

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT AND
ACTIVE PARTICIPATION BY USING SPIDERGRAMS OF THE VIII-F
AT SMPN 01 SUKORAMBI IN 2016/2017 ACADEMIC YEAR**

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Abstract: The purpose of this research is to find out how the use of Spidergrams can improve students' vocabulary achievement and active participation of the VIII-F at SMPN01 Sukorambi in 2016/2017 Academic Year. Kind of this research is Classroom Action Research. The subject of this research is the students of VIII-F class. Test and Observation Checklist are used to obtain the data. The design of action research are preliminary study, planning, acting, observing and reflecting. The mean score of preliminary study was 75.72 and the students who achieved standard score was 9 (31.03%), while 20 (68.96%) failed. Spidergrams can improve students' vocabulary achievement and active participation in two cycles from the mean score 76.06 in Cycle 1 to 80.13 in Cycle 2. From the vocabulary achievement test were 75.86% in Cycle 1 to 86.20% in Cycle 2. The observation checklist result from 75.86% in Cycle 1 to 89.65% in Cycle 2. Based on the data above, it can be concluded that the use of Spidergrams can improve students' vocabulary achievement and active participation.

Key words: Students' Vocabulary Achievement, Active Participation, Spidergrams

**MENINGKATKAN KEMAMPUAN PENCAPAIAN KOSA KATA
SISWA DAN PARTISIPASI KEAKTIFAN DENGAN MENGGUNAKAN
SPIDERGRAMS PADA KELAS VIII-F SMPN 01 SUKORAMBI TAHUN
AJARAN 2016/2017**

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Abstract: tujuan penelitian ini adalah untuk menemukan bagaimana penggunaan Spidergrams dapat meningkatkan pencapaian kosa kata siswa dan partisipasi keaktifan pada kelas VIII-F. Subjek dari penelitian ini adalah siswa kelas VIII-F. Tes dan daftar hasil pengamatan digunakan dalam memperoleh data. Model penelitian tindakan ini adalah studi pendahuluan, perencanaan, pelaksanaan, pengamatan, dan refleksi. Nilai rata-rata pada hasil studi pendahuluan adalah 75.72 dan siswa yang mencapai nilai target adalah 9 (30.03%) siswa, sementara 20 (68.96%) siswa gagal. Spidergrams dapat meningkatkan pencapaian kosa kata siswa dan partisipasi keaktifan dalam dua siklus dari perolehan nilai rata-rata 76.06 di siklus 1 menjadi 80.13 pada siklus 2. Dari tes pencapaian kosa kata diperoleh 75.86% pada siklus 1 menjadi 86.86% pada siklus 2. Menurut data di atas, dapat disimpulkan bahwa Spidergrams dapat meningkatkan pencapaian kosa kata siswa dan partisipasi keaktifan.

Kata kunci: Pencapaian Kosa Kata Siswa, Partisipasi Keaktifan,
Spidergrams

INTRODUCTION

The English language is the international language that has been used by everyone in this world. It becomes largest communication needs with other people from another countries. According to Crystal (2003:5) English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. Especially, in Indonesia English language has become the only foreign language which is included in National Examination (*UN*). English has been learned for many years, but the students still have their own problems. The problems are varied in four language skills such as, speaking, reading, listening, and writing. The basic one that appears is vocabulary from the four language skills, because vocabulary the students almost fail to bring it to their mind in learning English. According to Thornbury (2002:13) says that “without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” This is how the linguist David Wilkins summed up the importance of vocabulary learning. According to Linse (2005:122) vocabulary development is an importance aspect language development and the research that has been conducted in recent years is very exciting. William (1970:41) classifies vocabulary based on its size into two groups: large vocabulary and small vocabulary. large vocabulary covers nouns, verbs, adjectives, and adverbs, whereas small vocabulary covers pronouns prepositions, articles, auxiliary verb, conjunctions and interjections. This classroom action research focuses on large vocabulary that covers nouns, verbs, adjectives and verbs. As Bromly (2004:4) says that large vocabulary is the students’ asset of conceptual knowledge which makes academic learning easier. Furthermore Hatch and Brown (1995:218) state that it has major function in having communication. It covers nouns, verbs, adjectives, and adverbs. Spidergrams is used as the technique to improve the vocabulary achievement and active participation. Spidergram is a kind of graphic organizer. Basically, graphic organizers are instructional tools used illustrate a student or class’s prior knowledge about topic or section of the text. According to McKenna (2002:59) A spider diagram (sometime called “*a semantic map*”). It is an easy diagram to make, and students can be engaged in suggesting words to be included in the map. Semantic maps derive their instructional power by stressing the connections among words meaning. Spidergrams are adapted from Wood (1991:93) in Maftuhah (2011:13) classifies into six patterns such as, Tropical Spidergram, Chronological Spidergram, Descriptive Spidergram, Cause Effect Spidergrams, Comparison Contrast Spidergrams, Problem Solution Spidergrams. In this research only focuses on Descriptive Spidergram.

