IMPROVING STUDENTS’ ENGLISH VOCABULARY THROUGH CLUSTER TECHNIQUE

# By DIAN SURYA 107014003325

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# Abstract

IMPROVING STUDENTS’ ENGLISH VOCABULARY THROUGH CLUSTERING TECHNIQUE (A Classroom Action Research at the Second Grade Students’ of SMP Al-Kautsar BKUI, Jakarta). Skripsi of English Education at the Faculty of Tarbiya and Teachers Training of Islamic University Syarif Hidayatullah Jakarta, 2014.  
This Study was aimed to know the Empirical evidence about the improvement of the students’ English vocabulary through Clustering Technique at the Second Grade Students of SMP Al-Kautsar BKUI. The problem of the study was how to improve student’s English vocabulary through Clustering Technique. The research method is classroom action research that follows the design pattern of Kurt Lewins. The research was conducted in two cycles. Subject in this study were second grade students of SMP Al-Kautsar BKUI. Techniques of data collection were interviews, observation and test. The result of this study was that the implementation of learning English vocabulary trough Clustering Technique has increased. The results showed that 81.8% of the students can reach values >70 and has achieved the minimum passing criterion (KKM). In addition, the results of observations showed that students appear more motivated in learning English, especially for English vocabulary mastery. Based on the result above, it can be concluded that using Clustering Technique on the second grade students of SMP Al-Kautsar BKUI can improve students English vocabulary mastery.

# Study subjects

**33 students**

C. **The Subject of the Research The subject of this research is the second grade students of SMP Al-Kautsar BKUI Jakarta, which comprises of 33 students/ one class**. D

# Scholarcy Synopsis

This study found that using the Clustering Technique improved the English vocabulary of second grade students at SMP Al-Kautsar BKUI, with 81.8% of students achieving passing grades.

The study focuses on improving students' English vocabulary through the use of clustering technique.  
Classroom Action Research (CAR) is used as the practical design to explore and solve the problem.  
The pre-test revealed that the traditional teaching method of memorizing vocabulary was not effective.  
After implementing the clustering technique, the researcher found that it can be an alternative strategy for teaching vocabulary.  
The study showed a significant increase in students' vocabulary achievement.  
The researcher concluded that the vocabulary cluster can be a valuable tool for teachers in teaching vocabulary.

# Findings

The result of the post-test showed the mean score of the class increased to 68.9% in which there were 18 students who passed the Minimum Mastery Criterion or KKM 70

The result of post-test 2 showed that the average score of the class increased to 81.8% in which there 27 students who passed the Minimum Mastery Criterion or KKM 70

# Scholarcy Highlights

* IMPROVING STUDENTS’ ENGLISH VOCABULARY THROUGH CLUSTERING TECHNIQUE (A Classroom Action Research at the Second Grade Students’ of SMP Al-Kautsar BKUI, Jakarta)
* Creswell said that Classroom Action Research (CAR) is the practical design which explores a problem with an aim toward developing a solution to a problem, and action research designs are systematical procedure done by the teachers to improve their teaching, and their students learning
* Validity of the Test “Validity is a measurement instrument which shown whether the instrument valid or not”.10. It means that validity is one of the crucial conditions in implementing a research including Classroom Action Research (CAR)
* The pre test had been done before the classroom Action Research (CAR)
* Based on the result of the students’ participation during teaching and learning process of English vocabulary class through observation note, in observation before CAR it was the technique given by the teacher in teaching vocabulary is not interested for students, the teacher just giving a list of vocabulary and asked them to memorize individually students could not memorize the vocabulary
* After conducting the research and analyzing the data in the process of teaching vocabulary through clustering technique at the second grade of SMP AlKautsar BKUI Jakarta, the researcher concluded that vocabulary cluster can be alternative strategy for teacher in teaching vocabulary

# Scholarcy Summary

## CHAPTER II THEORETICAL STUDY

Mastering vocabulary is very important for the students who learn English as a foreign language.

The mastery of vocabulary can support them in speaking when they communicate to people and able to write and translate the meaning of words when they definite English language.

From the definition above, it shows vocabulary is a list of words known by person, it is a words of a language and the sum of words used by, understood by, or at the command of a particular person or group or specially vocabulary in English words that are related to the meaning of the words and the way to use them in communication.

