

**IMPROVING STUDENTS' VOCABULARY BY USING
VOCABULARY WEB AT THE SECOND YEAR
OF MTS AL-MAWASIR PADANG KALUA**



A THESIS

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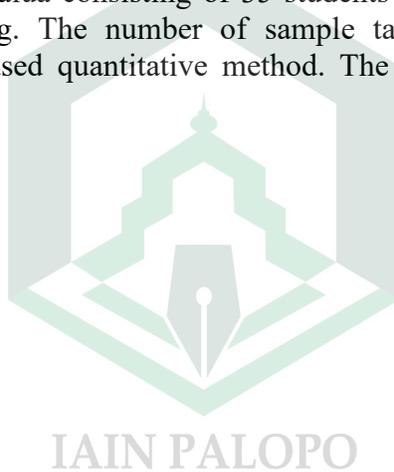
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ABSTRACT

Idris T 2010, *Improving Students Vocabulary by Using Vocabulary Web at the Second Year of MTs Al-Mawasir Padang Kalua*. Thesis Tarbiyah Department. Consultant (1). Wisran,S.S,M.Pd. (2). Masruddin,S.S.,M.Hum.

Key words: improving Students' Vocabulary by Using Vocabulary Web at MTs Al-Mawasir Padang Kalua.

This thesis studies about improving students' vocabulary by using vocabulary web technique at the second class of MTs al-Mawasir Padang Kalua in academic year 2010/2011. The population of the research is the second year students at MTs Al-Mawasir Padang Kalua consisting of 35 students from one class and the writer used random sampling. The number of sample taken in this research was 24 students. This study used quantitative method. The instrument of the research is vocabulary web.



CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication. Language is a thing that very important in the world for communication. By using language, we get information and knowledge. Therefore we have to use the language well if we communicate with the others. Without language we cannot understand what speaker says.

Students often find difficulties in using a foreign language because they lack of vocabularies and they often forget easily new vocabularies after they get the meaning from dictionaries. Sometimes in speaking classes, students cannot speak fluently because they lack of vocabularies. They say only a few sentences because they cannot find the appropriate vocabularies to be used in expressing their ideas.

In learning language there are four skills, they are listening, reading, speaking and writing. So, if we want to use them, we have to master vocabularies and how to arrange them into good sentence because vocabulary is the basic unit of language. So, if our vocabulary is limited, a potential for self expression effective communication and an adequate comprehension of oral, would limited too.

The benefits of Good Vocabulary Communicate more effectively, improves self-confidence, Improves self-esteem, Adds sophistication to speech, Better/more job offers, Improves people's perception of you¹

In learning vocabulary we know the content word or class word. They are noun, adjective, verb, and adverb. To increase students attention in learning and mastering vocabulary, the teacher have to look for a way that is more effective or more creative such as using vocabulary web. In vocabulary web the students have many opportunities to improve their vocabulary through some activities which are enjoyable. This strategy is very useful to help us think about and arrange words as well as to show relationship those words. This strategy can help us look at relationship between words and help us remember it.

The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

Vocabulary webs help students connect new vocabulary and concepts to known concepts and to present that information in a graphical format. Vocabulary Webs help

¹ Patti Stafford Why Improving & Increasing Vocabulary is Important [*http://www.bloggintips.com/2009/09/30/why-improving-increasing-vocabulary-is-important/\(2009\)*](http://www.bloggintips.com/2009/09/30/why-improving-increasing-vocabulary-is-important/(2009))

students make connections between what they already know and new material or Help students learn new words and develop deep understandings of the words.

The researcher chooses MTs Al-Mawasir Padang Kalua to doing research because the students' vocabulary of MTs Al-Mawasir Padang Kalua especially at the second year academic 2010/2011 was very low.

This research focused on exploring the effect of vocabulary web technique on students' vocabulary.

In this case, the researcher was very interested in doing the research under the title "improving students' vocabulary by using vocabulary web at the second year students of MTs Al-Mawasir"

B. Problem Statement

Based on the problem above, the researcher formulated the problem in the research, namely:

"How is the students' vocabulary improvement at the second year of MTs AL-Mawatsir Padang Kalua by using vocabulary web"

C. Objective of the Research

Objective of the research was to find out the level of students' vocabulary improvement at the second year of MTs Al-Mawatsir Padang Kalua in mastering vocabulary by using vocabulary web.

D. Significant of the Research

Significant of the research was expected to be useful for the second year students of MTs Al-Mawatsir Padang Kalua to improve their quality in studying English specially mastering vocabulary .It also very important for the students who want to study English.

E. Scope of the Research

The scope of the research was focused to teach vocabularies namely noun they were family, religion, people, place, the human body, food, nature and surroundings and animals by using vocabulary web for the second year of MTs Al-Mawatsir Padang Kalua in 2010-2011 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Rolf Tyna notices that in recent years, one of the main problems of the students that they couldn't understand the question words, or that the reading text were about subject they didn't know a lot about. If the students have a problem retaining and using vocabulary, making vocabulary stick will offer a different way looking at the problem.¹

Betty Tsang observed a model best practice lesson. Betty Tsang used a concept a definition map to deepen the vocabulary knowledge for the students.²

While Andrew Wright, David Better and Michael Buck by suggested the benefits of the games, namely help the students enjoy in learning vocabulary.³

Ika Ashari in her research "improving vocabulary of students through bingo games at the seventh year students of SMPN 8 Palopo" was increased. The use of bingo game is a technique of teaching vocabulary which is considered very interesting for the students. It was proved by the score of the students, that is 71, 4 in

¹ Rolf Tyna Making Vocabulary Stick, <http://education.guardian.co.uk/telf/teaching/story.html>, (2005) (Accessed on 21st November 2010)

² Betty Tsang, A Definition to teach Vocabulary, <http://www.ES/How.com/vocabulary/lessonplans.html>, (Accessed on 21st November 2010)

³ Andrew Wright et al, Games for Language Learning. (United Kingdom: University Press Cambridge, 1997), P.1

the pre-test was greater than 263, 64 in the post-test. It means that the difference of two variables is significant difference⁵

B. Concepts of vocabulary

There are many concepts about vocabulary, some of them:

- a. Vocabulary is the sum or scope of one's. Expressive technique, as in the arts.⁶
- b. Vocabulary is the stock of words used by people or by a particular class or person.
- c. Vocabulary is list or collection of the words of a language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- d. Vocabulary is the words of a language.
- e. Vocabulary is word-book, glossary, dictionary or lexicon.
- f. Vocabulary is the sum or scope of one's expressive technique, as in the arts.⁷

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are signs or symbols for

⁴ Makmur, S.pd.I, *Improving Students' Vocabulary Through Jumping Words At MAN Palopo*" (Thesis STAIN, Palopo, 2008), p. 66

⁵ Ika Ashari, *Improving Vocabulary Of Students Through Bingo Game At The Seventh Year students of SMPN 8 Palopo*, (Thesis STAIN, Palopo, 2008), p. 58

⁶Erniyanti Hamid, *Increasing Students Vocabulary through Poem Reading*, A Thesis S1 (Pare-Pare 2004), p.5.

⁷Makmur, *Op.cit.* P. 4.

ideas. They are the means by which people exchange their taught. The more word we learn. The more ideas we should have, so we can communicate the ideas more effectively.⁸

Vocabulary is very necessary to study the English language students. Jeremy harmer states that vocabulary was seen as incidental to main purpose of language teaching, namely the acquisition of grammatical know ledge about language.⁹

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.¹⁰

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical and supporting the English learners to master a language skill. To mastery vocabulary productive is usually related to speaking and writing, because when someone speaks or writes he or she produces vocabulary. While the mastery of receptive vocabulary is usually related to reading and listening.¹¹

⁸Pieter Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), p. 7.

