ENHANCING LONG-TERM VOCABULARY RETENTION THROUGH KEYWORD METHOD

THESIS

Submitted by

MARIA SYUHADA
NIM. 150203221

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

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by:

MARIA SYUHADA
150203221

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

_____   _____
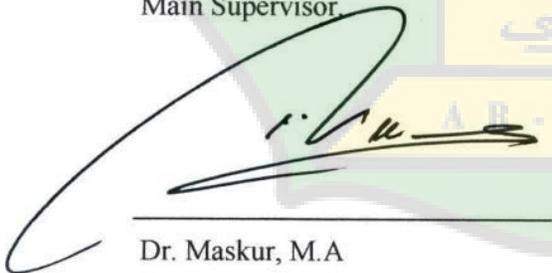
Dr. Maskur, M.A   Fera Busfina Zalha, MA

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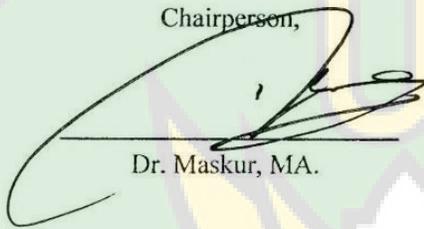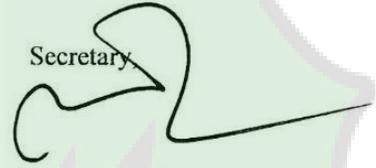
Dr. Maskur, MA.   Ikhwanna Dhivah, S. Pd.

Member,   Member,

Fera Busfina Zalha, MA.   Rita Hermida, M.Pd.

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry BandaAceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama	:	Maria Syuhada
NIM	:	150203221
Tempat/Tgl.Lahir	:	Banda Aceh / 9 April 1997
Alamat	:	Meunasah Manyang Lamhlom, Lhoknga

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Enhancing Long-Term Vocabulary Retention through Keyword Method

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 Desember 2019

Saya yang membuat surat pernyataan,

Maria Syuhada

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Maria Syuhada

ABSTRACT

Name	:	Maria Syuhada
NIM	:	150203221
Faculty	:	*Fakultas Tarbiyah dan Keguruan*
Major	:	Department of English Language Education
Thesis working title	:	Enhancing Long-term Vocabulary Retention through Keyword Method
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This study aims at investigating whether the keyword method significantly improves students' long-term vocabulary retention in memorizing English vocabulary. This study was a true experimental research with posttest only control group design. The sample was selected by using random sampling technique. The research subjects were students from Sekolah Menengah Kejuruan 1 Banda aceh, in which class XII Akutansi 1 served as experimental group and class XII Akutansi 3 served as control group. The data were collected by using vocabulary test. The collected data were analyzed by using frequency distribution, normality test, homogeneity test and independent sample t-test parametric statistic. The results of this research showed that; (1) Mnemonic Keyword method is more effective than verbal technique toward students' vocabulary retention; (2) the students who experienced keyword method could memorize more vocabulary than the students who did not experience it.

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CHAPTER I
INTRODUCTION

A. Background of Study

One of the important language aspects to be acquired by EFL learners is vocabulary because it is the essence of the language. Wilkins (1972) states that without vocabulary speakers are not able to convey meaning and communicate with each other in a particular language. Vocabulary is defined as "the words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p.385). However, memorizing tens or even hundreds of vocabulary can be a difficult thing for EFL learners because it must be followed by memorizing its spelling, pronunciation, definition, and function at the same time. Teachers teaching foreign language must provide varieties of effective methods for teaching vocabulary. If the methods are easy, interesting and effective, learning of any words will retain in students' memory for a long-term period.

As the human brain is the most crucial thing in memorizing vocabulary, the way it works to memorize is significant. While students use all of their senses to take the information, they seem to have preferences in how they learn best. Particularly, for most people, the image will be predominantly visual, since visual is seen as the strongest by most practitioners from antiquity (e.g. Auctor & Herennium, 1st Century

BC) to today (e.g. Buzan, 1982). Syofyan & Siwi (2018) also add that those are the most popular learning styles among learners. Based on this fact, mnemonics, memorizing by relating information to a particular mechanism, such as images and rhymes, in most cases, helps the brain to memorize vocabulary well. Based on Atkinson, R.C., and Rough (1975) the Keyword Method (KWM) is one of the most mnemonics devices used in the teaching of FL vocabulary. This method emphasizes to raise students' awareness of the criteria for keyword selection, for example, sound similarity and a semantic feature, to create a linkage to the target word meaning. To summarize, the keyword method, a valuable technique used to memorize the meaning behind vocabulary, constitutes the state when students associate their first language's word or the target language's word that sounds similar to the target language's word to help them retain the words longer and easily recall the meaning of the words later.

B. Previous Studies

Several empirical studies have shown that Keyword Method (KWM) is effective to be used as a teaching method in order to enhance English learners' vocabulary retention (e.g. Khorasgani & Khanehgir, 2017; Brown & Perry, 1991; Shapiro & Waters, 2005; Sagarra & Alba, 2006; Amiryousefi & Ketabi, 2011). Khorasgani & Khanehgir (2017) find that teaching new vocabulary to Iranian young FL learners is more successful by using KWM than Total Physical Response (TPR). Moreover, Davoudi & Yousefi (2016) show a significant difference was found between the performance of the keyword group and traditional group in delay recall

posttest that the use of keyword method can largely reduce learners' problems in the acquisition and retention of L2 words. Additionally, Siriganjanavong (2013) states that the results from the vocabulary test and the cued-recall sheets showed that compared to mixed methods (namely contextual clues, word structure analysis, and opposite word-pairs), words taught by mnemonic keyword method could be better recalled both in short-term and long-term memory. However, most studies reviewed using KWM were conducted in Thailand (Siriganjanavong, 2013), Iran (Khorasgani & Khanehgir, 2017), or other languages like Chinese (Wei, 2015). There are only a few studies were conducted on Indonesian learners learning English as a Foreign Language. Moreover, from the previous studies mentioned above, it is noticed that although there is a large amount of literature that paid attention to the importance of vocabulary retention, achievement, and keyword method, there are lack of references from studies about implementing keyword method on Indonesian native speaker to recall the meaning of vocabulary, which means it is rarely used among Indonesian learners. This motivated the researcher to carry out this study that investigated the effectiveness of the keyword method in enhancing vocabulary retention, which used English words as the keyword to retain the meaning of English vocabulary as the target language.

C. Research Question

The research question of this study is "Does the use of Keyword Method significantly enhance students' vocabulary retention in memorizing English vocabulary?"

D. Research Aim

Regarding to the research question, this study aims to investigate whether the Keyword Method significantly enhances students' vocabulary retention.

E. Hypotheses

In order to answer the questions of the study and in the light of the theoretical and practical justifications and the results of the previous studies, the following hypotheses are formulated:

H_O = Keyword Method significantly enhances EFL learners' vocabulary retention in memorizing English vocabulary.

H_A = Keyword Method does not significantly enhance EFL learners' vocabulary retention in memorizing English vocabulary.

F. Significance of the Study

This study is expected to give a significant impact on several parties.

1. Student-teacher who is expected to be a teacher can use this method as one of the strategies in teaching vocabulary.

2. English teacher who can use this method as one of the strategies in teaching vocabulary.

3. English learner who can use a meaningful way to get good vocabulary retention for long-term memory. This method is expected to increase the enthusiasm and interest of the students to remember the new vocabulary and to help them to be easier to recall the memory.

4. As the reference for further research about Keyword Method.

G. Terminologies

Before going deeper to this research, some basic terms need to be defined to avoid misunderstanding.

1. *Vocabulary*

Hornby (2000) in Oxford Advanced Learner's Dictionary of Current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about a particular subject or a list of words with the explanation of their meanings in a book for learning a foreign language.

In this research, oral vocabulary is used to analyze the effectiveness of the Keyword Method. Oral vocabulary refers to words that learners can understand or use while speaking and listening regarding proper pronunciation (Beck & McKeown, 1985). In this research, oral vocabulary is delivered by using the English native speaker's recorded audio.

2. *Keyword Method*

Keyword method is a mnemonic device. Nation (2001) argues that the keyword method comprises two vocabulary training stages. The first stage is the first word (the keyword) in the language which sounds from a foreign language like the start or the whole unknown word. The second stage is a visual picture, which combines the meaning of the unknown word with the significance of the familiar word in a sentence. Moreover, it is described by Gaul (2004) as an approach requiring the use of a word, a keyword and visual imaging in an acoustic manner. This image is developed by looking for a relation between the keyword and the new word.

In this study, based on Nation (2001) and Gaul (2004), the researcher applies keyword method by teaching new English vocabulary and relating it to a familiar English vocabulary in a sentence that reflects the keyword, then using an interactive visual picture to link the new English vocabulary with the keyword.

3. *Vocabulary Retention*

In vocabulary acquisition, students do not only have to deal with the difficulties that come from the process of learning the vocabulary from the target language, but also in retaining their memories of what they have learned and known, which is called vocabulary retention. According to Richards & Schmidt (2002), vocabulary retention is expressed as the ability after a while to recall or remember information. Therefore, the students are tested a few times including an early test (pre-test) and a late test two weeks later (post-test). Generally, students do not

frequently remember a new word for the first time they learn it. A process is needed in acquiring the new vocabulary: to get the form of the word and its meaning, to retain it in the memory and to use it in a sentence. Moreover, In language teaching, "retention of what has been taught (e.g. grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials" (Richards & Schmidt, 2002, p. 457, as cited in Afshar & Mojavezi, 2017).

The writer adopted Richards & Schmidt's definition as an operational definition of vocabulary retention in this study.

H. Research Methodology

1. Research Design

This study used a true experimental design. It was implemented within a month where the students attended the class for 4 meetings. The first meeting was prepared to explain the learners about how the classes go through to the end. A test of students' vocabulary knowledge background was given to determine vocabulary they were not familiar with to be taught in experiment and control groups. Then, they were taught in two meetings the same selected vocabulary with the difference that the experimental group received the mnemonic keyword method, while the control group did not receive the keyword method that the participants were taught vocabulary using the verbal technique. At the end of the meeting, they were given a posttest to be compared to evaluate the effects of how the keyword method could possibly let the vocabulary retain in long term memory in learners' brains. In this study, the

independent variable is the keyword method, while the students' vocabulary retention is the dependent variable.

2.   *Research Subject*

The subjects were selected from two random intact classes at Vocational High School 1 in Banda Aceh; both of the classes were the third grade of Accounting major. The first class (with 22 students) served as the experimental group. On the other hand, students in the second class (with 33 students) served as the control group. The average of subjects' age is 17-18 years.
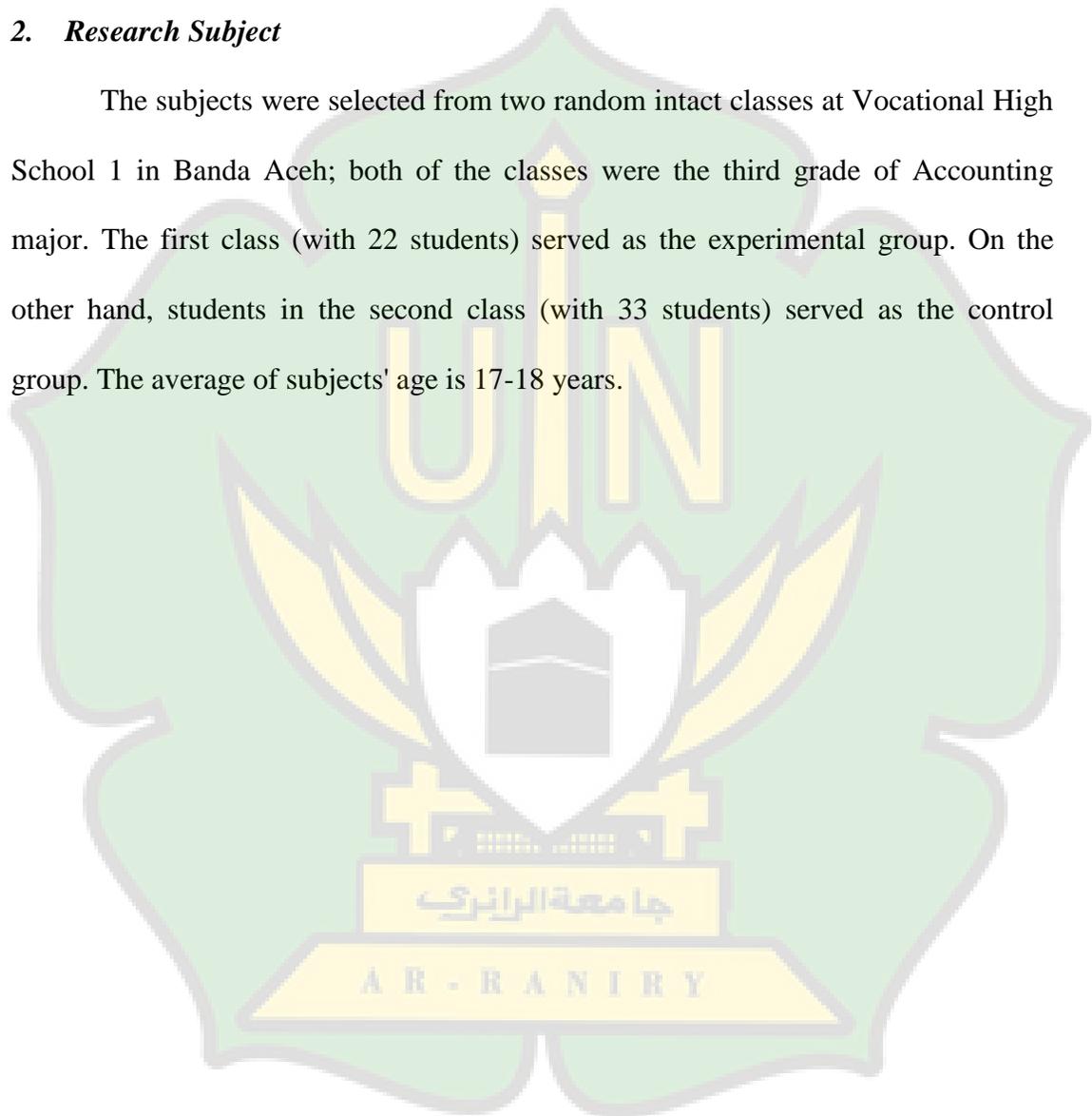
CHAPTER II
LITERATURE REVIEW

This chapter reviews some literature related to the variables of the study. It includes several primary concerns: vocabulary, vocabulary acquisition and retention, short-term and long-term memory that are related to vocabulary retention, and mnemonic keyword method. Furthermore, this chapter sheds light on the topics under the study related to the primary issues mentioned above, i.e. language learning strategy and vocabulary learning strategy.

