5. **The Principle of Teaching Reading**

Harmer offers an idea that reading is essential either for students’ careers, learning purposes, or pleasure. Reading is also useful as part of the process of language acquisition. It provides the students with opportunities to study language and its vocabulary, grammar, punctuation, and the way they construct sentences, paragraphs and texts

Based on the statements above, it can be stated that reading may increase the students’ pleasure and effectiveness of language acquisition.
In turn, their reading ability may help all the other subjects and their personal and professional lives.

Teaching reading promotes some principles, according to Harmer, and they are identified as follows:

a. Reading is not a passive skill. To be skilled readers, the students are required not only to scratch the surface of the text, but also understand what the words mean.

b. Students need to be engaged with what they are reading. The teacher has a responsibility to engage the students in the teaching of reading. He (she) may make them engaged by providing them with interesting reading texts.

c. Students should be encouraged to respond to the content of a reading text, not just to the language. The teaching of reading does not only learn the language used in the text, but also give the students a chance to respond the meaning and message of the text.

d. Prediction is a major factor in reading. It is important to introduce the theme of the text before the teacher asks the students to read it. It will give them some idea what to expect and increase their interest. It will also make them better and more engaged readers.

e. Match the task to the topic. The task that the students do after reading must be appropriate with the topic of the reading text.
f. Good teachers exploit reading texts to the full. After reading, the teacher should integrate the reading text into interesting class sequences, such as using the topic for discussion and further tasks. In conclusion, the teaching of reading must provide the students with some reading comprehension skills. To achieve this, some principles must be applied; reading should not be considered as a passive skill, students must engage with the text and respond to the content, prediction can be a major factor in reading, the task must match to the topic, and the teacher is suggested to explore the text.

6. Reading Process

Many specialist defined reading is the process of putting the reader in contact and communication with ideas. As a matter of fact, human beings are preprogrammed to perform language acts such as listening, speaking, writing and reading. Some students may make better readers than others, but everyone can improve. Therefore it is the teacher’s job to facilitate what is essentially a natural process and to do this most effectively. She or he must develop some understanding of the reading process. Some understanding of the reading process, there are:

a. The first to be made about the reading process in reading comprehension. It means, it is relating to what we do not know or new information to what already known. Comprehension is always controlled by the needs and purposes of individual.
b. Reading is primarily a cognitive process, which means that the brain does most of the work.

c. The process of identification and interpretation of complex reading process consist of two major sub processes. The first level is identification and the second level interpretation. The process of identification is the way of determining rapidly and accurately just what the text says.

B. Reading Comprehension

1. Definition of Reading Comprehension

Comprehension is a thinking process, it is thinking through reading. As such, it is dependent upon the learners basic cognitive and intellectual skill, upon their background of experience (vocabulary, knowledge, concept and ideas), and upon their language skill (knowledge, morphology, syntax and grammar). (Emerald, 1982: 312).

Reading comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple worlds that from coherent thoughts phrases, sentences, paragraph and so on. They are example of connected text that can be read with comprehension.
2. **Levels of Comprehension**

According to McGraw-Hill (2005:74), the levels of comprehension guide provides structured guidance in helping students read and think at three levels of comprehension: literal, interpretive, and applied.

a. The literal level focuses on the students’ identification of information and facts in the text segment.

b. The interpretive level focuses on having students interpret the information, make inference, and draw conclusions.

c. The applied level focuses on the students extend their thinking by considering information and ideas in the text plus their own prior knowledge and experiences similar to the critical/evaluative and creative levels of comprehension.

The levels of comprehension guide help students identify important information, interpret the meaning of that information, and then think about the information and ideas in the text with respect to their own opinion and ideas. Used within cooperative group settings, the guide provides the stimulus to generate more ideas and to cause reflection of what is being learned, through discussion.

3. **Factors Affecting Comprehension**

The teacher must understand the factors that affect comprehension if he is to help individuals overcome their shortcomings incomprehending
what they read. (Dallmann, 1982:165). The factors affecting comprehension as follows:

a. Difficulty of material
b. Intelligence
c. Environment
d. Emphasis on word recognition
e. Emphasis on oral reading
f. Background for reading a selection
g. Adjustment of reading technique to purpose and type of material
h. Rate of reading

C. Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place, or thing (Depdiknas, 2004:4).

According to Hartmann and Blass (1999:63) descriptive paragraph is a text which says what a person, animal or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
1. The generic structure of descriptive text:
   a. Identification: that contains of the topic or ‘what’ that will be describe.
   b. Description: that describes the topic deeply about the physic, quality, behavior, and characteristics.

2. The language features of descriptive text:
   a. Using simple present tense : S + is/am/are + V1/s/es
   b. Using have, has, had to give detailed description of the object’s features
   c. Using adjectives that describe, numbering, and classifying the topic. Example: two strong legs, sharp white fangs
   d. Using relating verb to give the information about the subject. Example: my mom is really cool, it has very thick fur
   e. Using thinking verb like believe, think, and feeling verb like ‘feel’ to reveal the writer perspective about the subject. Example: I think she is a smart girl.

3. Example of descriptive text:

   Jokowi

   Joko Widodo or people can call him by Jokowi was born on June 21st 1961 in Surakarta. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

   Identification
Jokowi is thin. He has brown skin, short hair and tall body. He looks friendly because he often keeps smile to everybody near him. Jokowi is an Indonesian politician. He is the governor of capital city of Indonesia, Jakarta 2012-2017. His politician career begins since he joined PDIP.

Description

a. Generic Structure

1) Identification = the topic that will describe is Jokowi
2) Description = describe the physic, behavior, and characteristic more specific and deeply about Jokowi

b. Language Features

1) He has 3 children = using has to give detailed description of the object’s features
2) He has brown skin, short hair and tall body = using adjectives that describe and classifying the topic
3) Jokowi is thin = using simple present tense

D. Mnemonic Device

1. Definition of Mnemonic

Mnemonic is something such as a very short poem or a special word used to help a person remember something. The word mnemonic is derived from the Greek word Mnemosyne, referring to the ancient Greek goddess of memory.
According to Solso (1995), mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory. In one definition, Carlson and Kosslyn and Rossenberg define mnemonic device as a memorial technique used to help human beings remember easily. It can help human beings easily memorize information by organizing them into elaborative code and visualization so that they can integrate it and make connection between the new information and the previous familiar information they have already stored in their memory.

As inference, mnemonic is memory enhancing strategy in which in its implication, these strategies are always accompanied by certain formula and pattern used to organize information into the familiar and meaningful associated information and connect it with the previous information have been stored in memory, so that the information can be memorized and recalled easily.

2. **Types of Mnemonic**

Mnemonic device or a tick of memory is a special way which is made as a code for entering information items into mind system of student. There are many types of mnemonic device. However, there are six types the most popular of mnemonic devices, among others are:
a. Rhyme

Rhyme is a poem that consists of words and term which have to be remembered by students. The poem will have a good effect if it’s given not and can be sung. A Rhyme mnemonic puts information to be recalled in the form of a poem.

