

**IMPROVING STUDENTS' VOCABULARY THROUGH SPIDERGRAM
AT THE SECOND GRADE OF SMP PMDS PUTRA PALOPO**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah and Teacher Training
Faculty of
State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd.
Degree of English Education*

By

**ALI UMAR
Reg.Num. 14.16.3.0009**

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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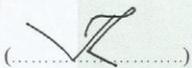
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THESIS APPROVAL

This thesis, entitled **Improving Students' Vocabulary through Spidergram at the Second Grade of SMP PMDS Putra Palopo** written by **Ali Umar, Reg. Number 14.16.3.0009**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, October 3rd 2018 M.**, coincided with **Muharram 23rd 1439 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, **October 3rd, 2018 M.**
Muharram 23rd 1439 H.

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ABSTRACT

Ali Umar , 2018, Improving Students' Vocabulary through Spidergram at the Second Grade of SMP PMDS Putra Palopo. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Wahibah, S.Ag., M.Hum as the first consultant and Amir Faqihuddin Assafari, S.Ag., M.Pd.I as the second consultant.

Key Words : Vocabulary, Spidergram Technique

This research is focus on improving students' vocabulary through spidergram at the second grade of SMP PMDS putra palopo. There are two research questions in this study: (1) Does the use of spidergram improve students' vocabulary?, and (2) How is the students' response of using spidergram in learning vocabulary?. The objective of the study was (1) To find out the effectiveness the implementation of spidergram in improving students' vocabulary, and (2) To find out the students' responses to spidergram in improve students' vocabulary.

The study was conducted at the second grade of SMP PMDS putra palopo in the academic year 2018/2019. The subject of the study was the students of eighth grade A. The number of the students were twenty. The research design that used was pre-experimental method. This research applied pre-test, treatment and post-test. The techniques which were used to collect the data were vocabulary test and questionnaire. The mean score of students in pre-test was 55,75 and in the post-test, the mean score of the students was 89.25.

From the result of the students, showed that there was significant improvement from the pre-test to the post test which analyzed by SPSS 20. From the result of the questionnaire, it shows that most of students choose *agree* in positive questions while in negative questions, students choose *disagree* in all the statements, so it can be concluded that the students like to study about vocabulary through spidergram technique. That means the use of the spidergram for improving students vocabulary is effective for the second grade of SMP PMDS putra palopo. In addition the students also give positive response to this technique.

CHAPTER I

INTRODUCTION

A. *Background*

Vocabulary is a basic need of language. Through vocabulary we can communicate idea, emotion, and desire. Word is a sign of symbols for ideas, they are the main in which people exchange their thought because many students' can not speak English and understand the text because they do not have vocabulary in their mind. Sometimes they worry to talk each other, they afraid of making mistakes. Vocabulary is important point in learning a language, because it is main part to begin our writing, speaking, reading, and listening. It makes the students easy to translate some word, into English or indonesia and also, through vocabulary we can speak fluently to other. Vocabulary is not a simple metter, because learning thousand of words and it can make the student bored.

Vocabulary is necessary to support the students in learning process in the class. Student need to learn how to memorize vocabulary easily. It will make the students feel comfortable when they are speaking, writing, reading even listening. They are backed up by many vocabulary in their mind. Students' must be able to use a lot of vocabulary of English, to make them successful in their learning process. Vocabulary is an important element in language besides pronunciation and grammar. We can not express ideas in English without learning English vocabulary. Students will find some difficulties to understand the meaning of sentences without having vocabularies. To make students' motivate and enjoyable to study vocabulary, the teacher should be creatively in delivering material. We

should use variative strategies in teaching vocabulary. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media available now. One of them is spidergram technique. Here, writer are going to do a reseach about improving students ability through spidergram.

The writer interests in improving the students' ability of SMP PMDS putra palopo because the writer found many problems of the students. It was proven from the result of students' examination in the second semester and interviewing the teacher of SMP PMDS Putra Palopo on April 5th, 2017. It shows that from 26 students in the class only 7 students who were able to pass the passing grade (KKM=75). They are as follow 82, 84, 100, 80, 82, 84 and 82. For other 19 students, they did not pass the examination so, they need a the *remedial* to get score 75.

For the result of the interview, the teacher stated that "most of student do not have enough vocabularies in previous learning process and they need method as helping media in the learning process because when I used a card to teach about verb in previous learning the student very enjoy and eager to learn". Therefore, it is necessary to develop the students' vocabulary according to the curriculum. The teacher should have a good techniques and good preparation in teaching vocabulary. English teacher are expected, to teach their students' how to learn English vocabulary easy and faster.

According to Coland Spector that there are forms of semantic mapping, such as: star diagram, spidergram, fishbone map, cluster diagrams, tree diagram,

chain diagrams, cycle diagrams, and vocabulary map graphic organizer. One of techniques can be used by teacher in teaching vocabulary is through spidergram. By spidergram, the students can improve their vocabulary, relax in doing it, also it can not make them bored. The spidergram is like a star graphic organizer with another level of detail.¹ For example, a spidergram can be used to find methods that support you in mastery some English skills (like taking notes, reading, memorizing, etc.), and investigate the factors involved in performing each of the methods. By spidergram the student must concentrate on the main topic, list the big ideas concerning the topic, and think of the attributes, qualities, functions associated with each of these ideas.

Based the description above, the researcher is going to use one technique in motivating the students' in teaching English vocabulary, that is spidergram. The purpose is make the matery more interesting and enjoyable. The writer believe that students can improve vocabulary through spidergram. Therefore, the writer is interested in doing research entitled "Improving Students' Vocabulary through Spidergram at the Second Grade of SMP PMDS Putra Palopo".

B. *Problem Statement*

Base on the background above the researcher formulates the research question as follows :

1. Does the use of spidergram improve students' vocabulary at the Second Grade of SMP PMDS Putra Palopo?

¹Coland Spector, *Enhanced Mapping*, (www.enchantedlearning.com/graphicorganizers), Accessed on April 7th 2017.

2. How is the students' response of using spidergram in learning vocabulary at the Second Grade of SMP PMDS Putra Palopo?

C. *Objective of the Research*

Relevant to problem statement, the objective of the research as follows :

1. To find out the effectiveness the implementation of spidergram in improving students' vocabulary at the Second Grade of SMP PMDS Putra Palopo.

2. To find out the students' responses to spidergram in improve students' vocabulary at the Second Grade of SMP PMDS Putra Palopo.

D. *Significance of the Research*

The Significance of this research were:

1. For teacher, this research would like to give information how to teach spidergram in improving students' vocabulary.

2. For students', it can improve students' vocabulary.

3. For other researcher, it can be a reference for the researcher as contribution to improving students' vocabulary.

E. *Scope of the Research*

The scope of the research focused on improving students' vocabulary through spidergram at the Second Grade of SMP PMDS Putra Palopo. The researcher would emphasize the vocabulary on noun, adjective, and verb.

F. *Operational Definition*

Based on the title above, the writer gave definitions as follows :

1. Vocabulary is a main component of language or a word that has meaning used by people that must be talk about words such noun, verb, or adjective in language learning.
2. Spidergram is a diagram with lines and circles that have function as a technique for gathering vocabulary and developing topic.

CHAPTER II

REVIEW OF LITERATURE

A. *Previous Study*

The researcher describes some researches which are relevant to this thesis:

1. Attina Yunieta Putri in her thesis: “The Effect of Using Spidergram on the Eighth Grade Students’ Vocabulary Achievement at SMP Negeri 8 Jember in the 2013/2014 Academic Year”. 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. The subjects were two classes that had the closest mean were chosen as the control class and experimental class. 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 *Phy* was 0.000. Considering the result of vocabulary test, it proved that Spidergram method had a significant effect on the eighth grade students’ vocabulary achievement at SMP Negeri 8 Jember 2013/2014 academic year. She suggests to use the spidergram method to improve students’ vocabularies because it has significant effect to increase the students’ vocabulary.²

2. Jannatun Naimah in her thesis: “Enriching Students’ Vocabulary in Procedure Text through Spidergram”. The objective of the study was to describe

²AttinaYunieta Putri, *The Effect of Using Spidergram on the Eighth Grade Students’ Vocabulary Achievement at SMPN 8 Jember 2013/2014 Academic Year*, (Jember: Universitas Jember, 2014).

the students participation in teaching learning and to identify the improvement of the students' vocabulary in teaching learning using Spidergram. The study was conducted at MTs Manba'ul Ilmin Nafi' Sarang Rembang in the academic year 2015/2016. The subject of the study was the students of seventh grade B. The number of the students were seventeen. The research design that was used classroom action research. The researcher conducted preliminary study, cycle I, and cycle II. The techniques which were used to collect the data are documentation, observation, and test. The researcher gave test in every cycle and assessed the test in every cycle. The result of study showed that the students' vocabulary in Procedure Text increased. In the preliminary study, the average of students' score is 57,35. In the cycle I, the average of students' score is 85,88. Then in cycle II, the average students' score is 88,82. From the result of observation checklist, it showed there was positive change on students in learning English. During implementing spidergram in learning vocabulary in procedure text, the students gave attention and participation well. The students became more active in teaching learning activity. Therefore, it can be concluded that teaching vocabulary through Spidergram can enrich student' vocabulary in procedure text.³

3. Syamsuarni in his journal: "Teaching Speaking a Recount Text by Using Spidergram Technique for Junior High School Students". He said that the

³ Jannatun Naimah, *Enriching Students' Vocabulary in Procedure Text through Spidergram at Seventh Grade of MTS Manba'ul Ilmin Nafi' Gunung Mulyo Sarang Rembang in the Academic Year of 2015/2016*, (Semarang: Universitas Islam Negeri Walisongo, 2017).

using of spidergram is the alternative method to teach speaking. Because it has positive respond from students'.⁴

The similarity of the studies above are teaching, improve students' language aspects (Vocabulary and Speaking) through Spidergram and the difference are the researchers use different way in their research, The previous research is quasi-experimental and classroom action research while the research is pre-experimental. By looking for the different and similarity from the previous study the researcher will apply spidergram technique to improve the students' vocabulary skill. It can help the students' to express their ideas and focus in their ability.