A. The Importance of Vocabulary Knowledge

1. *Definition of Vocabulary*

There is various literature that has similar definitions of vocabulary. Jackson & Amvela (2007) defines vocabulary as the total word in a language. Furthermore, Oxford Learner's Dictionary (2016) gives a list of three definitions referring to the word 'vocabulary', which are: (1) the entire vocabulary that a person knows or uses, (2) all the words in a particular language, (3) the words that are used to talk about a particular subject. In addition, Ur (1998) stated that the words taught in the foreign language may approximately be described as the vocabulary. In addition, there are three definitions which are defined by Merriam-Webster Online Dictionary (2010) as follows:

a. "a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined."

b. "a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge."

c. "a list or collection of terms or codes available for use.".

In brief, it can be concluded that vocabulary is the entire words in any language that a person knows and uses to communicate in order to express themselves in different situations.

Vocabulary is one of the most basic language aspects required by foreign language learners in the process of acquiring the target language. Having the target language's vocabulary considerably enables learners to enhance their abilities to listen, speak, read and write in that language. Folse (2008) implies that in order to improve receptive and productive skills in foreign language, English language learners need continuous vocabulary knowledge. He added that if a basic level of vocabulary enables students to express certain thoughts to a certain degree, it may also be possible to communicate better if students learn more words. Without adequate knowledge of vocabulary, it is difficult for students to enhance their ability in reading, writing, listening and speaking a foreign language. In vocabulary acquisition, it does not only involve memorizing the vocabulary's form but also comprehending its significance to properly use it in a particular situation.

2. *Types of Vocabulary*

According to some studies (e.g., Stuart, 2008; Gairns and Redman, 1991; Nation, 2001; Fraser, 2006), vocabulary has several numbers of classification. It is divided into three types; the first type is based on its use in language skills, the second type is based on its frequency, and the last one is based on the specialized text where it is found.

Based on its use in language skills, Stuart (2008) classifies vocabulary into two kinds; receptive, productive/expressive.

a. Receptive vocabulary refers to the vocabulary that learners know and recognize only as a material for reading and listening.

b. Productive vocabulary refers to the vocabulary that learners can recall and properly use it to express and communicate their thoughts through speaking and writings.

Furthermore, Gairns and Redman (1991) suggest another classification of vocabulary that is also based on its use in language skills; Oral Vocabulary and Written Vocabulary.

a. Oral vocabulary means the vocabulary that actively used in listening and speaking.

b. Written vocabulary means the vocabulary that is combined and used in reading and writing.

As a result, the above classification takes into account the four language skills and their kinds: listening and reading (receptive abilities), writing and speaking (productive abilities). As an addition, based on vocabulary use in language skill, it is also can be classified as oral (listening and speaking) and written (reading and writing).

Based on vocabulary frequency, Nation (2001) elaborates vocabulary into two types, namely high-frequency and low-frequency.

a. High-frequency vocabulary is the vocabulary that is frequently used in all four skills in a language in various situations. Nation explains that approximately high-frequency vocabulary covers 85% of vocabulary contained in books on diverse subjects. Eventually, vocabulary acquisition becomes more effective and efficient if the teacher uses the high-frequency vocabulary in teaching foreign language to enhance all the four skills in the language.

b. Low-frequency vocabulary, on the other hand, is only found in a small portion of any text because it comprises vocabulary that is rarely used in all four skills in the prevalent practice of a language.

The last type of vocabulary is based on the specialized text where it is found. This type is suggested by Fraser (2006), which is divided into three kinds of vocabulary as follows:

a. Technical vocabulary

Technical vocabulary is a word or phrase that is particularly used in a specific profession and in a specialized text. Moreover, learners who have a particular purpose in language acquisition commonly have to deal with technical vocabulary. It may be a common word with a specific meaning that differs from its common meaning if it used in a specific field. It has its own particularity in its region as well. The use of technical terms can overlap with phrases from other areas. This leads to a certain overlap between technical vocabulary and general vocabulary (Chung & Nation, 2003).

b. Academic Vocabulary

Nation (2001) specifies academic vocabulary as a list of words that fits into the academic discourse (written and spoken), which is also the words between technical vocabulary and high-frequency vocabulary. As a result, it is alternatively named as semi-technical vocabulary, sub technical vocabulary, specialized non-technical vocabulary. In addition, it mostly takes place in the academic text that commonly consists of 8% to 10% of the academic vocabulary in academic text and 4% in a newspaper.

c. General vocabulary

This kind of vocabulary is frequently used vocabulary (high-frequency vocabulary) which is not technical or academic.

Based on the various studies above, each researcher categorizes vocabulary into numerous types. It does not lead to a contradiction since they classify the vocabulary based on a different point of view. This is because each type of vocabulary classification is interrelated to one another.

3. *Vocabulary Acquisition and Aspects of Knowing Vocabulary*

According to Paribakht and Wesche (1999), vocabulary acquisition is a process of recalling knowledge which is an integration of various information with different levels of ability to use the information in communication. Similarly, Nation (2001) explains that vocabulary knowledge integrates with language skills that it helps learners to use the language. As a result, language use enhances vocabulary knowledge, then, knowledge of the words increases vocabulary knowledge and language use.

The principle of vocabulary acquisition is a complex concept with diverse understanding. Due to this reason, many studies frequently address the issue of what it means to know a word (Nation, 2001; Lin, 2008; Chen, 2009). To answer this question, learners require dealing with many aspects of vocabulary acquisition. In his research, Chen (2009) shows that Richards (1976) highlights eight aspects of understanding a word that functions as a general framework for the evaluation of vocabulary acquisition. The eight aspects of understanding a word are as follows:

1. As the students reach adulthood, their understanding of a word will keep progressing.

2. As learners know a word, there are a great number of degrees of probabilities for them to find the word in various media, such as speech or text. Therefore, they will also find many relationships between one word with another word.

3. Knowing a word means to understand that each word has its own context to use in a particular situation, which implies that its function is limited.

4. Knowing a word means knowing the syntactic systems related to the word.

5. Knowing a word involves knowledge of the underlying form of a word and the derivations that can be made from it.

6. Knowing a word entails knowledge of the associations between that word and other words in the language.

7. Knowing a word means knowing the semantic value of a word.

8. Knowing a word means knowing many of the different meanings associated with that word.

Chen (2009) concludes in his study that these aspects are important to be considered in designing and implementing a vocabulary learning strategy. Teachers teaching a foreign language should reflect on those aspects in order to lead the students to use the vocabulary appropriately. Papadoupoulou (2007) adds that learners, for instance, are able to understand how to define a word, but might not be prepared to use that term contextually, or use it in the same situation, which leads to a misunderstanding that the word loses its sense.

Due to the importance of those aspects, the vocabulary used in this study is formed in sentences. As a result, students can use the vocabulary appropriately according to the context and the situation that happen.

B. The Importance of Vocabulary Learning Strategy

1. Definition of Language Learning Strategy

In the field of the L2 acquisition, especially following the extensive research conducted by Oxford (1990) and Chamot & O'Malley (1996), the concept of language learning strategy (LLS) has become widespread (Takac, 2008). Furthermore, Takac argues that there is still no generally accepted definition about the concept of LLS. Therefore, Tacac gives a table that consists of definitions of LLS from several references.

Table 2.1

Definitions of language learning strategies (Tacac, 2008, p.51)

Source	Definition
Tarone (1981)	An attempt to develop linguistic and sociolinguistic competence in the target language.
Rubin (1987)	What learners do to learn and do to regulate their learning.
Chamot (1987)	Techniques, approaches or deliberate actions that students take in order to facilitate learning, recall of

	both linguistic and content information.
Wenden (1987)	The term refers to language behaviors learners engage in to learn and regulate the learning of L2, to what learners know about the strategies they use (i.e. strategic knowledge), and to what learners know about aspects of L2 learning.
Weinstein and Mayer (1986)	Behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process.
Oxford (1990)	Behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable.
Ellis (1995)	Generally, a strategy is a mental or behavioral activity related to some specific stage in the process of language acquisition or language use.
Ridley (1997)	Broadly speaking, the term strategy denotes procedures – which are sometimes conscious and sometimes unconscious – used by a person as a way of reaching a goal.
Cohen (1998)	Processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a L2, through the storage, recall, and

	application of information about that language
Purpura (1999)	Conscious or unconscious techniques or activities that an individual involves in language learning, use or testing.

Based on the definitions above, the language learning strategy can be described as the specific actions, behaviors, steps or techniques that learners use (often intentionally) for the purpose of improving their progress in developing their language skills.

2. *Definition of Vocabulary Learning Strategy*

In general, Vocabulary Learning Strategy (VLS) is considered to be a sub-group of general language learning strategies in foreign language pedagogy which have been receiving much attention since the late 1970s (Oxford, 1990; Nation, 2001). According to Tılfarlıoğlu & Bozgeyik (2012), VLS is defined broadly as the actions which are taken by language learners in order to foster vocabulary learning in the target language. In addition, Schmitt (2008) infers that vocabulary learning strategies affect vocabulary acquisition that is seen as the process, by which information is obtained, stored, retrieved and used by learners.

Furthermore, Hamzah, Kafipour, & Abdullah (2009) point out that vocabulary learning strategy is divided into at least three different perspectives. Firstly, they can be considered as any actions taken by learners to aid the process of learning vocabulary meaning that whenever a learner learns vocabulary, he uses strategies of

doing it. Secondly, they might be seen to be related to only such actions which improve the efficiency of vocabulary learning. In other words, a learner might employ a strategy although it cannot enhance the process of learning, as done by poor learners, for instance. Lastly, vocabulary learning strategies might be considered as the conscious actions done by a learner to study the meaning of new words. Hamzah et al. (2009) also emphasize that a learner should be encouraged to realize that he could freely and consciously choose what strategies which are the most appropriate and effective for them in the process of vocabulary learning.

3. *The Techniques of Teaching Vocabulary at Senior High School*

According to Sanusi (2009), commonly, there are several techniques concerning the teaching of' Vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present new vocabulary or the lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learned, practiced, and revised to prevent students from forgetting.

a. Visual Techniques

Visual techniques are tools to help convey an information using certain images. Gairns and Redman (1986) stated that "there are three form visual techniques; realia, pictures, and mime or gestures." (p.73-75). Realia means using a variety of real-object brought by the students in the classroom. It can be also applied to remember written material. Students can act out what they read, or associate physical sensation

with specific words found in passages. Referring to the ideas mentioned above, Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication" (p.115). In summary, it cannot only be used to indicate the meaning of a word found in reading a passage, but also in speaking activity as it stresses mostly on communication.

b. Verbal Techniques

This technique pertains to the use of illustrative situation, synonyms, opposites, scale, definition, and categories. More specifically, Marla (1990) divides verbal techniques into four parts as follows:

1) Definition and illustration sentences; in this technique, English teachers are expected to introduce a word in English through the use of other words in the same language.

2) Synonyms and antonyms; Synonyms and antonyms are especially important in building new vocabulary because learners are able to know the vocabulary. Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers. They could be or, commas, dashes, and colons. Meanwhile, antonyms are words that have the opposite meaning of the unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are instead, although, but, yet, and however.

3) Scale; This technique is the presentation of related words in scales that include the combination of both verbal and visual techniques, for example, in term 32° Celsius, the degree sign is the visual.

4) Explanation; this technique explains the meaning and the use of a foreign word in the foreign language itself.

In this study, the control group was taught vocabulary using the verbal definition and illustration technique. The participants in this group were given the definition and illustration sentences.

4.   *The Importance of Vocabulary Learning Strategy*

The emergence of VLS is because learners need to be helped to improve the way they learn vocabulary. As an addition, the ability to develop their own vocabulary learning strategy would become 'a powerful approach' in vocabulary acquisition (Ali & Kalajahi, 2012).

According to Nation (2001, p.27), the importance of vocabulary learning strategies is elaborated by the following important features:

a. They involve choice;

b. They are complex, i.e. consisting of several; steps;

c. They require knowledge and benefit from training; and

d. They increase the efficiency of vocabulary learning and use.

It is believed that with the help of vocabulary learning strategies, a large amount of vocabulary could be acquired (Nation, 2001). To support this, Ranalli (2003) adds that independence in vocabulary learning is not only beneficial in practical but also in the psychological condition of the learners, so they can recall the words more effectively since they decide what to learn by themselves. Moreover, vocabulary learning strategies are also equipped with a range of different strategies so that the students could decide how exactly they would deal with unknown words.

As an addition, learners might not be able to implement vocabulary learning strategies on their own and they should be trained and encouraged to use and to acquire new vocabulary by themselves (Cameron, 2001; Schmitt, 2000). In the same way, Ranalli (2003) argues that a good knowledge of the strategies and the ability to apply them in appropriate situations will considerably help students simplify the process of learning new vocabulary. Therefore, it is important to set the strategy training to be involved in a vocabulary development program where teachers could possibly introduce a variety of vocabulary learning strategies to the students so that they could decide which strategies would probably be suitable for them in learning vocabulary.

C. Vocabulary Retention

Al-Zahrani (2011) states that the learners' ability to remember and recall words, phrases, and utterances to be used in a learning process and in the future (written or spoken form) is closely associated with how they acquire and retain the

vocabulary. Furthernore, Souleyman (2009) mentions that retention is a function of memory that can be defined as including more complex functions as memorizing or learning, retention, recall, and recognition. He adds that there are processes preceding retention which are noticing, intake, and storage in the short term memory and later in the long term memory. Vocabulary retention is an essential factor in learning English as a foreign language. Mohammed (2009, p.16) defines vocabulary retention as "the ability to keep the acquired vocabulary and retrieve it after a period of time to use it in different language contexts."

The successfulness of vocabulary retention relates to learners' memory. According to Zhang (2004), based on its function, memory is generally divided into two, namely short-term memory that functions as vocabulary use and long-term memory that functions as vocabulary retention. However, based on the amount of memory's time ended, Zhang divides memory into three types as follows:

a. Sensory memory is the shortest memory possessed by humans whose information only lasts for milliseconds to several seconds.

b. Short-term memory is the memory that the information can last longer than sensory memory, which lasts for several seconds to several minutes. Preston (2007) named this memory as a primary or an active memory.

c. Long-term memory is the type of memory that the information lasts hours to a lifetime.

In the process of storing information in short-term memory, the information that is already being obtained will be stored, such as new words encountered for the first time (Baddeley, 2003). Consequently, in short-term memory, there is only the result of vocabulary uptake which is done in a short time. Similarly, Amiryousefi and Ketabi (2011) indicate that although short-term memory can store information fast, the information is only available in a very short time. This is because its capacity to store information in an active state is very limited.

On the other hand, permanent storage is required to retain information for a long period to be recalled on demand. This is what learners need in vocabulary acquisition that vocabulary retention happens with the help of long-term memory. According to Zheng (2004), long-term memory is able to keep information for an hour to a lifetime. Moreover, long-term memory has unlimited storage capacity and can hold an indefinite amount of information. Therefore, Salem (2019) infers that Chandler (1994) states that learning of any material, such as vocabulary, is the result of a change in a learner's long-term memory. Appropriate alterations to long-term memory should be the primary aim of instruction in vocabulary learning environments.

