THE IMPLEMENTATION OF KEYWORD METHOD IN LEARNING ENGLISH VOCABULARY OF "SHOPPING ADVERTISEMENT" AT THE FIRST GRADE OF SMP N 2 KAPETAKAN KABUPATEN CIREBON

A THESIS

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ABSTRACT

DEWI PURNAMASARI (1410130050): THE IMPLEMENTATION OF KEYWORD METHOD IN LEARNING ENGLISH VOCABULARY OF "SHOPPING ADVERTISEMENT" AT THE FIRST GRADE OF SMP N 2 KAPETAKAN KABUPATEN CIREBON

This paper was written as a result of learning English vocabulary uses keyword method. Students at the first grade of senior high school have the difficulties in memorizing. Their reasons are: First, English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth, memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing method. The keyword method is the most widely studied method, especially in relation to language learning. Keyword method has been proven to effective many times. Comprehension improves when the students know what the words mean. Vocabulary development should never be overestimated. Since words are the currency of communication, listening, speaking, reading, and writing are all affected equally by vocabulary development. This thesis was investigated the analysis of students' implementation of keyword method.

The researcher analyzes data using the qualitative research. To finds out depth understanding about this research. Techniques of collecting data are observation, interview and documentation. To finds out further information and some theories related subject matter from other books. There are eight students in the implementation of keyword method as object in this study.

This research is to find students can increase the vocabulary in long term memory. Students better discuss and write about school topics when they can easily remember vocabulary. As inclusion settings become more popular, students with learning disabilities become increasingly challenged with learning and retaining material from the general education curriculum. Understanding vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension.

After the data has been analyzed, the writer conclude that in eight students' to the implementation of keyword method, there is a chance that students may get confused while using the keyword method because each student learns in a different way and not all teaching tools may work the same. One student may be more confused when connecting a 'keyword' to a vocabulary word and accidentally recall the 'keyword' and forget the definition, while another student may remember easier when using a 'keyword' to jog his or her memory. Every student learns differently, especially when you are teaching special education.

Key words: Implementation, Keyword, Learning, Vocabulary.

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RATIFICATION

This thesis entitled **"The Implementation of Keyword Method in Learning English Vocabulary of "Shopping Advertisement" at the First Grade of SMP N 2 Kapetakan Kabupaten Cirebon"** written by Dewi Purnama Sari, student number 1410130050, has been examined on 31 July 2015. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

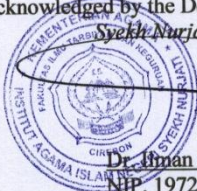|	Date	Signature
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CHAPTER I

INTRODUCTION

1.1 Research Background

In fact, memorizing is difficult for students who are learning English vocabulary. Actually in students at the first grade of SMP N 2 Kapetakan Kabupaten Cirebon. They complain that English vocabulary is difficult to memorize. They have the different reasons each other. Their reasons are: First, English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth, memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing method.

The students at the first grade of SMP N 2 Kapetakan Kabupaten Cirebon often say, "I can't learn the vocabulary lists. I've always had a bad memory." Having negative attitude towards our memory ability can make a new language more difficult to remember.

The time spent trying to remember is an obvious factor in whether or not things stick. If the time is spent in ways that really do help memory, then the results are pleasing. Long hours of study may not be of help to students. Spacing out the learning is an important factor. Some people can concentrate for longer than others, some days are hotter than others, some information are harder to remember, and so on.

Forgetting is important problem. For illustration, teacher asks students about the list of words what they learned and they have memorized. Most of the students complain that they forget words soon after learning them. They can save the words in small time. Why does forgetting take place? In order to answer this question, it is beneficial to present Meaningful Learning Theory. David Ausubel (1968, in Brown 2000) differentiated between meaningful and rote learning. Rote learning involves the mental storage of items having little or no association with existing cognitive structure; it is the process of acquiring material as discrete and

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relatively isolated entities. Meaningful learning, on the other hand, may be described as a process of relating the new material to relevant entities in cognitive structure.

The importance of the distinction between rote and meaningful learning becomes obvious when we think of efficiency of the two kinds of learning in terms of retention, or long term memory. It is believed that materials learned by rote are forgotten easily, while meaningfully learned materials are more efficiently retained. In the case of meaningful learning, forgetting takes place in a much more intentional and purposeful manner, that is, according to (Brown, 2000) forgetting is systematic. It is the elimination of unnecessary materials and a clearing of the way for more material to enter the cognitive field.

Some of students have less motivation in learning English vocabulary because they are not enthusiasm to follow the learning and making crowded in the class. Their reasons are they have bad attitude because it's their habit. Our attitude towards the language, speakers, and a particular lesson also affect our memory. As (Brown, 2000) put it,

> Attitudes … develop early in childhood and are the results of parents' and peers' attitudes, of contact with people who are different in any number of ways …. These attitudes form a part of one's perception of self, of others, and of the culture in which one is living.

Brown believes that positive attitudes toward self, the native language group, and the target language group enhance proficiency and that negative attitudes may lead to decreased motivation.

Memory plays an important role in learning a new language. Thus, the sort of remembering has a place too. Storing ideas in mind on a short-term or long-term basis; our aim in language learning is to move things into our long-term memory, ready to use. Sadly, forgetting is part of the process of sorting and trying to retrieve items from our memory. Plenty is forgotten immediately after it has been filed, but we can replace the items in our memory. Students forget things

because some factors affect their memory and because they have not learned helpful ways of remembering.

The many aspects of vocabulary often have teachers unsure of what exactly to teach first, so many of them initially refer to teaching reading and the basics of writing without placing much emphasis on vocabulary. Since vocabulary is the foundation for understanding print and writing in cohesive form, it should be taught first as an introduction to a story or writing component. If the students do not understand the words that they are reading or writing, then they will struggle with comprehension of the text. Reading comprehension may often be negatively impacted by a limited vocabulary. Teaching vocabulary word meanings from the text first will aid in retention while reading the actual text and seeing the print in the context of the story. The students may then be taught to make personal connections to remember the vocabulary.

Vocabulary is that set of words for which an individual can assign meanings when listening or reading (Kamil & Hiebert, 2005: 3). Knowing a word, however, is not as simple as simply being able to recognize or use it. Knowing vocabulary is really needed, because without knowing the meanings of words, it is difficult for someone or the students to understand the language they study.