⁹ Jeremy Harmer, *The Practice of English Teaching*, (New York: Longman, 1991), p. 154

¹⁰Wilga M. Rivers, *Teaching Foreign-Language Skills*. p. 462.

¹¹MuhSyahrullah., *Developing the English Vocabularyof the Second Year Students of MTs Batusitanduk Trough English song*” A Thesis S1, (Palopo: STAIN Palopo, 2007).p. 8

Vocabulary or word also called a based word or a word family is defined as including the base form (e.g.: make) and its inflection and derivatives (e.g.: makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related it is assumed that little extra effort is needed to learn them.¹²

The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading or writing, which have received considerable attention from scholars and teacher.¹³

Vocabulary is a core of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading, or watching television.¹⁴

From the definition above, we can see that vocabulary is one of the components of language and language don't exist without words. Because without

¹²Jasmaruddin, "Improving vocabulary of the sixth Year Students of SDN 79 Tappong Palopo Trough Wors List", A thesis S1, (Palopo: STAIN Palopo, 2007),P. 8.

¹³RicardC.Jack, *The Context of Language Teaching* (Cambridge University Press:1985), P. 176.

¹⁴ Jack C. Richard and Willy A. Renandya, *Methodolgy in Language Teaching,* (USA: Cambridge University Press, 2002), p. 255

vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabulary, in order that we can speak English well with another.

C. The Reason for Learning Vocabulary

Why we learn vocabulary is just same as why we learn a language. This question can mostly be answered by both reasonable people and laymen

It is so obvious that today is an era of increasing and scattering information and communication to be successful in the implementation of these activities, the acquisition and the learning of vocabulary or language is a fundamental requirement because through vocabulary we can communicate ideas, emotion, and desires

D. Types of vocabulary

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.¹⁵

While page and Thomas in Ali divide into four kinds as follows:

1. Oral vocabulary; consist of word actively used in speech

¹⁵Wilga M. Rivers, *Op.cit.* p. 462.

2. Writing vocabulary; the word that comes reading to one's fingers vocabulary.

3. Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other. And

4. Reading vocabulary; the word which one responds in the writing of others.¹⁶

According to Hariyanto and Haryono that in English grammar the words divided into eight parts (the eight parts of speech namely: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection).¹⁷

Before discusses about vocabulary web, the first the writer will discusses about kinds of vocabulary, according Hariyanto and Haryono:

1. Noun

Noun is a word used to name a person, animal, place, thing and abstract idea.

Nouns are usually the first words which small children learn.¹⁸

In English, generally noun used as:

❖ Subject

As subject, position noun before verb, for example:

- Anisa sings

❖ Object

¹⁶Collier, *The Key to English Vocabulary* (Collier-Macmillan Limited, London, 1971),p.10

¹⁷Hariyanto and Haryono, *English Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), p. 28.

¹⁸Macfadyen heather, <http://www.writingcentre.uottawa.ca/hypergrammar/noun.html>

As object, position noun after verb or after preposition, for example:

- They go to school everyday
- He eats a cake¹⁹

a. Concrete noun

Concrete noun is a name of a thing that can be touched or seen, for examples:

- Room
- the sun
- Girl
- boy²⁰

Concrete noun divides to be four groups, like:

➤ Proper noun

Proper noun is noun the indicated name, is like people name, country, city, school, accompany, place name, or name of something. Generally proper noun written with capital at the first alphabet, example:

Dennis, Gary, Sarah (name person)

Indonesia, Germany, Malaysia (countries name)

Jakarta, Manila, Sydney (cities name)

Erlangga University, Gajah Mada University (schools name)

CV. Media Itinusa (name of accompany), etc.²¹

¹⁹ Windy Novia S.Pd., *op.cit.*, p. 13.

²⁰ Makmur, *op.cit.*, p. 31.

²¹ Windy Novia S.Pd., *op.cit.*, p. 14

➤ Common noun

Common noun is a name given in common to every person or thing of the same class or kind, for examples:

- | | |
|-------------|-----------------------|
| - Boy | - merchant |
| - Woman | - Traveler |
| - Teacher | - City |
| - Doctor | - Village |
| - Girl | - Town |
| - Officer | - Region |
| - Dramatist | - Place ²² |

➤ Collective noun

Collective noun is the name of collection of things or person, for examples:

- | | |
|---------|-----------------------|
| - Crowd | - family |
| - Team | - Nation |
| - Army | - Cattle |
| - Fleet | - Gentry |
| - Jury | - Class ²³ |

²²Makmur, *Op cit.*,p. 30.

²³*Ibid.*,p. 31.

➤ Material noun

Material noun is the name of a material or substance out of which things are made, for examples:

- | | |
|----------|-----------------------|
| - Gold | - Ink |
| - Silver | - Money |
| - Wood | - Butter |
| - Air | - Water |
| - Clay | - Paper |
| - Milk | - Glass ²⁴ |

b. Abstract noun

Abstract noun is the name of a quality, action or state, for examples:

- | | |
|------------|-------------------------|
| - Freedom | - kindness |
| - Liberty | - childhood |
| - Thought | - admission |
| - Sorrow | - life |
| - Love | - truth |
| - Death | - beauty |
| - Goodness | - justice ²⁵ |

²⁴*Ibid.*,p. 33.

²⁵*Ibid.*,p. 31

c. Countable noun

For examples:

- Car
- Horse
- Cow
- bicycle
- boy
- tie, etc.

d. Uncountable noun

For examples:

- Sand
- Coffee
- Water
- Snow
- tea
- rain
- sugar
- air, etc.²⁶

e. Noun Compound

For example :

- Noun + Noun (bathroom, department store, English book, etc.)
- Possesive noun + Noun (Lady's watch, artist's model, etc)
- Adjective + Noun (blackmail, bluebottle, etc)²⁷
- Verb + Noun (pickpocket, flashlight, dance hall.etc)
- Noun + verb (handshake, lifeguard, garbage dump,etc.)
- Gerund + noun (dining room, wearing apparel, etc.)

²⁶ Windy NoviaS.Pd, *opcit.*,p. 24.

²⁷Drs. Maba Ghufon, Practical Guide to Mastering English Grammer, (Surabaya, terbit terang) P.51

- Noun + gerund (housebreaking, bedwetting, glassmaking, etc)²⁸

2. Adjective

Adjective is a word that belongs to a class whose members modify nouns. An adjective specifies the properties or attributes of a noun referent.²⁹

There are type's uses of every adjective namely:

- Attributive use, an adjective used with a noun is known as attributive use.

Examples:

- Beautiful girl
- Warring problem
- Lovely flower
- clever students³⁰

- Predictive use, an adjective used with a verb is known as adjective use.

Examples:

- She is afraid
- He is alive
- He looked happy
- They are dead

Adjective are divided into ten kinds (Murthy, 2000:36-38)

- Adjective of quality

An adjective used total about the quality of a person or thing known as adjective of quality, such as:

Wealthy

regional

Fundamental

industrial

²⁸ *Ibid*, P.52

²⁹ Macfadyenheather, <http://www.writingcentre.uottawa.ca/hypergrammar/adjective.html>

³⁰ Makmur. *Op cit.*, P. 37.

Elementary

Primary.

b) Adjective of quantity

An adjective used to talk about the quantity of things known as adjective of quantity such as:

Little

no

Whole

all

Half

enough

Much

any

Some

great

Sufficient.³¹

c) Adjective of number

An adjective used to talk about the number of twin person is known as adjective of number such as:

Five

few

No

many

Some

most

Several

first.

d) Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective, such as:

This

that

³¹*Ibid*,p. 38.