B. *The Concept of Vocabulary*

1. Definition of Vocabulary

According to Jack C. Richards and Willy A. Renandya,"vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write".⁵ It means that the first thing we have to learn English is we have to mastery the vocabulary, because with vocabulary we can learn language skill easier and will be useful for the process of achieving language teaching objectives in the other word.

Students often use repetition as an important procedure for vocabulary acquisition However, learning vocabulary by reciting words is painful and ineffective To enhance the effectiveness for recalling definitions, we should use

⁴Syamsuarni, *Teaching Speaking in Recount Text by Using Spidergram Technique for Junior High School Students*, (STIKIP PGRI West Sumatera: West Sumatera, 2014).

⁵Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.255.

additional procedures such as the keyword method. Memory strategies which were regarded as powerful mental tools have also been studied. As illustrated by Sozler, they can facilitate remembering and understanding through the use of acronyms, words and images. To enhance the effectiveness of learning, students have to be trained about memory strategies and encouraged to apply them throughout the process.⁶

Learning a language means learning its vocabularies. We use the vocabulary in communication either in spoken and written form. People try to send messages, share information and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language. Nunan states that the development of rich vocabulary is an important element in the acquisition of a second language. Teachers need more creativity in presenting it. Thus, teachers as well as learners need to have a systematic approach in teaching and learning vocabulary.⁷

According to Suyanto, "vocabulary is the words are owned by language and they give a meaning if we use that language".⁸ Vocabulary is the important subject in language learning, if we lack vocabulary will face a lot of problems.

From some definition above, the researcher concludes that vocabulary is a set of meaningful words or lexemes in a language which is known and used by people.

⁶Carol Pua at all, *Using Mind-mapping as a Tool to Teach English Vocabulary for the Elementary Students*, Ta Ku Ling Ling Ying Public School, Accessed on August 15 2018, p.2.

⁷Dila Charisma, *Asociated Words in Fostering Students' Vocabulary*, Muhammadiyah University of Cirebon. Accessed on August 15 2018, p.1.

⁸Suyanto, *English for Young Learners*, (Jakarta: PT. Bumi Aksara, 2010), p.43.

2. The Kind of Vocabulary

There many kinds of vocabulary in English. They are :

a. Base on the Characteristics of Words.

Accoding to Ruth Gairns and Stuart Redman, vocabulary divided into kinds :

- 1) Active vocabulary: refers to put items which the learners can use appropriately in speaking and writting. Active vocabulary is also called as a productive vocabulary.
- 2) Passive vocabulary: refers to language items that can be recognized and understood in the context of reading and listening. It also called as receptive vocabulary.⁹

Active vocabularies are vocabularies or the words that we use in speaking and writing, two of language skill. These vocabularies are often called as productive vocabularies because vocabulary is a fundantion need of language, we can say by good pronounce in order that our rival can understand what we mean. In case of writing we have to write by good letter in order to avoid misunderstanding from readers. To use the active vocabulary or productive vocabulary we know and be able to use grammar of the target language, we are hoped to familiar with collocation and understand the connotation meaning of the words too. This vocabulary is more prominent in the first level of a course.

Passive vocabulary is vocabulary use in two kinds of language skill that is reading and listening. Passive vocabulary refers to language items that can be

⁹Ruth Grains and Stuart Redman, *Working with Words a Guide to Teaching and Learning*, (New York: Cambridge University Press, 1986), p.65.

recognized and understand in the context of reading and listening and also called as receptive vocabulary. Passive vocabulary is more useful when the student in higher level of study such as intermediate level or advanced level.

b. Based on the Class of Words

John Read in his book, *assessing vocabulary*, mentioned two kinds of vocabulary based on its form and function, they are:

- 1) Function words: These are the words, which only have a full meaning when they are integrated with other word. It includes article, preposition, conjunction, auxiliaries, etc. Function word is also known as closed-class. It is called closed-class because it cannot be added by any component of language such as affixes. The word *the* for instance, is used for referring to somebody or something that has already been mentioned or can be understood. The meaning of *the* will be understood completely when it occurs when it occurs with other word such as *car*. Therefore, if *the* and *car* occur together, it means that *the* is used for referring to a *car* that has already been mentioned.¹⁰ Function words are prepositions, pronouns, determiners, conjunctions, and auxiliary verbs.
- 2) Content words: These are the words, which have a full meaning and provide link with in sentences. Content words are also known as lexical words. They are called content words because they carry their own meanings. In other words, they have their own independent meaning, and can occur in isolation. In addition, they have an open class system because

¹⁰John Read, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), p.115-116.

they can accept new words with the expansion of the vocabulary of the language.¹¹ They are nouns, verbs, adverbs and adjectives.

a) Nouns

A noun is the name of any word that can stand as the subject or object of any sentence. In addition, Jackson in Sukirman's book said that noun denotes things including people, animals, objects, abstract ideas, feelings, and so on.¹² Some example of noun are;

Nouns			
Nouns (people)	Nouns (thing)	Nouns (parts of body)	Nouns (places)
Student	Table	Face	Market
Teacher	Pen	Nose	Flores
Doctor	Book	Hand	School
Nurse	Car	Foot	Class

b) Verbs

English verbs are a class of English words used to; 1) describe an action such as *make*, *study*, and *write*, 2) show existence such as *be*, 3) indicates possession such have and has, or 4) designate a state of being such

¹¹Ibid., p.45.

¹²Sukirman, *English Morphology* (Makassar, 2013), p.107.

as love, have, know, and understand.¹³ So, we may glean from that verbs is what is done by someone. Some example of verbs;

Reguler Verbs		
Infinitive	Past tense	Past participle
Ask	Asked	Asked
Check	Checked	Checked
Delete	Deleted	Deleted
Enjoy	Enjoyed	Enjoyed
Help	Helped	Helped

Irreguler Verbs		
Infinitive	Past tense	Past participle
Build	Built	Built
Buy	Bought	Bought
Cut	Cut	Cut
Drink	Drank	Drunk
Fell	Felt	Felt

¹³Ibid., p.110.

c) Adjectives

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. In other words, an adjective is a word which precedes, and qualifies a noun or pronoun.¹⁴ Some examples of adjectives:

Adjective		
Young	Beautiful	Familiar
Wise	Calm	Green
Shy	Cute	Sweet
Rich	Correct	Nice
Kind	Handsome	Patient
Far	Near	Big

c. Used for Communication

S.H. Button and J. A. Humphries in A.M Zainuri, there are two kinds of vocabulary used by the people for communication, namely:

- 1) General vocabulary: it is of the words used in general. There is no limited of fields or users, terms general that the writer means is general in meaning and using.

¹⁴Ibid., p.113-114.

- 2) Special vocabulary: it is used in certain field, job, profession or special science. For example; politicians, journalist, and lawyers.¹⁵

So, no metter how many experts classify vocabulary, words are a part of language elements or language tools of communication which are used by the people.

3. The Importance of Vocabulary

Vocabulary is very important in communicating. Especially people communicating by using words. They come into contact with words. If someone wants to be able to communicate in a particular language, he should know about the language vocabulary. We will find vocabulary when we are studying the reading, pronunciation and structure of dialogue. There are always vocabulary items to be learned in all English language learning books in addition to reading, structure, dialogue and pronunciation.¹⁶

Students often use repetition as an important procedure for vocabulary acquisition. However, learning vocabulary by reciting words is painful and ineffective. To enhance the effectiveness for recalling definitions, we should use additional procedures such as the keyword method. Memory strategies which were regarded as powerful mental tools have also been studied. As illustrated by Sozler, they can facilitate remembering and understanding through the use of acronyms, words and images. To enhance the effectiveness of learning, students

¹⁵A.M Zainuri, *Vocabulary 1* (Jakarta: PT. Bumi Aksara, 2003), p.1.

