****

**THE USE OF KEYWORD, INFORMATION, AND MEMORY CLUE (KIM) STRATEGY IN TEACHING VOCABULARY AT MAN 1 MAKASSAR**

**A THESIS**

Submitted to Faculty of Languages and Literature State University of Makassar in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

**Ahmad Mukhlisin**

**1552044018**

**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND LITERATURE**

**STATE UNIVERSITY OF MAKASSAR**

**2017**

**ABSTRACT**

**Ahmad Mukhlisin. 2017, The use of Keyword, Information, and Memory Clue (KIM) Strategy in Teaching Vocabulary at MAN 1 Makassar. A Thesis. English Department, Faculty of Languages and Literature, State University of Makassar (supervised by Prof Asfah Rahman and Amra Ariyani)**

The objective of this reasearch was to find out whether or not the use of Keyword, Information and Memory Clue (KIM) strategy is effective in teaching vocabulary at the second year students of MAN 1 Makassar in terms of meaning, forms and usage of words in context. In order to achieve the objective of this research. The principle problem was only one, and it was“is the use of Keyword, Information and Memory Clue (KIM) Strategy effective in teaching vocabulary at the first year students of MAN 1 Makassar?”

 The study was Quasi Experimental design using Expremental class and Control class. The population of this research was the first year students of MAN 1 Makassar that consisted of 120 students. The researcher used purposive sampling technique The reason for taking these classes as the sample is based on suggestion and recommendation of the English teacher of MAN 1 Makassar that both classes have higher motivation in learning vocabulary, yet they lack of using their vocabulary as well. In addition, class IPS 2 and IPS 1 also have the same number of student.

The study involved 35 students, first year students of MAN 1 Makassar in academic year 2017. The independent variable of this research was Keyword, Information and Memory Clue (KIM) strategy, and the dependent variable was students’ vocabulary.

The data were analyzed using descriptive statistic (frequency, mean score and standard deviation) and inferential statistic(independent sample t-test). The research discovered that teaching vocabulary (noun and adjective) by using KIM strategy to the first year students of Man 1 Makassar was effective. It was proven by the increase of mean score of experimental class that was 40.5 in the pre-test to64.5in the post-test. The result of the t-test was also shown that the KIM strategy was effective in teaching vocabularybecause the t-test was 18.68, higher than t-table, 2.042($18.68>2.042$).

Based on the finding and discussion of the research, the researcher suggests that KIM strategy is suitable for the beginners of foreign language learner. This strategy can also be applied to complete vocabulary teaching strategy such as translation and memorization technique.

Keywords: Vocabulary, The use of Keyword, Information, and Memory clue (kim) strategy in Teaching Vocabulary and Descriptive Text

**DAFTAR PUSTAKA**

[1][2][3][4][5][6][7][8]

[1] A. Bahri, A. A. Azis, and N. F. Amin, “Penerapan Strategi Pembelajaran Aktif Question Student Have dan Kemampuan Akademik Terhadap Hasil Belajar Kognitif Siswa Kelas VIII SMPN 2 Camba,” *Sainsmat*, vol. 1, no. 1, pp. 41–51, 2012.

[2] A. Bahri and A. D. Corebima, “The contribution of learning motivation and metacognitive skill on cognitive learning outcome of students within different learning strategies,” *J. Balt. Sci. Educ.*, vol. 14, no. 4, pp. 487–500, 2015.

[3] Y. Yulvinamaesari, H. Helmi, and K. Khaeruddin, “Peningkatan Hasil Belajar Fisika Melalui Strategi Reciprocal Teaching (Pembelajaran Timbal-Balik) pada SISWA kelas VII SMP Negeri 24 Makassar,” *J. Math. Nat. Sci.*, vol. 4, no. 1, 2015.

[4] U. S. Sidin, “Penerapan Strategi Scaffolding Pada Pembelajaran Pemrograman Web Di Smk Kartika Wirabuana 1,” *Publ. Pendidik.*, vol. 6, no. 3, 2016.

[5] A. Hamra and E. Syatriana, “Developing a model of teaching reading comprehension for EFL students,” *TEFLIN J.*, vol. 21, no. 1, pp. 27–40, 2015.

[6] S. R. Kartiah, M. A. Rahman, A. Q. Rahman, and B. Jabu, “The Portrayal of Multiple Intelligence Theory in English Teaching Strategy for Indonesian Secondary School.,” *J. Lang. Teach. Res.*, vol. 5, no. 5, 2014.

[7] S. Sujariati, A. Q. Rahman, and M. Mahmud, “English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu,” *ELT Worldw.*, vol. 3, no. 1, pp. 107–121, 2016.

[8] S. M. Hamid and A. Q. Rahman, “The use of Prezi with know, want, and learn (KWL) strategy to enhance students reading comprehension,” *ELT Worldw.*, vol. 3, no. 1, pp. 16–31, 2016.