These

Those

Such.

e) Distributive adjective

An adjective used to refer to each and every person or thing separately is known as distributive adjective, such as:

Each

every

Either

none

Any

both.

f) Interrogative adjective

An adjective used to question is known as interrogative adjective, such as:

What

which

Whose.³²

g) Possessive adjective

An adjective used to talk about ownership possession known as possessive adjective, such as:

My

your

Our

its³³

³²*Ibid*,p. 39

²⁷*Ibid*,p. 49

3. Verb

The Verbs is perhaps the most important part of the sentence.³⁴ The words included in the verbs are:

To make	to say
To go	to eat
To buy	to bring, etc.

a. Regular Verb

Regular verb is the change of verb that follows the normal form, by adding it with “d” or “ed” to be past tense and past participle.

Example:

Infinitive	Past Tense	Past Participle
Discuss	Discussed	Discussed
Help	Helped	Helped
Pain	Painted	Painted
Pull	Pulled	Pulled
Dance	Danced	Danced
Phone	Phoned	Phoned

b. Irregular Verb

Irregular verb is the change of verb, which does not follow the normal form, but it must be memorized.

Example:

³⁴Macfadyen Heather, <http://www.writingcentre.uottawa.ca/hypergrammar/verbs.html>

4. Adverb

Adverb is the words which explain about verb, adjective, noun and adverb.³⁶According to Murthy adverb are divide into eight kinds on the basis of their use:

a. Adverb of manner

An adverb used to show how an action done is known as an adverb of manner.

E.g.

Quickly

probably

Bravely

possible

Happily

evidently

Soundly,

luckily

Unfortunately

sadly.³⁷



b. adverb of place

An adverb used to show how an action done is known as an adverb of place.

E.g. here

up

Down

near

Below

above

Away

out

In

every

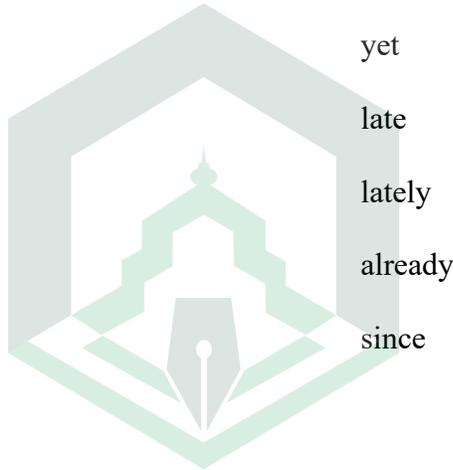
³⁶NugrohoSatrio Drs. *Practical Complete English Grammar*: Tata BahasaInggrisLengkap, (ed.I;Surabaya:Kartika),

³⁷Makmur, *op.cit.*, p. 42

Where	back
Ward	within
By.	

An adverb used to show how an action done is known as an adverb of time.

E.g. now	the
Today	tomorrow
Early	soon
Still	yet
Before	late
Ago	lately
Daily	already
Never	since
Formally.	



d. adverb of frequency

An adverb used to show how an action done is known as an adverb of frequency, such as:

Once	twice
Often	never
Always	occasionally
Frequency	sometimes. ³⁸

f. Adverb of certainly

³⁸*Ibid.*,p.43.

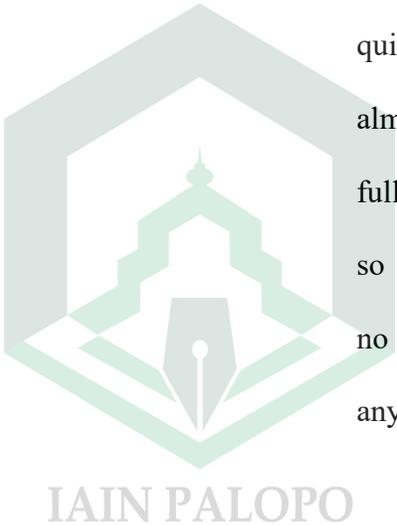
An adverb used to show definition of the action is known as an adverb of
 certainly. E.g. certainly surely

Definitely obviously.

g. Adverb of degree

An adverb used to show how much or in what degree or to what extent an
 action is done is known as an adverb of degree, such as:

Very	rather
Fairly	quite
Too	almost
Hardly	fully
Enough	so
Altogether	no
Pretty	any
Party.	



h. Interrogative adverb

An adverb used to ask question is known as an interrogative adverb.

E.g. where when

Why how.³⁹

³⁹*Ibid.*, P. 44.

5. Articles

Article is word that place in front of noun and it function as determines or divides noun in a sentence. This is their traditional term for a, an, and the. The correct use of these little words is extremely in English. There is a lot of deference between “man” and “the man” for instance. Some should be included among the articles, since it is use before plural count nouns the way a/an is used before singulars: “a man” “some man”.

A and an are used in front of singular count noun. A and an have the same meaning. A is used in front of words that begin with consonants: b, c, d, f, g, h, j, k, l, etc.

For example:

A bed
A cat

A language
A city

A dog
A book

An is used in front of words that begin with a, e, i, and o.

For example:

An apple
An ear

An idea
An office

An Ocean
An apartment

Use and if a word that begin with “u” has a vowel sound: e.g.an uncle, an ugly picture. Use “a” if a word that begins with “u” has a /uw/ sound: a university, as usual event.

Compare:

I have an uncle

He works a university.⁴⁰

We do not normally pronounce the sound /ə/ before a vowel. So before a vowel, the article *a* (/ə/) changes to *an*. Compare:

a rabbit *a* lemon
an elephant *an* elephant

The choice between *a* and *an* depends on pronunciation, not spelling. We use *an* before a vowel **sound**, even if it is written as a consonant.

an hour /ən 'aʊə/ *an* MP /ən em 'pi:/'

And we use a consonant **sound**, even if it is written as a vowel.

a university /ə ju: .../ *a* one-pound coin / ə wʌn .../

Some people say *an*, not *a*, before words beginning with *h* if the first syllable is unstressed.

an hotel (*a* hotel more common)
an historic occasion (*a* historic... is more common)
 (BUT NOT ~~*an* housewife~~ the first syllable is stressed.)⁴¹

6. Conjunction

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Conjunction is the words have function to connect word to word, phrase to phrase or connected sentence to sentence.

Examples:

Julia and Dedi are students

⁴⁰Makmur, *Op Cit*, P. 22- 23.

⁴¹ Michael Swan, *Practical English Usage*, (Second Edition: Oxford University Press, 1995), P. 61

Based example above, “and” is conjunction. Because “and” connect two nouns that Julia and Dedi.

In English there are two kind conjunctions, they are:

a. Coordinate Conjunction

Coordinate conjunction that prominent are “and, but, or, nor”. Generally, used to connect clauses that is the same degree or level. Its mean, to connect noun to noun, adjective to adjective, verb to verb, phrase to phrase, clause to clause, sentence to sentence, etc.⁴²

The words include in coordinate conjunction are:

And	both...and...
But	not only...but (also)
Or	either...or...
Nor	neither...nor... ⁴³

b. Subordinate Conjunction

Subordinate conjunction is the word connected two sentences that is not the same degree or level. Each of the two sentences as main clause and sub clause. Sub clause always depends on main clause. The sub clause did not have the complete meaning without the main clause.

Examples:

⁴² Windy NoviaS.Pd.,*Op Cit* p. 149.

⁴³*Ibid*,p. 150.

She will go the market tomorrow if she is better.

The including in subordinate conjunctions were:

In case	in order (that)
However	moreover
Since	so that
Then	therefore
Though	until. ⁴⁴

7. Preposition

Preposition is word placed before noun or pronoun to indicate the relation among the parts of other sentences.