Examples include:
A commonly used Rhyme Mnemonic for the number of days in each month is: “30 days hath September, April, June, and November. All the rest have 31, Fine! February 28 except when 29”.

b. Acronym

Acronym is word whose individual letters can represent elements in list information. For the example to remember names of prophet, such as, Muhammad, Isa, Musa, Ibrahim and Nuh we can make it become MIMIN.

c. Peg-word System

Peg-word system is mnemonic techniques which use the components that have been mastered before. It components are formatted in pair, such as: merah-saga, panas-api, langit-bumi, etc. The words are used to remember words which have some character such as: blood, lipstick, hell, etc.
d. The loci method

Loci method is actually the oldest mnemonic device. Most studies indicate that the method of loci assists with memorization such as remembering a shopping list. The method of loci is also commonly called the mental walk. In basic terms, it is a method of memory enhancement which uses visualization to organize and recall information. Many memory contest champions claim to use this technique in order to recall faces, digits, and lists of words. “It has even proven its worth in on-the-spot tasks. In one study, a group of high-school students used the technique to accurately remember the contents of a complex lecture, by attaching keywords from the speaker's arguments to various locations in their mental map” (Robson, 2011, pg.2).

e. The key word method

Key word method according to Hulstijn (1997) requires three stages. At first An L1 or L2 word that has acoustic similarity to the target word is given to the learner to act as the key word. In the second stage the learner is asked to make an association between the target word and the keyword. Finally he is asked to make a mental image of the combination of the keyword and the target word. For example the word “shear” means to cut the wool off a sheep and it is acoustically similar to the Persian word شیر (shir), lion in English. It can be given to the learner as the keyword
and then he is asked to associate them in a mental picture. The learner may associate them in this way: A Shir (lion) is shearing a sheep.

f. Visual Mnemonics

Visual mnemonics are a type of mnemonic that work by associating an image with characters or objects whose name sounds like the item that has to be memorized. There are two types in visual mnemonic:

1) Pictures

According to Gians and Redman (1986) believe that objects and pictures can facilitate recall. Wright (1989) also believes that meaning cannot be derived only from verbal language. Pictures and objects not only can be used to give meaning and information but they also can be used to the motivation and interest of the students. Using this method, a picture can be used to make the meaning of the word clear. It can sometimes be accompanied by its definition. Example:

A Bactrian camel’s back is shaped like the letter B.
A dromedary's back is shaped like the letter D.

2) Visualization or imagery

Instead of using real pictures, this device allows a word to be visualized. The learner imagines a picture or a scene which is associated with the target word. Abstract words can be learned through this device by relating them to a visual picture (Holden, 1999; Thompson, 1987; Mirhassani and Eghtesadei, 2007). Visualization can be an aid in vocabulary learning (O’Malley and Chamot, 1990). If the new word is “exploration”, the learner may come up with this mental picture “A scientist is using special drills for oil exploration” by relating it to the picture of a scientist. Again the students may come up with different pictures because people’s experiences are different. Its difference with the method of loci is that in visualization for each word a picture or a scene is imagined while in the method of loci all of them are related to a familiar place and seen as an imaginary walk through that place.
Example: Digits

The egg shapes like “zero” or “0” digit.

The comma shape like number “9”

A difficult task for many is to remember new, difficult or uninteresting material. This is a very common for young adult learners as they move through high school and beyond. Learners are required to learn more information and more complex content. Mnemonic strategies have been proven to help individuals remember information by making it easier to remember and more concrete. These strategies work with all kinds of students and it can be applied to any type of content.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter the researcher explains about research approach, research setting, population and sample, type of the research, research procedures, technique of collecting data, and technique of analyzing data.

A. Research Approach

There are many kinds of research design in conducting a research. Quantitative research is the research which based on positivism philosophy in which is used for observed certain populations or sampling. This work is based on quantitative research. Arikunto (2010:27) said quantitative approaches summarize data using numbers.

In quantitative research, source of the data, purposes, subject, and approach are specific and stable from the beginning. Everything was planned properly when arranged the program. This research could use sample, and the result could obtain for the population. The design of the research is clear, the steps of the research and the result that expected. (Arikunto, 2010:28)

In this research, the researcher carried out the observation at MTs N 2 Simo, and gives test, and then calculated it. The researcher tried to determine students’ improvement when using Mnemonic device in reading comprehension.
B. Research Setting

This research conducted in MTs N 2 Simo which is located in Sucen, Kedunglengkog Simophone /Fax (0276) 3360015Boyolali57377.

The research was carried out from July 29\textsuperscript{th} 2015 up to August 15\textsuperscript{th} 2015. Before doing the research, the researcher prepared the instrument that will be used to measure students improvement when using Mnemonic device in reading comprehension. After getting an agreement of the school principal and then doing consultation to the English teacher who taught at VIII\textsuperscript{C} of MTs N 2 Simo.

C. Subject of the Research

The subject of the research consisted of the students and the teacher. The writer takes VIII\textsuperscript{C} class consisted of 24 students with 11 males and 13 females students. They learn it for two hours in each meeting.

The problems that a student often faced were about their reading comprehension in descriptive text. Many students do not understand what the teacher teaches in English when the teacher gives the text or paragraph. The students do not understand the meaning of the text or paragraph, so they cannot answer the question from the teacher. They confuse how to read with correct pronunciation. For the teacher, they may not find appropriate methods to teach reading yet, or they have problems with their self-confidence.
1. Population

Population is all individuals becoming subjects in the research. A population is a set of all elements processing one or more attributes of interest (Arikunto, 2010:173). It must consider the ability of population. The population of this research is the whole numbers of the eighthgrade students of MTs N 2 Simo in academic year 2015/2016.

2. Sample

According to Arikunto (2010:174) sample is part of population that be observed. The researcher used purposive sampling technique to collect the information correctly and specifically. Basically, purposive sampling technique was used with some purposes such as: research focused limited time, and the personnel. In this case, the writer takes VIII_C class that consists of 24 students to be the subject of research.

**TABLE 3. 1**

The List VIII_C Class Group of MTs N 2 Simo in the Academic Year of 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
<th>No</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfian Muhnurrizal</td>
<td>Male</td>
<td>13.</td>
<td>Lutfan Zaka Saputra</td>
<td>Male</td>
</tr>
<tr>
<td>3.</td>
<td>Ariska Ariyanti</td>
<td>Female</td>
<td>15.</td>
<td>Miftahul Daffa Hasani</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>Dimas Wahyu Mahendra</td>
<td>Male</td>
<td>17.</td>
<td>Muh Arifin</td>
<td>Male</td>
</tr>
<tr>
<td>6.</td>
<td>Elina Ambarwati</td>
<td>Female</td>
<td>18.</td>
<td>Muhammad Abdul Kholiq</td>
<td>Male</td>
</tr>
<tr>
<td>7.</td>
<td>Elsa Ayu Destiana</td>
<td>Female</td>
<td>19.</td>
<td>Novita Dewi Nur A</td>
<td>Female</td>
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<tr>
<td>8.</td>
<td>Fajar Ikhsani</td>
<td>Male</td>
<td>20.</td>
<td>Oktaviana Nur Dewanti</td>
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</tr>
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<td>10.</td>
<td>Intan Nur Fitriyani</td>
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<td>Titin Adningsih</td>
<td>Female</td>
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<tr>
<td>11.</td>
<td>Lilis Andriyani</td>
<td>Female</td>
<td>23.</td>
<td>Tri Juwono</td>
<td>Male</td>
</tr>
<tr>
<td>12.</td>
<td>Linda Febriyanti</td>
<td>Female</td>
<td>24.</td>
<td>Wulan Romadhona</td>
<td>Female</td>
</tr>
</tbody>
</table>
D. Type of the Research

Type of this research is classroom action research. The researcher and the observer monitoring and makes a note everything that occurs in learning process. According to Arikunto (2007: 2) classroom action research is formed from three words they are:

Research: an action to get details from an object using certain way or methodology to get useful data or information in increasing the quality of something that attract the researcher interest and important for him/her.

