THESIS

**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**

Submitted to the Faculty of Tarbiyah Science and Teachers Training UIN-SU Medan

As a partial Fulfillment of the Requirements for S-1 Program

By:

MASYITA ERMASARI SIREGAR
NIM: 34.14.1.009

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

2018

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2018

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Perihal : Skripsi

a.n. Masyita Ermasari Siregar

Medan, 05 Juni 2018

Kepada Yth:

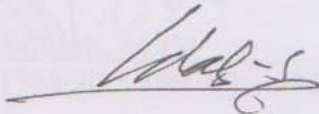Bapak Dekan Fakultas Ilmu

Tarbiyah dan Keguruan

UIN SU

Di

Medan

Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Masyita Ermasari Siregar** yang berjudul **"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"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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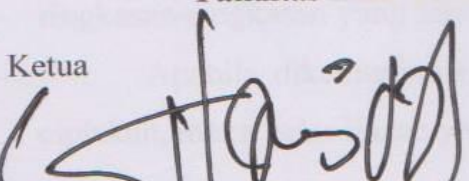
SURAT PENGESAHAN

Skripsi yang berjudul : **"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"** oleh **Masyita Ermasari Siregar,** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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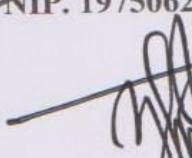**Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

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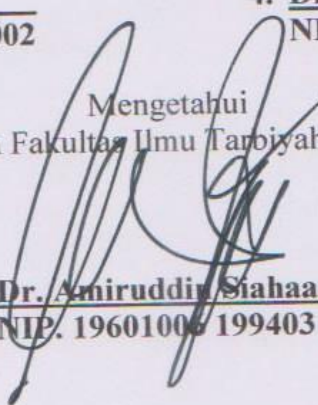
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Judul Skripsi   : **Improving Students' Vocabulary through KIM (Keyword, Information and Memory Clue) Strategy at The Seventh Grade of MTs Al-Washliyah Sukarame in Academic Year 2017/2018**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 05 Juni 2018

Yang membuat pernyataan

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ABSTRACT

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Advisor I	: Dr. Siti Zubaidah, M.Ag
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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"

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Keywords: Action Research, Vocabulary, KIM Strategy

This research is aimed to improve the students' vocabulary at the seventh grade of MTs. Al-Washliyah Sukarame through KIM strategy in the academic year of 2017/2018.

This study was an action research study. It was done in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in three meetings include pre-test. The second cycle was conducted in two meetings and ech cycle the students were taken the test as the post-test. The subjects of this research were 27 students of VII-B class.

Based on the result of this research showed that there was an improvement on the students' vocabulary, it can be seen from the mean score of pre-test were 55,7, the mean score of post-test I was 70,4, and the mean score of post-test II was 86,7. In addition, there were 4 students (14,8%) who passed Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM)* in the pre-test. Meanwhile, in the cycle I, there were 18 students (66,7%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test II there were 26 students (96,3%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through KIM strategy. The mean of pre-questionnaire was 41,84%. Then, the mean of post-questionnaire was 77,6%. It improved 35,76%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of KIM strategy.

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بسم الله الر حمن الر حيم

In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad Saw, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. Prof. Dr. Saidurrahman Harahap, M.A., as the rector State of Islamic University of North Sumatera (UIN SU).

2. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.

3. Dr. Sholihatul Hamidah Daulay, M.Hum., as the Head of English Education Department and Maryati Salmiah, M.Hum., as the secretary of English Education Department.

critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 09 Juni 2018

Masyita Ermasari Siregar
34.14.1.009

iv

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

A. Background of Study

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 sentences. Therefore, people must have many vocabularies in their mind.

Nowadays, everyone must know English language to achieve success because English is knows as the *lingua franca*; which means being a universal language used by people of different language backgrounds. Therefore, having English proficiency is an asset to many people.

Realizing the importance of English language, so it must taught to the students. In Indonesia, English is teaches from elementary schools to universities. The students are expecting to be able to spell and pronounce the words. So, the students are easy to communicate and express their feelings, ideas, opinion into English language.

According to 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]

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

In English learning, vocabulary is an important because the students must have skills like listening, speaking, reading, and writing. If they are not mastering vocabulary, they will not success follow the lesson.

However, in reality, based on the researcher observation at MTs. Al-Washliyah Sukarame, the researcher found out some problems in the students' vocabulary. Some of the problems are the students' have low ability in memorize vocabulary, the students' have less practice their vocabulary, and the teacher still applies a traditional strategy. When the researcher ask one of the students at MTs. Al-Washliyah Sukarame, the researcher ask his to mention some of animal in English but he cannot, the researcher asks again to mention the parts of body in English but he can't. Based on the case the researcher can conclude that the students at MTs. Al-Washliyah Sukarame, have low ability in memorize vocabulary and the students' have less practice vocabulary.

The limited numbers of students' vocabulary are caused by many factors: internal and external factors. The internal factors are students' motivation, interest, IQ (Intelligence Quotient), and others. The external factors are parents, method, friends, environment, facility, including teaching strategy.

The low ability in students' vocabulary can caused from teaching strategy because teaching strategy can influence the students' vocabulary. Students will be easier to memorize the word by the chart. It can help the students to memorizing and improving vocabularies.

One of the solutions to solve the problem is by applying KIM strategy. It is a chart strategy. It uses a graphic organizer to help students retain knowledge of

key terms or key ideas. It is also uses a mnemonic device to explain the different steps or columns of the graphic organizer.

This strategy considered by researcher to give a positive impact in helping students to memorize vocabulary well. It means that after learning vocabulary by using KIM strategy, the students will expect to be able to increase their vocabulary with an easily way. That is why the writer wants to conduct a research with the title "**Improving Students' Vocabulary through KIM (Keyword, Information, and Memory Clue) Strategy** *In the Seventh Grade of MTs. Al-Washliyah Sukarame*."

B. The Identification of Study

Based on result of observed that the researcher has done, so it could be identified the study as follows:

1. The students have low ability in memorize vocabulary

2. The students have less practice their vocabulary

3. The students have little knowledge on vocabulary

C. The Limitation of Study

Based on the background of the study and the identification of the problem above, there are some problem related to teaching and learning process. It is impossible for researcher to solve all those problems. Therefore, this research is only limited on improving seventh grade students' vocabulary at MTs. Al-Washliyah Sukarame. The researcher decided to overcome this problem by using KIM strategy because it is never use to teach vocabulary at MTs. Al-Washliyah

Sukarame. The teacher seemed to use monotonous technique so that it influenced the students' interest on the lesson. It is becomes one of the factors that influence the low level of students' vocabulary. Therefore, in order to make the vocabulary learning more interesting and fun. The researcher decided to use KIM strategy to improve students' vocabulary at MTs. Al-Washliyah Sukarame.

D. Formulation of The Problem

Based on the background of the study above as well as the identification of the problem and limitation of the problem, so the researcher formulates the research question in this research as follows: "How does the KIM strategy improve the students' vocabulary?"

E. The Objective of The Research

The objective of the research is to know whether the students' vocabulary be improved by KIM strategy

F. The Significances of The Research

The findings of this study expected to be useful for the teachers on their attempts to improve the student vocabulary mastery, the result of the findings will provide valuable input:

1. For English teachers, who need information about the use of various technique or media and they advantages to improve students' vocabulary.

2. For the researchers, who interest in this study to get information about vocabulary learning by using KIM Strategy.

3. Another researcher can be useful as the reference for other researchers who want to conduct a research in the same topic and purpose. It can be use to show that using KIM Strategy in learning can improve students' vocabulary.

CHAPTER II
THEORETICAL REVIEW

A. The Reference of Area Theory and Research Focus

This theoretical framework is present in order to give some clearer concepts applied in this study that is on using KIM Strategy in teaching towards students' vocabulary. To support the ideas of this research, some theories and some information will be included to help the researcher designed this research.

1. Definition of Vocabulary

There are many definitions about vocabulary. Longman concludes six definitions of vocabulary, they are "(1) words you know; all the words that someone knows, learns, or uses, (2) special words; the words that are typically used when talking about a particular subject, (3) words in a language; all the words in a particular language, (4) skills/features; the special skills or features that are typical of a particular subject, (5) list of words; a list of words with explanations of their meanings, often in a book for learning a language, and (6) something is not part of someone's vocabulary used to say that someone never thinks of accepting a particular idea or possibility."[2]

Meanwhile, Graves states, "Vocabulary knowledge is vital to success in reading, in literacy more generally, in school and in word outside the school. Vocabulary consists of those words that students use in daily writing and speaking."[3]

According to Finnochiario "Vocabulary is the content and function words of language which are learned so thoroughly that they can be used in the

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[2] Pearson Longman. *Advanced American Dictionary: The Dictionary for Academic Success.* (United States of America: Pearson Education Limited, 2008), p. 1764

[3] Michael F Graves. *The Vocabulary Book: Learning and Instruction*. (Colombia University: Teacher College, 2006), p. 2

performance of any communication act."[4] "Vocabulary could be defined as a 'dictionary' or a set of words."[5] Vocabulary is the range of words that a person uses and understands."[6] Moreover, Renadya proposed, "Vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words."[7]

Besides that, Hiebert and Michael stated that "Vocabulary is not only for expressing the meaning and making it understandable, but also for understanding the meaning uttered by other people. Vocabulary is as the knowledge of meaning of word."[8]

Based on the definitions above, a vocabulary is a group of words that all humans know and use to speak in interaction with the other people. Thus, without vocabulary the people cannot do an interaction in oral language and so difficult to understand each other. Therefore, each people should have to obtain vocabulary mastery, especially the students.

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[4] Fitri Kurniaty. *Teaching Vocabulary By Using Cartoon Movies For Junior High School Students*. Vol. 3 No. 5, (Bung Hatta University, 2014), p. 2

[5] Visnja Pavicic Takac. *Vocabulary Learning Strategies and Foreign language Acquisition*. (Canada: Multilingual Matters L.td, 2008), p. 4

[6] Library of Congress Cataloging in Publication Data. *Scholastic Children's Dictionary*. (United States: Scholastic Reference, 2007), p. 210

[7] W. Renadya and J. Richard. *Methodology in Language Teaching*. (Cambridge: Cambridge University Press, 2002), p. 255

[8] Elfrieda H. Hiebert and Michael L. Kamil. *Teaching and Learning Vocabulary*. (London: Routledge, 2005), p. 5

Allah the Almighty has mentioned in Al-Qur'an about vocabulary, in order human being know the names of something in this world. Allah says in Al-Baqarah: 31-32

وَعَلَّمَ ءَادَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰئِكَةِ فَقَالَ أَنْبِئُونِى بِأَسْمَاءِ هٰؤُلَاءِ إِن كُنتُمْ صٰدِقِينَ ۞ قَالُواْ

سُبْحٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ ۖ إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ ۞

Meaning: *"And He taught Adam all the names (of everything), then he showed them to the angels and said, "Tell Me the names of these if you are truthful. They (angels) said: Glory be to You, we have no knowledge except what you have taught us. Verily, it is You, All-Knower, the All-Wise"* (Qs. Al-Baqarah: 31-32)[9]

From this verse, we know that everybody must know all of the things in this world. This verse related to learning the vocabulary. A person who does not know the meaning of vocabulary, of course they get difficulties to understand the spoken or written, reading and listening from other people. Therefore, the mastery of vocabulary needed to improve the quality of the students in understanding the words.

2. The Types of Vocabulary

Nation divides vocabulary into two types. "They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning. Then productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form."[10]

The passive vocabulary is naturally bigger than the active one. The more often we meet a particular word and the more often we use it the sooner it becomes an item in our active vocabulary.[11]

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[9] Feras Hamza. *Tafsir al-Jalalayn.* (Jordan: Royal Aal al-Bayt Institute for Islamic Thought, 2007), p. 7-8

[10] P. Nation. *Learning Vocabulary in Another Language.* (Cambridge: Cambridge University Press, 2001), p. 24

[11] Lenka Macounova. *Teaching of Vocabulary.* (Brno: Masaryk University Faculty of Education, 2007), p. 11

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is know but not used by a person. People understand it when it is hear or read.

