THE INFLUENCE OF USING KIM (KEY WORD, INFORMATION, MEMORY CLUE) STRATEGY TOWARDS STUDENTS' VOCABULARY MASTERY IN THE SECOND SEMESTER AT THE EIGHTH GRADE OF SMPN 11 KOTABUMI LAMPUNG UTARA IN THE ACADEMIC YEAR OF 2023/2024

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

The Influence of Using KIM (Key Word, Information, Memory Clue) Strategy Towards Students' Vocabulary Mastery in the Second Semester at the Eighth Grade of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024

By:
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Vocabulary is vital and holds an important role in English because it will be needed by the students when the students learn English skills like listening, speaking, reading, and writing. There was a fact that most of the eighth grade students of SMPN 11 Kotabumi Lampung Utara were still low in vocabulary mastery. Majority of them was difficulties in translating vocabulary and memorizing the meaning of the words, and the students got less interest in learning vocabulary. It was indicated that the aim of this study was to find out the significant influence using KIM (Key Word, Information, Memory Clue) Strategy on students' English vocabulary mastery.

In this research, a quasi- experimental with pre-test and post-test design was used. The population of this research is the eighth grade students of SMPN 11 Kotabumi North Lampung. The total population was 120 students, while for sample selection; researchers used cluster random sampling technique. The research sample consisted of 61 students and this sample consisted of two classes: 31 students for the experimental class and 30 students for the control class. The researcher used instruments (Multiple Choice Question) in the form of research with pre-test and post-test to collect data. After conducting the pre-test and post-test, the researcher analyzed the data to compute independent sample t-test using SPSS V.26 to determine whether the data are normal and homogeneous.

The research found that the data were normal and also homogenous, as can be seen from the Sig. (based on mean) 0.989 > 0.05. Based on the result of data calculations in hypothesis testing, the value of Sig. (2-tailed) of the same variant which is 0.01 < 0.05. It means that H_0 is rejected and H_a is accepted. So, can be concluded that there is a significant influence of using KIM (Key Word, Information, Memory Clue) Strategy towards students' vocabulary mastery in the second semester at the eighth grade of SMPN 11 KOTABUMI LAMPUNG UTARA in the academic year of 2023/2024.

Key words: *Experimental Design, KIM (Key Word, Information, Memory Clue) Strategy, Vocabulary Mastery.*

DECLARATION

Hereby I declare officially confirmed that the thesis, "The Influence of Using KIM (Key Word, Information, Memory Clue) Strategy Towards Students' Vocabulary Mastery in the Second semester at the Eighth Grade of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024" is completely my own individual research. I am quite aware of the fact that I have considered statements and theories from various sources and fully acknowledged in this thesis.

Bandar Lampung, April 03rd, 2024
Declared by,

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Title	:	**The Influence of Using KIM (Key Word, Information, Memory Clue) Strategy Towards Students' Vocabulary Mastery in the Second Semester at the Eighth Grade of SMPN 11 Kotabumi Lampung Utara in the Academic Year of 2023/2024**
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ADMISSION LETTER

The Following thesis entitled: **"THE INFLUENCE OF USING KIM (KEY WORD, INFORMATION, MEMORY CLUE) STRATEGY TOWARDS STUDENTS' VOCABULARY MASTERY IN THE SECOND SEMESTER AT THE EIGHTH GRADE OF SMPN 11 KOTABUMI LAMPUNG UTARA IN THE ACADEMIC YEAR OF 2023/2024", written by Mellya Fidyahwati, NPM: 1911040395, Department: English Education, has been successfully defended as Thesis Defense** of the Faculty Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was **held on, April 03, 2024.**

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MOTTO

وَمِنْ اٰيٰتِهٖ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتِلَافُ اَلْسِنَتِكُمْ وَاَلْوَانِكُمْۗ اِنَّ فِيْ ذٰلِكَ لَاٰيٰتٍ لِّلْعٰلِمِيْنَ ٢٢

"And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colours. Surely in this are signs for those of ˹sound˺ knowledge". (QS. Ar-rum: 22)[1]

[1] Abdullah Yusuf Ali. *The Holy Qur'an Arabic Text With English Translation* (India: New Johar Office Orinter, 2005), 366.

