CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes about research findings and discussion that includes about the description of data, normality testing, hypothesis testing and discussion.

A. Description of Data

In this section, the researcher presented the data of students' contextualize vocabulary mastery before and after being taught by using K.I.M Strategy. In this research, the purpose of the researcher wanted to know the effectiveness of using K.I.M Strategy toward students' contextualize vocabulary mastery on the seventh grade of SMPN 3 Kalidawir in the academic year 2019/2020. The researcher did pre-experimental research design by using one group pre-test and post-test with quantitative research approach. Besides, the researcher involved VII B class which consisted of 20 students, 9 males and 11 female students as an experiment and control class because the researcher conducted pre-experimental study so the researcher only used one class. Then, the researcher administered the test as a research instrument to get the data. The test items that had been given to the students were 20 items multiple choice tests.

In this research, the researcher was conducted in five meetings. First meeting was administering pre-test, second till forth meeting were giving treatment by using K.I.M Strategy to teach vocabulary, and the last was administering post-test. From pre-test and post-test the researcher got

a score from the students. The students' score then computed by using SPSS 16.0 versions.

1. **The Students' Contextualize Vocabulary Mastery Before Being Taught By Using K.I.M (Key Word, Information, and Memory Clue) Strategy**

Pre-test in this research had been done before treatment. The pre-test was held on 5th May 2020. The instrument of this research was vocabulary test that consisted of 20 items of multiple choices. There were 20 students as subjects of the research. The test was done before the treatment process using K.I.M Strategy. This test was intended to know the basic competence of students' contextualize vocabulary mastery before they get the treatment. The data of pre-test could be seen as follows:

Table 4.1 Students' Score before Being Taught by Using K.I.M Strategy

No	Subject	Pre-Test Score
1	AS	70
2	AF	60
3	BIM	15
4	CTK	75
5	ELAS	95
6	FKDJ	85
7	FNA	55

8	FRN	100
9	HF	100
10	LA	55
11	MHAH	100
12	MRS	15
13	MSP	55
14	NSA	90
15	NK	45
16	RF	95
17	RNMM	100
18	TZ	30
19	VN	90
20	WT	45
Mean		68,75

Table 4.1 presents the pre-test score list of 20 seventh grade students' of SMPN 3 Kalidawir as the respondents or subjects of the research. The students' pre-test score was distributed in the next table in order to analyze the students' contextualize vocabulary mastery score

before the treatment is given. Then, it presented the statistical data of pre-test in the table below.

Table 4.2 The Descriptive Statistic of Pre-test Score

Descriptive Statistics

|	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	15.00	100.00	68.7500	28.60231
Valid N (listwise)	20				

Descriptive statistic is functioning to describe the condition of a certain group. The table 4.2 above showed that there were 20 test takers. The mean score was 68.75. Then, the minimum score was 15 and the maximum score was 100. Meanwhile, to know the number of scores that appeared in pre-test, the researcher presents frequency distribution and the histogram. It can be seen in table 4.3 and figure 4.1 below:

Table 4.3 Frequency Distribution and Percentage of Pre-test

Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	2	10.0	10.0	10.0
	30	1	5.0	5.0	15.0
	45	2	10.0	10.0	25.0
	55	3	15.0	15.0	40.0
	60	1	5.0	5.0	45.0

70	1	5.0	5.0	50.0
75	1	5.0	5.0	55.0
85	1	5.0	5.0	60.0
90	2	10.0	10.0	70.0
95	2	10.0	10.0	80.0
100	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Figure 4.1 Histogram of Pre-test
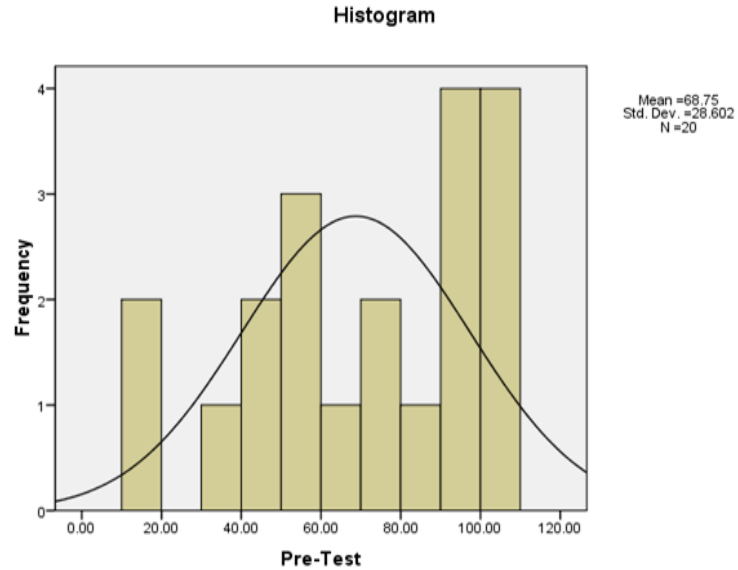
As can be seen from table 4.3 and further explained by figure 4.1, it showed the numbers that describe the categorizing based on frequency distribution by considering the qualification of the scoring rubric.