¹⁶Richar and Rodger, *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 1987), p.7.

have to be trained about memory strategies and encouraged to apply them throughout the process.¹⁷

From the above statement it is clear that if students' do not have enough vocabulary, they will not understand the English text well.

4. Teaching Vocabulary

a. Aspect in Teaching Vocabulary

Vocabulary items are seen in their central role in contextualized, meaningful language. Learners are guided in spesific ways to internalize these important components in language. In teaching vocabulary, a teacher should consider some techniques as follows:

- 1) Selection of words should be based on usefulness of the students'.
- 2) If there is no special purpose, introduce variety of areas, types and styles.
- 3) The new words should be introduced in contexts.
- 4) The teaching vocabulary can be integrated to the teaching of reading.¹⁸

b. The Principles in Teaching and Learning Vocabulary

Some techniques in presenting vocabulary can be used to explain the meaning of words and the way in teaching vocabulary will depend much on individual characteristics. But the teachers have to determine the best techniques to teach of explain the meaning of words to the leaners. Teaching vocabulary to student seems to be the simple thing to do. In fact, it requires more than translating some words from one language to another language. Students' need

¹⁷Carol Pua at all, *Using Mind-mapping as a Tool to Teach English Vocabulary for the Elementary Students*, (Ta Ku Ling Ling Ying Public School, Accesed on August 15 2018), p.2.

¹⁸ Fachrurrazy, *Teaching English language Skill and Component*, (Malang: IKIP Malang,1993), p.20.

something fun and easy to access the vocabulary. In this section, some techniques to teaching and learning vocabulary are offered to facilitate students' need in accessing vocabulary.

According to Jeremy Harmer, There are seven techniques in presenting vocabulary:

- 1) Realia: One way of presenting words is to bring the thing they represent into the classroom by bring "realia" into the room. Word like postcard, pen, ball, etc.
- 2) Picture: Picture can be used to explain the meaning of vocabulary items : the teachers can bring a pictures or draw things on the board.
- 3) Mime, action, and gesture: It is often impossible to explain the meaning of words and grammar either through the use of realia or picture.
- 4) Contrast: We saw how words exist because of their sense relations and this can be used to teach meaning.
- 5) Enumeration: We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items.
- 6) Explanation: Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels.
- 7) Translation: Translation is a quick and easy way to present the meaning of words but it is not without problems.¹⁹

¹⁹Jeremy Harmer, *The Practice of English Language Teaching New Edition*, (London: Longman, 1991), p.161-162.

Simply teaching vocabulary done for 4 steps. Those are:

- a. Introduction: Teacher recognize new vocabulary with clearly, good pronunciation and use picture or real thing in the learning class.
- b. Modeling: Teacher gives an example by doing as model.
- c. Practicing: Teacher trains the students' to imitate and practice.
- d. Applying: Students' apply vocabulary in the learning speaking, writing, etc.

C. The Concept of Spidergram

1. Definition of Spidergram

Spidergram is a gram resembling a spider's body leg in which information relating to a topic is noticed down in circles joined by radiating lines to the topic a central circle containing. In short, spidergram is a diagram to represent words, ideas, task or other item linked to a central key word or idea. A spidergram or spider map (sometimes called a semantic map) is a type of graphic organizer that is used to investigate and enumerate various aspects theme or topic, helping the students to organize their thought. It looks a bit like a spider's web, hence its name. For example, a spider diagram can be used to find methods that help students study skills (like taking notes, reading, memorizing, etc), and investigate the factors involved in performing each of the methods.²⁰

According to Cambridge Advanced Learner's Dictionary defines that Spidergram is a diagram with lines and circles for organizing information. It is also a mind map. There are various examples of spidergram. The students' can make one diagram with line and circle in organizing information. Based on some

²⁰Jannatun Naimah, Loc.Cit., p.17.

explanation given above, it can be concluded that a spidergram is a diagram with lines and circles for organizing information. It is also mind map and strategy used to generate, to visualize and to classify ideas. The other names of spidergram are spider diagram or spider web. Spidegram's role:

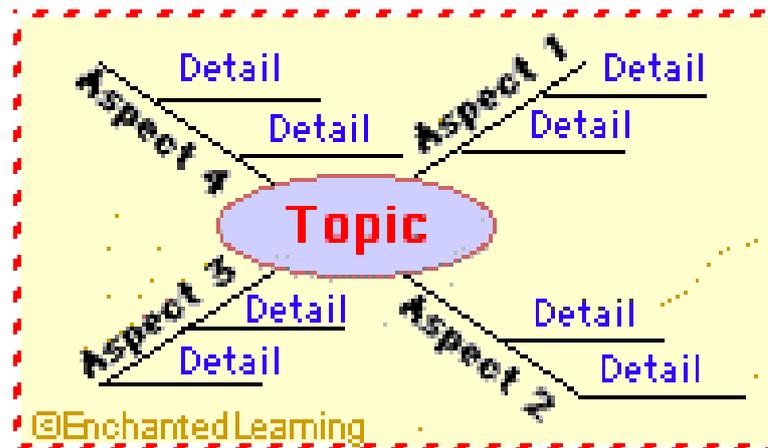
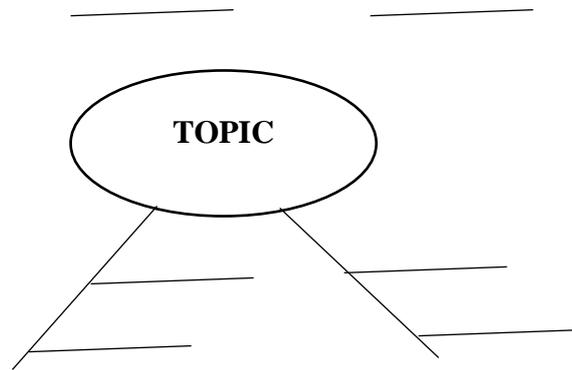


Figure Taken from (“Enchanted Learning”, 1996).

2. Kinds of Spidergram

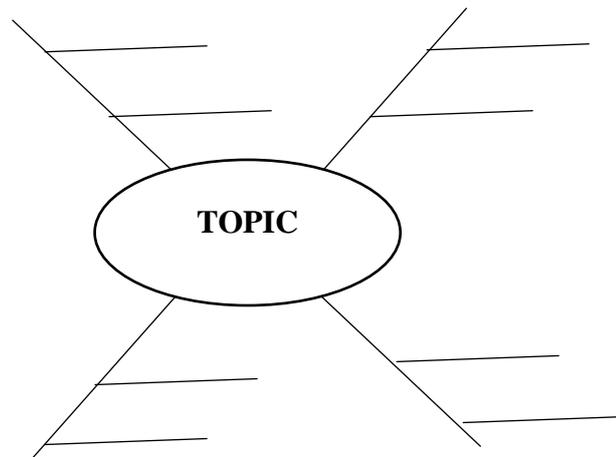
According to Ahmad Siddiq that semantic maps is an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know. It is a prewriting technique by drawing a diagram of words using lines, boxes, arrows, circles, words, and phrases to show how new words and ideas are related to the topic. Semantic mapping is a process for constructing visual displays of categories and their relationship. The forms of semantic mapping consist of: star diagram, spidergram, fishbone map, cluster diagrams, tree diagram, chain diagrams, cycle diagrams, and vocabulary map graphic organizer. Below a form of spidergram:²¹

²¹Ahmad Siddiq, *The Use of Semantic Mapping Tecnique to Improve Writing Skill in the Descriptive Text*, (FKIP UNISMA: Malang, 2014), p.9.

