

THESIS

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



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FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM**

2022

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VOCABULARY AT THE BASIC CLASS OF ESADA COURSE IN
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THESIS

Presented to the Faculty of Education and Teacher Training in a Partial
Fulfilment of the Requirement for the Degree of Strata 1 in English Education
Department

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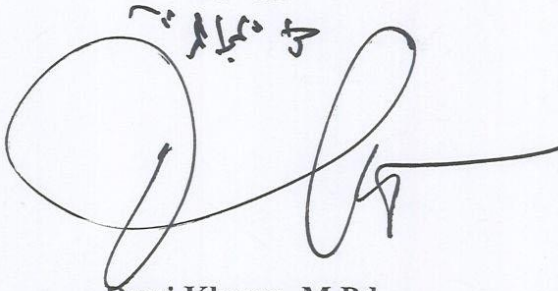
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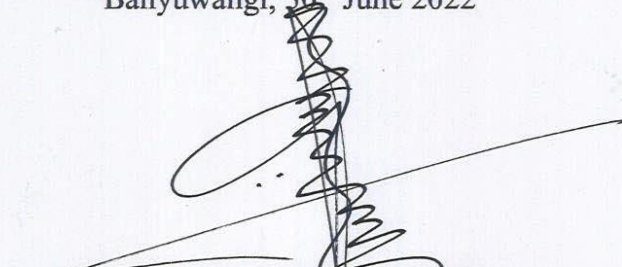
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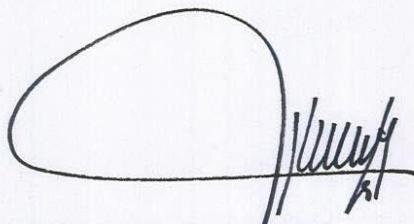
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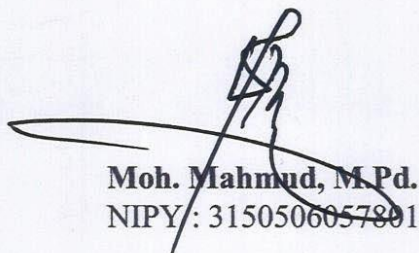
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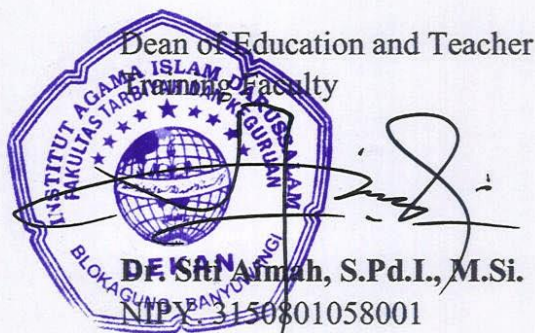


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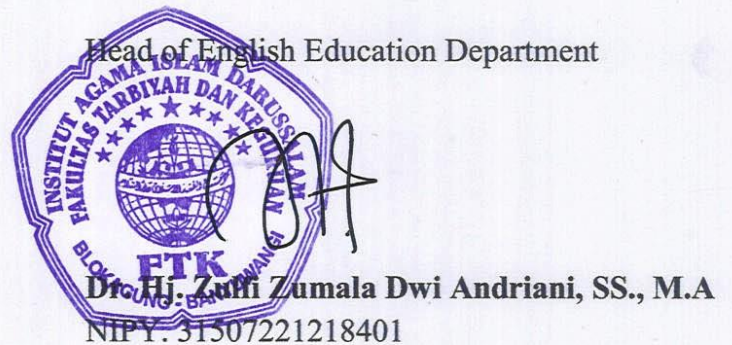
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Declare that:

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DEDICATION

Humbly, I dedicate this thesis to:

1. Allah SWT who has given me a strength to walk through all the pain.
2. Love of my life, my father Ferdi Hasan Hurek and my mother Nurul Mu'shodah. Thank you for all of your sacrifice, support, and your honest prayer.
3. All of my awesome teachers, thank you for all of your wonderful guidance and knowledge.
4. My dear friends, thank you for all of your supports. You all are awesome!

MOTTO

it's hard to say. For if Nothing is true, then why believe anything?
And if everything is permitted... why not chase every desire?

(Edward Kenway)

ABSTRACT

Fiky Hafidz Arkian Hurek, 2022. The effectiveness of keyword technique in students' vocabulary at the Basic class of ESADA course in academic year 2021/2022. English Education Program, Islamic Institute of Darussalam Blokagung – Banyuwangi. Advisor Dewi Khawa, M.Pd

Keyword: Keyword Technique, Vocabulary.

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.

ABSTRAK

Fiky Hafidz Arkian Hurek, 2022. The effectiveness of keyword technique in students' vocabulary at the Basic class of ESADA course in academic year 2021/2022. Prodi Tadris Bahasa Inggris, Institut Agama Islam Darussalam Blokagung – Banyuwangi. Pembimbing Dewi Khawa, M.Pd

Kata Kunci: Keyword Technique, Vocabulary.

Penelitian ini dilakukan untuk mengetahui apakah *Keyword Technique* efektif untuk *Vocabulary* siswa di *Basic class* Kursus ESADA. Penelitian dilakukan dengan membandingkan hasil pre-test dan hasil post-test.

Penelitian ini menggunakan desain penelitian *pre-experimental* dan pendekatan kuantitatif. Subyek penelitian ini adalah 11 siswa *Basic class* pada kursus ESADA. Pengumpulan data dilakukan dengan menggunakan instrumen tes tulis dan dianalisis dengan menggunakan uji validitas, reliabilitas antar penilai menggunakan Pearson Product Moment untuk mengetahui reliabel atau tidaknya tes tersebut, One-Sample Kolmogorov-Smirnov Test untuk uji normalitas, dan Wilcoxon test.

Setelah diuji dengan menggunakan Wilcoxon test di SPSS, menunjukkan bahwa ada perbedaan yang signifikan dalam pengetahuan kosakata siswa dengan menggunakan teknik kata kunci sebelum dan sesudah perlakuan. Di sisi lain, hasil Wilcoxon test Sig. (2-tailed) bernilai 0,003. Hasil uji t menunjukkan 0,003 yang lebih kecil dari 0,005 yang berarti ada perbedaan yang signifikan antara sebelum dan sesudah perlakuan.

ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful

All praise be to Allah lord of the world, the almighty God for His blessing, guidance, help and love who has bestowed upon the researcher in completing this research. Praying and grating always be upon His messenger, our prophet Muhammad SAW, his family and his followers, who have spread Islam all over the world.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institute of Darussalam
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I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to go get successful in the future life. Aamiin.

Banyuwangi, 30th June 2022

The Writer

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CHAPTER I INTRODUCTION

This chapter covers research background, research problem, research objective, research hypothesis, research significance, research scope and limitation and definition of key term.

A. Research Background

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.

Based on the explanation above, the writer was interested in presenting the problem in the discussion. The purpose in conducting this research was to know how effective is keyword in students' vocabulary at the basic class of ESADA course year 2021/2022 which was inspired by some researcher thesis such as: Inggil Sukmawati Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Of Lampung "The Influence Of Using Keyword Technique Towards Students' Vocabulary Mastery At The First Semester Of The Seventh Grade Of MTs Al Hikmah

Gerning Pesawaran In The Academic Year Of 2020/2021". Dewi Purnama Sari English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon "The Implementation of Keyword in Learning English Vocabulary Of "Shopping Advertisement" At the First Grade of SMP N 2 Kapetakan Kabupaten Cirebon". Masyita Ermasari Siregar Department of English Education Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatera "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".

B. Research Problem

Research problem means question to be solved or decided especially something difficult (Hornby, 1986:665) further Suryabrata (1980:644) states that a research problem is the target or the object that need to be solved in research. The research problem of this research was "do the students after given keyword technique get better score than before given keyword technique?"

C. Research Objective

Based on the research background above, the objective of this research is to investigate the effectiveness of keyword technique in learning English at the basic class of ESADA course.

D. Research Hypothesis

The hypotheses of this research were:

1. H_0 : Keyword technique is not significantly effective on students' vocabulary.
2. H_a : Keyword technique is significantly effective on students' vocabulary.

E. Research Significance

It was expected the result of the research give significant inputs for:

1. English Teacher

The researcher hopes that the result of this research may serve as information for reference in teaching reading skill and it would be used as an alternate technique in order to guide students increasing their vocabulary development.

2. Students

Hopefully that the information of these findings would be a fresh method in vocabulary learning.

3. The Other Researcher

The researcher, especially in reading subject hopefully can put the result on this study as an input to conduct further research, especially in attempt to cope up with keyword technique.

F. Research Scope and Limitation

The researcher focused in the effect of keyword technique to the students' vocabulary of the Basic class on ESADA Course which consisted 11 members. This research was conducted at ESADA Course, one of the existing Course in Darussalam Blokagung Banyuwangi, for 1 week starting from 5th February 2022 to 11th February 2022.

G. Definition of Key Terms

1. Keyword Technique

Based on Pressley, Levin, and Delaney (1982:61) the keyword is a two-stage procedure for remembering materials that have an associative component.

2. Vocabulary

Hatch and Brown (1995:1) define that vocabulary as a list of words for a particular language or a list or set of word that individual speaker of language might use.

3. Basic class

The starting class for all new member which is still new or have a minimum knowledge in English, lack in vocabulary for exact.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains related literature, and previous study.

A. Related Literature

1. Keyword Technique

a. Concept of Keyword Technique

Keyword means an English word that sounds alike to certain foreign language. In general, the keyword has no relationship to the foreign language except for the fact on its similarity of sound and spelling. According to Akar (2010:8) keyword technique consists of associating the target word with a word that is pronounced or spelled similarly in the mother tongue, but is not necessarily related in terms of meaning and the learner may produce the visual image.

Keyword technique as a memory technique that involves choosing an L1 'keyword' that sounds like the beginning of the L2 word using a visual image incorporating both Webb and Nation (2017:92).

Smitch (2000:121) stated that Keyword Technique works by combining elements of phonological form and meaning in a mental image. For example, the learner wants to remember the Japanese word for the sword (katana). First, a word with

phonological similarity to katana is found, for example, cat. Then a mental image is conjured up combining the two, such as a samurai cat waving a sword, which activates mental images.

From all definitions above, the researcher concluded that the Keyword Technique is a technique in teaching vocabulary using the phonological form or word in a similar sound or looks like in mother tongue and associate the meaning using a mental image or visual pictures.

Based on all of the definitions above, the researcher made a conclusion that the Keyword Technique is a technique in teaching vocabulary using the phonological form or word with a similar sound or looks alike in learner's mother tongue and associate the meaning using a mental figure or visual illustrations.

b. Procedure of Using Keyword Technique

In this research, there are several numbers of procedures of using keywords technique based on the experts, according to Hu and Nation (2000:121) as follows:

- 1) Describe the technique and demonstrate its use with a personal example in language that have learned.
- 2) Select several words and write them with their meaning on the board. Have the students think up their own keywords

and images. For example: Imagine the learner wants to learn the English word salary. The learner thinks of a word in first language which sounds like salary or sounds like the beginning of the word salary. For an Indonesian learner of English, this first language word might be salah, which means “mistake, wrong, error”. The learner now imagines the meaning of the English word salary and the meaning of the Indonesian keyword salah joined together. For examples, the learner might think of someone being paid the wrong salary.

The other keyword technique procedure which is stated by Dehn (2008:282-284), as follows:

- 1) First, the acoustical link stage, the learner selects or given a concrete word (the keyword) that sounds like the stimulus word.
- 2) Second, the learner is provided with or creates an image of the keyword interacting with the appropriate definition or response. When teachers are creating images they should show an actual picture, instead of just describing the image.
- 3) When retrieving, students are directed to think of the keyword first. Then try to recall images containing the keyword.

Gleaned from the theories about keyword technique procedures above researcher will choose the procedure stated by Milton J. Dehn considering that is easier to apply in the lesson plans.

c. Advantage of Keyword Technique

There are several advantages of using keyword technique for students' vocabulary mastery. Piribabadi and Rahmany (2014:1111) believed that using Keyword Technique instruction had three positive effects on the student:

- 1) The students could store and retrieve a new set of vocabulary
- 2) It expanded and enhanced students' imagination and creativity. It means that the more imagination and creativity the students had, the better they could memorize vocabulary.
- 3) Students' motivation to learn English vocabulary increased because motivation could improve the students' proficiency level. Using the Keyword Technique in the classroom can help students to retain the word in their long-term memory and store them easily.

