

**THE EFFECTIVENESS OF KEYWORD TECHNIQUE IN STUDENTS’
VOCABULARY AT THE BASIC CLASS OF ESADA COURSE IN
ACADEMIC YEAR 2021/2022**

Fiky Hafidz Arkian Hureka

Islamic Institute Of Darussalam

fikyhafidz123@gmail.com

Abstract

This study was conducted to find out whether the keyword technique is effective to the students’ vocabulary at the Basic class of ESADA Course. The research is done by comparing the results of the pre-test and the results of the post-test.

This study used a pre-experimental research design and a quantitative approach. The subject of this study is 11 students of the basic class at ESADA course. The data were collected by using writing test instrument and being analysed by using validity test, inter-rater reliability using Pearson Product Moment to know whether the test were reliable or not , One-Sample Kolmogorov-Smirnov Test for normality test, and Wilcoxon test.

After tested by using Wilcoxon test in SPSS, it showed that there is a significant difference in students’ vocabulary knowledge by using keyword technique before and after the treatment. The Wilcoxon test result of Sig. (2-tailed) is worth 0.003. The result of Wilcoxon test result showed 0.003 which is smaller than 0.005 it means that there is significant different between before and after treatment.

Keyword: Keyword Technique, Vocabulary

Preface

No matter what views we got on the position of English in today’s world, it is mostly impossible for us to ignore its importance as means of communication. English makes the world linked in together.

Based on this problem, our government realizes that English is crucial for the country's development, especially in the attempt of human resource development. Since English is an international language, its skills are significant for everyone to master.

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury:2002). Dealing with that statement, it can be said that vocabulary is being the basic part of the language for people to communicate. Without vocabulary, people cannot say anything or respond to what they listen to. So, people cannot master a language if they do not master it well.

The vocabulary plays very important role not only in English language but, widely, for all existed language. Because to master English language, students need a lot of vocabulary. In communication vocabulary is a part of the sentence. The student need vocabulary to expand their knowledge in English communication. The students usually find as difficult to memorize, apply or improve their vocabulary. There are some reasons why the students face difficulty in mastering the vocabulary of English language. One of the reasons is the problem in teaching and learning process. Teaching may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown 2007:7). Kimble and Garmezy (1963:133) stated that "Learning is relatively permanent change in behavioural tendency and is the result of reinforced practice". Sometimes the student felt bored and depressed.

Rotjanawongchai (2016: 60-82) said that in many ESL and EFL classrooms, the responsibility for increasing vocabulary knowledge lies with the teacher. Although there are various vocabulary learning strategies that can be used and have been studied, the ones used are almost always chosen by the teachers. This could hinder students from becoming autonomous learners.

The keyword, a mnemonic technique involving making an acoustic link between a native-language word or phrase that sounds or looks like the foreign word, is one of the most extensively researched vocabulary learning strategies. In many studies, the method has been proven to enhance vocabulary learning however,

many of the studies provided the keywords for the subjects rather than having students generate the keywords themselves. Therefore, the question of whether teachers can make the method more challenging and more beneficial to learner autonomy arises. Analysing and evaluating the data from vocabulary tests, questionnaires, and in-depth interviews shows that a new application of the keyword can be effective in improving both vocabulary learning and learning autonomy.

ESADA Course or English Student Association of Darussalam is an English course which located in the complex area of the Darussalam Islamic Boarding School Blokagung. The course has been standing since 2004. The time for studying in ESADA Course there are twice, after shubuh and after maghrib for exact, and all students will be divided by 3 classes to graduate: Basic class, Intermediate class and Advance class. For this era, ESADA has an important role on English language skill development in Darussalam Islamic Boarding School. This research will be done to Basic student of ESADA Course which is mostly new on learning English and still lack of vocabulary.

There are numerous factors to consider while teaching English as a second language. It all starts with good procedures, good facilities, a qualified teacher, and so on. The researcher discovered various student's issues after conducting the observation. There are some students which is still having difficulty for memorizing English vocabulary whereas they have been staying in ESADA Course for more than 6 months, some of them still looked unconfident to speak in public even many students said they often lost idea what they want to talk about. And another problem, the author finds that in the class the students often only sit and listen to the teacher explanation. But we cannot judge the problem only from that case, but it can be also happened from not completed facilities like English dictionary, or it is also happen because the duration of learning is too short exactly thirty minutes in every single meeting or it is also happen because vocabulary which they have memorized do not have any correlation with what they need to talk about or the problem can be happened because the student character which is lazy to develop their vocabulary or they are introvert so they spend their time more in silence.