RESEARCH METHOD

This research is Classroom Action Research. It is implemented five stages, explained by Arikunto, 2010:137, there are preliminary study, planning, acting, observing, reflecting. The VIII-F class is the subject of research. The instrument was used to collect the data in this research. They were vocabulary test and observation checklist.

In this research, to analyze the data of the students' vocabulary test, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of the students who achieved score ≥ 75

n : The number of students who don't achieved score ≥ 75

N : The number of the subjects

The observation focuses on the indicators of students' contribution in process of learning and active participation during the school hours. The instrument that will be used in this method is a checklist.

No.	Name	Indicators			Active	Passive
		1	2	3		
1						
2						
3						
	Total					

The Indicators are:

1. The students give their word contribution to the Spidergrams.
2. The students develop Spidergrams based on a certain topic.
3. The students classify the words that are stated in the Spidergrams.

In this classroom action research, observation by using observation checklist was used to collect the data about students' active participation during the teaching and learning process of vocabulary by using Spidergrams. According to Arikunto (2010:202), variable list that will be collected the data. The result of this observation is 75%.

THE RESULT OF THE RESEARCH DISCUSSION

This result of the research presents the result of cycle 1 and cycle 2 of using Spidergrams to improve students' vocabulary achievement and active participation.

Description of Research Setting

This research was conducted on May 18th, 2017 in cycle 1. For the first cycle, it is integrated with writing using spidergrams. The researcher gives the students some leading questions about the animals and shows some pictures. The students were asked to do spidergrams "Animal" in task 1 by seeing the pictures of animal and develop the strands in spidergrams that already prepared by the teacher. The second task was spidergrams "my cat". The students were asked to do spidergrams and develop the strands based on the words that already shown in the table by choosing it. The last was multiple choice that consist of vocabulary test. In Cycle 1, the mean score of the students is 76.06. It means that the students' vocabulary achievement test is achieved the criterion of success that is 75. There are 22 (75.86%) students who achieve the standard score and 7 (24.13%) students

fail. So, the researcher continues to the second Cycle to know the consistency of the students on vocabulary achievement. The result of the students' active participation in Cycle 1 is 22 (75.86%) active students and 7 (24.13%) passive students during the vocabulary teaching and learning process. In this analysis shows that the students are active. In the Cycle 2, the researcher gives the students the same way and sees the consistency of students during the vocabulary teaching and learning.

The Reflection of Cycle 1

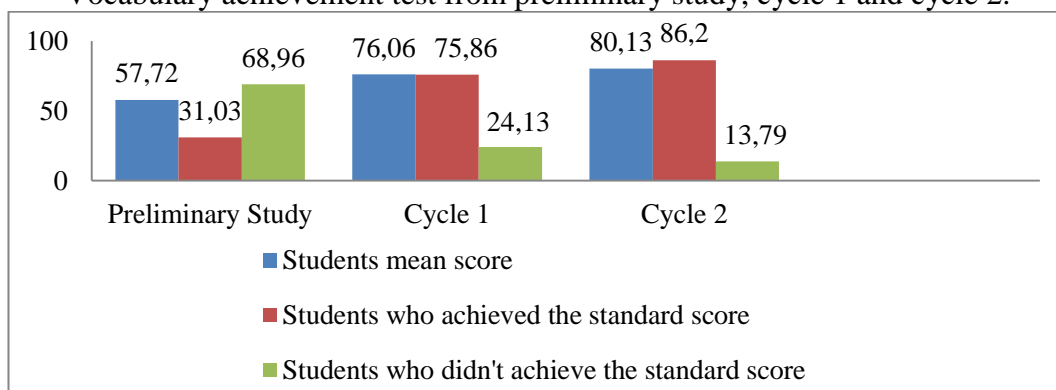
Based on the result of the reflection, it was known the weaknesses of the action in cycle 1:

The researcher did not use bilingual language. So, the students did not understand the meaning. It was also the first time the researcher using Spidergrams as the method in teaching and learning process. In case, the students did not focus on the vocabulary but the students were more interested in the Spidergrams. The researcher used unfamiliar vocabularies in teaching and learning process. The students did not know many vocabularies. So, they always asked to other friends not to the researcher. It made the class crowded. The researcher did not give instruction clearly that learning vocabulary needs the dictionary during the class. Many of students did not bring the dictionary to help them in understanding the meaning of vocabularies. So, it was hard for the students to know the meaning of the vocabulary in the materials.

