THE IMPLEMENTATION OF MIMICRY MEMORIZATION METHOD TO TEACH VOCABULARY TO ENGLISH CLUB STUDENT

A GRADUATING PAPER

Submitted to the board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

By:

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SALATIGA
2018
DECLARATION
BISMILLAHIRROHMANIRROHIM

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people, and it does not cite any other people’ ideas except the information from the references.

The writer is capable of accounting her graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates the others’ graduating paper.

Likewise, this declaration is written by the writer hereby to be understood.

Salatiga, June 4th, 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Reni Hidayati’s graduating paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Reni Hidayati’s graduating paper entitled “THE IMPLEMENTATION OF MIMICRY MEMORIZATION METHOD TO TEACH VOCABULARY TO ENGLISH CLUB STUDENT DARUL AMANAH ISLAMIC BOARDING SCHOOL KENDAL IN THE ACADEMIC YEAR 2017/2018”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

THE IMPLEMENTATION OF MIMICRY MEMORIZATION METHOD TO TEACH STUDENT VOCABULARY OF ENGLISH CLUB IN DARUL AMANAH ISLAMIC BOARDING SCHOOL KENDAL IN THE ACADEMIC YEAR 2017/2018

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MOTTO

“Keep Moving Forward and Never give up”
DEDICATION

This graduating paper is heartedly dedicated for:

1. Allah Almighty and Prophet Muhammad SAW (peace be upon Him).

2. My parents (Suyono and Towiyah) who have been supporting me. May God take care of you as you both took care of me since I was child.


4. My beloved one (Teguh Aji Saputro). Thanks for always supporting me.

5. My big family who supported for my education to finishing this graduating paper.

6. My fabulous counselor, Noor Maliah, S.Pd.,M.Hum.,Ph.D for giving me lots of suggestions and motivations.
ACKNOWLEDGMENT

In the name of Allah, the most gracious and merciful, the Lord of universe. Because of Him, the writer could finish this graduating paper as one of the requirement for *Sarjana Pendidikan* in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga 2018.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness. However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, S.Pd.,M.Hum.,Ph.D. as the Head of English Education Department and also as a counselor who has educated, supported, directed and given the writer advices, suggestions, and recommendations for this graduating paper from beginning until the end.
4. All of the lectures in English Education Department.
5. All of the staffs who have helped the writer in processing the graduating paper administration.
6. Darul Amanah Islamic Boarding School Kendal for letting the writer conducts a research on his teaching.
7. My beloved mom Towiyah and my father Suyono thanks for your praying, guidance, love and kindness. You are the best parents and your smiles give me power to always stand up. You are my everything.
8. My lovely brothers Ahmad Azfa Naufal, Thanks for your kindness.
9. My grand father, grandmother, uncle, aunty, and neighbor. Thanks for your kindness and support.
10. All of my beloved friends in campus, thanks for your friendship, kindness, kidding and support.

11. My friends in TBI'11, a thousand of thanks who have given me sweet moments.

12. All my friends anywhere, thank you for your support and togetherness.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers, and the writer is pleased to accept more suggestion and contribution from the readers for the improvement of this graduating paper.

Salatiga, June 4th 2018
The writer

Roni Hidayati
NIM. 11311030

Keywords: Mimicry Memorization Method, Vocabulary, Descriptive Research.

The research is about the implementation of Mimicry Memorization Method to the students’ vocabulary of English Club of the first grade students of Darul Amanah Islamic Boarding School in the academic year 2017/2018. The objectives of this research are (1) To describe the implementation of Mimicry Memorization Method to teach the student vocabulary of English Club in Darul Amanah Islamic Boarding School Kendal in the academic year 2017/2018. (2) To describe the advantages of toward implementation of Mimicry Memorization in teaching vocabulary. (3) To describe the disadvantages of toward implementation of Mimicry Memorization Method in teaching vocabulary.

This research is Descriptive Analysis Research. The subjects of this research are 17 students in the first grade of students of Darul Amanah Islamic Boarding School Kendal. There are some steps to collect the data and to do an analysis: Observation, Recording, Documentation, and interview.

The result of the research has answered the problem questions the writer proposed. Firstly to answer the first question about “How is the implementation of Mimicry Memorization Method to teach the first grade of English Club in Darul Amanah Islamic Boarding School Kendal, the writer found that Mimicry Memorization Method implemented in English Club of Darul Amanah Islamic Boarding School Kendal. The teacher provided the materials used the Mimicry Memorization Method well and based on the theory the implementation of Mimicry Memorization Method in Darul Amanah Islamic Boarding School Kendal compatible with the characteristic and technique theory. Secondly to answer the second question, What the advantages of toward implementation of Mimicry Memorization Method. The writer found three advantages toward implementation of Mimicry Memorization Method (1) The student can pronounce the vocabulary very well (2) The student always active to response the teacher stimulus (3) Treat student to memorize the vocabulary. Thirdly to answer the third question, What the disadvantages of toward implementation of Mimicry Memorization Method in teaching vocabulary. The writer found that there are three disadvantages of implementation of Mimicry Memorization Method. There are (1) The method need native speaker or teacher who has competent in pronunciation (2) Student can not active asking question related to the materials (3) The student only know one meaning.
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CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, English is the main language in this world. Many people learn English for many purposes such as for communication. All job in every field needs English. It is so important to mastering English especially for student.

Language has four skills. They are speaking, listening, writing, and reading. Beside that the student also study about grammar, structure, and vocabulary. One of English components taught to the teacher is vocabulary because it has primary role for all language skills.

The students can improve vocabulary mastery by reading book, watching movie or TV. By mastering vocabularies, the student will be easy to speak and write in English. They will more understand the English if they have many vocabularies in their mind.

According to Thornbury (2002 : 13) The most of improvement if the learner learn more words and expression. Learner can say very little with grammar, but learner can say almost anything with words.