a. There were 8 students who got a score less than 60, it means that the students' vocabulary achievement failed. It needed much improvement.

b. There was 1 student who got a score between 60 – 69, it means that the students' vocabulary achievement was still fair. It needed much improvement.

c. There were 2 students who got a score between 70 – 79, it means that the students' vocabulary achievement was good. However, it still needed improvement.

d. There was 1 student who got a score between 80 – 89, it means that the students' vocabulary achievement was very good. But, it still could be improved.

e. Then, there were 8 students who got a score 90 - 100, which means that the students' vocabulary achievement was excellent.

Based on the result above, it has been known that many students still seemed difficult to master the vocabulary. Then after getting the treatment by using K.I.M Strategy, the students showed good improvement in their vocabulary mastery. Table 4.4 and figure 4.2 represent the computation result of post-test as follow:

2. Students' Contextualize Vocabulary Mastery After Being Taught By K.I.M (Key Word, Information, and Memory Clue) Strategy

Post-test in this research had been done after treatment. The post-test was held on 14th May 2020. The instrument of this research was a vocabulary test that consisted of 20 items of multiple choices. There were also 20 students as subjects of the research. This test was intended to know the basic competence of students' contextualize vocabulary mastery after giving treatment. The data of post-test can be seen as follows:

Table 4.4 Students' Score after Being Taught by Using K.I.M Strategy

No	Subject	Post-Test Score
1	AS	80
2	AF	80
3	BIM	50
4	CTK	95
5	ELAS	95
6	FKDJ	100
7	FNA	100
8	FRN	100
9	HF	100

10	LA	65
11	MHAH	100
12	MRS	50
13	MSP	75
14	NSA	95
15	NK	65
16	RF	100
17	RNMM	100
18	TZ	85
19	VN	95
20	WT	70
Mean		85

Table 4.4 presents the post-test score list of 20 seventh grade students' of SMPN 3 Kalidawir as the respondents or subjects of the research. The descriptive statistic of post-test score consisted of mean (table 4.5), the frequency distribution and percentage of post-test (table 4.6), and histogram of post-test (figure 4.2), those can be seen as below:

Table 4.5 The Descriptive Statistic of Post-test Score

Descriptive Statistics

|	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	20	50.00	100.00	85.0000	17.16790
Valid N (listwise)	20				

The table 4.5 above showed that there were 20 test takers. The mean score was 85. Then, the minimum score was 50 and the maximum score was 100. Meanwhile, to know the number of score appeared in pre-test, the researcher presents frequency distribution and the histogram. It can be seen in table 4.6 and figure 4.2 below:

Table 4.6 Frequency Distribution and Percentage of Post-test

Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	10.0	10.0	10.0
	65	2	10.0	10.0	20.0
	70	1	5.0	5.0	25.0
	75	1	5.0	5.0	30.0
	80	2	10.0	10.0	40.0
	85	1	5.0	5.0	45.0

95	4	20.0	20.0	65.0
100	7	35.0	35.0	100.0
Total	20	100.0	100.0	

Figure 4.2 Histogram of Post-test
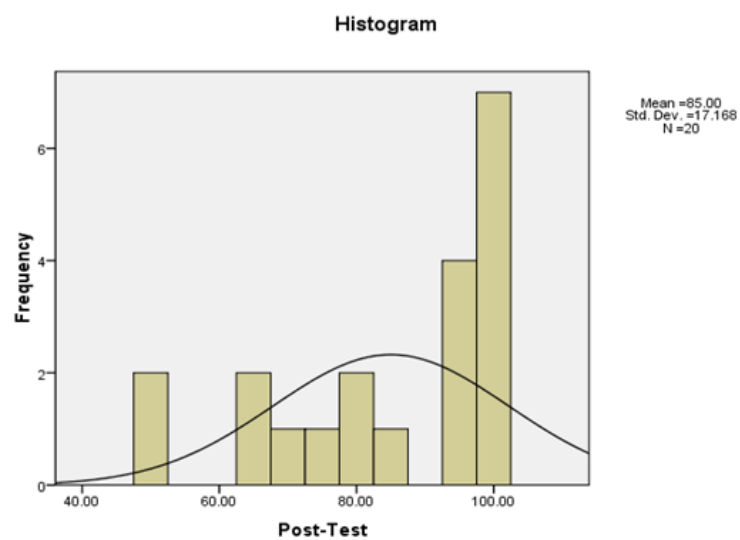
As can be seen from table 4.6 and further explained by figure 4.2, it showed the numbers that describe the categorizing based on frequency distribution by considering the qualification of the scoring rubric.

      a. There were 4 who got scores between 50 – 69, it means that the students' vocabulary achievement was still fair.

      b. There were 2 students who got a score between 70 – 79, it means that the students' vocabulary achievement was good.

c. There were 3 students who got a score between 80 – 89, it means that the students' vocabulary achievement was very good.

d. Then, there were 11 students who got a score between 90 – 100, it means that the students' vocabulary achievement was excellent.

