

IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH THE USE OF KIM (KEYWORD, INFORMATION, AND MEMORY CLUE) STRATEGY AT THE EIGHT GRADE STUDENTS OF SMP DWIJENDRA DENPASAR IN THE ACADEMIC YEAR 2019/2020

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Abstract

This study aims to improve the vocabulary of VIII-G class students of SMP Dwijendra Denpasar through the use of KIM strategy in the academic year 2019/2020. This research was a classroom action research. This research used two cycles, where each cycle consists of four stages, namely planning, implementing, observing, and reflecting. The subjects of this study was the students of VIII G class SMP Dwijendra Denpasar. The instruments used in this research were tests, observation sheet, interview guide, and lesson plans. In collecting the data, the researcher used observation and interview methods. The result of this research showed that there was an improvement in the students' vocabularies. It could be seen from the students' pre – test and post – test scores. The mean score of the students pre – test in this research was 54.5, while the mean score of post - test 1 was 73.7 and it was improve in the post-test II became 85. The students' observation result by using KIM strategy was very satisfied because the students could follow each instruction that was given by the teacher. The result of interviewing the students showed that they could motivated and improved their vocabularies' in English subject by using KIM strategy. It could be concluded that the use of KIM strategy could improve the students' vocabularies.

Keywords: *Vocabulary, KIM Strategy, Learning Process.*

Abstrak

Penelitian ini bertujuan untuk meningkatkan kosakata siswa kelas VIII G SMP Dwijendra Denpasar melalui strategi KIM tahun pelajaran 2019/2020. Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini menggunakan dua siklus, dimana setiap siklus terdiri dari empat tahap yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Subjek dari penelitian ini adalah siswa kelas VIII G SMP Dwijendra Denpasar. Instrument yang digunakan dalam penelitian ini adalah test, observation sheet, interview guide, dan lesson plan. Dalam pengumpulan data, peneliti menggunakan metode observasi dan interview. Hasil penelitian menunjukkan bahwa terdapat peningkatan kosakata siswa. Hal tersebut dapat dilihat dari nilai rata-rata pre-test dan post-test siswa. Nilai rata-rata pre-test siswa dalam penelitian ini adalah 54,5, sedangkan nilai rata-rata post-test I adalah 73,7 dan nilai post-test II meningkat menjadi 85. Hasil observasi siswa dengan menggunakan strategi KIM sangat memuaskan karena siswa dapat mengikuti setiap instruksi yang diberikan guru. Hasil dari wawancara siswa menunjukkan bahwa penggunaan KIM strategy dapat memotivasi dan meningkatkan kosakata siswa dalam pelajaran Bahasa Inggris. Hal ini dapat disimpulkan bahwa penggunaan strategi KIM dapat meningkatkan kosakata siswa.

Kata Kunci: *Kosakata, Strategi KIM, Proses Belajar.*

1. INTRODUCTION

A language is a medium to transfer message to another people. By language, people can express their ideas or opinions. The people cannot build an interaction without using language. They can produce a language from a finite of set elements, to create new words and sentence. Therefore, people must have many vocabularies in their mind. Now, everyone must know English language is known as the language franca; which means being a universal language used by people of different language backgrounds. In Indonesia, English is teaching from elementary school to universities, the students are expecting to be able to spell and pronounce some words, to enrich their vocabularies.

According to Permendiknas No. 22 and 23 years 2006, the aim of English teaching and learning is to make students able communicate both in oral and written and order to face the development of science and technology in the global era. The students are expecting to master four competences (vocabulary, grammar, punctuation, intonation). 1. socio-cultural competence (the way to communicate such as language style, politeness,) 2. discourse competence (context), 3. strategy competence (the competence to overcome problems or difficulties in communication), and 4. functional competence (listening, speaking, reading, and writing). Furthermore, Richard (2002: 25) state that, vocabulary is core component of language proficiency and it provides much of the basis for how well learners speak, listen, read and write. Vocabulary is divined as stocks of words in a language that can support the learners to learn the skill of the language. The definition means that vocabulary, as the one of the language elements, is useful means to facilitate and support the learners and learning the skill of the language.

Vocabulary has an important role in mastering the four languages skill namely: listening, speaking, reading, and writing. If they are not mastering vocabulary, they will not success follow the lesson. Based on the preliminary observation, some of the students' have low abilities in memorizing vocabulary, 1. the students' have less practice their vocabulary, 2. and the teacher still applies a traditional strategy. Vocabulary is the words we teach in the foreign language. We need vocabulary for speaking, writing, reading and listening. Vocabulary is the important component in a language. According to Linse (2005:121) vocabulary is a group of words that are known by the learners or students. So, it can be concluded that vocabulary refers to the all of the words in a language.

One strategy in order to give a positive impact in helping students to memorize vocabulary well is by using KIM strategy.

In addition, Goodman (2005) instructs students on the following acronym of K.I.M 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. Moreover, usually this strategy is done in teaching learning process.