The researcher tried to research the use of keyword in order to develop their vocabulary in hope that all the Student will increase more vocabulary amount as a result by doing this method. Within giving the keyword technique the researcher predicted to the student if there will be great improvement especially in their vocabulary and in the way they think which all of those influence the quality of students' vocabulary.

Methods

This study used a pre-experimental research design and a quantitative approach. The subject of this study is 11 students of the basic class at ESADA course. The data were collected by using writing test instrument and being analysed by using validity test, inter-rater reliability using Pearson Product Moment to know whether the test were reliable or not , One-Sample Kolmogorov-Smirnov Test for normality test, and Wilcoxon test.

Discussion

Vocabulary refers to list or set of words which individual speaker of language might use (Hatch et all, 1995: 368). It means that without vocabulary people is unable to use language to communicate.

A native speaker has a vocabulary about 20,000 words whereas a good learner who has studied English for several years know only around 5,000 words. Thornbury (2002) mentions that a student of English would need about 18 years of studying to be able to receive the same amount of vocabulary which a native speaker absorbs only in one year. Thornbury (2002) also claims that the number of words which every student needs to make themselves understood is 2,000 words, this is called core vocabulary. This amount is used by native speakers in conversation as well as in so called defining vocabulary which occurs in monolingual dictionary.

From the explanation above, it can be understood that each expert has different view on classifying the types of vocabulary but, the point is still the same that their classification are based on different side and aspect. Here below the writer will show the result of the research.

Pre-Test Result of The Basic Class Students

No	Name	Score
1	SH	6
2	MZ	4.5
3	MH	5
4	MR	6
5	IC	7.5
6	ZS	4.5
7	KU	5
8	KA	5.5
9	K	5
10	RA	3.5
11	JS	7

On the 5th of February 2022, the researcher began the research by giving a pre-test which in the future the results of the pre-test (Y1) can be used as a comparison of the results of the post-test (Y2). the purpose of implementing the pre-test is to determine the ability of students before being given treatment. the pre-test contained 20 questions, 10 items of multiple-choice and 10 items of filling the blank sentence.

For the first meeting, at 6th February, the students start to memorize certain themed vocabulary and practicing on how to pronounce it correctly. On the next meeting, with the same theme, the students continue to memorize the vocabulary yet with recalling what the students had memorized on last meeting. The tutor ask the students one by one about what they imagined when hearing certain words. This phase was in part to know if the students did make visual imaginary so they could recall the words easily.

On the last two meetings, the tutor give a quiz to make sure they still remember what they have learn before by asking them to say the words and translate it in Indonesian language.

After 4 days of treatment, between 6th February to 10th February, on 11th February the researcher conducted a post-test using the same method and indicators so that the assessment obtained consistent results.

Pre-Test Result of The Basic Class Students

No	Name	Score
1	SH	8
2	MZ	7
3	MH	7.5
4	MR	8.5
5	IC	8
6	ZS	6.5
7	KU	7
8	KA	8
9	K	7.5
10	RA	7
11	JS	9.5

Next, Validity tests are carried out so that the existing data can measure students' abilities appropriately. Therefore, validity tests were carried out to measure if the content of the instrument were valid or not.

Validity Test Result of Pre-Test

		Correlations		
		MC	FB	TOTAL
MC	Pearson Correlation	1	.602	.765**
	Sig. (2-tailed)		.050	.006
	N	11	11	11
FB	Pearson Correlation	.602	1	.975**
	Sig. (2-tailed)	.050		.000
	N	11	11	11
TOTAL	Pearson Correlation	.765**	.975**	1
	Sig. (2-tailed)	.006	.000	
	N	11	11	11

From the data, it can be seen that the Sig. (2-tailed) is greater than 0.05 in both aspect (Multiple choice and Filling the blank), this showed that the values taken through each indicator during the pre-test are valid, or in other words, each value from the data above can represent students' abilities.

Validity Test of Post-Test

		Correlations		
		MC	FB	TOTAL
MC	Pearson Correlation	1	.277	.790**
	Sig. (2-tailed)		.410	.004
	N	11	11	11
FB	Pearson Correlation	.277	1	.808**
	Sig. (2-tailed)	.410		.003
	N	11	11	11
TOTAL	Pearson Correlation	.790**	.808**	1
	Sig. (2-tailed)	.004	.003	
	N	11	11	11

As well as the results of the post-test, all values from each aspect show that the Sig. (2-tailed) is greater than 0.05, so that the value of the post-test was also considered valid.