B. Normality Testing

Normality testing is used to determine whether the distribution of responses has a normal distribution or not. Normality test is intended to show that the sample data come from a normally distributed population. To test the normality of the data the researcher used the *One Sample Kolmogorov-Smirnov* test with the provision that if Asymp. Sig<0.05, so the data distribution is normal. The researcher used students' scores of pre-test and post-test of seven B class of SMPN 3 Kalidawir in normality testing and calculated used SPSS 16.0 for windows by significant level (0.05).

After determining the hypothesis, the researcher used the rule of Asymp. Sig (2 tailed) to measure the normality testing. This rule was used to know if the test distribution was normal or not. The interpretation of normality testing as follows:

a. If Asymp. Sig (2 tailed) > 0.05, so the data distribution is normal.

b. If Asymp. Sig (2 tailed) < 0.05, so the data distribution is not normal.

The result can be seen in the table 4.7 below:

Table 4.7 Normality Result

One-Sample Kolmogorov-Smirnov Test

		Pre-test	Post-test
N		20	20
Normal Parameters[a]	Mean	68.7500	85.0000
	Std. Deviation	2.86023E1	1.71679E1
Most Extreme Differences	Absolute	.171	.270
	Positive	.137	.191
	Negative	-.171	-.270
Kolmogorov-Smirnov Z		.766	1.207
Asymp. Sig. (2-tailed)		.601	.109

a. Test distribution is Normal.

Based on the table above, it can be seen that the significance value of pre-test was 0.601, it was bigger than 0.050. It means that the data distribution of the pre-test was normal. Then the significance value of post-test was 0.109, it was bigger than 0.050. It means that the data distribution of post-test was also normal. It can be concluded that both of the data (pre-test and post-test) were normal distributions.

C. Hypothesis Testing

The hypothesis testing of this research examined the effectiveness of before and after by using K.I.M Strategy toward students vocabulary mastery

at the seventh grade of SMPN 3 Kalidawir in the academic year 2019/2020. The hypothesis which is examined in this research as follows:

1. Null hypothesis (Ho): 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 (Ha): 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.

The computation used to know whether there was a significantly different score of the students before the students were taught by using K.I.M Strategy and after the students were taught by using K.I.M Strategy. These subjects were referred to as paired because they are drawn from the same subject.

The researcher used a statistical test by using paired sample t-test on SPSS 16.0 to analyze the data. The result is as follow:

Table 4.8 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	68.75	20	28.602	6.396
	Post-Test	85.00	20	17.168	3.839

Based on the table 4.8, the data presented students' scores which were taught before and after by using K.I.M strategy in contextualize vocabulary mastery. The output of paired samples statistics as a descriptive statistic showed that the mean score of pre-test was 68.75 and the mean score of post-test was 85.00. The number of samples both pre-test and post-test was 20. The standard deviation is to measure how much the variance of the sample. The standard deviation of pre-test was (28.602<68.75) and the standard deviation of post-test was (17.168<85.00). In other words, if the standard deviation was getting higher than the mean, it meant that the students' score of pre-test was heterogeneous, and if the standard deviation was getting smaller than the mean, it meant that the students' score of post-test was homogeneous. It could be concluded that the standard deviation of pre-test and post-test was homogeneous because there was a difference value of standard deviation between pre-test and post-test and the standard deviation was smaller than the mean.

Table 4.9 Paired Sample Test

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			

Pair Pre-Test -	-16.250	16.131	3.607	-23.799	-8.701	-4.505	19	.000
1 Post-Test								

Based on table 4.9, the output of paired samples test showed that the difference of the mean score between pre-test and post-test was -16.250. The standard deviation was 16.131. Standard error mean was 3.607. There are two values in the confidence interval of the difference, for the lower difference was -23.799 and the upper difference was -8.701. The result of t was -4.505 with degree of freedom (df) was 19 and the Sig. (2-tailed) was 0.000. In this research, the P-value (Sig.) is 0.000 and the significance level is 0.05, so the P-value (Sig.) is smaller than significance level (0.000 < 0.05). It indicated that the null hypothesis (Ho) is rejected. In other words, the hypothesis states that the mean of post-test is smaller than or equal to the mean of pre-test. While, the alternative hypothesis (Ha) is accepted, it means that the mean of post-test is higher than the mean of pre-test, so that there is any significance difference of students' score before and after being taught by using K.I.M (Key Word, Information, and Memory Clue) Strategy. It can be concluded that K.I.M (Key Word, Information, and Memory Clue) Strategy is an effective strategy for teaching contextualize vocabulary mastery at the seventh grade of SMPN 3 Kalidawir.