2. METHODOLOGY

This researcher used Classroom Action Research (CAR) design, Classroom Action Research (CAR) is a method of finding out what the best way in the classroom (Suyadi 2012). This research to improve the students' vocabulary mastery at the eighth-grade students of SMP Dwijendra Denpasar located at Kamboja street number 17 in the academic year 2019/2020 through the use of KIM strategy with used song text was a classroom action research during the teaching learning process. This subject of this research were consist of 31 students altogether with 17 females and 14 males. In choosing the subject of this study, the researcher used purposive sampling. Purposive sampling was the process of selecting sample by taking subject that was not based on the level or area, but it was taken based on the specific purpose (Arikunto: 2010). The reason why researcher

choose this class because the basic of the result of the interview which was previously done to the English teacher of the class. Teacher said the students' vocabulary on the class still low.

There were some instruments that was used in collecting the data, namely: Test, Observation sheet and Interview. The following parts would describe each instrument:

1. Observation Sheet

Observation sheet was technique for collecting data about research and students' activities in teaching and learning process. The observation sheet was given based on reality in the classroom, the type of observation was used in this research was direct observation. The guidelines consisted of a list of the students' activities that have observed during learning process. It would use to identify whether using word square game could overcome the students' problems and improve the students' vocabulary.

2. Interview Guide

Interview Guide was used to get data about implementation of Classroom Action Research (CAR) to the students.

3. Test

Test was used for getting data research result and student activities in teaching learning. There were two tests used in this research as follows:

- a) The pre-test was a test which was given to the students' before conducting the treatment and designed to find out the basic data of the students in mastering vocabulary. The pretest was done by giving the students a list of questions in the form of multiple choice to be answered before the lesson started.
- b) The post-test was used to measure the students' competency in mastering vocabulary. and it would be given to the students after the treatments were conducted. This test was administered at the post-test 1 in cycle I and post-test 2 in cycle II. The first session and the second session were the same. The researcher distributes worksheets in the form of boxes that contain the answers disguised then accompanied by questions and then asks students to answer the questions by shading line to connect the letters in the box according to the answers.

Each cycle has four activities, there were: planning, action, observation and reflection. An action research cycle:

a) Planning

In the planning stage, the researcher was conducted some activities, such as: prepared syllabus, prepared lesson plan, made word square game, made teaching media if necessary, designed field note, designed vocabulary test and task.

b) Action

In this stage, the activities were done together by researcher and collaborative teacher in took action by utilizing word square game to students and took a note during teaching learning process and gave some test to get the score.

c) Observation

The observation in this stage was used to collect data of the research. The stage was done together with the action stage. Observations of teaching and learning process were conducted by using vocabulary test at the end of cycle. The result was analyzed to get information about vocabulary of students after utilizing word square game.

d) Reflection

In this stage, the researcher was collected the result of the students' activities during teaching learning process such as result of students' test, and field note. so, from all activities, the researcher found students' weakness during the activities at class and then the researcher and collaborative teacher revised to get better process in next meeting.

3. FINDINGS AND DISCUSSION

Findings

1. The result of pre-test

The pre-test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pre-test, there were 20 questions in multiple choices 5 essay. Based on the result of the pre-test, the data is showed that the mean score of pre-tests is 54,5. From the analyzed, it could be seen that almost of VIII-G grade of SMP Dwijendra Denpasar vocabulary was still very low. From the pre-test data it can be seen that, the mean score was 54,5. Besides that, the highest score was 80 and lowest score

was 35. From 31 students only 5 students were passed the minimum score (KKM) and the percentage of pre-test 0,16%.

2. Finding in cycle 1

In the post-test 1 the students' score was obtained improvement. The students given the reaction to pay more attention to the teacher and asked the material they did not know.

The result of post-test I was showed the mean score of the class increased to 73,7 which there were 5 students who passed the minimum mastery criterion or KKM 78. From the post-test I data above it can be seen that: the mean score was 73,7. Besides that, the highest score was 85 and the lowest score 50. From 31 students only 20 were passed the minimum criterion (KKM), the percentage of post-test I 64%.

3. Finding in cycle 11

From the post-test II data it can be seen that: the mean score was 85. Besides that, the highest score was 95 and the lowest score 70. From 31 students only 29 were passed the minimum criterion (KKM), the mean score of post-test II is 85. From the post-test II data it can be seen that: the mean score was 85. Besides that, the highest score was 95 and the lowest score was 70. From 31 students only 29 students were passed the minimum criterion (KKM), the percentage of post-test II is 93%. Then, from the percentage of the students' who passed the Minimum Mastery Criterion (KKM) in post-test II is 93 %, there all of student students' who passed the Minimum Mastery Criterion (KKM), so it has met a criterion of the action success.

