

**THE EFFECT OF USING KEY INFORMATION MEMORY CLUE (KIM) STRATEGY ON
STUDENTS' VOCABULARY MASTERY**

*(Quasi Experimental Research at the Seventh Grade Of SMPN 16 Kota Bengkulu Inacademic Year
2018/2019)*

THESIS

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ABSTRACT

Vebriza Novri Sanica, 2019, The Effect of Using Key Information Memory Clue (KIM) Strategy On Students' Vocabulary Mastery (A Quasi Experimental Research at Seventh Grade Students of SMPN 16 Kota Bengkulu In Academic Year 2018/2019). Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

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There was a fact that most of the seventh grade students of SMPN 16 Kota Bengkulu were still low in vocabulary mastery. Majority of them were difficulties in understanding the meaning of vocabulary, and difficult to remember the vocabulary. It was indicated that the aim of this study was to find out the significant effect using Key Information Memory Clue (KIM) Strategy on students' English vocabulary mastery and those students who were not. The research used quantitative approach with Quasi-Experimental research, The population of this research was the seventh grade students' of SMPN 16 Kota Bengkulu academic 2018/2019 with total number of 220 students. This subject of this research was 60 students' were taken sample. There were two classes of seventh grade, each of which consisted of 30 students as the experimental class and 30 students as control class. The data was found that the results of the pre-test average in experimental group 37,86 and control group was 36,53. While, the post-test average in experimental group 61,86 and control group was 55,06. The result of regression Coefficient correlation (R) between Key Information Memory Clue (KIM) Strategy and students' vocabulary mastery was 0.823. While Coefficient determination (R square) was 67% (0.677) and 33% (0.333) was influence by other variable. The output also shown that the significant level was less than 0.05 ($0.000 < 0.05$) it means that there was any significant effect of using Key Information Memory Clue (KIM) Strategy on students' vocabulary mastery. So, it could conclude that H_a is accepted and H_0 is rejected.

Key Words : Key Information Memory Clue (KIM), Vocabulary Mastery

ABSTRAK

Vebriza Novri Sanica, 2019, The Effect of Using Key Information Memory Clue (KIM) Strategy On Students' Vocabulary Mastery (A Quasi Experimental Research at Seventh Grade Students of SMPN 16 Kota Bengkulu In Academic Year 2018/2019). Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

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Fakta menunjukkan bahwa sebagian besar siswa kelas VII SMPN 16 Kota Bengkulu masih rendah dalam penguasaan kosakata. Mayoritas dari mereka kesulitan memahami arti kosakata, dan sulit mengingat kosakata. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan menggunakan Strategi Key Information Memory Clue (KIM) pada penguasaan kosakata bahasa Inggris siswa dan siswa yang tidak. Penelitian ini menggunakan pendekatan kuantitatif dengan penelitian Quasi-Experimen. Populasi penelitian ini adalah siswa kelas VII SMPN 16 Kota Bengkulu tahun akademik 2018/2019 dengan jumlah 220 siswa. Subjek penelitian ini adalah 60 siswa yang diambil sampel. Ada dua kelas kelas tujuh, yang masing-masing terdiri dari 30 siswa sebagai kelas eksperimen dan 30 siswa sebagai kelas kontrol. Data ditemukan bahwa hasil rata-rata pre-test pada kelompok eksperimen 37,86 dan kelompok kontrol adalah 36,53. Sedangkan, rata-rata post-test pada kelompok eksperimen 61,86 dan kelompok kontrol adalah 55,06. Hasil regresi Koefisien korelasi (R) antara Strategi Key Information Memory Clue (KIM) dan penguasaan kosakata siswa adalah 0,823. Sedangkan Koefisien determinasi (R square) adalah 67% (0,677) dan 33% (0,333) dipengaruhi oleh variabel lain. Hasil akhir juga menunjukkan bahwa tingkat signifikan kurang dari 0,05 ($0,000 < 0,05$) itu berarti bahwa ada efek signifikan menggunakan Strategi Informasi Kunci Memory Clue (KIM) pada penguasaan kosakata siswa. Jadi, dapat disimpulkan bahwa H_a diterima dan H_0 ditolak.

Kata Kunci : Key Information Memory Clue (KIM), Vocabulary Mastery

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English as an International language is very important to learn. Most of the students learn English as Foreign Language. Hence, English is needed to be taught since at elementary school level because it will be the basic element for the higher level in further education. Therefore, it is better to introduce the English language earlier so it is expected that the students become accustomed to the language. In the curriculum not only the secondary schools, Senior High School but also at in Universities or Institutes English becomes one of subject that should be examined in national examination.

Based on the *Permendiknas No. 22 and 23 year 2006*, the aim of English teaching and learning is to make students able to communicate both in oral and written in order to face the development of science and technology in the global era. The students are expecting to master five competencies. They are linguistics competence (vocabulary, grammar, punctuation, intonation, etc.), socio-cultural competence (the way to communicate such as language style, politeness, etc.), discourse competence (context), strategic competence (the competence to overcome problems or difficulties in communication), and functional competence (listening, speaking, reading, and writing).¹

In English learning, vocabulary is one of English sub skills that must be taught to the students because it plays an important role for all language skills because without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, learning vocabulary is very important especially for students in Junior High School. They must master English vocabulary and its grammatical rules to

¹Depdiknas. *Kurikulum 2006: Standar Kompetensi Mata Pelajaran*, (Jakarta: Depdiknas, 2006), No. 22

make communicate to another people. In the curriculum junior high school have to master vocabulary at least 1500 words and need to develop student's vocabulary. Actually, vocabulary is the foundation to learn English and vocabulary is one of the component of language, their is no language without vocabulary.

Vocabulary teaching is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative. The main goals of vocabulary learning are: 1) to discover the meanings of a new words; 2) to retain the knowledge of newly-learned words; and 3) to expand the knowledge of English vocabulary. Employing effective strategies both in teaching and learning the vocabulary will have positive contribution to students' vocabulary growth which will affect their language skills.

In Indonesia vocabulary teaching become overlooked. Many of EFL teachers are not aware toward the importance of the vocabulary teaching. They consider it is not important. Based on an interview on Saturday, December 5th, 2018 with English teacher at SMPN 16 Kota Bengkulu. The researcher got information about students' difficulties in understanding English because they only have limited vocabulary, and they have low motivation. In addition, the English teacher said that the students' English achievements are still under standards based on the data gained from the result of daily test, mid test, and final test. Moreover, the teacher sated that they did not teach the vocabulary as single subject but they only teach it in the form of activity in reading.

Based on the observation, the researcher also found there are some factors influencing students' vocabulary mastery. First the teacher always used conventional strategy. In that situation the teacher only explained the materials to the students and the teacher askd them to give some question. After that the teacher asked the students to response the questions among their classmates. The second, low ability in students'

vocabulary can be caused from teaching strategy because teaching strategy can influence the students' vocabulary. Based on the observation the teacher did not apply any strategy as the solution for students' problems with vocabulary mastery.

That is why the researcher is interested to find out the solution for students' vocabulary achievement which matches with the vocabulary aspects, the material of teaching and learning vocabulary based on the curriculum. In this case, the researcher will focus on the classifications of vocabulary; noun, verbs, and adjectives at seventh grade at SMPN 16 Kota Bengkulu in academic years of 2018/2019.

Strategy is act as a mediator between individual learner differences and situational and social factors on the one hand, and learning outcomes on the other.² So, in teaching and improve students' need of vocabulary, teachers have to motivate the students with some method or strategy and make the students learn more. An appropriate method or strategy of teaching English to students is very important because it determines the result of teaching vocabulary, that is, improving student's vocabulary understanding

In teaching vocabulary, there are some strategies in teaching English vocabulary mastery. The teacher may use pictures, games, song, puzzle, word wall, carousel braistrom, concept map, and so on. In this case, the researcher wants to apply a strategy that can be used to enhance students, achievement in vocabulary. The name of that strategy is Key Information Memory Clue (KIM) strategy. This strategy considered by researcher to give a positive impact in helping students to memorize vocabulary well.

Siregar in her study claimed that *KIM* (Key Information Memory Clue) can improve vocabulary mastery³. From her research it shows that the vocabulary mastery of the seventh grade students of MTs. Al-Washliyah Sukarame in the academic year of

² Pavicic Taka, Visnja, *Vocabulary Learning Strategies and Foreign Language Acquisition*, Great Britain: the Cromwell Press Ltd, 2008. p.41

³Masyita Ermasari Siregar, "*Improving Students' Vocabulary Through Kim (Keyword, Information And Memory Clue) Strategy*," (Medan: Department of English Education (UIN) of North Sumatera, 2018)

2017/2018 got improved after being taught by using Key Information Memory Clue (KIM). The data shows that the mean score of pre-test of the students' were 55, 7 became 86, 7 in post test.

From other study, Amir stated that *teaching English vocabulary through key information memory clue* is a splendid strategy in comprehending of new vocabulary because it makes students think logically, critically and creatively. Students are demanded to find meaning by looking for it in context. KIM strategy can also improve students retention about a word. By drawing pictures and making a sentences, the students will be easy to memorize a word. Moreover, the students will recognize vocabulary directly through color pictures because color is easy to be saved in human's brain. By applying this strategy, it is expected that students comprehension about vocabulary will enhance.⁴

Based on the data was found by the researcher in the preliminary study at SMPN 16 and theory reviewed, the researcher consider that problems related to the students' vocabulary during teaching and learning process can be solved by implementing KIM strategy because researcher assumed it can be effective and it can give a positive impact in helping students to memorize vocabulary well. That is why the researcher is interested to carry out the study with the title *the Effect of Using Key Information Memory Clue (KIM) on Student's Vocabulary at the Seventh Grade of SMPN 16 Bengkulu in Academic Year 2018/2019*.