Action: activity that intentionally done in certain aim, that has a form of cycle sequence activity to students.

Class: a group of students in the same time and have the same lesson from their teacher.

She added that this action expected to increase the students’ learning result, so it should concern with the teacher’s effort in learning process (Arikunto, 2007: 2).

E. Research Procedures

This study used a classroom action research consist of two cycles. According to Arikunto (2010:138) each cycle consists of:

1. Planning

In this stage researcher do some action like observed the learning process technique used by the previous teacher, identify the hindrance
and the easiness factors in the previous learning process, formulate the alternative action were done, and the last arrange the lesson plan.

From the explanation above, the researcher made a schedule. First, observing the school condition, the class and student’s condition, the school’s facilities, and the method of learning used in that class. Then, made the purpose of learning based on the observation also prepare the lesson plan.

2. Action

Action is implementation of the planning in the class. In this stage the researcher must follow the program in the planning (Arikunto, 2010:139). Sam’s (2010: 80) added that the researcher’s position in this research is as an active participant that is by participating in the observation besides giving an action to the research’s subject.

This stage is done by carrying out lesson plan on teaching reading. Doing pre-test to students that the result will be compared to the post-test, follow-up of the first cycle of learning is to identify the strengths and weaknesses of the learning outcomes. Writer presents them in the following:

1) Giving pre-test

2) Teaching reading by mnemonic device.
3) Giving occasion to the students to ask any difficulties or problems.

4) Giving post-test.

3. Observe

Arikunto (2010:139) said when the researchers takes the class, she/he is need colleague to observe and analyze the condition of the class and the students. In this researcher, the researcher also gives the students pre test and post test that both of them will analyze by the researcher. While, to got the data about students’ responses during learning process was a note.

4. Reflection

In this part, Arikunto (2010:140) stated that researcher and observer discuss the result of learning process. It consists of analyzing the action and doing intervention, clarification how the researcher doing the research as the teacher, also the condition of the class and the students.

As soon as the class ending, the teacher or researcher was discussed with the observer about the learning process. Whether the device successful or not. Also, it was to find the weakness and the advantage of the device then find out the appropriate solution.
F. Technique of Collecting Data

The researcher will present the act of collecting data as follows:

1. Test

   According to Arikunto (2010: 226), to measure and analyze the subject using a test. It’s used to measure the basic competence and achievement. The type of achievement test that used in school is test made by the teacher. The researcher used test made by the teacher. In this case, researcher was used pre-test and post-test. Pre-test is a test given before some treatment begin. Post-test is a test given at the end of some treatment period. It was chosen because it could measure the students’ improvement in reading. Test by teacher that arranged by certain procedure, has not been examined many times so it’s characteristic and strength.

2. Observation

   Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation, the most effective way complete the observation format or form as the instrument. The arranged form consists of items about occurrences or behaviors that drawn happened (Arikunto, 2010: 272).

   In this stage, researcher used field note. Also transcribing everything related with the learning process.
3. Documentation

Arikunto (2010: 274) stated that documentation methods is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. This method isn’t too difficult since if there is an error the source data is still not change.

In this section, besides make a note the researcher took photographs as proof of teaching learning activity.

G. Technique of Analyzing Data

The researcher conducted the action research of teaching reading using Mnemonic device at eighth grade students of MTs N 2 Simo in the academic year of 2015/2016.

In analyzing the data, the researchers use the quantitative data analysis. This study would be successful when there is increasing of students’ comprehension in reading. Before applying the action, the students would be given pre-test and post-test in the end of the action to know the progressing of students. Hypotheses and methods of data collection are created before the research begins (Lodico, 2006: 6). This technique is used to know the students’ score of reading comprehension in each cycle. The formulas according to Hadi (1981: 246) are:

1. Mean
Mean is sum of all students score and divide it with total of individual. The function of the formula is to find the average from raw data.

\[ M = \frac{\sum X}{N} \]

Where,

\( M \) : Mean of students’ score
\( \sum X \) : The sum of students’ score
\( N \) : The total number of students

2. SD (Standard Deviation)

The function of the formula is to solve standard deviation calculation from the data that arranged into distribution table.

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where,

\( S_D \) : Deviation Standard for one sample t-test
\( D \) : Different between pre-test post-test
\( N \) : Number of observation in sample

3. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. Because the total of the students is 24, the researcher using t-table = 2, 75 as the standard. The formula is:
\[ t_0 = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N - 1}} \right)} \]

Where,

- \( t_0 \) : T-test for the differences of pre-test and post-test
- \( S_D \) : Deviation Standart for one sample t-test
- \( D \) : Different between pre-test and post-test
- \( N \) : Number of observation in sample
CHAPTER IV
DATA ANALYSIS

In this chapter, the writer will discuss about data analysis, which has been collected. The researcher gives the details of the findings. It shows the finding of the data collected since the beginning until the end of the research. This research is applied on two cycles. These cycles will show the improvement of the students’ comprehension in reading.

A. Research Findings

In this research, the writer act as the teacher while the learning process was observed by her partner, Mrs. Rochmi and Lailatis Syarifah. The writer held two cycles while each cycle consists of planning, action, observation and reflection. The whole steps of this research were explained in the description below:

1. Cycle I

1) Planning

Before conducting the research, the writer prepared the research instruments, they were:

a. Lesson Plan: it was used as a guidance and controlling the learning process.

b. Material: in this cycle the researcher used formal text book.

c. Teaching aid: the researcher used descriptive text and Mnemonic device as teaching aid.

d. Test: it was include pre-test and post-test. Pre-test was a test given to the students before the researcher conveyed the material using
her teaching technique, while post-test was a test given to the students after the researcher conducted her device.

2) Implementation of the action

Implementation of the learning process in cycle I was done on Tuesday, August 4\textsuperscript{th} 2015. The teacher and her observer entered the English class. The class was started by praying together and introduced the researcher herself to the students. Then, the teacher informed the students about activities to be implemented. The situation in the class as fellow:

Teacher : “Assalamu’alaikum wr. wb. Before we start our lesson today let say basmalah together.

Bismillahirrahmanirrohiim.”


Teacher : “Good morning. How are you today?”

Students : “Good morning. I’m fine thank you and you?”

Teacher : “I’m fine too, thank you. “Well, for this time and next meeting we will learn English together. First, let me introduce myself, my name is Nurul Miftakhul Janah. You can call me Miss Nurul.”

(Oke, untuk pertemuan hari ini dan beberapa hari kedepan kita akan belajar Bahasa Inggris bersama. Perkenalkan, nama saya Nurul Miftakhul Janah. Kalian bisa panggil saya Miss Nurul.”)

The first pre-test given by the teacher was answering the question which for their pre-test. Teacher shared the worksheets to the students.
She also went around through the class to check the students’ work and to help students’ difficulties. Most of them have difficulties in understanding the vocabularies. After the time for the test finished the teacher collected the students’ work.

Then, the activity continued with explanation little bit of the material by the teacher. When the teacher explained it, the students listened and paid attention to her. After the teacher gave the explanation, the teacher gives the chance to the students to find the main of the material.

After that, the teacher implemented her teaching device by giving some worksheet to the students. The teacher asked the students to work individually for their post-test and gave them limited time to finish it. When they finished it they should collect their work.