Discussion

In this part covers the discussion of the teaching vocabulary through KIM strategy. The discussion based on how KIM strategy can make students easier to memorize vocabulary. The finding of the research proved that KIM strategy can retain students' vocabulary. It can be seen from the improvement of the students score. The students' average score of pre-test was 54,5. After the implementation of KIM strategy, the average score of post-test 1 cycle 1 was 73,7. Then, the researcher continued to the second cycle with the average post-test 2 were 85 or 93% passed the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal/KKM) 78 as the criterion of success determined. In addition to improve the students' score, the implementation of KIM strategy got positive responses from students in their teaching-learning process of vocabulary.

The interview was done before conducting the first cycle. The research was interviewed the students. This interview was also conducted after applying the technique. From the students' answers, the interview showed that there were differences in feelings before and after applying the technique. The researcher was very satisfied with the improvement made by students who focused on vocabulary scores through this technique. Students were also very motivated in learning by using the KIM strategy because it could facilitate them in maintaining their vocabulary.

This observation was conducted in order to know the teaching learning process directly before implementing the Classroom Action Research (CAR). Based on the observation notes conducted on Wednesday, 15th May 2020 start at 10.30 am and finish 11:15 am, through via online the students were observed to know whether students improve their understanding or not, in teaching vocabulary at the eighth grade students of SMP Dwijendra Denpasar in the academic year 2019/2020, the observer watched the students interested in the lesson was given through KIM strategy, but there was a problem. The students couldn't have concentrated, so they still confused in found the meaning of the words. Still there were some students disturbed the other friends. But outside of problem, the class could understand the lesson.

Based on the result above, it seemed that words KIM strategy was an effective strategy to improve students' vocabulary mastery. By KIM strategy, the students' became more unit, creative, imaginative, clever and smarter.

Considering the test result, it showed gradual but consistent improvement from the Pre-test up to Post-test. The improvement could be seen in the following figure.

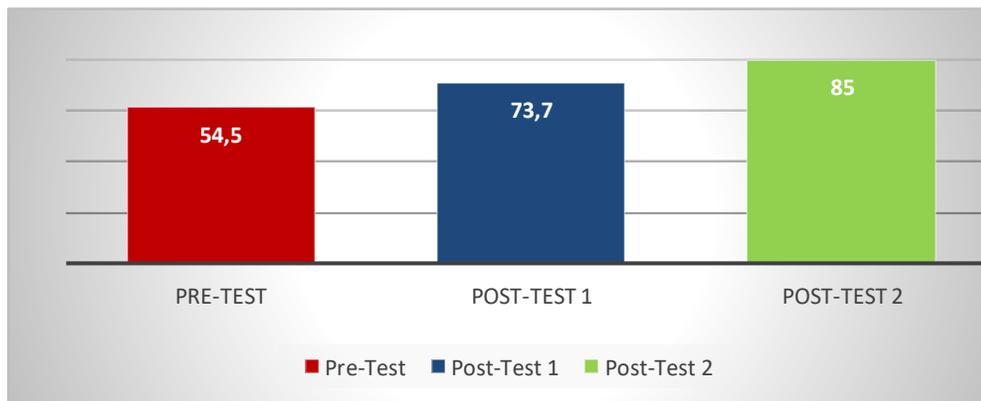


Chart 3 Students Mean Score Improvement

The result of this research showed that the student's achievement in vocabulary mastery after giving the action for two cycles was improved. When the researcher conducted the research using song the researcher found the students seemed to enjoy in learning vocabulary mastery specially KIM strategy. Therefore, it could be said that the students received the advantages of song.

Based on the discussion above, it could be inferred that the implementation KIM strategy with song was successful in this research and the strategy was useful to improve the students' vocabulary mastery in vocabulary with using KIM strategy.

4. CONCLUSION AND SUGGESTION

Conclusion

From the researcher finding, it showed that the vocabulary of the eight grade students of SMP Dwijendra Denpasar was improved through the used KIM strategy. It could be concluded that KIM strategy can improve the students' vocabulary and could help them to remember and keep their vocabulary. It can be proven from the following facts. First, related to student achievement, there were 93% who passed the Minimum Mastery Criteria (KKM) 78 with an increase in the average score of students from pre-test to post-test of the second cycle was 64%. In the pre-test only 5 students passed the KKM. Meanwhile, in the post-test cycle one there were 20 students who passed the KKM or 64%. Furthermore, in the post-test results in cycle 2, there were 29 students who passed the KKM or 93% of students who passed the Minimum Mastery Criteria (KKM) where there was an average vocabulary score obtained by 85.

Suggestion

Based on the research finding and conclusion above, the writer would like to suggest as follows:

a) For English Teacher

The teacher to be able prepare the material and the learning strategy. The also should be able to manage time effectively and make the conductive atmosphere in the classroom while using the KIM strategy.

b) For the Students

The students should develop their awareness in learning English, while English as a subject in final examination. They have to be more active during the lesson. Students need more rehearsal in English subject in order to make them familiar with English words. They also become braver to present their idea in front of class after the session of discussion.

c) For the Other Researcher

Hopefully, the other researcher can take several advantages from this research. Based on description above, the researcher would like to suggest to the other researcher that the result of this action research can be used as additional reference for next research.

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