⁴Inztahariadi And Zainuddin Amir, "Teaching English Vocabulary Through KIM (Key Word, Information, And Memory Clue) Vocabulary Strategy In Junior High School", *JELT* Vol. 2 No.2 Serie B. March, 2014. p.117-118

B. Identification of Problems

Based on the background of the research, the problems which are identified follows :

1. The strategy use by the teacher in the classroom made the students feel bored and do not pay attention to their teacher explanation.
2. The teacher have not yet applied an appropriate strategy, technique, approach, method, and model to teach vocabulary
3. The students had difficulties in memorizing the meaning of English word.
4. The students could not master English well because they lack of vocabulary.
5. The students had low motivation in learning English.

C. Limitation of Problems

There are so many learning strategies that can be used to enhance students ability in vocabulary. in this study vocabulary means the students ability in mastering any kind words or stock of words such as; noun verb, adjective, adverb, and others in teaching and learning process and the students know how to use in a particular way and regularly in their daily life. In this study, the researcher focused to investigate the effect of using Key Information Memory Clue (KIM) strategy in teaching the students English vocabulary mastery. Since f-test score was higher than the t-table, Key Information Memory Clue (KIM) strategy were significance strategy in teaching students English vocabulary mastery at the seventh grade students of SMP Negeri 16 Bengkulu in academic year 2018/2019.

D. Research Question

Based on the problems that the writer describe above, the formulates a research question “is there any significant effect of using KIM strategy towards students’ on vocabulary mastery between those who are taught by using Key Information

Memory Clue (KIM) strategy and those who are not taught by using Key Information Memory Clue (KIM)?

E. Objective of the Research

The objective of this research is to find out the significant effect using Key Information Memory Clue (KIM) strategy in teaching students' English vocabulary mastery and those students who were not at the seventh grade of SMPN 16 Kota Bengkulu in academic year 2018/2019.

F. Significances of Research

This study is expected to bring out some significant. The possible significances that can be expected were as follows : (1) It is expected that the use of Key Information Memory Clue (KIM) strategy might be one of usable ways to support the development of English teaching especially in teaching vocabulary; (2) It is expected that the use of KIM as teaching media will be useful to be applied as one of the alternative media for the EFL students in improving their vocabulary mastery; (3) It is expected that this study will be beneficial for teachers of English to be more creative in finding the variety of materials for teaching English to students.

G. Definition of Key Term

To avoid misunderstanding and misinterpreting, the variables of this research are defined as follows:

1. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.
2. Key Information Memory Clue (KIM) strategy is a basic version of vocabulary frames where students identify the key term, information, and a memory clue based on their own understanding of the vocabulary term. Write the term or key idea (K) in

the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue, (M) in the right column.

CHAPTER II

LITERATURE REVIEW

A. Literature Review of Vocabulary

1. The definition of Vocabulary

Cameron states that vocabulary is a central to the learning of a foreign language at primary levels⁵. This statement showed the vocabulary, as one of the language components, it is an important component for students to be learned since it builds up communication. People cannot send their message or express ideas to other, not can they raps what other people say if they do not master vocabulary. Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.⁶

Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills. Cameron believes that vocabulary is central to the learning of language at primary level to enrich learners' language. Thus, there should be a strategy to help students learn vocabulary.⁷ Vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Vocabulary is vocabulary is

⁵Cameron, L, *Teaching Language to Young Learners*, (Cambridge England: Cambridge University Press, 2001) p.72

⁶Michael Lessard-Clouston, *Teaching Vocabulary*, (Gascah Printing, Llc, Odenton, Maryland Usa, 2013) p.02

⁷Elsa Yusrika Sitompu, "Teaching Vocabulary Using Flashcards And Word List", *Journal Of English And Education*, 2013, 1(1), p.52

essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts.⁸

From those definitions about vocabulary, the researcher can conclude that vocabulary is a total number of words with meanings and definitions used by someone or students to express the idea in a language.

2. Aspect of Vocabulary

Teaching vocabulary for the teacher is one of targets in teaching English process at junior high school, because it is an important element in English.

According Ur, in teaching vocabulary there are some criteria which are needed to be considered by the teacher⁹. They are as follows:

a. Form: pronunciation and spelling

The learner should be know about how to pronunciation and spelling the word. It is important to learner in learning because pronounition and spelling is a part of the foundation in mastery of English vocabulary.

b. Grammar

Grammar is important in writing skill because if students mistakes in make sentences it can be change of the meaning. In teaching English process the teacher should be taught about the rule to make sentences well

c. Collocation

The collocations typical of particular items makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. The teacher may note that how to differentiate the use of specific words in different context.

⁸Alpino Susanto,"The Teaching Of Vocabulary: A Perspective", *Jurnal KATA*: Vol 1 No. 2, 2017. p.182

⁹Ur, Penny, *A Course in Language Teaching (Practice and Theory)*, (UK: Cambridge University Press, 1996.) p.60-62

d. Aspect of meaning (1): denotation, connotation, appropriateness

Denotation is the meaning of a word is primarily what it refers in the real world. Denotation is a short definition that is given in a dictionary. Then, connotation is the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. Furthermore, appropriateness is more subtle aspect of meaning that often needs to be taught is whether a particular item to use in a certain context or not. It is useful for learners to know that a certain word is very common, or relatively rare, or taboo in polite conversation, or tends to be used in writing but not in a speech, or more suitable for formal or informal discourse, or belongs to certain dialect.

e. Meaning relationships

Meaning of relationships is important because it explains how the meaning of one item relates to the meaning of others. There are various such relationships that can be: Synonym, Antonym, Hyponym, Co-hyponym or co-ordinate. Superordinates, and Translation.

- 1) Synonyms: items that mean the same, or nearly the same; for example: bright, clever, smart may serve as synonyms of intelligent.
- 2) Antonyms: items that mean the opposite: rich is an antonym of poor
- 3) Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal
- 4) Co-Hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.
- 5) Superordinates: general concepts that 'cover' specific items; animal is the superordinate of dog, lion, mouse.
- 6) Translation: words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

f. Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information-perhaps mainly for more advanced learners.

3. Types of Vocabulary

According to Brown in Sutini, there are some types of vocabulary they are¹⁰ :

a. Listening vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice

b. Speaking vocabulary

A person speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused-though slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures.

c. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading.

d. Writing vocabulary

A person writing vocabulary is all the words he or she can employ in writing vocabulary is stimulated by its user.

4. Kinds of Vocabulary

There are some kinds of vocabulary :

a. Noun

Noun are words that used to name a person, animal, place, or thing. Seaton states every name is called a noun¹¹. Azar suggest that a noun is used as the subject of sentences, as the object of verb and noun is also used as the object of a preposition¹².

¹⁰Sutini, *Teaching English Vocabulary To Young Learners Using Story Telling Technique*, 2012, p.2

b. Pronoun

Pronoun is the words that used to replace the noun when we want to refer to people or things without continually repeating their names. Seaton states pronoun is a word that takes the place of a common noun or a proper noun¹³. Azar suggest that pronoun has the same meaning as a noun¹⁴

c. Verb

Verb are words that show an action or an event or being. Whatever we are doing can be expressed by using a verb. Jeremy Harmer suggest that verb is a word (a group of word) which is used in describing in action, experience or state.

d. Adjective

Adjective is word that used to explain noun by describing , identifying, or quantifying. Sargeant states that adjectives describe nouns and pronouns¹⁵.

e. Adverbs

Adverbs are the words that used to clarify verbs, adjectives and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent an action is performed. Adverb is a word (or group of words) that describes adds to the meaning of a verb, adjective, another adverb or a whole sentences.

f. Preposition

Preposition is words that used to connect one word with the others. Seaton states preposition is words that connect one thing with another, showing how they are related¹⁶. Sargeant states that prepositions are words that show a connection between

¹¹ Seaton, Anne and Mew, Y.H. *Basic English Grammar for English Language learner*, (United States: Saddleback Educational Publishing, 2007) .p.8

¹² Azar, Betty Schramper and Hagen, Stacy A. *Basic English Grammar, Third Edition*.(United States: Longman, 2006) p.158

¹³ Opcit, Seaton.p.44

¹⁴ Opcit, Azar.p.164

¹⁵ Sargaent, Howard, *Basic English Grammar for English Language Learner*, (United States: Saddleback Educational Publishing, 2007) p.32

¹⁶ Opcit, Seaton.p.132

other words¹⁷. For instance in, by between,through,at,for,next to,up to, in front of, as well as, and so on

g. Conjunction

A conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences.

h. Determiner

Determiner are words such as this, those, my, their, which. They are special adjectives that are used before noun. The words a, an, and the belong to this group words called determiner.

5. Teaching English Vocabulary

According to Jeremy Harmer “There are two kinds of vocabularies, active vocabulary and passive vocabulary:

a) Active vocabulary

Active vocabulary means the stock of word that a person actually uses in his/her own speech or writing. It is used in oral or written expression by the students.

b) Passive vocabulary

The passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need some one to say something that help them recall the word meaning. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the word in a text and will know the meaning of the unknown word on the text”¹⁸.