DEDICATION

I dedicate this thesis to the following:

1. Mr. Suyitno and Mrs. Misnawati, as my beloved parents who have always provided prayers, motivation, advice, facilities, and unlimited support for the success of this research. The writer was incredibly grateful and lucky to have parents like you in this life.
2. Gegas Ikmal Wiratno as my brother who has been a support system and given me encouragement.
3. My beloved almamater and lectures of English Education UIN Raden Intan Lampung. Thanks for helping me in my self-development.
4. My beloved partner, boarding house friends, and (E)njoy class who given me motivation and support.

CURRICULUM VITAE

The researcher is Mellya Fidyahwati. She called by her friends, Mellya. She was born in Lampung Utara, Lampung exactly on January 22nd, 2000. She is the first of two children of Mr. Suyitno and Mrs. Misnawati. She has one brother. Her brother's name is Gegas Ikmal Wiratno.

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In this occasion, the researcher would like to express the great thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
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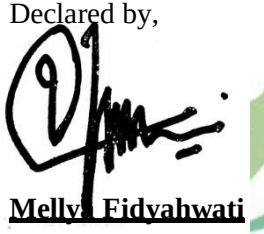
10. My beloved friends in boarding house, and (E)njoy class.

The researcher is fully aware that there are still a lot of weakness in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, January 2024
Declared by,



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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step to avoid misunderstanding the meaning of this research and to understand about this research, the researcher explained the title of this research. This research is entitled "The Influence of Using KIM (Key Word, Information, Memory Clue) Strategy Towards Students' Vocabulary Mastery in the Second Semester at the Eighth Grade of SMPN 11 Kotabumi Lampung Utara in Academic Year of 2023/2024". As for explanation of certain terms contained in the title of this research are:

Influence is the act or power of producing an effect without apparent exertion of force or direct exercise of command.[1] Influence also can be described as the capacity (of person or things) to force someone or something induce a change in thinks, behaviors, attitudes and opinions. While influence in this research is discuss about if there is a significant influence in students' vocabulary mastery using KIM (Key Word, Information, Memory Clue) strategy.

Vocabulary mastery is solid in all situation and the choice of words resembles the native speaker's skill.[2] That means vocabulary mastery is an important aspect of learning the English language. Mastering vocabulary is a basic skill for mastering the other aspects of language, such as speaking, listening, reading and writing. Someone can be said to have mastered vocabulary when they not just know the meaning of the new word but also understand the concepts of the word itself. In this research, the students need to know the use of vocabulary about noun, verb, and adjective.

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[1] Merriam Webster, *Oxford Advanced Learners Dictionary* (United Kingdom: Oxford University Press, 2013), 222.

[2] Brian North, English Profile Studies: *The CEFR In Practice* (United Kingdom: Cambridge University Press, 2014), 79.

KIM (Key word, Information, Memory Clue) strategy is a great, simple strategy for teaching vocabulary words and new concept.[3] The K.I.M model uses a simple three-column organizer. In the first column are key word (K) students will write the term or key idea, information (I) about that term or idea goes along in the center column, and memory clue (M) students will make a picture or visual representation of the concept.[4] So, this strategy helps students in learning precise meanings of vocabulary. The students can use the idea based on their creativity and make information more meaningful.

SMPN 11 Kotabumi is one of the junior high schools in the North Lampung Regency. SMPN 11 Kotabumi Lampung Utara is physically located at Jl.Tirta Sinta, Talang Jali Village, Kotabumi utara district, North Lampung. SMPN 11 Kotabumi currently has accredditation level B. The researcher chooses this school in conducting research because there are students' problem especially about students' problem in vocabulary mastery. Definitly this relates to title to be examined.

The researcher chooses this title to know the influence of Using KIM (Key Word, Information, Memory Clue) Strategy Towards Students' Vocabulary Mastery in the Second Semester at the Eighth Grade of SMPN 11 Kotabumi Lampung Utara in Academic Year of 2023/2024. This research aims to know the influence of the KIM (Key word, Information, Memory Clue) strategy on vocabulary learning.

