

Fostering Students' Vocabulary Mastery Through K.I.M (Keyword, Information, And Memory Clue) Strategy at an Indonesian Junior Highschool Context

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Abstract

The objectives of this study were: "To find out the development of students' vocabulary mastery taught by the KIM method in class VIIA SMP N 3 Wundulako. Where the consequences of this study would be one of references material for English teachers or similar study in an effort to develop the students vocabulary. In this case, the authors used Classroom Action Study (CAR), that became the study design. At SMP Negeri 3 Wundulako, authors cooperated with an English teacher. This study included 15 students from class VIIA as participants. Data was collected using multiple choice exams and observation sheets to assess the level of success or attainment of educational goals in teaching and learning activities in the classroom. Only six students earned the KKM score in the first cycle of this study, which was done in two cycles. There were nine students with a mean value of 56 and a success rate of only 40%. While in the second cycle there was an increase in 13 students achieving the KKM score with an average value of 83 with a percentage of 86%. Which proved that by using vocabulary teaching strategies using KIM (keyword information and memory clue) strategies can improve students' vocabulary skills.

Keywords: *Mastery, Vocabulary, KIM (keyword information and memory clue)*

INTRODUCTION

One of the most important language components in English studies is vocabulary. Anyone who does not have a sufficient vocabulary will have difficulty speaking, reading, listening, and writing. In other words, the first skill that a language learner must master in order to learn a language, particularly English, is vocabulary. It suggests that studying language is crucial, especially for junior high school pupils. To communicate with others, they must understand English vocabulary and grammar rules.

In this regard, the authors were conducting study into the skills of the student's vocabulary, which is done by enhancing the student's abilities through specific tactics that allow the student to enhance his vocabulary using the K.I.M strategy. Finding out the current state of the field necessitates preliminary investigation into how early data retrieval of people who are familiar with the actual student's situation may be accomplished. The first method of extracting data or beginning information is to go through a test or the value

of an English lesson that the student has previously acquired, and the second method is to conduct a live interview with the subject teacher. Early studies were done by interviewing instructors personally, with the genuine teachers being the ones who understood more about what was going on within the classroom or the students themselves, making it much easier for authors to collect actual data. The authors discovered several students' difficulties after interviewing one of the English teachers at SMP Negeri 3 Wundulako. They are pupils who have a difficult time learning language and who have had little opportunity to practice it. When the authors asked one of several pupils at SMP Negeri 3 Wundulako to name certain animals in English, he was unable to do so. The authors then asked him to name the parts of his body in English, but he simply sat down and shut up. The authors may deduce from the example that the pupils at SMP Negeri 3 Wundulako have a poor capacity to memorize words and have a limited vocabulary. Many variables, both internal and external, contribute to the restricted vocabulary of pupils. Students' motivation, interest, and IQ (Intelligence Quotient) are among the internal variables. Parents, technique, friends, surroundings, facility, and instructional approach are examples of external influences. Low vocabulary capacity in students can be caused by teaching technique, as teaching approach can impact students' vocabulary. The chart would make it easier for students to remember the term. It can aid students in memorizing and expanding their vocabulary. As a result, the different therapy techniques K.I.M strategy approaches make it simpler for students to learn or because they utilize a visual picture or text, students are more likely to recall what they may have read or seen.

Perhaps using the K.I.M method will solve the problem with pupils. It's a charting technique. It employs a visual organizer to aid pupils in remembering essential phrases or concepts. According to the study, this technique has a beneficial influence on pupils' ability to recall language. It indicates that pupils would anticipate to be able to quickly improve their vocabulary after acquiring vocabulary utilizing the K.I.M approach. Based on the foregoing background information, the authors designed the following study question: "How can the K.I.M approach increase student vocabulary in the first grade of SMP Negeri 3 Wundulako?"

The Concept of K.I.M (Keyword, Information, And Memory Clue)

This is a simplified example of vocabulary frameworks in which students recognize key terms, data about them, and a memory clue based on their comprehension of the vocabulary terms. In the left column, write the words or key idea (K), in the middle column, the information (I), and in the right column, create a picture of the idea, a memory hint (M). A new vocabulary word or a new concept might be the crucial idea. The data might be a definition or a more technical description of the idea. The memory clue allows pupils to properly integrate the significance of the key notion into their minds. Students synthesize and understand new knowledge by creating a simple drawing that communicates the essential concept. Then, pupils may refer to their drawings to readily recall new essential themes.

METHOD

This study was conducted by using Classroom Action Study. According to Michael J. Wallace, (2006), "Classroom Action Study is a form of Instructional Study that is conducted by the instructor in order to solve difficulties or identify solutions to context-specific challenges."

The study was conducted at SMP Negeri 3 Wundulako the academic grade of 2020/2021. It located at Jl. Trans sulawesi, Wundulako. The study chose this school because authors found some problems especially in vocabulary. The subject of this study was the first grade of SMP Negeri 3 Wundulako. The observation was conducted at VII A class that consists of 30 students. The study was choose one class of four classes of the first grade. The authors was chose class VII B because based on the preliminary of study, this class was still low in English especially in vocabulary. Keyword, informatian and memory clue (K.I.M) was expected to help the student to solve their problem in English especially for vocabulary as a communication in act.