3) Observation

During this activity, teacher and her observer were observing all the activities happened during the learning process. Also observing and monitoring all the students’ attitude, response and attention on the learning activity. But the result of this learning was needs improvement.

There were some students showed that they had difficulties in reading descriptive text. Most of them were lack of vocabularies. Other weaknesses were on the pronunciation. Nevertheless, there were some other students had a good skill in reading.
4) Reflection

Based on the results of the data and observations on the first cycle learning process it was obtained the reflection as follows:

a. The use of mnemonic device can motivate and help students in reading process. It is important because it will be able to help them reading especially in descriptive text.

b. In the next cycle researcher still used the same device so the students will be understand more with the activity. Therefore, the result of the next cycle will improve as expected.

Furthermore, to know if there is an improvement in reading, researcher analyze the result using t-test calculation from the result of the pre-test and post-test. The calculation as follow:
### Table 4.1

The result of pre test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfian Muh Nurrizal</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Anggita Novitasari</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Ariska Ariyanti</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>Athikah Ummi Mubarokah</td>
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<td>5.</td>
<td>Dimas Wahyu Mahendra</td>
<td>50</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
<td>Fajar Ikhsani</td>
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<tr>
<td>9.</td>
<td>Galeh Prayoga</td>
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<tr>
<td>10.</td>
<td>Intan Nur Fitriyani</td>
<td>90</td>
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<tr>
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<tr>
<td>12.</td>
<td>Linda Febriyanti</td>
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<tr>
<td>13.</td>
<td>Lutfan Zaka Saputra</td>
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<tr>
<td>14.</td>
<td>M. Fauzil Adhim</td>
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<td>15.</td>
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<td>16.</td>
<td>Muh Ali Alfianto</td>
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<td>17.</td>
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<td>18.</td>
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<tr>
<td>24.</td>
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<td>35</td>
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</table>
Table 4.2

The result of the post test cycle I

<table>
<thead>
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<th>No</th>
<th>Nama</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3.</td>
<td>Ariska Ariyanti</td>
<td>80</td>
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<td>4.</td>
<td>Athikah Ummi Mubarokah</td>
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<td>5.</td>
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<td>Elina Ambarwati</td>
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<td>7.</td>
<td>Elsa Ayu Destiana</td>
<td>75</td>
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<td>8.</td>
<td>Fajar Ikhsani</td>
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<tr>
<td>9.</td>
<td>Galeh Prayoga</td>
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<tr>
<td>10.</td>
<td>Intan Nur Fitriyani</td>
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<td>12.</td>
<td>Linda Febriyanti</td>
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<tr>
<td>13.</td>
<td>Lutfan Zaka Saputra</td>
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<td>14.</td>
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<tr>
<td>15.</td>
<td>Miftahul Daffa Hasani</td>
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<tr>
<td>19.</td>
<td>Novita Dewi Nur A</td>
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<td>20.</td>
<td>Oktaviana Nur Dewanti</td>
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<tr>
<td>21.</td>
<td>Silfia Dewi Nur Azizah</td>
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</tr>
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<td>22.</td>
<td>Titin Adiningsih</td>
<td>70</td>
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<tr>
<td>23.</td>
<td>Tri Juwono</td>
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<td>Wulan Romadhona</td>
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</table>
### Table 4.3

The result of the pre test and post test cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Pre-Post (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3.</td>
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<td>4.</td>
<td>Athikah Ummi Mubarokah</td>
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<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>Dimas Wahyu Mahendra</td>
<td>50</td>
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<td>5</td>
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</tr>
<tr>
<td>6.</td>
<td>Elina Ambarwati</td>
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<td>75</td>
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<tr>
<td>7.</td>
<td>Elsa Ayu Destiana</td>
<td>80</td>
<td>75</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>8.</td>
<td>Fajar Ikhsani</td>
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<tr>
<td>9.</td>
<td>Galeh Prayoga</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
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<td>625</td>
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<td>15.</td>
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<td>80</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>16.</td>
<td>Muh Ali Alfianto</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>Muh Arifin</td>
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<td>-5</td>
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</tr>
<tr>
<td>18.</td>
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<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
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<td>50</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
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<td>Oktaviana Nur Dewanti</td>
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<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>21.</td>
<td>Silfia Dewi Nur Azizah</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>22.</td>
<td>Titin Adiningsih</td>
<td>75</td>
<td>70</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>23.</td>
<td>Tri Juwarno</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>24.</td>
<td>Wulan Romadhona</td>
<td>35</td>
<td>45</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Σ = 1445 1585 140 2200
a. Mean of Pre-test I

\[ M_x = \frac{\sum X}{N} \]

\[ M_x = \frac{1445}{24} \]

\[ M_x = 60,21 \]

b. Mean of Post-test I

\[ M_y = \frac{\sum y}{N} \]

\[ M_y = \frac{1585}{24} \]

\[ M_y = 66,04 \]

1) Mean of Pre-test = 60,21

2) Mean of Post-test = 66,04

3) Mean of pre-test ≤ than post-test

4) There is an improvement of reading comprehension between pre-test and post-test

c. SD (Standard Deviation) of Pre-test and Post-test

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{2200}{24} - \left(\frac{140}{24}\right)^2} \]

\[ = \sqrt{91,67 - 33,99} \]

\[ = \sqrt{57,68} = 7,6 \]
d. Calculating $t_o$

$$t_o = \left( \frac{\Sigma D}{N} \right) \left( \frac{SD_D}{\sqrt{N-1}} \right)$$

$$t_o = \left( \frac{140}{24} \right) \left( \frac{7,6}{\sqrt{24-1}} \right)$$

$$t_o = \left( \frac{5,83}{7,6} \right) \left( \frac{7,6}{\sqrt{23}} \right)$$

$$t_o = \left( \frac{5,83}{7,6} \right) \left( \frac{7,6}{4,8} \right)$$

$$t_o = \left( \frac{5,83}{1.58} \right)$$

$$t_o = 3,67$$

1) T-calculation is 3,67

2) T-table < t-calculation = 2, 75 < 3,67

Based on the result above, it shows that the mean of pre-test and post-test raising. It seems from comparison of the mean score of pre-test and post-test in cycle I. The mean of pre-test is 60,21 while the mean of post-test is 66,04. Based on the comparison, the students’ reading comprehension rising since they got the treatment.
Based on this result, it means that applying the Mnemonic device is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of Mnemonic device in improving the students’ reading comprehension. The result is that T-calculation is 3.67 while T-table is 2.75. It means that there is considerable influence in cycle I because T-calculation is bigger than T-table.

2. Cycle II

Learning process in cycle II was a revision from the result of previous cycle. It was same with cycle I that consisted of planning, implementation of the action, observation and reflection.

1) Planning. Preparing the learning activities:

a. Lesson Plan: revised the learning process in cycle I.

b. Material: gave descriptive text

c. Teaching aid: the researcher used descriptive text and Mnemonic device as a teaching aid.

d. Test: pre-test and post-test.

2) Implementation of the action

It was on Thursday, 6th August 2015. In this section the researcher still used the same device it was to revise the previous teaching learning process. As in the cycle I the researcher gave students pre-test before conveying the materials. Then explained the material to the students.

Teacher : “Well, today we’ll still discuss about descriptive text. So, anyone please can mention all part of descriptive language
features?” (“Ok, hari ini kita masih akan membahas tentang
descriptive. Siapa yang masih ingat kemarin apa saja yang
termasuk dari ciri umum kebahasaan descriptive text?”)

Students : “Use simple present tense, miss.” (“Itu bu, menggunakan
simple present tense.”)