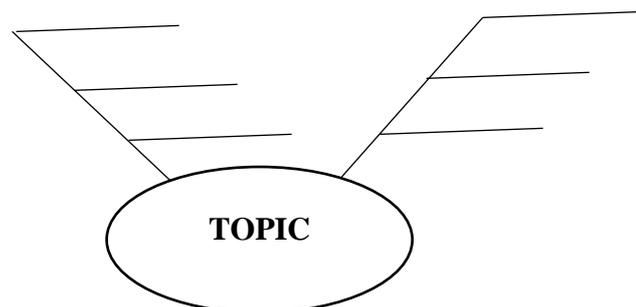


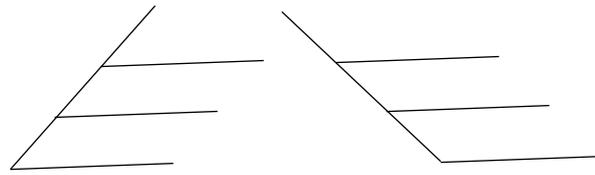
From Dila Charisma also give forms spidergram, There are three kinds of spidergram:

1. A spider diagram with four arms (with 2 levels of detail on each).

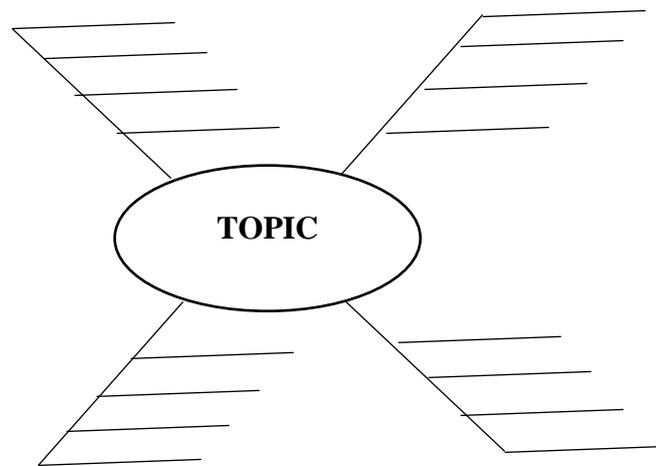


2. A spider diagram with four arms (with 3 levels of detail on each).



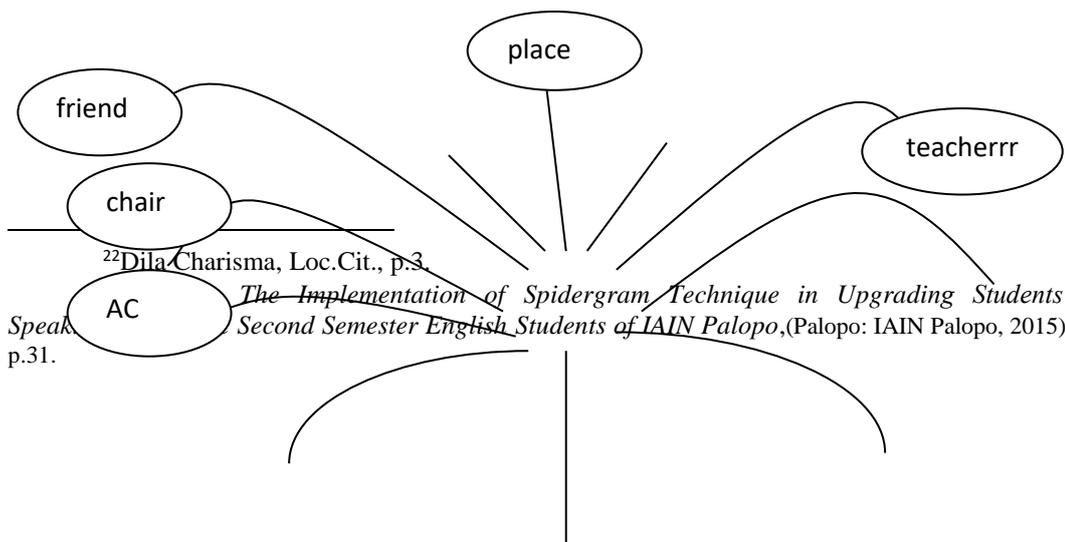


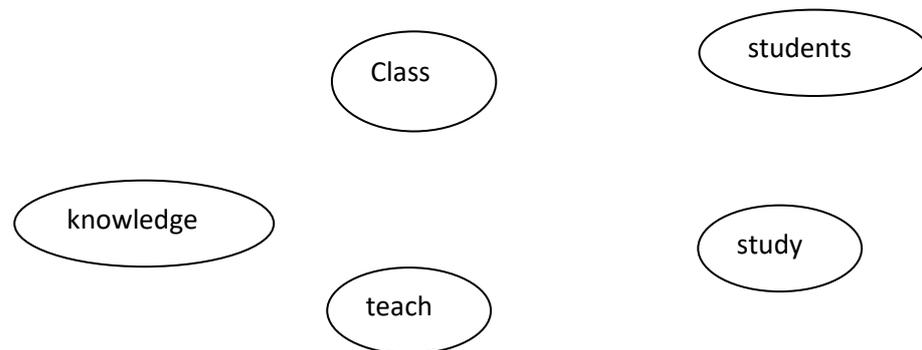
3. A spider diagram with four arms (with 4 levels of detail on each).



This organizer is frequently used to display a family tree or genealogy.²²

In addition, Yulianti give a form of spidergram with the topic class:²³





3. Teaching Procedure Using Spidergram

According to Syamsuarni in her paper, there are four procedures in teaching spidergram. They are as follows: 1) The teacher asks students' to move from usual structure of hand written note, 2) The students' start to organizing their thoughts using spidergram, 3) The teacher asks the students' to make a big step forward in improve the quality of their thinking, and 4) The students' take the position their ideas in relation their central topic.²⁴ While from the situs of "Teacher's Note", Some contains of seven procedures. They are: 1) Draw a spidergram on board or on a large sheet of paper, 2) Put a key word or phrase in the centre and ensure that everybody understands this word, ask for this word in students' home languages. 3) Any ideas, words, phrases that students can produce, prompting as necessary, 4) Write these, in categories if possible, in the surrounding circles until all ideas have been gathered, 5) Ensure that all students understand the vocabulary in the spidergram. They should be encouraged to use dictionaries, 6) Learners should create their own vocabulary page from the spidergram, either copying the one created in class, or organizing the vocabulary

²⁴Syamsuarni, Loc.Cit., p.3.

in the way that is most useful to them individually and 7) Learners should work in pairs to write on sheet of paper as much of the vocabulary as they can.²⁵

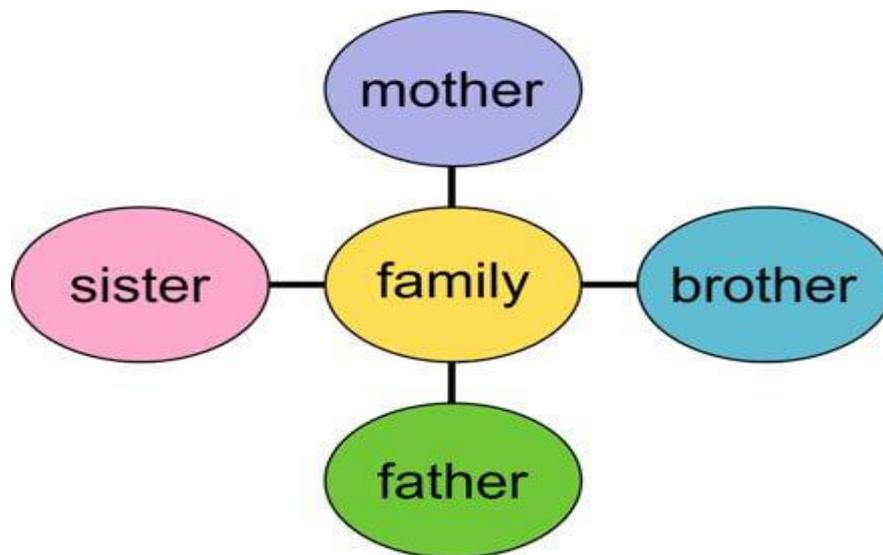
In addition, Yulianti also give the procedure of using spidergram. They are:

1) The teacher prepares the material that will be develop in spidergram, 2) The teacher should develop the material based on the context, 3) The teacher need realized the instructions are so clear and 4) The students' focus to their spidergram activity.²⁶ Other version from the www.really-learn-english.com situs, mention that there are five procedures in using the spidergram. They are as follows: 1) Write the subject in the middle of the page (for example, 'family') and draw lines coming out from it, like a spider, 2) At the end of each line, write a word connected to the subject (for example, 'father'), 3) You can draw more lines from these words, leading to words that are connected to them, so in this case this you could write father, mother,etc, 4) If you add color or pictures to your diagram it can help you remember even better and 5) Some people add examples of how to use the word in a sentence too.²⁷

²⁵Teachers' Notes, Using a Spidergram.pdf. <http://www.elsp.ie> Accessed on September 15th 2018, p.2.

²⁶Yulianti, Loc.Cit., p.26.

²⁷ <https://www.really-learn-english.com/methods-for-learning-english-vocabulary.html>, Accessed on September 15th 2018.



Many students are visual learners, thus, a visual approach to brainstorming or organizing information is essential. Graphic organizers appear to be a valued approach to utilize in teaching and learning. Students are required to think in multiple directions when using spidergram which makes learning an active and meaningful process. Spidergram helps students generate mental images to go along with information and create graphic representations for information. The spidergram can be used for sharing opinion from a central idea until get more various big ideas. It is suitable to visualization (a) something which is not based on hierarchy, (b) a category which is not parallel, and (c) the result of sharing opinion.²⁸

Based on the explanation above, the researcher concludes that improve students' vocabulary through spidergram technique is a good strategy that can motivate the students' to learning in the class and some procedures of using spidergram technique in this research that include as follow:

²⁸Dila Charisma, Loc.Cit., p.2.