Noun or Pronoun the following Preposition always hold the position as object sentence. In English grammar there are words the including Preposition, they are:

Behind	below
Above	about
Down	across
Among	etc. ⁴⁵

8. Pronoun

Pronoun the words are used to change noun. The function pronoun is in order lest occur word repeating in the sentence.

Examples:

⁴⁴*Ibid*,p.152.

⁴⁵ *Ibid*,p.107.

Windy lost Windy's pencil when Windy was going to Windy's home.

At the sentence above, the word "Windy" repeated. So that, in order not occur repeating is used pronoun.

Pronoun divides to be some group:

a. Personal Pronoun

Personal pronoun is pronoun indicate the first person, the second person and the third person. Personal pronoun divides to be two groups, like:⁴⁶

➤ Nominative Case

The include in Nominative Case are:

I	you
He	she
It	we
You	they

Nominative Case must be there before neither verb, neither verb to be nor verb.

➤ Objective Case

The include Objective Case are:

Me	you
Him	her
It	us
Your	them

⁴⁶*Ibid*,p.155.

- Which → yang mana
- Whose → kepunyaan siap

e. Reflexive and emphatic

SINGULAR	PLURAL
My self (diri saya sendiri) Your self (diri kau sendiri) Him self (diri dia sendiri) Her self (diri dia sendiri) It self (diri dia sendiri)	Our selves (diri kami sendiri) Them selves (diri mereka sendiri)

➤ Reflexive

Used for sown noun personal and become object from transitive verb or preposition, for example:

- He has hurt himself
- She hang herself

➤ Emphatic

Used penguat pengertian kata bendanya sendiri bukan menjadi objek menunjukkan kata benda atas dirinya sendiri. For example:

- I myself study at home
- She herself met me.⁵⁰

⁵⁰ *Ibid*, 116

E. Vocabulary learning process

The vocabulary learning process will improve the learners 'mastery on words. The process should precede the application of the vocabulary use both inside and outside the classroom. So, the vocabulary that has been mastered by the students is able to understood, generalized, and implicated in a well communication.

The result of study in the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, improving the vocabulary is one of technical learning process. Ngalim in Asmur elaborates that "learning is the process that add manners, and someone knowledge".⁵¹

The other opinion describes Sunardi in Asmur that "learning is the activity where anyone processor collects the change manners in their selves, and that change manners is the active one toget the prospect of life".⁵²

Based on the statement above, the aspects in improving the vocabulary through the use of word list have to pass some stages to understand the application analysis and ability to evaluate in improving the vocabulary.

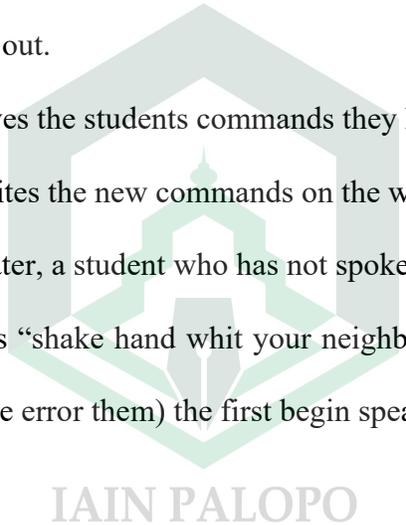
To get more understanding in teaching/learning process, the writer will be given about improving the vocabulary through the word list in a class:

- a. The students give commands in the target language and perform it with the students.
- b. The teacher gives the commands quite quickly.

⁵¹Windy NoviaS.Pd *Op.Cit,p.48*

⁵²*Ibid,p.48*

- c. The teacher sits down and issue command to the volunteers.
- d. The teacher direct students other that the students can learn through observing action as well as by performing the action them selves.
- e. The teacher introduces new commands after she is satisfied that the first six have been mastered.
- f. The teacher changes the order if the commands.
- g. When the students make an error, the teacher repeats the commands the while action in out.
- h. The teacher gives the students commands they have not heard before.
- i. The teacher writes the new commands on the white board.
- j. A few weeks later, a student who has not spoken before gives commands.
- k. A students says “shake hand whit your neighbor (teacher should be tolerant if students make error them) the first begin speaking.”⁵³



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F. Method of memorizing vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There are more than 50.000 list of words in English include its derivation. According to Anderson in Hidayath at Indonesian English dictionary

⁵³Diana Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Pree, 1986),p.114-115

which is made by Jhon M. Echols and Hasan Shadily only consist of 12.000 vocabularies.⁵⁴

Based on the statement above, how do we can mastery all of the vocabulary in our brain? While English teaching in the high school right now only four hours in a weekend it does not only study vocabulary but it studies all component in English like is grammar, reading comprehension, conversation, etc.

According to Pora, there are many kinds of ways to learn vocabulary, such as:

1. Card Method

Sometimes we have many vocabularies but sometimes cannot use it in order that can be useful for us. One way that can help us is using card.

a. Write every English vocabulary or phrase that you do not know it's meaning. Write into card which it's size 8 X 6 cm. write the word in no capital word because it can help you to always remember it do not forget to write the classification of the word like verb, adjective, etc.

b. At back of the card you can write the meaning of the words and can be with its picture. Besides the meaning, the good card that consist of sentence that are made from that vocabulary.

c. Let's us say that you had 20 cards, so you can play with them.⁵⁵

⁵⁴Makmur, *op.cit.*,p.8

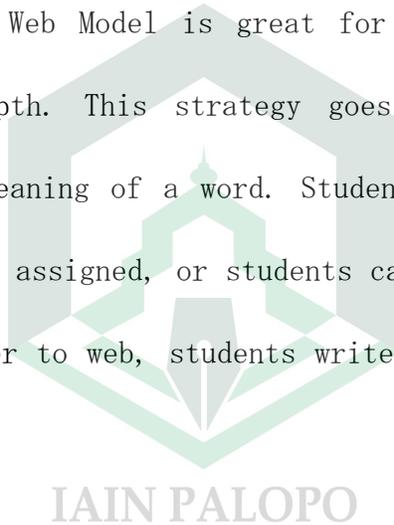
⁵⁵Jasmaruddin, *Op.cit.*,p.42

2. Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.⁵⁶

G. Concept of vocabulary web

This Vocabulary Web Model is great for helping gifted students study words in depth. This strategy goes beyond having students simply learn the meaning of a word. Students can work alone or in pairs. Words can be assigned, or students can choose their own words to explore. In order to web, students write the word to be explored in the center.



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Vocabulary webs are preferable to lists because they help students learn words in meaningful groups or clusters.⁵⁷

The vocabulary webs are an ongoing assignment throughout the unit plan. The rubric follows the expectations displayed on the model word web. The rubric can be

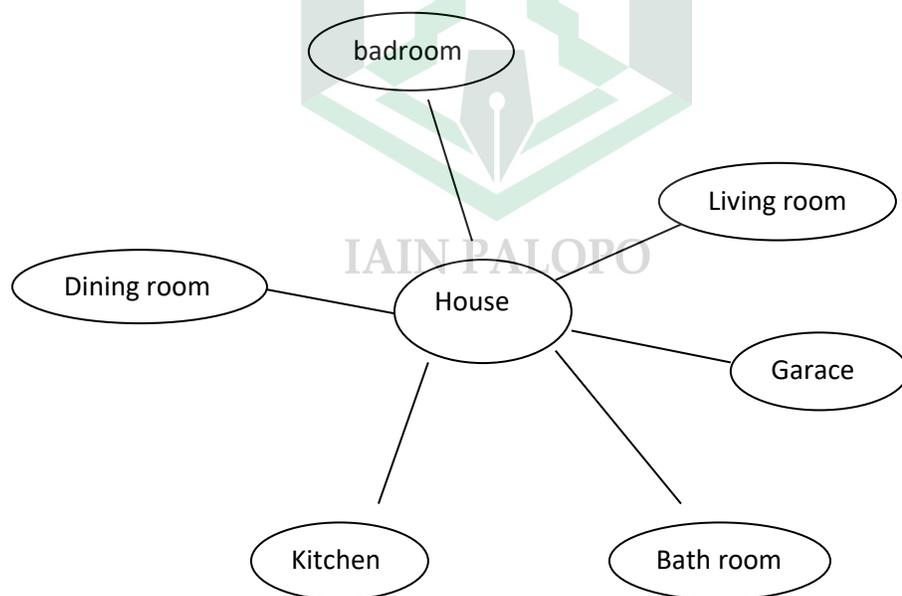
⁵⁶Sulistiani, *Teaching Vocabulary Trough Realiaat the Sixth Year Students of SDN 047 Baebunta* ,A Thesis S1, (Palopo: STAIN Palopo, 2008), p.19