From the statement above it can be seen that using keywords technique has several advantages. Students' motivation in learning vocabulary will be increased and students' creativity enhanced. For short, the student will be better at memorizing vocabulary.

d. Disadvantages of Keyword Technique

While the disadvantages of this keyword technique according to Nation (1994:202) as follows:

- 1) This technique can take time and practice to develop. Learners may need encouragement if they have difficulty in choosing keywords or making association.
- 2) Keywords can be made from known L2 words instead of only L1 words.

2. Vocabulary

a. Nature of Vocabulary

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

Based on the definitions mentioned previously, it can be defined that vocabulary is a set of total number of meaningful words which used by people as the foundation part of learning English.

b. Types of Vocabulary

Vocabulary is an important part in learning language. It is hard for the student to read, write, and speak a foreign language without having enough vocabulary knowledge. There are two

types of vocabulary or words according to Kamil and Hiebert (2005:136) those are oral and print vocabulary. Oral vocabulary is words that are spoken or listening and print vocabulary is words that people know when they are reading or writing. Nation (2003:136) divides vocabulary based on basic frequency:

1) High Frequency Vocabulary

It consists of words that are used very often in normal language, used in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 words family which are 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

2) Low Frequency Vocabulary

Low Frequency Vocabulary covers only small portion of the running words of a continuous text. It means that low frequency vocabulary is rarely use in common English activity. This group includes well over 100.000 words family.

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.

Furthermore, Aebersold and Field (1997:139) classify the vocabulary based on the uses of vocabulary itself in communication into active and passive. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary. Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening and it is also called as receptive vocabulary.

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.

Words fall into eight different word classes, they are; nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiner.

1) Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Also, it may function as the chief or —head word in many structures or modifications. Frank also classified noun into five types that given below.

a) Proper noun

A proper noun is started with a capital letter in writing. It includes the personal name (Mr. John Smith); names of geographic units such as countries, cities, rivers, etc. (Holland, Paris); names of nationalities and religions (a Dutchman, Muslim); names of the holiday (Thanksgiving Day); names of time units (Saturday, June); words used for personification such as a thing or abstraction treated as a person (Nature, Liberty).

b) Common nouns

As opposed to proper nouns, all other nouns are classified as common nouns. It

is not written in capital letters. Example:
country, university, boy, girl, etc.

c) Concrete or Abstract nouns

A concrete noun is a word for a physical object that be perceived by the senses that we can see, touch, smell the object. Example: flower, girl. An Abstract noun is a word for a concept; it is an idea that exists in our minds only. Example: beauty, justice, mankind.

d) Countable and uncountable

A countable noun can usually be made plural by the addition of 's'. Example: one girl, two girls. An uncountable noun is not used in the plural. There are words for concrete objects stated in an undivided quantity. Example: Coffee, Iron.

e) Collective nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit. Example:

audience, committee, class, crew, crowd,
enemy team, etc.

2) Pronoun

A pronoun is a word that is used instead of a noun or noun phrase. Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically. There are a number of other types of pronouns.

- a) The interrogative pronouns—particularly what, which, who, whom, and whose—introduce questions for which a noun is the answer, as in "Which do you prefer?"
- b) Possessive pronouns refer to things or people that belong to someone. The main possessive pronouns are mine, yours, his, hers, its, ours, and theirs.
- c) The four demonstrative pronouns this, that, these, and those distinguish the person or thing being referred to from other people or things; they are identical to the demonstrative adjectives.
- d) Relative pronouns introduce a subordinate clause, a part of a sentence

that includes a subject and verb but does not form a sentence by itself. The main relative pronouns are that, which, who, whom, what, and whose.

- e) Reflexive pronouns refer back to the subject of a sentence or clause and are formed by adding -self or -selves to a personal pronoun or possessive adjective, as in myself, herself, ourselves, and itself
- f) Indefinite pronouns, such as everybody, either, none, and something, do not refer to a specific person or thing, and typically refer to an unidentified or unfamiliar person or thing.

3) Verb

A verb is a word or a combination of words that indicates action or a state of being or condition.

A verb is the part of a sentence that tells us what the subject performs. Verbs are the hearts of English sentences.

There are six basic forms of verbs. These forms are as follows:

- a) Base form: Children play in the field.

- b) Infinitive: Tell them not to play.
- c) Past tense: They played football yesterday.
- d) Past participle: I have eaten a burger.
- e) Present participle: I saw them playing with him today.
- f) Gerund: Swimming is the best exercise.

4) Adjective

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifiers that have preceded it. Its most unusual position is before the noun it modifies, but it fills other positions as well. Harmer described an adjective as a word that gives more information about a noun or pronoun. Adjectives can be used before and after nouns. They can have many forms as given below:

a) Comparative and superlative

An adjective can be made comparative (good—better; nice—nicer; young—younger) and

superlative (best, nicest, and youngest).

b) Adjective sequence

When we use a string of adjectives, there is a generally accepted order.

Size — color — origin — material — purpose — noun.

c) Adjective and preposition

Many adjectives are followed by specific prepositions. Example: interested in, keen on, happy about, etc.

d) Adjectives as a nouns

Adjectives can be used as if they were nouns. Example: the blind, the poor, etc.

5) Adverbs

An adverb is a word that is used to change, modify or qualify several types of words including an adjective, a verb, a clause, another adverb, or any other type of word or phrase, with the exception of determiners and adjectives, that directly modify nouns. Normally, an adverb often ends in -ly, but

there are lots of adverbs that don't end in this way. Moreover, adverbs can be used in many combinations with each other.

6) Prepositions

A preposition is a word that indicates the relationship between a noun and relationship between a noun and the other words of a sentence. They explain relationships of sequence, space, and logic between the object of the sentence and the rest of the sentence. It help to understand order, time connections, and positions.