Then teacher also gave the example of the material to the students as a reminder. So it will be useful to the students in doing their task.

When doing the pre-test teacher allowed the students to use dictionary or asked her about the difficulties they got. Teacher observed every students by walking through the class. Teacher also gave limited time to finish the students’ task so they should finish it soon and collected it.

When the teacher applied the same device, the students seemed more familiar since it just the same with the previous meeting.

After all activities teaching learning process have done, the teacher implemented her teaching device by giving some worksheet to the students. The teacher asked the students to work individually for their post-test and gave them limited time to finish it. When they finished it they should collect their work

3) Observation

At this stage students seemed more understand about the material and the technique used by teacher. The students’ activeness increases too. The students seemed more confident to read the text. They are also more comfortable to do the learning activity.
From the result of this cycle it shows that there is an improvement compared with the previous cycle. So it means that the students more understand with the materials. It’s also shows that the students made an increase in their reading comprehension.

4) Reflection

After analyzing the result of cycle II, the researcher concluded that Mnemonic device can improve students’ comprehension in reading descriptive text. In addition, students’ attention increase and they became more active in asking questions.

Based on the results of data analysis and observations in cycle II, it is obtained that the use of Mnemonic device is able to stimulate the students’ comprehension in reading. This following table is the score of the students’ worksheet in cycle II consist of pre-test and post-test.

**Table 4.4**

The result of pre test cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfian Muh Nurrizal</td>
<td>70</td>
</tr>
<tr>
<td>2.</td>
<td>Anggita Novitasari</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Ariska Ariyanti</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Athikah Ummi Mubarokah</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Dimas Wahyu Mahendra</td>
<td>45</td>
</tr>
<tr>
<td>6.</td>
<td>Elina Ambarwati</td>
<td>65</td>
</tr>
<tr>
<td>7.</td>
<td>Elsa Ayu Destiana</td>
<td>70</td>
</tr>
<tr>
<td>8.</td>
<td>Fajar Ikhsani</td>
<td>70</td>
</tr>
<tr>
<td>9.</td>
<td>Galeh Prayoga</td>
<td>50</td>
</tr>
<tr>
<td>10.</td>
<td>Intan Nur Fitriyani</td>
<td>80</td>
</tr>
<tr>
<td>11.</td>
<td>Lilis Andriyani</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>Nama</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>Linda Febriyanti</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Lutfan Zaka Saputra</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>M. Fauzil Adhim</td>
<td>45</td>
</tr>
<tr>
<td>15</td>
<td>Miftahul Daffa Hasani</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>Muh Ali Alfianto</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>Muh Arifin</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>Muhammad Abdul Kholiq</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>Novita Dewi Nur A</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>Oktaviana Nur Dewanti</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>Silfia Dewi Nur Azizah</td>
<td>40</td>
</tr>
<tr>
<td>22</td>
<td>Titin Adiningsih</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>Tri Juwarno</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>Wulan Romadhona</td>
<td>70</td>
</tr>
</tbody>
</table>

**Table 4.5**

**The result of post test cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alfian Muh Nurrizal</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Anggita Novitasari</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Ariska Ariyanti</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Athikah Ummi Mubarokah</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Dimas Wahyu Mahendra</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Elina Ambarwati</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Elsa Ayu Destiana</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Fajar Ikhsani</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Galeh Prayoga</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Intan Nur Fitriyani</td>
<td>90</td>
</tr>
<tr>
<td>11</td>
<td>Lilis Andriyani</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>Linda Febriyanti</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Lutfan Zaka Saputra</td>
<td>90</td>
</tr>
</tbody>
</table>
### Table 4.6

The result of the pre test and post test cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Pre-Post (D)</th>
<th>D^2</th>
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<tbody>
<tr>
<td>1.</td>
<td>Alfian Muh Nurrizal</td>
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</tr>
<tr>
<td>2.</td>
<td>Anggita Novitasari</td>
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<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3.</td>
<td>Ariska Ariyanti</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Athikah Ummi Mubarokah</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>Dimas Wahyu Mahendra</td>
<td>45</td>
<td>70</td>
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<td>625</td>
</tr>
<tr>
<td>6.</td>
<td>Elina Ambarwati</td>
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<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Elsa Ayu Destiana</td>
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<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8.</td>
<td>Fajar Ikhsani</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>9.</td>
<td>Galeh Prayoga</td>
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<td>90</td>
<td>40</td>
<td>1600</td>
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<td>5</td>
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</tr>
<tr>
<td>12.</td>
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<td>10</td>
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<td>13.</td>
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<td>900</td>
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<tr>
<td>15.</td>
<td>Miftahul Daffa Hasani</td>
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<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Improvement</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>16</td>
<td>Muh Ali Alfianto</td>
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<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>Muh Arifin</td>
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<td>90</td>
<td>20</td>
<td>400</td>
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<tr>
<td>18</td>
<td>Muhammad Abdul Kholiq</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>Novita Dewi Nur A</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>20</td>
<td>Oktaviana Nur Dewanti</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>21</td>
<td>Silfia Dewi Nur Azizah</td>
<td>40</td>
<td>90</td>
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<td>2500</td>
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<tr>
<td>22</td>
<td>Titin Adiningsih</td>
<td>75</td>
<td>90</td>
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<td>225</td>
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<tr>
<td>23</td>
<td>Tri Juwarno</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>24</td>
<td>Wulan Romadhona</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Σ</strong></td>
<td>1525</td>
<td>1990</td>
<td>465</td>
<td>12475</td>
</tr>
</tbody>
</table>

**a. Mean of Pre-test II**

\[
M_x = \frac{\sum X}{N}
\]

\[
M_x = \frac{1525}{24}
\]

\[
M_x = 63.54
\]

**b. Mean of Post-test II**

\[
M_y = \frac{\sum Y}{N}
\]

\[
M_y = \frac{1990}{24}
\]

\[
M_y = 82.92
\]

1) Mean of Pre-test = 63,54

2) Mean of Post-test = 82,92

3) Mean of pre-test ≤ than post-test

4) There is an improvement of reading comprehension between pre-test and post-test
c. SD (Standard Deviation) of Pre-test and Post-test

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{12475}{24} - \left(\frac{465}{24}\right)^2}
\]

\[
= \sqrt{519.79 - 375.39}
\]

\[
= \sqrt{144.4}
\]

\[
= 12.02
\]

d. Calculating \( t_o \)

\[
t_o = \left(\frac{\sum D}{N}\right) \left(\frac{SD_D}{\sqrt{N - 1}}\right)
\]

\[
t_o = \left(\frac{465}{24}\right) \left(\frac{12.02}{\sqrt{24 - 1}}\right)
\]

\[
t_o = \left(\frac{19.38}{12.02}\right) \left(\frac{12.02}{\sqrt{23}}\right)
\]

\[
t_o = \left(\frac{19.38}{4.79}\right)
\]
\[ t_0 = \frac{(19.38)}{(2.5)} \]

\[ t_0 = 7.75 \]

1) T-calculation is 7.75

2) T-table < t-calculation = 2.75 < 7.75

Based on the result above, it shows that the mean of pre-test and post-test raising. The table present that the mean of pre-test and post-test is 63.54 and 82.92. Based on the comparison, the students’ reading comprehension risen since they got the treatment. It means that Mnemonic device is able to improve students’ reading comprehension.