[3] Gregory Berry, *Literacy for Learning: A Handbook of Teaching Strategies for Middle and High School Teachers*. United States of America. (Rowman & Littlefield. 2014), 264.

[4] Ibid, 264.

B. Background of the Problem

In Indonesia, English as an International language is very important to learn. Most of the students learn English as a Foreign Language. English students have to be able to master the skills such as speaking, reading, listening, and writing. Also, the students have to master the components such as vocabulary, grammar, and pronunciation. This study focused on vocabulary.

Vocabulary is vital and holds an important role in English because it will be needed by the students when the students learn English skills like listening, speaking, reading, and writing.[5] For example, when the students do a listening activity, they must know what the speaker says. If they do not know, they will fail to answer it. Next, in speaking, the students must have a large vocabulary in order that they can speak fluently. Then, in reading, students can only understand and comprehend the text, if the students do not know the meaning of the words in the text, if the students do not know the meaning of the words in the text, both functional and essay, it will be difficult for students to understand. Lastly, students find writing difficult because they cannot structure ideas and arguments in a logical way. Automatically, they cannot write a paragraph or even a sentence. Therefore, teaching and learning vocabulary must be addressed.

Therefore, vocabulary is one of the important factors in order to increase the mastery of English. It is a really an important aspect, especially for understanding the English text, without understanding vocabulary, the students will find some difficulties. One of cause is the students do not have enough words to arrange the sentence and use them in oral and written communication. The lack of vocabulary mastery

[5] Alqahtani Mofareh, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education*, Vol. III (3). (2015): 21-34, DOI: 10.20472/TE.2015.3.3.002.

makes it difficult for students to learn some English skills well.

Problems experienced by students in vocabulary mastery are highly various, such as learning process that is not interesting so that students feel lazy to learn English. Lack of school facilities sometimes becomes a problem for students in learning English, especially good vocabulary. To create an effective learning atmosphere also requires adequate facilities, so that students are able to learn well because the fulfillment of adequate facilities in the learning process.

From some of the difficulties experienced by students in learning English, vocabulary is the most important thing that must be mastered by students because, to master the ability in English such as speaking, writing, listening, and grammar all require adequate vocabulary mastery. The teacher must be able to provide creative and effective solution or ways for students to teach vocabulary. The teachers needs more creative strategies, technique or methods and preparation in learning, because the student' interest in learning vocabulary. May all the more of the fascinating thing similarly as it might make connected for example, picture, song, diversion etc.

Based on the preliminary research in SMPN 11 Kotabumi Lampung Utara, the researcher conducted an interview with one of the English teachers there, Miss Suhartati S.Pd. She said that the students get lack motivation, and lack basic English because they do not learn English in elementary school. Students meet English lessons in seventh grade school, and local content lampung language. It could be seen from students' English scores, especially vocabulary. The score can be seen in the table 1:

Table 1.1
The Students' English Score at Seventh Grade of SMPN 11 Kotabumi Lampung Utara in the academic year of 2022/2023

Class	The Mean Score	Students		TheTotal Students
		< X	≥X	
VII.1	59	20	11	31
VII.2	56	21	9	30
VII.3	54	19	11	30
VII.4	53	19	10	29
Total		79	41	120
Percentages		65.8%	34.2%	100%

Source: the score data from the English Teacher at SMPN 11 Kotabumi Lampung Utara

Based on the table above, the researcher concluded that 79 students (65.8%) got scores below the average (<X) and as many as 41 students (34.2%) got scores above the average (>X) from the total of 120 students (100%). It showed that the students' vocabulary mastery at the seventh grade students of SMPN 11 Kotabumi was still low because students are difficult to master vocabulary. When the researcher interviewed the English teacher Suhartati, S.Pd, she said students' mastery especially in the seventh grade are still low.

Based on interviews with students of SMPN 11 Kotabumi Lampung Utara, in teaching and learning, there are some problems found in the vocabulary. First, most students did not like English lessons. Secondly, students were not confident, the students had difficulty in remembering vocabulary and also the students had difficulty in translating the words. Furthermore, the students were less enthusiastic because a teacher's media were not interesting and interactive. The teacher only used textbook or LKS and burdened the students with many tasks, and there was no variation in vocabulary teaching techniques.

