TEACHING ENGLISH VOCABULARY THROUGH K.I.M (KEY WORD, INFORMATION, AND MEMORY CLUE) VOCABULARY STRATEGY IN JUNIOR HIGH SCHOOL

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Abstrak

Makalah ini bertujuan untuk menggambarkan penerapan salah satu strategi yang disebut dengan *K.I.M (Key word, Information, and Memory clue) Vocabulary* yang berfungsi untuk melatih siswa dalam memahami kosa kata. Di awal pelajaran, guru memberikan sebuah teks bacaan. Setelah itu, guru langsung menyuruh siswa untuk mencari makna dari kata yang telah ditentukan dalam kolom pertama. Kolom pertama disebut dengan *Key word* digunakan untuk kosa kata. Selanjutnya kolom kedua disebut *Information* berfungsi untuk makna dari kosa kata tersebut. Kolom ketiga disebut *Memory Clue* digunakan untuk gambar. Terakhir, siswa disuruh membuat kalimat tentang kosa kata tersebut. Diharapkan dengan adanya strategi ini, siswa dapat memahami kosa kata lebihmen dalam lagi sehingga mereka tidak menganggap mempelajari kosa kata tersebut membosankan dan menyita banyak waktu.

Kata Kunci: K.I.M Vocabulary Strategy, teaching vocabulary, junior high school

A. Introduction

Vocabulary is vital and holds an important role in English because it will be needed by the students when they learn English skills like listening, speaking, reading, and writing. For example, first, when the students do listening activity, they must know what the speaker says. If they do not know, they will fail in answering it. Next, in speaking, the students must have a large vocabulary in order that they can speak fluently. Then, in reading students cannot understand and comprehend the text if they do not know the meaning of the words in the text, either functional or essay. The last, in writing, students find it difficult because they cannot structure ideas and argument in a logical way. Automatically, they cannot make a paragraph even a sentence. Therefore, teaching and learning vocabulary cannot be neglected.

But the fact is most of the students still have lack of vocabulary. The lack of vocabulary can be seen in reading activity. When a teacher asked the students to

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tell something in the text or express it orally, they cannot do them. They look confused and feel afraid.

In teaching, there are some problems found in vocabulary. First, teaching vocabulary is integrated with language teaching skills. There is no certain time and class for teaching vocabulary. Unlike teaching listening, speaking, reading or writing. Furthermore, the students are less enthusiastic because a teacher's media are not interesting and interactive. A teacher has no innovation and creativity in making it and a teacher seldom uses technology to attract the students' attention. Then, materials which are given by a teacher do not suitable with students' needs and interest. A teacher always concern with text book or LKS and burden the students with many tasks, and there is no variation in technique of vocabulary teaching.

According to the writer's experiences as a student, the techniques used in teaching vocabulary by a teacher are less effective; a teacher used the same technique, such as translating or memorizing a word. A teacher always asks students to translate an unfamiliar word from English to Indonesian without a context. And then, a teacher always asks the students to memorize five words a day. As a result, the words which had been memorized before is gone and the words cannot be stored in their mind. In addition, the students tend to wait a teacher's explanation about the meaning or definition of a new word. They always ask their teacher and usually most of them do not have effort to find out by themselves. Consequently, they cannot improve and master their vocabulary.

To solve the problems above, the writer attempts to explain the strategy named K.I.M vocabulary strategy which can motivate students to learn vocabulary. In K.I.M vocabulary strategy, the students are asked to make a chart which there is three columns. First column functioned as key word or a vocabulary. The vocabulary is gotten by reading a text or determined by a teacher. Second column is for information, the meaning of vocabulary itself. They can guess the meaning from context of a text to fill this column or they can look up a dictionary. And third column is memory clues contained pictures to ease students in memorizing the vocabulary. Finally, a teacher requires students to make their own sentence about the word. Therefore, this paper discuss about the implementation of K.I.M vocabulary strategy in classroom context.

Vocabulary is an element of English language. In other words, vocabulary is central to language because vocabulary can make students structure ideas and argument, both orally and in writing, in logical way, and support them with relevant ideas.

Some experts define vocabulary in many ways. Burns (1996) vocabulary is usually defined as the stock of words used by a person, class, or profession. Cruise (2000) defines vocabulary as a list of word that has meaning. To support, Nunan (2000) vocabulary is the collection of words that an individual knows. Vocabulary is not only a list, the stock or collection of words but also knowing a word. It means the students at least know about its meaning, pronunciation, spelling, and usage.

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the

teacher to teach vocabulary. According to Nation (2001), there are three points which can be taught to the students. They are form, meaning and usage. Even though, to make it perfect a teacher should know about the principles of teaching vocabulary. Hulstijn in Robinson (2001) has shown that both direct and intentional focus on vocabulary by teachers and indirect exposure to lexical (vocabulary) items can account for significant gains in learners' vocabulary. Below are some principles to help teachers reflect on when to teach vocabulary and what to teach.