The group of passive vocabulary is usually larger than the one of active vocabulary.[12] Obviously, both types of vocabulary blend. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Wiji divides vocabulary into four groups as follows:[13]

a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.

b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.

c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. *Too*

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[12] Hiebert and Michael, *Loc.Cit.*, p. 3

[13] Ika Rahmadani. *Improving Students' Vocabulary Mastery By Using Fly Swatter Game*. (Medan: Department of English Education (UIN) of North Sumatera 2013), p. 9

means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.

d. The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

3. Roles of Vocabulary

Vocabulary has an important role in the language learning. As a linguist, David Wilkins in Thornbury stated, "Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed."[14] It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/she can master vocabulary well.

According to Brett in Fitri Kurniaty, there are some benefits of building vocabulary:

3.1. **Gives you the ability to say what you mean**. This increases your chances of having other people understand what you wish to express.

3.2. **Helps you understand other people.** Just as learning a second language can help you understand people from other countries, increasing your working vocabulary allows you to understand those who may share your mother tongue but also have a special "dialect" of their own.

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[14] S. Thornbury. *How to Teach Vocabulary*. (United Kingdom: Pearson Education Limited, 2002), p. 13

3.3. **Helps you understand what you read.** Vocabulary not only aids you in understanding other people, it is also essential in comprehending the books and articles you read.

3.4. **Assists you in becoming a more informed and involved citizen.** The better able you become to understand news and currents events.

3.5. **Bolsters your ability to grasp ideas and think more logically and incisively.** While we often think of our thoughts as shaping our words, it works the other way around as well.

3.6. **Allows you to communicate effectively.** A masterful command of words, and the ability to select just the right ones to express a specific idea.

3.7. **Helps you make a good impression on others**. How articulate you are constitutes a big part of the impression you make on others.[15]

Based on the theories above, it seems that the study of vocabulary is one of important thing in teaching foreign language. Students often instinctively recognize the importance of vocabulary to their language learning.

4. Vocabulary Teaching in School-based Curriculum

Mulyasa in Retnaningtyas Wulandari stated that "The school-based curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is able to develop it based on law number 23 year 2003 about national education system in Indonesia. The implementation school-based curriculum in English teaching-learning process means the implementation of school-based curriculum principles into the English teaching-learning process.

The aim of English teaching-learning process based on school-based curriculum is to achieve students' communicative competencies. To achieve this aim, the students are expecting to be able to master four 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)."[16]

In reference to the above explanation, vocabulary is a part of linguistics competence that should mastered by the students in order to achieve the

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[15] Fitri Kurniaty. *Loc. Cit.,* p. 3

[16] Retnaningtyas Wulandari Wisnu Putri. *Improving Vocabulary Mastery Of VII Grade Students in SMP 2 Grabag Through Games in The Academic Year 2012/2013.* (Yogyakarta: English Education Department Faculty of Languages and Arts Yogyakarta State University, 2013), p. 36

communicative competence and to master the language skill. That is why the teacher needs to teach vocabulary as a part of English teaching-learning processes.

5. Definition of Strategy

Oxford dictionaries in Rebecca L Oxford defined "The broad meaning of strategy is a plan of action to meet a major or overall aim, although it comes from an earlier military definition, a plan of action of a general, Harper in Rebecca L Oxford."[17] German Major-General Carl von Clausewitz defined strategy as "The use of the engagement for the purpose of the war." Field Marshall Helmut Carl Bernhard Graf von Moltke contended that strategy was "The practical adaptation of the means placed at a general's disposal to the attainment of the object in view." Thus, Liddell Hart defined strategy as "The art of distributing and applying military means to fulfill the ends of policy. In the simplest of terms, strategy is the integrated application of available means to accomplish desired ends. The emphasis is on integrated. The first definition misses this important point. The second definition, though perhaps too broad to be useful, does emphasize that strategy is simply a game plan. The haphazard or spontaneous employment of means cannot consider strategy. Strategy is neither strictly art nor science. Yet, in some ways, it is both. As an art, the ability to think strategically is a skill that can be acquired through experience, observation, and study."[18]

From the description above it can conclude that strategy is the key for teacher to improve their ability in teaching their students, to make the students more active and easy to understand based on their goal as good teacher. Teachers

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[17] Rebecca L. Oxford. *Teaching and Researching Language Learning Strategies: self-Regulation in Context, Second Edition*. (New York: Routledge, 2017), p. 11

[18] Gabriel Marcella. *Teaching Strategy: Challenge and Response*. (United States: Army War College, 2010), p. 14-15

must be creative in teaching the lessons to their student. The strategy of teaching should be easy, enjoyable, innovative, stimulate and improve students' ability. A good strategy of teaching will make the students more spirit in English learning.

There are many kinds of vocabulary strategies, they are:

3.1. Frayer model

This graphic organizer was design by Dorothy Frayer and her colleagues at the University of Wisconsin to provide for a thorough understanding of new words. Students asked to provide a definition of the word, facts, or characteristics of the word, examples, and non-examples. This graphic organizer will lead students to a deeper understanding of a word and its relationship to their own lives.

3.2. Vocabulary cluster

A vocabulary cluster graphic organizer is a valuable tool for delivering whole group instruction on unusual or hard-to-learn vocabulary words. The teacher determines the word that placed in the diamond. The teacher then asks the students to volunteer synonyms (rectangles) and antonyms (ovals) for the word. The power of using this graphic organizer is in the repetition of the word and its synonyms and antonyms each time a new word added to the cluster. Finally, the students will identify a person, thing, or animal that the word best fits.

3.3. Alphaboxes

A graphic organizer that cannot only activate students' prior knowledge about a topic, but can be ussed to collect vocabulary during a unit of study. It is like the student's own personal word wall. If this graphic organizer is give to students at the beginning of a unit, they can fill in all of the vocabulary they know

about that topic. The teacher can quickly assess student knowledge. As the unit progresses, students add to the alphaboxes as new words are introducing. Alphaboxes also can be used to stimulate writing about the topic. Students will be able to refer back to this graphic organizer to get the appropriate words as they explain their learning.

3.4. Graffiti vocabulary

When the vocabulary words are associated with subject specific concepts, have the student create work posters. Provide recognition for good work by transforming the student work into the class word wall.

3.5. Vocabulary frames

Turn the traditional vocabulary review index card into a higher order thinking strategy for learning new words. In this activity, students will create vocabulary frames using concept terms. They will develop a definition based on their own understanding (right corner), as well as the opposite (left corner). Finally, they will write a quirky sentence to remind them of the word's meaning (lower left corner) and a quick sketch (lower right corner).

3.6. 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.[19]

Based on the explanation above, the researcher was chooses KIM strategy for this research. It will be explaining this strategy as follows:

6. KIM (Keyword, Information, and Memory Clue) Strategy

The KIM Strategy uses a graphic organizer to help students retain knowledge of key terms or key ideas. The KIM Strategy also uses a mnemonic device to explain the different steps or columns of the graphic organizer. In some places, the KIM strategy also involves having students write a sentence using the word. If students are not able to use correctly the word in a sentence, it shows that they need some added practice and instruction. "The Kim Strategy is useful for students who have to remember a lot of vocabulary terms, people, events, or ideas. It is also for learning vocabulary to easier to follow and teach of the students (especially in middle school). Not only do the students write the definition of each word, but they are able to draw a picture to go with the word."[20]

7. The Design of KIM

To create a KIM chart, draw the table into three columns. The first column or K column is where the key idea or term goes. The second column, or I column is where information about the key idea goes. The last column or M column is

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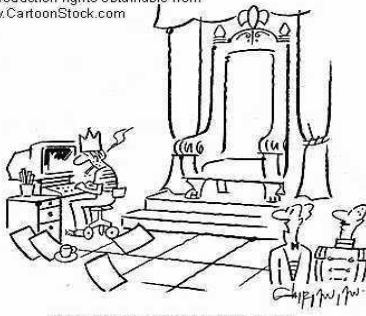
[19] Richard Woods. *Vocabulary Strategies Toolbox*. (Atlanta: Georgia Department of Education, 2015), p. 1-5

[20] http://rachelrs.weebly.com/kim-strategy.html on 06th March 2018 at 11 Am.

where students come up with a memory clue. This could be a sketch or saying to help students remember.

These are the example of KIM chart strategy:

Table 2.1 The design of KIM sheet

K Key Idea/Vocabulary Word	I Information/ Definition	M Memory Clue
Abdicate (Verb) Synonyms-resign, renounce, relinquish	To give up formally, as an office, duty, power, or claim.	© Original Artist Reproduction rights obtainable from www.CartoonStock.com search ID: vsh0913 "He abdicated his throne and got into software."

These steps repeated for each vocabulary word and should practice repeatedly. Through multiple exposure and repeated strategy, students will master the strategy and the words involved with it.

This strategy could be use in multiple settings. A small group setting would allow students to come up for fun and useful ideas for the picture clues. With about four people in a group, this would allow for more discussion and thoughts on what could be use in the KIM strategy. The group could find the definition together and draw the picture. After this is complete, they can make up their sentences independently so that everyone has something different that they can share. This could also be an individual activity to later share with the class or

one that the class completes together and is teacher led. Each time this strategy is practice, there could be many ways to implement it, and since it is a mundane activity, it would be good to differentiate the type of instruction being use.

8. The Purpose of Using KIM

There are many purposes of using KIM strategy, it's:

- To help introduce students to a unit, assign them a series of vocabulary words to fill out in the KIM graphic organizer.

- Identify the key terms that students need to use for the worksheet. Those words go in the left hand 'K' columns.

- Have students read about the term in their book. Then have they read the definition. Their information should write in their own words.

- Lastly, 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.

9. The Advantages and Disadvantages of Using KIM

Benefits of the graphic organizers:

- Students interpret and apply new information

- Can be used at any age level

- Provides a visual clue for many learners

The multiple uses helps different types of learners cement the vocabulary into their memory.[21]

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[21] *Ibid*., on 06th March 2018 at 11 Am.

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:

- Needs more preparation for the teacher for time allocation, such as time to make a vocabulary card by the students

- It is sometimes not suitable for an advance learner

- The more complex the information is, the more likely the learners are to misinterpret it.

10. Teaching Vocabulary through KIM

Teaching by using KIM strategy is one of the alternative ways to teach vocabulary in the first grade of Junior High School. In this principle, a teacher is asking to allocate time and use context to help the students to find meaning of a word. Although, dictionary cannot ignored but the frequency to use it is low.

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:

a. Students record the Key word (K)

b. Write down Important Information about the key word including a user friendly definition (I)

c. Draw what the key word means, and link it to an unusual connection to create a Memory device (M)

d. Students may use colors also in order to enhance the words meaning

e. Creating this unique word association seems to increase retention as well

f. Write the Key word in a context-rich sentence for application

B. Relevant Study

The research about KIM strategy has done by Inzta Hariadi under the title: "*Teaching English Vocabulary through KIM (Key Word, Information, and Memory Clue) Vocabulary Strategy in Junior High School*, it was written in journal Inzta Hariadi. Vol. 2 No. 2, FBS UNP: 2014. This research explains about the implementation of KIM strategy in teaching English vocabulary. He 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.

By using KIM strategy, the researcher hopes that the students will be interested in learning English vocabulary, and then it is easier for the researcher to transfer her knowledge to the students. This is suitable such as what the researcher does to her research.

Besides that, the research about improving students' vocabulary has done by 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.*"[22] This research explains about the implementation of Fly Swatter game in teaching English vocabulary. She used Fly Swatter game to make the students understanding vocabulary, because based on herself using this

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[22] Ika Rahmadani. *Improving Students' Vocabulary Mastery By Using Fly Swatter Game*. (Medan: Department of English Education (UIN) of North Sumatera 2013)

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.