In fact, the student still have problem to memorize all the vocabularies that they get from their teacher or book. They usually forget about new vocabulary that actually already know.
According to Scrivener (1994: 88), there is no point in studying new words if they are not remembered. Many students record newly learned words in long lists in their files or exercise books. In many cases these lists are disorganized and are often never looked at again after they have been written.

Many factors influence the students who have low vocabularies. One of the factors is that the teacher cannot apply the right and correct method. Here the researcher wants to improve the student vocabulary mastery by applying the method. In teaching learning, the material is important but the teacher is more important and the method is the most important. One of the elements that influence language teaching learning processes is the method. The success and failure of the learning process depend on the method used, because the method will establish the content and the way to teach language.

In English teaching learning, there are so many kinds of methods to teach students. Every method has strengths and weaknesses. There is no method good or worse but the method suitable with the material or not. So, the teacher should choose the best way to improve student mastery.

On 17th of July 2017, the writer visited Darul Amanah Islamic Boarding School Kendal. The writer found that this school has English club activity for their students. It must be followed by all students in Darul Amanah Kendal. The teacher uses a unique method to increase the student vocabulary mastery that rarely used in other schools. This method is called Mimicry memorization method.
So based on the phenomena, the researcher is interested to conduct the research entitle “The Implementation of Mimicry Memorization methods to Teach Vocabulary English Club students of Darul Amanah Islamic Boarding School Kendal in academic year 2017/2018.

B. Limitation of the Problems

This research is conducted on the second semester students English Club of Darul Amanah Islamic Boarding School Kendal in the academic year of 2017/2018. The writer wants to limit this research on A descriptive Analysis of the implementation of Mimicry Memorization method in teaching vocabulary.

C. Problems of the Research

Based on the research background, the writer proposes three questions in this research. They are:

1. How is the implementation of Mimicry Memorization method to teach the vocabulary to the first grade student in Darul Amanah islamic boarding school Kendal?

2. What are the advantages of Mimicry Memorization as a method of teaching vocabulary to the first grade student of Darul Amanah islamic boarding school Kendal?
3. What are the disadvantages of Mimicry Memorization as a method of teaching vocabulary to the first grade student of Darul Amanah islamic boarding school Kendal?

D. The Objectives of the Research

The objective of the research is to:

1. To describe the implementation of Mimicry Memorization method of teaching vocabulary to the first grade student of Darul Amanah islamic boarding school.
2. To describe the advantages of toward the implementation of Mimicry Memorization method in teaching vocabulary.
3. To describe the disadvantages of toward the implementation of Mimicry Memorization method in teaching vocabulary.

E. Benefits of the research

The writer hopes that this research has some benefits in the English teaching vocabulary learning process. There are two kinds of benefits in this research, theoretically and practically:

1. Practically
   a. For the researcher

   The finding of this research can be used as one of the references in conducting research on English language teaching.
b. For the teacher

Teacher to be able to select the correct method to improve vocabulary skill. The teacher will know another method to improve the student vocabulary skill.

c. For the student

The research finding of this research can motivated student to memorize the vocabulary and motivated them to learning English.

2. Theoretically

The result of this research is expected to be able to add some concepts of language teaching, especially the concept of teaching vocabulary and as a reference to other researchers who want to study more intensively about this problem.

F. The Definition of Key Terms

The writer wants to give the definition and explanation of the terms used. They are:

1. Descriptive Research

According to Arikunto (57 :1988), descriptive research is the non hypothesis research. It means it is not necessary to formulate a hypothesis. Descriptive research is divided into two types of research according to the nature of the process and data to analysis are:
a. Exploratory Descriptive Research

A descriptive research exploratory used to describe the state or status of phenomenon. In this case the researcher just want to know the things that are related with the state of things.

b. Developmental Descriptive Research

Descriptive research is developmental when it used to find a model or prototype. The data are tested based on the criteria which have already set up. When there are difficulties or obstacles then a modification of the model research should be taken.

2. Mimicry Memorization Method

Mimicry memorization method is a method of teaching that way to imitate and memorize the target language. This method also known as informant-drill method. Memorization method is how to imitate and remember or memorize or a process of remembering something with memory power (Nuha, 2016: 204-205).

3. Vocabulary

According to McCarthy (1990:3), Vocabulary is words as freestanding items of language that have meaning. So vocabulary is the individual person knowledge of meaning

G. Outline of the Graduating Paper

This research is divided into five chapters. Each chapter will contain different topic.
Chapter I is the introduction. It contains of the background of the research, limitation of the problems, problems of the research, objective of the research, benefit of the research, definition of the key terms, and the graduating paper outlines.

Chapter II is review of related literature. It contains of the previous research, definition of Mimicry Memorization method, and definition of vocabulary.

Chapter III is research methods. It contains of type of the research, data sources and object of the research, setting of the research, technique of data collection, and technique of data analysis.

Chapter IV is present the data analysis which have been collected. The researcher analyzed the implementation of Mimicry Memorization as a method of teaching increase the student vocabulary mastery, advantages and disadvantages used Mimicry Memorization method in vocabulary class.

Chapter V is closure. It contains of conclusion and suggestion.
A. Previous Research

This research only focuses on the Mimicry Memorization method used by the teacher in the vocabulary English club. In this graduating paper, the writer takes two previous works as literature preview.

The first work is conducted by Umroh (2016). In her paper, the finding shows improvement of mimicry memorization method. The objective of the research is to know how the implementation of mimicry memorization method increases the reading surah Al-Bayinah mastery in the Al-Qurán Hadist subject and to know the enhancement of reading surah Al-Bayinah mastery in the Al-Qurán Hadist subject. The methodology of her research was Communication Action Research (CAR) and she used four steps.

The second literature review is from Agustina (2017). Her finding research shows the enhancement of the implementation of mimicry memorization method. Her objective of the research is how the improvement of liveliness Arabic learning in the garden using mimicry memorization method and to know the improvement of Arabic learning result through Mimicry memorization method. The methodology of her research is Communicative Action Research (CAR).
Based on the two works above, the writer conducts a different research. In this research, the writer implements a descriptive research not a CAR. Also, this research is different from two above.