1. Allocate specific class time to vocabulary learning.
2. Help students to learn vocabulary in context.
3. Play down the role of bilingual dictionaries.
4. Encourage students to develop strategies to determine the meaning of words.
5. Engage in "unplanned" vocabulary teaching.

A teacher is demanded to be smart in teaching vocabulary. In these principles, a teacher is asked to allocate time and use context to help the students to find meaning of a word. Although, dictionary cannot be ignored but the frequency to use it is low. Moreover, the teachers are asked to engage the word in another context.

In the junior high school English, having a large vocabulary produces a wide variety of benefits for the students. These benefits range from how you are perceived by others, to being able to express them more precisely, to being able to understand more of the world around the students. These benefits make the effort to develop a large vocabulary worthwhile.

Marzano (2005) explains about methodologies for teaching vocabulary items in an English language classroom: first, a teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery). Second, students restate or explain the new word in their own words (verbally and/or in writing). Third, ask students to create a non-linguistic representation of the word (a picture, or symbolic representation). Fourth, students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors). Fifth, Students discuss the new word (pair-share, elbow partners). Because each new word has to be studied and learned on its own, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning. Therefore, these steps will assist students in learning vocabulary and it will ease a teacher to teach vocabulary in junior high school.

Furthermore, because of no a special time to teach vocabulary so the teacher should anticipate it by using limited time to present and teach vocabulary attractively. Moreover, by doing this the students will be encouraged to learn English deeply and tremendously. In teaching vocabulary, other students in the class are particularly fertile source of vocabulary input. Learners often pay more attention to what other learner say than they do to either the course book or their teacher. Unfortunately, the students do not get chance to determine their own topic in reading because it is a mutual appointment. So, the students cannot use their new vocabularies in their life time.

Based on explanation above, it can be concluded that a teacher is the main character in teaching vocabulary because only a teacher can decide teaching vocabulary has been accomplished or not by seeing some learning results and variables. Moreover, in making learning purpose a teacher must be in detail and sustainable. Therefore, a teacher gives big contribution of students' success in teaching and learning vocabulary.

According to Beck, McKeown and Kucan in Dixon (2002) K.I.M vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms.

In addition, Goodman (2005) instructs students on the following acronym of K.I.M vocabulary strategy:

1. K, key word; students record the word to be learned.
2. I, represents important information; students record what they have learned about the key word in their own words.
3. M, represents memory clue or mnemonic (drawing, picture or symbol)
   By making a sketch (or other memory clue) students synthesize and interpret the new information and make in their own.
4. Write the key word in a context-rich sentence for application.

Each student should have a chart with three columns. The first column will be labeled K for Key Idea, the second column I for information, and the third column M for Memory clue. As new information is learned, have the students fill out the chart. Under K, they should write the vocabulary word or the key idea. Under I, they will write information about the key idea in the form of a brief description. In the last column, under M, the students can draw a sketch that explains the key idea. Completing this chart will help the students make information learn about the key idea their own. Moreover, usually this strategy is done in teaching reading.

B. Discussion

In doing this strategy a teacher needs to prepare material, instructional media and lesson plan.

1. Material

A teacher needs to give new vocabulary that will be sought by the students. A teacher can provide 10-15 new words in one meeting. Generally, new vocabulary is included in passive vocabulary because it will enable the students to be elated and it gives motivation for the students that English is not difficult subject. According to Thornburry (2002), the students must know about 20,000 words in a year because the students need it to comprehend a text. Then, teacher gives an example of recount text "My First Experience to Ride Motorcycle".

2. Instructional Media

Instructional media is media that is used in learning, including teaching aids and learning sources. This media is useful for a teacher as a tool which helps a teacher in teaching and learning process.The media in K.I.M vocabulary strategy is simple. A teacher only makes some K.I.M sheets and then teacher distribute the

sheets to the students. A teacher will ask students to fill blank in column of information, memory clue, and in row of sentence.

3. Lesson Plan

This lesson plan is useful for teacher to make teaching and learning process run well and systematically. In this lesson plan there are standard competence, basic competence, indicator, learning purpose, material, method, activities, and evaluation. After this, a teacher makes a procedure to implement K.I.M Vocabulary Strategy

4. Implementation of K.I.M Vocabulary Strategy

1) Pre – Teaching

In this stage, a teacher starts the meeting in the classroom. Usually, this stage is only about ten minutes. For the first time, a teacher checks the students' and classrooms' readiness, teachergreets the student, checks the student's attendance, and does apperception and motivation in this stage. Apperception means the activity which emphasizes to recall what students have learned in the previous meeting. Otherwise, motivation means students are motivated to follow the upcoming lesson.