- a) The first step is dividing the students' based on their number. And then they study alone.
- b) The second step is giving the students' copies of worksheet, one copy for each student and the sample of worksheet are shown in appendices as the treatment material.
- c) The third step is explaining what the students' are going to do with they are focus on their spidergram worksheet and answer questions correlated the topic.
- d) The fourth step is asking the students' to retell their answer in short talk in front of class.

Below is a form of spidergram in this study:

THE SPIDERGRAM WORKSHEET

Topic: what do you think about school?

Fill in the empty circle below with the correlated words that you know.



4. The Advantages of Spidergram Technique

There are advantages of Spidergram:²⁹

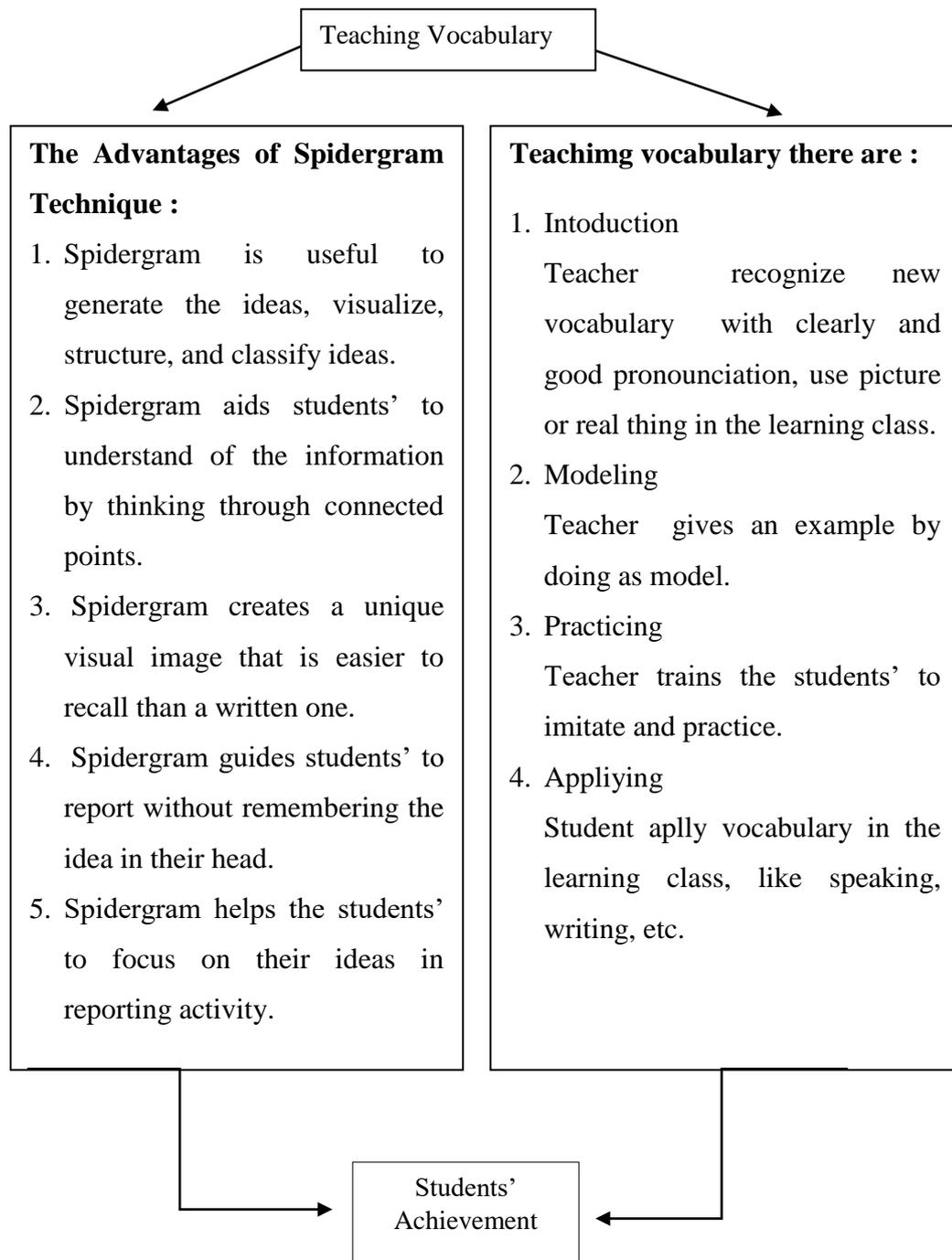
- 1) Spidergram is useful to generate the ideas, visualize, structure, and classify ideas.
- 2) Spidergram aids students' to understand of the information by thinking through connected points.
- 3) Spidergram creates a unique visual image that is easier to recall than a written one.
- 4) Spidergram guides students' to report without remembering the idea in their head.
- 5) Spidergram helps the students' to focus on their ideas in reporting activity.

Based on the advantages above that spidergram technique can help students' in to improve their ability specially vocabulary the students'. Because Vocabulary is a fundantion need of language. through vocabulary we can communicate idea, emotion, and desire. All the advantages are appropriate with the all problem of students' when they want to speak, writting, etc.

²⁹Syamsuarni, Loc.Cit., p.5.

D. *Theoretical Framework*

The theoretical framework of this research is presented as follows:



The theoretical framework show the process of the researcher in using the spidergram to improve students' vocabulary. Spidergram is an technique or way for teacher to teaching the students' in learning English like vocabulary, etc. Spidergram helps the learner to remember the material and understanding more lessons. This technique is suitable to apply in the classroom, especially in teaching English, where it can apply to improve students' vocabulary.

In this research use pre-experimental method. It aims to improve students' vocabulary through spidergram. In teaching and learning activity, many factors that can improve the students' vocabulary, one of them is using spidergram. It can improve students' vocabulary. The output of the research is the students' are able to define and to differentiate among noun, verb, adjective, etc. Besides that, there is a significant improvement of the students'.

E. Hypothesis

In this study the researchers put forward the hypothesis as follows "Improve Students' Vocabulary through Spidergram at the Second Grade of SMP PMDS Putra Palopo".

CHAPTER III

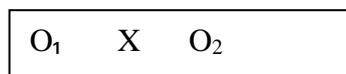
METHOD OF RESEARCH

A. *Method*

In this research, the researcher applied pre-experimental method. Pre-experimental is the research to find out the related of cause effect of the reality.³⁰ It aims for giving description about the improvement of students' vocabulary through spidergram at second grade of SMP PMDS putra palopo..

B. *Research Design*

Researchers applied pre-test, treatment and post-test design. It aims to find out whether the use of spidergram can be effective in improving vocabulary of the students or not. The design of this research is described as follows:³¹



Where:

O₁: Pre-test

X: Treatment

O₂: Post-test

C. *Population and Sample*

1. Population

The population of this research was the second grade of SMP PMDS putra palopo that consist 20 students' .

³⁰ Masyuhuri, Zainuddin, *Metodologi Penelitian Pendidikan Pendekatan Praktis dan Aplikatif*, (Malang: PT. RefikaAditama, 2011), p.43.

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

2. Sample

In this research, The researcher focused on students' at second grade of SMP PMDS Putra Palopo because they still have problem in vocabulary. The sample of this research consists of 20 students' in one class.

D. Instrument of the Research

The instrument of the research consists of vocabulary test and questionnaire.

1. Vocabulary Test

Vocabulary test or pretest-posttest use to getting information about students' improvement before and after teaching learning process.

Vocabulary test consists of pre-test and post-test. Pre-test was used to measure the students' vocabulary before treatment is given by the teacher. Post-test was used to measure the students' vocabulary after treatments have been given.

2. The Questionnaire

The questionnaire used to see the students' response. The questionnaire was meant to find out whether the students were interested in learning vocabulary through spidegram.

E. The Procedure of Data Collection

The procedure of collecting data in this research was described as follows:

1. Pre-test

The pretest was done before the treatment. In this case, the researcher asked the students to answer the vocabulary test individually. The researcher distributed the

vocabulary test consist 20 items for experimental class, and the student collected their pretest after doing it. The test run for 90 minutes.

2. Treatment

After giving a pre-test, the treatment was given to the students. The treatment carried out in five meetings. Each meeting takes 90 minutes, so the total time for five meetings is 450 minutes. It was done for three weeks. The treatment was divided into three steps. The first step, the researcher explained the material relevant with the topic, divided the students into five groups. Each group was given one worksheet of spidergram. Than the researcher explained about spidergram. The second step, each group discussed about the worksheet . And finally, the reseacher corrected on some mistakes done by the students.

- 1) At the first meeting, the researcher gave worksheet of spidergram with topic “animals” and the question “what do you think about animals and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the spidergram worksheet and gave some clues to the students about how to make the spidergram. The clues were the definition, characteristic, and all of related to the topic. The worksheet consists of an empty gram and the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student get their turn, the researcher gave correction of the mistaken made.