¹⁷ Opcit, Sargaent.p.101

¹⁸ Harmer , Jeremy as quoted by Wulandari Sri Asri, *The Effectiveness of Using Crossword Puzzles in Teaching Vocabulary to Increase the Students Mastery of Vocabulary at the Fourth Year o SDI ALHIDAYAH Samir Ngunut Tulungagung. Thesis* (Tulungagung: ST^ IN,2009, 12.

At beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn. For the teaching of vocabulary at the junior high school, the material of teaching and learning vocabulary depends on the curriculum.

6. The Importance of Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Researchers, Maximo (2000) have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication¹⁹ Vocabulary will benefit all language skills. A student who lacks vocabulary will find difficulties in the language learning process and has little success in developing their other languages. By having enough vocabulary from foreign languages, it makes it easier for them to learn all language skills such as speaking, reading, writing, and listening.²⁰

Based on the above definition, explain that the word cost is the most important factor in learning teaching English as a language using even in all languages. With this,

¹⁹Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", *International Journal of Teaching and Education*, Vol. 3, No. 3, 2015. page. 22-23

²⁰Burton, *Mastering English I* (New York, 1982) p.98

the teacher must have a good method to make interested students to learn easily english costs.

B. Key Information Memory Clue (KIM) strategy

1. Definition of Key Information Memory Clue (KIM) strategy

This is a basic version of vocabulary frames where students identify the key term information about it, and a memory clue based on their own understanding of the vocabulary term. Write the term or key idea (K) in the left column, the information (I) that goes along with it in the center column, and draw a picture of the idea, a memory clue (M) in the right column. The key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation of the concept. The memory clue is a way for students to integrate fully the meaning of the key idea into their memories. By making a simple sketch that explains the key idea students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to remember easily new key ideas.²¹

KIM vocabulary strategy is a splendid strategy in comprehending of a new vocabulary because it makes students think logically, critically and creative. Students are demanded to find meaning by looking for it in context

According to Beck, McKeown and Kucan in Dixon KIM vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms. In addition, Goodman instructs students on the following acronym of KIM vocabulary strategy:

1. K, key word; students record the word to be learned.

2. I, represents important information; students record what they have learned about the key word in their own words.
3. M, represents memory clue or mnemonic (drawing, picture or symbol) By making a sketch (or other memory clue) students synthesize and interpret the new information and make in their own.
4. Write the key word in a context-rich sentence for application. Each student should have a chart with three columns.


The first column will be labeled K for Key Idea, the second column I for information, and the third column M for Memory clue. As new information is learned, have the students fill out the chart. Under K, they should write the vocabulary word or the key idea. Under I, they will write information about the key idea in the form of a brief description. In the last column, under M, the students can draw a sketch that explains the key idea. Completing this chart will help the students make information learn about the key idea their own.²²

2. The concept of Key Information Memory Clue (KIM) strategy

The (KIM) vocabulary chart is simple to use and can be done as a student handout or students can set up pages in their notebook for this strategy. The strategy is based upon a 3 column graphic organizer. Students write the key term (K) in the left column, Information (I) about that term in the middle column and provide a memory clue (M) in the form of drawing in the last column.

Table 2.1 These are the example of KIM chart strategy:

²²Inztahariadi And Zainuddin Amir, op.cit. p.114

K. (K = Key Vocabulary Word) defeat (v.)	I. (I = Information/Definition) to win victory over	M. (M = Memory Clue/Picture) 
Your Sentence: Bush defeated Kerry in the 2004 election by winning the electoral college.		

Key Information Memory Clue (KIM) strategy is one of interesting strategy in learning vocabulary. Key Information Memory Clue (KIM) strategy helps students to remember words based on the picture or object that students have been looking before. So, this technique also challenges their memory

3. The purpose of using Key Information Memory Clue (KIM) strategy

There are many purposes of using KIM strategy, it's reinforce vocabulary words and new ideas by organizing them into chart form. The KIM strategy To help introduce students to students to explore text and acquire understanding and meaning of words via a graphic organizer. Each student should have a chart with three columns. The first, column will be labeled K for Key Idea as Identify the key terms that students need to use for the worksheet. The second, column I for Information, students read about the term in their book. Then have they read the definition. Their information should write in their own words. In the last, have students create their memory clue to go in the third column. Once students complete their graphic organizers, have students share their sheets with each other and review each other by stating the information on their sheet.

4. The Advantages and Disadvantages of Using KIM Strategy

Benefits of the graphic organizers:

- a. Students interpret and apply new information

splendid strategy in comprehending of a new vocabulary because it makes students think logically, critically and creative. Thus, students can learn new vocabulary frequently.

- b. Can be used at any age level

KIM vocabulary strategy is simple and fun, for learn vocabulary words and new concepts, from junior high school level up to university level.

- c. Provides a visual clue for many learners²³

The multiple uses helps different types of learners cement the vocabulary into their memory.

Every strategy for learning has positive and negative side it is according to the goal of learning. Here are some disadvantages of using vocabulary card are:

- a. Needs more preparation for the teacher for time allocation, such as time to make a vocabulary card by the students
- b. It is sometimes not suitable for an advance learner
- c. The more complex the information is, the more likely the learners are to misinterpret it.

5. Procedure of Using KIM Strategy

The KIM chart is a simple strategy for teaching vocabulary words and new concepts, to teach vocabulary. In this principle, a teacher is asking to allocate time and use context to help the students to find meaning of a word. In this case, the teacher sets the students up for success by showing something related to the term, this may be images, media clips, examples and more. The procedures are, (1) the teacher chooses vocabulary words from text/unit or student chooses words as they read. students create graphic on own their paper or use the fillable, (2) the student places the

²³<http://rachelrs.weebly.com/kim-strategy.html> on 05th December 2018 at 8.10 Am.

vocabulary word in the left hand column (K) , (3) the student places the definition or information they have gathered from reading in the center column (I), (4) the Student places a cue to help them remember the vocabulary word and how it is used in the right hand column (M).

C. Related Previous Studies

The research about KIM strategy has done by Masyita Ermasari Siregar under the title: “ *Improving Students’ Vocabulary Through Kim (Keyword, Information And Memory Clue) Strategy At The Seventh Grade Of Mts Al-Washliyah Sukarame In Academic Year 2017/2018.* ”²⁴This research explains about the implementation of KIM strategy in teaching English vocabulary. She used KIM strategy to make the students understanding vocabulary, because using this technique is more effective to teach English vocabulary than just teaching only with theory and memorizing vocabulary in front of the class. In fact, the result of analysis of interpretation of the data shows that teaching English vocabulary is probably more effective by using KIM strategy can see from the result of the test.

Masyita's research was similar to writer's research in term of increasing the students vocabulary mastery and strategy, but there was different research Masyita's used Classroom Action Research and population different too. in the population masyita's research Mts Al-Washliyah Sukarame, but the researcher used Quasy Experimental research and the population at SMP Negeri 20 Kota Bengkulu.

Ika Rahmadani Lubis under the title: “*Improving Students’ Vocabulary Mastery by Using Fly Swatter game in The First Grade of MTs. Persatuan Amal Bakti (PAB) 1 Helvetia.*”²⁵This research explains about the implementation of Fly Swatter game in

²⁴Masyita Ermasari Siregar, op.cit.

²⁵Ika Rahmadani, *Improving Students’ Vocabulary Mastery By Using Fly Swatter Game*, (Medan: Department of English Education (UIN) of North Sumatera ,2013)

teaching English vocabulary. She used Fly Swatter game to make the students understanding vocabulary, because based on herself using this technique is affective to improve students' vocabulary. It is also can be alternative to overcome students' boredom. By using Fly Swatter game, the researcher hopes that the research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of the Fly Swatter game.

Ika's research was similar to writer's research in term of increasing the students vocabulary mastery, but there was different technique and population. the Ika's research used Fly Swatter game as teaching material but the researcher used KIM strategy to increasing the students vocabulary mastery. The population in Ika's research MTS Persatuan Amal Bakti (PAB) 1 Helvieta but the researcher was the population at SMP Negeri 16 Kota Bengkulu.

Table 2.2 The Similarties and Differences of the Previous Study

No	Previous Study	Similiarties	Differences
1	Masyita Ermasari Siregar under the title : <i>“Improving Students’ Vocabulary Through KIM (Key Information Memory Clue) Strategy At the Seventh Grade of Mts Al-Washliyah Sukarame In Academic Year 2017/2018”</i>	Maysita’s research was similar to writer’s research in term of increasing the students vocabulary mastery strategy	<ul style="list-style-type: none"> • The researchMaysita’s usedClassroom Action Research • The population Maysita’s research
2	Ika Rahmadani Lubis under the tittle : <i>“ Improving Students’ Vocabulary Mastery by Using Fly Swatter Game In the First Grade of MTs. Persatuan Amal Bakti (PAB) 1 Helvetia”</i>	Ika’s research was similar to writer’s research in term of increasing the students vocabulary mastery	<ul style="list-style-type: none"> • There was different technique and population

D. Hypothesis of the Study

Hypothesis is answers to problems theoretically.²⁶In this research, the researcher has two kind of hypothesis, they are:

a. The Alternative Hypothesis (H_a)

There is significant effect of applying Key Information Memory Clue (KIM) strategy toward students' vocabulary mastery at the seventh grade students of SMP Negeri 16 Bengkulu in academic year 2018/2019.

b. The Null Hypothesis (H_0)

There is no significant effect of applying Key Information Memory Clue (KIM) strategy toward students' vocabulary mastery at the seventh grade students of SMP Negeri 16 Bengkulu in academic year 2018/2019

²⁶Agus Irianto, *Statistik, Konsep Dasar, Aplikasi, dan Pengembangannya*, (Jakarta: Prenadamedia Group, 2004), p. 97

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is a quasi-experimental research. It employed the non-equivalent control design. A quasi experimental research is a study that sees a causal relationship from one or more independent variables with one or more control variables.²⁷.