⁵⁷T.Hankelman, <http://www.readwritethink.org/classroom-resources/lesson-plans/delicious-tasty-yummy-enriching-868.html>

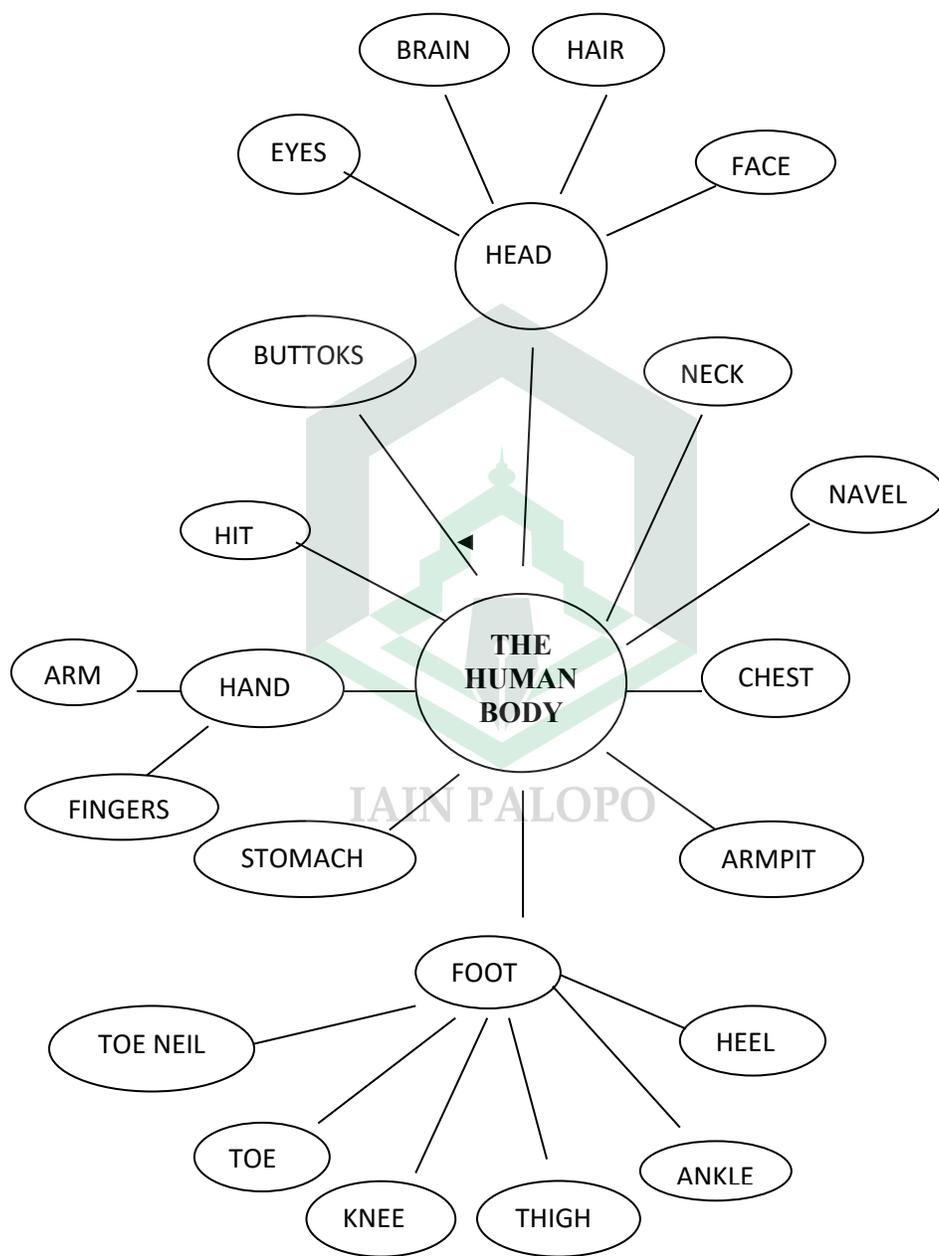
used every time the webs are graded, but teacher discretion can be used. The vocabulary web is a tool for exploring words in depth.⁵⁸

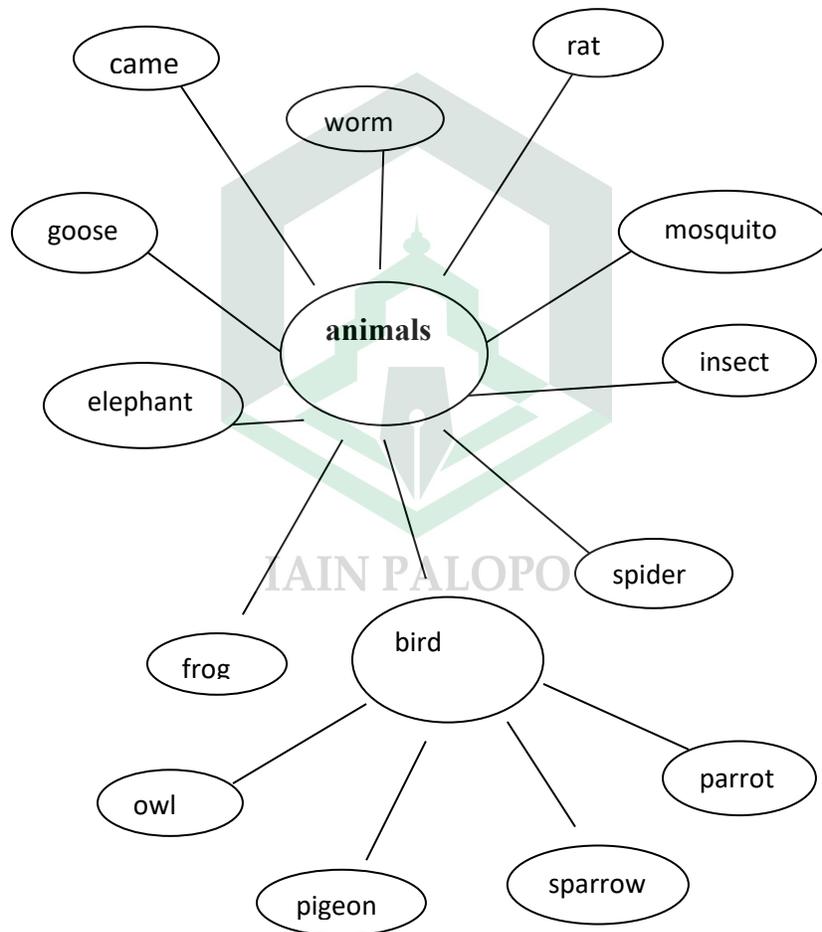
The purpose of the web model of vocabulary is to enable students to gain a deep understanding in the words of interest. Then promote the development of a shallow vocabulary web approach allows for in-depth process that challenges students and attract words.⁵⁹

Based an explanation above using vocabulary web we can describe that one unit of words wich is have relation one another. As example to make complete our comprehension for words.