7) Conjunction

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. There are several different types of conjunctions that do various jobs within sentence structures. These include:

- a) Subordinating conjunctions – Also known as subordinators, these conjunctions join dependent clauses to independent clauses.
- b) Coordinating conjunction – Also known as coordinators, these

conjunctions coordinate or join two or more sentences, main clauses, words, or other parts of speech which are of the same syntactic importance.

c) Correlative conjunction – These conjunctions correlate, working in pairs to join phrases or words that carry equal importance within a sentence.

d) Conjunctive adverbs – While some instructors do not teach conjunctive adverbs alongside conjunctions, these important parts of speech are worth a mention here. These adverbs always connect one clause to another, and are used to show sequence, contrast, cause and effect, and other relationships.

8) Determiner

A determiner is a word that comes before a noun or noun phrase. A determiner identifies whether the noun or noun phrase is general or specific. Determiners include the following common types:

- a) Articles: a/an, the
- b) Demonstratives: this, that, these, those
- c) Possessives: my, your, his, her, its, our, their, x's (possessive 's)
- d) Quantifiers: (a) few, fewer, (a) little, many, much, more, most, some, any, etc.
- e) Numbers: one, two, three, etc.

In conclusion, there are many types of vocabulary explain by the experts such as active and passive vocabulary; receptive and productive knowledge. And also, word classes are divided into eight parts, such as verb, noun, adjective, preposition, conjunction, adverb, pronoun, and determiner.

c. Aspects of Vocabulary

Someone who brilliantly masters his/her English grammar is useless without the knowledge of vocabulary. It is because of the words are the basic in learning English. However, to know a word is a broader term, it is needed to know several aspects of it. Ur (1991) describes the individual aspects in this order: form, grammar, collocation, meaning, and word formation.

To know the form of a word means to know the pronunciation and spelling of a word (Ur, 1991). The other aspect is grammar if it is necessary, for example, when teaching irregular verbs teacher should present the other two forms. Similarly, when teaching a noun with irregular plural noun such as woman, teacher should teach the plural form immediately. Another important thing is teaching collocations, so that students know in what context they can use the word, for instance, verbs do and make can be used with different situations, we can say do the shopping but not makes the shopping (Ur, 1991).

The next aspect is meaning which can be divided into several categories. The most used are synonyms (pretty-beautiful) antonyms (young-old) and hyponyms (lion, cat, zebra-animals).

More advanced learners will probably deal with word formation in which creating new words by modification of the old ones, there are several ways how to form a new word such as compounding (second-hand), adding a prefix (in/decisive) or a suffix (comfort/able) etc.

The last basic thing is to know the word class; Ur (1991) distinguishes eight word's classes:

- 1) Nouns (dog, laptop)
- 2) Adjectives (tall, happy)

- 3) Pronouns (I, You)
- 4) Numerals (three, second)
- 5) Verbs (take, leave)
- 6) Adverbs (never, always)
- 7) Prepositions (in, of)
- 8) Conjunctions (or, That)

d. Vocabulary Knowledge

Vocabulary knowledge is fundamental in learning English; one cannot understand text without knowing what most of the words mean.

In this research, there are some vocabularies learning aspects by the experts, according to Gower, Philip, and Walters (1995:144) there are three aspects that students' need to learn new vocabulary items:

- 1) Formation
 - a) What part of speech is the word-noun, verb, preposition, etc.?
 - b) How it spelled- is it regular or irregular?
 - c) Does it belong to a family of words, for example, electricity, electrical, electrician?
- 2) Meaning

- a) Many words have more than one meaning. What exact meaning in which context do you want to focus on?
 - b) What connotation of the item?
 - c) Could vocabulary items have different meanings from meaning?
- 3) Use
- a) How is the vocabulary item used?
 - b) Does it have a restricted use? Does it belong to a particular style or register?

In the other hand, Harmer (1991:156) stated that there are four aspects in that the students need to learn in learning vocabulary, they are:

1) Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. The first thing to realize about vocabulary items is that they frequently have more than one meaning. Harmer (1991:156) states several words can be part of word meaning. Sometimes words have meaning concerning other words. Word has opposites (antonym) and they also have other words with similar meaning (synonym). As far as meaning goes then students need to know about the sense relation.

2) Word Use

Harmer (1991:156) also states that words do not just have different meanings. They can also be stretched and twisted to fit different contexts and different uses. Someone is in a black mood or someone is green; it is not about describing a colour. But it is frequently stretched through the set of metaphor and idiom.

3) Word Grammar

Harmer (1991:156) says about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

4) Word Formation

Harmer (1991:156) also says words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit grammatical contexts. Students need to know how suffixes and prefixes work and how words are spelled and they sound. Then, meaning knowing how words are

written and spoken and knowing how they can change their form.

In this research, the researcher will use the theory from Harmer because it covers all of the aspect in vocabulary such as: word meaning, word use, word grammar and word formation.

e. Concept of Vocabulary Mastery

Vocabulary mastery has an important role in English. It is seen in every language vocabulary is being a fundamental aspect. Based on Wallace (1982:83) Vocabulary is the central learning of a foreign language. One of the components to master English as a foreign language in elementary, intermediate, and advanced levels is vocabulary. It also becomes one of the requirements for people to speak a language, without knowing the vocabulary human cannot say anything.

Thus, vocabulary is all of the knowledge of words. If someone is having well enough vocabulary, it will be easy for them to have good communication with others. As stated by Guskey and Anderman (2013:1), Mastery is a term that all educators use and believe they understand well.

f. Concept of Teaching Vocabulary

Teaching vocabulary becomes important because of the basic material to master four language skills; speaking, reading,

writing, and listening. Cameron (2001:95) also stated that vocabulary is fundamental to using the foreign language as discourse since vocabulary is both learned from participating in discourse and is essential to participating in it.

Thornbury (2002:75-76) said, in teaching vocabulary, the teacher has the responsibility to make their teaching successful. It is not more than just presenting new words. The teacher should be careful in selecting the vocabulary that they will teach. Both students and teachers need to know how it talks about language at various points during learning and teaching.

Thornbury (2002:155-161) also mentions that the following are ways of training good vocabulary:

- 1) Using Mnemonic

The technique for remembering things is called mnemonics. These are —tricks|| to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. We saw that the best mnemonics are those that:

- a) Have a visual element
- b) Self-generated for example: not “borrowed” from another learner or teacher.