Understanding vocabulary words and how they relate to the context is essential for an individual to master reading (Foil & Alber, 2002) otherwise students are likely to have problems comprehending written material. The importance of vocabulary knowledge along with reading comprehension is a fundamental factor in reading proficiency (Foil & Alber) because as the text becomes more difficult and complex, the readers' comprehension success becomes challenged. The understanding of word meanings and the use of decoding skills provide reading fluency, hence improve comprehension skills. Difficulties that exist with vocabulary development consist of skills deficits in reading comprehension, word recall, fluency, decoding and phonetics. Individuals

who experience slow vocabulary development are less able to comprehend text at grade level (Mukoroli, 2011).

One approach that has been found to be effective for teaching vocabulary is the use of mnemonics. A mnemonic is any learning technique that aids memory. Mnemonics are usually verbal, such as a very short poem or special word used to help someone remember something like a name or a location. The Keyword Method is a mnemonic strategy using a means to aid in the information recall in learners with their short-term memory (Condus, Marshall, & Miller, 1986). It includes the following mnemonic techniques: recoding, relating, and retrieving. In the recoding stage the instructor has the student change the unfamiliar vocabulary word to a familiar sounding word that is easily pictured. Then the student should practice the vocabulary word and the keyword to promote association. The relating stage increases association by visualizing the keyword through a visual image or picture with the vocabulary word. In the retrieving stage the student is taught how to think of the keyword, visualize the picture involving the vocabulary word and the keyword, and retrieve the definition from the picture (Hughes, 1996). This method involves the association of phonetic and visual imagery components of a word with its definition (Atkinson & Raugh, 1975). It is a two step process combining the verbal and visual steps, and creates a concrete, acoustically similar keyword for the unfamiliar vocabulary word being taught to aid the learner's memory and understanding of words (Mastropieri & Scruggs, 1998).

Moreover, this thesis concluded that learning English vocabulary should use keyword method because this method has become increasingly popular in the instruction of foreign language. It is important for the teacher when teach the vocabulary. By this approach the students should be able to memorize the vocabulary well and can save in long term memory. Then the researcher will concentrate on THE IMPLEMENTATION OF KEYWORD METHOD IN LEARNING ENGLISH VOCABULARY OF"SHOPPING ADVERTISEMENT" because to know the implementation of keyword method in learning English

vocabulary of shopping at the Market, to know the strengths and weaknesses of keyword method and to know the teachers' efforts to overcome the problem of weaknesses keyword method.

1.2 Research Formulation

1.2.1   The Field of the Research

The field of this research is vocabulary. The researcher describes the implementation of keyword method. It is learning vocabulary that use memory in remembering new words, such as when learning a second language.

1.2.2   The Kinds of Problem

This research entitled "THE IMPLEMENTATION OF KEYWORD METHOD IN LEARNING ENGLISH VOCABULARY OF "SHOPPING ADVERTISEMENT" AT THE FIRST GRADE OF SMP N 2 KAPETAKAN KABUPATEN CIREBON. This research focuses on the students' implementation of keyword method. From the title of the thesis and background of problem in which investigated, the researcher finds out and list three problems to be identified in this research, as follows:

1)   Students have poor memory

2)   Students forget new words soon after learning

3)   Students have less motivation in learning English vocabulary

1.2.3   The Main Problem

The main problem in that will be investigated in this research is the students have the difficulties in memorizing. Especially is memorizing the vocabulary. Their reasons are: First, English vocabulary is unfamiliar word. Second, English vocabulary is difficult to pronounce and read. Third, in memorizing English vocabulary needs long time to spoken repeatedly in order to the words can memorize. Fourth,

memorizing needs the concentration and quiet time. Fifth, easy blank when memorize any words. Sixth, memorizing need think over. Seventh is a nothing method.

1.3 The Limitation of the Problem

In this research, researcher has decided the limitation of the problem. It is only focus on analyzing the implementation of keyword method in learning English vocabulary. This research is designed to get the result of learning keyword method.

1.4 Questions of Research

There are some questions in analyzing the students' implementation of keyword method, as follows:

1) How is implementation of keyword method in learning English vocabulary of "shopping at the Market" at SMP N 2 Kapetakan Kabupaten Cirebon?
2) What are the strengths and weaknesses of keyword method?
3) What are the teachers' efforts to overcome the problem of weaknesses keyword method?

1.5 Aims of the Research

Suitable to entitle above "The Implementation of Keyword Method in Learning English Vocabulary at The First Grade of SMP N 2 Kapetakan" In this research, the aims of the research are started as follows:

1) To know the implementation of keyword method in learning English vocabulary of "shopping at the Market" at SMP N 2 Kapetakan Kabupaten Cirebon.
2) To know the strengths and weaknesses of keyword method.
3) To know the teachers' efforts to overcome the problem of weaknesses keyword method.

1.6 Useful of the Research

In this research, researcher expects some usefulness of the research both theoretically and practically.

The usefulness as follows:

1.6.1 Theoretically

1) The result of the research can increase vocabulary through keyword method. Hopefully the study will be helpful both English teachers and students. For the teachers, it will give more knowledge about keyword method. It also can increase teachers' confidence that many things can be used to make their students more understand and interested in learning English.

2) The reader will get information and more knowledge about keyword method.

1.6.2 Practically

1) The result of the research can be used as input or technique to learn English in teaching and learning process in junior high school.

2) The research can be used as reference of those who want to conduct a research which still has relationship with this research.

1.7 Theoretical Foundation

In this chapter is talking about the some theories that relate to the title in the research. The first, it explains the mnemonics, basic principles and the several of mnemonics such as: The definition of Chunking, First Letter Mnemonics, Keyword Method, Link Method, Loci and Pegword. The second explains vocabulary and its elements such as: the definitions of vocabulary, tasks and activities of vocabulary teaching. The last explains the memory and its elements such as: the definition of memory, the rules memory, working memory, short term memory and long term working memory.

1.7.1 Definition of Mnemonics

The word mnemonic (pronounced "ne MON ik") is briefly defined as "aiding the memory." It is derived from Mnemosyne, the name of the ancient Greek goddess of memory. "Mnemonics" refers in general to methods for improving memory; a mnemonic technique is any technique that aids the memory (Higbee,2014:1).

The Memory Techniques, or mnemonics, were a system of 'memory codes' that enabled people to remember perfectly whatever it was they wished to remember (Buzan, 1986:16).

Mnemonics are a subtype of memory strategies that enhance the meaningfulness of the material to be remembered, thereby facilitating learning (Dehn, 2008: 280). Mnemonics use the imagination in conjunction with all of the individuals senses, in order to transform a dull, dry piece of text into a firm and vibrant memory that is not just easy to remember, but difficult to forget.