⁵⁸William and Mary, <http://www.openc.k12.or.us/reaching/tag/pdf/character.pdf>





H. Oprational Defenition

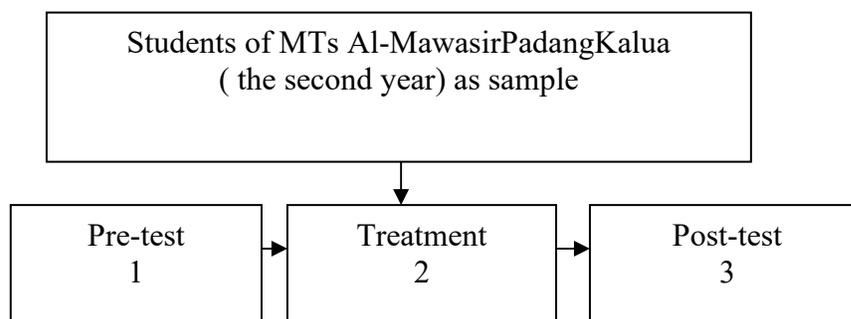
a. Teaching vocabulary through vocabulary web is teaching students of MTs Al-Mawasir Padang Kalua by using vocabulary web in improving students vocabulary. Which vocabulary web is the students give the name something/noun by describing the part of noun.

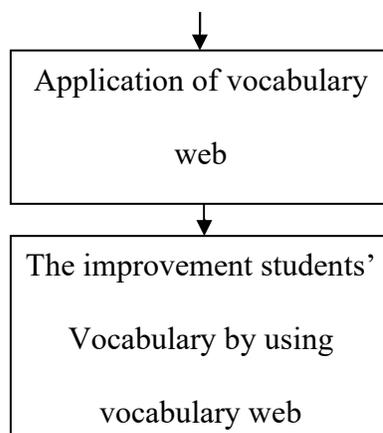
b. Students improvement vocabulary is develop vocabulary study achivement through teaching by using vocabulary web.

I. Theoritical Framework

Vocabulary is an important part of language. In teaching vocabulary, there are many techniques that can be used. In the sense of foreign language teaching and learning, presenting vocabulary by using vocabulary web is constitute leads the students to learn the language.

Based on the statement above, the searcher focuses on teaching can make the students to be easy to memorize vocabulary by using vocabulary web. The theoretical framework in this research is shown in the diagram as follows:





In the diagram above; input, process, out put are briefly clarified as follow:

- Input : The input vocabulary web material consist of vocabulary
- Process : Practice vocabulary by using vocabulary web
- Output : The students are able to improve their vocabulary by using vocabulary web.

J. Hypothesis

In this thesis the writer proposes the following hypothesis:

1. Null hypothesis (H_0): teaching vocabulary by using vocabulary web is not effective way to improve students' vocabulary at the second year of Mts Al-Mawatsir Padang Kalua.

2. H_1 : teaching vocabulary by using vocabulary web is effective way to improve students' vocabulary at the second year of Mts Al-Mawatsir Padang Kalua.

Criteria of hypothesis acceptability

To $\geq t_+ =$ Reject NU 1 Hypothesis

To $\leq t_+$ = Receive Null Hypothesis⁶⁰



⁶⁰Muh.Akbar," *Improving students' writing skill through pair interview at the eleventh year students of SMAN 2 Palopo*", A Thesis S1 (Palopo: STAiN Palopo, 2007),p.21

CHAPTER III

METHODOLOGY

In this chapter, the researcher presented the method of the research design, variables, population and sample, instrument of the research, procedure of collecting data and technique of the data analysis.

A. Method of the research

This research applied an experimental research. It involved one group, namely experimental group. The experimental group was treated with vocabulary web.

B. Research design

This research employed pre-experiment method with one group pre-test and post-test. This design was presented as follows:

Pattern: $O_1 X O_2$

Which:

Pattern: Experiment

O_1 : pre-test

X : Treatment

O_2 : post-test¹

¹ Suharsi arikanto, *Prosedur Penelitian*, (Jakarta: PT.Rineka Cipta,1988) p.84

C. Variable

The variable of this research, the researcher was consisted of two variables namely independent variable and dependent variable:

1. Independent variable is vocabulary web.
2. Dependent variable is the student improvement about vocabulary.

D. Population and sample

1. Population

The population of the research was the second year students of MTs Al-Mawatsir Padang Kalua in 2010-2011 academic years. The real number of population are 35 for one class.

2. Sample

The sample of the research was the second year students of MTs Al-Mawasir Padang Kalua. This research use random sampling technique. The number of sample are 24 students, according Ivor K Davis as the theoretical of ideal class.²

E. Instrument of the Research

The instrument of the research was a tool that is used to collect the data in pre-test and post-test. Vocabulary test with consist of translation from English into Indonesian and from Indonesian into English.

² Mursal, *Op.Cit*,P.49

F. Procedure of Collecting Data

Collected the data, the researcher used some procedures as follows:

1. Pre test

Pre test gave before the treatment:

- a. The researcher came in the class and explained the purpose of the research to the students.
- b. The researcher gave pre-test, it aimed to know students' vocabulary before treatment. The students were given 45 minutes to do the test.
- c. The test modified into two kinds of vocabulary test such as translating words of English into Indonesian and Indonesian into English.

2. Treatment

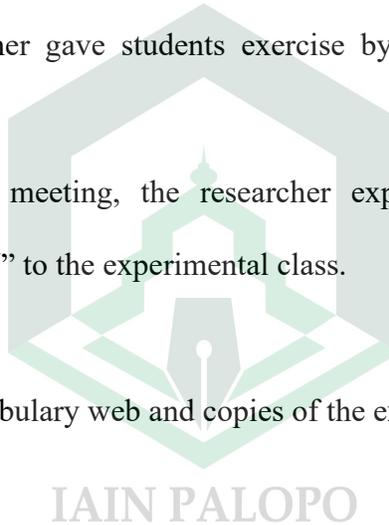
In conducting treatment the researcher did eight meetings. The steps were as follows:

1. The first meeting, the researcher explained about "THINGS" to the experimental class.
 - a. Preparation

Gave vocabulary web and copies of the exercise were done by students.
 - b. In class
 - The researcher gave vocabulary web consist of vocabularies for students about the kind of noun.
 - The researcher pronounced the vocabulary one by one as showing the students the vocabulary web

- The researcher asked the students to write the vocabulary
 - The researcher asked students to memorize the vocabulary about noun in the classroom.
2. The second meeting, the researcher was explained about “PLACE” to the experimental class.
- a. preparation
- Gave vocabulary web and copies of the exercise were done by students.
- b. class
- The researcher gave vocabulary web consist of vocabularies for students about the kind of place
 - The researcher pronounced the vocabulary one by one as showing the students the vocabulary web
 - The researcher asked the students to write the vocabulary.
 - The researcher asked students to memorize the vocabulary about place in the classroom.
 - The researcher gave students exercise by using vocabulary web about place
3. The third meeting, the researcher explained about “PEOPLE” to the experimental class.
- a. Preparation
- Gave vocabulary web and copies of the exercise are done by students.
- b. In class

- The researcher gave vocabulary web consist of vocabularies for students about the kind of people
 - The researcher pronounced the vocabulary one by one as showing the students the vocabulary web
 - The researcher asked the students to write the vocabulary.
 - The researcher asked students to memorize the vocabulary about people in the classroom.
 - The researcher gave students exercise by using vocabulary web about people
4. The fourth meeting, the researcher explained about “FAMILY and RELEGION” to the experimental class.
- a. Preparation
- Giving vocabulary web and copies of the exercise were done by students.
- b. In class
- The researcher gave vocabulary web consist of vocabularies for students about the kind of family
 - The researcher pronounced the vocabulary one by one as showing the students the vocabulary web
 - The researcher asked the students to write the vocabulary.
 - The researcher asked students to memorize the vocabulary about family in the classroom.