B. Teaching

1. Term of Teaching

   Teaching is guiding and facilitating learning, enable the learner to learn, setting the condition for learning (Brown, 1980:8).

   Scrivener (1994:89) divided learning and teaching process to five steps:
   a. Doing something
   b. Recalling what happened
   c. Reflecting on that
   d. Drawing conclusion
   e. Using those conclusions to inform and prepare for future practical experience.

2. Strategy of Learning

   According to Wena (2016:05) strategy of learning is the way and art to use all learning source to learn the student. Strategy defined as a particular method of approaching a problem or task, a mode of operation for achieving particular end, a planned design for controlling and manipulating certain information (Brown, 1980:83).
The used of strategy in all learning activity is very important because to make easy the learning process so can reach the optimal result. Learning process will be difficult without the correct strategy and the learning process will not be effective.

Strategy of learning variable classified into three:

a. Strategy of organizing

The way to arrange the study field, and this activity related to the choosing materials, making diagram, format etc.

b. Delivery strategy

The way to explain the learning to student and to achieve response and input from student.

c. Management Strategy

The way to arrange interaction between student and another strategy of learning variable (organizational strategy and delivery strategy).

3. Method

According to Patel and Jain (2008:71) Method also be defined as the process of planning, selection, and grading language materials and items, techniques of teaching. Method is the all planning for the nice presenting material and there is no contradicting part.

There are so many method of teaching. According to Tarigan (1991:24) there are 15 methods:
a. Grammar Translation Method (GTM)
b. Direct method
c. Natural Method
d. Phonetic Method
e. Translation Method
f. Reading Method
g. Eclectic Method
h. Unit Method
i. Language control Method
j. Mimicry-Memorization Method
k. Practice-Theory Method
l. Cognate Method
m. Dual-Language Method

4. Mimicry Memorization Method
   a. Definition

   Mimicry memorization method begins with an initiation from a native speaker or recorded materials, the students are supposed to remember a large number of useful sentence or word within a particular situation, from the memorized sentences are drawn certain structures for further drills (Fauziati, 2002 :05).

   According to Nuha (2016: 204) mimicry memorization method is about imitate and memorize. This method also known as informant-drill method.
Basically, mimicry memorization method is aural-oral approach in the language teaching. So the learning process is involve oral exercise activity. The learning process focus on memorize and pay attention to teacher.

b. The Characteristic of Mimicry Memorization Method

According to Nuha (2016: 204) The type of mimicry memorization method are:

1. The learning activity demonstrated, speech, and pronunciation drill by imitate the teacher or native speaker.

2. When drill exercise, native speaker or teacher be as drill master which speak vocabulary or sentence many times until the student memorized.

3. The grammatical be learned indirectly through the sentence

Mimicry memorization was included as number as a number of Audio Lingual Method’s drill. The most important aspect of this are summarized by Richard and Rodgers (1999: 15):

1. Language teaching begins with the spoken language; the material is taught orally before it is presented in written form.

2. The target language is the language of the classroom

3. New language points are introduced and practiced situationally.

4. Vocabulary selection procedures are followed to ensure that an essential service of vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.

6. Reading and writing are introduced when a sufficient lexical and grammatical basis is established.

c. The Technique of Mimicry Memorization Method

According to Larsen-Freeman (2000:47-49) in her book *Technique and Principles in Teaching* provides expanded descriptions of some common/typical technique closely associated with the Audio Lingual Method. The listing here is in summary form only:

1) Dialog memorization. Students memorize an opening dialog using mimicry and applied role playing.

2) Backward build-up (expansion drill). Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and “expanding” backward through the sentence, adding each part in sequence.

3) Repetition Drill. Students repeat teacher’s model quickly and accurately as possible.

4) Chain drill. Students ask and answer each other one by one in a circular chain around the classroom.

5) Single slot substitution drill. Teacher states a line from the dialog, then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place.
6) Multiple-slot substitution drill. Same as the single slot drill, except that there are multiple cues to be substituted into the line.

7) Transformation drill. Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement.

8) Question and answer drill. Students should answer or ask questions very quickly.

9) Use of minimal pairs. Using constasitive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners—students are to pronounce and differentiate the two words.

10) Complete the dialog. Selected words are erased from a line in the dialog—students must find and insert


d. The advantages and Disadvantages Mimicry Memorization Method

According to previous researcher Agustina

a. The advantages of mimicry memorization method

1) The student will be more active because they do speech together.

2) Treat the student memory power by memorize the vocabulary

3) Student can pronounce the word or vocabulary very well.
4) The student can distinguish utterance and intonation very well

b. The disadvantage of mimicry memorization method
   1) Student understand to the vocabulary with one meaning.
   2) The learning is repeat the material before so the learning outcome is difficult to reach.
   3) This method need native speaker so the method will be difficult to be implemented.

5. Definition of Vocabulary

Vocabulary is the important part that students have to mastery. It is one of language knowledge that used to communicate. Vocabulary is a total number of words which (with rule combining them) make up a language (Hornby, 1995:1331).

1. Kinds of vocabulary

Scrivener (1994:74) divides vocabulary into two kinds, they are productive (active) vocabulary and receptive (passive) vocabulary.

a. Productive (active) vocabulary is the sets of word that used in spoken communication. Good pronunciation e might be encourage getting the sounds and the stress right.

b. Receptive vocabulary is the use of words that we recognize and understand, but tend not to use ourselves
2. Memory and vocabulary development

The role of memory in the vocabulary development is very important. The learner not only to learn word but also to remember them.

Thornbury (2002: 23) divided the workings of memory in the vocabulary development into three:

a. The short-term store (STS) is the brain’s capacity to hold a limited number of items of information for periods of time up to a few seconds.

b. Working memory is focusing on words long enough to perform operations on them.

c. Long term memory can be thought of as kind of filling system. Unlike working memory, which has a limited capacity and no permanent content, long term memory has an enormous capacity, and its contents are durable overtime.
CHAPTER III
RESEARCH METHOD

Related to this research, the writer used descriptive research method to describe what actually occurred in the research method. In this chapter, there are five parts which will be explained. They are type of research, data sources, and object of the research, setting of the research, method of data collection and technique of data analysis.