D. Discussion

In this research, the researcher only used one sample as a subject for the research. This section is intended to analyze the result of research finding based on the related theory. This research is done in three steps. The first is giving pre-test (vocabulary test) to students; its purpose is to know the score of the students' contextualize vocabulary mastery before giving the treatment by applying K.I.M (Key Word, Information, and Memory Clue) Strategy. The second steps are giving the treatment by applying K.I.M (Key Word, Information, and Memory Clue) Strategy. Students were more enthusiastic to learn vocabulary after they got treatment. The third steps are giving post-test to know the score of the students' contextualize vocabulary mastery after given the treatment by applying K.I.M (Key Word, Information, and Memory Clue) Strategy.

The result of the students' score is calculated by using t-test. The present research has shown that there was significant effect on students' English vocabulary mastery using K.I.M (Key Word, Information, and Memory Clue) Strategy. From the result above, we can see the difference in the result of pre-test and post-test scores from the mean of pre-test 68.75 becomes 85.00 in post-test. It means there is any significant difference score on students' vocabulary mastery before and after being taught by using K.I.M (Key Word, Information, and Memory Clue) Strategy.

Previously the seventh grade B students of SMPN 3 Kalidawir got the difficulty in mastering and understanding the meaning of vocabulary. The

students' vocabulary mastery is low before taught by using K.I.M Strategy. It is proven by their pre-test scores. The finding of this research states that K.I.M (Key Word, Information, and Memory Clue) Strategy was an effective strategy especially for the seventh grade students of SMPN 3 Kalidawir to increase students' vocabulary knowledge. First, K.I.M Strategy gives the most significant influence in memorizing new vocabularies (key words). However, after taught by using K.I.M Strategy, the students can understand the meaning and master the vocabulary better than before. Second, K.I.M Strategy helps students in recognizing new vocabulary by organizing the idea (information) about the key words (vocabularies).

Before being taught by this strategy, the seventh grade B students of SMPN 3 Kalidawir were confused about the description or information of new vocabulary. Meanwhile, after getting K.I.M Strategy in terms of organizing the description/information, the students put the gained idea from the text or dictionary into column information properly. In addition, while doing this activity the students do not feel bored but they are really interested because the students make sketches of their picture suit to their words and they can apply the color on their own pictures. Then, the students can get more vocabularies from their activity in collecting vocabularies by using K.I.M Strategy sheets.

From the finding above, it's also strongly in line with previous study, stating that K.I.M Strategy is effectively used in learning English especially in mastering vocabulary. The first previous research is done by Hariadi and Amir (2014) conducted research 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 creative. It could be concluded that K.I.M strategy can improve students' contextualize vocabulary mastery. In my study, the students get an easy way to describe the key words (vocabularies) not only by think logically and critically, but also by using their creativity.

In addition, this research was also confirmed by Siregar (2018) study 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*, This study was conducted by applying Pre-Experimental research, the result of the research is KIM strategy can improve the students' vocabulary and can help them to remember and keep their vocabulary. In my study, the students can improve vocabulary mastery by memorizing the vocabularies through memory clues which they made by themselves.

This research also supported Rachelrs (2014) who examined K.I.M Strategy in developing the students' vocabulary mastery. From the result, it could be concluded that using K.I.M strategy in teaching vocabulary can help the students to remember the words easily because this strategy not only provides the visual clue for students but also the students could make a list of vocabulary with memory clues, so it can help the students in understanding

the information in a text. Both this study and my study, the students students made a list of vocabulary from descriptive text, then they sketches and apply the color on their own pictures which suit to their words (memory clue).

From the explanation above, the results of this research supported the resulted of previous studies. This research not only proved but also strengthened the previous studies that K.I.M (Key Word, Information, and Memory Clue) strategy is an alternative strategy that can be applied in teaching and learning English. In other words, K.I.M Strategy is effective in this research. It is an easy and simple strategy that teachers can use for teaching English especially in teaching vocabulary in text-context. Besides, the students are enjoy and active when they find the unfamiliar words from the descriptive text that they have read. In summary, the use of K.I.M (Key Word, Information, and Memory Clue) Strategy gave the positive effect towards students' vocabulary mastery especially for the seventh grade students of SMPN 3 Kalidawir. From the result of data analysis, there was any significant difference on students' score of vocabulary mastery before and after being taught by using K.I.M (Key Word, Information, and Memory Clue) Strategy.