Definitions in above can be conclude that mnemonic is any learning technique that aids information retention. Mnemonics aims to translate information into a form that the brain can retain better than its original form. Even the process of merely learning this conversion might already aid in the transfer of information to long term memory. Commonly encountered mnemonics are often used for lists and in auditory form, such as short poems, acronyms, or memorable phrases, but mnemonic can also be used for other types of information and in visual kinesthetic form. Their use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, sexual, humorous, or otherwise "relatable" information, rather than more abstract or impersonal forms of information.

1.7.2 Basic Principles of Mnemonics

According to (Higbee, 2014) Mnemonics make use of all the basic principles of learning and memory:

1.7.2.1 Meaningfulness

Mnemonic techniques help make material meaningful by using rhymes, patterns, and associations.

1.7.2.2 Organization

Most of the mnemonic techniques, and all of the mnemonic, impose a meaningful organization on the material. As mental filing systems, they give a systematic way to record and retrieve the material.

1.7.2.3 Association

The principle of association is basic to all the mnemonic. In the Link the items are associated with each other. In the Loci, Peg, and Phonetic systems, easily remembered material that is memorized previously serves as your filing system; you associate the new material that you want to learn with the material that has been memorized previously.

1.7.2.4 Visualization

Visual imagery also plays a central role in the mnemonic because the associations are usually made visually. Visualization is probably the most unusual aspect of mnemonic systems.

1.7.2.5 Attention

Mnemonic force you to concentrate on the material in order to form pictures and associate them. Mnemonics can foster attention because they tend to be more interesting and fun than rote learning.

1.7.3   The Several of Mnemonics

Mnemonics to remember information that is detailed. Here are several mnemonics:

1.7.3.1 Chunking

Chunking is a technique generally used when remembering numbers, although the idea can be used for remembering other thing as well (Intelegen, 2015). It is based on the idea that short term memory is limited in the number of things that can be contained.

Chunking refers to the pairing, clustering, grouping, or association of different items into units that are processed and remembered as a whole, thereby facilitating short term retention and encoding into long-term storage (Dehn, 2008: 275). For example, instead of separately remembering the digits 8 and 6. It is easier to recall them grouped as the multidigit number 86. Like subvocal rehearsal, most children acquire basic chunking strategies without any specific training. Automated skills, such as reading decoding, depend heavily on chunking (e.g., the three phonemes in cat become one unit instead of three). There are simple surface chunks, such as temporarily linking together two or three digits that follow each other, and then there are more elaborate chunks that correspond to representations stored in long-term memory.

The development of chunking may be a prerequisite for the formation of complex representations and schemas. During working memory processing, preexisting chunks, which usually consist of associations (Cowan, 2005), are retrieved from long-term storage. Once in working memory, chunks may be rapidly amended or enlarged as new information is considered. In

addition to leading to more efficient encoding and retrieval, the development of chunking is crucial for efficient working memory functioning in general. Capacity expands as working memory operates on chunks, instead of discrete, indivisible units. To explicitly train students to use a basic chunking strategy, follow these steps (recommended by Parente & Herrmann, 1996):

1) Using digits or words, require the student to group single items into a larger unit.

2) Require the student to group a longer list of items into multiple units.

3) Continue training with commonly used words or numbers, such as phone numbers, for practice.

4) Continue practicing until the chunking is performed consistently and automatically.

5) Convince the student that the strategy is effective by reporting baseline and post intervention data. Higher level clustering of information can be encouraged by having learners group words by semantic categories.

1.7.3.2 First Letter Mnemonics

First-letter mnemonics are probably the most widely used mnemonic. This reflects the popularity of specific mnemonics, rather than its wide use as a strategic tool (McPherson, 2014:15). There are two types of first-letter mnemonic: acronyms in which the initial letters form a meaningful word, such as FACE for the notes in the spaces of the treble staff and acrostics in which the initial letters are used as the initial letters of other words to make a meaningful phrase such as Every Good Boy Deserves Fruit for the notes on the lines of the treble staff. First-letter mnemonics, which include acrostics and acronyms, make use of first-letter cuing and

seem to be helpful when it is necessary to recall already known material in the correct order (Wilson, 1987).

First letter mnemonics are a very effective means of recalling the order of well-learned items. First letter mnemonics are a cueing strategy. they remind us of what we already know. They are therefore particularly effective as a means to overcome memory blocks. for example, for students whose minds 'go blank' in exams. According to (Levin, 1993), first-letter mnemonics are not supported empirically despite their popularity. They are probably ineffective because single letters make poor retrieval cues. They are also unlikely to be effective with those who have phonological short-term or verbal working memory deficits.

A cue is what is known as an acronym, a word that is made out of the first letters of the items to be remembered (Higbee, 2014:1). In this example the acronym HOMES stands for Huron, Ontario, Michigan, Erie, and Superior. Using the word HOMES as a cue you can likely now remember the names of the Great Lakes.

A mnemonic technique that is similar to the acronym is the acrostic—a series of words, lines, or verses in which the first letters form a word or phrase; for example, an acrostic for remembering the names of the Great Lakes might be, Healthy Old Men Exercise Some. Acronyms and acrostics are referred to by most mnemonics researchers as "first-letter mnemonics".

There are at least four ways in which acronyms and acrostics can help memory:

1) Acronyms and acrostics make the material meaningful; they give you something meaningful to remember, such as HOMES, and Every Good Boy Does Fine.

2) Acronyms chunk the information so you do not have to remember a lot. Instead of five lakes or seven colors, for example, you only have to remember one word or one name. Of course, an acronym or acrostic itself is not the original information; it merely gives you some cues to help you retrieve the original information. After you remember the acronym or acrostic, you still must be able to generate the original information from it.

3) First-letter mnemonics provide cues to help you retrieve the items; therefore, they change a recall task to an aided recall task. This makes your memory task easier by narrowing your memory search

4) First-letter mnemonics can tell you how many items are to be remembered, so that you know when you have recalled all of them.

1.7.3.3 Keyword Method

The keyword method, a mnemonic that incorporates visual imagery, can be used when learning a variety of material, but is especially effective when learning new vocabulary words, such as when learning a second language (Dehn, 2008:283). Essentially, the keyword method is a mnemonic that combines verbal information with visual imagery.

Keyword method is specifically designed to be an 'Image Word' in that it must produce a picture or image in the mind of the person using the memory system (Buzan, 1986 : 42).

The Keyword method consists of two steps, one verbal and one visual (Higbee, 2014:2). The first step is to construct a concrete keyword to represent the foreign word to be learned. For example, the Spanish word for duck is pato, which could be

represented by the sound-alike keyword pot. The second step is to form a visual image connecting the keyword with the English meaning. For example, you could picture a duck cooking in a pot or wearing a pot on its head. To recall the meaning of the Spanish word pato you first retrieve the keyword pot, and then the stored image that links it to duck.

