



**THE EFFECT OF USING SPIDERGRAM ON THE EIGHTH GRADE  
STUDENTS' VOCABULARY ACHIEVEMENT AT SMP NEGERI 8 JEMBER  
IN THE 2013/2014 ACADEMIC YEAR**

**THESIS**

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LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2014**



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**THESIS**

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

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2014**

## **STATEMENT OF THESIS AUTHENTICITY**

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

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, January 14<sup>th</sup> 2014

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## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Nahtim Siti Komariyah, S.Pd and Barliyan Suryanto, my brother Dimas Pramudya Putra, my dear partner Riky Prabowo, thanks for your love and support. This thesis is dedicated to you for your never-ending love.

## MOTTO

*“We live and breathe words.”*  
*(Cassandra Clare, Clockwork Prince)<sup>1</sup>*

*“Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.”*  
*(David Wilkins)<sup>2</sup>*

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<sup>1</sup> Clare, C. Clockwork Prince. Available at: <http://www.goodreads.com/quotes/tag/words>

<sup>2</sup> Thornbury, S. 2005. *How to Teach Vocabulary*. Charlbury: Bluestone Press.

**CONSULTANT APPROVAL**

**THE EFFECT OF USING SPIDERGRAM ON THE EIGHTH GRADE  
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**THESIS**

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Program of Language and Arts Department  
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## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “The Effect of Using Spidergram on the Eighth Grade Students’ Vocabulary Achievement at SMP Negeri 8 Jember in the 2013/2014 Academic Year”. In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Education Study Programs
4. The first and second consultants, Drs. I Putu Sukmaantara, M.Ed., and Eka Wahyuningsih, S.Pd, M.Pd., Thank you for spending your time and giving me suggestions and many ideas to make my thesis better.
5. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis
6. The principal and the English teachers of SMP Negeri 8 Jember for giving me an opportunity, help, and support to conduct this research
7. The eighth grade students of SMP Negeri 8 Jember in 2013/2014 academic year
8. All my friends in English Education Program 2008 level, thanks for your spirit given to me, and I will miss you all.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, January 2014

Writer



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## SUMMARY

**The Effect of Using Spidergram on the Eighth Grade Students' Vocabulary Achievement at Smp Negeri 8 Jember in the 2013/2014 Academic Year;** Attinar Yunieta Putri, 080210401033; 2014; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

English as international language is an essential language in the global exchange and interaction among people in the world. English is widely used as a major medium of people's social interaction, including education. Recently, Indonesia finally decides English as a compulsory subject that is taught to junior and senior high school students or as a local content subject for the elementary students. There are four language skills namely; listening, speaking, reading, writing, and three language components namely; grammar, vocabulary and pronunciation. Those four language skills and three language components are taught in an integrated way in teaching English as a foreign language. One of the language components which is important in English language learning is vocabulary. Students of junior high schools are required to learn those three components as a means of improving the language skills.

Many students of Junior High School have difficulties in memorizing the new vocabularies. One of the reasons is because the teacher fails to attract the students' interest in learning English vocabulary. To solve this problem, it is recommended that the English teacher select the appropriate and best technique to improve the teaching learning process especially in teaching vocabulary. One of the teaching techniques that can fulfill students' necessity in learning vocabulary is Spidergram. Spidergram is a technique for gathering and organizing vocabularies by drawing them into a diagram (Gerson and Gerson, 1997:184). Spidergram can stimulate the students' thought to find vocabularies related with the core concept, then classifying them based on the strands.

The purpose of this research was to investigate whether or not there was a significant effect of using Spidergram on the eighth grade students' vocabulary achievement at SMPN 8 Jember in the 2013/2014 academic year.

The design of this study is quasi experimental research with nonequivalent groups posttest only design. There were two kinds of data in this research, namely primary data and supporting data. The primary data dealt with the students' vocabulary scores. The scores were taken from the homogeneity test and the vocabulary post-test. Meanwhile, the interview and documentation were used to collect the supporting data.

This research was intended to know whether or not there is significant effect of using Spidergrams on students' vocabulary achievement at SMP Negeri 8 Jember in the 2013/2014 academic year. The subjects were two classes that had the closest mean were chosen as the control class and experimental class. Based on the output ANOVA, the two classes which had the closest mean score were VIII-A and VIII-B.

Based on the output of independent sample t-test by using SPSS, in the t-test column, it can be seen that the value of sig column in the first row was 0.000 and this value was less than 0.05 ( $p < 0.05$ ). Consequently, the null hypothesis which was ( $H_0$ ) formulated: "The use of Spidergram has no significant effect on eighth grade students' vocabulary achievement at SMP Negeri 8 Jember" was rejected. On the other hand, the formulated alternative hypothesis: "The use of Spidergram has a significant effect on eighth grade students' vocabulary achievement at SMP Negeri 8 Jember" was accepted

Considering the results of the vocabulary test, it was concluded that the use of Spidergram technique had a significant effect on the eighth grade students' vocabulary achievement at SMP Negeri 8 Jember in the 2013/2014 academic year. So, this technique could be used as a consideration to effective the students' ability in mastering vocabulary.