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

THESIS

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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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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
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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.

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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

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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 Suharjito, 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 Cycle1 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.

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