- 2) At the second meeting, the researcher gave worksheet of spidergram with topic “school/class” and the question “what do you think about school/class and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the spidergram worksheet and gave some clues to the students about how to make the spidergram. The clues were the definition, characteristic, and all of related to the topic. The worksheet consists of an empty gram and the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student get their turn, the researcher gave correction of the mistaken made.
- 3) At the third meeting, the researcher gave worksheet of spidergram with topic “transportation” and the question “what do you think about transportation and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the spidergram worksheet and gave some clues to the students about how to make the spidergram. The clues were the definition, characteristic, and all of related to the topic. The worksheet consists of an empty gram and the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student get their turn, the researcher gave correction of the mistaken made.

- 4) At the fourth meeting, the researcher gave worksheet of spidergram with topic “daily activity” and the question “ what do you think about daily activity and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the spidergram worksheet and gave some clues to the students about how to make the spidergram. The clues were the definition, characteristic, and all of related to the topic. The worksheet consists of an empty gram and the reseacher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student get their turn, the researcher gave correction of the mistaken made.
- 5) At the fifth meeting, the researcher gave worksheet of spidergram with topic “job” and the question “ what do you think about job and fill in the empty circle below with the correlated words that you know”. The researcher gave the students the spidergram worksheet and gave some clues to the students about how to make the spidergram. The clues were the definition, characteristic, and all of related to the topic. The worksheet consists of an empty gram and the researcher asked the students to fill the gram based on the topic. After that, each student was given 5 minutes to pay attention to their own paper. And then the students explained their answer in front of their group. After all student get their turn, the researcher gave correction of the mistaken made.

3. Post-test

After giving treatment, the researcher gave post-test. The researcher gave a post test that aims to identify students' vocabulary after giving treatment. The post test was done after treatment had conducted. The form of post-test the same level as the pre test.

4. Questionnaire

The questionnaire used to find the students' interested. The questioner meant to find out whether the students' were interested in learning vocabulary through spidergram technique or not.

F. *Technique of Data Analysis*

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Scoring the students' vocabulary test answer

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$

2. Score or the test is classified into criteria as follows:

Classification	Score	Rating
Very Good	86-100	6
Good	76-85	5
Average	56-75	4
Fair	36-55	3
Poor	16-35	2
Very Poor	0-15	1

In this research in looking for mean score and standard derivation of students' score in pre-test and post-test using SPSS 20.

3. Analysis of questionnaire

To get data of students' interest in learning vocabulary through spidergram technique, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage from the student's response

F = The Frequency

N = number of students.

Score or the test is classified into criteria as follows:

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly. ³²

³²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p.94.

CHAPTER IV

FINDING AND DISCUSSION

A. *Finding*

The findings in this research show the result of the data that have been analyzed statistically and the tabulating of data. It compares to the students' score in pre-test and post-test, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students' vocabulary score in pretest and posttest.
 - a. Pre-test (O₁)

In this section, the researcher shows the complete score of students vocabulary test (student correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary test score in pretest. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score vocabulary test in pre-test. The tabulation of students' score in the pretest can be seen in table 4.1:

Table 4.1**The Scores of Students` Vocabulary test (Noun) in the Pre-test**

Respondent	Correct Answer	Score
R1	1	14
R2	4	57
R3	4	57
R4	5	71
R5	4	57
R6	5	71
R7	4	57
R8	6	85
R9	6	85
R10	4	57
R11	5	71
R12	6	85
R13	5	71
R14	5	71
R15	4	57
R16	5	71
R17	5	71
R18	4	57
R19	5	71
R20	4	57

Table 4.1 shows that the lowest score was 14.00 there was 1 student got it beside, the highest score was 85 there were 3 students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.2:

Table 4.2
The Mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Noun	20	14.00	85.00	64.6500	15.55728
Valid N (listwise)	20				

From the table 4.2, it shows that the highest score of students is 85.00 and the lowest score is 14.00 besides, it also indicates that the mean score of students' vocabulary test (noun) in pre-test is 64.6500 and the standard deviation error 15.55728.

In other side, the researcher also has written the students' score of correct answer before giving treatment through spidergram and it presents through the table rate percentage scores. It can be seen in table 4.3

Table 4.3
The Rate Percentages Score of the Students' correct Answer in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	3	15%
Average	56-75	4	16	80%
Fair	36-55	3	-	0%
Poor	16-35	2	-	0%
Very Poor	0-15	1	1	5%
			20	100%

The table 4.3 indicates that students' score in the frequency of pre-test. It shows that there was none of the student (0%) who got very good and there were 3 (15%) student got good. The other showed that there was 16 student (80%) who got average. It also shows that there was none student (0%) who got fair and poor. And there was 1 student (5%) who got very poor. Based on the data above, it can be seen on the table above there is no one student got very good that indicated the vocabulary test of the students still low.

The researcher shows the students' complete score vocabulary test in pretest. The tabulation of students' score in the pretest can be seen in table 4.4:

Table 4.4**The Scores of Students` Vocabulary Test (Verb) in the Pre-test**

Respondent	Correct Answer	Score
R1	1	14
R2	0	0
R3	5	71
R4	4	57
R5	4	57
R6	3	42
R7	5	71
R8	4	57
R9	6	85
R10	4	57
R11	5	71
R12	6	85
R13	6	85
R14	3	42
R15	4	57
R16	4	57
R17	4	57
R18	6	85
R19	3	42
R20	4	57

Table 4.1 shows that the lowest score was 0.00 there was 1 student got it beside, the highest score was 85 there were 4 students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.5:

Table 4.5
The Mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Verb	20	.00	85.00	57.4500	22.35238
Valid N (listwise)	20				

From the table 4.5, it shows that the highest score of students is 85.00 and the lowest score is 0.00 Besides, it also indicates that the mean score of students' vocabulary test (Verb) in pre-test is 57.4 and the standard deviation error 22.35238

In other side, the researcher also has written the students' score of correct answer before giving treatment through spider gram and it presents through the table rate percentage scores. It can be seen in table 4.6

Table 4.6**The Rate Percentages Score of the Students` Correct Answer in Pre-test**

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	4	20%
Average	56-75	4	11	55%
Fair	36-55	3	3	15%
Poor	16-35	2	-	0%
Very Poor	0-15	1	2	10%
			20	100%

The table 4.6 indicates that students` score in the frequency of pre-test. It shows that there was none of the student (0%) who got very good and there were 4 (20%) student got good. The other showed that there were 11 students (55%) who got average. It also shows that there were 3 students (15%) who got fair and there was none of the student (0%) who got poor. There was 2 students (10%) who got very poor. Based on the data above, it can be seen on the table above there is no one student got very good that indicated the vocabulary test of the students still low.

Table 4.7**The Scores of Students` Vocabulary Test (Adjective) in the Pre-test**

Respondent	Correct Answer	Score
R1	5	83
R2	1	16
R3	2	33
R4	3	50
R5	3	50
R6	4	66
R7	3	50
R8	4	66
R9	4	66
R10	3	50
R11	3	50
R12	3	50
R13	2	33
R14	2	33
R15	1	16
R16	2	33
R17	3	50
R18	3	50
R19	2	33
R20	2	33

Table 4.7 shows that the lowest score was 0.00 there was none student got it beside, the highest score was 71 there was 1 students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.8:

Table 4.8
The Mean Score of Students' Correct Answer in Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Adjective	20	16,00	83,00	45,5500	17,02467
Valid N (listwise)	20				

From the table 4.8, it shows that the highest score of students is 83.00 and the lowest score is 16.00 Besides, it also indicates that the mean score of students' vocabulary test (Adjective) in pre-test is 45.55 and the standard deviation error 17.02467.

In other side, the researcher also has written the students' score of correct answer before giving treatment through spider gram and it presents through the table rate percentage scores. It can be seen in table 4.9

Table 4.9
The Rate Percentages Score of the Students` correct Answer in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	1	5%
Average	56-75	4	3	15%
Fair	36-55	3	8	40%
Poor	16-35	2	8	40%
Very Poor	0-15	1	-	0%
			20	100%

The table 4.6 indicates that students` score in the frequency of pre-test. It shows that there was none of the student (0%) who got very good and there was 1 (5%) student got good. The other showed that there were 3 students (15%) who got average. It also shows that there were 8 students (40%) who got fair and there were 8 of the students (40%) who got poor. And there was none student (0%) who got very poor. Based on the data above, it can be seen on the table above there is no one student got good and very good that indicated the vocabulary test of the students still low.

b. Post-test (O₂)

In this section, the researcher shows the complete score of students vocabulary test (student correct answer) in post-test, the mean score and standard deviation of students, and the rate percentage of students` vocabulary test score in posttest. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students` complete score

vocabulary test in post-test. The tabulation of students' score in the posttest can be seen in table 4.10:

Table 4.10

The Scores of Students' Vocabulary test (Noun) in the Post-test

Respondent	Correct Answer	Score
R1	7	100
R2	7	100
R3	7	100
R4	7	100
R5	6	85
R6	5	71
R7	5	71
R8	4	57
R9	7	100
R10	7	100
R11	7	100
R12	7	100
R13	7	100
R14	7	100
R15	7	100
R16	7	100
R17	7	100
R18	7	100
R19	7	100
R20	4	57

Table 4.10 shows that the lowest score was 57.00 there were 2 students got it beside, the highest score was 100 there were 15 students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.11:

Table 4.11
The Mean Score of Students' Correct Answer in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Noun	20	57,00	100,00	92,0500	15,11526
Valid N (listwise)	20				

From the table 4.11, it shows that the highest score of students is 100.00 and the lowest score is 57.00 Besides, it also indicates that the mean score of students' vocabulary test (noun) in post-test is 92.0500 and the standard deviation error 15.11526.

