



**IMPROVING THE TENTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT
BY USING SPIDERGRAMS AT SMK TRUNOJOYO JEMBER
IN THE 2013/2014 ACADEMIC YEAR**

THESIS

*Presented as the requirement to obtain the degree of S1 at the English Education Program,
Language Arts Education Department, the Faculty of Teaching Training and Education,
Jember University*

Written by:

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**ENGLISH EDUCATION PROGRAM
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JEMBER UNIVERSITY
2013**

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I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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JEMBER UNIVERSITY
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DEDICATION:

This thesis is honorably dedicated to:

My beloved husband (Muhammad Ali Imron, S.Pd.), my beloved parents, my beloved brothers and sisters and my little princess (Azkiya Ramadhani Fitriatul Hasanah).

MOTTO

**Without words nothing can be conveyed, but you can say almost anything
with words. (David Wilkins)***

“Verily, with every difficulty, there is a relief”

(QS. Al – Insyiroh : 06)

*)Thornbury, S. 2002. *How to Teach Vocabulary*. Longman: Pearson Education.

CONSULTANTS' APPROVAL SHEET

IMPROVING THE TENTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT BY USING SPIDERGRAMS AT SMK TRUNOJOYO JEMBER IN THE 2013/2014 ACADEMIC YEAR

THESIS

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ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to Allah S.W.T., the Almighty, who always leads and provides blessing and guidance to me, so I can finish this thesis entitled "Improving the Tenth Year Students' Vocabulary Achievement by Using Spidergrams at SMK Trunojoyo Jember in the 2013/2014 Academic Year".

I do realize that this thesis could not be finished without help of the following person. At this occasion, I would like to express my deepest appreciation and the sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Language Education Study Program.
4. My first consultant, Dra. Musli Ariani, M.App.Ling and my second consultant Drs. Annur Rofiq, M.A., M.Sc for the guidance, advices and motivation in accomplishing this thesis.
5. My Academic Supervisor Dra. Wiwiek Eko Bindarti, M.Pd
6. The Examiners who have given me input to the completion of this thesis.
7. The Lecturers of the English Language Education Study Program.
8. The Headmaster, the English teacher and the the Tenth Year Students at SMK Trunojoyo Jember in the 2013/2014 Academic Year who had helped me willingly to involve in this research.

Finally, I do expect that this thesis will be useful either for the readers or the researcher. Finally, any constructive criticisms as well as the advice from those who really want to have this thesis to be perfect will be fully appreciated.

Jember, 29 November 2013

The Writer

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SUMMARY

Khusnul Khotimah. 2013. *Improving the Tenth Year Students' Vocabulary Achievement by Using Spidergrams at SMK Trunojoyo Jember in the 2013/2014 Academic Year*. Jember.

Thesis, English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

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Key Words : Vocabulary Achievement, Spidergrams

English as an international language plays an important role in communication around the world. Vocabulary as one of the language components is important in learning English. However, many students still find difficulties in studying vocabulary. Therefore, Spidergram as one of the English teaching techniques is needed to help students who have learning difficulty, especially in vocabulary. This Classroom Action Research was intended to improve the tenth year students' vocabulary achievement by using "Spidergram" at SMK Trunojoyo Jember in the 2013/2014 academic year. This action research was determined purposively. They were chosen because the tenth year students in that classroom still had problems in learning new vocabulary and memorizing the meanings of the words. It was proved from the average scores of the students' previous score that was 59,72 while the standard passing grade of the school was 70. This research was done in two cycles, in which each cycle covered four activities namely: the planning of the action, the implementation of the action, classroom observation, evaluation and reflection of the action. Each cycle was conducted in two meetings, in which vocabulary test was conducted in the third meeting. The data collection methods used in each cycle were classroom observation

and vocabulary test. Meanwhile, the primary data and supporting data were obtained from interview and documentation of the school.

The result of observations and vocabulary test in cycle 1 did not achieve the target requirement of the research. The result of the observation in cycle 1 showed that 23 students of 37 students (62.16%) were actively involved in the first meeting. Then, in the second meeting, there were 25 students of 37 students (67.56%) who were actively involved in the teaching learning process of vocabulary. In other words, the percentage of the student's active participation in cycle 1 had not achieved the target percentage yet. Meanwhile, the result of the students' vocabulary test done after the action in the first cycle showed that the mean score was 66,08 and only 62.16% of the students got score at least ≥ 70 . The result showed that the students' vocabulary achievement in the first cycle had not passed the target average score that was 70. Therefore, the action cycle was continued to the second cycle by revising some necessary aspects in the first cycle.

In the cycle 2 the result of observations and vocabulary test achieved the target requirement of this research. It showed that in the first meeting, there were 28 students of 37 students or 75.67% who were actively taking part of the teaching learning process. Then, 32 students of 37 students or 86.48% were active in the second meeting. The result of the students' vocabulary test also reached the target score in cycle 2. In this cycle, there were 30 students or 78.37% of the students got score ≥ 70 . It means that the teaching vocabulary by using "Spidergram" could improve the students' vocabulary achievement.

Based on the above results, it could be concluded that teaching vocabulary by using "Spidergram" was useful and good to improve the students' vocabulary achievement. Besides, it also could make the students participated actively during the English teaching and learning process at SMK Trunojoyo Jember. The students were motivated to learn new words by applying Spidergram. They enjoyed and felt comfortable, did not feel afraid of making mistakes in developing Spidergram. The students were motivated to be active in teaching learning process because Spidergram

facilitated them a new learning experience. Therefore, it is suggested to the English teacher to apply this technique in order to help students who have difficulties in learning English particularly vocabulary.