In a quasi-experimental research, there are two variables used, they are independent and dependent. The research used Key Information Memory Clue (KIM) strategy as independent variable and student vocabulary as a dependent variable. The researcher did two observations, before experiment and after experiment. The observation before experiment was called pre-test and the observation after experiment was called post-test. In the middle of pre-test and post-test, the researcher gave the treatment to experimental class that used Key Information Memory Clue Strategy. Then, at the end of the treatment, the researcher administered the result of pre-test and post-test score to find out whether Key Information Memory Clue Strategy was effective as one of the alternative ways to increase students' vocabulary mastery.

To find out the cause effect of experimental subject was by comparing experimental and control groups in which experimental group was given the treatment (Key Information Memory Clue Strategy), while the other was given conventionally that was group discussion. The main character of quasi-experimental research is the development of true experimental design, which has control group but it does not have full control to some variables from the external that give some effects to the

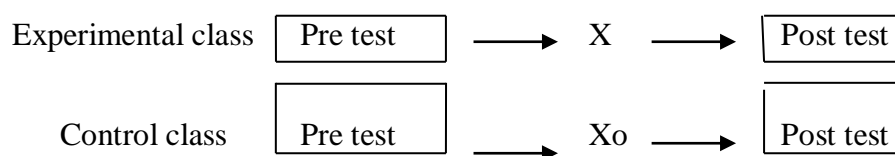
²⁷A Eko Setyanto, "Memperkenalkan Kembali Metode Eksperimen dalam Kajian Komunikasi", *Jurnal Ilmu Komunikasi* Vol.3 No.1. 2005, p. 40

implementation of research. In other words, quasi-experimental research is a kind of research design which has control to the experimental group and it is not chosen randomly. The researcher use quasi experimental research since in this research there some external uncontrolled variables.

In the beginning of this research, the researcher held pre-test in both experimental class and control class at the seventh grade of SMP Negeri 16 Bengkulu to know their English competences. After knowing the result of the pre-test, the researcher give the treatment to the experimental class only without giving it to the control class. After the treatment to the experimental class, the researcher give post-test to both experimental class and control class. Then, the result of pre- and post-test compare. The implematation of research process can be seen in the diagram below :

Table 3.1

Research Design Framework



Where

X =Treatment (Key Information Memory Clue)

X_o =Without treatment

B. Setting of the Study

It is necessary to determine where the research must be held in order to do the research easily. The area used in the research should have a good quality, because it will be used as a place to get valid data. The writer took a certain school to conduct the experiment. It is of SMPN 16 Bengkulu in the academic year 2018-2019. The writer has

observed that this school has never used Key Information Memory Clue (KIM) in teaching learning English process.

The location of this school is in Jln. A Rahman, Rt. 15 Rw. 04 Betungan, Kec.Selebar, Kota Bengkulu. The students of the second year class are taken as the subject of the study. The total numbers of the student as the population in this research were 220 students.

The researcher choosing this class because they are more easily to remember vocabulary and also more easily to understand the vocabulary as well. The time of research was done on Dec, 05th up to Dec,05 2018.

C. Population and Sample

1. Population

The population of this research is the students of seventh grade of SMP Negeri 16 Bengkulu. Population is a generalization area consisting of: objects / subjects that have certain qualities and characteristics set by researchers to be studied and then drawn to conclusions.²⁸ It means that population is all the members in a particular place. The population of this research consisted of 220 students of the seventh grade. There are some classes namely 7A,7B,7C and 7D.

²⁸ Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif Dan R&D*, (Bandung:Alfabeta.2014), p.80

Table 3.2
Population of the research

No	Class	Number of students
1	VII A	30
2	VII B	30
3	VII C	32
4	VII D	33
5	VII E	33

Sources : administrative of SMP Negeri 16 Bengkulu (2018/2019)

2. Sample

Sample is part of the population (part or representative of the population studied), the research sample is a portion of the population taken as a source of data and can represent the entire population (representative)²⁹

In choosing the sample, the researcher used purposive sampling. Purposive sampling is sampling by taking the subject is not based strata, random, region but based on their specific purpose³⁰. This technique was used by considering the research design used which needed experiment group and control group. The research was an experimental research, so the researcher needed to take two classes that would be an experimentclass and control class as the sample from seven classes of the population. There are 60 students at the same level that is taken as sample

The researcher takes two classess as the sample, and divides into two group, 30 students for the experimental group and 30 students for the control group. The reason why researcher took the two classes becauseof the recommendation of English teacher in SMPN 16 Kota Bengkulu. The researcher takes sample based on some

²⁹Supardi U.S, *Aplikasi Statistika Dalam Penelitian*, (Jakarta :PT.Prima Ufuk Semesta. 2011) p.26

³⁰Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rhineka Cipta, 2002), p.117

factor : (1) the same competence and (2) taught by the same teacher (3) the same total of students each class there are 30 (4) VII and VII B had same average scores and have the same English teacher. The researcher takes the data from their English teacher.

Determining the classes that were the sample of this research was seen based on the ability level owned by each sample classes. So, the researcher used every class average score from all classes in the population. In addition, it was also considered by the number was homogeneous in terms of grade, the number of students, and english average score. The following table was the students average score of English subject in the first semester :

Table 3.3

The Seventh Grade Students' Average Score for English Subject

No	Class	English Mean Score
1	VII A	72,05
2	VII B	72,45
3	VII C	74,05
4	VII D	73, 62
5	VII E	75,05

Sources : Administrative of SMP Negeri 16 Bengkulu (2018/2019)

Based on the data above, the researcher only took two classes they were VII A that consists of 30 students and VII B that consists of 30 students, the following table was the students sample of research

Table 3.4
Sample of the Research

Group	Class	Male	Female	Total
Experimental	VII A	16	14	30
Control	VII B	15	15	30

D. Technique of Data Collecting

The research does the pre-test and post-test for all of the samples. Pretest is giving for the control and experimental class. The data will be collected by giving the test to the student. One of the most important steps in doing research is collecting data to find out the result of the research. The procedures of data collection followed some steps. The data for this research were collected from the score of the pre-test and post-test. In order to know whether using Key Information Memory Clue in teaching vocabulary at SMPN 16 Kota Bengkulu. And the scores gain from both pre-test and post-test compared . In this research, the resesracher analyzed the students, vocabulary. And before the test gave to the student.

1. Test

Test used to measure how many percent the purpose can achieved in once teaching process. Test is a method of measuring a person' ability or knowledge in a given domain. In this research, the researcher used vocabulary test into multiple choices as test. The test divided two stages that are pre-test and post-test :

a. Pre-Test

Pre-test was carried out to find out the initial students knowledge of academic vocabulary and it was given once before both the experimental and control groups got treatment. There were 25 items in the form of multiple choice.

b. Post-Test

The purpose of administering post test was to measure the students' ability in developing their academic vocabulary after they received the treatment. By analyzing the student's post-test scores, the researcher could measure the significant difference in student achievement between the experimental and control groups. In addition, the test items in the post test and the pre-test were the same.

After conducting pre-test and post-test for the two groups, the researcher scored the students pre-test and post-test and arranged the scores into the rank order. There were twenty items in the test and the score of each item for the right answer was 1 and 0 for the wrong answer. The students would get score 100 if all questions were answered correctly. The researcher used the following formula to give students score :

$$Score = \sum \left(\frac{\text{student'Correct Answer}}{\text{maxsimal Score}} \times 100 \right)$$

2. Documentation

According to Bartels in Pitriana state that similar source of the data are document and artifacts from teaching, for example lesson plan, teaching materials, and student work.³¹

E. Research Instruments

Arrange the instrument is an important step in the pattern of research procedures.

Instrument functions as a tool in collecting data.³²The researcher used vocabulary tests to

³¹Pitriana Helda, *The Effect Of LGL (List-Group-Label) Strategy In Teaching Students' English Vocabulary Mastery*, (Bengkulu : Department of English Education (IAIN) of Bengkulu, 2017) p.41-42

³²Nur Aedi, *Instrument Penelitian dan Pengumpulan Data*, (Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, 2004) p.3

measure the students achievement in vocabulary mastery. In this research, the researcher used vocabulary test to measure the students' progress in comprehend vocabulary. The researcher give multiple choice tests to the students. The type of test is chosen because technique of scoring is easy and it is more practical for students to answer. The aspect of vocabulary test shown in the table 3.5

Table 3.5
Aspect of Vocabulary Test

NO	Variable	Aspect	Indikator	Item
1.	Vocabulary Mastery	<p>- Aspect of meaning (1) denotation, connotation and appropriateness</p> <p>-Aspect of meaning (2) meaning, relationship, synonyms, antonyms, hyponym and translation</p> <p>-Collocations</p> <p>-Word formation : prefixs and suffixes</p>	<p>-Able to identify and copy writing English property</p> <p>-Identify share information in simple sentences</p> <p>-Complete the simple sentence/ paragraph with simple words which provide</p> <p>-Complete paragraph about the profession and place of work</p>	<p>4,7,8,9,10, 11,12,13, 14,16,18,19,26,27 34,36,38,37</p> <p>2,,5,6,15 16,20,22,23 28,29,30,35,37,38 39,40</p> <p>1,3,15,17,21,24, 25,31,32,33,</p>

The researcher gave pre test and post test to know the student's ability in vocabulary before an after teaching vocabulary using multiple choice forms. The aim to know whether the student's vocabulary mastery is improving or not. The mastering using in multiple choice forms activities was multiple choice test consist of 25 items.