A. Type of the Research

This is an exploratory descriptive research. According to Arikunto (1998: 57), descriptive research is the non hypothesis research. It means it is not necessary to formulate a research hypothesis. Descriptive research is divided into two types of the research according to nature and data analysis. They are:

1. Exploratory Descriptive Research

A descriptive research exploratory is used to describe the state or status of phenomenon. In this case the researcher just want to know the things that related to the stated of

2. Developmental Descriptive Research

Descriptive research is developmental when it used to find a model or prototype. The data are tested based on the criteria which have already set use. When there are difficulties or obstacles then a modification of the model or should be taken his research. So, in the
descriptive research which are developmental, testing data compared to a standard or criteria that has been set in advance at the time of drawing up the design of the research.

In this research, the writer investigated the implementation of mimicry memorization method in vocabulary english club by describing the process of teaching-learning, the advantages and disadvantages of the mimicry memorization method. Therefore, this research is an exploratory descriptive.

B. Data Sources and Object of the Research

To collect the data needed for the reason, the writer discuss the data source and the object of the reason in this section.

1. Data Source

The source of the data is the vocabulary english class which implements the used of mimicry memorization method. In collecting the data the writer observed the condition of the classroom. The data were collected from an observation on the used of mimicry memorization method as method of teaching in a english club. The writer as a observer took the data from the implementation of mimicry memorization method as a method and after that conducted an interview to the teacher are used to answer the first and third question. The interview to the students is to know their response toward the use of mimicry memorization method as the second question in this research (see chapter I). All of the used of
mimicry memorization method in teaching vocabulary are the real data to be processed to finish the research.

2. Object of the research

The object of the research is the implementation of mimicry memorization as a method of teaching in a vocabulary english club. In this research, to answer the first question of this research (see chapter I), the writer observed the implementation of mimicry memorization used as method in vocabulary english club. Also the writer interviewed the teacher of the vocabulary english club. Then to answer the second question of this research (see chapter I), the writer used an interview to 17 respondents who are the student of the first grade of Darul Amanah islamic boarding school.

C. Setting of the Research

a. Place and time of research

The research took place at Darul Amanah Islamic Boarding School Kendal, located in Jl. Sukahorjo-Pekalongan, Ngadiwarno, Sukorejo, Kabunan, Kendal, 51363. The research was conducted in the first semester first grade students of Darul Amanah Islamic Boarding School Kendal in academic year 2017/2018.
b. Subject of the research

The writer had chosen 17 students as respondents of the research. The respondents joined the First vocabulary English Club program in academic year 2017/2018.

D. Technique of Data Collection

There are some steps to collect the data and to do an analysis.

1. Observation

In collecting the data, the writer did an observation. The observation was conducted from the beginning of the class or when the teacher started the class until the teacher finished his class. Therefore any steps in the process of teaching-learning with mimicry memorization are used as method were recorded.

The observation method is the most commonly used method specially in studies relating behavioural sciences. Observation becomes a scientific tool and method of data collection for the researcher, when it serves formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. (Khotari 2004:109).

According to Creswell (2002:237) there are three popular roles:

a. Role of participant observer

A participant observer is an observational role adopted by researchers when they take part in activities in setting they observe. As a
participant, the researcher assume the role of an “inside” observer who actually engages in activities at the study site. At the same time that the researcher participating in activities and record information.

b. Role of a non participant observer

A non participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participant. The non participants observer is an “outsider” who sits on the periphery or some advantageous place (e.g the back of the classroom) to watch and record the phenomenon under study.

c. Changing observational roles

A changing observational roles is one where researches adapt their role to the situation. For example, you might first enter a site and observe as nonparticipant simply needing to “look around” in the early phases of research.

In an observation, there are some techniques which related to collect the data. It is to answer all questions about problems of research (see chapter 1).

First, to answer about the question number one, the writer used recording method and note-taking technique to gather the data about the implementation of mimicry memorization method of teaching vocabulary. This is the example of observation sheet to answer question number 1, 2, and 3.
1. How is the implementation of Mimicry Memorization method to teach the vocabulary?

Table 3.1 Observation Sheets for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Mimicry Memorization Indicator</th>
<th>Level of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Applied Strongly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less Strong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less Strongly</td>
</tr>
<tr>
<td>1</td>
<td>Language teaching begins with the spoken language; the material is taught orally before it is presented in written form</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Native speaker or teacher be as drill master which speak vocabulary or sentence many times until student memorize it</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The grammatical be learned in indirectly through the sentence many times until the student memorized</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Repetition drill. Student repeat teacher’s model quickly and accurate ass possible.</td>
<td></td>
</tr>
</tbody>
</table>
2. What are the advantages of Mimicry Memorization as a method of teaching vocabulary.

<table>
<thead>
<tr>
<th>No</th>
<th>Student Response</th>
<th>Level of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Absolutely agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absolutely don’t agree</td>
</tr>
<tr>
<td>1</td>
<td>The student more active</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Treat student memory power</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student can pronounce vocabulary very well</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The student can distinguish utterance and intonation very well</td>
<td></td>
</tr>
</tbody>
</table>
3. What the disadvantages of Mimicry Memorization as a method of teaching vocabulary.

Table 3.3 Observation Sheets for Students’ Response 2

<table>
<thead>
<tr>
<th>No</th>
<th>Student Response</th>
<th>Level of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Absolutely Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do not Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absolutely do not agree</td>
</tr>
<tr>
<td>1</td>
<td>Student understand to the vocabulary with one meaning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The learning is repeat the material before so the learning outcome is difficult to reach</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>This method need native speaker so the method will be difficult to be implemented</td>
<td></td>
</tr>
</tbody>
</table>
2. Recording

Using recording method enabled the writer to analyze the teacher explanations’ in the process of teaching vocabulary. It allowed the writer to listen the data many times.