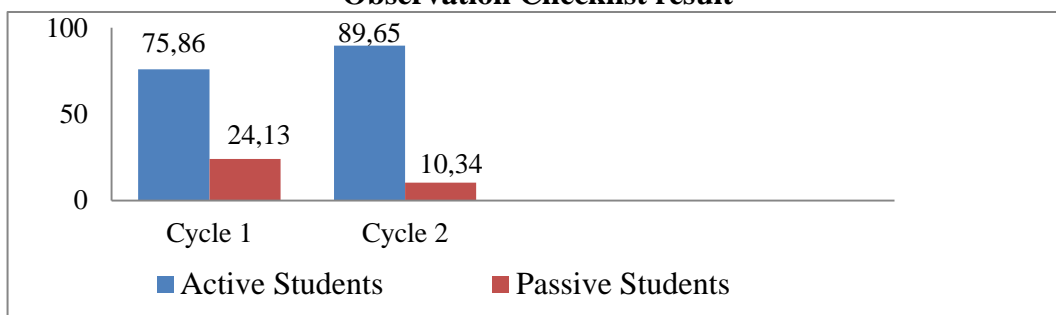
Then, in Cycle 2 is done on May 23rd, 2017 integrated with reading text consist three tasks. Task 1 is Borobudur temple text and asked the students to do spidergrams and develop the strand based on the text of borobudur temple. Task 2 is My new friend "Betty" text and asked the students to do spidergrams based on the text "My new friend" that already prepared. Task 3 is filling the blanks that consist of vocabulary test. The mean score of the students vocabulary test is 80.13. the next analysis shows that there are 25 (86.20%) students who achieve the target score and 4 (13.79%) students who fail. It means that the result of the data shows that the students who reach the standard score are more than 75%. It means that the target requirement of the students has been achieved in Cycle 2. In Cycle 2, the result of students' active participation is 26 (89.65%) active students and 3 (10.34%) passive students during the vocabulary learning process. It is proved that the students' interesting in participation and it can be shown in this analysis from the first and second cycle is 75.86% to 89.65 active students.

The Result of the Research

Vocabulary achievement test from preliminary study, cycle 1 and cycle 2.



Observation Checklist result



From the chart above, it can be concluded that the criteria of success of the students score ≥ 75 .

CONCLUSION AND SUGGESTION

CONCLUSION

The use of Spidergrams could improved the students' vocabulary achievement of the VIII-F at SMPN 01 Sukorambi. The improvement could be seen from the improvement of the students mean score from the score of Cycle 1 and Cycle 2. Meanwhile the result of the improvement of the students mean score vocabulary test. Students could get standard score in Cycle 1 and Cycle 2 after using Spidergrams in teaching vocabulary. The use of Spidergrams on the vocabulary can stimulate their thought to find new vocabularies. The use of Spidergrams on the vocabulary can make the students easy to understand the new vocabulary. The use of Spidergrams on the vocabulary can arouse their knowledge.

The use of Spidergrams could improve students' active participation in the classroom during the teaching learning process of vocabulary of the VIII-F of SMPN 01 Sukorambi. This is proved that the use of Spidergrams could arouse the class VIII-F students' active participation during the classroom activities. The use of Spidergrams can improve passive students in learning process in the classroom. The use of Spidergrams can get attention the students to be more active during learning vocabulary. The use of Spidergrams can make the students interested in learning vocabulary.

SUGGESTION

Considering the result of the implementation of Spidergram in teaching vocabulary that could improve the students' vocabulary achievement and active participation, some suggestions are proposed to the following people.

1. The English Teacher

It is suggested that English teacher applies Spidergrams as one alternative teaching vocabulary. It is due to fact that Spidergrams can improve the students' active participation and their vocabulary achievement. It is considered that spidergrams can help teacher in teaching.

2. The Students

The students are suggested to increase their vocabulary by using Spidergrams because it can help the students to enlarge their vocabulary. It is considered that spidergrams can improve the students' vocabulary.

3. The Future Researcher

The future researcher are suggested to conduct a further research dealing with the use of Spidergrams as a way to improve the students' vocabulary achievement.

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