-The researcher gave students exercise by using vocabulary web about family.

5. The fifth meeting, the researcher explained about “THE HUMAN BODY” to the experimental class.

a. Preparation

Gave vocabulary web and copies of the exercise were done by students.

b. In class

-The researcher gave vocabulary web consist of vocabularies for students about the kind of the human body.

-The researcher pronounced the vocabulary one by one as showing the students the vocabulary web.

-The researcher asked the students to write the vocabulary.

-The researcher asked the students to memorize the vocabulary about the human body in the classroom.

-The researcher gave students exercise by using vocabulary web about part of body.

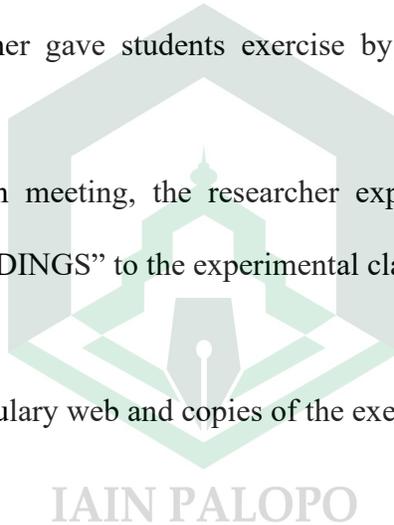
6. The sixth meeting, the researcher explained about “FOOD” to the experimental class.

a. Preparation

Gave vocabulary web and copies of the exercise were done by students.

b. In class

- The researcher gave vocabulary web consist of vocabularies for students about the kinds of foods.
 - The researcher pronounced the vocabulary one by one as showing the students the vocabulary web.
 - The researcher asked the students to write the vocabulary.
 - The researcher asked the students to memorize the vocabulary about food in the classroom.
 - The researcher gave students exercise by using vocabulary web about food.
7. The seventh meeting, the researcher explained about “NATURE and SURROUNDINGS” to the experimental class.
- a. Preparation
- Gave vocabulary web and copies of the exercise were done by students.
- b. In class
- The researcher gave vocabulary web consist of vocabularies for students about the kinds of nature and surroundings.
 - The researcher pronounced the vocabulary one by one as showing the students the vocabulary web.
 - The researcher asked the students to write the vocabulary.
 - The researcher asked the students to memorize the vocabulary about vegetables in the classroom.



-The researcher gave students exercise by using vocabulari web about vegetables.

8. The eighth meeting, the researcher explained about “ANIMALS” to the experimental class.

a. Preparation

Gave vocabulary web and copies of the exercise were done by students.

b. In class

-The researcher gave vocabulary web consist of vocabularies for students about the kind of animals.

-The researcher pronounced the vocabulary one by one as showing the students the vocabulary web.

-The researcher asked the students to write the vocabulary.

-The researcher asked students to memorize the vocabulary about animals in the classroom.

-The researcher gave students exercise by using vocabulari web about animals.

3. Post test

After doing the treatment, so the students were given post test in the last meeting. In post test the researcher distributed the written test that had been given in pre-test. By post-test we can know the improvement students' vocabulary by using vocabulary web. The same as pre-test students were given 45 minutes to do the test.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students vocabulary test answer.

$$S = R$$

Where:

S = Score

R = Right Answer.

Score of the test were classified into criteria as follows:

- a. 81 to 100 is classified as very good
- b. 61 to 80 is classified as good
- c. 41 to 60 is classified as fair
- d. 21 to 40 is classified as poor
- e. 1 to 20 is classified as very poor.³

Formula score for each item, the test was given for the students namely translation words. The tests were 60 items, 30 Indonesian into English and 30 English into Indonesian. The way to gave score was right score divide by the number of sample times one hundred, for example $5 : 24 \times 100 = 21$

2. Looking for D (difference) between score variable I (x) and score variable

II (y)

$$D = x - y$$

³Makmur, *op.cit.*,p

Where:

D = difference

X = Pre-Test

Y = Post-Test.

3. Looking for main score from difference X and Y by using the following formula:

$$MD = \frac{\sum D}{N}$$

Where:

N = Total Number of Sample

$\sum D$ = Total of Difference

MD = Mean Difference.

4. Looking for standard deviation from difference X and Y (SD_D)

$$SDD = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

Where:

SD_D = Standard Deviation

$\sum D^2$ = Total Difference

N = Total of Number⁴

⁴Jasmaruddin, op.cit, p.38

5. Looking for error standard from mean of difference X and Y by using the following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N} - 1}$$

Where:

SD_D = Standard Deviation Difference

SE_{MD} = Standard Error Mean Difference

6. Looking for “to” by using the following formula:

$$T_o = \frac{MD}{SE_{MD}}$$

Where:

T_o = Test of Count

MD = Mean Score

SE_{MD} = Standard Error Mean Difference

7. Criteria of hypothesis acceptability

$T_o \geq t_+$ = Reject H_0 Hypothesis

$T_o \leq t_+$ = Receive Null Hypothesis⁵

⁵*Ibid.*, p.39

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous description it had been explained that the data analysis in the research, the researcher used quantitative analysis by analyzing the data in numeral form. These data described students' vocabulary improvement by using vocabulary web at MTs Al-mawasir Padang Kalua.

The researcher made raw score of students' sample. The data analyzed and performed in the following table.

1. The students' score
 - a. The students' score in Pre-test

Table 1

The score of students in pre-test

Respondent	Correct answer	Score
R1	5	7
R2	14	23
R3	16	27
R4	3	5
R5	3	5
R6	7	12
R7	3	5

R8	11	18
R9	5	7
R10	3	5
R11	6	10
R12	6	10
R13	8	13
R14	11	18
R15	18	30
R16	3	5
R17	11	18
R18	3	5
R19	5	7
R20	9	15
R21	5	7
R22	5	7
R23	7	12
R24	3	5

From the table 1 we can see the students' score in pre-test. The highest score is 30 and the lowest score is 5. There were 7 students who got the lowest score 5 with three correct answers, 5 students got 7 with five correct answers, 2 students got 10 with

seven correct answers, 2 students got 12 with seven correct answers, 1 student got 15 with nine correct answers, 3 students got 18 with eleven correct answers, 1 student got 23 with fourteen correct answers, 1 student got 27 with sixteen correct answers and 1 student got the highest score 30 with eighteen correct answers.

Based explained above we know that, the students' vocabulary was very low because the highest score in pre-test is 30 with 18 correct answers from 60 vocabularies.

b. The students' score in Post-test

Table 2
The score of students in post-test

Respondent	Correct answer	Score
R1	15	25
R2	47	78
R3	48	80
R4	19	32
R5	19	32
R6	34	57
R7	28	47
R8	17	28
R9	41	68
R10	18	30

R11	24	40
R12	18	30
R13	36	60
R14	25	42
R15	44	73
R16	49	82
R17	23	38
R18	31	52
R19	46	77
R20	16	27
R21	24	40
R22	19	32
R23	18	30
R24	24	40

From the table 2 we can see the students' score in pre-test. The highest score is 82 and the lowest score is 25. There was 1 student who got the lowest score 25 with fifteen correct answers, 1 student got 27 with sixteen correct answers, 1 student got 28 with seventeen correct answers, 3 students got 30 with eighteen correct answers, 3 students got 32 with nineteen correct answers, 3 students got 40 with twenty-four correct answers, 1 student got 42 with forty-five correct answers, 1 student got 47

with twenty-eight correct answers, 1 student got 52 with thirty-one correct answers, 1 student got 57 with thirty-four correct answers, 1 student got 60 with thirty-six correct answers, 1 student got 68 with forty-one correct answers, 1 student got 73 with forty-four correct answers, 1 student got 77 with forty-six correct answers, 1 student got 78 with forty-seven correct answers, 1 student got 80 with forty-eight correct answers and 1 student got the highest score 82 with forty-nine correct answers.