- 2) Words cards

The teachers who have difficulty finding 'imaging' can be trained to prepare and use sets of word cards.

3) Guessing from context

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom.

g. Assessing Vocabulary

Spratt (2005: 102) states that assessment means collecting information about learner's performance in order to make judgments about their learning. It can be carried out through formal assessment and informal assessment. In formal assessment, the teacher assesses learners through tests or exams and gives their work a mark or a grade, while in informal assessment the teacher assesses the learners through observing or monitoring the students during the teaching and learning process.

Assessing vocabulary takes an important role which need to be done by the teacher. Although, it is not an easy step to do since there are numbers of factor which need to be reflected during the process on knowing one's vocabulary knowledge.

Table 2.1
The Vocabulary Knowledge Scale (VKS) Scoring Categories

Score	Aspect
No	Vocabulary Knowledge
1	The word is not familiar at all.
2	The word is familiar but its meaning is not known.
3	A correct synonym or translation is given.
4	The word is used with semantic appropriateness in sentence.
5	The word is used with semantic appropriateness and grammatical accuracy in a sentence.

Adapted from Paribakht and Wesche, (1997:18)

There are limitations of total score here to category students' achievement, the maximum total score is 10 and the minimum total score was 1. To measure the scale, if a student gained 6 on the test then the score will take place 3 on the Vocabulary Knowledge Scale (VKS). The score category can be seen in the table below :

Table 2.2
Vocabulary Scoring Rubric Scale

Score	Criteria
9-10	Excellent (5)
7-8	Good (4)
5-6	Average (3)
3-4	Poor (2)
1-2	Very Poor (1)

Further, the data will be processed with the pre-test and post-test to take the average value.

B. Previous Studies

Siregar (2011) has directed a study about 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 which discovered that 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 the post-test in cycle 2, there got 26 students, or 96,3% of students who passed the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal/KKM*) in which their mean score of vocabulary derived 86,7. So, it achieved the criteria success.

In Aureli (2011) with the title "The Keyword Method: A Study of Vocabulary Acquisition in Fifth Grade" This research is students' study with keyword method. Understanding vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension. The purpose of this study is to expand vocabulary acquisition in short- and long-term memory. Extensive research has

proven the Keyword Method to be an effective teaching tool. It increases concreteness and meaningfulness of newly obtained information, and the Keyword Method connects recently learned information to prior knowledge which has already been stored.

Based on article by Taher (2016) with the title “The Effect of the Keyword Method on Vocabulary Learning and Long-Term Retention” showed that the experimental group outperformed the control group at the end of the treatment. The effect size (0.96) also proved the effectiveness of the treatment. Based on the results of quantitative data analysis, it was claimed that there was a significant difference between these two methods of teaching vocabulary. Hence, since the mean score of experimental groups was higher than control group, it was confirmed that the subjects in the keyword group outperformed the rote memorization group.

Another study from Sofeny and Muamanah (2021) with the title “Keyword Mnemonic in Boosting The Students’ Vocabulary Memorization For Young Learners Level”. This study aims to explain the effectiveness of the Keyword Mnemonic Technique in boosting their English vocabulary memorization. This type of learning can be done because the researcher would like to find another way to memorize vocabulary which is teaching vocabularies as a foreign language to young learners should be interesting and enjoyable. The researchers were using quantitative to investigate the data and the subjects of this study are the thirty students of elementary school class five from Lampung Tahalo. The

result shows that the significant value of the independent t-test was $0,000 > 0,05$. The final results showed that the students' achievement in memorizing English vocabulary quality after getting the mnemonic keyword method is getting better.

In addition, the study by Sukmawati (2021) under the title "The Influence of Using Keyword Technique Towards Students' Vocabulary Mastery at The First Semester of The Seventh Grade Of Mts Al Hikmah Gerning Pesawaran In The Academic Year Of 2020/2021". This study focused on using keyword techniques in teaching vocabulary mastery to the students, especially for nouns and adjectives. The similarity between the previous study and this research is the use of the keyword as the technique to improve students' vocabulary mastery and the research design was quantitative research based on experimental design.

From all explanations above, the researcher assumed that by using the keyword technique could keep the vocabulary and its meaning in the students' minds and can stand last longer. This research focused on knowing that keyword techniques in teaching vocabulary mastery is effective to the students. The purpose of this research is to find out the effectiveness of using keyword technique towards students' vocabulary of the Basic class at ESADA Course in academic year 2021/2022.

CHAPTER III

RESEARCH METHOD

This chapter discuss research design, research setting, research subject, research instrument, procedure of data collection, data analysis, and data validity.

A. Research Design

On this research, the researcher used quantitative design. The data processed with pre-experimental design chosen to test the served hypothesis with using one group pre-test and post-test design. The reason of choosing this method is to know how the effect of the provided method.

Based Creswell (2003:153) Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims”.

B. Research Setting

This study was conducted at ESADA Course. The reason why the researcher chooses the location is that the location was close to the researcher living so that it is easy to get the data and also the researcher wanted to know what is the best method to improve the students’ vocabulary since there are so many fresh learners in it.

In this research, keyword technique (X) method will be the dependent variable while the basic students’ vocabulary knowledge (Y) as the independent variable.

to give a clearer vision, the researcher put one group pre-test-post-test design plot as follow:

Picture 3.1
one-group-pre-test-post-test design flow



In here the researcher showed the schedule of research since it was started to the end in order to show steps of the research:

Table 3.1
Schedule of activity

No	Date	Activity	Time
1	3 rd February 2022	Asking permit for research	10.00
2	5 th February 2022	Explanation and Pre-Test	18.00 – 18.45
3	6 th February – 10 th February	Treatment of keyword technique	18.00 - 18-45
4	11 th February 2022	Post-Test	18.00 - 18.45

C. Research Subject

The subject of this research was taken from the Basic Class of ESADA Course academic year 2021/2022 which is consisted 11 students.

D. Research Instrument

The research instrument in this research was vocabulary test which were consisted of 10 items multiple choices and 10 items filling the blank of sentences. The test was given twice that namely pre-test and post-test. The purpose of the pre-test is to know how far is the students' initial knowledge about vocabulary. This test was provided at the first meeting before the researcher applies the keyword technique. The second test is post-test. This test was provided after the treatment or after applying the keyword technique. The purpose of the post-test is to know the effectiveness of the keyword technique on the students' vocabulary mastery.