F. Research Procedure

a. The Experimental Group

The experimental group receives a specific treatment; the control group receives no treatment. In doing the treatment the teacher should know what the teacher is going to do in experimental class, there are some steps as follow :

In this research, there were some treatment procedures for teaching vocabulary in using whole Key Information Memory Clue (KIM) strategy. They were as follow :

a) re-Activities (5 minutes):

- 1) The researcher greeted the students and checks the attendances list.
- 2) The researcher asked some questions related to the topic

b) While- Activities (70 minutes)

- 1) The researcher selected a topic in teaching and learning process.
- 2) The researcher said “class” and the students answered “yes” above five minutes to take the students’ attention so that they were more concentration.
- 3) The researcher selected a topic for teach to the students based on the lesson plan and ask students to telling (brainstroming) and remember things based on the topic. (using Key Information Memory Clue)
- 4) The researcher classiflicated vocabulary words (noun, verb, and adjectives) from text/unit, and the researcher gives, introduces, and explains about K.I.M vocabulary strategy and K.I.M sheet, then gives some models to the students
- 5) The student chooses words as they read. The students create graphic on own their paper or use the fillable,
- 6) The student places the vocabulary word in the left hand column (K) , the student places the definition or information they have gathered from reading in the center column (I),the Student places a cue to help them

remember the vocabulary word and how it is used in the right hand column (M).

c) Post-Activities (5 minutes):

- 1) The researcher gave the students time to ask questions
- 2) The researcher summarized the lesson

b. The Control Group

Based on Jacob et al Julia, more common than comparing a treatment group to a group receiving no treatment (true control group) is situation in which researchers compare group receiving different treatments³³. These are called comparison group. The majority of educational experiments study the differences in the result of two or more treatments rather than the differences in the result of one treatment versus no treatment at all. There were some steps done by the teacher in the control class :

- a. The teacher greets the students
- b. The teacher explains what the generic structure of English vocabulary is;
- c. The teacher explain by using conventional strategy. First, the teacher explain the material to the student, and then, the teacher ask them to give some question, after that, the teacher ask the students to response the questions from some of their friends.
- d. While the students are writing, the teacher moves among them, gives assistance and guidances as required;
- e. The student' work, monitoring and marking their work one by one right away;vocabulary the comment and suggestion below :
- f. The teacher asks the students to do their final revision and collect their work.

³³Anggun Julia, "The Impact Guiding Questions Technique on Students Writing Ability in Recount Text." Unpublished Thesis Bengkulu: STAIN Bengkulu, 2014. p.33

G. Technique of Data Analysis

Data analysis is the last step in the procedure of the experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental class and the control class and also their differences.

1. Try-out test

The researcher conducted try-out test to design a good test and it was administered to the students who belong to neither the experimental nor the control groups. By using the students score of the try-out, the researcher did item analysis and an analysis to find out the validity and reliability of the test. The choosing of the instrument had been done by considering : validity, reliability, the degree of test difficulty as follows :

a. Validity

Validity is matter of relevance. It means that the test measure what is supposed to be measure to measure whether the test has a good validity. According to Cyril J Weir validity is important also because it is related to the way in which test performance levels are defined.³⁴ It means that, if the teacher gives the material about vocabulary. So, the teacher has to give the test about vocabulary too in order to the result of the test from content validity and construct validity. Content Validity is a concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material given is suitable with the curriculum used.

Based on the results of testing the validity test, it can be seen in the Corrected Item-Total Correction column, the correlation values obtained are then compared with *r-table*, with $N = 30$ and a significance level of 5%, the *r-table* value is

³⁴Cyril J. Weir, *Communicative Language Testing*, (Prentice Hall International (UK) Ltd. 1990). p. 33

0.361. If the value of *Corrected Item-Total Correlation* > R table, then the question is declared valid, and If the value *Corrected Item-Total Correlation* < R table, the question is declared invalid. Of the 40 items of multiple choice questions in the instrument, there are 25 items which can be declared valid and 15 questions declared invalid.

b. Reliability

Reliability is consistency or stability of the score of a research instrument againsts the same individual, and given different times.³⁵To ensure the reliability of scores and to avoid the subjectivity of the researcher, used the data of try out instrument is obtained from the reseracher analyzed using SPSS 1.6 for windows evaluation version in scale-reliability formula in order to find out the reliability of instruments that which used in this research. The cronbach's alpha was compared to f-table. If cronbach's alpha was higher that f-table it means that items of instrument is reliable.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	40

Based on the results of the above calculations, the Alpha value is 0.903, with a significance level of 5% and N = 30, the R table value is 0.361, meaning Alpha value > R table, it can be concluded that the item items in the instrument are reliable.

³⁵ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, (Jakarta: PT Fajar Interpratama Mandiri, 2014) p.243

2. Hypothesis test

The steps to test the hypothesis were :

a. Normality test

Normality test is test of a group of data to know whether the data distribution is normal curve or not. In this research, normality test was used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test was analyzed by using Kolmogorov-Smirnov Test in SPSS 1.6

b. Homogeneity test

Homogeneity test was used to know whether experimental group and control group, that are decided, come from population that has relatively same variance or not. It was also used to get the assumption that sample research came from a same condition or homogenous. In other words, homogeneity test was used compare variance in a group of three categories data or more and its categories could be compared fairly if the categories were homogenous. The homogeneity test was analyzed by using Fisher Test method in SPSS 1.6.

c. Simple linear regression

In data analyzing data the researcher will use regression analysis. It is used to predict how far dependent variable score changed, if independent variable is manipulated/changed. The researcher was used simple linear regression. Simple linear regression is a regression test that has one independent variable and one dependent variable.

There are some procedures for analysis the data. First, the F-test was used to find out t-count. Second, The F-count was compared to F-table. Third, Statistic Hypothesis. To table at $\alpha = 0.05$ and corresponding dft two result may occur. (1) If

$F_{\text{count}} < F_{\text{table}}$; H_a will be rejected and H_0 will be accepted. (2) If $F_{\text{count}} > F_{\text{table}}$; H_a will be accepted and H_0 will be rejected.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the findings in the fields and to find out any effects between the students who are teach using Key Information Memory Clue (KIM) strategy in teaching students English vocabulary masteryat seventh grade of SMPN 16 Kota Bengkulu. In this study, quantitative method used that measured f-test formula that applied to calculate the result of pre-test and post-test from experimental and control group.

A. Data Presentation of the Research

As mentioned previously, the researcher wanted to know significances differences using Key Information Memory Clue (KIM) Strategy in teaching students' English vocabulary mastery and those students who were not at the seventh grade students of SMPN 16 Kota Bengkulu in academic year 2018/2019.

The research was done from Mei 02, 2019 up to Juni 11,2019. The teaching and learning process takes place in the seventh grade students of SMPN 16 Kota Bengkulu in academic year 2018/2019. Every class has two hours for English lesson. In a week there are second meetings. Especialy, the researcher only took two classes, they were VII A consist of 30 students and VII B that consits of 30 students. Each of class study of English, which VII A every Monday and Thursday while VII B every Monday and Wednesday the teaching and learning process of English lesson begins 07.30-08.50 am

At the experimental class, the classroom is situated between VII A and VII B class. There are 30 students : 16 male and 14 female. This classroom has 15 tables, 30 chairs, one blackboard, one cupboard, boardmarker box, eraser, calender, photo of president, photo of the vice president, clock, lamp, traschan, bookselves, desk, rules, and pictures.

The classroom looks very clean. Before the teaching and learning activities, the class leader always leads them to pray first. English lesson is conducted twice in a week, each student is demanded to have LKS which are provided by the school.

The data were collected through administering test. The first test was pre-test done before the treatment applied to the student. The purpose was to know the students' vocabulary ability before being the treatment. The result of pre-test showed that their vocabulary mastery was poor. They got difficulty to answer and rearranged the random words as well as letters' random correctly. After administering the pre-test, the reasearcher gave treatment to the students in experiment class by using Key Information Memory Clue (KIM) strategy.

The researcher, did eight meetings in experiment class. During the treatment, the students enjoyed learning and they were enthusiastic in teaching and learning process. KIM strategy as an strategy to teach the material clearly easily to understand. They seem so happy and enthusiastic in learning English. When treatment was finished, the researcher administered post-test to know the students' ability of vocabulary after being taught Key Information Memory Clue (KIM). Apparently, the result of the post-test showed that the students' vocabulary mastery improved significantly.

B. Result

In order to figure whether description of the research to studied achieved, the researcher analyzed the result of pre-test and post- test presented in this chapter.

1. The Result of Vocabulary T

This Section describes and analyzed the test before and after treatment. The pre-test and post-test were given to the students in the experimental group and control group . The pre-test was given to the students before the experimental was conducted and the post-test was given at the end of the experiment.

1.1 The Description of Pre-Test and Post-Test Scores in the Experimental Group

The Data of Experimental Class

Graphically, the total score of students pre-test and post-test in the experimental group can be seen of table 4.1.

Table 4.1
The distribution score in experimental group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Interval		(Students)	%	(Students)	%
81-100	Excellent	0	0%	2	7%
61-80	Good	3	10%	5	17%
41-60	Average	14	47%	23	77%
21-40	Poor	10	33%	0	0%
0-20	Very poor	3	10%	0	0%

Based on the table, the pre test in the experimental group there was 0 (0%) student in excellent category, 3 (10%) students in good category, 14 (47%) students in average category, 10 (30%) students poor category and, 3(10%) very poor category. While in the post-test, there was 2 (7%) students in excellent category, 5 (17%) students in good category, 23 (77%) students in average category, 0 (0%) student in poor category, 0 (0%) student in very poor category.