Keyword means 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. To summarize the keyword can be described as a chain of two links connecting a foreign word to its English translation.

1.7.3.4 Link Method

Link method is another mnemonic that can be used when items must be remembered in sereal order (Dehn, 2008:285). In the visual variation of link method. The learner creates a visual image associating the first and second word in the list, then another image to link the second and the third word, and so on.

Link method is appropriate for serial learning tasks, where you have a series of items to remember: The link method helps you remember all the items in order (Higbee, 2014:5). Students are easy to recall the items after learning.

Link method is the most basic of all the memory systems and will give you a foundation with which to make learning the most advanced systems extremely easy. This basic system is used for memorising short lists of items, such as shopping lists, in which each item is linked to or associated with the next (Buzan, 1986:43).

Definitions in above can be conclude that link method is another mnemonic that can be used when items must be remembered in sereal order, it can help remember all the items in order and make learning most advanced system extremely easy. This basic system is used for memorising short lists of items, such as shopping lists.

Here are some practical situations in which the link method could be used:

1) The link method can be used in almost any situations where you want to remember lists of things. One category would include shopping lists and lists of things to do.

2) The link can also be used for learning material that consists of separate, ordered parts, such as the amendments to the Constitution, the Ten Commandments, or the names of the presidents. The procedure for such a task is to pick a key word representing each item and then link the words together or form a story with them.

For example, to remember the Ten Commandments you might link the following: One god, graven image, swearing, Sabbath, parents, kill, adultery, steal, lie, covet. You could use concrete substitute words and their pictures to represent the terms that are abstract; thus, you might picture a church meeting to represent Sabbath and a person whose face is green with envy and who has dollar signs in his eyes to represent covet.

3) Speeches or reports are another possible use of the link method.

1.7.3.5 Loci

Loci is a visual mnemonic that goes back to the days when Roman orators memorized their speeches (Dehn, 2008:283). The Loci was used by Greek and Roman orators to remember long speeches without notes. Orators visualized objects that represented the topics to be covered in their speeches, and then mentally placed the objects in different locations usually parts of a building. They then moved through this building mentally while delivering the speech, retrieving the object images from the locations as they came to them.

The word loci (pronounced LOsi) is the plural of locus, which means "place or location." Thus, the Loci system is the system that uses places or locations (Higbee,2014:7). The first step is to memorize the serial order of a large number of rooms that are found in some public building, or perhaps one's house, if it contains enough rooms for the purpose. Content to be learned is then associated with visual images which are then placed in rooms that are arranged sequentially. During recall, the individual imagines himself or herself walking from one room to the next and recalling the image that was placed in each room. Visualizing the room prompts recall of the image associated with the room, and the image, in turn, prompts retrieval of the desired information. For example, a student who must memorize the order of early U.S. presidents can use the loci technique. To construct the mnemonic, the student should visualize a painting of Washington in the first room, Adams in the second, and so on. When a new series of information needs to be memorized, the

same set of loci (rooms) can be used again by inserting new images.

The Loci consists basically of two steps:

1) Memorize (overlearn) a series of mental images of familiar locations in some natural or logical order. This series of locations is your mental filing system, which you can use over again for different lists of items. This is an important feature, because the system would hardly be worth the effort if you had to memorize a new set of locations every time you wanted to memorize a new list of items; you would have twice as much to learn each time.

2) Associate a visual image of each item to be remembered with a location in the series; do this by visually placing the items, in the order they are to be remembered, in the locations as you take an imaginary walk past the locations. Locations have the advantages of being concrete (thus easy to visualize) and of being learned in a natural serial order.

   The Loci system enables you to change a free-recall task in three ways to help recall:

   1) The task is changed to an aided-recall task because you can use the locations as aids to cue yourself.

   2) The task incorporates paired-associate learning, with the location serving as the first word in each pair and the item serving as the second word.

   3) The task incorporates serial learning because the locations are organized in a natural serial order.

      It is not difficult to construct several extensive mental files of locations. In the house you could continue to the living room, to the bedroom, and then on to each room in

your house; then you could go downstairs, out into the yard, etc. You could increase the number of loci in your series by visualizing two or three distinctive locations in each room (for example, the refrigerator, table, and sink in the kitchen; the couch, window, and television in the living room; and the bed, dresser, and clothes closet in the bedroom).

1.7.3.6 Pegword

The pegword method is ideal for remembering numerical information or material that needs to be recalled sequentially (Dehn,2008:283). An example of a visual imagery mnemonic is the rhyming pegword method, whereby the numbers from one to ten are associated with easily pictured rhyming words (e.g., ''one-bun,'' ''two-shoe''). The first item to be memorized is visually linked with a bun, the second with a shoe, and so on.

The Pegword is a mental filing system consisting of a series of prememorized concrete nouns (Higbee,2014:11). The concrete nouns are not arbitrarily selected; rather, they are selected in such a way as to correspond meaningfully with numbers.

Another way of using the Pegword is with rhyming nouns. The nouns rhyme with the numbers they represent so that it is easy to remember what nouns represents each number.

One - bun	Six - sticks
Two - shoe	Seven - heaven
Three - tree	Eight - gate
Four - door	Nine - wine
Five - hive	Ten - hen

The Pegword gets its name from the fact that the pegwords serve as mental pegs or hooks on which the person "hangs" the items to be remembered. To use the Pegword to learn new material, you associate the new material with each of the pegwords in order.

For example, the first five pegwords could be used to learn the list we used in the last two chaters—paper, tire, doctor, rose, ball—as follows: Associate paper with bun; see yourself eating a bun made of paper, or reading the evening news-bun. Associate tire with shoe; see yourself wearing tires on your feet, or see a car that has four shoes in the place of tires. Associate doctor with tree; see a doctor operating on a tree, or a doctor climbing a tree. Associate rose with door, see a rose in the place of the door knob, or a rose bush growing from the middle of the door. Associate ball with hive; see a round beehive in the shape of a ball, or balls rather than bees flying out of the hive.

1.7.4   Vocabulary

1.7.4.1 Perspective on Vocabulary Learning

Vocabulary is the basic building block of language, it is desirable and necessary to develop methods of learning and remembering words more easily (Buzan, 1986:127). Vocabulary to be the most important single factor not only in the development of efficient reading but also in academic and business success. This is not surprising when one realises that the size of one's vocabulary is usually an indication of the range of one's knowledge.

(Kamil & Hiebert, 2005:3) explain about the perspective on vocabulary learning, it has any definitions such as the meaning of vocabulary, oral & print vocabulary, productive vocabulary

and the last is recognition or receptive vocabulary. These are the definition:

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As theylearn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also words that individuals do not use spontaneously. However, when individuals encounter these words, they recognize them ,even if imperfectly .