D. Procedure of Data Collection

The researcher used several steps to collect the data in this research as follows:

1. Pre-Test

The researcher gave a pre-test for students to measure the basic students' vocabulary mastery before giving treatment. The students work on a multiple-choice and fill the blank of sentences by spending 40 minutes.

2. Treatment

The researcher gave treatment by applying a keyword technique approach after giving the pre-test. The treatments of the researcher conducted in six meetings. The researcher gave information about the procedure of doing keyword technique.

3. Post-Test

Post-test is used to measure the final result of students' vocabulary mastery. A post-test will be given after the keyword technique has been done to apply in the class. The test was conducted by giving multiple choice and filling the blank test by spending 40 minutes.

E. Data Analysis

The researcher used the SPSS Statistics 25.0 for windows to analysed the Wilcoxon test. The researcher uses Wilcoxon test because this research just takes one group or class to use pre-test and post-test and the data was not distributed normally.

There are some steps in analysing data in SPSS 25.0. First, the researcher input the data in SPSS Statistics to know the frequency of pre-test and post-test scores. and post-test score. Next, by using this application the researcher knows the mean, median, mode, and standard deviation. Then, from the comparison of data, the researcher knows the pair sample statistics and finally, the researcher finds pair sample correlation from two kinds of tests. The researcher can analysis about the result of the significant two tails and degree of freedom. After the researcher knows the result of significant two tails from SPSS Statistics, the researcher can give a conclusion about the effectiveness or not of the treatment of digital mind mapping in writing descriptive text. This strategy is used to find the

significant difference in the students' vocabulary proficiency using the keyword technique.

If the significant two tails are lower than the level of significance (0.05), the alternative hypothesis (H_o) is rejected. It means that there is no different score of students' achievement before and after being taught using the keyword technique. On the other hand, if the significant two tails are bigger than the level of significance (0.05) the null hypothesis (H_a) is accepted. Indicating that, there is a different score of students' achievement before and after being taught using the keyword technique.

F. Data Validity

There are two important characteristic that every measuring instrument should process of validity and reliability.

1. Validity test

Validity is a measuring tool to find out whether the data under study is valid or not valid in an instrument (Sugiyono, 2017: 125). An instrument is claimed to be valid if it is able to measure what is being measured and can reveal data from the variables studied appropriately. By using test of validity researchers determined whether the obtained data have actually represented the variable. The validity test was investigated using the Pearson product moment correlation coefficient. In the validity test, an instrument will be said to be valid if it shows more than 0.5 and is

considered invalid if it is below 0.5 (Adriyanto and Subakti, 2018:20).

2. Inter-Rater Reliability

Reliability test shows an understanding that an instrument is reliable enough to be used as a data collection tool because the instrument is already good (Arikunto, 2010:221). Therefore, each research instrument must be tested for reliability. But, unlike questionnaire instrument, test instrument where the score given by the corrector is subjective, the reliability sought is not the consistency of the respondents' answers to the items in the instrument. Rather, what is measured is the agreement between raters in assessing an individual. Thus, the reliability is attached to the score given, not to the measuring instrument.

Inter-rater reliability is done because even though the two raters have agreed to use the same scoring rubric, the assessments given by both of them are subjective. For that, we need to look for inter-rater reliability between the 2 raters. More precisely, to find out how strong the level of agreement between the two was. There are several techniques for estimating inter-rater reliability that can be used; Kappa coefficient of Cohen and Correlation Coefficients. and for this research the technique that will be used is Correlation Coefficients. This technique was chosen because it considers that

this study: 1.) only uses 2 raters and 2.) The score of the assessors is a continuum (such as a score of 0-100)

Table 3.2
Interpretation of agreement level

Coefficient of reliability	Reliability degree
<0.00	Poor
0.00-0.20	Slight
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Substantial
0.81-1.00	Almost Perfect

(Koch, 1977)

Furthermore, after the type of estimation technique is selected, the next thing that must be prepared is the agreement level. level of agreement is used as a reference for decision making. as can be seen in table A.12 If the coefficient value obtained is at the almost perfect level, then the value data from the two raters can be used for further data analysis (choose one, you can use the value of rater 1 or rater 2). If the level of agreement is moderate, the value data analysed is the average of the rater 1 and rater 2 values.

3. Wilcoxon test

Research on the effectiveness of keyword technique as a learning method can be seen by comparing the value before being treated with the value after being treated. Therefore, if the value after being treated shows a higher score than the value before being given treatment. In other word, keyword technique can be said to be effective as learning method.

The Wilcoxon test is used to test the significance of the hypothetical comparison of two correlated samples when the normal distribution requirements are not met; or if the data being processed includes groups of data in ordinal form (Sundayana, 2015: 129).

Calculation of the Wilcoxon test using the SPSS 25.0 program on the basis of decision making if $W\text{-count} < W\text{-table}$ then the hypothesis; there are differences in Basic Class students' vocabulary outcomes after using Keyword Technique as learning medium accepted. Briefly can also said:

- a. If sig. (2-tailed) < 0.005 then learning concluded to be significantly effective.
- b. If sig. (2-tailed) > 0.005 then learning concluded to be significantly ineffective.

CHAPTER IV FINDING AND DISCUSSION

This chapter shows data presentation and discussion.

A. Data Presentation

The results of research on the effectiveness of Keyword technique as a method for learning vocabulary for students of the Basic Class at ESADA Course which started on 5th of February 2022 and ended on 11th of February 2022, showed the following data:

1. Pre-test

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.

Table 4.1
Students' pre-test score

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

2. Treatment

After conducting a pre-test, the researcher gave the treatment to the students. The teacher did treatment using Fitrah book as the handbook. First, The teacher set up the laptop which was connected with internet for accessing Translate site to make sure how does the right word's pronunciation sounds like. In ESADA Course, they took different topic for each two days and the topic was about part of body while the researcher conducted the treatment.

After setting up all the devices, the teacher played the word's pronunciation, the teacher said the word then followed by all the students. While repeating the word, the teacher ordered a student to pronounce and asked what does the certain word's sounds like based on their imagination. The same method applied to all the Basic Class in case to apply the keyword technique. When all the listed word has been pronounced and taken the mental image by all the students, the teacher gave a quick quiz to make sure the student still remember all the memorized vocabulary.