In this case, the researcher wants to apply a strategy that can be used to increase students' vocabulary mastery in sentence context and can motivate students to learn vocabulary. The name of that strategy is K.I.M (Key Word, Information, and Memory Clue) strategy.

Strategy acts as a mediator between individual learner differences and situational and social factors on the one hand and learning outcomes on the other.[6] 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.

K.I.M strategy is the strategy that encourages students to expand their understanding of key vocabulary terms.[7] In K.I.M 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 or definition. The students' can find the meaning from context of a text to fill this column or the students' can find from a dictionary. And third column is memory clues contained pictures to ease students in memorizing the vocabulary. Therefore, this paper discuss about the implementation of K.I.M vocabulary strategy in classroom context. In conclusion, K.I.M is one of the strategy in learning that is suitable to memorize a new word.

Based on the previous research from Inzta Hariadi and Zainuddin Amir "Teaching English Vocabulary Through K.I.M (Key Word, Information, And Memory Clue) Vocabulary Strategy in Junior High School" The study results proved that the KIM strategy can maintain students'

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[6] Vinsja Pavicic Takac, *Vocabulary learning strategies and foreign Language Acquistion.* (Great Britain: the Cromwell Press Ltd, 2008), 41.

[7] Isabel L. Beck, Margaret G. McKeown. Linda Kucan. *Bringing words to life: Robust vocabulary instruction*. (In B. Dixon. Retrieved, 2002). 163.

vocabulary. This can be seen from the increase in student scores. The average value of the students' vocabulary test was 56 (40%). This happened after the implementation of the KIM strategy, in first cycle. Then the authors continued to second cycle in order to get the above results from first cycle with the vocabulary test being 85.3 (100%). Passing the Minimum Completeness Criteria (KKM) 70 as a success criterion determined. In addition to increasing student scores, the implementation of the KIM strategy received a positive response from students in the process of teaching and learning vocabulary.[8]

In the previous research by Assarifullah Ramli and Rivaldin discussing "Fostering Students' Vocabulary Mastery Through K.I.M (Key Word, Information, Memor Clue) Strategy at an Indonesia Junior High School Context" stated that the KIM method can assist students increase their vocabulary and recall and retain their vocabulary. The following facts demonstrate this. The study results proved that the KIM strategy can maintain students' vocabulary. This can be seen from the increase in student scores. The average value of the students' vocabulary test was 56 (40%). This happened after the implementation of the KIM strategy, in first cycle. Then the authors continued to second cycle in order to get the above results from first cycle with the vocabulary test being 85.3 (100%). It means that the use of the K.I.M. strategy in the teaching and learning process can improve students' vocabulary mastery.[9]

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[8] Inzta Hariadi, and Zainuddin Amir, "Teaching English Vocabulary Through K.I.M (Key Word, Information, And Memory Clue) Vocabulary Strategy In Junior High School," *International research Journal* 2, no. March (2014): 112-116. doi: https://doi.org/10.24036/jelt.v2i2.3713.

[9] Assarifullah Ramli, Rivaldin, "Fostering Students' Vocabulary Mastery Through K.I.M (Key Word, Information, Memor Clue) Strategy at an Indonesia Junior High School Context," *ELT Worldwide Journal of English Language Teaching*,Volume8Number2.(2021).365:370.doi: https://doi.org/10.26858/eltww.v8i2.23977.