Based on the data above, it can be conclude that the score of post-test of the students got treatment using Key Information Memory Clue was higher than pre-test. The score of experimental class was also showed in the following figure below:

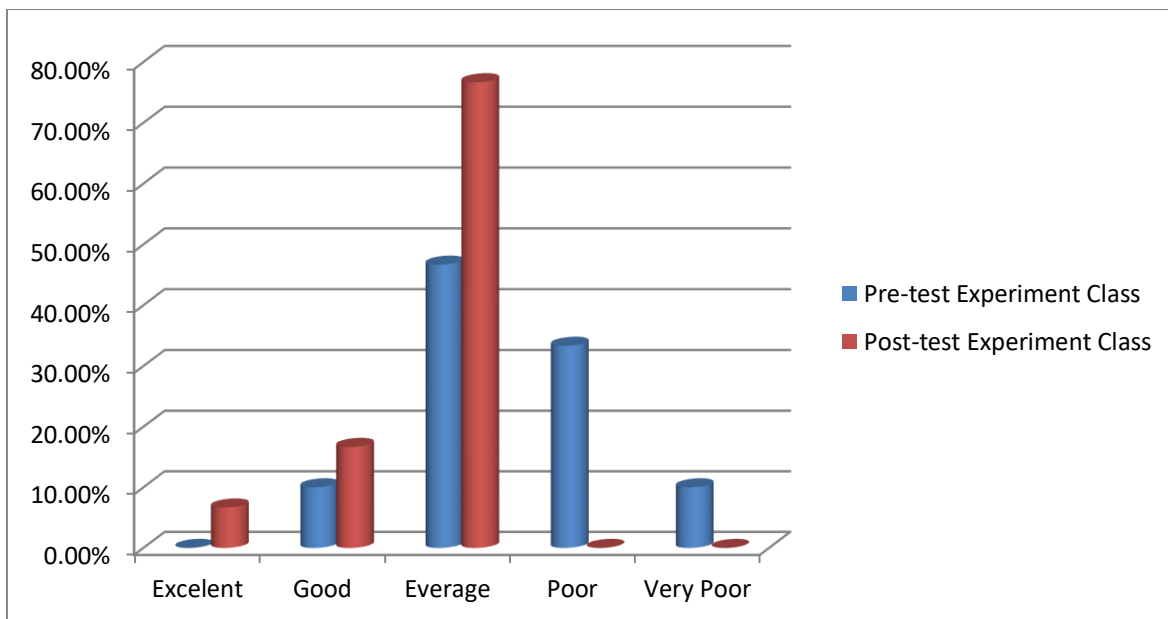


Figure 1
Total Score of Students pre-test and post- test in the Experimental class

Based on the figure 1 above, it can be seen that the the highest frequency of students’ pre-test score in experimental group was in everage category, while the lowest was in excellent category. And then, the frequency of students' post-test scores higher than the pre-test in the experimental group was in the everage category and the lowest was in the poor category and very poor category.

1.2 The Description of Pre-Test and Post-Test Scores in the Control Group The Data of Experimental Class

Graphically, the total score of students pre-test and post-test in the experimental group can be seen of table 4.1

Table 4.2
The distribution score in experimental group

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
		(Students)	%	(Students)	%

81-100	Excellent	0	0%	0	0%
61-80	Good	2	7%	10	33%
41-60	Average	13	43%	20	67%
21-40	Poor	12	40%	0	0%
0-20	Very poor	3	10%	0	0%

Based on the table, the pre test in the control group there was 0 (0%) student in excellent category, 2 (7%) students in good category, 13 (43%) students in average category, 12 (40%) students poor category and, 3(10%) very poor category. While in the post-test, there was 0 (0%) students in excellent category, 10 (33%) students in good category, 20 (67%) students in average category, 0 (0%) student in poor category, 0 (0%) student in very poor category.

Based on the data above, it can be conclude that the score of post-test of the students got treatment without Key Information Memory Clue was higher than pre-test. The score of experimental class was also showed in the following figure below:

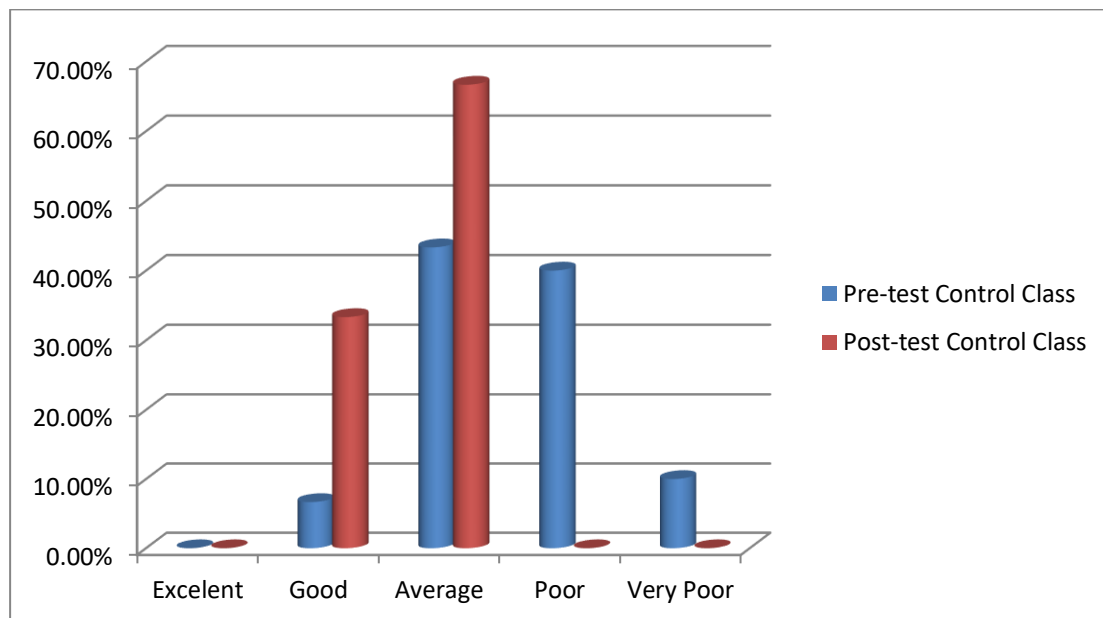


Figure 2
Total Score of Students pre-test and post- test in the control class

Based on the figure 1 above, it can be seen that the the highest frequency of students' pre-test score in control group was in everage category, while the lowest was in excellent category. And then, the frequency of students' post-test scores higher than the pre-test in the control group was in the everage category and the lowest was in the excellent.

After the researcher got post-test scores from experimental and controlled class, he made the chart to draw the increasing of scores before and after the study.

The result of post-test scores can be seen in the figure 3 below :

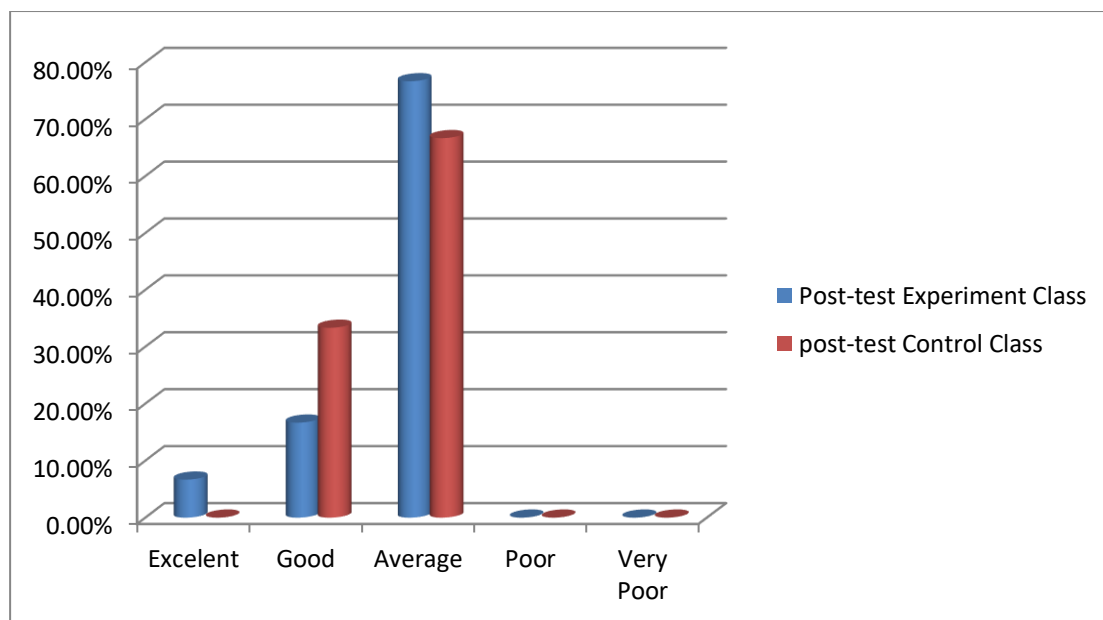


Figure 3
Total Score of Students post- test in the experimental class and control class

2. The Homogeneity and Normality of the Data

Before analyzing the data, homogeneity and normality of the data should be measured. In determining homogeneity and normality of the data Kolmogrov-Smirnov test was used .