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.

3. Post Test

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.

Table 4.2
Students' post test score

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

4. Test Validity

According to Gay (1992:156) content validity is the degree to which a test measures an intended content area. Content validity is a kind of validity which depends on a careful analysis of the language being tested and of the particular test. A test is done to have content validity if its contents a represented sample of the language skill, structure, etc. The test will have content validity if it includes a proper sample of the structure or content which is relevant with the purpose of the test. The content validity in this research can be showed as follows.

Table 4.3
The content validity

Indicator of competence achievement	Vocabulary test
Practice the memorized words by pronounce it correctly and making a simple sentence form about the part of body.	Answering the test which included the part of body vocabulary in multiple-choice and filling the blank forms.

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.

Table 4.4
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

** . Correlation is significant at the 0.01 level (2-tailed).

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.

Table 4.5
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.

5. Inter-rater reliability

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 4.4
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 4.5
Table of Correlation of Post-test

		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.

6. Normality Testing

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:

Table 4.6
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

a. Test distribution is Normal.
b. Calculated from data.

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.

7. Wilcoxon test

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).

Table 4.7
Wilcoxon Test Result

Ranks				
		N	Mean Rank	Sum of Ranks
POST - PRE	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	11 ^b	6.00	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 in table 4.7, 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".

B. Discussion

In this section, the data processing flow that has been carried out to answer the research problem will be further explained.

On the early meeting students looked confused because they never did the method before. Even some of the students only memorizing the

vocabulary without imagining any single thing but only the words itself. Starting on the next meeting, some students were getting used to memorize the vocabulary by making visual imaginary on their mind so they could recall the words that they need to say. On the third and fourth meeting, all the students started to recall the words easily, to be compared with the early meeting, and could translate the vocabulary on their language. Not only that, the students also could make a sentence supported with the words which they had memorized before with this technique.

Before going any further, the researcher reiterated the objectives and problems of the research in order to achieve an understanding path. Starting from the research problem; “do the students after given keyword technique get better score than before given keyword technique?”, from the research problem it concluded that the purpose of this research was to investigate whether there was any differences or not if we use keyword technique to teach vocabulary, so that with these changes the researcher can determine if keyword technique can be used as an effective learning medium.

Further, to found out whether there was a difference between before and after being given treatment, the researcher analysed the data from the pre-test and post-test using the Wilcoxon test. but before being compared, the two data sets were set for validity and tested with inter-rater reliability - as can be seen in tables 4.4, 4.5, 4.6, and 4.7. 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. 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.

On the other side, 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. And also, 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.

Since the both data are valid and reliable enough to represent and measure students' ability then the data goes to the next process; Normality test.

Next, the result of Pre-test and Post-test in normality testing above served on table 4.6. 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 not 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 both test distribution were not normal. But since the both data are valid and reliable enough to represent and measure student's ability then the data goes to the next process; Wilcoxon test

The Wilcoxon test result provides three main descriptions - negative rank, positive rank, ties, - and one conclusion on variables y1 and y2. from

table A.10 the data shows that the negative rank of the post-test and pre-test is 0, means there is no decrease in the value of students after being given treatment.

while the positive rank is 6.00 for the average and 660.00 for the total, this indicates that the average increase in learning outcomes is 6.00 out of a total of 66.00 increases. and the ties on the data show 0 which means there is no similarity in values between the pre-test and post-test. In conclusion Asymp. Sig. (2-tailed) or significance in the data shows 0.003 which is smaller than 0.05 then the alternative hypothesis “Keyword technique is significantly effective on students’ vocabulary” is accepted. As a result, Keyword technique is effective on students’ vocabulay.

CHAPTER V

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.

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APPENDICES

A. SCORING RUBRIC

The Vocabulary Knowledge Scale (VKS) Scoring Categories Adapted from Paribakht and Wesche, (1997:18)

Score	Aspect
No	Vocabulary Knowledge
1	The word is not familiar at all.
2	The word is familiar but its meaning is not known.
3	A correct synonym or translation is given.
4	The word is used with semantic appropriateness in sentence.
5	The word is used with semantic appropriateness and grammatical accuracy in a sentence.

Vocabulary Scoring Rubric Scale

Score	Criteria
9-10	Excellent (5)
7-8	Good (4)
5-6	Average (3)
3-4	Poor (2)
1-2	Very Poor (1)

B. LESSON PLAN

School: ESADA Course

Class: Basic

Class Subject: Vocabulary

Subject Matter: Part of Body

Character: Creative and Communicative

Academic Year: 2021/2022

Time Allocation: 40 minutes

A. STANDARD OF COMPETENCE

1. To memorize certain themed vocabulary that can be used on daily conversation to interact with surrounding environment.

B. BASIC COMPETENCE

1. To store vocabulary and recall it perfectly with proper pronunciation, and acceptable usage on daily conversation.

C. INDICATORS

1. Pronounce the words correctly
2. Make a sentence with certain words
3. Knowing the translation of target language's words
4. Answering questions with related theme

D. LEARNING OBJECTIVES

By the end of lesson, the students are expected to be able to:

1. Pronounce the words correctly
2. Make a sentence with certain words
3. Knowing the translation of target language's words
4. Answering questions with related theme

E. LEARNING MATERIAL

Fitrah Book and ESADA Course's handbook.

F. LEARNING SCHEDULE

MEETING	MATERIAL	TUTOR	TIME
6th February 2022	Part of body	M. Al Farisi	45 Minutes
7th February 2022	Diseases	M. Al Farisi	45 Minutes
9th February 2022	Body's features	M. Al Farisi	45 Minutes
10th February 2022	Quiz	M. Al Farisi	45 Minutes

G. TIME ALLOCATION

NO	ACTIVITY	TIME
1	Greeting and praying	5 minutes
2	Ice breaking (singing, games, etc.)	5 minutes
3	Material focus	25 minutes
4	Speaking practice	10 minutes
5	Closing	5 minutes

C. STUDENTS' SCORES

Students' Pre-test Result

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

Students' Post-test Result

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

D. PHOTOGRAPHS



E. PERMIT LETTER



The Big Family
ENGLISH STUDENT'S ASSOCIATION OF DARUSSALAM
Islamic Boarding School Of Darussalam Blokagung Bwi
 email: esadarussalam@yahoo.com website: esadarussalam@blogspot.com

OFFICE: ENGLISH CAMP AL - MUSYAROKAH PONPES DARUSSALAM BLOKAGUNG TEGALSARI BANYUWANGI JATIM Po. Box 68485 (0333) 845972 Fax. 847124

NO : 31.1/125/ESA/A/II/2022

Hal : **KETERANGAN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : A. Rizal Fahmi Rahmansyah, S.Pd.