The last previous research by Benedikta Onsimarta Jeha and I Gusti Ayu Indah Triana Juliari discussing "Improving the Students' Vocabulary Mastery Through the use of Kim (Keyword, Information, And Memory Clue) Strategy at the Eight Grade Students of Smp Dwijendra Denpasar in the Academic Year 2019/2020" concluded that KIM strategy can improve the students' vocabulary and could help them to remember and keep their vocabulary. It can be proven from the following facts. First, related to student achievement, there were 93% who passed the Minimum Mastery Criteria (KKM) 78 with an increase in the average score of students from pre-test to post-test of the second cycle was 64%. In the pre-test only 5 students passed the KKM. Meanwhile, in the post-test cycle one there were 20 students who passed the KKM or 64%. Furthermore, in the post-test results in cycle 2, there were 29 students who passed the KKM or 93% of students who passed the Minimum Mastery Criteria (KKM) where there was an average vocabulary score obtained by 85.[10]

One of advantages KIM strategy is a splendid strategy in comprehending of a new vocabulary because it makes students think logically, critically and creative.[11] Students are demanded to find meaning by looking for it in context. Moreover, this K.I.M vocabulary strategy can be applied in other genre of texts (procedure, analytical exposition, narrative, descriptive, spoof, review, news item, report. It can also improve students' retention about a word. By drawing

[10] Benedikta Onsimarta Jeharu, I Gusti Ayu Indah Triana Juliari, "Improving The Students' Vocabulary Mastery Through The Use Of Kim (Keyword, Information, And Memory Clue) Strategy At The Eight Grade Students Of Smp Dwijendra Denpasar In The Academic Year 2019/2020," *WIDYASRAMA, Majalah Ilmiah UniversitasDwijendra Denpasar*, (2020): 1-6. doi: http://103.207. 99.162 /index.php/widyasrama/article/view/1105.

[11] Inzta Hariadi, and Zainuddin Amir, "Teaching English Vocabulary Through K.I.M (Key Word, Information, And Memory Clue) Vocabulary Strategy In Junior High School," *International research Journal* 2, no. March (2014): 112-116. doi : https://doi.org/10.24036/jelt.v2i2.3713.

picture and making a sentence, the students will be easy to memorize a word. Moreover, the students will recognize vocabulary directly through colour picture because colour is easy to be saved in human's brain. By applying this strategy, it is expected that students' comprehension about vocabulary will enhance.

Based on the explanation above, the researcher used KIM (Key Word, Information, and Memory Clue) strategy in teaching vocabulary mastery to know the influence of using KIM (Key Word, Information, Memory Clue) stretegy towards students' vocabulary mastery. Thus, the researcher interested to take a research entitle "The Influence of Using KIM (Key Word, Information, Memory Clue) Strategy Towards Students' Vocabulary Mastery in the Second Semester at the Eighth Grade of SMPN 11 Kotabumi Lampung Utara in Academic Year of 2023/2024".

C. Identification of the Problem

Based on the research of the problem and the result of preliminary research (interviewed the teacher and the students) the researcher found some problems in teaching and learning process at the second semester of the seventh grade of SMPN 11 kotabumi Lampung Utara in the academic year of 2022/2023.

1. The students find dificulties in translating vocabulary.
2. The students find difficulties in memorizing the meaning of the words.
3. The students got less interest in learning vocabulary.

D. Limitation of the Problem

Based on the identification of the problem, this research focused on the influence of using KIM (Key Word, Information, Memory Clue) strategy on students' vocabulary mastery. In this research, the researcher focused on noun (countable noun and concrete noun), verb (action verb),

adjective (common adjective) as the material kind of vocabulary. Aspects of vocabulary are word meaning, word use, and word grammar as the material of vocabulary with the material descriptive text short and simple. The limitation of the kinds of vocabulary which is appropriate with syllabus of the eighth grade of SMPN 11 Kotabumi Lampung Utara.

E. Formulation of the Problem

Based on the background and the limitation that was presented above, the research question of this problem was formulated as follows:

"Is there any significant influence of using KIM (Key word, Information, Memory clue) strategy towards students' vocabulary mastery in the second semester at the eighth grade of SMPN 11 Kotabumi Lampung Utara in academic year of 2023/2024?"

F. Objective of the Research

Following by the problem statement, the research objective is to know the influence of using KIM (Key Word, Information, and Memory Clue) strategy towards students' vocabulary mastery in the second semester at the eighth grade of SMPN 11 Kotabumi Lampung Utara in academic year of 2023/2024.