2.1 The result of normality test of pre-test score in experimental group and control group

In analyzing the normality of the data test of pre-test scores in experimental group and control group, one sample Kolmogorov-Smirnov test used since the data of each group less than 50 data. The test normality of pre-test scores in experimental group and control group can be seen on the table 4.3

Table 4.3

The Normality of Pre-test Score in Experimental group and Control group One- sample Kolmogrov-Smirnov Test

KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
HASIL_PRETES EXPERIMENT (KIM)	.127	30	.200*	.964	30	.392
CONTROL (conventional strategy)	.133	30	.186	.958	30	.274

a. Lilliefors Significance Correction

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

a. The Normality of Pre-test Score in Experimental group (KIM)

The kolmogorov smirnov test of pre-test of the experimental group showed that significance was 0,200, since p value was higher than 0,05, it could be concluded that the data obtained were considered normal.

b. The Normality of Pre-test Score in Control group

The kolmogorov smirnov test of pre-test of the experimental group showed that significance was 0,186, since p value was higher than 0,05, it could be concluded that the data obtained were considered normal.

The histogram of the normal data pre-test scores of the experimental group and control group can be seen on figure 4 & 5 :

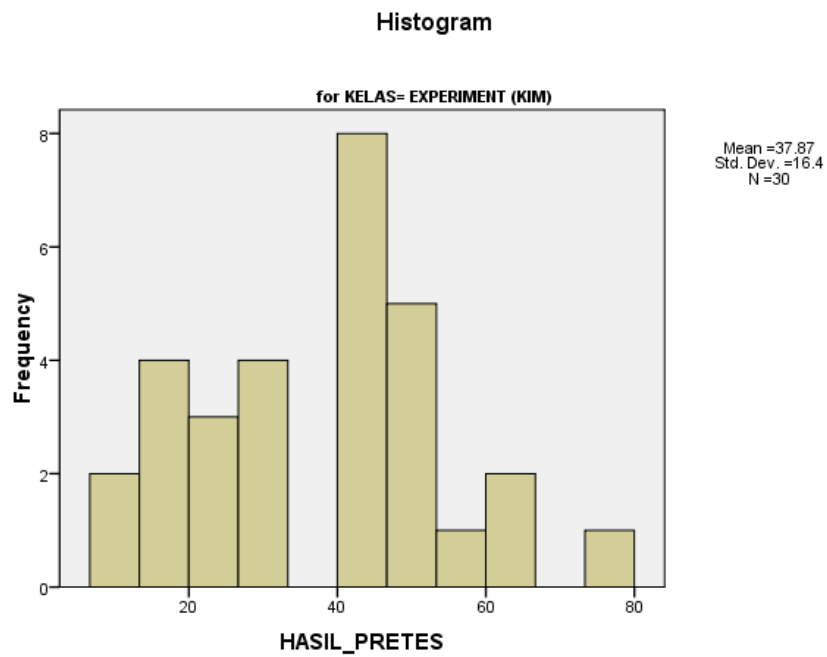


Figure 4

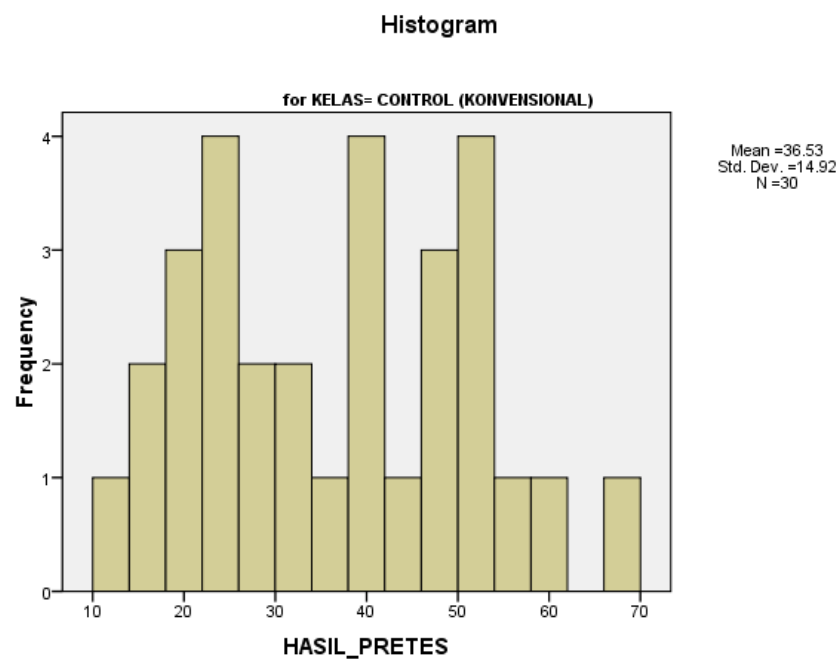


Figure 5

2.2 The result of normality test of post-test score in experimental group and control group

In analyzing the normality of the data test of post-test scores in experimental group and control group, one sample Kolmogorov-Smirnov test used since the data of each group less than 50 data. The test normality of pre-test scores in experimental group and control group can be seen on the table 4.4

Table 4.4
The Normality of Post-test Score in Experimental group and Control group
One- sample Kolmogorov-Smirnov Test

Tests of Normality						
KELAS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
HASIL_POSTES EXPERIMENT (KIM)	.142	30	.129	.937	30	.076
CONTROL (conventional strategy)	.153	30	.071	.942	30	.105

a. Lilliefors Significance Correction

a. The Normality of Post-test Score in Experimental group (KIM)

The kolmogorov smirnov test of pre-test of the experimental group showed that significance was 0,129, since p value was higher than 0,05, it could be concluded that the data obtained were considered normal.

b. The Normality of Post-test Score in Control group

The kolmogorov smirnov test of pre-test of the experimental group showed that significance was 0,71, since p value was higher than 0,05, it could be concluded that the data obtained were considered normal.

The histogram of the normal data pre-test scores of the experimental group and control group can be seen on figure 6 & 7 :

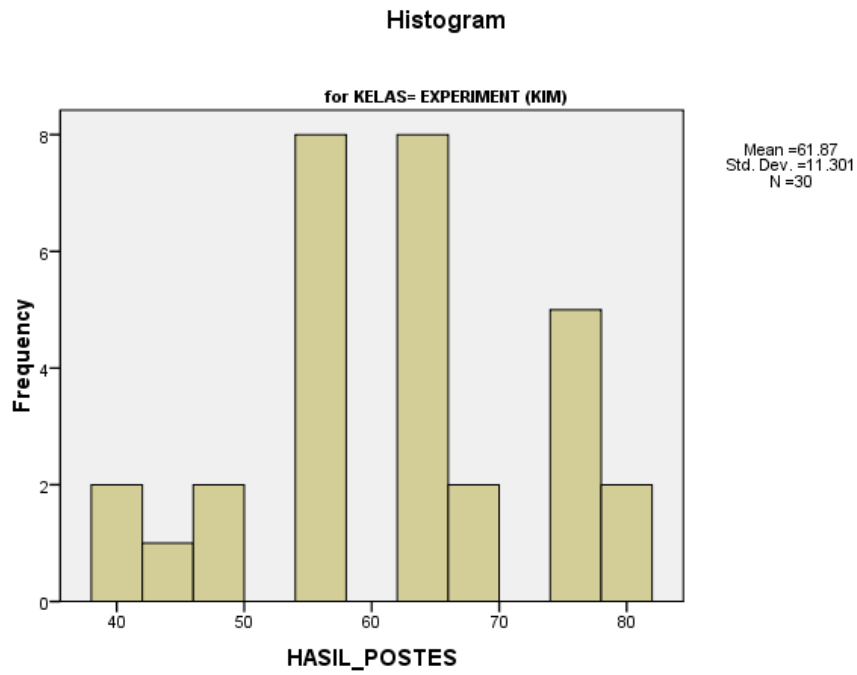


Figure 6

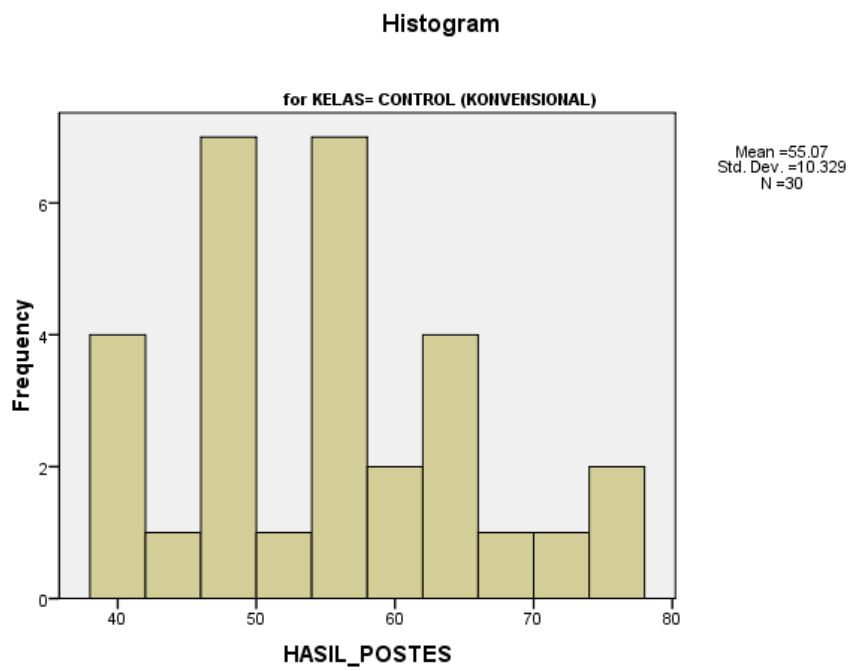


Figure 7

2.3 The result of Homogeneity of Variances Test

Table 4.5
The Homogeneity of Variances in Pre-test Score

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
HASIL_PRETES	Based on Mean	.066	1	58	.798
	Based on Median	.014	1	58	.906
	Based on Median and with adjusted df	.014	1	53.960	.906
	Based on trimmed mean	.074	1	58	.786

The test of homogeneity of variances in pre-test showed that significance was 0,798. Since 0,798 was higher than alpha level of 0,05, it means that the variance in the results of pre-tes for each group of data is the same (homogeneous).