Observation can also be recorded on videotape or other electronic devices and then analysed. The advantage of recording an interaction in this way is that the observer can see it a number of times before interpreting an interaction in this or drawing any conclusions from it Kumar (1999:136).

Concerning the statement above, it is clear that recording is the suitable method in collecting the data, especially dealing with the implementation of mimicry memorization method to teach vocabulary class.

The writer recorded the teacher by using the cellular phone. It is due to it’s simplicity and effectiveness that the writer prefered to use cellular phone in recording the data. Asking information to the teacher vocabulary of english club was my first step in getting the data. It is important since the writer did not know her before. Getting information about her and the possibility to meet her, the writer decided to come to her on time when they are teaching vocabulary in english club. The writer asked him to help me in getting the data by using mimicry memorization method in teaching vocabulary in an interview. The writer recorded the interview. The process
of recording the data was accompanied by note taking from the teacher vocabulary in order to ease the data analysis process.

3. Field Notes

   The writer needs to know about the implementation of Mimicry Memorization Method of this research. Thus the writer used the field notes method to find the information about Mimicry Memorization Method.

4. Interview

   To answer about question number two, the writer used an interview to gather the data about the implementation of mimicry memorization method of teaching vocabulary. The writer interviewed some students’ of Darul Amanah Islamic boarding school Kendal in the vocabulary english club.

E. Technique of Data Analysis

   In a descriptive qualitative research, the final conclusion should be a words and sentence are not in a number.

   The sequences of the data analysis were as follows:

   1. Transcription

      This was the first step of analyzing after recording the teacher vocabulary english club used as a method. In this step, the writer transcribed the teacher vocabulary used mimicry memorization method.
2. Identification

In this step, the writer identified about mimicry memorization method which implemented by teacher vocabulary which will be analyzed using Richard and Rodgers (1986:15) theory and classified the technique of teaching using mimicry memorization method which be analyzed using Larsen and Freeman (2000:47-49).

In this research was identified the results of the students vocabulary already meets criteria according to the theory.
CHAPTER IV
DATA ANALYSIS

A. The implementation of Mimicry Memorization as Method of teaching vocabulary

Based on the observation that the writer conducted in the vocabulary class of the first grade, the writer describe the implementation of mimicry memorization method of teaching vocabulary.

1. Mimicry memorization in vocabulary class

In this research, the writer analyzed the implementation of mimicry memorization method in the vocabulary English club.

Figure 4.1 The display of the teaching vocabulary in English club
For the display 4.2 of the vocabulary English club is the situation while the teacher teach the student. Every students in the Darul Amanah boarding school must attend the English every morning after Subuh prayer. The class classified by the grade.

2. Materials used in the class

In this research, the teacher implemented mimicry memorization method in teaching vocabulary. The writer needs to know about some vocabulary materials of this research. Thus, the writer met the teacher to ask about materials implemented in a mimicry memorization as method teaching vocabulary. The result is the teacher give vocabulary materials like noun and verb. The materials is easy because for beginner learner. The
vocabulary materials be regulated by language department in the Darul Amanah Islamic Boarding School. The teacher will give two vocabulary everyday for example “table” and “chair”. The vocabulary also given in Arabic (see figure 4.2).

3. Procedure using mimicry memorization in teaching vocabulary

In this research, the writer did observation about implementation of mimicry memorization method in teaching vocabulary in the first grade of Darul Amanah Islamic Boarding School Kendal.

First, the writer did an observation about mimicry memorization method in teaching vocabulary. In the observation the writer observed that there are 3 steps in the process of teaching learning, they are: (1) opening, (2) explaining the material, and (3) closing.

To get the information and clarification about how mimicry memorization method implemented in teaching vocabulary, the writer interviewed the teacher. In the interview, the writer asked several questions in the class. They are:

The first question, how the teacher started the class. Based on the interview, she said that she started the class with greeting, opening, and give the student new vocabulary without show them the writing of the new vocabulary first, until the student can pronounce very well and memorize it. The teacher said she ask the student to repeat the new vocabulary until memorize it before she show the writing of the new vocabulary.
The second question, *how the teacher prepare the vocabulary class used mimicry memorization method*. Based on the interview, she said she prepare the material by getting the new vocabulary that had been renew by language department of the Darul Amanah Islamic Boarding School Kendal. The teacher will get two new vocabularies everyday from that department.

The third question, *what about the material on mimicry memorization method in vocabulary class*. Based on the interview she said that the material depend on the grade of the student. The first grade will given by easy vocabulary for example noun and the vocabulary usualy related to everyday activity. The new vocabulary will available in bilingual arabic and english.

The fourth question, *how teacher deliver the materials vocabulary through mimicry memorization method*. Based on interview, she said that she deliverd the material with give the student two vocabulary without show them the writing of the vocabulary. She speak loudly for the new vocabulary and ask the student to repeat after her. The teacher will repeat the vocabulary until the student can memorize it and pronounce very well. Then, she will write the vocabulary on the black board with the meaning. After that she will ask the student making sentence from those vocabularies.

The fifth question, *how the student will understand the material through mimicry memorization method*. Based on interview she said that
the student understand the material by listen and paying attention while in teaching process. She said that the student can understand how to pronounce the vocabulary because they imitate what their teacher said.

The sixth question, how the student working on exercise in the vocabulary. Based on the interview she said that student exercise by memorize and implemented the new vocabulary in their daily conversation with the other student.

The seventh question, how to evaluate the students’ vocabulary through mimicry memorization method. Based on the interview, she said that the evaluation held at the end of semester. The form of evaluation is written question.

The eighth question, what is the positif impact of implementation of mimicry memorization method in teaching vocabulary. Based on the interview, she said that the student more understand how to pronounce the word and how to apply it into sentence. So the student can remember the vocabulary because they memorize it while in teaching process.