In general, recognition or receptive vocabulary is larger than production vocabulary. And, as noted earlier, for beginning readers, oral vocabulary far outstrips print vocabulary. This is one of the determining factors in shaping beginning reading instruction. Beginning reading instruction is typically accomplished by teaching children a set of rules to decode printed word to speech. If the words are present in the child's oral vocabulary, comprehension should occur as the child decodes and monitors the oral representations. However, if the print vocabulary is more complex than the child's oral vocabulary, comprehension will not occur. That is, the process of decoding a word to speech does nothing more than change its representation from visual print to oral speech. If it is not in the child's vocabulary, it is simply an unusual collection of speech sounds. The details of this "theory " of vocabulary and reading instruction can be summarized in the following way : Comprehension is a function of oral language and word recognition. That is, comprehension of print is a result of the ability to decode and recognize words and oral language knowledge. There are two intermediate steps, though. The first is the link between decoding and oral language.

Knowing vocabulary is really needed, because without knowing the meanings of words, it is difficult for someone or the students to understand the language they study. Vocabulary to be the most important single factor not only in the development of efficient reading but also in academic and business success. This is not surprising when one realises that the size of one's vocabulary is usually an indication of the range of one's knowledge.

1.7.4.2 The Tasks and Activities of Vocabulary Teaching

The Teacher's task is to provide learners with opportunities for practising and connecting words in various ways and to stimulate them to retrieve words from memory and use them for all language skills.

According to (Singleton and friends, 2008:21) Selecting tasks and activities at the stage of vocabulary teaching. The activities most frequently mentioned are:

1) Mechanical repetition of words

Although deep level processing is more effective in the long run, loud repetition may also contribute to memorisation of a word.

2) Copying words

If accompanied, for example, by loud repetition or visualisation of its meaning, copying can aid memory. If learners copy words onto word cards, other possibilities of revision activities present themselves.

3) Word manipulation

This includes examples of tasks such as matching words and their definitions, grouping words, finding the odd one out, etc.

4) Integrating new words with the already known

Activating linguistic pre-knowledge and knowledge of the world creates a link between new words and already known words. In the process of creating the links, new words become more meaningful and organised, and thus easier to

learn. This can be achieved in various ways, as for example by semantic elaboration.

5) Semantic elaboration

It facilitates the creation of links and semantic networks, as well as deep level of processing. According to So¨kmen (1997), the following are procedures based on semantic elaboration: semantic feature analysis (e.g. a componential analysis); semantic mapping, which also serves as a visual reminder of links between words;   ordering or classifying words, Which helps learners to organise and distinguish differences in meaning between words; pictorial schemata, such as grids or diagrams, which emphasise distinctive features and require learners to deeply process words by organising words and making their meanings visual and concrete. These techniques are also suitable for presenting and revising collocations.

6) Creating mental images by drawing diagrams, illustrations of meaning etc.

7) Personalisation

Personalisation makes the learning material psychologically 'real'. It can be achieved by giving personal examples, i.e.by relating a word to real events or personal experience, etc.

8) Tasks for word identification

The aim of these tasks is to get learners to pay attention to specific lexical items and to recognise their form.

Concrete examples are finding words in a text, working on a 'word snake' puzzle, solving anagrams, etc.

9) Tasks for recalling words from memory

Activating knowledge, i.e. an attempt to recall a word's meaning with the help of the given form or vice versa, by recalling the form on the basis of given meaning, and there by enhancing memory. Therefore, the teacher should deliberately encourage recall at spaced intervals. This task may be realised through a number of activities: acting the word out, replacing the word with its synonym or antonym, giving a definition, translation, cross-word puzzles, etc. Also, reading and listening activities stimulate word identification.

10) Tasks for expansion of lexical knowledge

These are concerned with providing additional information on lexical items in order to cover as many components of lexical knowledge as possible. The activities that seem worthwhile in this respect are analysis of word formation, analysis of grammar categories and forms, highlighting collocations, etc.

11) Productive use of words

By using words in a meaningful context learners create mental links. Activities that promote productive use of vocabulary include the following: completing sentences or texts, with words offered or not, using words in sentences, conversations, stories, etc.; various games (e.g. Hangman, I spy, Bingo). All speaking and writing activities by definition include productive use of vocabulary.

12) Multiple encounters with the word

All above-listed activities can offer learners opportunities to encounter words many times and in different contexts. A variety of tasks and multiple encounters of a word ensure a more systematic coverage of various aspects of lexical knowledge and enable learners to build up an adequate lexical knowledge and consolidate it in long-term memory.

1.7.5 Memory

1.7.5.1 Definition of Memory

Memory is the same as long-term memory or the ability to remember things in detail after a long period of time (Frey,2001:3). Most of us can remember the details of what we did yesterday but we have a difficult time recalling the details of what we did two weeks ago.

Memory is a specific phenomenon in which people can remember, usually for a very short time, perfectly and exactly anything they have seen (Buzan, 1986:15). Memory plays an important role in learning a new language. Thus, the sort of remembering has a place too.

Memory is directs behavior via the process of retrieving information (Byrne, 2008:5). The key to memory is to increase our ability to move our experiences from our short-term memory into our long-term memory.

Memory can be conclude as process of retrieving information or people can remember any information, we store ideas in our mind on a short-term or long-term store; our aim in language learning is to move things into our long-term memory, ready to use.

1.7.5.2 The Rules of Memory

According to (Buzan, 1986:40), there are the rules will be mentioned. In order to remember well that are:

1) Colour

The more colours you use, and the more vivid they are, the better. Using colour alone can improve your memory by as much as 50 per cent.

2) Imagination

Your imagination is the powerhouse of your memory. The more vividly you can imagine, the more easily you will remember. Sub-areas within imagination include the following:

a. Expansion : the more gigantic and enormous you can make your mental images, the better.

b. Contraction : if you can clearly imagine your picture as extremely tiny, you will remember it well,

c. Absurdity : the more ridiculous, zany and absurd your mental images are, the more they will be outstanding and thus the more they will be remembered.

3) Rhythm

The more rhythm and variation of rhythm in your mental picture, the more that picture will weave itself into your memory.

4) Movement

As often as possible, try to make your mental images move. Moving objects are usually remembered better than still ones.

5) The Senses:
   o Tasting
   o Touching
   o Smelling
   o Seeing
   o Hearing

   The more you can involve all your senses in your memory image, the more you will remember it. For example, if you have to remember that you have to buy bananas, you stand a far better chance of not forgetting your task if you can actually imagine smelling a banana as you touch it with your hands, bite into it with your mouth and taste it, see it as it is approaching your face, and hear yourself munching it.