The last the research about improving students' vocabulary has done by Neaty Muttahidah under the title: "*Improving Students' Vocabulary through Vocabulary Card.*"[23] This research explains about the implementation of Vocabulary Card in teaching English vocabulary. She used Vocabulary Card to make the students understanding vocabulary, because based on herself using this technique is effective to improve students' vocabulary. It is also can be alternative to overcome students' boredom.

By using Vocabulary Card, 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 Vocabulary Card.

C. Conceptual Framework

As mentioned above, the students should have knowledge about vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot know vocabulary, the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

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[23] Neaty Muttahidah. *Improving Students' Vocabulary Through Vocabulary Card.* (Jakarta: Department of English Education (UIN) of Jakarta 2011)

In obtaining the four skills of English, the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery.

KIM strategy is consider as an effective, interesting, and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. KIM strategy must have hard focus and good listening for answer the teacher instruction.

From the discussion above, the researcher proposed that KIM strategy in teaching vocabulary in English language could improve students' vocabulary.

D. Actional Hypothesis

According to the literature review and the conceptual framework, KIM strategy improves the students' vocabulary at the seventh grade of MTs. Al-Washliyah Sukarame.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This study was conduct by using Classroom Action Research. According to Michael J. Wallace, "Classroom Action Research is a type of Classroom Research carried out by the teacher in order to solve problems or to find answers toward context-specific issues."[24]

According to Rapoport in Rochiati Wiriaatmadja defined that "*Penelitian tindakan kelas untuk membantu seseorang dalam mengatasi secara praktis persoalan yang dihadapi dalam situasi darurat dan membantu pencapaian tujuan ilmu sosial dengan kerjasama dalam kerangka etika yang disepakati bersama.*" (Classroom Action Research to help someone in solving the problem faced in pressure circumstances practically and helped social science's aim achievement through cooperate in ethic framework, which is mutually agreed).[25]

Meanwhile, Kemmis in Chandra and Syahrum "*Penelitian tindakan adalah suatu bentuk penelitian refleksi diri yang dilakukan oleh para partisipan dalam situasi-situasi sosial (termasuk pendidikan) untuk memperbaiki praktik yang dilakukan sendiri.*" (Action Research as a form of self-reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationally and justice of (1) their own social or educational

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[24] Michael J. Wallace, *Action Research for Language Teachers*. (Cambridge: Cambridge University Press, 2006), p. 5

[25] Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*. (Bandung: PT Remaja Rosdakarya Offset, 2008), p.11-12

practices, (2) their understanding of these practice, and (3) the situations which practices are carried out).[26]

The action research was conduct through the process below.[27]
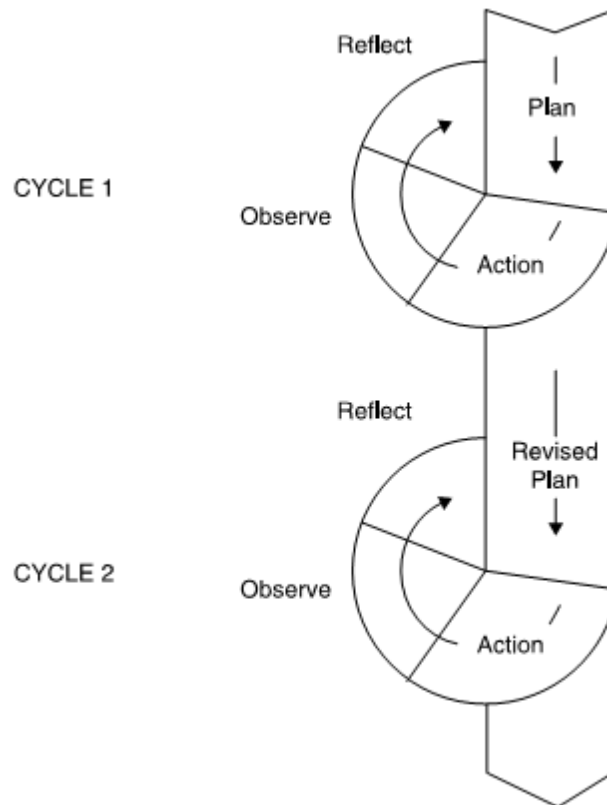
Figure 3.1 Cyclical Model of Action Research by Kemmis and Mc Taggart

B. **Research Setting and Subject**

This study had done at MTs Al-Washliyah Sukarame. The reason in choose the location are:

a. The location was close to the writer's house, so that it is easy to get the data.

b. The same title had not done before.

c. The writer wanted to improve the students' vocabulary.

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[26] Candra Wijaya dan Syahrum. *Penelitian Tindakan Kelas: Melejitkan Kemampuan Peneliti untuk Meningkatkan Kualitas Pembelajaran Guru*. (Bandung: Citapustaka Media Perintis, 2013), p.39

[27] Suharsimi Arikunto. *Penelitian Tindakan Kelas.* (Jakarta: Bumi Aksara, 2008*)*, p. 16

C. Instrument of Collecting Data

The instrument of collecting data used by the researcher to get the data observation by using:

a. Observation: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation is give based on reality in the classroom, the type of observation, which is use in this research is direct observation.

b. Questionnaire: it conducted both before and after implementing CAR.

c. Test: is use for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

1) Pre-test had done before implementing the Classroom Action Research (CAR).

2) Post-test was implement after implementing the Classroom Action Research (CAR).

D. Procedure of Data Collection

The procedures of research are performs by administrating two cycles. Each cycle contain four steps, which are planning, action, observation, and reflection. Before the cycle the researcher begun, orientation test is administrating to identify the basic knowledge of the students about vocabulary mastery.

1. **Cycle I**

a. Planning

The following points are the specification of the planning are first cycle:

✓ Conduct the cycle in two meetings.

✓ Administrate the vocabulary learning process according to lesson plan.

✓ Conduct pre-test in order to know the students' basic ability in vocabulary.

b. Action

In this step, the students were doing how to comprehend vocabulary by using KIM strategy.

c. Observation

The observation was conduct to all the process and atmosphere of vocabulary and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflections would do evaluative aspect to effect of spacious issues and suggest handling it. The researcher should take the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher should make decision that the researcher need to continue to the research into cycle II.

2. **Cycle II**

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, whit of course more improvement vocabulary mastery

material. Cycle II is done if there is insignificant improvement of students'
vocabulary.

During the treatments, vocabulary test gave to the students at the end
of every meeting. The students were testing by asking them to answer 15
questions multiple choices and five essays.

E. Technique of Collecting Data

The data for this study was collect through quantitative and qualitative
way. In collecting quantitative data, the researcher gave written assessment to the
students as the instrument. It was to analyze the students' learning level. The
students were asking to answer all of question given. The test was essay test.
There were about twenty questions for each cycle. In scoring the vocabulary test,
it was determined that the ranging from $0 - 100$ by accounting the correct answer.
The correct answer was given 5 while the wrong answer was given 0 and by
applying this formula:

$$\boxed{S = \frac{R}{N} \text{ X } 100\%}$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

In the collecting qualitative data, the researcher used observation sheets
focusing on what was happening in the classroom (classroom management) taken
by the collaborator, interview an English teacher, questionnaire for the students to

obtain about their interest and difficulties in learning vocabulary as the instrument.

F. Technique of Analysis Data

This study was applied quantitative and qualitative data, in which the quantitative data used to analyze students' score of vocabulary assessment, while qualitative data used to describe the situation during the teaching learning process.

1. Quantitative Data

The quantitative data which collect was a vocabulary test and it were about 20 questions for each cycle, while qualitative data analyzed from observation sheets and questionnaire to describe the improvement of students' vocabulary by using KIM strategy. These data expected to get satisfying result.

To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula:

$$X = \frac{\Sigma X}{N}$$

Where:

X = the mean of the students

ΣX = the total score

N = the number of students

Next, the researcher should try to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70, which is adapted from the school agreement at MTs Al-Washliyah Sukarame by applying the formula :

$$P = \frac{F}{N} \text{ X } 100\%$$

Where:

P = The class percentage

R = Total percentage score

N = Number of students

After mean of the students' score each test got, the researcher identifies whether or not there might have students' improvement score on vocabulary, from pre-test up to post-test score in cycle 1 and cycle 2. In analyzing that, the researcher used the formula:[28]

$$P = \frac{y1 - y}{y} \text{ x } 100\%$$

Where:
P: Percentage of students' improvement
y: Pre-test result

y1: Post-test 1

$$P = \frac{y2 - y}{y} \text{ x } 100\%$$

Where:

P: Percentage of students' improvement

y: Pre-test result

y2: Post-test 2

[28] Anas, Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2014), p. 8

2. Qualitative Data

The qualitative data would be use to describe the situation during teaching and learning process. They would be analyzed from interview and observation. In qualitative data analysis use interactive analytical technique consist of: (1) Data reduction (2) Display Data (3) Conclusion

1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written–up fields' notes or transcriptions. It means that the researcher had been reducing the data before, during, and after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step was analyzing the data. It is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented.

In this study, the researcher would be use the multiple choices in displaying the data, because it is most common data display would be use in qualitative research.

3. Conclusion Drawing and Verification

The last step of analyze which would draw conclusion and verification. From the start of the data collection, the qualitative data analyze would begin to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research

was a new discovery that can be an answer of the research problem. The conclusion was from description of the object of this study. Finally, in this step the researcher would get the result and conclusion of the research.

CHAPTER IV
FINDING AND DISCUSSION

A. The Description of the Data

The quantitative data are analyzed quantitatively and the qualitative data are analyzed qualitatively. The quantitative data are taken from the mean of the students' score in taking vocabulary test. The qualitative data was taken from observation result, questionnaire result, interview, and photography evidence. This research was conducted in one class of MTs Al-Washliyah Sukarame that class VII-B with 27 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle was conducted in three meetings include pre-test. The second cycle was done in two meetings. In the last meeting of each cycle, the students gave a test as the post-test.

B. The Qualitative Data

1. Observation

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used to measure the level of students' activities during teaching and learning process in which KIM strategy was applied students' activities, behavior students' ability in vocabulary, and interaction between teacher and students. (See Appendix 3: Observation Sheet Page 68) In teaching-learning process was used KIM strategy they feel enjoy and motivated to memorize and learning English. It can be seen from their enthusiastic and interested in the lesson whiles

in teaching learning process and the increase of their understanding and memorizing from their score.

2. Questionnaire

The questionnaire was answered before and after Classroom Action Research (CAR). The researcher gave the questionnaire to the students. From the result of the students' questionnaires answer, it showed that there were differences responses before and after implemented the technique. In the pre-questionnaire was conducted to obtain the data indicated students' motivation in learning English vocabulary. The questionnaire had ten questions, which divided in three categories, they were the students' response about teaching-learning process, the result of the students' vocabulary learning activities, and the solution of the problems in vocabulary; and all of them are ten items. (See the Appendix 6: Questionnaire for Students in the preliminary Study Page 75)

Table 4.1

The Result of Questionnaire in the Preliminary Study

NO	The students' response about teaching learning process	Yes		No	
1					
	• The students were enjoy in the teaching learning process	21	77,8%	6	22,2%
	• The students understood the teacher's explanation easily	14	51,9%	13	48,2%
2	**The result of the students' vocabulary learning activity**	**Yes**		**No**	
	• The student felt good with their score in vocabulary	12	44,4%	15	55,6%
	• The students could answer the teachers questions about	6	22,2%	21	77,8%

vocabulary material given

3	The solution of the problem in vocabulary	Yes		No	
	• The students asked their difficulty in vocabulary to the teacher	8	29,6%	19	70,4%
	• The teacher implemented the suitable technique to solve difficulties in learning vocabulary	6	22,2%	21	77,8%
	• The technique could help students memorize vocabulary easily and get the new vocabulary	4	14,8%	23	85,2%
	• The teacher gave exercise to develop students' ability in vocabulary	26	96,3%	1	3,7%
	• The students could do the task easily	8	29,6%	19	70,4%
	• The students' had rich vocabulary	8	29,6%	15	55,6%
	Mean	**41,84%**		**56,69%**	

The table above is showed the result of pre-questionnaire, that first category was the students' response about teaching-learning process in learning English vocabulary. The result is showed 96,3% students were enjoyed in the teaching-learning process. Next items in students understanding about English lesson, show that 51,9% of the students understood the teacher explanation. It

means that most of the students first grade of MTs Al-Washliyah Sukarame like English vocabulary lesson, even though they didn't mastery English vocabulary yet.