D. Mnemonic Keyword Method

1. Mnemonics

Mnemonic approaches are one of the methods used to encode data efficiently in language teaching method. Mastropieri & Scruggs (1998) define mnemonic

strategies as systematic procedures for enhancing memory. In creating better methods to encode data, their specific use is to make it much easier to remember. Moreover, Takac (2008) indicates that mnemonics is techniques based on cognitive processes used to retain the new information, which would be forgotten otherwise.

Dmitsak (2007) implies that mnemonic strategies are useful because they enable information to be retrieved so that memory loads are reduced and it leads the information to become more memorable overall. Dmitsak also mentions that some common mnemonics used in the classroom are the first letter method, the rhyming method, the method of the loci, the peg word method, and the keyword method.

In summary, it can be concluded that mnemonics are procedures, techniques, or methods that enhance memory to store the new information and recall it easily at any time the learners need.

In the following section, the Keyword method is introduced in detail because it is one of the current study variables.

2. *Keyword Method*

Hauptmann (2004) infers that the KWM has been called as all manner of available classifications, such as 'strategy' (e.g. Ott, Butler, Blake, & Ball, 1973), 'procedure' (e.g. Raugh & Atkinson, 1975), 'method', (Pressley, Levin, Hall, Miller, & Berry, 1980), 'technique' (Paivio & Desrochers, 1981), and 'approach' (Stoller & Grabe, 1993). The picture is even more confusing when one considers that

researchers use these terms interchangeably, often in one and the same paper. Kaminska (2002) blames the confusion partly on the situation that psychologists and educationalists have different conceptions of these terms (Ummah, 2018).

Hubbard et al. (1990, as cited in Hauptmann, 2004) explain that a procedure used in the learning and teaching refers to a technique, while a set of procedures or a collection of techniques used in a systematic way refers to a method. This definition is essential for KWM. Hauptmann discusses that the use of mnemonic devices by a teacher such as keywords can be regarded as a technique if it is used without deeper knowledge of the composite materials of mnemonics in a non-systematic and sometimes haphazard way. On the other side, it can be considered as a method if the keyword method is used, as outlined in this thesis, in a systematic way.

Moreover, Hauptmann adds that Atkinson (1975) describes the KWM as follows:

> "By a keyword we mean an English word that sounds like some part of the foreign word. In general, the keyword has no relationship to the foreign word except for the fact that it is similar in sound. The keyword method divides vocabulary learning into two stages. The first stage requires the subject to associate the spoken foreign word with the keyword, an association that is formed quickly because of acoustic similarity. The second stage requires the subject to form a mental image of the keyword, 'interacting' with the English translation; this stage is comparable to a paired-associate procedure involving the learning of unrelated English words" (Atkinson, 1975, p. 821).

In the same way, Nation (2001) elaborates that the keyword method includes two stages to learn vocabulary. The first stage is to think about a word (the keyword) in the first language or the target language, which sounds like the target language

word. The second stage is to create a visual picture in which the meaning of the unknown word is combined with the meaning of the known word. KWM as a pair-associated method requiring an acoustic linked word, a keyword and the development of a visual picture. This picture is developed by looking for a link between the keyword and the picture (Gaul, 2004).

Based on the various definitions above, it can be concluded that the Keyword Method is a method that uses links in the form of visual images to connect keywords from first or target language to foreign vocabulary. However, Hulstijn (1997, as cited in Al-Zahrani, 2011) emphasizes that the keywords can be selected from the target language vocabulary that is familiar to students or chosen from the first language. Using keywords from the target language is what is done in this study.

3. *Characteristics of Keyword Method*

Nation (2001) points out that keyword method has positive effect on both immediate retention and long-term retention (one week to ten years). However, Takac (2008) mentions that this method does not guarantee the long-term retention. These contradicting findings may be due to the extent to how the keyword method becomes effective. There are some important characteristics of keyword method in order to be successful (Hauptmann, 2004). The characteristics are as follow:

a. Phonetic Similarity

According to the previous literature (Hulstijn, 1997; Nation, 2001; Takac, 2008), the keyword should be phonetically comparable (not necessarily identical) to the target word (e.g. Gote (German vocabulary) -goats) and the learner should be able to create a link between them. An example of the above is a good keyword, i.e. given by Hauptmann (2004). Gote is riding on goats. An unremarkable instance is goat–gut (good), which the learner should think as a nice cow from a keyword. This is done if the focus is only on a keyword and to ignore the following criteria.

b. Uniqueness

In order to avoid interference with other associations, the association should be unique. Goths having goats with them is not unique, but riding on them is.

c. Exaggeration

Although research results show there is no advantage of bizarreness, the mnemonics practitioners generally consent that the weirder the image is, the better (see interviews). It will be weird and unusual if Goths are riding on giant goats in their full armor, which is memorable for learners.

d. Sensory Nature

Smells, sounds, tasting, movements, etc. should be used in the image in spite of the fact that images, which are dominated by visuals, are seen as the most memorable thing by most researchers.

e. Interactivity

The relation of the objects is a primary feature of the image – images that are unrelated do not work well. Goths who look at goats are not effective, but to ride and urge them is.

f. Simplicity

The simpler the connection, the better. The image of the Goths having a wedding feast and roasting goats is neither simple nor unique (lack of simplicity is a frequent criticism based on Hauptmann (2014) interview on the students).

g. Creativity

Involving students in relationships and learning processes makes them creative. Students have their own creativity which can be utilized by the teacher in making a keyword if possible.

h. Use of One Keyword for Different Target Vocabulary

Circumstantial evidence that is made by Hauptmann (2004) suggests that it is not the isolated keyword but the image that causes vocabulary retention. It, therefore, seems logical to assume that one keyword can be used for different target vocabulary.

i. Simplified Keywords

A keyword can be embedded in a phrase, a film/book title, a name …etc. in the target language the learner can identify. It is not the keyword itself that aids

memory but the imagination it triggers. As an example of that is when presenting the target vocabulary easy, the phrase takes it easy or the film Easy Riders is suggested.

j.   Using a Substitute Concrete Vocabulary

It is easy to visualize the concrete vocabulary like apple, car and pen, but it is difficult to visualize the abstract one like happiness, peace, and justice. The procedures for using imagery to help remember abstract terms is the same for concrete terms except in adding a step using substitute concrete vocabulary to represent the abstract target vocabulary. One way of doing this is to use objects that symbolize the abstract term: for justice, one might picture a judge; for happiness, a smiling face. A second way of substituting a concrete vocabulary for an abstract one is to use objects names sound like the abstract vocabulary: happy nest for happiness; celery for salary.

4.   *Procedures of Keyword Method*

Most previous studies (e.g., Susana, 2017; Bakheet, 2011; Bakken, 2011; Hauptmann, 2004) use a set of procedures created by Mastropieri (1998). When developing a keyword strategy, Mastropieri created 3 R's procedure: reconstructing, relating, and retrieve (Mastropieri, 1988). The use of the 3R's is as follows:

a.   Reconstructing: First, Create a keyword. It is something familiar to the student, easily pictured and acoustically similar (sounds like the word to be learned).

b. Relating: Next, link the keyword with the definition of the new word in sentence, phrase or a picture.

c. Retrieve: Lastly, teach the learner the process of how to effectively go through the steps to remember the new vocabulary word and meaning.

Nation (2001) argues that the keyword method has been compared in experiments with: (1) rote learning; (2) use of pictures; (3) thinking of images or examples of the meaning-instantiation-context-the unknown word is placed in sentence context and the meaning of the word is provided; (4) added synonyms the meaning is accompanied by other known synonyms; and (6) guessing from context. The keyword method is an effective way to provide a meaningful visual image upon which to base memory for a new word's meaning. In addition, keyword method can enhance memory and creativity and at the same time alleviate the frustration of learners

5. *Limitations of Keyword Method*

There are numerous previous studies showing that keyword method has advantages in learning foreign vocabulary (e.g., Abdel-Majeed, 2000; Yakuub, 2007; Hauptmann, 2004). Abdel-Majeed (2000) investigates the use of the keyword method in a normal classroom situation. The sample was the students of English Language Teaching Unit (ELTU), University of Qatar divided into experimental group (45 students), which was taught the definition of 20 non-frequent English words using the keyword method, and a control group (45 students), which was taught the same

words using a contextual method. A recall test was constructed to test both short term (immediate recall; two days after the end of teaching session) and long term retention (delayed recall; two weeks later) of the target words. The results showed that subjects in the keyword method performed significantly better than subjects in the control group at the 0.01 confidence level in both the acquisition and retention stages.

Additionally, Yaakub (2007) examined the effectiveness of the keyword method in teaching and learning Arabic as a foreign language within the Malaysian secondary school curriculum. The first test was conducted on 34 students in Form One. They were provided with the keyword method to learn a number of Arabic words and its function of usage. While the second test using a standard method (that has been used by all schools in Malaysia) was conducted on 27 students in Form Two from the same school. After analyzing the data, the results of the test showed that the application of keyword method had been successful in helping the students with the new vocabulary development.

Furthermore, Hauptmann (2004) investigates whether the keyword method affected the vocabulary retention and motivation of EFL learners. The researcher conducted five experiments from different levels to obtain empirical evidence. The subjects were 62 learners in the experimental groups who were taught vocabulary by using the integrated keyword method and 23 learners in the comparison groups who were taught vocabulary by context with translation. This study tried to answer the question of vocabulary retention, a questionnaire and three interviews to address the

issue of motivation. The results showed that the keyword method enhanced vocabulary retention to a great extent compared with comparison groups, and it had a beneficial effect on the motivation of the learners.

However, keyword method also has weaknesses and limitations (Gruneberg, 2001; Gruneberg & Herrmann, 1997). One of the main features of mnemonics is that it uses abstract concepts that are learned by connecting them with concrete concepts. This is often discussed by experts as inferior thinking (Pressley, 1985). However, Hauptmann (2004) claims that it is known that, for example, even A. Einstein used strong visual stimuli: "... the very best thinkers often do not think abstractly but rely instead on concrete experiences and representations" (Baddeley, 1979, p.222), which poor visualizers and good visualizers show the same improvement in memory when instructed to use imagery. The major difference seems to be that good memorizers display more confidence than others. According to Hauptmann (2004), considering some studies about the lack of KWM, (e.g., Bower, 1972; Gruneberg, 2001; Gruneberg & Herrmann, 1997; Gray, 2001; Brown & Yule, 1983; Pincas, 1996, etc), KWM's limitations are as follows:

a. **Time**

The main drawback of mnemonics often discussed in previous studies is it consumes much time. Although there is no doubt that KWM as part of mnemonics takes some time away from learning in context, Sperber (1998) believes that the time that has been spent should be considered as a profitable investment. Many previous

studies shown before have proven that KMW is more effective than the other strategies or methods. It means that KWM will only be ineffective, compared to other strategies, if students spend three times longer with KWM. Hauptmann explains that instead of asking learners to create the keyword by themselves, one of a way to minimize KWM's time consuming is by providing them the keywords.

b. Impracticality

It is claimed that mnemonics are not practical since they are mainly used in memory research in the laboratory. But there are some researches (e.g., Abdel-Majeed, 2000; Gaul, 2004; and Sagarra & Alba, 2006) that use mnemonics in the classroom and assure its practicality. The issue of practicality is a relative matter, what is practical depends on individual's interests and needs. For example, one person may see no practical need for using keyword method for learning a foreign language, while another one preparing to visit another country may find it very useful. Even the educational uses of keyword method may not seem as practical to someone who is not in a school.

c. Interference

More than one vocabulary can be represented by one image. The issue with interference occurs when a specific vocabulary is recalled, which is synonymous with the same image. The image of a tiny kid, for instance, may also represent the kid or baby vocabulary. This is why the strong imaging factor is essential to prevent such interference in the keyword method.

d. The Mediator is a Crutch

The other criticism of the keyword method and other mnemonics is that a person can become dependent on a mnemonic and use it as a memory crutch. Without the crutch, he is unable to remember the material. Even if that criticism is true, is it wrong to depend on a mnemonic for remembering a thing? It is better, therefore, to remember material using a mnemonic rather than forget the material. Moreover, Hauptmann also argues that it has been shown by Pavio (1978) that this is not the case and that over time the mediator (crutch) disappears. Another (early) study (Higbee, 1978) shows that the mediators seem to disappear when learning progresses.

e. Understanding

The Keyword Method has another objection, that it doesn't help to understand the subject, it simply helps to save it. This is not true because the use of first language translation or the visual images transmits significance. Furthermore, the use of mnemonics generally makes it easier to remember and not to understand a concept. Moreover, translating is about understanding, and the name of the animal in the mother tongue conveys meaning, i.e. the learner is immediately familiar with the concept. In general, therefore, mnemonics should not be blamed for not achieving what they are not meant to achieve.

f. It is a trick

Mnemonics is frequently seen as tricks and is referred to as an artificial memory. This view leads to the unfair use of mnemonics because the user of this method does not really remember. Some people do not know the principles of memory and use via mnemonic. However, as in Hauptmann's thesis, the keyword method is based on sound psychological theory and neurologic evidence.

g. Abstract Material

It is discussed before that in dealing with abstract target vocabulary it is supposed to use substitute concrete vocabulary to represent it then using the visual imagery. This has at least three possible limitations:

1) To form the image for abstract vocabulary, the time will be longer than the concrete one because of the extra step of thinking of a concrete vocabulary to represent the abstract one. (Clark & Paivio 1987, cited in Higbee 2001).

2) The substitute concrete vocabulary is only a cue to remind the learner of the abstract idea, but not to recall the abstract vocabulary. It is possible to recall the picture of a smiling face and not be able to recall that it represents happiness.

3) It may be very hard to form good concrete vocabulary for some abstract vocabulary or ideas.

h. Imagery Ability

People differ in their capacity for imagery and in their visual thinking. Mnemonics are more beneficial for adults and children who are able to use imagery than for those lacks this ability. This is the reason why it may be one of the limited benefits of mnemonics, which rely on visual imaging like keyword methods.

Those who find it is complicated in using visualization may take a while to improve their ability, but practice can help them acquire their ability more quickly. They can use verbal mediation than visual if they have failed even after practice.

i. The Memory's Overall Load

Most mnemonics - like the keyword method - increase the amount of material one must remember. They require one to memorize the material to be remembered in addition to the material of mnemonics like images and the keywords. For example, when one wants to memorize 20 vocabulary by using the keyword method, he should also memorize 20 keywords in addition to 20 images. Therefore, it is true that mnemonics do add to the amount of material to be remembered and this may require extra effort. This extra effort occurs only once when one first uses the mnemonics but after that and by practicing, the time and the effort will be decreased.

Another point is that memory capacity is not a function of the amount of material to be learned but it is a function of how this material is organized and meaningful. So, once a person learns the additional material involved in the

mnemonics, he will find the advantages of organization and meaningfulness outweigh the disadvantages of having additional material to be remembered.