**B. Discussion**

From the result of analyzes in cycle I and II, the researcher analyzed the students improvement from each cycle. The improvement as follow:

**Table 4.7**

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>60.21</td>
<td>63.54</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>66.04</td>
<td>82.92</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>T-table N=24</td>
<td>2.75</td>
<td>2.75</td>
</tr>
<tr>
<td>3.</td>
<td>T-calculation</td>
<td>3.67</td>
<td>7.75</td>
</tr>
</tbody>
</table>
The table show that the improvement of the students’ reading comprehension is improve from the cycle I until II. Based on the result of the test among t-calculation in cycle I and II, the procedure of applying the mnemonic device is successful to improve students reading comprehension. The table above shows the differences of t-calculation in each cycle.

Besides that, the mean of pre-test and post-test in each cycle also increases. It can be seen in the table above. The mean of pre-test in cycle I is 60,21 while the post-test is 66,04. In cycle the mean also increase. The mean of pre-test and post-test in cycle II is 63,54 and 82,92.

The table shows the improvement of students’ reading comprehension from the cycle I to cycle II. There was descent rapidly on students category who cannot pass the standardized score (≤ 70) from cycle 1 to cycle II. While, there was good enough increasing on the students’ category that can pass the standardized score (>70) from cycle I to cycle II.

It is a proof that the students’ reading comprehension improve in each cycle. The students finally can produce a good reading. This improvement can influence the students’ score. Then, the score of post-test is better than pre-test so it means that the students reading comprehension is enhance after applied the Mnemonic device.
CHAPTER V
CLOSURE

A. Conclusion

The title of this research is “the implementation of using mnemonic device to improve students’ reading comprehension in descriptive text (A Classroom Action Research at the Eighth Grade of MTs N 2 Simo Boyolali in the Academic Year of 2015/2016). The finding of the research in MTs N 2 Simo Boyolali shows:

1. The implementation of using “mnemonic” device in reading comprehension of the eighth grade students of MTs N 2 Simo runs well. It can make students more active to read, because most of them more easily understand the main idea by using “mnemonic” device in their text. Before the “mnemonic” device applied the students got difficulties in looking for the vocabularies and the main idea of the text. During the test most of them spent their time to look for the meaning in the dictionary. After the “mnemonic” device applied the students’ response is good.

2. The students’ comprehension of reading can be improved by “mnemonic” device in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test is 60,21 and the score of post-test is 66,04. Meanwhile, the cycle II shows that the score of pre-test is 63,96 and the score of post-test is 81,25. It means
that there is significant difference mean between pre-test and post-test. This indicates that “mnemonic” device can improve the students’ reading comprehension of the eighth grade students’ of MTs N 2 Simo in the academic year 2015/2016.

3. The extent of using “mnemonic” device can be proved by t-test calculation. T-test is formula to know the significant differences between pre test and post test. The t-test from this research is from 3,67 in the first cycle until 7,75 in the second cycle. From the t-test, it can be seen that there is improvement from the first cycle to the second cycle. Furthermore, the “mnemonic” device also make the students get more challenge, because they can make their students understood about the device. The students can explain what they have read by using “mnemonic” device and it can increase their confidence to share their knowledge to other friends.

B. Suggestion

At the end of this chapter, the researcher would like to propose some suggestions that hopefully would be useful as follow:

1. For the Institution

The institution should facilitate the learning process to make the learning effective. The students also need mush motivation to study English so the students can have English skill. The motivation can also be their basic to study more about English.
2. For English Teacher
   a) The English teacher should improve their ability in the process of teaching and learning, and the teacher should know toward students’ problem. The strategy of teaching reading will influence the students’ ability to study. The teacher should motivate the students and explain that learning English especially in reading is such an easy and interesting to learn. The use of appropriate method should be encouraged.
   b) The teacher should give a clear and thorough explanation to the students. Teacher can make the material easy and simple. So that students will understand the materials easily.

3. For Students
   a) Students should always be active in the teaching learning process and did not be afraid or lazy in English lesson, so that the students should develop their motivation.
   b) Besides studying in school students should study in other place independently, like in their house, join English course to make an improvement, or read other source.
   c) Students should be obligated to bring dictionary in every English class.
   d) The students need to have a big spirit and study hard.
   e) The students should be confidence when the teacher asks them to read in front of the class.
REFERENCES


Nunan, David. 2007. *Practical English Language Teaching.* United Kingdom. The McGrow-Hill Company


Ratminah, Ina. 2014. *The Use of Question and Answer Technique to Improve Students’ Reading Comprehension in Recount Text (A CAR of the First Grade Students of SMA Futuhiyyah Mraggen Demak in the Academic Year of 2013/2014).* Salatiga

Riyanti, Puji. 2015. *Improving Students’ Reading Comprehension in Narrative Text Through Paired Reading (A Classroom Action Research in the Second Grade of SMP N 3 Polanharjo in the Academic Year 2014/2015).* Salatiga


CURRICULUM VITAE

Name: Nurul Miftakhul Janah
Place/Date of Birth: Boyolali, October 15th, 1993
Address: Sucen Barat Rt 16 Rw 05 Kedunglengkong, Simo, Boyolali
Mobile Phone: 0857 1235 9130
Email: c.syurga@ymail.com
Faculty: English Department

Education History:
- MIM Sucen Graduated in 2005
- Ponpes Ta’mirul Islam Surakarta Graduated in 2008
- MAN 2 Boyolali Graduated in 2011
- IAIN Salatiga Graduated in 2015

Salatiga, 5 September 2015

[Signature]

Nurul Miftakhul Janah
NIM: 113 11 008
APPENDIXES
RENCANA PELAKSANAAN PEMBELAJARAN
( RPP )

Sekolah : MTs N 2 Simo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Pertemuan ke : 1
Standar kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

5.3 Merespons makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

Indikator : Membaca

1. Mampu mengidentifikasi makna gagasan (ideasional) dan informasi faktual dalam teks, *main ideas*, *supporting ideas*, *details*.

2. Mampu merespons makna gagasan yang terdapat dalam teks *descriptive* dengan benar.

3. Mampu mengidentifikasi langkah-langkah retorika dalam wacana *descriptive*.

Jenis Teks : *Descriptive (Animal)*
Skill : Reading
Alokasi Waktu : 2 x 40 menit (1x Pertemuan)
A. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi makna gagasan (ideasional) dan informasi faktual dalam teks, *main ideas, supporting ideas, details*.

2. Siswa mampu merespons makna gagasan yang terdapat dalam teks *descriptive* dengan benar.

3. Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks berbentuk *descriptive*.

B. Materi Ajar

*Descriptive Text*

**MY BELOVED CAT**

As we know most cats look so cute, so does my cat. My cat's name is Cuty. I named Cuty because she looks so cute and make me always want to hug her.

My Cuty has white and orange fur. It is so soft. And make me always want to stroke it. She has blue eyes. Her tail is long. She also has sharp teeth. The whiskers in her mouth make her so funny.

Although she looks very cute and funny, when she is angry or wants to catch her prey like mouse, she makes me scared. Her paws come out; they look so sharp and long. Her sound also changes like tiger sound. I never approach her when she is angry. But, when my Cuty back as usual, I approach her again and play her ear, her whiskers, her tail and she look very enjoy it. I feed her twice a day with fried fish. I love my cat so much.
NOTE:

1. The text above is a descriptive text.

2. The function of a descriptive text is to describe something specifically

3. The generic structure of a descriptive text is:
   - Identification
   - Descriptions

4. The significant lexico grammatical feature of a descriptive text are the following:
   - Focus on Specific Participant (the Park, My cat)
   - Describing features (use adjectives)
   - Use Simple Present tense (we can use simple past tense if the thing we describe is no longer exist)
   - Using action verbs
   - Using conjunction of time and cause-effect.

