

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents the topics related to the study. The points are background of the study, formulation of research problem, objective of the study, research hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

#### **A. Background of the study**

The English learners have to be able to master the skills such as speaking, reading, listening, and writing. Also, they have to master the components such as vocabulary, grammar, pronunciation. This study will focus on vocabulary. Vocabulary is the most important thing in learning English, because vocabulary will give impact when we learn the skills and the other components. Vocabulary is more than a list of target language words (Nunan, 1999: 101). Vocabulary is the first thing that every student learns in their formal and informal education, also the first step that must be taught before students learn other aspects of language. When students learn English a foreign language, they must have the ability to master vocabulary.

Actually, by mastery vocabulary, students can improve their listening, speaking, reading and writing abilities (Edge, 1993). We can conclude that vocabulary plays a very important role in language acquisition. Moreover, junior high school students need a lot of improvement in their vocabulary mastery since they are required to know a

lot of words in case to improve their language skills. Sometimes the students have a problem by memorizing vocabulary, without adequate vocabulary mastery, students will face some difficulties in their study. According to Read (2000), many students see second language acquisition as essentially a matter of learning vocabulary, so they devote a great deal of time to memorizing lists of second language words and rely on their bilingual dictionary as a basic communicative resource. Besides, Paul (2005) stated that providing a related situations leads the learners to learn best since they are able to focus their attention on the meaning rather than a words form.

Learning vocabulary could be achieved through various teaching and learning processes. Learning process is not only done by doing formal study in the formal class but also the students could learn by themselves. Moreover, in making learning purposes, a teacher must be in detail and sustainable. The teacher gives big contribution to students' success in teaching and learning vocabulary, but teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). The teacher lets the students listen, speak, read and write with the lack of vocabulary, so that it makes the learners get trouble in developing the four skills listening, speaking, reading and writing. The teacher needs more creative strategies or methods that are suitable and enjoyable for the

students to learn English especially vocabulary. In this 4.0 era, there are many strategies that can be used to improve students' vocabulary mastery especially in text-context.

Strategy is act as a mediator between individual learner differences and situational and social factors on the one hand, and learning outcomes on the other (Taka, 2008). An appropriate method or strategy of teaching English to students is very important to improving student's vocabulary understanding. In teaching vocabulary, there are some strategies that could be applied in teaching English vocabulary mastery. The teacher could use pictures, games, word wall, song, puzzle, and so on. In this case, the researcher wants to apply a strategy that could be used to increase students' vocabulary mastery in sentence context. The name of that strategy is K.I.M (Key Word, Information, and Memory Clue) strategy.

In this study, the researcher uses K.I.M Strategy to facilitate the students in mastering vocabulary. This strategy supports the students' activities in the class, so the students can enjoy and feel happy with their learning process. Some previous studies showed that this strategy is effective to increase their score and motivate students in learning English especially to increase student's vocabularies. This strategy is intended to help the students to master the vocabulary through a simple way and it can build students' memory so that the students will be able to remember word by word easily. According to Rachelrs (2014) KIM Strategy uses a graphic organizer to help students retain knowledge of key terms or key ideas. In

K.I.M vocabulary strategy, the students are asked to make a chart which there is three columns. First column functioned as key word or a vocabulary. The vocabulary is gotten by reading a text or determined by a teacher. Second column is for information, the meaning of vocabulary itself. They can guess the meaning from context of a text to fill this column or they can look up a dictionary. And third column is memory clues contained pictures to ease students in memorizing the vocabulary. Finally, a teacher requires students to make their own sentence about the word. Vibas (2016) stated that KIM strategy is a low prep, high yield strategy that supports all levels of learners across all content areas. KIM strategy is effective in building vocabulary and students can enjoy it.

There are some researchers that have been conducted about K.I.M Strategy. First study from Siregar (2018) conducted a research entitled Improving Students' Vocabulary through K.I.M (Key Word, Information, and Memory Clue) Strategy at Seventh Grade of MTS Al-Washliyah Sukarame in Academic Year 2017/2018. The result of this study shows that the vocabulary of the seventh grade students was improved through KIM strategy. Second study conducted by Sanica (2019) from State Islamic Institute of Bengkulu entitled The Effect of Using Key Information Memory Clue (KIM) Strategy on Students' Vocabulary Mastery (A Quasi Experimental Research at Seventh Grade Students of SMPN 16 Kota Bengkulu in Academic Year 2018/2019). The result of this study is using the K.I.M strategy in teaching and learning English process

has really helped the students to support their study in improving their vocabulary. Third study conducted by Hariadi, Inzta and Amir, Zainuddin (2014) under the title Teaching English Vocabulary Through K.I.M (Key Word, Information, and Memory Clue) Vocabulary Strategy in Junior High School. The result of the study found that K.I.M vocabulary strategy is a splendid strategy in comprehending a new vocabulary because it makes students think logically, critically and creatively. Students are demanded to find meaning by looking for it in context.