The second category is the result of students' vocabulary achievement. 55,6% of the students were not satisfied with their score in vocabulary. So, most of students were not satisfied in their score is bigger than those who weren't. Then only 22,2% students could answer the teachers' question about vocabulary material. It can be drawn that most of the students hadn't reached a good score which passed minimum mastery criterion (KKM).

The last category asks the solution of the problem in vocabulary learning. For the first item, there were so many students who didn't ask their teacher if they had difficulties, it's about 70,4%. It was indicated that the students were not actively involved in the teaching-learning process and they were not interested in the lesson, then do not ask their difficulty in understanding the materials. Second items, students said that their teacher didn't implement the suitable technique to solve the difficulties in learning vocabulary. It can be predicated that technique used by the teacher was not appropriate and could not solve their problems in learning vocabulary mostly. After that, most students answered that their teachers' technique couldn't help students memorize vocabulary easily and get new vocabulary, it's about 85,2% of the students. It means that most of them thought the used technique could not help to memorized vocabulary and got the new vocabulary.

Next item, 96,3% students said that their teacher gave exercise to develop students' ability in vocabulary, in the contrary many students, 70,4% couldn't do the task easily. It means that most of them faced the problem in vocabulary and thought the used technique could not help them in developed their vocabulary because not all of the words were given by teacher. So that, they hard to do the task. The last, there were only 8 students or 29,6% of them stated that they had rich vocabulary. It means that most of students' ability in vocabulary was still low.

After the CAR was done, the student questionnaires' response was showed positive. The questionnaire had fifteen questions which divided in four categories: the students' response about teaching learning process, the result of the students' vocabulary learning activity, the solution of problems in vocabulary, and the last the students responses about KIM strategy. (See the Appendix 7: Questionnaire for Students after Classroom Action Research Page 79)

Table 4.2

The Result of Questionnaire after Classroom Action Research

NO 1	The students' response about teaching learning process	Yes		No	
	• The students were satisfied in the teaching-learning process through KIM strategy	26	96,3%	1	3,7%
	• The students were motivated learning vocabulary through KIM strategy	26	96,3%	1	3,7%
	• The students could learns vocabulary better through	15	55,6%	12	44,4%

		Yes		No	
	KIM strategy than the usual learning				
2	**The result of the students' vocabulary learning activity**	**Yes**		**No**	
	• The students were helped in enriching their vocabularies through KIM strategy	21	77,8%	6	22,2%
	• The students felt that KIM strategy solve their vocabulary problems	19	70,4%	8	29,6%
	• The students could do the vocabulary task easily by using KIM strategy	22	81,5%	5	18,5%
	• The students' score were increase after using KIM strategy	27	100%	0	0%
	• The students' vocabulary were enriched by using KIM strategy	18	66,7%	9	33,3%
3	**The solution of the problems in vocabulary**	**Yes**		**No**	
	• The teacher gave opportunity to ask their difficulties in learning process	27	100%	0	0%
4	**Students' response about KIM strategy**	**Yes**		**No**	
	• The students feel better in learning vocabulary through KIM strategy	17	62,9%	10	37%
	• KIM strategy is suitable to be implied in teaching-learning vocabulary	19	70,4%	8	29,6%

• The students more understand the vocabulary easily	26	96,3%	1	3,7%
• The students like learning vocabulary through KIM strategy	16	59,3%	11	40,7%
• The students feels that KIM strategy facilitate their vocabulary learning	19	70,4%	8	29,6%
• The students could remember both their previous vocabulary and the new word easily	16	59,3%	11	40,7%
Mean		**77,6%**		**22,5%**

From the table above is showed the first category was the students' response about teaching-learning process in learning English vocabulary, the data was indicated that 96,3% students said yes, it was indicated in the table that all of the students interested in the teaching-learning process through KIM strategy. Next item is students' motivation in learning vocabulary through KIM strategy, show that 96,3% of the students understood the teachers' explanation. Last items about the comparison between learning KIM strategy than usual learning. It is about 55,6% of students feel better to learn vocabulary through KIM strategy than usual learning. It means that most of students first grade of MTs Al-Washliyah Sukarame like English vocabulary lesson.

The second category is the result of students' vocabulary achievement. The first data above is indicated that 77,8% of students were helped in retained

their vocabularies through KIM strategy. The second item is the students felt that the KIM strategy was solved their vocabulary problems is about 70,4%. The third item is about 81,5% of students could do their vocabulary task easily by used KIM strategy. The fourth item indicate 100% of students' score was increased after implemented the KIM strategy. The last item the students' vocabulary was enriched by KIM strategy is about 66,7%.

The third category is about the solution of the problem in vocabulary learning. In this case the teacher gave opportunity to ask their difficulties, about all students said yes or 100% of students said that the teacher gave them an opportunity to ask their difficulties in vocabulary. It was indicated that all of students were actively involved in the teaching-learning process.

The last category is about the students' response about KIM strategy. The first item in this category was asked about the students' feel better in learning vocabulary through KIM strategy it was indicated that 62,9% students agreed that they fell better in learning vocabulary through KIM strategy. The second item is indicated that 70,4% of students said that KIM strategy is suitable to be implied in teaching-learning process vocabulary. The third item is indicated that 96,3% of students said that they feel more understand the vocabulary easily. The fourth item is indicated that 59,3% of students like learning vocabulary through KIM strategy. The fifth item is about 70,4% of students feel that KIM strategy facilitate their vocabulary learning, it means that they were agree that KIM strategy was helped them in retaining their vocabulary. The last item is indicated that 59,3% of students could remember both their previous vocabulary and the new vocabulary easily.

3. Interview

The interview was done before conducting the first cycle. The research was interviewed the teacher. This interview also was done after implemented the technique. From the teachers' answer interview was showed that there were differences feeling before and after the implemented of the technique. The teacher felt satisfied with the improvement made by the students focus on vocabulary score through the technique. The teacher also motivated to use KIM strategy because it could facilitate the students in retaining their vocabulary. (See the Appendix 4-4a Page 69-70 and Appendix 5-5a Page 72-73)

C. The Quantitative Data

The quantitative data was taken from the result of the test was given to the students. The test was given still relevant to the topic was taught and discussed in the classroom in every cycle. There were two cycles was consisted four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table. (See Appendix 9, 11, and 13 Page 87, 92, 97)

Table 4.3

The Students' Score during Cycle I (Pre-Test and Post-Test I) and Cycle II (Post-Test II)

No	Initial of Students	Score		
		Pre-Test	Post-Test I	Post-Test II
1	APS	50	70	85
2	DWA	55	70	85
3	DS	55	75	95
4	EWS	55	70	80

5	EA	75	85	100
6	ES	55	70	80
7	FA	65	80	90
8	FS	50	50	75
9	HD	55	60	75
10	IL	25	55	65
11	IPA	90	90	100
12	MKM	60	65	80
13	MI	55	70	95
14	MS	80	90	100
15	RT	50	50	70
16	RIS	50	65	85
17	RS	60	70	85
18	RO	85	85	100
19	RAP	50	75	90
20	RF	50	80	95
21	RR	50	85	95
22	SL	60	65	75
23	STN	55	70	75
24	SNA	50	70	90
25	WPS	50	55	85
26	WI	25	60	90
27	YN	45	70	90
	TOTAL	$\sum x = 1505$ $X = 55.7$	$\sum x = 1900$ $X = 70.4$	$\sum x = 2340$ $X = 86.7$

From the data above, the researcher found there is improvement of the students' vocabulary. It could be seen from the mean of value from the test (pre-test, post-test 1, and post test 2) that improve.

From the table, the researcher also found the students' achievements are:

1. **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 15 questions in multiple choices and 5 questions.

To get the result of pre-test, firstly the researcher calculated the mean score:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{1505}{27}$$

$$\overline{X} = 55,7$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4 \times 100\%}{27}$$

$$P = 14,8\%$$

Based on the result of the pre test, the data is showed that the mean score of pre test is 55,7. There were only four students or 14,8% of the students who got the score above the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM)* meanwhile the other 23 students were below that criterion. From the analyze, it could be seen that almost of VII-B grade of MTs Al-Washliyah Sukarame students' vocabulary was still very low.

2. Post-Test 1

In the post-test 1 the students' score was obained 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 is showed the mean score of the class increased to 70,4 which there were 18 students who passed the Minimum Mastery Criterion or KKM 70. The mean score derived from the following formula:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{1900}{27}$$

$$\overline{X} = 70,4$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18 \times 100\%}{27}$$

$$P = 66,7\%$$

3. Post-Test 2

In the post test 2 the students' score was obtained improvement. The condition of class was very well after was implemented KIM strategy, all of the students became actively to the activity given by teacher so the atmosphere of class makes the students interested to follow the lesson.

From the table, the total score of the students is 2340 and to see the mean of the students in the test, the researcher applied the following formula:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{2340}{27}$$

$$\overline{X} = 86,7$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM):*

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{26 \text{ x } 100\%}{27}$$

$$P = 96,3\%$$

It was showed in the post-test 2 almost 100% the students could improve their vocabulary by KIM strategy.

D. Data Analysis

1. The Qualitative Data

The qualitative data was analyzed from observation result, questionnaire result, interview sheet, and documentation. The research was done in two cycles, and each cycle consists of two meetings and one test.

a. The First Cycle

The first cycle was done in two meetings, the detail was below:

a.1 Planning

The researcher collaborated with an English teacher at the school (collaborator) and planned the action dealing with preparing KIM strategy, instructional materials and media, and determined the criteria of success. In this

phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. The researcher also prepared the post test 1 to collected the data, to know there are some students' improvement scores from pre-test to post-test.

Next, the researcher and collaborator determined the criteria of success. The criteria of success were 70% of the students' vocabulary score is achieved the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM)* of English (70.0) or above 70% of students participated in English vocabulary class.

a.2 Action

The action of the first cycle was done by implemented the teaching learning process based on lesson plan had been made. In the first meeting, before involved students in KIM strategy, the researcher acted as teacher and done based on the lesson plan before. (1) The researcher asked the students to listen the explanation the procedure of KIM strategy but before the teaching learning process run, the researcher done explanation about the implementation of KIM strategy in their mind, in order that they would understand about the technique. (2) The researcher gave a letter that was contained a lyric of song to the students. (3) Teacher asked the students to read it and write down the difficult words that they found to the KIM sheet. (4) Teacher asked the student to memorize the word after collecting their KIM sheet. (5) The teacher closed the meeting and motivated the students to study hard. A step was very important before teaching learning

process was closed. Because the motivation would make them struggle in their learning especially in memorizing and find out the meaning of vocabulary.

a.3 Observation

The observation was done how the students' behavior and what the students' problem during teaching learning process on pre, whilst, and post vocabulary activities through observation.