G. Significance of the Research

The significance of this research can be viewed from both theoretical and practical benefit, as described below:

1. Theoretical significances

   This research can be used as a reference for someone who wants to do research vocabulary mastery, especially using KIM (Key Word, Information, Memory Clue) strategy. It also give the information to the readers about the influence of using KIM (Key Word, Information, Memory Clue) strategy on students' vocabulary mastery in teaching English for junior high school.

2. Practical Significance

The research hopes that the result of this research will be helpful for teachers, students and next researchers. They can use this strategy in the teaching-learning process to make the students more motivated in studying English.

a. For English teachers

The result of this study is expected to help the teacher to find an alternative strategy for teaching vocabulary to produce knowledge for their class to influence their teaching and learning process.

b. For the students

For the students, it is hopefully that students are motivated, more active, and interested in learning vocabulary. The students can use this strategy to develop their English vocabulary. So, the students are easy to remember vocabulary.

c. For the next researchers

In this research, the researcher only focused on the influence KIM (Key word, Information, Memory Clue) strategy towards students' vocabulary mastery. In this research, the material was focused on noun, verb, and adjective. The next researchers, can focused on other kind of vocabulary and text.

H. Relevant Research

Relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research they are conducting. In this case, there are three researchers:

The first study was 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. This study was conducted by applying Pre-Experimental research using quantitative approach. 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. Students are demanded to find meaning by looking for it in context.[12]

The second study was conducted by Siregar, Masyita E. (2018) from State Islamic University of North Sumatera 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 of 2017/2018. This study was conducted by applying Pre-Experimental research using quantitative and qualitative approach. The quantitative data are taken from the mean of the students score in taking vocabulary tests. The qualitative data was taken from observation result, questionnaire result, interview, and photography evidence. The result of this study shows 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 student vocabulary and can help them to remember and keep their vocabulary.[13]

The third study was conducted by Sanica, Vebbriza N. (2019) from State Islamic Institute of Bengkulu entitled The Effect of Using Key Information Memory Clue (KIM) Strategy on Students' Vocabulary Mastery (A Pre-Experimental Research at Seventh Grade Students of SMPN 16 Kota Bengkulu in Academic Year of 2018/2019). This study was conducted by applying Pre-Experimental research using quantitative approach with experimental class and control class in the seventh grade at SMPN 16 Kota

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[12] Inzta Hariadi, and Zainuddin Amir, "Teaching English Vocabulary Through K.I.M (Key Word, Information, And Memory Clue) Vocabulary Strategy In Junior High School," *International research Journal* 2, no. March (2014): 112-116. doi : https://doi.org/10.24036/jelt.v2i2.3713.

[13] Masyita Ermasari Siregar, "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," *State Islamic University of North Sumatra*, (2018). URI: http://repository.uinsu.ac.id/id/eprint/4182.

Bengkulu. The result of this study is using K.I.M strategy in teaching and learning English process has really helped the students to support their study in improving their vocabulary.[14]

From the previous studies above, the researcher concluded that it is important to apply K.I.M strategy to develop student academic vocabulary. The similarities between the previous researches above and this research are, (1) the same material that is focused on vocabulary, (2) the previous studies have the same strategy with this research that is K.I.M Strategy, (3) all previous studies have the same grade which is seventh grade of junior high school. The differences between previous study and this study are the researcher used quantitative approach and pre-experimental as a research design with one group pre-test and post-test. The research about the use of K.I.M strategy to influence students' academic vocabulary is still rarely conducted. The researcher is interested in using this strategy.

I. Systematics of the Research

The systematic of this research is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter consists of title confirmation, background of the problem, identification, limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant research and systematic of the research. This research is expected to be

[14] Vebbriza Novri Sanica, "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 State Islamic Institute of Bengkulu, (2019). URI: http://repository.iainbengkulu.ac.id/id/eprint/36.

useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consists of the Frame of theory, which consisted of sub chapters such as concept of vocabulary, concept of vocabulary mastery, concept of teaching vocabulary, concept of students' vocabulary mastery, concept of KIM (key Word, Information, Memory Clue) strategy, concept of Word Wall strategy, concept of descriptive text, language testing items on vocabulary. Then frame of hypothesis.