C. Metode Pembelajaran/ Teknik

Mnemonic, Diskusi, Pemecahan Masalah

D. Langkah – langkah Pembelajaran

1. Kegiatan Awal (20 menit)
   - Greeting, praying, calling the roll
   - Brain storming dengan menanyakan pada siswa berbagai macam hewan peliharaan yang mereka miliki
   - Menunjukkan berbagai macam gambar hewan peliharaan kemudian meminta siswa untuk menyebutkan nama hewan tersebut
Melakukan Pre-test. Yaitu dengan meminta siswa untuk mengerjakan soal pada lembar tugas yang telah disediakan.

2. Kegiatan inti
   a. Eksplorasi (15 menit)
      ✓ Menunjukkan gambar kucing
      ✓ Menunjukkan contoh teks descriptive
      ✓ Membaca teks monolog berbentuk descriptive
      ✓ Mengartikan teks secara klasikal
      ✓ Menjelaskan berbagai hal yang terkait dengan teks (Generic Structure)
   b. Elaborasi (30 menit)
      ✓ Meminta siswa untuk mengerjakan soal yang sudah diberikan
      ✓ Dalam mengerjakan soal siswa terbimbing menganalisis dengan mnemonic kalimat yang ada dalam text
      ✓ Meminta siswa untuk mengumpulkan hasil pekerjaannya
   c. Konfirmasi (10 menit)
      ✓ Menanyakan kesulitan siswa
      ✓ Menyimpulkan materi pembelajaran dan penguatan materi

3. Kegiatan Akhir (5 menit)
   ✓ Menugaskan kepada siswa untuk membaca teks descriptive yang lainnya di rumah
   ✓ Home work! Please read a descriptive text at home!
E. Sumber Belajar
- Lembar Kerja Siswa
- Gambar-gambar yang relevan
- Buku-buku yang terkait berdasar BSNP
- Kamus Bahasa Inggris-Indonesia

F. Penilaian
- Teknik : Produk Tertulis
- Bentuk : 1. Pertanyaan Bacaan
  2. Tes Tertulis / PG
- Instrumen :
  Pre-Test :
  ✓ Read the text carefully and answer these following questions!
  ✓ Match the words in column A with their meanings in column B!
  Post-Test :
  ✓ Read the text carefully and answer these questions based on the text!
  ✓ Complete the text with the words available by using visual mnemonic!

G. Rubrik Penilaian

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Skor terendah: 70

Skor tertinggi: 100
Skor terendah: 70

Mengetahui
Boyolali, 4 Agustus 2015

Guru Mata Pelajaran
Peneliti

Dewi Widyawati, S.Pd.I
Nurul Miftakhul Janah

NIP. -
NIM 11311008
RENCANA PELAKSANAAN PEMBELAJARAN

( RPP )

Sekolah : MTs N 2 Simo
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Pertemuan ke : 2
Standar kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar 5.3 Merespons makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

Indikator : Membaca

1. Mampu mengidentifikasi makna gagasan (ideasional) dan informasi fakta dalam teks, *main ideas, supporting ideas, details*.
2. Mampu merespons makna gagasan yang terdapat dalam teks *descriptive* dengan benar.
3. Mampu mengidentifikasi langkah-langkah retorika dalam wacana *descriptive*.

Jenis Teks : Descriptive (place)
Skill : Reading
Alokasi Waktu : 2 x 40 menit (1x Pertemuan)
A. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi makna gagasan (ideasional) dan informasi fakta dalam teks, *main ideas, supporting ideas, details*.

2. Siswa mampu merespons makna gagasan yang terdapat dalam teks *descriptive* dengan benar.

3. Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks berbentuk *descriptive*.

B. Materi Ajar

*Descriptive Text*

**BALI**

Identification

Bali is situated between the island of Java to the west and the island of Lombok to the east. This island is widely regarded by visitors as the ultimate island.

Bali is 145 km (90 mi) long and 80 km (50 mi) wide. When people come to Bali’s capital city, Denpasar, it is well worth to visit Bali National Museum. Most of the exhibits now have labels in English explaining their history, origin and significance. Visiting pasar Badung is also recommended. It is known as the town’s largest market, housed in a three-storey building. Visitors can buy unique handicrafts in reasonable prices.

Description of Physical appearance

Bali is also known for its beaches. Bali’s most popular beaches are Kuta, Legian, and Jimbaran Beach. Kuta and Legian Beaches are paradise for surfers and famous for their funky nightlife zone. Jimbaran Beach, on the other hand, is quite and tranquil. Many visitors are always excited to see sunset in these stunning beaches.
NOTE:

1. The text above is a descriptive text.

2. The function of a descriptive text is to describe something specifically.

3. The generic structure of a descriptive text is:
   - Identification
   - Descriptions

4. The significant lexico grammatical feature of a descriptive text are the following:
   - Focus on Specific Participant (Prambanan temple, Bali)
   - Describing features (use adjectives)
   - Use Simple Present tense (we can use simple past tense if the thing we describe is no longer exist)
   - Using action verbs
   - Using conjunction of time and cause-effect.

C. Metode Pembelajaran/ Teknik

Mnemonic, Diskusi, Pemecahan Masalah

D. Langkah – langkah Pembelajaran

1. Kegiatan Awal (20 menit)

   ✓ Greeting, praying, calling the roll
   ✓ Brain storming dengan menanyakan pada siswa berbagai macam tempat yang pernah mereka kunjungi
   ✓ Melakukan Pre-test. Yaitu dengan meminta siswa untuk mengerjakan soal pada lembar tugas yang telah disediakan.
2. Kegiatan inti
   a. Eksplorasi (15 menit)
      ✓ Menunjukkan gambar pulau Bali
      ✓ Menunjukkan contoh teks descriptive
      ✓ Membaca teks monolog berbentuk descriptive
      ✓ Mengartikan teks secara klasikal
      ✓ Menjelaskan berbagai hal yang terkait dengan teks (Generic Structure)
   b. Elaborasi (30 menit)
      ✓ Meminta siswa untuk mengerjakan soal yang telah diberikan
      ✓ Dalam mengerjakan soal, siswa terbimbing menganalisis dengan mnemonic kalimat yang ada dalam text
      ✓ Meminta siswa untuk mengumpulkan hasil pekerjaannya
   c. Konfirmasi (10 menit)
      ✓ Menanyakan kesulitan siswa
      ✓ Menyimpulkan materi pembelajaran dan penguatan materi

3. Kegiatan Akhir (5 menit)
   ✓ Menugaskan kepada siswa untuk membaca teks descriptive yang lainnya di rumah
   ✓ Home work! Please read a descriptive text at home!
E. Sumber Belajar

☑ Lembar Kerja Siswa
☑ Gambar-gambar yang relevan
☑ Buku-buku yang terkait berdasar BSNP
☑ Kamus Bahasa Inggris-Indonesia

F. Penilaian

☑ Teknik : Produk Tertulis
☑ Bentuk : 1. Pertanyaan Bacaan
          2. Tes Tertulis / PG
☑ Instrumen :

  Pre-Test :

    ✓ Read the text carefully and answer these following questions!

  Post-Test :

    ✓ Read the text carefully and answer these questions based on the text!