According Brown (2004:20) a reliable test is consistent and dependable, if the students are given the same test on two different occasions, the test should yield similar result. Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring instrument.

In this try-out, the researcher used inter-rater reliability is where the researcher used two raters scoring speaking skill. The researcher analyse the correlation of two scores of try-outs by using Pearson Product Moment and to analyse the correlation the researcher uses SPSS 25.0 for Windows.

Table of Correlation of Pre-test (Try out)

		Correlations	
		Pre test	Scale
VAR000 01	Pearson Correlation	1	.713**
	Sig. (2-tailed)		.000
	N	11	11
VAR000 01	Pearson Correlation	.713**	1
	Sig. (2-tailed)	.000	
	N	11	11

Based on the computation of the Pearson Product Moment in try-out of pre-test the value is 0.713, it is bigger than r table that is 0.306 so we can conclude that the pre-test of try-out is reliable.

Table of Correlation of Post-test (Try out)

		Correlations	
		Pre test	Scale
VAR000 01	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	11	11
VAR000 01	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	11	11

Based on the computation of the Pearson Product Moment in try-out of Post-test the value 0.741, it is bigger than r table that is 0.306, so we can conclude that the post-test of try-out is reliable.

Normality testing is needed to find out if the data is in normal distribution or not. It is needed to show that the sample data come from a normality distributed population. Therefore, the researcher intended to test the normality of the data by using SPSS 25.0 with One-Sample Kolmogorov-Smirnov Test. The normality testing was done towards the pre-test and post test scores in try out. The hypotheses for testing normality as follow:

- a. H_0 : Data is not in normal distribution
- b. H_a : Data is in normal distribution

Based on the hypothesis for testing normality above, it showed that the data is in normal distribution if H_0 is accepted. The data is not in normal distribution if H_a is accepted. Besides, H_0 is accepted when the significance value is higher than 0.05, but H_0 is rejected when the significance value is lower than 0.05 . The result analysis for normality testing can be seen below:

Normality Results of Try out Test

One-Sample Kolmogorov-Smirnov Test		PRE-Test	POST Test
N		11	11
Normal Parameters ^{a,b}	Mean	5.4091	7.6818
	Std. Deviation	1.15798	.84477
	Most Extreme Differences		
	Absolute	.184	.171
	Positive	.184	.171
	Negative	-.125	-.119
Test Statistic		.184	.171
zAsymp. Sig. (2-tailed)		.037	.049

Based on the result of Pre-test and Post-test in normality testing above, it was known that the value of Asymp. Sig. (2-tailed) in pre-test was 0.037 which was lower than 0.05. It indicated that the test distribution was normal. And the value of Asymp. Sig. (2-tailed) in Post-test was 0.049 and it was bigger than 0.05. In other words, It indicated the test distribution was not normal.

The last test used to analyze the data is the Wilcoxon test. This test is used to test whether keyword technique (variable X) provides a change in student's vocabulary (variable Y). since the data was not normally distributed, the writer observed the data by testing with the Wilcoxon test the results of the pre-test (y1) and post-test results (y2).

Wilcoxon Test Result

Ranks				
		N	Mean Rank	Sum of Ranks
POST PRE	-	Negative Ranks	0 ^a	.00
		Positive Ranks	11 ^b	66.00
		Ties	0 ^c	
		Total	11	

a. POST < PRE

b. POST > PRE

c. POST = PRE

Test Statistics ^a	
	POST - PRE
Z	-2.992 ^b
Asymp. Sig. (2-tailed)	.003

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Firstly, in table 4.7 (in the first row) it can be seen that there is a negative rank which indicates a negative difference between the results of the pre-test and post-test. in that column the value of N, mean rank and sum of rank shows zero, so it can be concluded that there is no decrease in the value of the post-test results when compared to the pre-test results.

Then in the second row there is a positive rank which indicates the difference between the post-test and pre-test scores. in column N (positive rank) shows the number 11, it means that from all 11 students there is an increase in learning outcomes. And in the mean rank column shows the number 6.00, which

means an average improvement of student learning outcomes. and on the sum of rank, we can see that the total score of student improvement is 66.00. and the ties column is 0, it indicates that there is no equal value between pre-test and post-test.