6) Sex

   Sex is one of our strongest drives, and if you apply this aspect of yourself to your magnificent daydreaming ability, your memory will improve.

7) Sequencing and Ordering

   Imagination alone is not enough for memory. In order to function well, your mind needs order and sequence. This helps it to categorise and structure things in such a way as to make them more easily accessible, much in the same way as an ordered filing system allows easier retrieval of information than if that same information were simply dumped randomly on the floor.

8) Number

To make ordering and sequencing easier, it is often advisable to use numbers. Many of the memory systems throughout this book will teach you simple and advanced methods for memorising using number aids in different ways.

9) Dimension

Use your right-brain ability to see your memory images in 3-D.

1.7.5.3 Working Memory

Working memory is an important cortical construct that can be described in many ways. It has been identified as the translator between sensory input and long-term memory, the cognitive difference between a baby who is bound by external stimuli and a toddler who becomes dictatorial about his or her likes and dislikes (Dehn, 2008). It is rehearsal, images, inner speech, emotion, attention, emotion, attention, and the stuff of how an individual develops preferences.

Working memory is a term for the type of memory used to hold information for short periods of time while it is being manipulat (Baddeley, 2001). What is known about working memory has significant implications for cognitive functioning and, in particular, for academic learning.Yet many psychologists and educators do not fully appreciate the multidimensional nature of working memory and the critical roles it plays in cognitive functioning and learning. Also, they are not fully aware of the measurement options and evidence-based interventions for working memory deficiencies.

Consequently, it is not surprising that psychologists seldom test memory in a direct or comprehensive manner when children and adolescents are referred for learning difficulties, despite the likelihood that a working memory deficit is underlying the child's learning problems. From my perspective, learners of all ages will benefit if educators, psychologists, and related professionals acquire abetter understanding of working memory and its relationship with learning, as well as develop more expertise in working memory assessment and intervention.

1.7.5.4 Short Term Memory

Short-term memory (or short-term storage; the two are often used interchangeably) refers to retention of information in a system after information has been categorized and reached consciousness (Menzel & Byrne, 2008:17). In fact, contents of short-term memory are sometimes equated with the information of which a person is consciously aware. Information can be continuall processed in short-term storage (e.g., via rehearsal or subvocal repetition). If a person is distracted, information is rapidly lost from this store.

Nearly all measures of short-term and working memory developed to date involve the measurement of span. In general, memory span is defined as the maximum amount of sequential information an individual can remember accurately (Gathercole, 1999). In measurement, span is the number of items the examinee can recall after a short interval; usually, the items must be recalled in serial order. A span procedure typically begins with only one or two items to remember. When the individual responds correctly to enough trials at a given level, the amount of material to be remembered is increased, usually by one item at a time. Short-

term memory span is the number of items retained when no concurrent processing is required, whereas working memory span is the number of items recalled after processing the same or other information (Dehn,2008). Span activities can be classified as either simple span or complex span. Simple span is presumed to measure short-term memory, whereas complex span is considered a measure of working memory. Measures of simple span require only the passive retention of information. Examples of simple-span tasks include the serial recall of letters, digits, words, or non words.

1.7.5.5 Long Term Working Memory

Long-term working memory extends the concept of working memory to account for a person's ability to readily access and utilize information stored in long term memory (Menzel & Byrne, 2008:18). The concept of long-term working memory is particularly useful in explaining how skilled readers have the ability to easily read and comprehend texts.

In contrast to the limited, fixed capacity of short term working memory, the capacity of long-term term working memory is assumed to be flexible and may even be expanded through training. Thus, according to Ericsson and Kintsch (1995), long-term working memory is not a general cognitive ability, but rather a specialized ability that is acquired through the development of expertise for specific domains of knowledge. On the other hand, long term working memory still depends upon the main tenance and utilization of a few retrieval cues in working memory that are, in turn, linked to retrieval structures stored in long-term memory.

Ericsson and Kintsch suggest that the skillful use of information held in long-term memory depends on expertise and the use of mnemonics, both of which enable indi- viduals to use long-term memory as an efficient extension of working memory. By employing a practiced mnemonic, individuals can quickly encode incoming informa- tion into long-term memory while attaching retrieval cues that are maintained in short-term memory. During recall the retrieval cues activate the relevant long-term information, which is usually stored in schematic form, giving the appearance of a working memory with super capacity.

1.8 Previous Study

Looking at the previous study, that has related to this research, in Aureli (2011) with the title *" The Keyword Method: A Study of Vocabulary Acquisition in Fifth Grade"* This research is students study with keyword method. Understanding vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension. The purpose of this study is to expand vocabulary acquisition in short and long term memory. Extensive research has proven the Keyword Method to be an effective teaching tool. It increases concreteness and meaningfulness of newly obtained information, and the Keyword Method connects recently learned information to prior knowledge which has already been stored.

Second is research by (Tabatabaei, 2011) published by Islamic Azad University, Najaf Abad, Iran. The title is "*Using Similarity in Form between LI-L2 Vocabulary Items (Keyword Method / Linguistic Mnemonics) in L2 Vocabulary Instruction*" This research Present study aimed to investigate the effects of keyword method instruction on developing the vocabulary knowledge of Iranian EFL learners. To this end, 77 intermediate-level male and female students of English (in four groups, two experimental and two control groups) were selected using Oxford Placement Test (Allan, 2004). The duration of the

instructional program was 3 sessions for all experimental and control groups. At first An L1 or L2 word that has acoustic similarity to the target word is selected by the learner to play a role as the key word. In the second step the learner is demanded to make an association between the target word and the keyword. Finally he is asked to create a mental picture of the combination of the keyword and the target word. A vocabulary pretest was designed and administered to the participants one week prior to the study. Then, immediately after the teaching phase they received an equivalent version of the vocabulary pretest called "vocabulary immediate recall posttest". Finally, for measuring long-term vocabulary recall of words learned through keyword method, two weeks after the termination of the treatment, the immediate posttest was administered again. The results of paired and independent samples t tests indicated that students in experimental groups who received keyword method instruction,obtained significantly higher scores on the two post tests (immediate and delayed recall posttests) than did the students in the control groups and females outperformed males in both cases. The results of the study bear pedagogical implications for EFL teachers and learners.