The existence of the above limitations in the keyword method does not necessarily lead to avoid using it in vocabulary teaching and learning. Al-Zahrani (2011) in his study tried some ways to overcome the limitations by following some steps (p.57):

a. Avoid using the mother tongue in searching for keywords except for the names of persons. The keyword is better brought from English language in order not to make mispronunciation for the new vocabulary.

b. Provide the pictures that link between the new vocabulary and the keyword by the teacher instead of generating them by pupils because not all pupils have the ability to draw. Also, this way saves the time of teachers in the classroom.

c. To practice the method by pupils, the teacher asked them to do two or three words as homework. Then correcting them in the next time with the whole class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology that was used to investigate the effectiveness of keyword method in enhancing English vocabulary retention of vocational high school students. It includes four sections: research design, research sites and participation, methods of data collection, and methods of data analysis.

A. Research Design

The design applied in this study is a true experimental design that requires a detail data collection, analysis, and interpretation of quantitative data (Creswell, 2002). The type of true experimental research in this study was randomized posttest only control group design. There were two groups that were selected randomly. The first group named experimental group that received a treatment using Keyword Method. While another group named control group did not receive the keyword method that the participants were taught vocabulary using verbal technique. This research design used individual t-test, which collects the data from posttest of experimental and control group (Rogers & Reversz, 2019). The object of this study is the effect of the mnemonic keyword method (X) on vocabulary retention (Y).

The following phase was the procedure of research design in this study:

R   X   O$_1$

R   O$_2$

Where:

R = Random Group

X = Treatment

O$_1$ = Posttest score of group that received a treatment

O$_2$ = Posttest score of group that did not received a treatment

The effectiveness of the independent variable on the dependent variable is seen from the difference in the posttest scores of the experimental group (O$_1$) and the control group (O$_2$). If there are differences in scores between the two groups, which the score of the experimental group (O$_1$) is higher than the score of the control group (O$_2$), then it is concluded that the treatment has an effective effect on the changes that occur in the dependent variable (Qasim, Imtiaz & Alvi, 2014).

The experimental class was taught by using keyword method to memorize the meaning that there was a list of keywords provided by the teacher. On the other hand, the control class was taught by giving a list of vocabulary consisting of the meaning of each word to be memorized (Al-Zahrani, 2014).

B. Research Sites and Participants

This study was conducted at Vocational High School 1 (SMK 1 Banda Aceh). It was located on Sultan Malikul Saleh St., Lampeuneurut Ujong Blang, Darul Imarah, Kabupaten Aceh Besar, Aceh. The population of this study was all students of the third grade majoring in accounting for the academic year 2019 to 2020 consisting of three classes totaling 86 students. The number of the third grade students from Accounting major is as follows:

Table 3.1

The Number of Third Grade Students of Accounting Major

No	Class	Male	Female	Total
1	Accounting I	19	3	22
2	Accounting II	8	23	31
3	Accounting III	-	33	33
	Total			

The technique in selecting the participants in this study was random sampling. There were two class chosen from the random sampling, which were class XII Akutansi 1 and class XII Akutansi 3 aranging in age from 17-18 years old. Twenty-two (22) students from class XII Akutansi 1 served as the experimental group and other thirty-three (33) students from class XII Akutansi 3 were put in the control group.

C. Methods for Data Collection

The data collection instruments that were used in this study were in the form of experimental teaching and test.

1. *Experimental Teaching*

To gain the data, an experimental teaching was conducted at SMK Negeri 1 Banda Aceh for four meetings and the allocation time for each meeting was 75 minutes that the duration for the treatment was only applied at the beginning of teaching and learning process for 60 minutes.

Before experiencing the learning process, students from both classes had a word knowledge test in 45 minutes to check their vocabulary knowledge. The test aimed at finding whether they have any previous knowledge about those words or not. The words were provided in many contextualized sentences and various kinds of questions. By examining the result of this test, the most recognizable words were discarded and the unfamiliar words were used to be taught to all participants.

After word knowledge test had done, participants in the experimental group were briefly explained about keyword method. In the second and third meetings, they were provided the words, which were selected from the word knowledge test, to be memorized. The students were given the suitable meaning of the words, the keywords and printed pictures related to the keywords. They were taught ten vocabulary for each meeting.

On the other hand, the control group was taught vocabulary using a verbal technique. In the same way as Al-Zahrani (2011) and Siriganjanavong (2013) did in their studies, they were given the same word used by experimental group and then they looked for the definition and memorized the words. They were also provided an example of each vocabulary in sentences.

After two meetings of teaching and learning processes had done, the fourth meeting consisted a same posttest for both classes about the definition of the whole words they learned during the meetings in their own group (experimental and control group).

2. *Test for Students' Vocabulary Knowledge Background*

Vocabulary knowledge test used in this study was a vocabulary test (VT) to determine the homogeneity of pupils in both groups (control and experimental) before being exposed to the process of teaching vocabulary. The VT was also used to select the unknown words to be taught on all participants from experimental and control groups. They were concerning the upcoming of national examination (UN) while this study was conducted. As a result, the test of students' vocabulary knowledge was designed based on the vocabulary that is probably appeared in various UN's reading questions and the vocabulary that is related to their major.

3. *Posttest*

After the experimental teaching had ended, the participants from both groups were asked to answer a same vocabulary test that consisted of various kinds of questions of twenty vocabulary they had learned in two previous meetings. The score from both groups was compared to proof the hypothesis in this study.

D. Methods of Analysis

1. *Normality Test*

A normality test is a statistical process used to determine if a sample or any group of data fits a standard normal distribution. In statistics, it is necessary to test for normality in order to decide whether to use parametric tests or non-parametric tests. The entire statistical framework is grounded on the assumption of normality and if this assumption is violated, then inference breaks down. For this reason, it is essential to check or test the assumption of normality before any statistical analysis of data. The assumption of normality should be checked before analyzing data when comparing the means of two or more groups because the validity of the results depends on the normality test (Henry, 2002).

According to Gerald (2018), data is said to have normal distribution if the significance level is more than 0.05, whereas if the significance level is less than 0.05 then the data is said to be not normally distributed. This normality test in this study used SPSS 16.0 for Windows with the Kolmogorov Smirnov-Z technique.

2. *Homogeneity Test*

Homogeneity test is performed to show that the two groups of sample data come from populations that have the same variance. The homogeneity test in this study used the Statistic Program for Social Sciences (SPSS) 16.0 for Windows.

Based on this study's aim, it is only used the test of homogeneity of variance output, while other data outputs are not used. Furthermore, the output data is interpreted by selecting one of the statistics, which is based on the average (Based on Mean).

Moreover, the hypotheses of the test are:

H_O: the variance in each group is the same (homogeneous)

H_I: the variance in each group is not the same (not homogeneous)

To determine homogeneity, the following guidelines are used.

a. Set the significance level of the test, $\alpha = 0.05$.

b. Compare *p* with the significance level obtained.

c. If the significance is obtained $> \alpha$, then the variance of each sample is the same (homogeneous).

d. If the variance obtained $< \alpha$, then the variance of each sample is not the same (not homogeneous).

3. Independent Sample T-test

Vocabulary Test results can be calculated using independent sample t-test with SPSS 16.0 for Windows, with the following formulas:

a. The Range of Data

The range is the difference between the highest and the lowest score. The range of posttest scores would be determined by using some formula (Sudjana, 2002).

$$R = H - L$$

Where:

R   = the range of the score

H   = the highest score

L   = the lowest score

b. The number of interval class

In determining the number of interval class, the following formula is used:

$$I = 1 + (3.3) \log n$$

Where:

I   = The amount of interval class

N   = The amount of sample

c. The Length of Interval

$$P = \frac{R}{I}$$

Where:

P   = interval space

R = the range of scores

I = the amount of interval class

d. Table Distribution of Test

Table 3.1

Data/Score	Fi	Xi	FiXi
Total			

Where:

Fi   = Frequency

Xi   = The middle score interval class

FiXi = The amount of multiplication of the frequencies and the middle score of interval class

e. Mean

In this case, the mean of Vocabulary Test scores from all participants was calculated. The mean is calculated by using formula as follows (Sudjana, 2002):

$$X = \frac{\sum FiXi}{\sum Fi}$$

Where:

Fi   = Frequency

Xi   = The middle score interval class

FiXi = The amount of multiplication of the frequencies and the middle score of interval class

f. Standard Deviation

To count individual score measurement, it is used standard deviation. Sudjana (2002) mentioned that standard deviation is a statistic that describes the total of variation in a measured process characteristic. The formula of standard deviation is as follows:

$$SD2 = \frac{\sum Fi\ (Xi - x)2}{N - 1}$$

Where:

SD^2 = Standard Deviation

$\sum Fi$ = The sum of frequency

g. Analyzing Hypothesis

To analyze the hypothesis, the writer uses T-test in order to measure the differences of the means of posttest from experimental and control group. Hasan (2003) stated that T-test could be administered to calculate the differences between

two means for statistical significance. The following formula is used in calculating T-test:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

Where:

X1   = Mean of the pretest

X2   = Mean of posttest

SD1 = Standard deviation of pretest

SD2 = Standard deviation of posttest

N   = the number of participants

The study investigated the effect of one variable toward another variable. Therefore, this study aims to know the effect of the two variables. In analyzing and searching between the effect of keyword method and vocabulary retention, statistical analysis was used with the formula of "product-moment correlation." It was because the data in this study involved two related variables. Operationally, the correlation technique of data analysis was done through the steps in finding the correlation numbers by the following formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)]\,[N\sum Y^2 - (\sum Y^2)]}}$$

In which:

r_{xy} = The index number of 'r' product moment (between varables X and Y)

N   = The number of respondents

$\sum XY$ = The number of the multiplication between the scores of X and Y

$\sum X$ = The total score of X

$\sum Y$ = The total score of Y
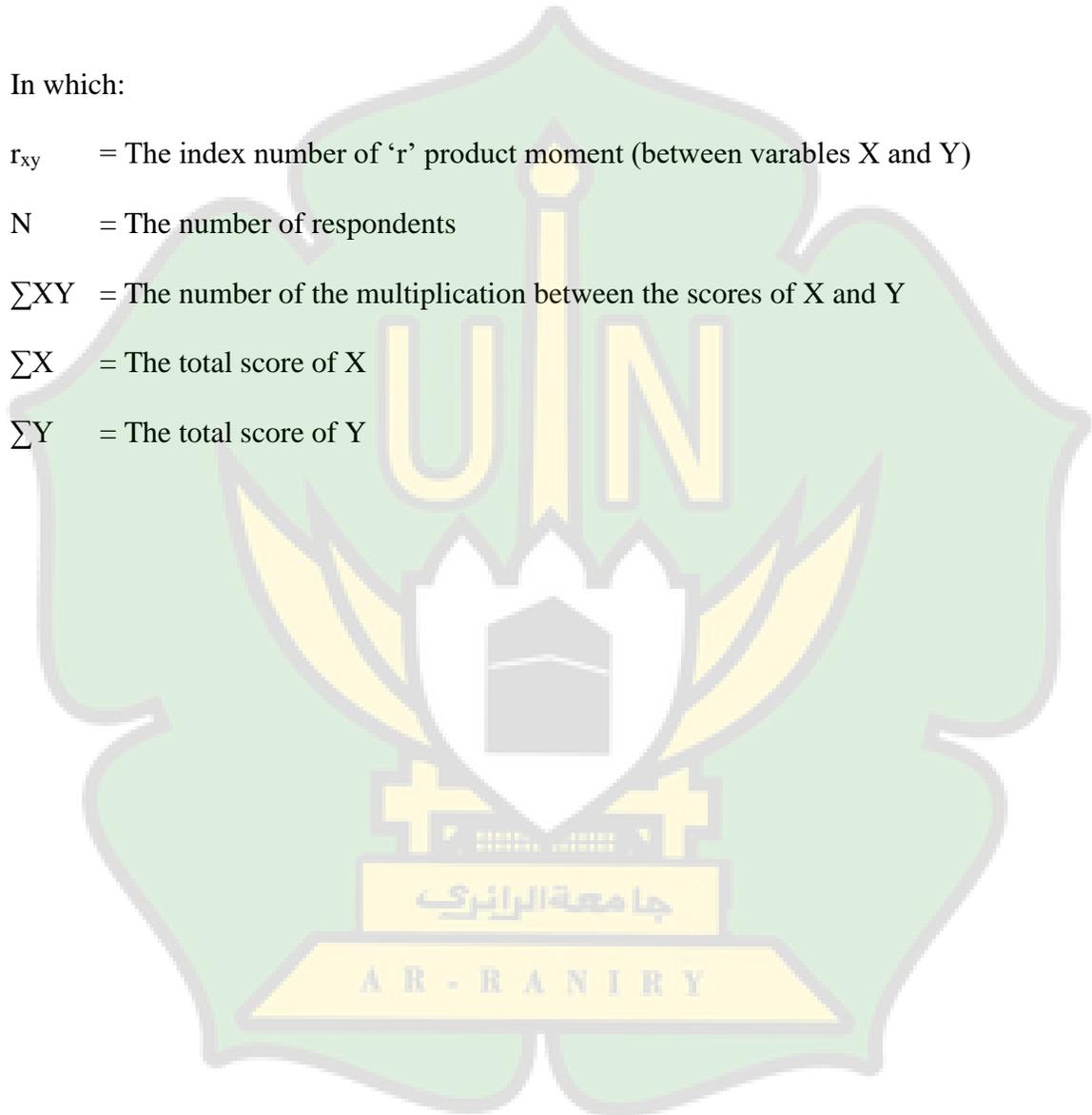
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the current study and their discussion. This presentation is organized based on the hypotheses that guided the study. In order to test the hypotheses, vocabulary test was done to investigate students' vocabulary knowledge. Then, normality test and homogeneity test were conducted as a prerequisites test to perform an independent sample t-test to calculate the vocabulary test by using SPSS 16.0 for Windows.