In the first meeting, the observer watched the students interested in the lesson was given through KIM strategy, but there was a problem in asked the students to work in individual. The students couldn't concentrated, so they still confused in found the information of the keyword. In second meeting, the observer watched the better classroom condition. They have already known how to found out the information of the keyword and the students do not make a lot of noise in the class. The students were interested to make a KIM. Still there were some students disturbed the other friends. But outside of problem, the class could understand the lesson.

a.4 Reflection

The researcher evaluated in teaching learning process in the end of meeting of the first cycle. The researcher discussed the result action with her collaborator. Based on the analysis of students' vocabulary score in post-test 1 the students could improve their vocabulary but there was a student did not achieve the KKM. It can been seen that 66,7% of the students who got the score above the Minimum Mastery Criterion. The next is talking about students' participation. From the analysis of the students' KIM sheet in the first cycle, it was found that the students not understood about the information of the keyword. Therefore, it

was needed to use the cycle II to achieve the criteria of success of this study. The test result was indicated that the action in the first cycle did not achieve the action success yet, it need 3,3% to achieve the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM*) so the teacher and the researcher had to move the next cycle.

b. Revision of The First Cycle

Based on the analysis of the students' score achievement on vocabulary in the first cycle, the implementation of KIM strategy did not yet give satisfactory result on improvement of students' vocabulary. Therefore, the researcher concluded revision before the implementation of the next cycle in order to achieve to criteria of success this study.

The revision was focused on the teaching procedure. In the first cycle, the students had a difficulty how to made a KIM sheet by using KIM strategy. So, there was a student did not make a KIM sheet. Then, the teacher gave many examples to made KIM sheet clearly. The last, the students did not brought a dictionary and they should borrow their friends' dictionary. These problems were wasting many times.

c. The Second Cycle

c.1 Planning

Based on the discussion with the collaborators, it was determined that Cycle II was focused on the same problems found in Cycle I. The researcher decided to implement the same activities and new actions such as gave them a reward to motivate them with the hope that the teaching and learning process would be more enjoyable and the students' vocabulary mastery would

significantly improve. The researcher also prepared the post test 2 to collect the data, to know there are some students' improvement scores from post-test 1 to post-test 2.

c.2 Action

The action of the second cycle was done by implement the teaching learning process based on lesson plan was made. In this meeting, before involved students in KIM strategy, the researcher acted as teacher and done based on the lesson plan before. (1) The researcher explained the implementation of KIM strategy in their mind, in order that they would more understand about the technique. (2) The researcher asked the students to read a letter that contained lyrics of song to the students. (3) Teacher asked the students to read it and write down the difficult words that they found to the KIM sheet. (4) The researcher made the alarm to manage the time. (5) The researcher asked the student to memorize the word after collecting their KIM sheet. (6) The researcher gave a reward to the students which could memorize the word correctly. (5) If they are pronounce was wrong, the researcher gave feedback of they are pronounce. (6) The researcher closed the meeting and motivated the students to study hard. A step was very important before teaching learning process was closed. Because the motivation would make them struggle in their learning especially in memorizing and find out the meaning of vocabulary.

c.3 Observation

The observation was done for the last time. The activity of students was observed and it was showed that the condition of class was very well after used KIM strategy. In this meeting, the students were not difficult to worked in

individual. The finding in I cycle the researcher showed that some students were lazy to brought a dictionary. They preferred to share with others. The researcher kept motivating them to brought a dictionary. At least there was a dictionary in one table. Then, the observer watched the better classroom condition. They have

already known how to found out the information of the keyword and the students do not make a lot of noise in the class. The students interested to make a KIM. But there were some students disturbed the other friends. But outside of problem, the class could understand the lesson.

c.4 Reflection

After checked the students' vocabulary mastery by gave the test, it was found the students' score was showed the improvement. Based on the observation and the result of their test, the students could use KIM strategy as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using KIM strategy.

2. The Quantitative Data

The data was taken from test that was given to students in the last of each cycle. Based on the result of ever meetings and the test in every cycle that had been conduct, it was found that the students score improve since the first until last meeting.

The result that students' score was increased from the pre-test, post-test in the cycle 1 until in the post-test in cycle 2. The students' score in post-test 1 was higher than the pre-test. The post-test 2 was higher than the post-test 1.
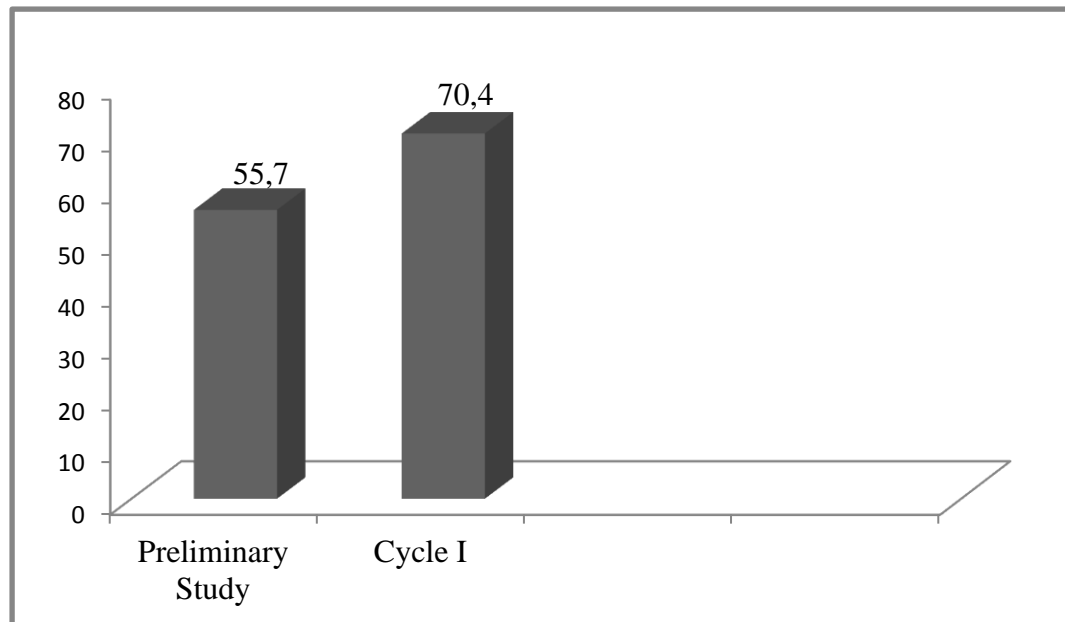
Figure 4.1 The Students' Improvement in Vocabulary Score in the First Cycle

The data is showed that the post-test 1 was higher than the pre-test. The result of the students' vocabulary achievement in the cycle 1, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first cycle. It was from preliminary study mean score from the mean class 55,7 increased to 70,4 or from 4 students who passed the score above the Minimum Mastery Criterion to 18 students. That means that there was 26,4% of mean score improvement. The improvement percentage is derived from the formula:

$$P = \frac{y1 - y}{y} \text{ x } 100\%$$

$$P = \frac{70,4 - 55,7}{55,7} \text{x } 100\%$$

$P = 26,4\%$

Next, the students' vocabulary improvement from the first cycle to the second cycle is recapped in the following chart:
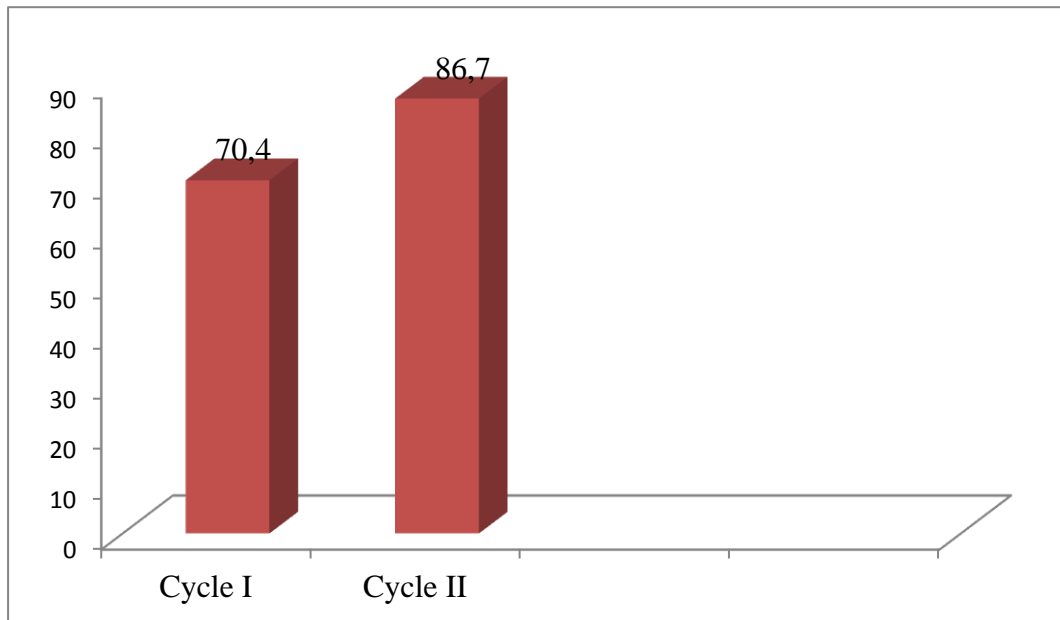
Figure 4.2 The Students' Improvement in Vocabulary Score in the Second Cycle

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y2 - y}{y} \text{ x } 100\%$$

$$P = \frac{86,7 - 55,7}{55,7} \text{x } 100\%$$

$P = 55,7\%$

Based on the result of the students' vocabulary score, there was better improvement of students' average score from the students' vocabulary achievement in the preliminary study to the students' vocabulary in the second cycle. The mean score of the pre-test in the preliminary was 14,8% and the mean

score of the students on the second cycle was 96,3%. Means that there was 55,7% of average score improvement.

The students' score was showed the improvement which could be determine that they showed a little progress. They got the improvement score in each cycle.

Table 4.4

The Data of Test Result

No	Cycle	Mean	Percentage
1	Pre-test	55,7	14,8%
2	Post-test I	70,4	66,7%
3	Post-test II	86,7	96,3%

The mean of students' score in the post-test II was highest, so it could be said that the students' vocabulary by KIM strategy was improved from 55,7 to 86,7. From the table above, the result is showed the improvement of the students' score from the pre-test to the post-test I, post-test I to post-test II. In the first test (pre-test) the students who passed the KKM 70 were 4 students of 27 students (14,8%). In the second test (post-test I) the students who got the score up 70 or passed KKM were 18 students of 27 students (66,7%). In the third test (post-test II) the students passed KKM 70 were 26 students of 27 students (96,3%). The improvement of pre-test to the post-test 1 was about 51,9% and the improvement of post-test 1 to the post-test 2 was about 29,6%.

Figure 4.3 The Students' Achievement in Vocabulary
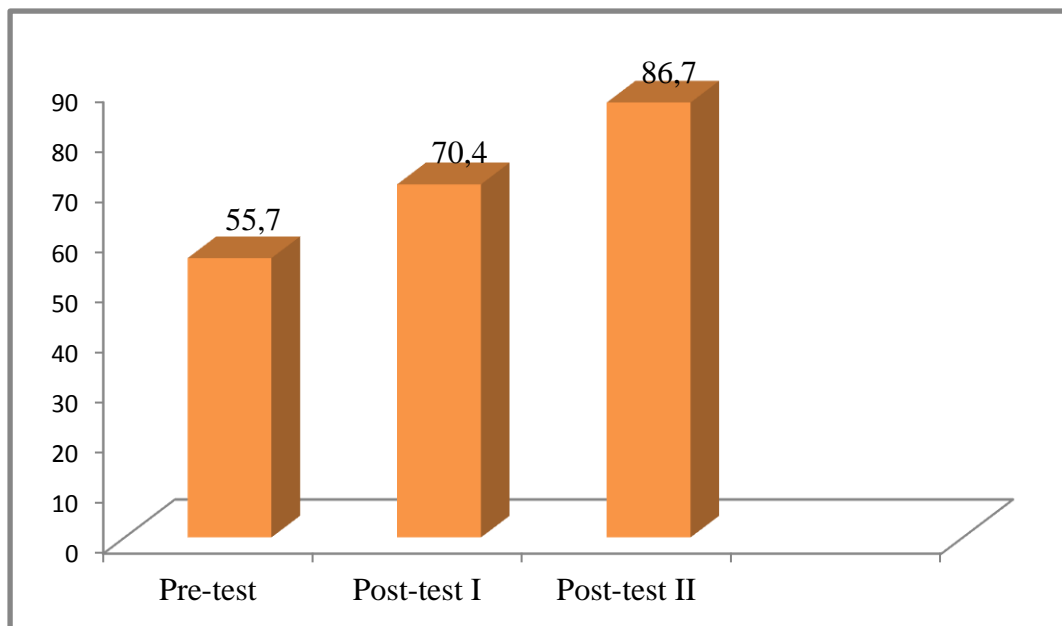
Figure 4.3 The Students' Achievement in Vocabulary

E. Research Finding

The result was indicated that there was an improvement on the students'
vocabulary by KIM strategy. The mean of the first cycle was 70,4. The mean of
second cycle was 86,7, it was indicated that the scores and the mean in second
cycle were better than in the first cycle.