Jabatan : Kepala asrama Al-Musyarokah

Menerangkan bahwa

Nama : **Fiky Hafidz Arkian Hurek**

TTL : **Jembrana, 30 Mei 1999**

NIM : **17112210015**

Fakultas : **Tarbiyah dan Keguruan (FTK)**

Program Studi : **Tadris Bahasa Inggris (TBIG)**

Alamat : **Tegal badeng timur, Negara, Jembrana, Bali**

Dosen Pembimbing : **Dewi Khawa, M.Pd**

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di ESADA (English Students Association of Darussalam) mulai tanggal 5 Februari 2022 – 11 Februari 2022

Adapun judul penelitiannya adalah:

“The Effectiveness of Keyword Technique in Students’ Vocabulary at The Basic Class of ESADA Course in Academic Year 2021/2022”.

Demikian surat keterangan ini dibuat agar dapat di gunakan sebagaimana mestinya.

Wassalamualaikum Wr.Wb.

Blokagung, 15 Februari 2022

Kepala Asrama Al-Musyarokah

A. Rizal Fahmi Rahmansyah, S.Pd.

F. PRE-TEST QUESTION

Choose which answer is suited most!

1. we use our...to handle something
 - a. Leg
 - b. Hand
 - c. Hair
 - d. Nail

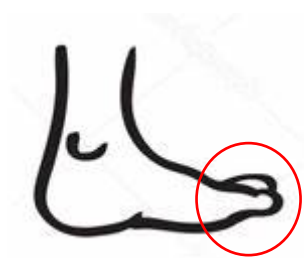
2. ... always grow over-time
 - a. Nail
 - b. Nose
 - c. Lips
 - d. Toe

3. We chew food with our...
 - a. Lips
 - b. Tongue
 - c. Brain
 - d. Teeth

4. What does 'saliva' mean?
 - a. Mudah
 - b. Lidah
 - c. Telinga
 - d. Dahak

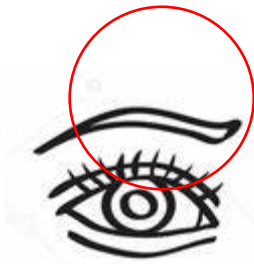
5. How do we call 'bulu mata' in English?
 - a. Eyelash
 - b. Pupil
 - c. Eyebrow
 - d. Eyelid

6.



- a. Ankle
- b. Toes
- c. Stomach
- d. Foot

7.



- a. Eyebrow
- b. Eyelash
- c. Stomach
- d. Eyelid

8.



- a. Ear
- b. Finger
- c. Lips
- d. Toe

9.



- a. Brain
- b. Mind
- c. Palm
- d. Tongue

10.



- a. Tooth
- b. Lip
- c. Tongue
- d. Jaw

Fill the blank from the words inside of the box!

1. Eagle has a pair of keen___
2. ___runs inside our vein
3. Sinta's ___ is as soft as cotton
4. With___ on our eyes, we can see colours
5. We can't take a breath with closed___
6. Kiki's___ smells so awful
7. Anya has a beauty___
8. ___ keeps our brain safe
9. That cat has a long___
10. Shuttlecock usually uses goose___ for its wings

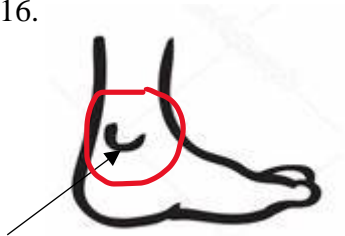
Eyes	Nostril	Skull	Feather	Palm
Blood	Iris	Armpit	Tail	Face

G. POST-TEST QUESTION

Choose which answer is suited most!

11. we use our...to move our body
- e. Leg
 - f. Hand
 - g. Hair
 - h. Nail
12. ... is human crown
- e. Palm
 - f. Hand
 - g. Hair
 - h. Toe
13. We store our memory on our...
- e. Lips
 - f. Tongue
 - g. Brain
 - h. Finger
14. What does 'phlegm' mean?
- e. Mudah
 - f. Lidah
 - g. Telinga
 - h. Dahak
15. How do we call 'kelopak mata' in English?
- e. Eyelash
 - f. Pupil
 - g. Eyebrow
 - h. Eyelid

16.



- a. Ankle
- b. Thigh
- c. Stomach
- d. Foot

17.



- a. Eyebrow
- b. Eyelash
- c. Stomach
- d. Eyelid

18.



- a. Ear
- b. Finger
- c. Lips
- d. Toe

19.



- a. Mouth
- b. Mind
- c. Palm
- d. Lip

20.



- a. Tooth
- b. Teeth
- c. Tongue
- d. Jaw

Fill the blank from the words inside of the box!

11. We scratch easier because of ___ on our finger
12. Ike points me with her _____
13. Roy Runs so fast, he got a pair of strong ___
14. Only with his ___, Bruce can break through the stacked plank
15. His ___ felt hurt because of a long walk
16. Cheetah devour its prey with a strong ___
17. May has a long and beauty dark _____
18. Oxygen stored on our ___
19. ___ beats faster when we get afraid
20. All beast has ___ on its paw

Claw	Finger	Nail	Lung	Fang
Hearth	Hair	Ankle	Palm	Leg

BIOGRAPHY



Fiky Hafidz Arkian Hurek was born in Negara, Bali at 30th May 1999. He is the only child of Mr. Ferdi Hasan Hurek and Mrs. Nurul Mu'shodah. The writer is a graduation of TK Negeri Negara at 2005, SDN 1Tegal Badeng Timur at 2011, SMP Ibrahimy 1 at 2014, and SMK Darussalam at 2017.

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