THE USE OF SPIDERGRAM TO IMPROVE THE VII D STUDENTS’ VOCABULARY ACHIEVEMENT AT SMP AL IRSYAD BANYUWANGI IN THE 2011/2012 ACADEMIC YEAR

THESIS

By:
ANA ZULFIA
050210401167

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012
THE USE OF SPIDERGRAM TO IMPROVE THE VII D STUDENTS’ VOCABULARY ACHIEVEMENT AT SMP AL IRSYAD BANYUWANGI

IN THE 2011/2012 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain S1 Degree of the English Education Program of the Language and Arts Education Department of Faculty of Teacher Training and Education
Jember University

By:
ANA ZULFIA
050210401167

ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012
CONSULTANTS APPROVAL SHEET

THE USE OF SPIDERGRAM TO IMPROVE THE VII D STUDENTS’ VOCABULARY ACHIEVEMENT AT SMP AL IRSYAD BANYUWANGI IN 2011/2012 ACADEMIC YEAR

THESIS

Composed to Fulfill One of the Requirements to Obtain the S-1 Degree
At the English Education Program, Language & Arts Education Department,
Faculty of Teacher Training and Education,
Jember University

Name : Ana Zulfia
Place / Date of Birth : Banyuwangi, December 11th, 1987
NIM : 050210401167
Program : English Education Program
Department : Language and Arts
Faculty : Teacher Training and Education

Approved by:

Consultant I
Dra. Siti Sundari, M.A.
NIP. 195812161988022001

Consultant II
Drs. Bambang Subarjito, M.Ed
NIP. 19611025 198902 1 004
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date: October, 29th 2012
Place: The Faculty of Teacher Training and Education, Jember University.

The Committee

The Chairperson          The Secretary

Dr. Aan Erlyana F.,M.Pd    Drs. Bambang Suharjito, M. Ed
NIP. 19630616 198802 1 001   NIP. 19611025 198902 1 004

The Members

    NIP. 19501017 198503 2 001
    NIP. 195812161988022001

The Dean,
Faculty of Teacher Training and Education

Prof. Dr. SUNARDI, M.Pd
NIP. 19540501 198303 1 005
MOTTO

“What words say does not last, the words last. Because words are always the same, what they say is never the same”

--Antonio Porchia--
DEDICATION

I dedicate this thesis to:

1. My beloved parents, my father Yusuf and my mother Faridah, for all the strength you give to me.

2. My husband, Nayief, for the patience he has. My daughters, Keys and Kayyis, for my inspirations.

3. My almamater, for the experiences I have got.
ACKNOWLEDGEMENT

Thanks to Allah Almighty for the guidance and mercy, so that I can finish the thesis entitled “The Use of Spidergram to Improve the VII D Students’ Vocabulary Achievement at SMP Al Irsyad Banyuwangi in the 2011/2012 Academic Year”.

Related to the appreciation for this thesis, I would like also to express my appreciation and my sincere thanks to the following people and institution:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English Education Program
4. The first and second consultants, Dra. Siti Sundari, M.A and Drs. Bambang Suharjito, M.Ed, who have given me guidance and helped me in finishing this thesis. Their willingness in guiding and their suggestions are highly appreciated.
5. The Academic Supervisor, Dra. Made Adi Andayani T., M.Ed
6. The Principal of SMP Al Irsyad Banyuwangi Drs. Ali Bakrisuk, who gave me permission in conducting my research, the English teacher Bagus Prisgunanto S.Pd and the seventh grade students in the 2011/2012 academic year who have helped me in obtaining the research data and gave me support so that I could finish this research.

I do realize that this thesis still have some weaknesses. Therefore, I really hope there will be some suggestions from the readers to make this thesis well improved. I also hope that this thesis can be useful for the readers later.