Based on the data was found by the researcher in the preliminary study at SMPN 3 Kalidawir and theory reviewed, the researcher consider that the main intention by implementing K.I.M strategy at SMPN 3 Kalidawir was to confirm the theory from the previous studies. In this study, the researcher wants to employ K.I.M as the strategy towards students' contextualize vocabulary mastery in SMPN 3 Kalidawir whether the strategy is effective or not under the title "The Effectiveness of Using K.I.M (Key Word, Information, and Memory Clue) Strategy on Seventh Grade Student's Contextualize Vocabulary Mastery at SMPN 3 Kalidawir".

## **B. Statement of the Research Problem**

Based on the background described above, the research problem is formulated as the followings:

Is there any significant difference on the student's contextualize vocabulary mastery before and after being taught by using K.I.M (Key

Word, Information, and Memory Clue) strategy at seventh grade students of SMPN 3 Kalidawir?

### **C. Objective of the Study**

The purpose of this study is:

To know whether there is a significant difference on student's contextualize vocabulary mastery before and after being taught by using K.I.M (Key Word, Information, and Memory Clue) strategy at seventh grade students of SMPN 3 Kalidawir.

### **D. Hypothesis**

Hypothesis is a statement about the relationship between two or more variables that are being studied. There are two kinds of hypothesis:

1. Null hypothesis ( $H_0$ ): there is no significant difference on students' contextualize vocabulary mastery before and after being taught using K.I.M Strategy at seventh grade students of SMPN 3 Kalidawir.
2. Alternative hypothesis ( $H_a$ ): there is significant difference on students' contextualize vocabulary mastery before and after being taught using K.I.M Strategy at seventh grade students of SMPN 3 Kalidawir.

### **E. Significant of the study**

The results of this research are expected to give contribution for the English learners, the English teachers, and the other researchers.

The significant of the study can be stated as follows:

#### **1. To the English learners**

From the result of this research, students are expected to be more active and more motivated in learning English, especially in learning vocabulary. This study can motivate them to improve their vocabulary mastery through fun learning.

#### **2. To the teacher**

The result of this study is expected to give them a description about how to teach and to motivate the students to learn vocabulary in various strategies. Moreover, the result of this study can be applied in the classroom activity in achieving student's vocabulary mastery.

#### **3. To other researcher**

The result of these researches is this study can be used as references to teach vocabulary, also the other researcher expected can find the effect of K.I.M (Key Word, Information, and Memory Clue) Strategy in teaching vocabulary for further study.

## **F. Scope and Limitation of the Study**

This study is intended to know the effectiveness of using K.I.M (Key Word, Information, and Memory Clue) strategy in teaching vocabulary. In this study, the researcher focuses on giving treatment to the seventh grade students of SMPN 3 Kalidawir by using K.I.M (Key Word, Information, and Memory Clue) Strategy with the sample is the students of VII-B class.

The scope in this study is teaching vocabulary. In the implementation in this research, the writer limits the study in teaching contextualize vocabulary by using K.I.M (Key Word, Information, and Memory Clue) Strategy. The writer also gives the limit of the text that will be used in the treatment and the test that is descriptive text.

## **G. Definition of the key terms**

To avoid ambiguity and misunderstanding of the terms used, the researcher gives some definition as follows:

### **1. Effectiveness**

Effectiveness is a succession of doing something. It also can be defined as something that gives an intended or expected result from the doer.



## 2. Vocabulary

Vocabulary is all the words known and used by a particular person and all the words which exist in a particular language or subject. This term can be meant as one of language units which have a meaning. In this study, students master the vocabulary in a context.

## 3. Vocabulary Mastery

Vocabulary mastery deals with having a lot of vocabulary to be implemented in teaching and learning English. In this study, vocabulary mastery refers to the students' different scores between pre-test and post-test.

## 4. K.I.M Strategy

K.I.M Strategy intended the students to identify the key term, information, and a memory clue based on their own understanding of the vocabulary term. K.I.M Strategy uses a graphic organizer to help students retain knowledge of key terms or key ideas (Rachelrs: 2014).