A. Findings from the Analysis of Data for the Research Question

1. *Vocabulary Test for Students' Vocabulary Knowledge*

At the first meeting in the experimental teaching, experimental and control group were given a vocabulary test. The purpose of this test was to analyze students' words knowledge to select the words that students were not familiar with. The test consisted of 46 words as follows:

Table 4.1

A List of Vocabulary in Test for Students' Vocabulary Knowledge

No	Vocabulary	Correct	Incorrect
1.	Sense	45	14
2.	Embarrassed	29	30
3.	Graph	58	1
4.	Museum	59	0
5.	Course	37	22
6.	Currency	54	5
7.	Garbage	51	8
8.	Rotten	56	3
9.	Angry	56	3
10.	Recycle	56	3
11.	Europe	56	3
12.	Picnic	57	2
13.	Rectangle	57	2
14.	Religion	34	25
15.	Resources	36	23
16.	French	44	15
17.	Population	40	19
18.	Sight	30	29
19.	Jealous	53	6
20.	Hearing	39	20
21.	Location	45	14
22.	Career	44	15
23.	Bitter	19	40
24.	Abroad	36	23
25.	Career	40	19
26.	Proofread	34	25
27.	Hurt	37	22
28.	Summarize	30	29
29.	France	41	18
30.	Littering	25	34
31.	Environment	24	35
32.	Neglected	42	17
33.	Worried	29	30
34.	Plan	46	13
35.	Refuse	47	12
36.	Comfortable	40	19
37.	Course	35	24
38.	Trip	35	24
39.	Smell	59	0
40.	Taste	59	0
41.	Rotten	36	23
42.	Bitter	29	30

43.	Conserve	59	0
44.	Review	28	31
45.	Reduce	28	31
46.	Arrange	28	31

After being calculated, there were twenty words selected based on the number of most incorrect answers. The range to select the data was if the word was answered incorrectly by more than twenty two students. The words were then used to be taught in experimental teaching for both experimental and control group. The words were as follows:

Table 4.2

A List of Selected Vocabulary Based on Test for Students' Vocabulary Knowledge

No	Vocabulary
1.	Resource (n)
2.	Summarize (v)
3.	Bitter (adj)
4.	Pollution (n)
5.	Abroad (adv)
6.	Sight (n)
7.	Worried (adj)
8.	Environment (n)
9.	Review (v)
10.	Course (n)
11.	Proofread (v)
12.	Hurt (Adj)
13.	Litter (v)
14.	Embarrassed (adj)
15.	Graph (n)

16.	Dumping (n)
17.	Arrange (v)
18.	Rotten (Adj)
19.	Trip (n)
20.	Religion (n)

The twenty words above were taught to experimental and control group for two meetings. The students from both groups learnt ten words for each meeting in 60 minutes. Moreover, the vocabulary was taught by using Keyword Method in experimental group, while in control group the vocabulary was not taught by using Keyword Method.

2. *Analyzing Posttest*

Following the experimental teaching, the writer analyzed the data from posttest by using a statistical calculation. As mention in the previous chapter, the analysis was used to examine whether there is significant different between posttest result of experimental and control group. Thus, the improvement of students' vocabulary retention between experimental and control group could be compared after they experienced the experimental teaching.

In analyzing the test result, it was started with arranging students' posttest from both group scores from the lowest score to the highest score. Then, it was necessary to make a table of frequency distribution. There are four steps to analyze the table of frequency; determining range, the interval class, the length of the interval class, and

the lowest score of the first interval (Marilyn and Theresa, 2003). These steps were calculated by using SPSS 16.0 for Windows.

To make it brief, the scores of vocabulary posttest from both groups were as follows:

Table 4.3

Students' Score from Posttest of Students of XII Akutansi 1 (Experimental Group) and XII Akutansi 3 (Control Group)

No	Experiment Group	Score	No	Control Group	Score
1	QF	97.5	1.	NK	40
2	NF	97.5	2.	NF	45
3	NU	97.5	3.	M	25
4	IF	97.5	4.	R	67.5
5	NG	97.5	5.	NO	72.5
6	IF	92.5	6.	DS	80
7	ADM	97.5	7.	N	62.5
8	HH	97.5	8.	IS	55
9	SA	97.5	9.	NA	57.5
10	MRM	75	10.	PAA	60
11	FN	95	11.	PIM	52.5
12	AA	92.5	12.	W	57.5
13	SMP	95	13.	NS	57.5
14	MR	95	14.	NN	52.5
15	MA	92.5	15.	NA	60
16	AF	92.5	16.	HK	25
17	NF	87.5	17.	SSA	45
18	CPF	87.5	18.	NMF	60
19	CEN	87.5	19.	NF	57.5

20	MS	92.5	20.	RMTN	62.5
21	BN	90	21.	FA	52.5
22	MH	97.5	22.	SN	37.5
23	S	90	23.	NA	45
			24.	FSL	57.5
			25.	MJ	72.5
			26.	CMS	25
			27.	SF	45
			28.	ARM	62.5
			29.	SR	70
			30.	RM	62.5
			31.	RMM	60
			32.	HA	65
			33.	PY	65
Total Score		2407.5	Total Score		1815

Based on the table above, the frequency of the lowest scores to the higher scores could be calculated. The following figure was a graph of the frequency of experimental group's scores and control group's scores.

Figure 4.1

*Frequency of Experimental Group's Scores*

Figure 4.2
Frequency of Control Group's Scores
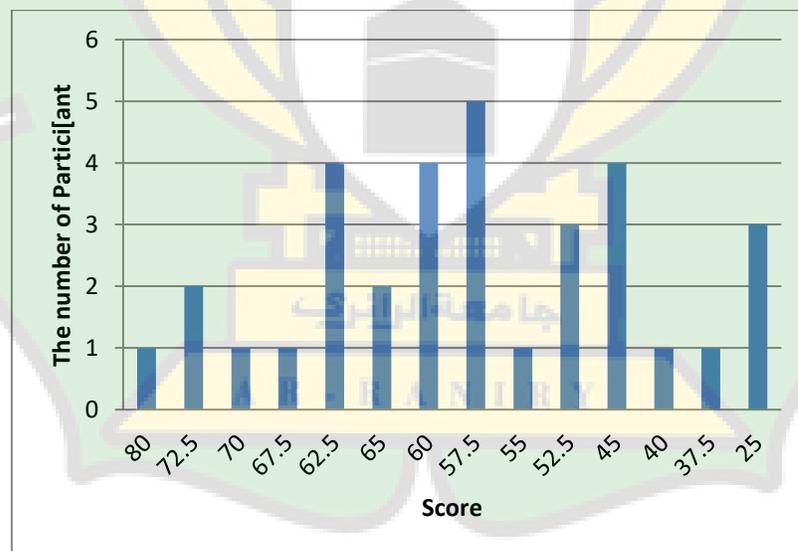
Based on Figure 4.1, the score that achieved the highest frequency at experimental group was 97.5, in which the frequency of participants that had the

score was 9 students. On the other hand, the score that achieved the highest frequency at control group was 57.5, in which the frequency of participants that had the score was 5 students.

3. *Analyzing Hypothesis*

The data analysis used in this study was independent sample t-test. Before analyzing the data, prerequisites test was done to investigate if the data could be analyzed using independent sample t-test. Perquisites test are divided into two; Normality Test and Homogeneity Test (Gerald, 2018).

a. Prerequisites Test for Data Analysis

1) Normality Test

Normality test is performed to determine whether a data distribution is normal or not. This is important to know because it is related to the accuracy of the selection of statistical tests to be used. In addition, parametric statistical tests require data to be normally distributed. If the data are not normally distributed, it is recommended to use nonparametric test (Henry, 2002). A data is said to have normal distribution if the significance level is more than 0.05, whereas if the significance level is less than 0.05 then the data is said to be not normally distributed. This normality test uses the help of SPSS 16.0 for Windows with the *Kolmogorov Smirnov-Z* technique. The result of the test was as follows:

Table 4.4

One-Sample Kolmogorov-Smirnov Test

		Experimental Class	Control Class
N		26	23
Normal Parameters[a,b]	Mean	92.5962	55.0000
	Std. Deviation	5.26691	13.491.90
Most Extreme	Asolute	.176	.180
Differences	Positive	.176	.078
	Negative	-.170	-.180
Kolmogrov-Smirnov Z		.897	1.032
Asymp. Sig. (2-tailed)		.397	.238

Based on the normality test that was carried, the experimental group's value of Kolmogrov-Smirnov Z was 0.897 and Asymp.Sign was 0.397. Because the value of Kolmogrov-Smirnov Z and Asymp.Sign were more than 0.05, it was concluded that the average data in the experimental class was normally distributed. Then, the normality test in the control class showed that the value of Kolmogrov-Smirnov Z was 1.032 and Asymp. Sign was 0.238. Since the value of Z and Asymp.Sign were more than 0.05, it was concluded that the average data in the control class was also normally distributed.

In conclusion, the posttest's result from all the participants was able to be calculated by using independent sample t-test.

2) Homogeneity Test

Homogeneity test is used to determine whether the data from the results of research in the experimental class and the control class have the same proportions of some characteristics (Tanbakuchi, 2009). If the significance level is more than 0.05, it means the data has the same variant value and they are not different (homogeneous). However, if the significance level is less than 0.05, then the data has different variant value (not homogeneous). The result of this test for posttest data was as follows:

Table 4.5

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Outcome	Based on Mean	12.820	1	57	.001
	Based on Median	8.891	1	57	.004
	Based on Median and with adjusted df	8.891	1	38.266	.005
	Based on trimmed mean	11.962	1	57	.001

Based on the results of homogeneity test, the significance value was 0.001. Because the value obtained from the homogeneity test has a significance level that was less than 0.05, it means experimental and control group did not have the same proportions of some characteristics (not homogeneous). As a result of this condition, the results that were observed in independent sample t-test were the data in the *Equal Variance Not-Assumed* table (Gerald, 2018), which also meant that there were

significant differences in the mean of beliefs between the group that received the treatment and another group that did not receive it.

3) Independent Sample T-test

Independent samples t-test is used to compare two groups whose means are not dependent on one another (Ananda & Fadhli, 2018). Two samples are independent if the sample values selected from one population are not related. An independent sample t-test is to investigate whether there is a statistically significant difference in the mean scores for the two groups or not. In this study, the participants from the first group were students of class XII Akuntasi 1 (the experimental group) and the participants from the second group were students of class XII Akutansi 3 (the control group) from SMKN 1 Banda Aceh. This test aimed at investigating the hypothesis of this thesis whether it was approved or not. The hypotheses of this study were as follows:

H_A = Keyword Method significantly enhances EFL learners' vocabulary retention in memorizing English vocabulary.

H_o = Keyword Method does not significantly enhance EFL learners' vocabulary retention in memorizing English vocabulary.

Additionally, the criteria of this test (Gerald, 2018) are as follows:

a. H_A is accepted if the significance different value or sig. (2-tailed) less than alpha (0,05).

b. H$_A$ is rejected if the significance different value or sig. (2-tailed) more than alpha (0,05).

After the normality test and homogeneity test was done, it was continued to do an independent sample t-test with the help of SPSS version 16.0 for Windows. The results of this test were shown in Table 4.6 and Table 4.7 below.

Table 4.6

Descriptive Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Outcome	Experimental	26	92.5962	5.26691	1.03293
	Control	33	55.0000	13.49190	2.34864

Table 4.7

The Results of Independent Sample T-test

			Outcome	
			Equal variences assumed	Equal variences not assumed
t-test for Equality of Means	t		13.407	14.653
	df		57	43.493
	Sig. (2-tailed)		.000	.000
	Mean Difference		37.59615	37.59615
	Std. Error Differene		2.80427	2.56574
	95% Confidence Interval	Lower	31.98071	32.42354
		Upper	43.21160	42.76877

Based on Table 4.6, the results showed that there were different learning outcomes between experimental and control group after both groups experienced the experimental teaching. The mean score of the posttest of the experimental group was higher than the control class, which was 92.59 for the experimental group and 55.00 for the control group. Moreover, the result in the Table 4.7 showed that sig. (2-tailed) was 0,000. It showed the significance different value was less than alpha (0,05) level or (0,000 < 0,05) that Ho (Null Hypothesis) could be rejected and null hypothesis was rejected at 5% level because p-value is below than 0.05 that is 0.000.

In conclusion, the results reported above clearly revealed that there were significant effects of keyword method toward long-term vocabulary retention; it meant keyword method significantly improved students of class XII Akutansi 1 vocabulary retention in memorizing English vocabulary after the implementation of keyword method in vocabulary learning session for two meetings.

B. Discussion

The objective of this study is to know the effectiveness of keyword method on long-term vocabulary retention and to know the significant difference between students who were taught vocabulary by using keyword method and students who were taught vocabulary without using keyword method at SMKN 1 Banda Aceh in academic year 2019/2020. Based on the result of the statistical computation, the result of experimental group after being taught by using keyword method, the significance value was 0.000 which was lower than the alpha level 0.05, as a result, null

hypothesis (H_o) was rejected and alternative hypothesis (H_A) was accepted. In conclusion, there was significance different between students who were taught by using Keyword Method and students who were taught without using Keyword Method.

The major finding of the analysis as shown in Tables 4.1 - 4.6 indicated a positive answer to the main question of the study. It was found that the keyword mnemonic method had a positive effect on students' vocabulary retention. This was proved through higher mean scores that the experimental group obtained in the posttests. Specifically, the experimental group performance was more differentiated than that of the control group in posttests.

The findings of the current study as mentioned before showed a significant difference between keyword group and verbal technique group. These findings of this study are in line with many previous studies which compared the keyword method with other vocabulary learning strategies (such as Wei, 2015), with rote learning method (such as Beaton, Guneberg, Hyde, Shuffle bottom, & Sykes, 2005), with other mnemonic techniques, including peg word, loci, visual, etc. (such as Richmond, et. al, 2008). In addition, these results are in line with the study applied by Siriganjanavong (2013) which indicated the powerful impact of the keyword method on learners' memory in recalling word definition.

As it was mentioned, the result of the present study illustrated the beneficial effect of the keyword method on vocabulary retention of the words that made a significant difference between experimental group and control group. This difference

between two groups could be attributed to many reasons. The first reason was providing visual imagery. According to Shapiro and Water (2005) by providing interactive images, the keyword method provides visual stimuli that lead to the better retention than other kinds of stimuli.

The second reason for the beneficial value of the keyword method as a mnemonic technique was that the students in experimental group received a keyword and learned vocabulary by the creation of links between new information and subjects' schemata. According to Lawson & Hogben (1996), this reason is one of the most significant reasons for the success of the keyword method in vocabulary acquisition.

Based on the discussion above, the teacher can use this method as an alternative way to teach English vocabulary. Hence, the class will be more interesting because the students are given a unique way to learn vocabulary and hopefully they will not feel bored. As a result, teachers can use this method for their class based on some certain learning objectives in senior high school level.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the research findings in the previous chapter and recommendations for teachers and further research related to keyword method.

A. Conclusions

A true experimental research with posttest only control group design was conducted at SMK Negeri 1 Banda Aceh started from the 28th of October to the 19th of November, 2019. This study aimed at investigating the effect of keyword method on enhancing and improving long-term vocabulary retention. Two classes participated in the study that were chosen by using random sampling technique. The participants were from class XII Akutansi 1 serving as the experimental group and class XII Akutansi 3 serving as the control group. The participants in the experimental and the control groups were approximately 17 to 18 years old that were at the third grade of vocational high school, majoring in accounting. They were concerning the upcoming of national examination (UN) while this study was conducted. As a result, the test of students' vocabulary knowledge was designed based on the vocabulary that is probably appeared in various UN's reading questions and the vocabulary that is related to their major. Then, twenty vocabulary was selected based on the most unfamiliar words that most students could not answer in a test before both groups experienced the experimental teaching to analyze the participants' vocabulary knowledge. The twenty vocabulary was divided to be taught

in experimental teaching in two meetings, i.e., ten vocabulary for each meeting. During the teaching, the experimental group received a treatment by using keyword method while control group did not receive the treatment by using keyword method, in which the vocabulary for those participants was taught using verbal technique. Finally, both groups had the same vocabulary posttest to be compared and to answer the hypotheses of this study. A vocabulary test in the posttest was used to examine and assess how well the participants could memorize all the vocabulary that was taught before.