Based on the output of test statistics on the table, it is known asymp.sig. (2-tailed) is worth 0.003. because 0.003 is smaller than 0.05, it can be concluded that the alternate hypothesis is accepted. it means that there is a difference between pre-test and post-test, so it can be concluded that "Keyword technique is significantly effective on students' vocabulary".

Conclusion

Formed by the result of the paired sample statistics table showed that the students' pre-test mean score was 54.09, while on the post test was 76.81. After tested by using t-test in SPSS, it showed that there is a significant difference in students' vocabulary knowledge by using keyword technique before and after the treatment. In other side, the result of Wilcoxon test of Sig. (2-tailed) is worth 0.003. To take the conclusion we can conclude that if the result of the test is lower than 0.005 it means that the alternate hypothesis is accepted. But, if it's higher than 0.005 the null hypothesis is accepted. The result of Wilcoxon test result showed 0.003 which is smaller than 0.005 it means that there is significant different between before and after treatment or students were getting better vocabulary acquisition significantly after taking the treatment. This proved that the alternate hypothesis "Keyword technique is significantly effective on students' vocabulary" is accepted and null hypothesis is rejected.

REFERENCES

- Aebbersold, J. A., & Field, M. L. (1997). *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: Cambridge University Press.
- Akar, Nurgun. (2010). *Teaching Vocabulary: Bridging the Gap between Theory and Practice*. Ankara: EMD.
- As. Hornby. (1986). *Oxford Advanced Learners' Dictionary of Current English*. England.
- Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching*. USA: Longman.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Creswell, J.W. (2003) *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Sage Publications, Thousand Oaks.
- Chung, T. M., & Nation, P. (2003). *Technical vocabulary in specialised texts*.
- Dehn, M. J. (2008). *Working memory and academic learning assessment and intervention*. New Jersey: John Wiley & Sons, Inc.
- Gower, R., Walters, S., & Phillips, D. (1983). *Teaching practice handbook*. London: Heinemann.
- Guskey, T. R., & Anderman, E. M. (2013). *In search of a useful definition of mastery*. Educational Leadership, 71(4), 18.
- Harmer, J. (1991). *The Practice of English Language Teaching: New Edition*. New York: Longman.
- Hatch, E., & Brown. S. (1995). *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, N.J: L. Erlbaum Associates.
- Hsueh-Chao, M. H., & Nation, P. (2000). *Unknown vocabulary density and reading comprehension*.

- Kimble, G. A., & Garnezy, N. (1963). *Principles of general psychology*. New York: Ronald Press Co.
- Koch, j. r. (1977). *the measurement of observer agreement for categorical data*. international biometric society, 17
- Nation, P. (1994). *New Ways in Teaching Vocabulary*. *New Ways in TESOL Series: Innovative Classroom Techniques*. TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314.
- O'Dell, F., Read, J., & McCarthy, M. (2000). *Assessing vocabulary*. Cambridge university press.
- Pauwels, Paul. (2018). *Review of Stuart Webb and Paul Nation*. (2017)
- Pressley, M., Levin, J.J.R., & Delaney, H.D. (1982). *The mnemonic keyword method*. *Review of Educational Research*, 52, 61–92.
- Rotjanawongchai, Satima. (2016). *How teachers can make the keyword method more challenging for students*. 2016. 60-82.
- Siriganjanavong, V. (2013). *The Mnemonic Keyword Method: Effects on the Vocabulary Acquisition and Retention*. *English Language Teaching*, 6(10), 1-10.
- Smitch, Norbert. (2000). *Vocabulary in Language teaching*. London: Cambridge University Press.
- Spratt, m. e. (2005). *the teaching knowledge test (tkt) course*. cambridge: cambridge university press
- Sugiyono. (2016). *metode penelitian kuantitatif, kualitatif dan r&d*. bandung: alfabeta.
- Suryabrata, S. (1990). *Psikologi perkembangan*. Yogyakarta: Rake Sarasin.
- Thornbury, S. (2002). *How to teach vocabulary*. Essex: Pearson Education Limited.
- Thornbury, S. (2003). *Teaching vocabulary using short texts*. *Asian EFL J*, 5(2).
- Ur, P. (1991) *A Course in Language Teaching, Practice and Theory*. Cambridge University Press, Cambridge.
- Wallace, C. (1992). *Critical Literacy Awareness in the EFL Classroom*. In N. Fairclough (Ed.), *Critical Language Awareness* (pp. 59-92). London: Longman.