Automatically the percentage of students who got point up 70 or passed
the KKM also grew up. In the pre-test, the students who got point up 70 were 4
students (14,8%). In the post-test 1 students who got point up 70 were 18 students
(66,7%). It means that there was an improvement about 51,9%. Post-test 2 the
students passed KKM 70 were 26 (85.7%) and the improvement was about
29,6%.

From the data above, it was showed by apply this technique, the score of
the students in vocabulary was increased from the pre test until post test in each
cycle. The students' vocabulary was improved and became well in the first
meeting to the next meeting not only happen in the mean of students' score, but

also the creative, interest, logically, critically and enthusiasm of students was showed that there was improvement. It can be seen in the questionnaire and observation sheet. Most of the students were more active and enthusiast during teaching learning process. It was implied that the use of KIM strategy could increase the students' vocabulary and also helped the English teacher to teach vocabulary.

F. 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 55,7. After the implementation of KIM strategy, the average score of post-test 1 cycle 1 was 70,4. Then, the researcher continued to the second cycle with the average post-test 2 were 86,7 or 96,3% passed the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM*) 70 as the criterion of success determined. In addition to improved the students' score, the implementation of KIM strategy got positive responses from students in their teaching-learning process of vocabulary.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research findings in Chapter IV show that the vocabulary of the seventh grade students of MTs Al-Washliyah Sukarame was improved through KIM strategy. It can be concluded that KIM strategy can improve the students' vocabulary and can help them to remember and keep their vocabulary. It can be proved from the following facts.

First, related to the students' achievement, there were 96,3% who passed The Minimum Mastery Criterion *(Kriteria Ketuntasan Minimal/KKM)* 70 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 55,7%. In the pre-test were only 4 students who passed the KKM. Meanwhile, in the post-test of cycle one there were 18 students who passed the KKM or 66,7%. Next, in the result of post-test in the cycle 2, there got 26 students or 96,3% students who passed the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM)* in which there mean score of vocabulary derived 86,7. So, it achieved the criteria success.

Second the questionnaires' result is showed that the implementation of this technique got positive responses from the students in the teaching-learning process of vocabulary, it could be seen from the mean of pre-questionnaire was 41,84%. Then, the mean of post-questionnaire was 77,6%.

The last, the result of interview with the English teacher is showed that the teacher gave positive responses after using of KIM strategy in teaching

vocabulary since it could be an alternative technique to be used in teaching vocabulary.

B. Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on research findings.

1. KIM strategy is influential to improve students' vocabulary.

2. KIM strategy is interesting to learn a vocabulary because it is fun.

3. KIM strategy can improve the students' creativity and logically.

4. This strategy or technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be using as an additional reference; there will be a further research with different discussion that can make a revision within development of this KIM strategy.

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http://rachelrs.weebly.com/kim-strategy.html on 06th March 2018 at 11 Am.

LESSON PLAN

Cycle I

Sekolah : MTs Al-Washliyah Sukarame

Mata Pelajaran : Bahasa Inggris

Materi Pokok : That's what friends are supposed to do

Kelas/Semester : VII/Genap

Alokasi Waktu : 2 X 40 menit

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
1.	3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja	3.8.1. Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs

		3.8.2.	Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
2.	4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.8.1.	Mempelajari makna secara kontekstual terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs
		4.8.2.	Mempelajari makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

→ Mengucapkan kosakata dengan benar

→ Menjelaskan fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs

→ Menjelaskan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

2. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

→ Memahami makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs

Fokus nilai-nilai sikap

1. Religius

2. Kesantunan

3. Tanggung jawab

4. Kedisiplinan

D. Materi Pembelajaran

   1. Materi Pembelajaran Reguler

     a. Fakta

       → Lirik lagu terkait dengan kehidupan remaja

     b. Konsep

       → Fungsi sosial

       → Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

     c. Prinsip

       → Unsur kebahasaan

       → Kosakata dan tata bahasa dalam lirik lagu

       → Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

     d. Prosedur

       → Mempelajari makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs

E. Teknik Pembelajaran : KIM (Keyword, Information, and Memory Clue) Strategy

F. Media Pembelajaran

   1. KIM Sheet

   2. Teks yang berisi lagu

G. Sumber Belajar

   - Modul/bahan ajar

H. Kegiatan Pembelajaran

   a. Pendahuluan (10 minutes)

     Apersepsi

     ✓ Guru memberi salam

- ✓ Berdoa sebelum belajar
- ✓ Mengecek kehadiran siswa

Motivasi

- ✓ Guru menyampaikan tujuan belajar
- ✓ Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari

b. Kegiatan Inti (70 menit)

Eksplorasi

- ✓ Menyampaikan materi yang akan dibahas kepada siswa
- ✓ Bertanya kepada siswa pengetahuan apa yang dimilikinya tentang materi
- ✓ Guru mengarahkan siswa dengan teks bacaan yang berisi lirik lagu
- ✓ Menyuruh siswa untuk menggarisbawahi kata yang sulit dan menerjemahkan kata yang ada di dalam teks

Elaboration

- ✓ Memperkenalkan strategi KIM dan langkah-langkahnya
- ✓ Guru menggunakan strategi KIM
- ✓ Guru menyuruh siswa untuk membaca lagu yang dibagikan kepada siswa
- ✓ Guru menyuruh siswa untuk menuliskan kata-kata yang sulit dan menerjemahkan kata yang terdapat di dalam lagu ke dalam KIM sheet
- ✓ Guru menyuruh siswa untuk mengingat kata yang ditulisnya di dalam KIM sheet

Konfirmasi

- ✓ Guru dan siswa bersama-sama membaca lirik lagu setelah semua siswa selesai mengisi KIM sheet
- ✓ Guru memanggil siswa satu persatu untuk mengucapkan kosakata mereka tanpa melihat KIM sheet mereka

c. Kegiatan Akhir (10 menit)

- ✓ Guru menanyakan kesulitan siswa selama proses pembelajaran
- ✓ Guru memberikan kesimpulan tentang topik yang dibahas
- ✓ Guru menutup kelas dengan berdoa dan salam

Instrument Materi:

Count On Me ♪♫
By: Bruno Mars

[Verse 1:]
Oh uh-huh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

[Verse 2:]
If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

Oooh
We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

You'll always have my shoulder when you cry
I'll never let go, never say goodbye
You know...

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh

You can count on me 'cause I can count on you

I. Evaluasi:

- ✓ Jenis evaluasi: Menulis
- ✓ Bentuk evaluasi: Pilihan Ganda

J. Penilaian

- ✓ Setiap soal yang benar diberi nilai 5
- ✓ Total penilaian 20 x 5 = 100
- ✓ Nilai maksimum: 100

$$\text{Penilaian siswa} = \frac{\text{nilai yang diperoleh}}{\text{nilai maksimum}} x 100$$

Medan,   Mei 2018

English Teacher   **Researcher**

Sri Susanti, S.S   **Masyita Ermasari Siregar**

LESSON PLAN

Cycle II

Sekolah   : MTs Al-Washliyah Sukarame

Mata Pelajaran : Bahasa Inggris

Materi Pokok   : That's what friends are supposed to do

Kelas/Semester : VII/Genap

Alokasi Waktu : 2 X 40 menit

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

NO	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.	3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja	3.8.3. Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs

64

		SMP/MTs	3.8.4.	Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs
4.	4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs		4.8.3.	Mempelajari makna secara kontekstual terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs
			4.8.4.	Mempelajari makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs

C. Tujuan Pembelajaran

3. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

→ Mengucapkan kosakata dengan benar

→ Menjelaskan fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs

→ Menjelaskan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

4. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

→ Memahami makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs

Fokus nilai-nilai sikap

5. Religius

6. Kesantunan

7. Tanggung jawab

8. Kedisiplinan

D. Materi Pembelajaran

i. Materi Pembelajaran Reguler

a. Fakta

→ Lirik lagu terkait dengan kehidupan remaja

b. Konsep

→ Fungsi sosial

→ Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

c. Prinsip

→ Unsur kebahasaan

→ Kosakata dan tata bahasa dalam lirik lagu

→ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

d. Prosedur

→ Mempelajari makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs

E. Teknik Pembelajaran : KIM (Keyword, Information, and Memory Clue) Strategy

F. Media Pembelajaran

i. KIM Sheet

ii. Teks yang berisi lagu

G. Sumber Belajar

- Modul/bahan ajar

H. Kegiatan Pembelajaran

a. Pendahuluan (10 minutes)

Apersepsi

✓ Guru memberi salam

✓ Berdoa sebelum belajar

✓ Mengecek kehadiran siswa

Motivasi

✓ Guru menyampaikan tujuan belajar

✓ Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari

b. Kegiatan Inti (70 menit)

Eksplorasi

✓ Menyampaikan materi yang akan dibahas kepada siswa

✓ Bertanya kepada siswa pengetahuan apa yang dimilikinya tentang materi

✓ Guru mengarahkan siswa dengan teks bacaan yang berisi lirik lagu

✓ Menyuruh siswa untuk menggarisbawahi kata yang sulit dan menerjemahkan kata yang ada di dalam teks

Elaboration

✓ Memperkenalkan strategi KIM dan langkah-langkahnya

✓ Guru menggunakan strategi KIM

✓ Guru menyuruh siswa untuk membaca lagu yang dibagikan kepada siswa

✓ Guru menyuruh siswa untuk menuliskan kata-kata yang sulit dan menerjemahkan kata yang terdapat di dalam lagu ke dalam KIM sheet

✓ Guru menyuruh siswa untuk mengingat kata yang ditulisnya di dalam KIM sheet

Konfirmasi

✓ Guru dan siswa bersama-sama membaca lirik lagu setelah semua siswa selesai mengisi KIM sheet

✓ Guru memanggil siswa satu persatu untuk mengucapkan kosakata mereka tanpa melihat KIM sheet mereka

c. Kegiatan Akhir (10 menit)

✓ Guru menanyakan kesulitan siswa selama proses pembelajaran

✓ Guru memberikan kesimpulan tentang topik yang dibahas

✓ Guru menutup kelas dengan berdoa dan salam

Instrument Materi

Count On Me 🎵
By: Bruno Mars

[Verse 1:]
Oh uh-huh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

[Verse 2:]
If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

Oooh
We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh yeah, yeah

You'll always have my shoulder when you cry
I'll never let go, never say goodbye
You know...