After a teacher asks some students. A teacher corrects and concludes students' answers about last lesson. Then, a teacher activates students' background knowledge by asking them some questions about their experiences on vocabulary. The teacher can show some pictures and ask some questions.

2) Whilst Teaching

In whilst teaching activity is the main activity in which the lesson introduced, delivered and practiced. This stage is divided into three stages: observing, communicating, and experimenting.

a. Observing

Teacher gives, introduces, and explains about K.I.M vocabulary strategy and K.I.M sheet, then gives some models to the students

Teacher : *Sometimes when you read, you will come across a word which you are not sure of its meaning, this can make it difficult for you to understand and enjoy the story. There are different things you can do to help you figure out the meanings of unknown words. In several lessons beginning today, we will learn about K.I.M vocabulary strategy.*

Okay students, K.I.M vocabulary strategy is the strategy used to make you more understand about meaning of vocabulary. This strategy will be explained in this printed K.I.M sheet. Well, I will give a K.I.M sheet to you where there are three columns. First column is labelled as K (key word) where you can put some difficult words. Second column is I (information) where you can write the meaning of words, you can find it through context clues. Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. The context clue in a sentence characterized by two commas (,) or two m strips (--). Then, the third column is functioned as M (memory clue) where you can draw picture

> *about the words. The last, you make a sentence about your chosen words. Let us see below examples.*

Teacher gives some models of K.I.M vocabulary strategy

Sentence 1

Jane is furious, or angry, at her brother.

Teacher asks the students to read first and then a teacher explains about how to find meaning sentence above.

Teacher : *After you read, you will ask what furious is, from this sentence we can see that there are two commas, first, after furious and then before angry. These two commas means that additional information for furious. Here, you can know what furious is (angry) or you can look up bilingual dictionary if you get stuck.*
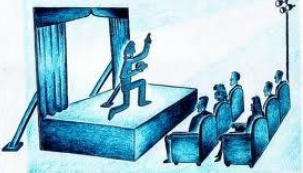
So you can put furious in K (key word) column and put angry in I (information) column. Next, you can draw a picture in M (memory clue) column and then you make your own sentences in sentence row

K (Key Word) furious	I (Information/Definition) angry marah	M (Memory Clue/Picture)
Your Sentence: Crichton got furious when John punched his cheek.		

Sentence 2

A theatre is a place where people entertain the audience.

Teacher : *You can know directly the meaning of theatre. You can see after word theatre you will see to be 'is' which sign definition.*

K (Key Word) theatre	I (Information/Definition) a place where people entertain the audience teater	M (Memory Clue/Picture)
Your Sentence: Jennifer and her mother were watching Romeo and Juliet drama in Queen's Theatre.		

After some explanations, a teacher divides the students into group of four and distributes K.I.M sheet and gives an example of recount text entitled "My First Experience to Ride Motorcycle"and students are asked to read and find the meaning of words in K.I.M sheet by looking up bilingual dictionary.

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, I tried bravely. All ran fluently in the beginning, but when I was going back to my home and I must pass through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

Communicating

A teacher asks students to make their own sentences independently in order to give chances for the students to think, analyze and solve problem without getting afraid

In this stage, the students will be given time for a few minutes. Then, a teacher will do the next stage of this activity.

Experimenting

As the students finish their job, the teacher and students discuss whether their answers are true or false. The teacher tells the correct answer and students check their friend's answer.

3) Post – Teaching

In the last part of the meeting, a teacher asks students to pronounce vocabulary by correcting their pronunciation and gives reinforcement to the students. After that, a teacher makes a conclusion about the lesson, gives homework and ends the class by praying.

C. *Conclusion*

K.I.M vocabulary strategy is a splendid strategy in comprehending of a new vocabulary because it makes students think logically, critically and creative. Students are demanded to find meaning by looking for it in context. In addition,

students can look up dictionary if they are in predicament. Then, students are persuaded to draw and dye a picture. So, students' brains are stimulated to do it. Moreover, colors are easy to be recognized by students. Then, students make a sentence to develop a new vocabulary in another context. It is useful for training them to know that a vocabulary have different meanings in various contexts. Thus, students can learn new vocabulary frequently. In addition, it is fun. While doing this activity the students not feel bored but they are really interested because the students can dye their own pictures and make sketch of their picture suit to their desire and their words. Then, it is easy to be applied. You can do it alone or in group. Moreover, you can do it either in your school or in your home. Moreover, this K.I.M vocabulary strategy can be applied in other genre of texts (procedure, hortatory, analytical exposition, narrative, descriptive, spoof, review, news item, report. It can also improve students' retention about a word. By drawing picture and making a sentence, the students will be easy to memorize a word. Moreover, the students will recognize vocabulary directly through colour picture because colour is easy to be saved in human's brain.By applying this strategy, it is expected that students' comprehension about vocabulary will enhance.

Note: This article is written based on the writer's paper whose advisor is, Drs. Zainuddin Amir, M.Pd.

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