In other side, the researcher also has written the students' score of correct answer after giving treatment through spidergram and it presents through the table rate percentage scores. It can be seen in table 4.12

Table 4.12**The Rate Percentages Score of the Students` correct Answer in Post test**

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	15	75%
Good	76-85	5	1	5%
Average	56-75	4	4	20%
Fair	36-55	3	-	0%
Poor	16-35	2	-	0%
Very Poor	0-15	1	-	0%
			20	100%

The table 4.12 indicates that students` score in the frequency of post-test. It shows that there were 15 of the students (75%) who got very good and there was 1 (0%) student got good. The other showed that there were 4 students (20%) who got average. It also shows that there was none student (0%) who got fair. There was none student (0%) who got poor and very poor. Based on the data above, it can be seen on the table above there is no one student got poor and very poor that indicated the vocabulary test of the students good.

Table 4.13**The Scores of Students` Vocabulary test (verb) in the Post-test**

Respondent	Correct Answer	Score
R1	7	100
R2	6	85
R3	6	85
R4	7	100
R5	5	71
R6	6	85
R7	7	100
R8	7	100
R9	5	71
R10	6	85
R11	6	85
R12	6	85
R13	5	71
R14	7	100
R15	6	85
R16	6	85
R17	7	100
R18	7	100
R19	7	100
R20	7	100

Table 4.13 shows that the lowest score was 71.00 there were 3 students got it beside, the highest score was 100 there were 9 students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.14:

Table 4.14
The Mean Score of Students' Correct Answer in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Verb	20	71,00	100,00	89,6500	10,71288
Valid N (listwise)	20				

From the table 4.14, it shows that the highest score of students is 100.00 and the lowest score is 71.00 Besides, it also indicates that the mean score of students' vocabulary test (Verb) in post-test is 89.6500 and the standard deviation error 10.71288.

In other side, the researcher also has written the students' score of correct answer after giving treatment through spidergram and it presents through the table rate percentage scores. It can be seen in table 4.15

Table 4.15
The Rate Percentages Score of the Students' correct Answer in Post-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	9	45%
Good	76-85	5	8	40%
Average	56-75	4	3	15%
Fair	36-55	3	-	0%
Poor	16-35	2	-	0%
Very Poor	0-15	1	-	0%
			20	100%

The table 4.15 indicates that students' score in the frequency of post-test. It shows that there were 9 of the students (45%) who got very good and there were 8 (40%) students got good. The other showed that there were 3 students (15%) who got average. It also shows that there was none student (0%) who got fair, poor, and very poor. Based on the data above, it can be seen on the table above there is no one student got poor and very poor that indicated the vocabulary test of the students good.

Table 4.16

The Scores of Students' Vocabulary test (adjective) in the Post-test

Respondent	Correct Answer	Score
R1	6	100
R2	6	100
R3	4	66
R4	6	100
R5	3	50
R6	4	66
R7	4	66
R8	6	100
R9	5	83
R10	6	100
R11	5	83
R12	3	50
R13	6	100
R14	5	83
R15	6	100

R16	6	100
R17	5	83
R18	5	83
R19	5	83
R20	6	100

Table 4.16 shows that the lowest score was 50.00 there were 2 student got it beside, the highest score was 100 there were 9 students got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.17:

Table 4.17
The Mean Score of Students' Correct Answer in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Adjective	20	50,00	100,00	84,8000	17,13906
Valid N (listwise)	20				

From the table 4.17, it shows that the highest score of students is 100.00 and the lowest score is 50.00 Besides, it also indicates that the mean score of students' vocabulary test (Adjective) in post-test is 84.8000 and the standard deviation error 17.13906.

In other side, the researcher also has written the students' score of correct answer after giving treatment through spidergram and it presents through the table rate percentage scores. It can be seen in table 4.18

Table 4.18
The Rate Percentages Score of the Students` correct Answer in Post-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	9	45%
Good	76-85	5	6	30%
Average	56-75	4	3	15%
Fair	36-55	3	2	10%
Poor	16-35	2	-	0%
Very Poor	0-15	1	-	0%
			20	100%

The table 4.18 indicates that students` score in the frequency of post-test. It shows that there were 9 of the students (45%) who got very good and there were 6 students (30%) got good. The other showed that there were 3 students (15%) who got average. It also shows that there was 2 student (10%) who got fair. There was none student (0%) who got poor and very poor. Based on the data above, it can be seen on the table above there is no one student got poor and very poor that indicated the vocabulary test of the students good.

Besides showing about the mean score in subject of vocabulary test, this research also will present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presented in to the table descriptive statistic. It can be seen in table 4.19.

The Table 4.19. The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55,7500	20	15,75094	3,52202
	Posttest	89,2500	20	8,31533	1,85936

The table 4.19 shows the mean score of the students pretest was 55.75 and the mean score of posttest was 89.25 Standard deviation of pretest was 15.75 and the standard deviation of posttest was 8,31. It means there is increasing students vocabulary test through spidergram.

Table 4.20 The Paired Samples Test of Pre-test and Post-test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	33,50000	20,33276	4,54654	43,01602	23,98398	7,368	19	,000

The hypothesis was tested by using SPSS 20. In this case, the researcher used test of significance for paired sample test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where df = 19, than the test is presented in the following table.

Table 4.21
The Probability Value of Test of the Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

2. Hypothesis Testing

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in teaching vocabulary through spidergram. In other words, using spidergram in teaching vocabulary could be used to increase the students' vocabulary.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means spidergram effective in improving students vocabulary achievement.

3. Analysis of Questionnaires

To get data of students' interest in learning vocabulary through spidergram technique, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage from the student's response

F = The Frequency

N = number of students.

The result and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

Table 4.22

Questionnaire no. 1

The students' interest in learning vocabulary through spidergram technique

No	Statement	Classification	Frequency	Percentages
1.	Penggunaan spidergram efektif dalam pembelajaran kosakata.	Strongly Agree	18	90%
		Agree	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.22 presents that there were 18 students (90%) choose "Strongly agree", 2 students (10%) choose "agree". Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree".

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through spidergram technique.

Table 4.23

Questionnaire no. 2

The students' interest in learning vocabulary through spidergram technique

No	Statement	Classification	Frequency	Percentages
2.	Penggunaan spidergram dapat membuat siswa senang dalam pembelajaran kosakata.	Strongly Agree	4	20%
		Agree	16	80%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.23 presents that there were 4 students (20%) choose “Strongly agree”, 16 students (80%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through spidergram technique.

Table 4.24

Questionnaire no. 3

The students' interest in learning vocabulary through spidergram technique

No	Statement	Classification	Frequency	Percentages
3.	Penggunaan spidergram dalam pembelajaran kosakata itu sulit.	Strongly Agree	2	10%
		Agree	1	5%
		Disagree	15	75%

		Strongly Disagree	2	10%
		TOTAL	20	100%

Table 4.24 presents that there were 2 students (10%) choose “Strongly agree”, 1 students (10%) choose “agree”. Besides, it shows that there were 15 of the students (75%) choose “disagree” and there were 2 of the students (10%) choose “strongly disagree”.

The result above shows that all of students (20) choose disagree and strongly disagree than choose strongly agree and agree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through spidergram technique.

Table 4.25

Questionnaire no. 4

The students’ interest in learning vocabulary through spidegram technique

No	Statement	Classification	Frequency	Percentages
4.	Spidergram dapat melatih kecakapan anda dalam menemukan makna kata pada setiap pertanyaan atau pernyataan.	Strongly Agree	2	10%
		Agree	18	80%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.25 presents that there were 2 students (10%) choose “Strongly agree”, 18 students (80%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through spidergram technique.

Table 4.26

Questionnaire no. 5

The students’ interest in learning vocabulary through spidegram technique

No	Statement	Classification	Frequency	Percentages
5.	Saya lebih suka menggunakan metode lain selain spidergram dalam mengetahui kosakata baru.	Strongly Agree	1	5%
		Agree	9	45%
		Disagree	9	45%
		Strongly Disagree	1	5%
		TOTAL	20	100%

Table 4.26 presents that there was 1 student (5%) choose “Strongly agree”, there were 9 students (45%) choose “agree”. Besides, it shows that there were 9 of the students (45%) choose “disagree” and there was 1 of the student (5) choose “strongly disagree”.