The last is research by (Atkinson and Raugh, 1974) The title is "*An Application of the Mnemonic Keyword Method Method to the Acquisition of A Russian Vocabulary*" This research about An experiment is reported evaluating the effectiveness of a mnemonic procedure, called the keyword method, for learning a foreign language vocabulary. The method divides the study of a vocabulary item into two stages. The first stage requires ~ to associate the spoken foreign word to an English word (the keyword) that sounds like some part of the foreign word; the second stage requires ~ to form a mental image or picture of the keyword "interacting" with the English translation. Thus, the keyword method can be described as a chain of two links connecting a foreign word to its English translation through the mediation of a keyword: the foreign word is linked to a keyword by a similarity in sound (acoustic link), and the keyword is linked to the English translation by a mental image (imagery link). The experiment reported

here compared the keyword method with an unconstrained control procedure using Russian vocabulary. On all measures the keyword method proved to be highly effective, yielding for the most critical test a score of 72% correct for the keyword group compared to 46% for the control group.

The previous studies in above have the different each other, the first thesis focus on how the students understand vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension, the second thesis focus on investigate the effects of keyword method instruction on developing the vocabulary knowledge of Iranian EFL learners and the third thesis evaluating the effectiveness of a mnemonic procedure, called the keyword method, for learning a foreign language vocabulary. My thesis focus on how the implementation the keyword method in learning English vocabulary.

1.9 The Methodology of Research

The purpose of the research is to analyze The implementation of Keyword Method in Learning English Vocabulary of "Shopping Advertisement" at *The First Grade of SMP N 2 Kapetakan Kabupaten Cirebon.*

1.9.1 The Place and Time of the Research

The place of the research is SMP N 2 Kapetakan and the time is one month (on April 13 – May 13 2015).

1.9.2 The Method of the Research

The method of the research is qualitative research. Dawson (2007:15-16 as cited in Aisyah, 2004) states qualitative research explores attitudes, behavior and experiences through such methods as interview or focus group. It attempts to get an in depth opinion from participants. Fraenkel, et al, states (1932:426-427 as cited in Aisyah, 2004) that the characteristic of qualitative research are:

1) The natural setting is direct source of data and the researcher is the key instrument in qualitative research.

2) Qualitative data are collected in the form of words or pictures rather than numbers.

3) Qualitative researcher are concerned with process as well as product

4) Qualitative researcher tend to analyze their data inductively

5) How people make sense out of their lives is a major concern to qualitative researcher.

It means that qualitative research that the human investigation the primary instrument for the gathering and analyzing of data and the meaning is very important to the result of data more than generalization.

The researcher uses the method of interview to explores the student's experience and reseacher also collect the qualitative data in the form of words or pictures, after that all of the data analyzed.

1.9.3 The Source and Type of Data

The In this research, the researcher uses both primary data and secondary data research.

1.9.3.1 Primary data source

Primary data source of this research is to analyzed of the implementation keyword method in learning English vocabulary. Kothari stated (2004:95) that the primary data are those which are collected afresh and for the first time and thus happen to be original in character. The secondary data, on the other hand are those which have sources are original documents (Correspondence, diaries, report, etc).already been collected by someone else and which have already been passed through the statistical process.

1.9.3.2 Secondary data source

The researcher also uses another data source to get deeper understanding that dealing with the field of the research. It related to the field of literature and theory of Communication. The secondary data source are acquired in the form of book, journals, internet, article and so on.

1.9.4 The Instrument of the Research

The instrument of the research is qualitative research. The researcher is a key in this qualitative research who analyze the investigation data by using own words and connecting with the relate theory. According to Moleong (2007:34) The instrument of this study is the researcher herself with her knowledge and other references which is related to the study.The instrument of this research is the writer his self. According to Thomson (2003:453) said that qualitative studies is the human investigation the primary instrument for gathering and analyzing of data.

There are three kinds of instruments involved in this research, that is; (1) deep observation, (2) deep interview, and (3) document analysis. From the three instruments, the first step of the researcher is observe the school, the second is interview with teachers and students that have relation in this research and the last is analyze the documents.

1.9.5   The Technique of Collecting Data

The researcher uses three kinds of technique of collecting data involved in this research namely deep observation, deep interview and document analysis

1.9.5.1   Deep Observation

Preliminary observation is conducted in the beginning, to identify the objective condition. The researcher believes that through observation can check and control validity and reliability Kothari (2004: 96). Also to ease the investigation, Tayie (2005: 94) states "the overall goal of data analysis in field observation is to arriver at a general understanding if the pehnomenon under study. In this regard, the obserer has the advantage of flexibility."

In this study, the position of researcher is observer as non participant, in which he can experience what the member's group experience (Kothari, 2004: 96) and get involved such the member partially however more tends to be observer (Alwasilah, 2012: 173). Then, deep investigations follow afterward to dig up the problem and its other aspects or possibilities. The researcher captures the environment in the research field, by taking note, records, and reports.

1.9.5.2   Deep Interview

The technique that is quite important to do in collecting data is through interview. The researcher tends to chooses it for digging over some information, and need to know whole possibility of issues which existed in the field of research. Tayie (2005: 14), states that qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups. This technique is considered suitable for this study. As Kothari (2004: 97-98) suggests collecting data interview in which involving presentation of oral-verbal resposes, can be conducted also through personal interviews (on face to face) and telephone interviews. It is to overcome the other possibility to unpresented-respondents.

There are three types of interview that is; unstructured interviews, semi-structured interviews, and structured-interviews. In this case, the researcher takes semi-structured interviews to enhance the further information.that researcher usually prepare a list of the questions to be asked but allow themselves the opportunity to probe beyond the protocol (Lodico et. al, 2006 : 124). The interview is needed because the resercher wants to gather information from the teacher deeply about his teaching English vocabulary and if the researcher interview students, a number of them is too much to be interviewed and the researcher has gained the students' comment or opinions about the learning keyword method.

1.9.5.3 Document Analysis

Document analysis can be written of written of text based artifacts (textbook, novels, newspapers, transcripts, birth certificates, letters, etc). It is describes documents in four categories: (1)public records, (2)personal document, (3)physical materials, (4)researcher-generated documents.

1.9.6 The Technique of Analysis Data

"Data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information" (Fraenkel, et al, 2012:436 as cited in Aisyah, 2004). The researcher will reduce the data firstly. Only the data that can significantly contribute to the research problems the researcher will take from the recorded data.

Creswell (2007) describes the data analysis spiral. Once data are collected, they must be organized and managed. The researcher must become engaged with the data through reading and reflecting. Then data must be described, classified, and interpreted. Finally, the researcher

represents or visualizes the data for others. Data analysis spiral consist of (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

1.9.7 Steps in Conducting of the Research

There are five basic steps in conducting of the research (Sukmadinata, 2009:114-115):

1) Planning

Before doing research, the researcher planed the scope and limitation of the problem there are only limit to the explanation of learning vocabulary, definition, implementation, strengths and weaknesses of keyword method . It is done to minimize a bias and intervention other factors in this research. Then, the researcher makes any description of research field and search data source such as the result of interview and observation process as the primary data and supported with the other references as the secondary data.