The procedures of study were performed by administrating two cycles. Each cycle contains four steps, which were preliminary of the study, planning, implementation and monitoring, observation, analyzing and reflection. Before the cycle the authors begun, orientation test was administrating to identify the basic knowledge of the students about vocabulary through K.I.M.

a. Preliminary of Study

Preliminary of the study that was conducted by a authors to know the real condition of the students problem in teaching and learning process. To get the real condition of the student problems in improve their vocabulary and to know the strategy that used by the teacher in teaching vocabulary, especially in teaching process. The authors found the problem based on the interview with the teacher. The teacher stated that most of the students had difficulties in studying English dictionnary, they had low ability in vocabulary, less of practice and the teacher strategy in learning process need variety strategy to support the learning process in the classroom.

b. Planning

This section the authors and the collaborate teacher planned something together. They discussed some important point such as preparing a suitable strategy, designed lessons plans for the students in the class, prepared media and facilities, and determined the criteria of the success.

c. Implementing

The implementing of this study, the authors was an actor and the English teacher in the school as collaborative teacher to help the authors to observe the activities in the classroom. And then, after one cycle ends, the authors and collaborative teacher made a discussion and gave reflection of what they had done in first cycle and so on.

d. Observation

Observation was the process of recording and collection data about any aspect or event that happen during the implementation of the action and the affects. It cause by observed. In connect to the data need the study firstly determine the sources of the data to be connect, and instrument and technique of data collection.

e. Analysis and Reflection

The authors analyzed the data which refers to the authors procedure in analyzing the criteria of the success. All the data were classified and analyzed in qualitatively and quantitatively. The qualitative data would taken on observation sheet and the quantitative data were taken from students' score of vocabulary test.

After analyzed the data, the authors made reflection. The authors and the teacher collaboratively made decision whether the effect of the action was the criteria of success or not. If one of the criteria was not yet met, the authors has moved to the next cycle.

FINDINGS AND DISCUSSION

Findings in Preliminary Study

The preliminary study was performed on Thursday, April 4, 2021, at SMP Negeri 3 Wundulako to gather information on the realistic conditions of the problems students experience in the teaching and learning english, particularly vocabulary. This activity was carried out in the first grade at SMP Negeri 3 Wundulako, when the authors participated in the class for preliminary study and discovered issues in the classroom. According to the authors, the students' vocabulary competence was poor, and it was hard for them to recall vocabularies. Additionally, the instructor taught Vocabulary words in the classroom in a typical manner. The authors assigned pupils the task of finding and memorizing particular words. There was no discussion between the authors and the students. For the learner, the learning experience was not fun, engaging, or challenging.

Findings of the First Cycle

The kids were highly excited during the vocabulary exam in the first cycle. The pupils' reaction was to pay greater attention to the teacher and to ask questions about the topics they did not understand. The first cycle of the vocabulary exam resulted in a mean score of just 56, with only 6 pupils meeting the minimum mastery requirement, or KKM 70. Aside from that, the greatest possible score was 75, and the lowest possible score was 35. Only 6 students out of 15 passed the minimal criterion (KKM), with a post-test rate of 40%.

Findings of the Second Cycle

According to the post-test II data, the average score was 85,3. Aside from that, the greatest possible score was 100, and the lowest possible score was 75. In the second cycle, all students met the minimal requirement (KKM), with a posttest II pass rate of 100%. As a result, it has satisfied a success criteria for the activity. The application of the KIM method got a favorable reaction from students in the process of teaching and acquiring vocabulary, in addition to boosting student scores.

Discussion

This section discusses how teaching vocabulary mastery using the KIM method can help students recall the language more easily. The study's findings demonstrated that the KIM approach can help pupils recall their vocabulary. The improvement in the pupils' scores demonstrates this. The pupils' average score on the first cycle test was 56, indicating that just 46 percent of them passed. The authors then proceeded to the second cycle, with the mean vocabulary test 2 score of 85,3 or 100 percent passing the Minimum Mastery Criterion (KKM) 70 as the success criterion defined. In addition to improving the students'

scores, the application of the KIM method elicited favorable comments from students in their vocabulary teaching-learning process.

The authors was quite pleased with the progress made by pupils who utilized this approach to enhance their vocabulary scores. Students were also extremely encouraged to study by utilizing the KIM method since it would help them keep their vocabulary up to date.

This observation was carried out in order to have a direct understanding of the teaching learning process prior to conducting the Classroom Action Study (CAR). The authors conducted the observation. The authors saw the pupils who were interested in the lecture delivered using the KIM approach, however there was one little issue. Because the pupils were unable to focus, they were still perplexed as to the meaning of the phrases. Still, several pupils bothered their classmates. However, outside of the issue, the students could grasp the lesson. Based on the findings, it appeared that the words KIM method was a successful way to increase the pupils' vocabulary mastery. Students become more cohesive, creative, innovative, intelligent, and smarter as a result of the KIM approach.

CONCLUSION

The findings indicate that the KIM approach enhanced the vocabulary of seventh-grade pupils at SMP Negeri 3 Wundulako. It may be stated that the KIM method can assist students increase their vocabulary and recall and retain their vocabulary. The following facts demonstrate this. The study results proved that the KIM strategy can maintain students' vocabulary. This can be seen from the increase in student scores. The average value of the students' vocabulary test was 56 (40%). This happened after the implementation of the KIM strategy, in first cycle. Then the authors continued to second cycle in order to get the above results from first cycle with the vocabulary test being 85,3 (100%). Passing the Minimum Completeness Criteria (KKM) 70 as a success criterion determined. In addition to increasing student scores, the implementation of the KIM strategy received a positive response from students in the process of teaching and learning vocabulary.

Based on the conclusion of this study, the authors assumed that the use of the K.I.M. strategy in the teaching and learning process can improve students' vocabulary mastery. Then the authors suggested that the English teacher of SMP Negeri 3 Wundulako could used this method as an alternative method in the teaching and learning process. And, students would be more motivated in the teaching and learning process, especially the mastery of vocabulary in learning. The study design used was Classroom Action Study (CAR). This was one of the good techniques for collecting study data to address student problems in schools.

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