The result above shows that all of students (20) choose agree and disagree than choose strongly agree and strongly disagree, so it can be concluded the

students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through spidergram technique.

Table 4.27

Questionnaire no. 6

The students' interest in learning vocabulary through spidegram technique

No	Statement	Classification	Frequency	Percentages
6.	Penggunaan spidergram dalam pembelajaran kosakata sesuai untuk anda.	Strongly Agree	17	85%
		Agree	3	15%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.27 presents that there were 17 students (85%) choose "Strongly agree", 3 students (15%) choose "agree". Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree".

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through spidergram technique.

Table 4.28

Questionnaire no. 7

The students' interest in learning vocabulary through spidergram technique

No	Statement	Classification	Frequency	Percentages
7.	Dengan menggunakan Metode spidergram, anda dapat membedakan antara kata benda, kerja, sifat.	Strongly Agree	12	60%
		Agree	5	25%
		Disagree	3	15%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.28 presents that there were 12 students (60%) choose “Strongly agree”, 5 students (25%) choose “agree”. Besides, it shows that there were 3 of the students (15%) choose “disagree” and there was none of the students (0%) choose “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through spidergram technique.

Table 4.29

Questionnaire no. 8

The students' interest in learning vocabulary through spidergram technique

No	Statement	Classification	Frequency	Percentages
8.	Metode spidergram	Strongly Agree	3	15%

yang digunakan sesuai dengan materi yang diajarkan.	Agree	17	85%
	Disagree	-	-
	Strongly Disagree	-	-
	TOTAL	20	100%

Table 4.29 presents that there were 3 students (15%) choose “Strongly agree”, 17 students (85%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through spidergram technique.

Table 4.30

Questionnaire no. 9

The students’ interest in learning vocabulary through spidegram technique

No	Statement	Classification	Frequency	Percentages
9.	Penggunaan spidergram dalam pembelajaran kosakata meningkatkan kemampuan anda.	Strongly Agree	12	60%
		Agree	7	35%
		Disagree	1	5%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.30 presents that there were 12 students (60%) choose “Strongly agree”, 7 students (35%) choose “agree”. Besides, it shows that there was 1 of the student (5%) choose “disagree” and there was none of the student (0%) choose “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers’ skill affect the students’ understanding in learning vocabulary through spidergram technique.

Table 4.31

Questionnaire no. 10

The students’ interest in learning vocabulary through spidegram technique

No	Statement	Classification	Frequency	Percentages
10.	Spidergram memotivasi anda untuk meningkatkan kemampuan berbahasa inggris.	Strongly Agree	17	85%
		Agree	2	10%
		Disagree	-	-
		Strongly Disagree	1	5%
		TOTAL	20	100%

Table 4.31 presents that there were 17 students (85%) choose “Strongly agree”, 2 students (10%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “disagree” and there was 1 of the students (5%) choose “strongly disagree”.

The result above shows that all of students (20) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying vocabulary through spidergram technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning vocabulary through spidergram technique.

B. Discussion

After calculating and analyzing the data at the findings, the researcher presents the discussion of students' data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aimed at describing the students' enhancement in vocabulary through spidergram technique.

1. Vocabulary test

The researcher find out that the use of spidergram technique in improving students' vocabulary through spidergram at the second grade of SMP PMDS putra palopo is effective. In posttest, the student's weakness had been decreased. In this final test, the students just made a small numbers errors, for example from one of responden (the 10th responden) in pretest and pretest contain 20 questions were 7 noun, 7 verb, and 6 adjective. The 10th responden has correct answer in the noun 4, verb 4, and adjective 3, for the total score was 55. While in post-test the 10th responden has significant score were 7 noun, 6 verb, 6 adjective, and the total score was 95.

From the description of the data in findings shows that there is significant difference between the students' score in pretest and posttest. It can be shown in the following chart:

Figure Mean score of students' correct answer in pre-test and post-test



Bar chart of students' correct answer shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt vocabulary through spidergram. The improvement of students' score shows that there is improvement of students' ability in vocabulary. It presents that the students' ability in vocabulary is increase after they learnt vocabulary through spidergram method.

Based on the research finding above, the researcher concludes that between previous studies and the writer research, there were difference and similarity. The similarity were focused on vocabulary task to know the students vocabulary achievement. The difference were in the main material of vocabulary which in this research just focus on noun, adjective, and verb.

According to Syamsuarni that spidergram can improve the students' speaking skill, because spidergram has significant effect to increase the students' speaking skill. He said that the using of spidergram is the alternative method to teach speaking, because it has positive respond from students. In this research prove that spidergram not only can increase the speaking skill but also the spidergram technique can upgrade the students' vocabulary. In improving students vocabulary by spidergram technique make the second grade of SMP PMDS putra palopo are enjoy getting the material in learning, easy to express their thoughts, ideas and feeling the result of their learning is improved.

From Dila Charisma, many students are visual learners, thus, a visual approach to brainstorming or organizing information is essential. Graphic organizers appear to be a valued approach to utilize in teaching and learning. Students are required to think in multiple directions when using spidergram which makes learning an active and meaningful process. Spidergram helps students generate mental images to go along with information and create graphic representations for information. The spidergram can be used for sharing opinion from a central idea until get more various big ideas. It is suitable to visualization (a) something which is not based on hierarchy (b) a category which is not parallel, and (c) the result of sharing opinion.³³ Based on the statement above, the researcher conclude that using spidergram in learning vocabulary for the visual learners is able to increase students' motivation in learning process.

³³ Dila Charisma, Loc.Cit., p.2.

2. Analysis of questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' interest in learning vocabulary through spidergram technique, it indicates that there were most of the students very interest in learning vocabulary through spidergram technique and the others were interested in learning vocabulary. In addition the students' interest in learning vocabulary through spidergram technique could be seen through the answer of the questionnaire by the students'. Having analyzed the result of students' responses toward the method applied by the researcher in this research, most of students choose *agree* in positive questions while in negative questions, students chose *disagree* in all the statements, it shows that the students gave positive response to this technique. It could be seen through the total items found the available questionnaire which represent all element or aspects of interest, namely:

a. The positive question, the students gave positive response to spidergram technique is an interesting ways that could be applied in the classroom. The items related to the questionnaire number 1, 2, 4, 6, 7, 8, 9, 10.

b. The negative question, the students gave negative response to spidergram technique is an interesting ways that could be applied in the classroom. The items related to the questionnaire number 3, 5.

From the result of the questionnaire, the researcher gave the analysis about the majority of students' answer. Most of students choose strongly agree and agree than choose disagree and strongly disagree, for example the positive

question in the questionnaire no.6: the use of spidergram in learning vocabulary is appropriate to you. There were 17 students (85%) choose “Strongly agree”, 3 students (15%) choose “agree”. While there was none of the students (0%) choose “disagree” and “strongly disagree”.

For the negative question in the questionnaire no.3: the use of spidergram in learning vocabulary is difficult, that there were 2 students (10%) choose “Strongly agree”, 1 students (10%) choose “agree”. While it shows that there were 15 of the students (75%) choose “disagree” and there were 2 of the students (10%) choose “strongly disagree”. So it can be concluded that the students like to study about vocabulary through spidergram technique. The result above means that students at the second grade of SMP PMDS putra palopo were interested in learning vocabulary through spidergram technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher can conclude that using spidergram technique is effective in increasing vocabulary achievement students at the second grade of SMP PMDS putra palopo. It was proven by the result of the research shows that significant improvement between the students' mean score of pretest and posttest. In pretest, the students' mean score is 55,75 and the students' score in posttest is 89.25. Moreover, it also can be seen by t-test of the students' vocabulary achievement was smaller than $\alpha = (0.00 < 0.05)$.

From the result of the questionnaire, it shows that most of students choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded that the students like to study about vocabulary through spidergram technique. The result above means that students at the second grade of SMP PMDS putra palopo really interest in learning vocabulary through spidergram technique. In addition the students also give positive response to this technique.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. For the English teacher in SMP PMDS putra palopo can apply spidergram in teaching English. The teacher is able to design the spidergram interestingly and innovatively to make the students more interest in learning. As

the example, the teacher may design the spidergram colorfully by using many kinds of pictures. In addition, the teacher may use supporting media such as LCD or applications to be more modern.

2. For the students, suggested to improve the ability mastery in English. It is not only focus on vocabulary but in other English language skills. For example using spidergram in writing dialy activity, using spidergram in making or explaining family tree, be able to use spidergram deciding the main idea of the story, and the students who will apply this technique have to know much about the topic so they can give much information about the topic.

3. For the next researcher who wants to develop this research in the future by using this spidergram technique, this method can be applied not only in teaching vocabulary, but also in reading skill, speaking skill, writing skill and listening skill.

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