Table 4.6
The Homogeneity of Variances in Post-test Score

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
HASIL_POSTES	Based on Mean	.261	1	58	.611
	Based on Median	.146	1	58	.704
	Based on Median and with adjusted df	.146	1	56.825	.704
	Based on trimmed mean	.218	1	58	.642

The test of homogeneity of variances in post-test showed that significance was 0,611. Since 0,611 was higher than alpha level of 0,05, it means that the variance in the results of pre-tes for each group of data is the same (homogeneous).

2.4 Linearity Test

Table 4.7

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
VOCABULARY_MASTERY *	Between	(Combined)	2789.600	12	232.467	4.324	.003
KIM_STRATEGY	Groups	Linearity	2508.769	1	2508.769	46.669	.000
		Deviation from Linearity	280.831	11	25.530	.475	.894
	Within Groups		913.867	17	53.757		
	Total		3703.467	29			

Based on the table, it can be seen that the result of significance deviation (Sig) was 0.894 and it was lower than 0,05. It mean that there was a linearty relationship or significant linearty of relationship between Key Information Memory Clue (KIM) Strategy and students' vocabulary mastery.

3. The Statistical Analysis

In order to verify the hyphothesis proposed, the statistical analysis were applied. (SPSS) 16 program for window was applied in order to find out whetheror not there was significant effect of students' vocabulary mastery toward Key Information Memory Clue (KIM) Strategy between the experimental and control groups.

Table 4.8
Correlations

		VOCABULARY_M ASTERY	KIM_STRATEGY
Pearson Correlation	VOCABULARY_MASTERY	1.000	.823
	KIM_STRATEGY	.823	1.000
Sig. (1-tailed)	VOCABULARY_MASTERY	.	.000
	KIM_STRATEGY	.000	.
N	VOCABULARY_MASTERY	30	30
	KIM_STRATEGY	30	30

Based on the table above, the correlation between Key Information Memory Clue (KIM) strategy and students' vocabulary mastery was 0.823 with significance number was lower than 0,001 ($0,000 < 0.01$). It is mean that there was a positive relationship or significant relationship between Key Information Memory Clue (KIM) strategy and the student's vocabulary mastery.

Table 4.9
Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	KIM_STRATEGY ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: VOCABULARY_MASTERY

Based on the table, it can be seen that Key Information Memory Clue (KIM) strategy was an independent variable then vocabulary mastery was a dependent variable.

Table 4.10**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.666	6.53206

a. Predictors: (Constant), KIM_STRATEGY

b. Dependent Variable: VOCABULARY_MASTERY

Based on the table above, coefficient correlation (R) between students who were taught using Key Information Memory Clue (KIM) strategy and students' vocabulary mastery was 0.823. While coefficient determination (R Square) showed how far the effect of Key Information Memory Clue (KIM) strategy towards students' vocabulary mastery. It showed R square was 0.677. It is describe that the effect of Key Information Memory Clue (KIM) strategy towards students' vocabulary mastery was 67% (0.677) and 33% (0.333) was influence by other variable.

Table 4.10**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	40.391	3.044		13.269	.000	34.155	46.626			
	KIM_STRATEGY	.567	.074	.823	7.668	.000	.416	.719	.823	.823	.823

a. Dependent Variable: VOCABULARY_MASTERY

Based on the table above, the significance (sig) of Key Information Memory Clue (KIM) strategy was lower than 0.01 ($0.000 < 0.001$). It is mean that there was any significant effect of Key Information Memory Clue (KIM) strategy towards students' vocabulary mastery. By some explanation above, the researcher conclude that the alternative hypothesis was accepted and null hypothesis was rejected. There was any

significant effect in student vocabulary mastery between the students who were taught by using Key Information Memory Clue (KIM) strategy between the students who were taught by using Key Information Memory Clue (KIM) strategy and who were not.

B. Discussion

The present research has shown that there was significant effect on students' English vocabulary mastery using Key Information Memory Clue (KIM) Strategy. From the result above, we can see that the result of students' post-test was higher than the result of pre-test. The mean score of post-test result of experimental group was 61,86 and control group was 55,06 it was understood that Key Information Memory Clue (KIM) Strategy gave significant effect on students' English vocabulary mastery between the students who were taught by using Key Information Memory Clue (KIM) Strategy and those who were not.

The test of homogeneity of variances in pre-test showed that significance was 0,798. Since 0,798 was higher than alpha level of 0,05, and the test of homogeneity of variances in post-test showed that significance was 0,611 Since 0,611 was higher than alpha level of 0,05 it means that the variance of every treatment was homogenous. This shown that Key Information Memory Clue (KIM) strategy could give a significance contribution in teaching students vocabulary at the seventh grade of SMPN 16 Kota Bengkulu. In the other hand, in this research, it was found that some changes in the students' learning performance.

In the first meeting of the two classes (experimental and control class) the researcher gave a pre-test for students and treatment after the pre-test. The researcher gave 25 questions about the vocabulary. Both the pre-test control and experimental groups,

students still have difficulty to answer questions from the question, seen from the mean score of experiment class 37.86 and the mean score of control class control class 36.53. This result has means that students are still poor vocabulary mastery.

In the treatment, the control group was taught without using Key Information Memory Clue (KIM) strategy, almost of students did not pay their attention to the researcher's explanation. they feel bored because the research used a direct method that could not increase students' vocabulary skill. Students could not enjoy because they only memorize in the learning without practice. On the other hand, the experiment class was taught using KIM strategy was more enthusiastic and more interesting in learning process.

In the last meeting, after treatment was given, the researcher gave the students both of experimental and control group post-test. The students in the experimental group were easier to remember of vocabulary than control group in doing the post-test. it happened because KIM strategy could be seen as the method gave effect towards student's on vocabulary mastery. So, it made them get higher score in post test than students in the control group. It can be seen in the table 4.1 and table 4.2.

Based on the result of the study, the following discussion are present to strengthen the value of the study, First based on the result of this research, there was a significant effect of using KIM strategy towards students' on vocabulary mastery between the pre-test and post-test score in the experimental group, while there was no significant effect the two scores pre-test and post-test of the control group.

Second, the researcher found that, the students who taught by using Key Information Memory Clue strategy a splendid strategy in comprehending of a new vocabulary because it makes students think logically, critically, and creative in teaching learning process because this strategy could encourages the students to expand their understanding of key vocabulary terms, In addition, instructs students on the following of

KIM vocabulary strategy, there are 3 column graphic organizer. The students write the key term (K) in the left column, Information, (I) about that term in middle coloum and provide a memory clue (M) in the form of drawing in the last column . Moreover, this strategy also could help the students to be easier to remind the material that they learned.

Third the researcher counted the distibution score in the pre-test and post-test between the experimental group and control group, there were differences between them. The research shown Key Information Memory Clue (KIM) strategy could help the English teacher in improving students vocabulary and the stidents don't get bored. It could be conclude that using Key Information Memory Clue (KIM) strategy can be used and very useful for the teachers to overcome students lack in vocabulary.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of the research that had been done in “ The Effect of Using Key Information Memory Clue (KIM) Strategy on Student Vocabulary Mastery (Quasy Experimental Research at the Seventh Grade Students of SMPN 16 Kota Bengkulu in Academic Year 2018/2019)” it can be concluded that there was significant effect in teaching students’ English Vocabulary Mastery between the students who are using KIM startegy and those who are not. It is proved by the difference of the mean score between experimental group and contraol group. The mean score of pre-test result of experimental group was 37,86 and the mean score of control group was 36,53 and the mean score of post-test result of experimental group was 61,86 and control group was 55,06 it means that Key Information Memory Clue (KIM) Strategy was significant effect in teaching students’ English vocabulary mastery.

B. Suggestion

From the coclusions and implications above, the researcher made some suggestions related to the teaching of vocabulary as obtined bellow.

a. For the teacher

Teachers mostly forget to pay attention to the teaching of vocabulary. They sometimes forget that students need to understand and pratice the vocabulary they found during the teaching learning. Teaching-learning vocabulary. The teachers must use interesting and creative techniques or strategy to encourage the students’ vocabulary lerning. Not only selescting the technique that motivaties the students, the teacher should also consider the benefits that the students will get . One of alternatives

in teaching vocabulary is Key Information Memory Clue (KIM) Strategy. This strategy was not only attracting and giving benefits for vocabulary learning. However, it is also possible to be implanted in different stages of teaching-learning. Therefore, the teachers can use this technique to improve their teaching learning ability especially teaching-learning vocabulary.

b. For the students

Students should be active in learning English not just depending on the materials given by the teacher in the class. Thus, the students should increase their vocabulary by reading the books either fiction or non-fiction.

c. For the researchers

The research implements Key Information Memory Clue (KIM) strategy of increasing the students' vocabulary mastery. It is expected that the result of the research can be used as additional references for further research in different context.

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