The ninth question, what is the negative impact of implementation of mimicry memorization method in teaching vocabulary. Based on the interview, she said the negatif impact of this method is the teacher must prepare to pronounce the vocabulary very well before teaching the student. The pronunciation of the teacher will determine the teaching and learning purpose.
Based on the interview to the teacher, the writer described the characteristic of the mimicry memorization method in teaching vocabulary based on Richard and Rodger (1986:15) theory. The characteristic are:

a. Language begins with spoken language; the material is taught orally before it is presented in written form

b. The target language is the language of the classroom

c. New language points are introduced and practiced situationally

d. Vocabulary selection procedures are followed to ensure that an essential service is covered

e. Items of grammar are graded following the principle that simple forms should be taught before complex ones

f. Reading and writing are introduced when a sufficient lexical and grammatical basis is established.
## Table 4.2.1 Observation Checklist Sheets for Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Mimicry Memorization Indicator</th>
<th>Level of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Applied Strongly</td>
</tr>
<tr>
<td>1</td>
<td>Language teaching begins with the spoken language; the material is taught orally before it is presented in written form</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Native speaker or teacher be as drill master which speak vocabulary or sentence many times until student memorize it</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The grammatical be learned in indirectly through the sentence many times until the student memorized</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Repetition drill. Student repeat teacher’s model quickly and accurate ass possible.</td>
<td></td>
</tr>
</tbody>
</table>
Field Notes 1
Observation Field Notes

Date : 24 July 2017
Place : Darul Amanah Islamic Boarding School Kendal
Time : 04.30 Am
Result :

Today the writer do an observation to the Darul Amanah Islamic Boarding School Kendal about to know the implementation of Mimicry Memorization Method in teaching vocabulary. The writer and Miss Hima together go to the classroom. The writer stand up and do the observation behind the class. The teaching and learning process begin with greeting. So after that the teacher give the new vocabulary orally and all students repeat the vocabulary. The teacher do it again until five times. Then the teacher write the vocabulary and the meaning on black board. Teacher write the example of sentence about the vocabulary. So the teacher ask to the student to make an example of another sentence. The teacher give the student two new vocabulary everyday. The last, teacher close the teaching and learning process with greeting.
Based on the interview, observation sheets, and the field notes the writer found there is a similarity between the theory and implementation of mimicry memorization method in teaching vocabulary class.

a. The Advantages Implementation of Mimicry Memorization Method in Vocabulary Class

In this research, to get information about advantage of implementation of mimicry memorization method in vocabulary class the writer interviewed the teacher and students. The writer ask some question to the teacher. They are:

What is the advantage implementation of Mimicry Memorization Method in teaching vocabulary class? Based on the interview, She said that the advantage of implementation of mimicry memorization method is the students can learn how to pronounce the vocabulary very well. The repetition in teaching and learning process make the student can memorize the vocabulary. In addition she said that Mimicry Memorization Method forced the students to follow what the teacher was said as model, it is forced all students participate and active in the classroom.

To get more information about the advantages of implementation of Mimicry Memorization Method, the writer interviewed the students. The question is:
What the advantages of implementation of mimicry memorization method in vocabulary class? The 17 respondents of the students said that the advantages of the implementation of Mimicry Memorization Method is they can understand how to pronounce the vocabulary and the repetition in the teaching and learning process make them remember and memorize the vocabulary. They said the learning process of this method make them enjoy and did not feel bored in the classroom.

Based on the interview from the teacher and students, the writer described the advantage of implementation of Mimicry Memorization Method based on previous researcher Agustina (see chapter II). The advantages of implementation of mimicry memorization are:

1) The student more active because they do speech together
2) Treat the student memory power by memorize the vocabulary
3) Student can pronounce the word or vocabulary very well.
4) The student can distinguish utterance and intonation very well

Based on the interview of the teacher and the students, the writer found there is a correlation between the result of the interview and the previous research Agustina theory there are:

1) The student can pronounce vocabulary very well
2) The student always active give the response to the teacher stimulus.
3) Treat the student memory power.
Table 4.2.2 Observation Checklist Sheets for Students Response 1

<table>
<thead>
<tr>
<th>No</th>
<th>Student Response</th>
<th>Level Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student more active</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Treat Student Memory Power</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Student can pronounce vocabulary very well</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>The student can distinguish utterance and intonation very well</td>
<td>✓</td>
</tr>
</tbody>
</table>
Field Notes 2

Observation Field Notes

Date : 7 May 2018
Place : The student office
Time : 13:30-15:00 pm
Result :

Today the writer do the observation about the advantages of implementation Mimicry Memorization Method in teaching vocabulary. The writer ask to the teacher to interview her. Then the writer ask questions about the advantages of implementation Mimicry Memorization method in teaching vocabulary. So after that the teacher look for 17 respondent randomly with same grade and collect them in the mosque. So the teacher let me to interview them. Beside on the interview, the writer observe that the students more active in the teaching and learning process. The student know to pronounce the vocabulary very well.
B. The Disadvantages Implementation of Mimicry Memorization Method

To answer the problem statement number three, the writer used the previous research Agustina theory (2017) see chapter II.

According to Agustina (2017) the disadvantages of Mimicry Memorization Method are:

1) Student understand to the vocabulary with one meaning.
2) The learning is repeat the material before so the learning outcome is difficult to reach.
3) This method need native speaker so the method will be difficult to be implemented.

The writer interviewed the teacher to get information about the disadvantages of implementation Mimicry Memorization Method in teaching vocabulary class. The questions is:

*What is the disadvantages of implementation of Mimicry Memorization Method in teaching vocabulary class?* Based on interview, She said that the teacher must mastering how to pronounce the vocabulary very well because the utterance mistake will influence the student response and learning.

To get more information the writer interviewed the 17 respondents. The question is *what the disadvantages of implementation of Mimicry Memorization Method in teaching vocabulary?* Based in the interview the 17 respondents, 10 from 17 respondents said that they got material only two vocabulary in every meeting. It means the students become passive because
they only get what the teacher give without asking another vocabulary material.