Based explained above we know that, the students' vocabulary was improvement after doing treatment by using vocabulary web. In pre-test the highest score was 30 with 18 correct answers and in post-test the highest score was 80 with forty-nine correct answers from 60 vocabularies.

2. Classification and percentage of the students' score
 - a. Pre-test

Table 3
The Percentage Rate of Students' score in Pre-test.

Classification Answer	Pre-Test	
	F	P
81-100 (Very Good)	-	-
61-80 (Good)	-	-
41-60 (Fair)	-	-
21-40 (Poor)	3	12,5%
1-20 (Very Poor)	21	87,5%
	24	100%

The table 3 shows that in fond vocabulary test by using vocabulary web in Pre-test there was not students got very good, good and fair category. There were 3 students (12,50%) got poor category and there were 19 students (87,50%) got very poor category.

b. Post-test

Table 4

The Percentage Rate of Students' score in Post-test

Classification Answer	Post-Test	
	F	P
81-100 (Very Good)	1	4,17%
61-80 (Good)	5	20,83%
41-60 (Fair)	5	20,83%
21-40 (Poor)	13	54,17%
1-20 (Very Poor)	-	-
	24	100%

In post-test, the score of students were increased. There was 1 students (4,17%) got very good category, there were 5 students (20,83%) got good category, there were 5 students (20,83%) got fair category, there were 13 students got poor category and there was not student got very poor category. It means that, there were improvement after giving treatment to the students, so the students vocabulary can be improved by using vocabulary web.

3. The result of vocabulary test by using vocabulary web

Table 5

The result of vocabulary test by using vocabulary web, before (pre-test) and after (post-test) conducting treatment.

NO	Respondent	The result of Voc. Test by using vocabulary web		D (y-x)	D ² (y-x) ²
		Pre-Test(x)	Post-Test(y)		
1	R1	7	25	18	324
2	R2	23	78	55	3025
3	R3	27	80	53	2809
4	R4	5	32	27	729
5	R5	5	32	27	729
6	R6	12	57	45	2025
7	R7	5	47	42	1764
8	R8	18	28	10	100
9	R9	7	68	61	3721
10	R10	5	30	25	625
11	R11	10	40	30	900
12	R12	10	30	20	400
13	R13	13	60	47	2209
14	R14	18	42	24	576

15	R15	30	73	43	1849
16	R16	5	82	77	5929
17	R17	18	38	20	400
18	R18	5	52	47	2209
19	R19	7	77	70	4900
20	R20	15	27	12	144
21	R21	7	40	33	1089
22	R22	7	32	25	625
23	R23	12	30	18	324
24	R24	5	40	35	1225
N = 24		X = 276	Y = 1140	$\Sigma D = 864$	$\Sigma D^2 = 38632$

From the table 5, the writer got $\Sigma D = -864$ and $\Sigma D^2 = 38632$ from this data, the writer present the result of mean difference, standard deviation (SD_D), standard score mean (SE_{MD}) and t count, as follow:

1. Looking for mean of difference (MD)

$$MD = \frac{\Sigma D}{N} = \frac{864}{24} = 36$$

2. Looking for standard deviation (SD_D)

$$\begin{aligned} SD_D &= \sqrt{\frac{SD^2}{N} - \frac{(\Sigma D)^2}{(N)}} = \sqrt{\frac{38632}{24} - \frac{(864)^2}{(24)}} \\ &= \sqrt{1609,66 - (36)^2} \end{aligned}$$

$$= \sqrt{1609,66 - (1296)}$$

$$= \sqrt{313,66}$$

$$= 17,710$$

3. Looking for standard error mean (SE)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{17,710}{\sqrt{24-1}}$$

$$= \frac{17,710}{\sqrt{23}}$$

$$= \frac{17,710}{4,796}$$

$$= 3,692$$

4. Looking for t count (to) by using following formula

$$T_o = \frac{MD}{SE_{MD}} = \frac{-36}{3,692} = -9,750$$

5. Given interpretation based on criteria hypothesis

$$df \text{ or } db = N - 1$$

$$= 24-1$$

$$= 23$$

If $t_o \geq t_t$ = Acceptable null hypothesis

If $t_o < t_t$ = Unacceptable null hypothesis

Based on standard of significant 5% with df 23, (see t table) we got table = 2,07 and with standard of significant 1% we got 2,81 and $t_o = 9,750$ from result above the researcher gave interpretation, as we know that:

$$2,07 < 9,750 > 2,81$$

So, “to” is bigger than “tt”

B. Discussion

Based on the result of data analysis, the writer interpreted that vocabulary web is effective and one of technique to develop students’ vocabulary at the second class of MTs Al-Mawasir Padang Kalua. We can see about it through the mean of result students in pre-test (before doing treatment) and in post-test (after doing treatment) is difference and result of t test standard significant 5% with df 23 the researcher got 2,07 and with standard of significant 1% the researcher got 2,81.

From the result above the researcher gives interpretation “to” is bigger than “tt”

$$2,07 < 9,750 > 2,81$$

As the experience and the result of data analysis the researcher was sure that improvement vocabulary by using vocabulary web is an appropriate way to test English in junior high school, So vocabulary web is a good technique for English teacher to apply in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

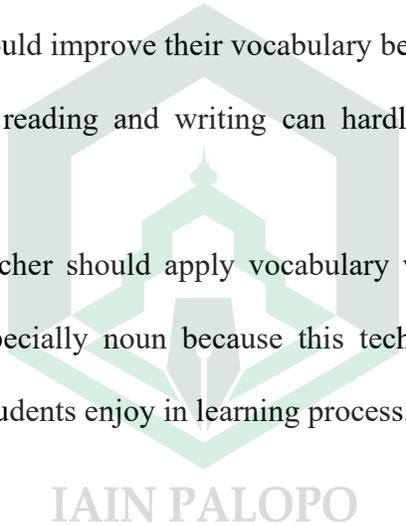
After finding data analysis and discussion, the researcher makes conclusion that as follows:

There are many ways to improve vocabularies recognition. This article only proposes a small part of the ways. Vocabulary web is a good technique in teaching vocabulary at the second class of MTs Al-mawasir Padang Kalua because based on data analysis and discussion of the findings, it can be concluded the mean score in post-test (11,5) is greater that the mean score in pre-test (47,5). it means there is improvement of the students' vocabulary. There was a significant improvement on vocabulary at the second class of MTs Al-Mawasir Padang Kalua after vocabulary web conducted. T-test is greater than t-table. Therefore H_0 hypothesis is rejected and H_1 hypothesis is accepted. It means that vocabulary web technique can improve the students' vocabulary.

B. Suggestion

Based on the conclusion above, to reach the aim and objective in increasing the quality of students, generally students of MTs Al-Mawasir Padang Kalua, the researcher has some suggestions for English teacher and students, as follows:

1. As an English teacher, we should apply an appropriate way or technique in learning process, in order the students can understand and they don't be bored in learning.
2. To improve the students' vocabulary, the English Teacher should give more vocabulary practice in creative ways to enlarge students' competence in mastering vocabulary process.
3. The teacher and the students should be active in the classroom.
4. The students should improve their vocabulary because four English skills such as speaking, listening, reading and writing can hardly be mastered without good mastery of vocabulary
5. The English teacher should apply vocabulary web technique in learning of English vocabulary especially noun because this technique is very good, easy to understood and make students enjoy in learning process.



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