Jember, October, 18th 2012

The writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER 1. INTRODUCTION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The Background of The Research</td>
<td>1</td>
</tr>
<tr>
<td>1.2 The Research Problems</td>
<td>4</td>
</tr>
<tr>
<td>1.3 The Objectives of the Research</td>
<td>4</td>
</tr>
<tr>
<td>1.4 The Research Significance</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 2. REVIEW OF RELATED LITERATURE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The Meanings of Vocabulary</td>
<td>6</td>
</tr>
<tr>
<td>2.2 The Students’ Vocabulary Achievement</td>
<td>7</td>
</tr>
<tr>
<td>2.3 The Role of Vocabulary in English Teaching</td>
<td>8</td>
</tr>
<tr>
<td>2.4 The Types of Vocabulary</td>
<td>9</td>
</tr>
<tr>
<td>2.5 Spidergram</td>
<td>12</td>
</tr>
<tr>
<td>2.5.1 The Term of Spidergram</td>
<td>12</td>
</tr>
<tr>
<td>2.5.2 The Genres of Spidergram</td>
<td>14</td>
</tr>
<tr>
<td>2.6 Procedure Text</td>
<td>15</td>
</tr>
<tr>
<td>2.7 The Procedure of Teaching Spidergram</td>
<td>16</td>
</tr>
<tr>
<td>2.8 The Advantages and Disadvantage of Using Spidergram</td>
<td>17</td>
</tr>
<tr>
<td>2.9 The Teaching of Vocabulary at SMP Al Irsyad Banyuwangi</td>
<td>18</td>
</tr>
<tr>
<td>2.10 The Action Hypotheses</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 3. RESEARCH METHODS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Research Design</td>
<td>20</td>
</tr>
<tr>
<td>3.2 Area Determination Method</td>
<td>22</td>
</tr>
<tr>
<td>3.3 Subject Determination Method</td>
<td>22</td>
</tr>
<tr>
<td>3.4 Operational Definitions of the Key Terms</td>
<td>24</td>
</tr>
<tr>
<td>3.5 Data Collection Method</td>
<td>24</td>
</tr>
<tr>
<td>3.5.1 Vocabulary Achievement Test</td>
<td>24</td>
</tr>
<tr>
<td>3.5.2 Observation</td>
<td>25</td>
</tr>
<tr>
<td>3.5.3 Interview</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION ..........31
4.1 The Results of the Action in Cycle 1 ..................................................31
4.1.1 The Result of the Planning in Cycle 1 ...........................................31
4.1.2 The Result of Implementation in Cycle 1 ......................................30
4.1.2 The Result of Observation in Cycle 1 ...........................................32
4.1.3 The Result of Students’ Vocabulary Test in Cycle 1 .......................33
4.1.4 The Results of Reflection in Cycle 1 ..................................................34
4.2 The Results of the Action in Cycle 2 ..................................................36
4.2.1 The Result of Planning in Cycle 1 ..................................................36
4.2.2 The result of the implementation in cycle 1 ....................................37
4.2.3 The Result of Observation in Cycle 2 ...........................................38
4.2.4 The Result of Vocabulary Test in Cycle 2 ......................................38
4.3 Reflection ..................................................39
4.4 Discussion ..................................................40

CHAPTER V. CONCLUSIONS AND SUGGESTIONS .........................43
5.1 Conclusions ..................................................43
5.2 Suggesteds ..................................................43

REFERENCES.................................................................45
APPENDICES

1. Matrix
2. Lesson Plan 1 of Cycle 1
3. Lesson Plan 2 of Cycle 1
4. The Students’ Vocabulary Test Worksheet Cycle 1
5. Lesson Plan 1 of Cycle 2
6. Lesson Plan 2 of Cycle 2
7. The Students’ Vocabulary Test Worksheet Cycle 2
8. Observation Checklist
9. The Result of Observation Checklist in Cycle 1
10. The Result of Observation Checklist in Cycle 2
11. The Result of Vocabulary Test of Cycle 1
12. The Result of Vocabulary Test of Cycle 2
13. Interview Guide
14. The student name list
15. The Vocabulary tests results in cycle 1
16. The students’ spidergram sheets in cycle 1
17. The Vocabulary test results in cycle 2
18. The students’ spidergram sheets in cycle 2
SUMMARY

The Use of Spidergram to Improve the VII D Students’ Vocabulary Achievement at SMP Al Irsyad Banyuwangi in the 2011/2012 Academic Year; Ana Zulfia; 050210401167; 41 pages; English Education Program Faculty of Teacher Training and Education University of Jember; 1. Dra. Siti Sundari, M.A, 2. Drs. Bambang Suherjito, M.Ed.

This research was a classroom action research. It was intended to improve the seventh year students’ vocabulary achievement. The research subject was the students of class VII D. The research subjects were chosen because most of the students got less than 70 in vocabulary, in which 70 was the standard minimum requirement (KKM/Kriteria Ketuntasan Minimal). They had difficulties in class. The students of VII D had problems in categorized whether a word is noun, verb, adjectives or adverbs.

This classroom action research was conducted in two cycles in which each cycle covered the planning of the action, the implementation of the action, observation and evaluation, data analysis, and the reflection of the action. This research used observation and vocabulary test as the primary data collection methods. Observation was used to observe the students’ participation during the teaching learning process of vocabulary by using Spidergram. Vocabulary test was used for measuring the students’ vocabulary achievement after they were taught in the actions. The test materials covered two area of large vocabulary which was nouns and verbs.

The classroom action research was successful if 70% of research subjects taking the test get score 70 as the minimum score (SKM/Standar Kelulusan Minimal), and if 75% students are active in the vocabulary teaching learning by using spidergram. In Cycle 1, the result of the vocabulary test showed that there were only 11 students who got score ≥70. In other words, the percentage of the students who got scores at least 70 in Cycle 1 was 52.4% of 21 students. The mean score was 67.6, in the other hand, the result of observation showed that there was 76.2% of the students who were active in the teaching learning process of vocabulary by using spidergram. In conclusion, Cycle 1 was failed to achieve the targeted minimum requirement of the vocabulary mean score, but had improve the students’ active participation. Still, it had to be continued to the Cycle 2.

In Cycle 2, the result of the vocabulary test showed 71.4% of the students got score ≥70. The mean score improved from 67.6 in Cycle 1 to 71.4 in Cycle 2. The result of observation
also showed a significant improvement that there were 88.1% of students were categorized as active students. Most of the students took part actively in the vocabulary using spidergram teaching learning process. Based on the results both of the vocabulary test and the observation in Cycle 2, it could be concluded that it had already achieved the objective of the research. Therefore, the research stopped in Cycle 2. It means that the action of teaching vocabulary by using spidergram could improve the students’ vocabulary achievement.