Based on interview from the teacher, students, and the previous researcher. The writer found the result there are:

1) The method need native speaker or the teacher who competent in pronunciation

2) Student can not active asking question related to the material

3) The student only know one meaning
### Table 4.2.3 Observation Cheklist Sheets for Students’ Response 2

<table>
<thead>
<tr>
<th>No</th>
<th>Student Response</th>
<th>Level of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Absolutely Agree</td>
</tr>
<tr>
<td>1</td>
<td>Student understand to the vocabulary with one meaning</td>
<td>✔️</td>
</tr>
<tr>
<td>2</td>
<td>The learning is repeat the material before so the learning outcome is difficult to reach</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>This method need native speaker so the method will be difficult to be implemented</td>
<td></td>
</tr>
</tbody>
</table>
Field Notes 3

Observation Field Notes

Date : 8 May 2018
Place : Classroom
Time : 04:30 am
Result :

The writer did the observation today to know the disadvantages of Mimicry Memorization as method in teaching vocabulary today. The writer observe the learning and teaching process. Teacher only give the students two vocabulary every class meeting. The writer taught that the students can not explore another vocabulary. They get the vocabulary only from their teacher. This method need the accurate pronunciation because it influence to the student’s utterance. Teacher write the meaning of the vocabulary only with one meaning so the writer found that the student only understand the vocabulary with one meaning.
CHAPTER V
CLOSURE

The writer would like to conclude and gave suggestion in this chapter. Those was helped to understand about three objective that had been presented to know analysis implementation of mimicry memorization method to teach vocabulary in english club used by the teacher in first grade of Darul Amanah Islamic Boarding School Kendal in the academic year 2017/2018.

A. Conclusion

Based on the analysis in the chapter IV, the writer answered the problem question into three main section:

1. To answer to the first problem statement in chapter I, how implementation of mimicry memorization method to teach vocabulary in english club to the first grade of Darul Amanah Kendal, the results is the mimicry memorization method is implemented in teaching vocabulary in english club. The teacher provided the material used mimicry memorization method ass well. Based on the theory, the learning process in teaching vocabulary class is compatible with the characteristic, technique, and procedure of Mimicry Memorization Method.

2. To answer the second problem statement in chapter I, what is the advantages of mimicry memorization as method of teaching vocabulary to the first grade of Darul Amanah Islamic Boarding school Kendal.
The advantages of mimicry memorization method are:

a. The student will be more skilled to make a sentence from the new vocabulary.

b. The student have a good pronounciation.

c. The student is not just silent but always give the response to the teacher stimulus.

3. To answer the third problem statement in chapter I, what is the disadvantages of mimicry memorization method of teaching vocabulary to the first grade of Darul Amansh Kendal.

The disadvantages of mimicry memorization method are:

a. The student is not active but only give the response to the teacher. The mastering activity is under teacher controlled.

b. The teacher must have a good pronounciation to deliver the materials to the students.

c. The student is only get vocabulary which teacher have given. They can not choose the other vocabulary as they want
B. Suggestion

Based on the conclusion above, the writer propose the suggestion as follows:

1. To the teacher

   Teacher should have knowledge about notion of good vocabulary teaching. The teacher should do that because notion of good teaching vocabulary is important to them. The use of notion of good teaching vocabulary is important to know understand these writing materials.

2. For the researcher

   For the next researcher should do this research for some class to get deeper analysis for the problem research. It is done by the researcher to know about class condition and result of analysis in one class and other class.
REFERENCES


APPENDICES
Name : Reni Hidayati
Student Number : 11311030
Gender : Female
Adress : Dukuh Bandung RT 03/04, Sojomerto, Reban, Batang
E-mail Adress : rheinzfairy@gmail.com
Education Background : 
Elementary School (SD) N 01 Sojomerto
Junior High School (MTs) Nurul Huda Banyuputih
Senior High School (MAN) Kendal
English Education Department, Teacher Training and Education Faculty IAIN Salatiga
APPENDICES

A. Sample of student questionnaire on the implementation of Mimicry Memorization Method in vocabulary class

Name : 
Day/ Date : 
Time : 
Place : Darul Amanah Isamic Boarding School Kendal
Data Investigated : Mimicry Memorization Method

1. How the teacher started the vocabulary class ?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

2. How the teacher prepare the vocabulary class ?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

3. What about the material on mimicry memorization method in vocabulary class ?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

4. How teacher deliver the materials vocabulary through mimicry memorization method ?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5. Do you understand the material through mimicry memorization method ?
6. How the student working on exercise in the vocabulary class?

7. What is the advantages of implementation of mimicry memorization method in teaching vocabulary?

8. What is the disadvantages of implementation of mimicry memorization method in teaching vocabulary?
Table 4.3

Name of the respondents

<table>
<thead>
<tr>
<th>NO</th>
<th>SEX</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Female</td>
<td>Alamanda Rofiah</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>Anisa Rahma</td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>Amilatun Nasikhah</td>
</tr>
<tr>
<td>4</td>
<td>Female</td>
<td>Luluk Khairunnisa</td>
</tr>
<tr>
<td>5</td>
<td>Female</td>
<td>Syarifah Nurul Sabithah</td>
</tr>
<tr>
<td>6</td>
<td>Female</td>
<td>Alifia Paramitha</td>
</tr>
<tr>
<td>7</td>
<td>Female</td>
<td>Ghonia Zahratul Ainina</td>
</tr>
<tr>
<td>8</td>
<td>Female</td>
<td>Mauliya Aghitsna</td>
</tr>
<tr>
<td>9</td>
<td>Female</td>
<td>Sania Najwa Kamila</td>
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<tr>
<td>10</td>
<td>Female</td>
<td>Fiki Ulil Asna</td>
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<tr>
<td>11</td>
<td>Female</td>
<td>Naila Habibah Arizquia</td>
</tr>
<tr>
<td>12</td>
<td>Female</td>
<td>Lidya Sofiana</td>
</tr>
<tr>
<td>13</td>
<td>Female</td>
<td>Najla Aufa</td>
</tr>
</tbody>
</table>
Transcription from record observation, and interview teacher on the implementation of Mimicry Memorization Method

1. How teacher started the vocabulary class?
   - The teacher started the class with greeting, opening, and give the student new vocabulary without show them the writing of the new vocabulary first, until the student can pronounced very well and memorize it. The teacher said she ask the student to repeat the new vocabulary until memorize it before she show the writing of the new vocabulary.