Furthermore, descriptive statistical analysis included frequency, percentage, mean, and standard deviation was used to describe the participants' improvement of vocabulary retention in memorizing the vocabulary's meaning. Independent sample t-test was used to calculate the differences of total mean score between experimental group and control group.

There were some conclusions of the calculation's results. First, there were significant differences of the posttest' mean score between experimental who received a treatment using keyword method and control group who did not receive it. The mean score of the experimental group was higher than the control class, which was 92.59 for the experimental group and 55.00 for the control group.

Second, the normality test of the posttest's scores from both group showed that *Kolmogrov-Smirnov Z* and *Asymp.Sign* value were more than 0.05. Then, the posttest's result from all the participants was able to be calculated by using independent sample t-test. Moreover, the homogeneity test from both groups was less

than 0.05. It meant experimental and control group did not have the same proportions of some characteristics. As a result of this condition, the results that were observed in independent sample t-test were the data in the *equal variance not-assumed* table.

Third, independent sample t-test's result showed there was significant difference of the achievement in vocabulary test between experimental group and control group. This was based on the significance different values result that was 0.000. This value was less than 0.005 that meant there was significant effect of keyword method toward the participants' long-term vocabulary retention that this method improved participants' vocabulary retention, thus, the participants who learned vocabulary using keyword method could remember more vocabulary they have learned compared to those who did not learn vocabulary using keyword method. Finally, mnemonic keyword method was successfully applied to teach English vocabulary and it was effective to enhance and improve students' vocabulary retention.

B. Recommendations

The finding of this research showed that there was significant improvement of students' vocabulary retention after they were taught English vocabulary using keyword method. In regard to the implementation of this method, there are some recommendations:

1. Teacher can use the mnemonic keyword method in learning process so that students can remember the subject matter easily and quickly. Moreover, it can strengthen students' memories in remembering the lesson. Keyword method can

also be used to teach other skills in English subject, such as listening, speaking, writing and reading,

2. Implementing keyword method requires a good preparation to provide the students a good keyword and picture. It is suggested for the teachers to create interesting and unique pictures to represent the keyword in using keyword method.

3. Next researchers can use different research designs such as pretest-posttest design. In the pretest-posttest design, the researcher must use two different instruments but they have the same level of difficulty so that they can be tested on the same group. Future researchers should also have a different subject. The effectiveness of mnemonic keywords can be studied in kindergarten, elementary school students, university students, and the elderly. The choice of keywords should be adjusted to the experience of the research subject, depending on the age and environment of the subject. Researchers can use more than two variables in investigating the effectiveness of mnemonic keywords, such as students with multiple intelligences and memory capacity.

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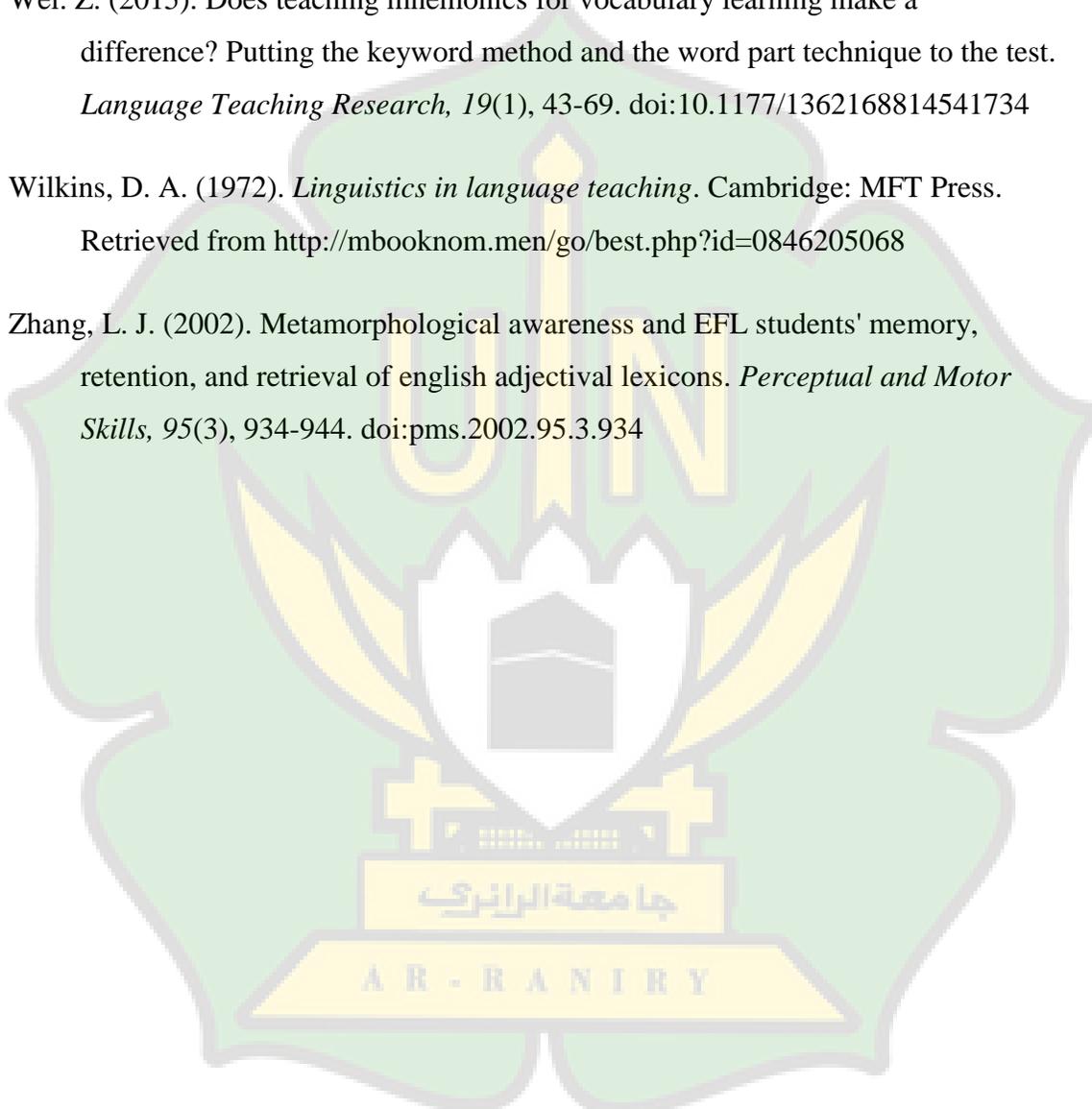
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-437/UN.08/FTK/KP.07.6/1/2019
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, MA — Sebagai Pembimbing Pertama
2. Fera Busfina Zalha, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Maria Syuhada**
NIM	:	**150203221**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Enhancing Long-term Vocabulary Retention through Keyword Method**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Januari 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mail: ftk.uin@ar-raniry.ac.id   Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-565/Un.08/FTK.1/TL.00/10/2019   Banda Aceh,   24 Oktober 2019
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
          Penyusun Skripsi

Kepada Yth.
Kepala Dinas Pendidikan dan Kebudayaan
Kota Banda Aceh

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**MARIA SYUHADA**
N I M	:	**150203221**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Jl. Tgk Meulagu No.4 Jeulingke Banda Aceh**

Untuk mengumpulkan data pada:

Sekolah Menengah Kejuruan Negeri 1 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Enhancing Long-term Vocabulary Retention through Keyword Method

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode: eva-565

DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121
Telepon (0651) 22620, Faks (0651) 32386
Website : disdikacehprov.go.id, Email : disdik@acehprov.go.id

Banda Aceh,   Oktober 2019

Nomor	: 1730 / C.3 / X / 2019	Yang terhormat,
Sifat	: Biasa	Kepala SMKN 1 Banda Aceh
Lampiran	: -	di-
Hal	: Izin Penelitian	Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-565/Un.08/FTK.1/TL.00/10/2019 Tanggal 24 Oktober 2019 Perihal Mohon Izin untuk Mengumpul Data Skripsi pada SMKN 1 Banda Aceh yang berjudul "Enhancing Long-term Vocabulary Retention through Keyword Method" dengan ini kami sampaikan hal-hal sebagai berikut :

1. Pada prinsipnya kami mengizinkan Mahasiswa yang namanya tersebut dibawah ini :

Nama	: Maria Syuhada
NIM	: 150203221
Prodi/ Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX

2. Mengingat kegiatan ini akan melibatkan guru dan pemangku kepentingan lainnya, diharapkan dalam pelaksanaan kegiatan tidak mengganggu proses belajar mengajar;

3. Demi kelancaran kegiatan tersebut, hendaknya berkoordinasi terlebih dahulu dengan Kepala Sekolah yang bersangkutan.

Demikian atas perhatian dan kerjasama, kami ucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN ACEH
KEPALA BIDANG PEMBINAAN SMK,

TEUKU MIFTAHUDDIN, S.Pd, M.Pd
PEMBINA TK. I
NIP 19651019 198901 1 001

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh;
2. Arsip.

Dinas Pendidikan Aceh   @dinaspendidikanaceh   @disdikacehprov

PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN 1 BANDA ACEH
JL. SULTAN MALIKUL SALEH LHONG RAYA KEC. BANDA RAYA TELP (0651) 7559556, 7559557
E-Mail : smkn1bandaaceh75@gmail.com / Website :www.smkn1bandaaceh.sch.id
Kode Pos : 23238

Nomor : 070.Umum / 1119 / 2019   Banda Aceh, 17 Desember 2019
Lamp   :
Hal   : **Telah Mengadakan Penelitian**

Kepada Yth :
Dekan Fakultas Tarbiyah
Dan Keguruan (FTK) UIN
Ar-Raniry Darussalam
Banda Aceh

Di

    Tempat

Assalamualaikum Wr.. Wb..,

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor : B-565/Un.08/FTK.1/TL.00/10/2019,Tanggal 24 Oktober 2019 :

Nama   : Maria Syuhada

NIM   : 150203221

Prodi/ Jurusan   : Pendidikan Bahasa Inggris

Telah selesai mengadakan penelitian / pengumpulan data pada SMK Negeri 1 Banda Aceh, pada Tanggal 04 s.d. 26 November 2019.

Demikian surat ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala

S A L M A, S. Pd
NIP. 19620208 198901 2 001
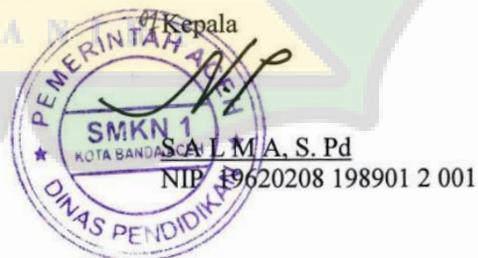
LESSON PLAN

A. Teaching Vocabulary through Verbal Technique for Control Class

1. The First Day

a. Objectives

At the end of the lesson, students will be able to:

1) Pronounce the new vocabulary.
2) Recognize the new vocabulary through meaning and example correctly.
3) Use vocabulary in meaningful sentences appropriately

b. Teaching Materials

1) A list of vocabulary with meaning and example
2) Speaker and audio by Google Translate

c. Teaching Procedures (60 minutes)

1) Write the words on the board and pronounce them using Google Translate.
2) Ask pupils to pronounce the words correctly in groups and individually.
3) Explain the words' meanings.
4) Give each vocabulary an example in a meaningful sentences.
5) Ask students to make their own sentences using the same vocabulary that is given before.

d. Evaluation

1) Correctly pronounce the following vocabulary aloud: (**resource – summarize – bitter – pollution – abroad – sight – worried – environment – review – course**).
2) Make a meaningful sentences appropriately using the following vocabulary: (**resource – summarize – bitter – pollution – abroad – sight – worried – environment – review – course**).

2. The Second Day

a. Objectives

At the end of the lesson, students will be able to:

1) Pronounce the new vocabulary.
2) Recognize the new vocabulary through meaning and example correctly.
3) Use vocabulary in meaningful sentences appropriately

b. Teaching Materials

1) A list of vocabulary with meaning and example
2) Speaker and audio by Google Translate

c. Teaching Procedures (60 minutes)

1) Write the words on the board and pronounce them using Google Translate.
2) Ask pupils to pronounce the words correctly in groups and individually.
3) Explain the words' meanings.
4) Give each vocabulary an example in a meaningful sentences.
5) Ask students to make their own sentences using the same vocabulary that is given before.

d. Evaluation

1) Correctly pronounce the following vocabulary aloud: (**proofread – hurt – litter – embarrassed – graph – dumping – arrange – rotten – trip – religion**).
2) Make a meaningful sentences appropriately using the following vocabulary: (**proofread – hurt – litter – embarrassed – graph – dumping – arrange – rotten – trip – religion**).

B. Teaching Vocabulary through Keyword Method for Experimental Class

1. The First Day

   a. Objectives

At the end of the lesson, students will be able to:

1) Pronounce the new vocabulary.
2) Deduce the acoustic/auditory similarity between the keyword and the vocabulary.
3) Recognize the new vocabulary through given pictures & sentences correctly.
4) Use vocabulary in meaningful sentences appropriately

   b. Teaching Materials

1) A list of vocabulary and the keyword
2) A list of pictures
3) Speaker and audio by Google Translate

   c. Teaching Procedures (60 minutes)

1) First Stage (20 minutes):
   a) Write the words on the board and pronounce them Google Translate.
   b) Ask pupils to pronounce the words correctly in groups and individually.
   c) Explain the words meanings through examples, definition or translation.
2) Second Stage (20 minutes):
   a) Write the keyword beside each word and pronounce it.
   b) Ask pupils to pronounce the keywords and notice the acoustic similarity between the words and their keywords.
3) Third Stage (20 minutes):
   a) Present the visual pictures through papers that are given to each students.
   b) Explain the link between the form of each word and its meaning through pictures.
   c) Describe the relationship between the words and their keywords which is represented in the pictures.

d. Evaluation

1) Correctly pronounce the following vocabulary aloud: (**resource – summarize – bitter – pollution – abroad – sight – worried – environment – review – course**).

2) What is the acoustic/auditory similarity between the keywords and the target vocabulary?

3) Make a meaningful sentences appropriately using the following vocabulary: (**resource – summarize – bitter – pollution – abroad – sight – worried – environment – review – course**).

2. *The Second Day*

a. Objectives

At the end of the lesson, students will be able to:

1) Pronounce the new vocabulary.

2) Deduce the acoustic/auditory similarity between the keyword and the vocabulary.

3) Recognize the new vocabulary through given pictures & sentences correctly.

4) Use vocabulary in meaningful sentences appropriately

b. Teaching Materials

1) A list of vocabulary and the keyword

2) A list of pictures

3) Speaker and audio by Google Translate

c. Teaching Procedures (**60 minutes**)

1) First Stage (20 minutes):

   a) Write the words on the board and pronounce them Google Translate.

   b) Ask pupils to pronounce the words correctly in groups and individually.

   c) Explain the words meanings through examples, definition or translation.