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, oooohhh

You can count on me 'cause I can count on you

I. Evaluasi:

    ✓ Jenis evaluasi: Menulis

    ✓ Bentuk evaluasi: Pilihan Ganda

J. Penilaian

    ✓ Setiap soal yang benar diberi nilai 5

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Medan,   Mei 2018

English Teacher   **Researcher**

Sri Susanti, S.S   **Masyita Ermasari Siregar**

Appendix 3

Teacher's Observation Sheet

No	Observer	Meeting I	
		Yes	No
1	Guru datang tepat waktu		
2	Guru memberi salam kepada siswa		
3	Guru memeriksa kehadiran siswa		
4	Guru menyampaikan materi dengan jelas		
5	Guru mengajak siswa berpikir secara mandiri dan kreatif		
6	Guru memberi teks kepada siswa		
7	Guru memberi kesempatan kepada siswa jika mereka tidak paham dengan materi yang terkait		
8	Guru mengelola sumber-sumber yang digunakan untuk pembelajaran		
9	Guru mengatur waktu mengajar dengan efektif		
10	Guru menyimpulkan pelajaran		

Appendix 4

Interview for the English teacher in the Preliminary Study (Before Classroom Action Research)

1. Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?
2. Skill dan sub-skill apa yang Ibu anggap paling sulit didalam pengajaan bahasa Inggris?
3. Teknik mengajar apa saja yang Ibu gunakan dalam pengajaran *vocabulary*?
4. Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?
5. Media apa yang digunakan dalam pengajaran *vocabulary*?
6. Sarana/fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran bahasa Inggris?
7. Apa kendala dalam Ibu di dalam pengajaran *vocabulary*?
8. Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?
9. Tugas apa yang biasa Ibu berikan di kelas?
10. Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas VII di MTs Al-Washliyah Sukarame?
11. Apakah Ibu pernah mendengar tehnik pengajaran *KIM*?

Appendix 4.a Interview for the English teacher in the Preliminary Study
(Before Classroom Action Research)

Hasil Wawancara dengan Guru Bahasa Inggris (MTs Al-Washliyah

Sukarame)

Interviewer : Masyita Ermasari Siregar

Interviewee : Sri Susanti, S.S

Profession : English Teacher

R: Researcher

T: Teacher

R: Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T: Proses pembelajaran bahasa Inggris di kelas adalah memberikan materi dan test

R: Skill dan sub-skill apa yang ibu anggap paling sulit didalam pengajaran bahasa

   Inggris?

T: Dalam pengajaran membaca dan menulis.

R: Teknik mengajar apa saja yang ibu gunakan dalam pengajaran *vocabulary*?

T: Memberikan kosakata dari wacana kemudian mereka disuruh menghapal

   kosakata tersebut agar bisa lebih dipahami dan dikuasai.

R: Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?

T: Menulis kosakata dan mengingat kosakata tersebut

R: Media apa yang ibu gunakan dalam pengajaran *vocabulary*?

T: Dari wacana dan lingkungan sekitar

R: Sarana/fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung

pembelajaran bahasa Inggris?

T: Menggunakan ATK yang ada di sekolah seperti double polio dan karton-karton bekas

R: Apa kendala dalam pengajaran *vocabulary*?

T: Anak-anak sulit menghapal kosa kata baru karena keinginan mereka untuk belajar sangat minim

R: Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?

T: Sangat minim sekali dan bisa dilihat bahwa hanya satu atau dua orang saja yang membawa kamus

R: Tugas apa yang biasa Bapak/Ibu berikan di kelas?

T: Tugas kelompok dan kerja dalam pasangan

R: Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas VII di MTs Al-Washliyah Sukarame?

T: KKM 70.

R: Apakah Ibu pernah mendengar tehnik pengajaran *KIM strategy*?

T: Tidak. Mungkin dengan teknik tersebut mereka semangat di dalam belajar

Appendix 5

Interview for the English teacher in the Preliminary Study (After Classroom Action Research)

1. Bagaimana kemampuan siswa kelas VII-A dalam pembelajaran *vocabulary* setelah menggunakan tehnik strategi *KIM*?
2. Bagaimana penguasaan vocabulary siswa setelah menerapkan strategi *KIM*?
3. Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *KIM* berlangsung?
4. Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *KIM*?
5. Menurut Ibu, bagaimana mengatasi permasalahan tersebut?
6. Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *KIM*?
7. Apakah Ibu merasa termotivasi setelah melihat penggunaan *KIM* dalam pembelajaran di kelas?
8. Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *KIM*?
9. Setelah melihat pembelajaran *vocabulary* dengan menggunakan *KIM*, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?
10. Menurut Ibu, apakah strategi pembelajaran *KIM* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

Appendix 5.a Interview for the English teacher in the Preliminary Study
(After Classroom Action Research)

Hasil Wawancara dengan Guru Bahasa Inggris (MTs Al-Washliyah

Sukarame)

Interviewer : Masyita Ermasari Siregar

Interviewee : Sri Susanti, S.S

Profession : English Teacher

R: Researcher

T: Teacher

R: Bagaimana kemampuan siswa kelas VII-B dalam pembelajaran *vocabulary* setelah menggunakan tehnik *KIM strategy*?

T: Mereka lebih aktif dan mampu berpikir kreatif

R: Bagaimana penguasaan vocabulary siswa setelah menerapkan strategi *KIM strategy*?

T: Mereka dapat mengetahui kosa kata yang baru dan memiliki peningkatan dalam mengingat kosakata

R: Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *KIM strategy* berlangsung?

T: Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan

R: Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *KIM strategy*?

T: Masih saja ada siswa yang tidak membawa kamus

R: Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

T: Guru harus selalu mengingatkan agar mereka membawa kamus setiap pelajaran bahasa Inggris dan memberikan hukuman seperti membaya denda sebesar Rp.1000 yang nantinya dimasukkan ke dalam kas mereka.

R: Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *KIM strategy*?

T: Pendapat saya, setelah menggunakan *KIM strategy* siswa lebih mudah mengingat dan memahami kosakata

R: Apakah Ibu merasa termotivasi setelah melihat penggunaan *KIM strategy* dalam pembelajaran di kelas?

T: Ya, saya ingin menerapkannya dalam mengajar

R: Setelah melihat pembelajaran *vocabulary* dengan menggunakan *KIM strategy*, apakah ini efektif diterapkan pada pembelajaran *vocabulary*?

T: Iya sangat efektif karena siswa bisa lebih kreatif

R: Menurut Ibu, apakah strategi pembelajaran *KIM* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

T: Ya dan dapat mempertahankan kosakata yang telah dipelajari sebelumnya

Appendix 6

Questionnaire for Students in the preliminary study

ANGKET UNTUK SISWA

Nama :

Kelas :

Petunjuk:

1. Tuliskan nama dan kelas di tempat yang telah disediakan.

2. Berilah tanda *checklist* (√) pada salah satu jawaban 'Ya' atau 'Tidak'.

3. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan

No	Pertanyaan	Ya	Tidak
1	Apakah kamu merasa senang ketika mengikuti pelajaran Bahasa Inggris materi kosakata (vocabulary)		
2	Apakah selama ini kamu dengan mudah memahami materi kosakata *(vocabulary)* dalam bahasa Inggris		
3	Apakah kamu merasa nilai bahasa Inggris materi kosakata *(vocabulary)* selama ini baik		
4	Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan		
5	Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata *(vocabulary)*		
6	Apakah kamu merasa tehnik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata *(vocabulary)* bahasa Inggris		
7	Apakah tehnik yang digunakan guru dapat membantumu memperkaya kosakata *(vocabulary)*		
8	Apakah guru sering memberikan latihan untuk mengembangkan kemampuan kosakata *(vocabulary)*		

| 9 | Apakah kamu dapat mengerjakan tugas kosakata *(vocabulary)* dengan mudah |
| 10 | Apakah kamu merasa kosakata *(vocabulary)* bahasa Inggris kamu sudah banyak |

Appendix 6.a The Result of Questionnaire in the Preliminary Study

The Result of Questionnaire in the Preliminary Study at the Seventh Grade of MTs Al-Washliyah Sukarame

NO	The students' response about	Yes		No	
1	teaching learning process				
	• The students were enjoy in the teaching learning process	21	77,8%	6	22,2%
	• The students understood the teacher's explanation easily	14	51,9%	13	48,2%
2	**The result of the students' vocabulary learning activity**	**Yes**		**No**	
	• The student felt good with their score in vocabulary	12	44,4%	15	55,6%
	• The students could answer the teachers questions about vocabulary material given	6	22,2%	21	77,8%
3	**The solution of the problem in vocabulary**	**Yes**		**No**	
	• The students asked their difficulty in vocabulary to the teacher	8	29,6%	19	70,4%
	• The teacher implemented the suitable technique to solve difficulties in learning vocabulary	6	22,2%	21	77,8%
	• The technique could help students memorize vocabulary easily and get the new vocabulary	4	14,8%	23	85,2%
	• The teacher gave exercise to develop students' ability in vocabulary	26	96,3%	1	3,7%

• The students could do the task easily	8	29,6%	19	70,4%
• The students' had rich vocabulary	8	29,6%	15	55,6%
Mean		**41,84%**		**56,69%**

Appendix 7

Questionnaire for Students after Classroom Action Research

ANGKET UNTUK SISWA (Setelah PTK)

Nama :

Kelas :

Petunjuk:

1. Tuliskan nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda *checklist* (√) pada salah satu jawaban 'Ya' atau 'Tidak'.
3. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan

No	Pertanyaan	Ya	Tidak
1	Apakah kamu merasa senang ketika mempelajari kosakata Bahasa Inggris dengan menggunakan strategi KIM		
2	Apakah kamu merasa belajar kosakata lebih baik dengan menggunakan strategi KIM		
3	Apakah kamu merasa termotivasi belajar kosakata dalam KBM dengan menerapkan strategi KIM		
4	Apakah kamu merasa kalau strategi KIM cocok diterapkan dalam belajar kosakata Bahasa Inggris		
5	Apakah kamu lebih mudah memahami kosakata Bahasa Inggris dengan strategi KIM		
6	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan strategi KIM		
7	Apakah kamu merasa strategi KIM dapat membantumu untuk mengembangkan/memperkaya kosakata kamu		
8	Apakah kamu merasa strategi KIM dapat memecahkan maasalah kamu dalam belajar kosakata *(vocabulary)*		

9	Apakah pembelajaran dengan menggunakan strategi KIM mempermudah cara belajar kamu
10	Apakah kamu merasa lebih mudah mengingat kosakata *(vocabulary)* baru dan kosakata yag telah kamu miliki ketika belajar dengan strategi KIM
11	Apakah kamu merasa lebih mudah mengerjakan tugas kosakata setelah menerapkan strategi KIM
12	Apakah kamu diberikan kesempatan bertanya ketika mengalami kesulitan dalam mengerjakan kesulitan tugas kosakata dengan bahasa Inggris
13	Apakah kamu sudah merasa ada peningkatan nilai bahasa Inggris tentang *vocabulary*
14	Apakah pembelajarn kosakata Bahasa Inggris dengan strategi KIM lebih baik dibandingkan dengan pembelajaran yang biasa
15	Apakah kamu merasa kepemilikian kosakata *(vocabulary)* kamu sudah banyak setelah belajar dengan tehnik strategi KIM

Appendix 7.a The Result of Questionnaire for Students after Classroom Action Research

The Result of Questionnaire after Classroom Action Research

NO 1	The students' response about teaching learning process	Yes		No	
	• The students were satisfied in the teaching-learning process through KIM strategy	26	96,3%	1	3,7%
	• The students were motivated learning vocabulary through KIM strategy	26	96,3%	1	3,7%
	• The students could learns vocabulary better through KIM strategy than the usual learning	15	55,6%	12	44,4%
2	The result of the students' vocabulary learning activity	Yes		No	
	• The students were helped in enriching their vocabularies through KIM strategy	21	77,8%	6	22,2%
	• The students felt that KIM strategy solve their vocabulary problems	19	70,4%	8	29,6%
	• The students could do the vocabulary task easily by using KIM strategy	22	81,5%	5	18,5%
	• The students' score were increase after using KIM strategy	27	100%	0	0%
	• The students' vocabulary were enriched by using KIM	18	66,7%	9	33,3%

3	**The solution of the problems in vocabulary**		**Yes**			**No**
	• The teacher gave opportunity to ask their difficulties in learning process	27	100%	0		0%
4	**Students' response about KIM strategy**		**Yes**			**No**
	• The students feel better in learning vocabulary through KIM strategy	17	62,9%	10		37%
	• KIM strategy is suitable to be implied in teaching-learning vocabulary	19	70,4%	8		29,6%
	• The students more understand the vocabulary easily	26	96,3%	1		3,7%
	• The students like learning vocabulary through KIM strategy	16	59,3%	11		40,7%
	• The students feels that KIM strategy facilitate their vocabulary learning	19	70,4%	8		29,6%
	• The students could remember both their previous vocabulary and the new word easily	16	59,3%	11		40,7%
	Mean		**77,6%**			**22,5%**

Appendix 8

Name :

Class :

J. **Choose the correct answer with crossing (X) a,b,d, or d!**

1. Rina : I want to wear my white gown to Amanda's party. What do you think?

   Lisa : I think the red one is better.