2. How the teacher prepare the vocabulary class?
   - The teacher prepare the material by getting the new vocabulary that had been renew by language department of the Darul Amanah Islamic Boarding School Kendal. The teacher will get two new vocabularies everyday from that department.
3. What about the material on mimicry memorization method in vocabulary class?
   - The material depend on the grade of the student. The first grade will given by easy vocabulary for example noun and the vocabulary usually related to everyday activity. The new vocabulary will available in bilingual Arabic and English.

4. How teacher deliver the materials vocabulary through mimicry memorization method?
   - The teacher deliverd the material with give the student two vocabulary without show them the writing of the vocabulary. She speak loudly for the new vocabulary and ask the student to repeat after her. The teacher will repeat the vocabulary until the student can memorize it and pronounce very well. Then, teacher will write the vocabulary on the black board with the meaning. After that she will ask the student making sentence from those vocabularies.

5. How the student will understand the material through mimicry memorization method?
   - The student understand the material by listen and paying attention while in teaching process. The student can understand how to pronounce the vocabulary because they imitate what their teacher said.
6. how the student working on exercise in the vocabulary?
   • the student exercise by memorize and implemented the new vocabulary in their daily conversation with the other student.

7. How to evaluate the students’ vocabulary through mimicry memorization method?
   • the evaluation held at the end of semester. The form of evaluation is written question.

8. what is the positif impact of implementation of mimicry memorization method in teaching vocabulary?
   • The student more understand how to pronounce the word and how to apply it into sentence. So the student can remember the vocabulary because they memorize it while in teaching process.

9. what is the negative impact of implementation of mimicry memorization method in teaching vocabulary?
   • The negatif impact of this method is the teacher must prepare to pronounce the vocabulary very well before teaching the student. The pronunciation of the teacher will determine the teaching and learning purpose.
VOCABULARIES

ENGLISH  |  INDONSI  |  ARABIC

School   |  Sekolah  |  مدرسة

نظام | معتمد | المدرسة

Anak    |  بينما   |  الحاكم
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: www.iainsalatiga.ac.id E-mail: administra@iainsalatiga.ac.id

Nomor: B.1.3.53/Jn.21/D1.1/PN.03.00/05/2016
Lamp.: Proposal Skripsi
Hal: Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Dr. Noor Mallah, Ph.D
Di Tempat

Assalamualaikum w.b.w.

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

Nama: RENI HIDAYATI
NIM: 113 11 030
Fakultas: TARBIYAH DAN ILMU KEGURUAN
Jurusan: TADIRIS BAHASA INGGRIS
Judul Skripsi: THE USE OF MIMICRY MEMORIZATION METHODS TO INCREASE THE STUDENT VOCABULARY MASTERY FOR THE FIRST GRADE OF DARUL AMAYAH ISLAMIC SCHOOL KENDAL IN ACADEMIC YEAR 2016/2017

Apabila dipandang perlu Saudara diminta mengoeksik tema skripsi di atas.

Demikian ituk diketahui dan dilaksanakan.

Wassalamualaikum w.b.w.

Salatiga, 31 Mei 2016
a.n. Dekan,
Wakil Dekan Bidang Akademik

Maqq. S.Ag., M.Phil.
NIP. 19690617 199603 1004

Tembusan: 1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
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<td>27/7</td>
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<td>Bb. Latar Cassir</td>
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<td>14/8</td>
<td>Bab II</td>
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<td>4.</td>
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<td>Bab IV, V</td>
<td>Bb. Latar Cassir</td>
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<td>5.</td>
<td>18/8</td>
<td>Cover, Abstract, Conclusion</td>
<td>Revisi</td>
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<td>Revisi</td>
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</tr>
</tbody>
</table>

Dosen Pembimbing:

Dr. Noor Maizaleh, Ph.D
NIP: 1979.12.02.02

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Kelu Program Studi tentang Perubahan Dosen Pembimbing Skripsi.
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Nomor : B-1486/In.21/DJ/PN.03.00/07/2017
Lamp : -
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Kepada
Yth. Pengasuh Pondok Pesantren Darul Amanah Kendal
di Tempat

Asalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : RENI HIDAYATI
NIM : 113-11-030
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.

Judul skripsi :
THE USE OF MIMICITY MEMORIZATION METHOD TO IMPROVE STUDENTS VOCABULARY MASTERY IN FIRST GRADE STUDENTS OF DARUL AMANAH ISLAMIC BOARDING SCHOOL KENDAL IN ACADEMIC YEAR 2017/2018

Dengan Penimbang : Noce Maliah, Ph.D

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 17 Juli 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terimakasih.

Wassalamualaikum w.w.

Salatiga, 14 Juli 2017

[Signature]

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SURAT KETERANGAN PENELITIAN
No3 309/MTs.DA/VII/2018

Yang bertanda tangan di bawah ini,
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Jabatan : Kepala MTs Darul Amanah Sukorejo
Alamat : Ngadiwarno Sukorejo Kendal
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Nama : RENI HIDAYATI
NIM : 113 11 030
Asal Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Salatiga
Prodi : Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : The Use of Mimicry Memorization Method to teach Vocabulary English Club to the First Grade of Darul Amanah Islamic Boarding School at Kendal in Academic Year 2017/2018

Mahasiswa tersebut di atas benar-benar melakukan penelitian di lembaga kami sebagai syarat menyelesaikan skripsi dari tanggal 24 Juli 2017 s/d 12 Mei 2018.

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sukorejo, 14 Mei 2018

Kepala Madrasah,

H. Junaidi Abdul Jalal, S.Pd.I
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked bellow:

Name : Reni Hidayati
NIM  : 11311030
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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Salatiga June 4 2018

The Researcher

Reni Hidayati
NIM. 11311030