2) Second Stage (20 minutes):

a) Write the keyword beside each word and pronounce it.

b) Ask pupils to pronounce the keywords and notice the acoustic similarity between the words and their keywords.

3) Third Stage (20 minutes):

a) Present the visual pictures through papers that are given to each students.

b) Explain the link between the form of each word and its meaning through pictures.

c) Describe the relationship between the words and their keywords which is represented in the pictures.

d. Evaluation

1) Correctly pronounce the following vocabulary aloud: (**proofread – hurt – litter – embarrassed – graph – dumping – arrange – rotten – trip – religion**).

2) What is the acoustic/auditory similarity between the keywords and the target vocabulary?

3) Make a meaningful sentences appropriately using the following vocabulary: (**proofread – hurt – litter – embarrassed – graph – dumping – arrange – rotten – trip – religion**).
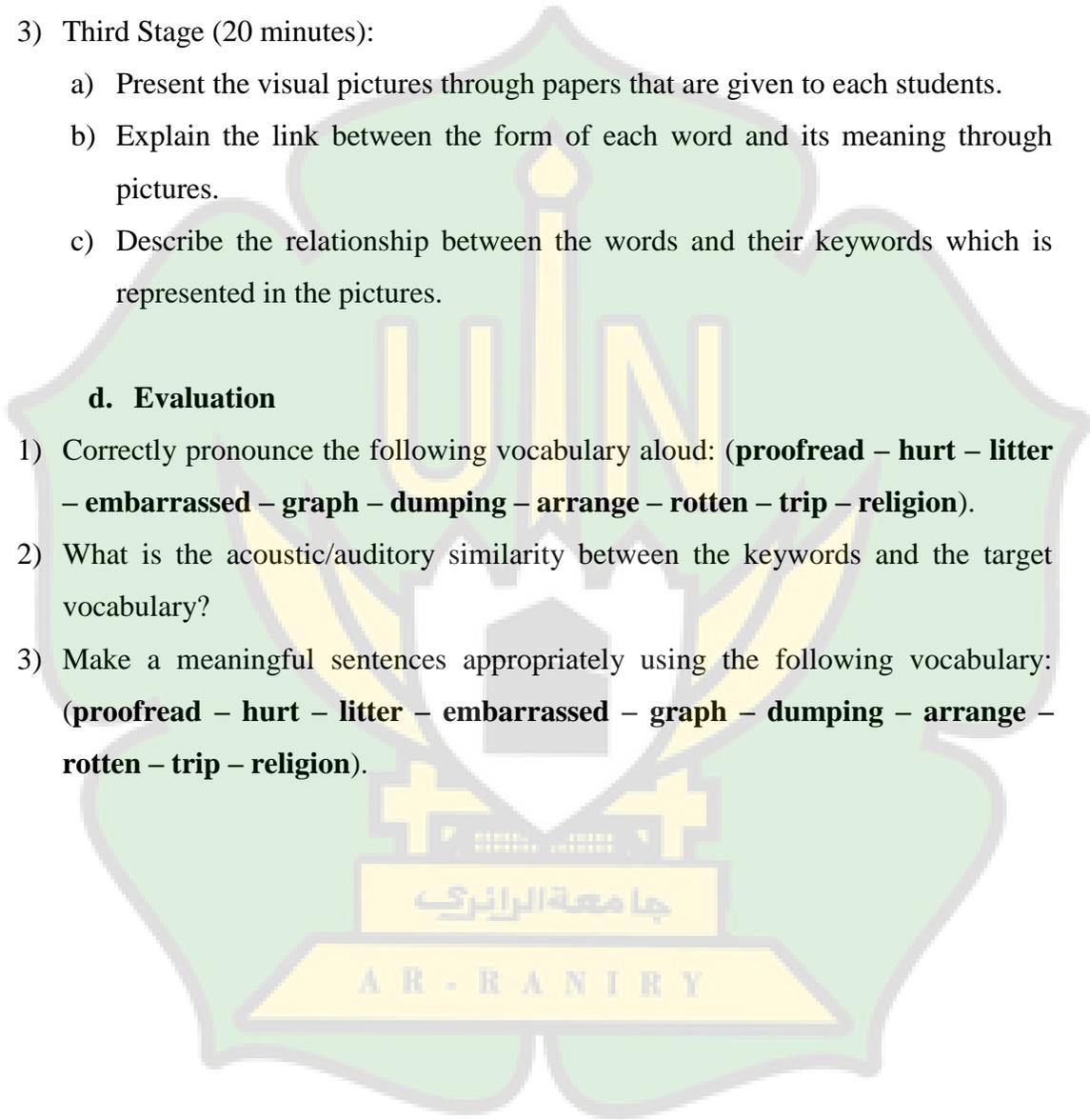
TEACHING MATERIALS

A. Vocabulary for the First Day

1. *Vocabulary's List*

Vocabulary	Meaning (Indonesian)
Resources (n)	Sumber daya
Summarize (v)	Meringkas
Bitter (adj)	Pahit
Pollution (n)	Polusi
Abroad (adv)	di luar negeri
Sight (n)	penglihatan
Worried (adj)	Cemas
Environment (n)	Lingkungan
Review (v)	Mengulas/ Meninjau kembali/ Memeriksa
Course (n)	Kursus

2. *Vocabulary's Example*

a. Their trade resources have been exhausted, outside the hope of a team meeting their high trade demands for left-hander Matthew Boyd.

b. Bristowe leaves it up to her manager to give her feedback and summarize what her listeners are saying about the podcast.

c. The medicine had a bitter aftertaste.

d. That response may echo a recent burst of news media attention to plastic pollution in the oceans.

e. Many firms rely on raw materials from abroad, bought with dollars, and then sell their finished goods on an impoverished domestic market.

f. She regained sight in her left eye.

g. I'm not too worried about the weather.

h. We're trying to create a better business environment.

i. The effort included interviews with more than 65 individuals and a review of hundreds of documents.

j. We are going to take an additional English course.

B. Vocabulary for the First Day

1. Vocabulary's List

Vocabulary	Meaning (Indonesian)
Proofread (v)	Mengoreksi
Hurt (Adj)	Sakit
Litter (v)	Mengotori
Embarrassed (adj)	Merasa malu
Graph (n)	Grafik
Dumping (n)	Pembuangan
Arrange (v)	Mengatur
Rotten (Adj)	Busuk
Trip (n)	Perjalanan
Religion (n)	Agama

2. Vocabulary's Example

a. He always proofread the essay carefully.

b. She was badly hurt in a car accident.

c. Paper and popcorn littered the streets after the parade.

d. I was too embarrassed to ask for help.

e. Students were asked to provide the graph for each equation.

f. President Donald Trump's tariffs have also made Europe the dumping ground for steel from Russia, Turkey and other countries that would otherwise have gone to America.

g. She arranged her pictures on her desk.

h. The apples on the table have been rotten.

i. The trip we had last week was awesome.

j. My religion is Islam.
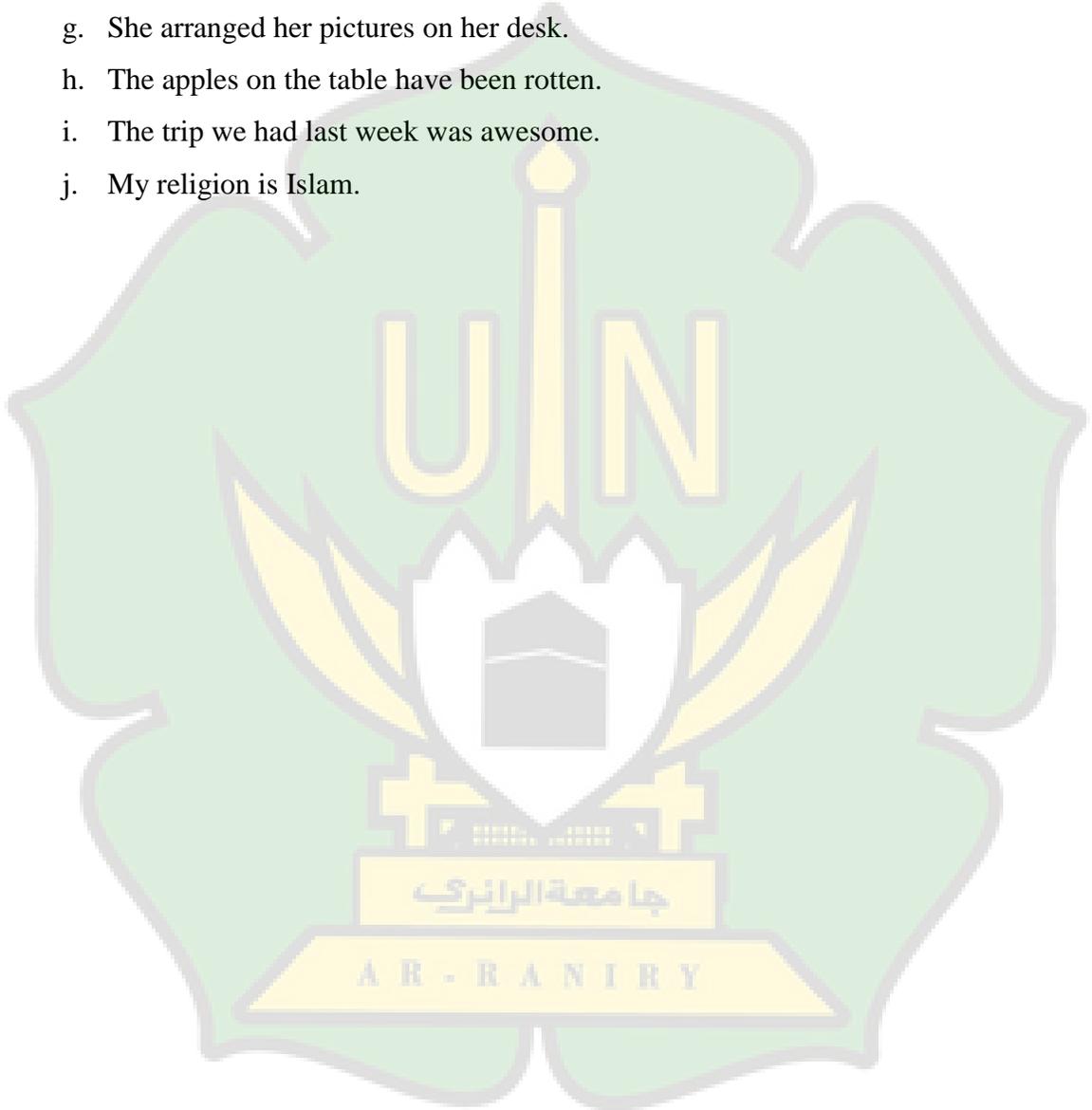
Vocabulary Test for Analyzing Students' Vocabulary Knowledge

Name : ……………………………………………………………

Class : ……………………………………………………………

## Instructions

1. You have six types of questions in this test.

2. Read every question carefully, then write your answer in the spaces allocated.

3. To answer the questions A, B and F follow the example in each question.

4. Do not start answering the questions until the teacher allows you to do so.

5. Try to answer all questions.

6. If you face difficulty in answering questions, you can ask your teacher for help.

7. Allotted time for the test is 45 minutes.

Question Number	Score
A	
B	
C	
D	
E	
F	
Total	

Total Score ➡ ⬭ 40
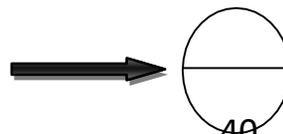
A) Write the correct word under the suitable picture as shown in the example :

senses - embarrassed - graph - museum - course - currency- smells - garbage

6

Example →

smells

....

....

....

....

....

....
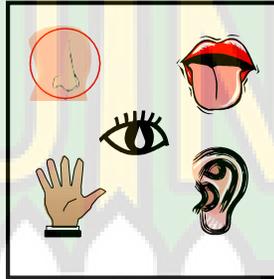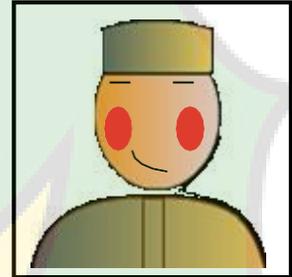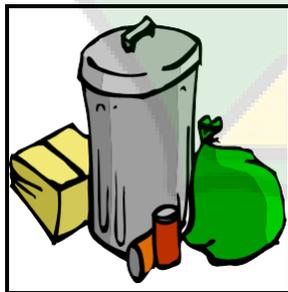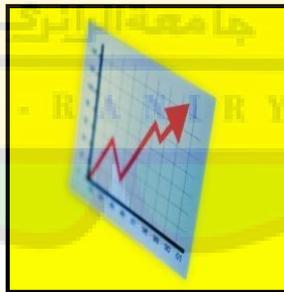
B) Complete the following sentences by using the suitable picture number as <u>shown in the</u> <u>example:</u>

(1) **(2)** **(3)** **(4)**

(5) **(6)** **(7)**

(7)
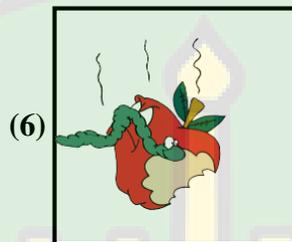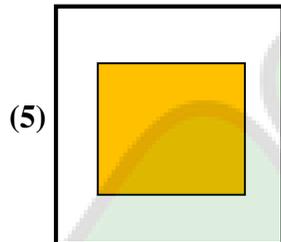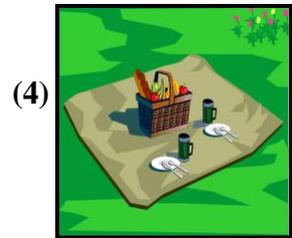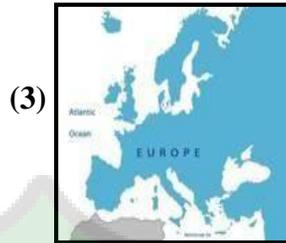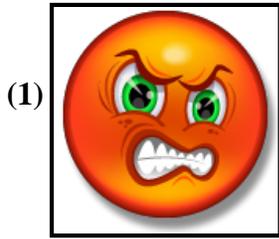
Example : I like to swim in the …… .

1. People do not eat …… .

2. My brother has argued with his friend and he became very …… .

3. We should …… the used products to prevent pollution.

4. I want to visit …… .

5. My friend has a …... to Al-Shafa with her family.

6. 6. I can draw a circle, triangle and ….. .

C) <u>Fill in the spaces with the right words :</u>

Judaism - resources - French - pollution - sight - jealous - hearing - location - career

1.   Our planet should be protected from ...…………… .

2.   ...…………… is a religion .

3.   He can not see well because he has poor ...…………… .

4.   He is ...…………… because his friend is more successful than him .

5.   We must conserve our natural ...…………… .

6.   The ……………. of our house is good, it is not surrounded by houses.

7.   She is deaf. She lost the sense of ....

D) Replace some words from the following sentences with the words in brackets to give the same meaning:

1- He likes to drink tea without sugar .   (bitter)

……………………………………………………….

2- She will go outside her country to study .   (abroad)

……………………………………………………….