2) Pre Data Collection

This step involves a good adaptation and relationship between researcher and informant (data source), the researcher firstly come to the each school for manage permission to each principal of the school and also with the English teacher as the respondent of the research, it can be reflected from the people who involve in this research. They are teachers and school environment. It is for pre collecting data about research field and early considerations.

One of important activities is doing informal interview with some informants there. We can make brief conversation that relates to research plan we will get useful data to be guideline for doing

research. The researcher believes that this step will minimize problems faced and make structured research. The interview process involved three categories school, school learning English vocabulary, Implement keyword method.

3) Basic Data Collection

This step is continuing step. Here, after obtaining all data needed the researcher can start to collect data more deeply through interview and simple description (observation). Because the writer after doing the second step can see, hear and feel about research, then he can start to analyze data from data existed. The researcher begins with the make worksheet to collect data result from interview and observation process systematically.

4) Post Data Collection

Collecting and analyzing data and when the researcher leaves the research field and she does not collect any data anymore. she stops to collect data when he feels enough to obtain any information needed and does not find any new data. In this step, the researcher only ensures that all data have been collected and analyzed completely. This steps is time to the researcher begins her work to arrange all of the data which was collected to the next chapter discussion.

5) Completion

This step can be said as perfection step. It means all data have been tidily collected then he should have organized all. Then, he can start to organize research findings by using data analysis.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Keyword method has been proven to effective many times. Comprehension improves when the students know what the words mean. Vocabulary development should never be overestimated. Since words are the currency of communication, listening, speaking, reading, and writing are all affected equally by vocabulary development. Words are the tools we use to access our background knowledge, express ideas, and learn about new concepts. Students' word knowledge is strongly linked to academic success. Comprehension is far more than recognizing words and remembering their meanings. Comprehension is almost impossible if the reader does not know the meanings of a sufficient proportion of the words. The keyword method allows students to connect new vocabulary words with words that they already know and can easily remember. The students also choose pictures to connect with the new vocabulary. The keyword method can be used as a study skill in any school subject.

1. Implementing keyword method, Researcher finds most of students can remember well when using keyword method. Recoding, Students can find a particular one by following a trail of linked codes. The second relating students can increase the association by forming a visual image or drawing picture in which the keyword and the meaning of vocabulary word are interacting. And the last retrieving students can recall the meaning when being presented with the foreign language word. The problem to be considered is whether items learned using the keyword method take longer to be recalled. Once an item has been thoroughly learned, it comes to mind immediately, and rarely is the subject aware of the related keyword unless makes a conscious effort to recall it. Research findings make keyword method. Researcher finds G1, G2, G3, G4, G5, G6, G7 and G8 in making

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keyword method. Most of keywords which they make are not similar sounding. But there are some keywords which have similar sounding. The problem is the explanation of the teacher is clear and carefully but the teacher is very fast in the explanation and more spirit. It can make students left the material. All of students can't accept this method because there some students who are lazy, so they have the difficulties to follow the learning. The keyword method is not always the best method of learning particular words. Skilled students may be best to use the keyword method selectively, for particularly difficult words. The keyword method requires individual instruction and practice, to use effectively. Researcher finds G1, G3, G4, G6, G7 and G8 in making picture. They can make an interactive mental image to create strong visual link between the keyword and its meaning. Researcher finds G2 and G5 in making picture. They can't make an interactive mental image. The keyword and its meaning just stand next to each other. The association of the two pictures can produce results that are significantly better than control condition, even when they are not interacting with each other.

2. As the interviewed result that, students with learning disabilities become increasingly challenged with learning and retaining material from the general education curriculum. Understanding vocabulary words and how they relate to other ideas and concepts greatly impacts and influences reading comprehension. The research has proven the keyword method to be an effective teaching tool. It increases concreteness and meaningfulness of newly obtained information and, the keyword method connects recently learned information to prior knowledge which has already been stored. On the other hand, there are still weaknesses with using the keyword method. There is a chance that students may get confused while using the keyword method because each student learns in a different way and not all teaching tools may work the same. One student may be more confused when

connecting a 'keyword' to a vocabulary word and accidentally recall the 'keyword' and forget the definition, while another student may remember easier when using a 'keyword' to jog his or her memory. Every student learns differently, especially when you are teaching special education.

3. Teacher efforts' to overcome the problem of weaknesses keyword method. Students and teachers need to work together so students can obtain the maximum academic benefit from mnemonic strategies. The whole point of using mnemonics like the keyword method is to enhance the recall of information from any lesson for which memory is needed. If the keyword that the teacher has selected does not have a connection with the student's prior knowledge, then the student may have even more difficulty with remembering the definition of the term. The student may need the freedom to choose his or her own keywords when studying the vocabulary. The students will not remember something that they did not pay attention to in the first place. Teachers should review what was taught and check for understanding. It is also important to evaluate the use of the keyword method. Evaluating is an important step in determining the effectiveness of any intervention. Data collection can help in determining whether the strategy was effective. It would also be beneficial to the student to share the intervention strategy data. The student can further determine which subjects the mnemonic strategy can be used for and how exactly it is affecting his or her progress.

5.2 Suggestion

Finally, the researcher has finished in analyze about the implementation of keyword method in learning English vocabulary. Keyword method has been especially pushed as an effective strategy for learning foreign vocabulary. Keyword method has been proven to effective many times. Comprehension improves when the students know what the words mean. Vocabulary development should never be overestimated. Since words are the currency of

communication, listening, speaking, reading, and writing are all affected equally by vocabulary development. Words are the tools we use to access our background knowledge, express ideas, and learn about new concepts. Students' word knowledge is strongly linked to academic success. Comprehension is far more than recognizing words and remembering their meanings. Comprehension is almost impossible if the reader does not know the meanings of a sufficient proportion of the words.

The researcher hopes there are some aspects which give attention both of teacher and students as follows:

1. Language must be taught with the creative, innovative, efficient method especially in learning vocabulary, because the vocabulary is part of language. If someone has the rich vocabulary so he or she can understand the language well.

2. Implementing keyword method is good for learning English vocabulary. Teacher and students can use it in the other material about vocabulary. On other hand, keyword method has the disadvantage that is when making keyword method students need long time.

3. The learners must have good motivation and concentration to follow the learning because it can help them to understand the material.

4. Students can be memorizing better than before because they can use keyword method correctly.

So, this is important for the teacher to know any method for learning, because it can help the learning process become easy, enjoy and fun. Students more spirit to follow the learning. The material will be easy to catch the students.

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