    ✓ Match these sentences with the pictures

G. Rubrik Penilaian

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Mengetahui

Boyolali, 6 Agustus 2015

Guru Mata Pelajaran

Peneliti

Dewi Widyawati, S.Pd.I

Nurul Miftakhul Janah

NIP. -

NIM 11311008
# LEMBAR KONSULTASI SKRIPSI

**Nama Mahasiswa:** Hendi Miftahuddin

**NIM:** 11111111

**Pembimbing:** Senna Rini, M.Pd

**Judul:** Improving Students' Vocabulary Achievement Through Mnemonic Method (A Classroom Action of Eighth Grade of Students of MTs Negeri 2 Simo Berastagi in the Academic Year of 2014/2015)

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3. Why do you change MTs  
4. How is the condition  
5. Problem Statement |  |
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**Catatan:**

Setiap konsultasi lembar ini harus dibawa

**Pembimbing:**

Senna Rini, M.Pd
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : Nurul Mistakhul Janah
NIM : 113-13-008
PEMBIMBING : Setia Bint, M.Pd
JUDUL : IMPROVING STUDENT VOCABULARY MASTERY THROUGH MNEMONIC METHOD (A Classroom Action Research of the Eighth Grade of MTs N.2 Simo Bayohali in the Academic Year of 2014/2015)

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CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING

Setia Bint, M.Pd
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Nurul Miftakhul Jannah  
**NIM:** 113.1.008  
**Pembimbing:** Senna Rini M.Pd.  
**Judul:** The Implementation of Using Mnemonic Method to Improve Students’ Reading Comprehension in Descriptive Text Classrooms at the Eighth Grade of MIKN 2 Simo Renbakali in the Academic Year of 2016 / 2017

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**Catatan:**

Setiap konsultasi lembar ini harus dibawa.
Yth. Setia Rini, M.Pd.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama: Nurul Miftakhul Janah
NIM: 11311008
Jurusan: Tarbiyah

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.
 Permohonan Izin Penelitian

Kepada
Yth. Kepala MTsN 2 Simo
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : NURUL MIQTAHKUL JANAH
NIM : 11311008
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skriptnya adalah:

THE IMPLEMENTATION OF USING MNEMONIC METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT (A CLASSROOM ACTION RESEARCH AT THE EIGHTH GRADE OF MTsN 2 SIMO BOYOLALI IN THE ACADEMIC YEAR OF 2015/2016)

Dengan Pembimbing : Setia Rini, M. Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 29 Juli 2015 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

[Signature]

Salatiga, 27 Juli 2015
Dekan
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]
NIP. 19670121 199903 1002

Tembusan :1. Mahasiswa yang bersangkutan
Assalamu'alaikum Wr.Wb

Yang bertanda tangan dibawah ini:

Nama : Drs. H. Moh. Muchlis, M.Pd.I
NIP : 19630610 199403 1 001
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri 2 Simo Boyolali

Menerangkan dengan sesungguhnya bahwa:

Nama : Nurul Miftakhul Janah
NIM : 11311008
Semester : IX
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Alamat : Sucen, Kedunglengkong, Simo, Boyolali

Nama tersebut di atas benar-benar telah melaksanakan penelitian di MTs Negeri 2 Kecamatan Simo Kabupaten Boyolali selama 15 hari, terhitung mulai Tanggal 03 Agustus 2015 sampai dengan Tanggal 15 Agustus 2015 dengan judul skripsi "THE IMPLEMENTATION OF USING MNEMONIC METHOD TO IMPROVE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT (A CLASSROOM ACTION RESEARCH AT THE EIGHTH GRADE OF MTsN 2 SIMO BOYOLALI IN THE ACADEMIC YEAR OF 2015/2016)".

Demikian surat keterangan ini kami buat dan disampaikan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb

Simo, 19 Agustus 2015

Kepala Madrasah

Drs. H. Moh. Muchlis, M.Pd.I
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<td>Piagam Penghargaan OPAK Tahun 2011</td>
<td>20-22 Agustus 2011</td>
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<td>2.</td>
<td>Setrifikat AMT “Membangun Mahasiswa Cerdas Emosi, Spiritual, dan Intelektual</td>
<td>23 Agustus 2011</td>
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<td>5.</td>
<td>Sertifikat UPT Perpustakaan “User Education”</td>
<td>19 September 2011</td>
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<td>7.</td>
<td>Piagam Penghargaan dalam kegiatan bedah buku “Super Teens Super Leader”</td>
<td>8 Oktober 2011</td>
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<td>8.</td>
<td>Seminar Nasional “Rahasia Kaya Ilmu, Kaya Hati, Sehat dan Kaya Raya”</td>
<td>30 Oktober 2011</td>
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<td>9.</td>
<td>Piagam penghargaan Seminar Regional “Meningkatkan Nasionalisme ditengah Goncangan dan Pengikisan Ideologi Nasional”</td>
<td>26 Oktober 2011</td>
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<td>No.</td>
<td>Piagam Penghargaan Seminar Pendidikan HMI “Menuju Pendidikan Indonesia yang Ideal”</td>
<td>28 Desember 2011</td>
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<td>11.</td>
<td>Sertifikat EPST Build Your Character and Communication Skill with English Public Speaking Training</td>
<td>17 Maret 2012</td>
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<td>12.</td>
<td>Sertifikat dalam acara “Comparison of English and Arabic”</td>
<td>13 April 2012</td>
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<td>15.</td>
<td>Sertifikat pada kegiatan Practicum Program Magazine Writing and Public Speaking</td>
<td>24 September 2012</td>
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<td>16.</td>
<td>Sertifikat Seminar Regional “Indonesia Satu”</td>
<td>29 Oktober 2012</td>
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<td>19.</td>
<td>Seminar EPST “It’s Your Chance to Express and Show Up Your Skill”</td>
<td>11 Mei 2013</td>
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<td>20.</td>
<td>Seminar Nasional Sharia Economics Festival “Indonesia Will Grow and Shine with Sharia Economics”</td>
<td>4 Juni 2013</td>
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<td>21.</td>
<td>Diklat Ekonomi Islam KSEI STAIN Salatiga” Be the generation of Sharia</td>
<td>19-20 Oktober 2013</td>
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<td>Sertifikat IALF Teacher Training Workshop on “Classroom Management”</td>
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<td>Sertifikat kegiatan Diskusi Terbuka “Mahasiswa Menulis”</td>
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<td>Tablig Akbar KSEI STAIN Salatiga” membangun Karakter Mahasiswa Islamic Entreprenurship”</td>
<td>14 Oktober 2014</td>
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<td>Sekolah Pasar Modal Syariah KSEI STAIN Salatiga “Level Basic 1 atau Pendidikan Tingkat 1”</td>
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<td>27.</td>
<td>Seminar Nasional Ekonomi Syariah KSEI STAIN Salatiga “Optimalisasi Sumber Daya Insani Terhadap Lembaga Keuangan Syariah”</td>
<td>14 Oktober 2014</td>
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<td>Sertifikat Scholarship Forum Committee</td>
<td>15 November 2014</td>
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<td>Sertifikat Seminar Nasional Entrepreneurship</td>
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<td>31.</td>
<td>Seminar Nasional “Perbaikan Mutu Pendidikan Melalui Profesionalitas Pendidikan”</td>
<td>13 November 2014</td>
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Salatiga, 3 September 2015

Wakil Dekan
Bidang Akademik dan Kerjasama

[Signature]

Adi Nad Maimun, M.Ag.

NIP. 19700510 199803 1 003