3- You must have a job to get money .   (career)

…………………………………………………….

4- The writer should read and correct his writing before printing it.   (proofread)

……………………………………………………………………….

5- Use the knife carefully in order not to harm your hand .   (hurt)

…………………………………………………………..

_____

E) Use the following words in meaningful sentences of your own :

1- summarize

……………………………………………………………………….

2- Franc

……………………………………………………………………….

3- littering

……………………………………………………………………….

4- environment

……………………………………………………………………….

5- neglected

……………………………………………………………………….

6- Chinese
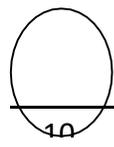
……………………………………………………………………….

4

A Unique Holiday

Last summer , I and my family …..**A**…… to spend our holiday outside the Kingdom of Saudi Arabia. We …**B**…. to go to Turkey . Actually, we did not speak the …..**C**……. language. That's why when we talk to a Turkish man, we felt …..**D**…... and we had to search for a translator. We visited a lot of famous places there. One day, we went a …**E**......

to the most beautiful garden in Turkey. That garden was full of flowers which we could

…..**F**…… without cutting them. We also went to the restaurants to ……**G**…… the Turkish food. We ate …..**H**…… food that was full of sugar and the …..**I**…… one which was full of lemon. I noticed that there were some places where people were forbidden to …..**J**…... because they were public places and it's known that cigarettes are dangerous . We really enjoyed our time in Turkey and we decided to ……**K**…. another visiting to it next years.

Example

A :		
1. organized	2. decided	
3. summarized	4. took	

B :		G :	
1. planned	2. played	1. listen	2. touch
3. went	4. refused	3. read	4. taste
C :		H :	
1. Arabic	2. Chinese	1. rotten	2.sweet
3. Turkish	4. French	3. bitter	4. sour

D :		**I** :	
1. worried	2. comfortable	1. sour	2. bitter
3. happy	4. enjoyable	3. salty	4. bad
E :		**J** :	
1. course	2. picnic	1. smell	2. eat
3. trip	4. school	3. smoke	4. see
F :		**K** :	
1. eat	2. drink	1. conserve	2. reduce
3. smell	4. hear	3. review	4. arrange
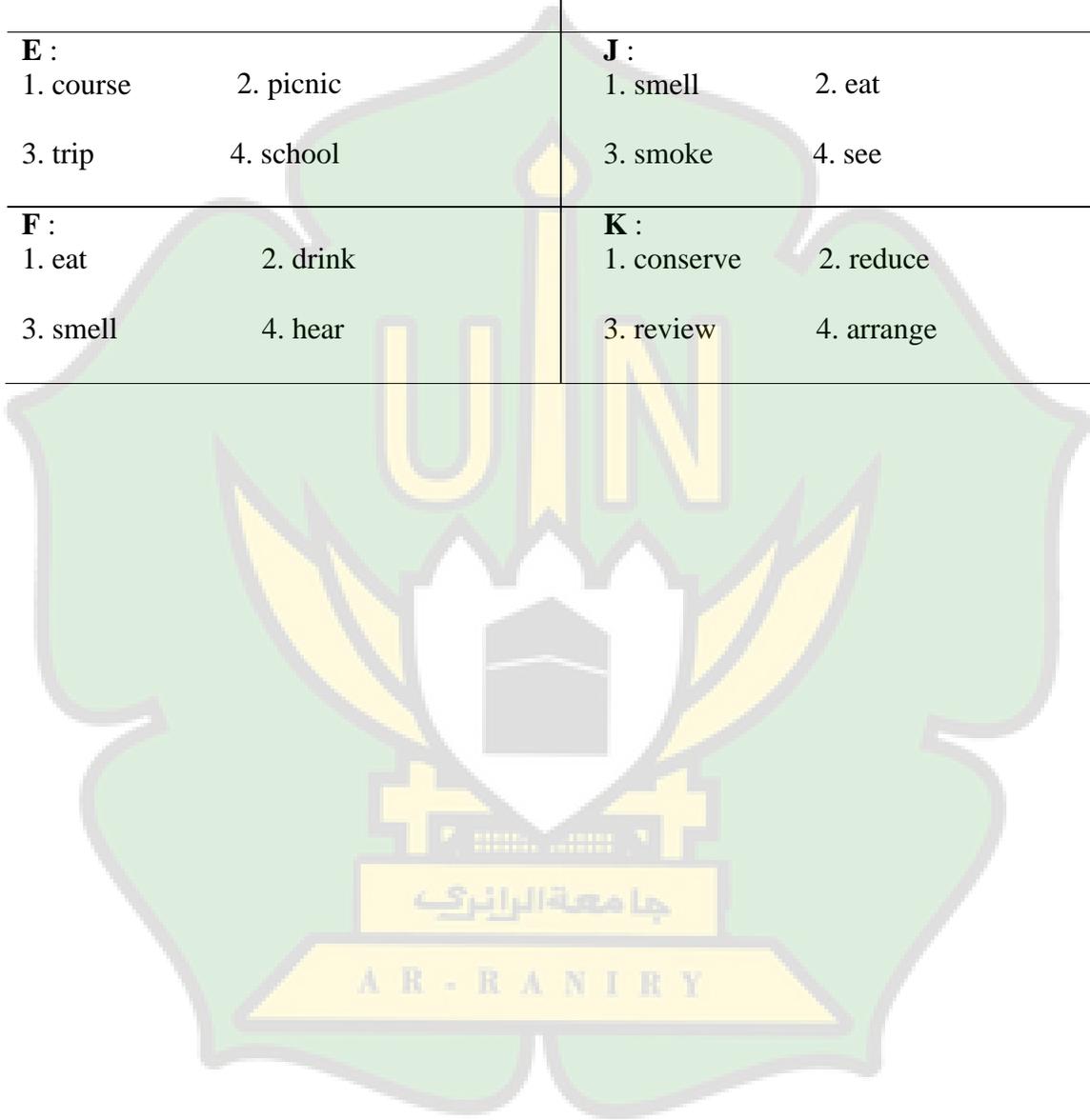
Vocabulary Achievement Test

(Posttest)

Name : ……………………………………………………

Class : …………………………………………………….

Signature :
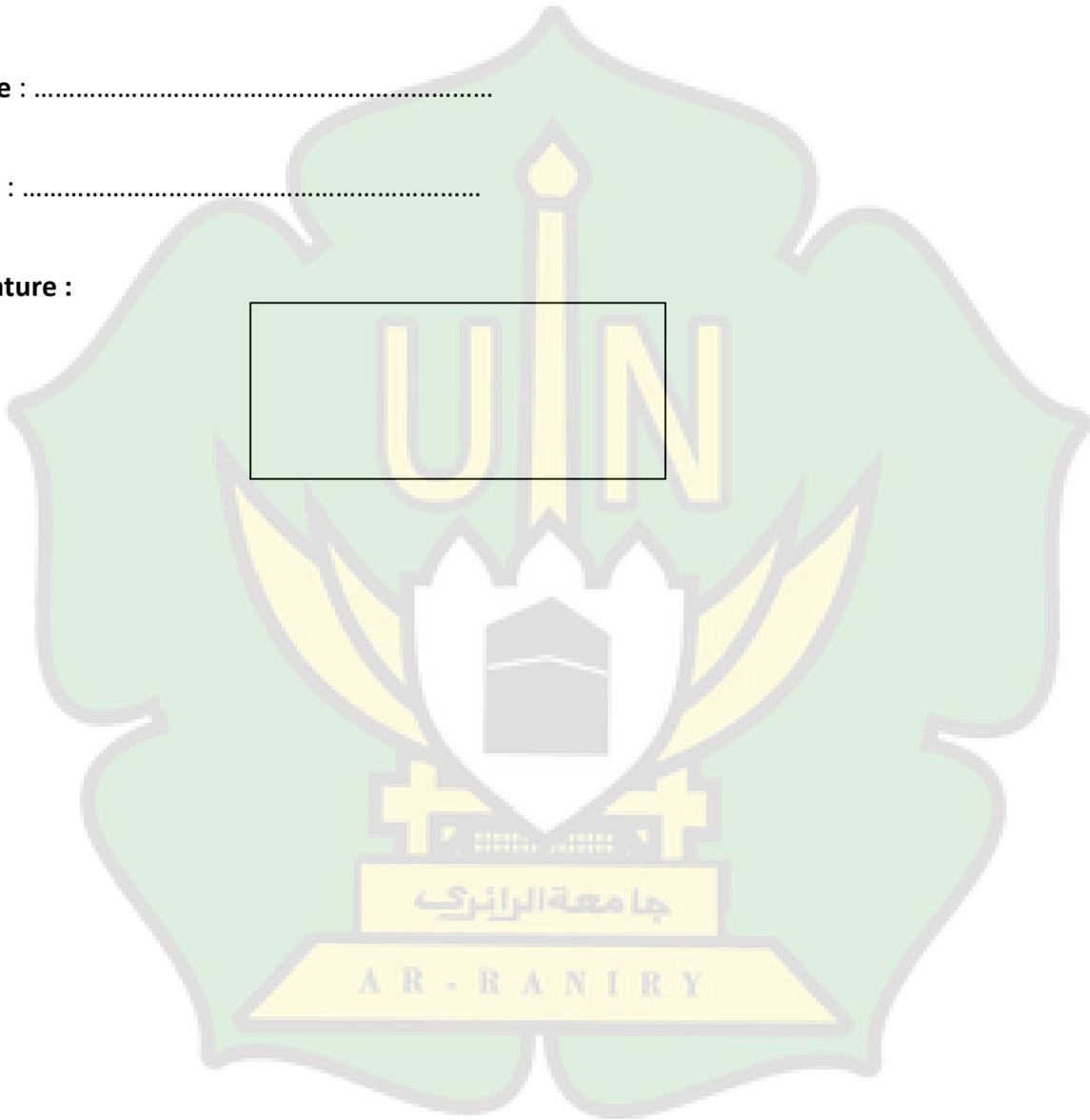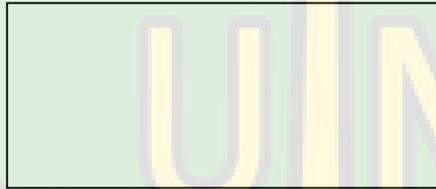
A. Write down the meaning of vocabulary below!

1. Proofread   :   11. Resource   :

2. Hurt   :   12. Summarize   :

3. Litter   :   13. Bitter   :

4. Embarrassed :   14. Pollution   :

5. Graph   :   15. Abroad   :

6. Dump   :   16. Sight   :

7. Arrange   :   17. Worried   :

8. Rotten   :   18. Environment :

9. Trip   :   19. Review   :

10. Religion   :   20. Course   :

B. Use the following vocabulary in meaningful sentences of your own!

1. Summarize

    ……………………………………………………………………………..

2. Environment

    ……………………………………………………………………………..

3. Arrange

    ……………………………………………………………………………..

4. Rotten

    ……………………………………………………………………………..

5. Religion

……………………………………………………………………………………………….

C. Fill in the spaces with the right words!

Proofread - Bitter – Graph – Trip – Course – Review – Abroad – Sight – Embarrassed

1. Professor Muna only _____ her students' thesis on Monday and
   Tuesday.

2. Last year the scholarship offered a partial funded to study _____ .

3. Maria does not like any _____ beverage.

4. You have no idea how _____ she is because of the accident.

5. The lecturer is presenting a _____ about students' ability in
   speaking.

D. Replace some words from the following sentences with the word in bracket that has the same meaning:

1. The students of SMKN 1 enjoyed the vacation they had at Sabang. (trip)

   ……………………………………………………………………………………………

2. I cannot see what is written on the board clearly since my eyes is getting
   blurred. (sight)

   ……………………………………………………………………………………

3. After examining the evidence, the grand jury decided to discuss the case. (review)

   ……………………………………………………………………………………

4. Accounting Class has planned to take English program as an additional skill. (course)

……………………………………………………………………………………………

5. His parents are fearful because their son has not arrived yet. (worried)

……………………………………………………………………………………………

E. Choose the correct answer from the table below to complete the paragraph!

Ocean Pollution

By: Shamseer Mambra

It is a well-known fact that nearly 70% of the earth is filled with water in the form of different kinds of water bodies such as oceans, lakes and rivers etc. All these water bodies, especially oceans and seas, form an indispensable part of our existence as it has key roles to play in our everyday life. This factor of indispensability has not only helped us tremendously, but has also resulted in the exploitation of the oceanic __A__ without any second thoughts.

Additionally, dumping sewage in the ocean has always been considered the cheapest and the easiest way of disposing of wastes. The billions of tons of __B__ end up in the ocean each year reportedly bring 250 million tons of trash into the sea every year. However, reports also suggest that littering makes the aquatic life in the oceans and seas worse in these days. Among all sorts of activities that pollute the ocean, __C__ of garbage and other waste materials stands first in the list. It involves depositing all the waste materials from factories and industries, tankers and ships and sewerage waste materials into the oceans and seas. These wastes tend to have

toxic substances, which soak in all the oceanic oxygen. It leads to a marked depletion of oxygen available to mammals and other fishes causing them to die in their natural habitat. Every year, according to reports, more than one million seabirds are being killed by ocean __D__. In addition, thousands of dolphins and porpoises are __E__ every year due to the increased human intervention.

(Retrieved from https://www.marineinsight.com/environment/causes-and-effects-of-ocean-dumping/)

A:		B:	
1. garbage	2. water	1. fish	2. habitat
3. recources	4. pollution	3. litter	4. oxygen

C:		D:	
1. Taking	2. Dumping	1. Pollution	2. Mammals
3. Exploring	4. Wasting	3. Condition	4. Depletion

E:	
1. worried	2. angry
3. happy	4. hurt

DOKUMENTASI PENELTIAN

A. Test for Students' Vocabulary Background Knowledge

   1. XII Akutansi 1 (Experimental Class)

   2. XII Akutansi 3 (Control Class)

B. Experimental Teaching

1. XII Akutansi 1 (Experimental Class)

   a. The First Day

   b. The Second Day

2. XII Akutansi 3 (Control Class)

   a. The First Day

b. The Second Day

C. Posttest

1. XII Akutansi 1 (Experimental Class)

2. XII Akutansi 3 (Control Class)

AUTOBIOGRAPHY

1. Name   : Maria Syuhada
2. Place/Date of Birth   : Banda Aceh/ April 9th, 1997
3. Sex   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Marital Status   : Single
7. Address   : Meunasah Manyan, Lamhlonm, Lhoknga
8. E-mail   : mariasyuhada.ms@gmail.com
9. Parents
   a. Father   : Basyaruddin
   b. Occupation   : -
   c. Mother   : Safriani
   d. Occupation   : -
10. Education Background
   a. SD   : MIS Lamgugob (2003)
   b. SMP   : MTsN Model Banda Aceh (2009)
   c. SMA   : SMAN 3 Banda Aceh (2012)
   d. University   : UIN Ar-Raniry (2015)

Banda Aceh, December 4th, 2019

Maria Syuhada