The third chapter consists of research method which consists of place and time of the research, research design, population, sample and data collection technique, operational definition of variables, research instrument, research procedure, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

In the fourth chapter, findings and discussion. This chapter contained data description and discussion, this chapter includes the explanation whether there is an influence of KIM (Key Word, Information, Memory Clue) startegy towards students' vocabulary mastery for the eighth grade of SMPN 11 Kotabumi Lampung Utara.

Then the fifth chapter, conclusion and recommendation. In this chapter explained research findings in the conclusion and giving recommendation.

CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and the suggestion. In this chapter, the researcher would like to give some conclusion and offer some suggestion that may relate to the subject.

A. Conclusion

Before testing the hypothesis, the researcher first determined whether the data are normal and homogeneous. From the results of this research, it concluded that the data are normal because the sig. pre-test and post-test experimental class and control class results > 0.05. Furthermore, the data are homogeneous as seen from the sig. (based on mean) 0.712 > 0.05. This research has normal and homogeneous data results so the hypothesis test used a parametric test, which was the independent sample t-test. Based on the analysis of data calculations in hypothesis testing, a significant effect could be seen in the dependent sample t-test table where the value of Sig. (2-tailed) of the same variant which is 0.00 < 0.05 means that H_0 is rejected and H_a is accepted that KIM (Key Word, Information, Memory Clue) strategy could have a positive and better influence on students' vocabulary mastery. This can be seen clearly from the acquisition of students' scores before treatment and after treatment compared to the values of the control class which were taught used ordinary strategy used by the teacher. By applying the KIM (Key Word, Information, Memory Clue) strategy, students' vocabulary mastery can be influenced. Therefore, based on research conducted at SMPN 11 Kotabumi Lampung Utara in the second semester of the academic year of 2023/2024 and analysis of students' pre-test and post-test data in both classes, the

researcher concluded that there is a significant influence of using KIM (Key Word, Information, Memory Clue) strategy towards students' vocabulary mastery.

B. Recommendation

Recommendations are written in this section, depending on the research, research findings, and conclusions. These recommendations are given to those involved in teaching and learning English, they are students, English teachers, and next researchers related to the linear implementation of this research, which is the influence of using KIM (Key Word, Information, Memory Clue) strategy on students' vocabulary mastery.

1. For the Students
   a. Students can use KIM (Key Word, Information, Memory Clue) strategy to clarify their understanding of word in context, it is useful for training them to know that a vocabulary have different meanings in various contexts. Thus, students can learn new vocabulary frequently.
   b. To find the definitions of vocabulary the students can use dictionary when they were confused and difficulty completing the KIM (Key Word, Information, Memory Clue) strategy.
   c. The students could learn vocabulary using the KIM (Key Word, Information, Memory Clue) strategy together with friends to help each other remember new words, and the students could review regularly at home to strengthen their mastery of vocabulary.
2. For the English Teachers
   a. The teacher can try a new strategy or provide an appropriate strategy. Considering the strategy, the teacher could use the KIM (Key Word, Information, Memory Clue) strategy as an innovation or

reference in teaching English and vocabulary in the classroom that could help students to master their vocabulary and make it easier.

b. English teachers can be more creative in developing activity and teaching in the classroom by using some strategies, so that students do not get bored and would be ready to pay attention to the teacher.
c. English teachers must be active in providing feedback for the teaching and learning process and allowing students to use dictionaries to complete the KIM (Key Word, Information, Memory Clue) strategy.

3. For the next Researchers
   a. In this research, the researcher only focused on nouns, verbs, and adjectives. Other researchers could focus on other kinds of vocabulary. Then, future researchers can apply the KIM strategy (Key Word, Information, Memory Clue) in other text genres such as narrative, review, exposition to help students improve their mastery of understanding.
   b. In this research, the researcher only focused on students' vocabulary mastery, so the researcher hope that future researchers will develop this KIM (Keyword, Information, Memory Clue) strategy to be applied in other cases.
   c. In this research used a sample of eighth grade junior high school students. Future researchers can use a larger sample or at a different grade level. Because the KIM (Key Word, Information, Memory Clue) strategy can be used at any age level, from junior high school level up to university level.

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