   Rina : Ok. I will …… the red gown

   a. Wrap   c. Wear

   b. Go   d. Give

2. The carpet is …… . I want to clean it.

   a. Large   c. Dirty

   b. Shiny   d. Soft

3. We often watch …. In the evening.

   a. Newspaper   c. Magazine

   b. Radio   d. Television

4. My father always reads ….. every morning.

   a. Radio   c. Computer

   b. Newspaper   d. Television

5. Ana is a tailor. She makes …..

   a. Clothes   c. Bag

   b. Belt   d. Ice cream

6. Andi reads an English book in the….

   a. Library   c. Canteen

   b. Market   d. Bathroom

7. Diana's barbie is broken. Diana is very …… now.

    a. Confuse   c. Sad

    b. Happy   d. Charm

8. I went to dentist yesterday because my ….. were in pain.

    a. Hands   c. Fingers

    b. Teeth   d. Ears

9. A : Can you help me?

    B : Yes, of course. What can I do for you?

    A : Please, ….. this bag to my room.

    B : Yes, Sir.

    a. Help   c. Give

    b. Has   d. Bring

10. This exercise was too ….. for me. I got score 100.

    a. Difficult   c. High

    b. Expensive   d. Easy

11. If you study hard , you will be …. In your examination.

    a. Unsuccess   c. Success

    b. Sad   d. Stupid

12. Cut up <u>meatballs</u> and chicken fillet into small pieces. The meaning of the underlined word is.......

    a. Daging   c. Bakso

    b. Sate   d. Kentang

13. Grind together garlic, paper, and salt. The word "Grind" has a meaning…

    a. Uleg   c. Cincang

b. Campurkan   d. Tambahkan

14. This room is dark, please turn on the…

    a. Lamp   c. Door

    b. Fan   d. AC

15. The students write their lesson on the….

    a. Chair   c. Blackboard

    b. Table   d. Cupboard

II. Lengkapilah kalimat-kalimat dibawah ini dengan memakai kata-kata berikut:

tomorrow, *guitar*, *bed*, *puppy*, *marathon*

16. I am learning to play the . . . . .

17. It's going to be windy . . . . .

18. I like reading before going to …..

19. I went to the pet shop to get a . . . . .

20. I am in training for a . . . . .

~GOOD LUCK~

Pre-test Answer Key

1. C	6. A	11. C	16. Guitar
2. C	7. C	12. C	17. Tomorrow
3. D	8. B	13. A	18. Bed
4. B	9. D	14. A	19. Puppy
5. A	10. D	15. B	20. Marathon

Appendix 9 Students' Score in Pre-test

The Result of Students' Score in Preliminary Study Pre-test

No	Respondents	Pre-Test
1	APS	50
2	DWA	55
3	DS	55
4	EWS	55
5	EA	75
6	ES	55
7	FA	65
8	FS	50
9	HD	55
10	IL	25
11	IPA	90
12	MKM	60
13	MI	55
14	MS	80
15	RT	50
16	RIS	50
17	RS	60
18	RO	85
19	RAP	50
20	RF	50
21	RR	50
22	SL	60
23	STN	55
24	SNA	50
25	WPS	50

26	WN	25
27	YN	45
	TOTAL	$\sum x = 1505$ $X = 55.7$

Appendix 10

SOAL POST TEST

(Cycle I)

Name :

Class :

I. **Choose the correct answer with crossing (X) a,b,d, or d!**

1. You can ..... planes in the airport.

   a. Bite   c. Write

   b. See   d. Draw

2. This room is …… . Please turn on the lamp.

   a. Bright   c. Dark

   b. Hot   d. Cold

3. Can you …. me?

   a. Need   c. Help

   b. Bring   d. Bite

4. I can count on you when I ….. you.

   a. Need   c. Remind

   b. Help   d. Angered

5. When you are stuck in the middle of the sea, I will ….. you.

   a. Sink   c. Kill

   b. Disappear   d. Help

6. The word "find" has similar meaning with ….

   a. Discover   c. Toss

   b. Disappear   d. Dissolve

7. When you are in the dark you can not ……

   a. Call   c. Speak

b. See   d. Silent

8. When the sun is ….. the world will be bright.

   a. Sink   c. Disappear

   b. Rise   d. Dark

9. This room is ….. . Please turn on the AC.

   a. Hot   c. Dark

   b. Bright   d. Shiny

10. We must help our friends when she is …...

   a. Funny   c. Happy

   b. Difficulty   d. Angry

11. The word "help" has similar meaning with …..

   a. Assist   c. Disturb

   b. Damage   d. Ruin

12. The word "stupid" has similar meaning with …..

   a. Diligent   c. Dumb

   b. Good   d. Excellent

13. Please turn down the …..

   a. Volume   c. Sea

   b. Tree   d. Sky

14. Don't disturb her when she is ..…

   a. Angry   c. Funny

   b. Happy   d. Laugh

15. I will …. you.

   a. Remind   c. Bite

   b. Angered   d. Hit

II. Silangkan jawaban yang benar dari soal di bawah ini!

16. Forget	a. Kehidupan
17. Life	b. Berdiri
18. Stand	c. Lupa
19. Sleepy	d. Menggigit
20. Bite	e. Mengantuk

Post test Answer Key (cycle 1)

1. B	6. A	11. A	16. c. Lupa
2. C	7. B	12. C	17. a. Kehidupan
3. C	8. B	13. B	18. b. Berdiri
4. A	9. A	14. A	19. e. Mengantuk
5. D	10. B	15. A	20. d. Menggigit

Appendix 11 Students' Score in Post-test I

The Result of Students' Score in Preliminary Study Post-test I

No	Respondents	Post-test I
1	APS	70
2	DWA	70
3	DS	75
4	EWS	70
5	EA	85
6	ES	70
7	FA	80
8	FS	50
9	HD	60
10	IL	55
11	IPA	90
12	MKM	65
13	MI	70
14	MS	90
15	RT	50
16	RIS	65
17	RS	70
18	RO	85
19	RAP	75

20	RF	80
21	RR	85
22	SL	65
23	STN	70
24	SNA	70
25	WPS	55
26	WN	60
27	YN	70
	TOTAL	**$\sum x = 1900$** **$X = 70.4$**

Appendix 12

Name :

Class :

I.   **Choose the correct answer with crossing (X) a,b,d, or d!**

1.   You can ..... planes in the airport.

   a. Bite   c. Write

   b. See   d. Draw

2.   This room is …… . Please turn on the lamp.

   a. Bright   c. Dark

   b. Hot   d. Cold

3.   Can you …. me?

   a. Need   c. Help

   b. Bring   d. Bite

4.   I can count on you when I ….. you.

   a. Need   c. Remind

   b. Help   d. Angered

5.   When you are stuck in the middle of the sea, I will ….. you.

   a. Sink   c. Kill

   b. Disappear   d. Help

6.   The word "find" has similar meaning with ….

   a. Discover   c. Toss

   b. Disappear   d. Dissolve

7.   When you are in the dark you can not ……

   a. Call   c. Speak

b. See   d. Silent

8. When the sun is ….. the world will be bright.

   a. Sink   c. Disappear

   b. Rise   d. Dark

9. This room is ..... . Please turn on the AC.

   a. Hot   c. Dark

   b. Bright   d. Shiny

10. We must help our friends when she is …...

    a. Funny   c. Happy

    b. Difficulty   d. Angry

11. The word "help" has similar meaning with .....

    a. Assist   c. Disturb

    b. Damage   d. Ruin

12. The word "stupid" has similar meaning with .....

    a. Diligent   c. Dumb

    b. Good   d. Excellent

13. Please turn down the .....

    a. Volume   c. Sea

    b. Tree   d. Sky

14. Don't disturb her when she is ..…

    a. Angry   c. Funny

    b. Happy   d. Laugh

15. I will …. you.

    a. Remind   c. Bite

    b. Angered   d. Hit

II. Silangkan jawaban yang benar dari soal di bawah ini!

16. Forget	a. Kehidupan
17. Life	b. Berdiri
18. Stand	c. Lupa
19. Sleepy	d. Menggigit
20. Bite	e. Mengantuk

Post test Answer Key (cycle 2)

1. B	6. A	11. A	16. c. Lupa
2. C	7. B	12. C	17. a. Kehidupan
3. C	8. B	13. B	18. b. Berdiri
4. A	9. A	14. A	19. e. Mengantuk
5. D	10. B	15. A	20. d. Menggigit

Appendix 13 Students' Score in Post-test II

The Result of Students' Score in Preliminary Study Post-test II

No	Respondents	Post-test II
1	APS	85
2	DWA	85
3	DS	95
4	EWS	80
5	EA	100
6	ES	80
7	FA	90
8	FS	75
9	HD	75
10	IL	65
11	IPA	100
12	MKM	80
13	MI	95
14	MS	100
15	RT	70
16	RIS	85
17	RS	85
18	RO	100
19	RAP	90

20	RF	95
21	RR	95
22	SL	75
23	STN	75
24	SNA	90
25	WPS	85
26	WN	90
27	YN	90
	TOTAL	$\sum$**x = 2340** **X = 86.7**

Appendix 14 Documentation

Autobiography

Name   : Masyita Ermasari Siregar

Student Number   : 34.14.1.009

Place/ Date of Birth : Sukarame, December 02nd 1996

Sex   : Female

Address   : Jl. Abdul Wahid Desa Sukarame Kecamatan Kualuh Hulu Kabupaten Labuhan Batu Utara

Name of Father   : Ervin Siregar

Name of Mother : Masnun

Education Background

1. Primary School at SD Muhammadiyah-04 Sukarame

2. Junior High School at SMP Negeri-04 Kualuh Hulu

3. Senior High School at SMA Swasta Muhammadiyah-09 Kualuh Hulu

4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training

MAJELIS PENDIDIKAN
MADRASAH TSANAWIYAH
Al Jam'iyatul Washliyah
SUKARAME

Jln.Abdul Wahid No 153 Sukarame, Kualu Hulu – 21457 - 085359945801

SURAT KETERANGAN
Nomor : 010./MTs-AW/SR/V/2018

Yang bertanda Tangan di bawah ini

1. Nama   : **Muhammad Rahmat Hidayat,S.PdI**
2. Nip   :------
3. Pangkat / Golongan :
4. Jabatan   : Kepala MTs Al Washliyah Sukarame

Dengan ini menyatakan bahwa

1. Nama   : **MASYITA ERMASARI SIREGAR**
2. Tempat/Tangga Lahir   : Sukarame,02 Desember 1996
3. NIM   : 34141009
4. Jurusan   : Pendidikan Bahasa Inggis

Benar telah melakukan Penelitian di MTs Al Washliyah Sukarame dalam rangka penulisan Tugas Akhir /Skripsi yang berjudul :

"IMPROVING STUDENTS' VOCABULARY THROUNG KIM (KEYWORD, INFORMATION AND MEMORY CLUE) STRATEGY AT THE SEVENTH GRADE OF MTs AL WASHLIYAH SUKARAME IN ACADEMIC YEAR 2017/2018"

Demikanlah Surat Keterangan ini diperbuat untuk dapat di pergunakan seperlunya

Sukarame, 30 Mei 2018

Kepala MTs Al Washliyah Sukarame

Muhammad Rahmat Hidayat, S.Pd.I