Even though students realize the importance of vocabulary when learning English, most Indonesian students learn vocabulary passively due to several factors

They consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring.

Language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises and teaching vocabulary methods

## Techniques in Presenting Vocabulary

Write and circle the word or phrase that expresses the broad subject you want to write about.12

Another expert said that clustering is a technique that tries to develop an outline in the beginning of topic from the most general ideas and moving to most specific one..

Application of Clustering Technique in Teaching From the concept stated above, it can be known that clustering is strategy that can be used to generate material for a paper

This method is helpful for people who like to their thinking in a visual way.

The application of clustering in teaching begins with a key words of central idea placed in the center of a page around with the students jots down in few minute all of free association triggered by the subject matter-using words or short phrase.

## Place and Time of the Study The Classroom Action Research (CAR) went on from January up to

Creswell said that CAR is the practical design which explores a problem with an aim toward developing a solution to a problem, and action research designs are systematical procedure done by the teachers to improve their teaching, and their students learning.2

It means that teachers have an aim at improving the practice of education by studying issues or problems they face, and teachers reflect about these problems, collect and analysis data, and implement changes based on their findings.

It means that to begin the CAR, the researcher or the teacher needs to identify any real problems which are found in the classroom concerning students’ condition in teaching-learning process.

In this Classroom Action Research, the writer used Kurt Lewin’s design.

Based on the design above, the researcher uses two cycles and every cycle has 4 steps as follow:

## Observing

The third step is observing students’ activities and observing general condition of class in teaching learning process in order to gather relevant data.

The writer who assisted the teacher to note all the things occurring teachinglearning process which covers the implementation of the classroom condition, and students’ responses during teaching-learning activities

## Reflecting

The results of collecting data and analyzing data by the researcher, whether the cycle need to be continued or not.

D. The Writer’s Role on the Research In conducting this research, the writer worked collaboratively with the teacher at SMP Al-Kautsar BKUI, Jakarta.

In the second role the writer took a role as the teacher who implemented the action

Out of those roles, the writer needs to collect and to analyze data taken from students’ pre-test and post-test, interview, and observation.

E. The Classroom Action Research (CAR) Procedures The Classroom Action Research using Kurt Lewin’s design consists of four phases within one cycle.

The Classroom Action Research (CAR) Procedures The Classroom Action Research using Kurt Lewin’s design consists of four phases within one cycle

Those are planning, acting, observing, and reflecting.

Are the explanations of what happen in every phase:

## Planning Phase

The writer made the lesson plan, and chosen the topics and teaching aids in teaching learning process the writer used students’ work book, list of vocabularies, and draw material and other things in implementing clustering.

The writer made the evaluation form to know about students’ achievement at the end of this cycle

## Acting Phase

The writer gave the material to the students based on the lesson plan that has been made.

The teacher used strategy as he was teaching, and the writer observed the condition of class during teaching learning process.

It began the process of research problems that the researcher found it, and there were two cycles in which each cycle consisted of two meetings in action.

Observing Phase When observing, the observer had to look all the activities in the physical classroom

It may be about the teacher’s performance, condition of class, students’ response, how to the teacher teaches vocabulary, and sometimes the observer asked some students’ opinion about the process of teaching and learning vocabulary.

## Data and Data Sources In this study, the data sources took at the second grade students of SMP

The researcher just took one class of VIII A.

The research used Qualitative and Quantitative Data.

The qualitative data consists of observation within the physical activity in the classroom and interview to be presented for the teacher and students.

The quantitative data used is pre-test and post-test

## Instrument of Research There are three instruments to get the data in this Classroom Action

They are Observation Sheet, interview guideline and test.

The writer uses test to obtain qualitative data.

Those three research instruments are explained more details follow:

## Observational Sheet

Observational sheet that used to get the data during the observational in the class. It is used to monitor and record the data of the teachers’ and students’ performance during the teaching and learning process.

The information obtained from the observation is used as a basis to determine the planning for the following cycle

## Interview Guideline

Interview guideline used to complete the data needed.

The interview was conducted to the English teacher and students of SMP Al-Kautsar BKUI Jakarta.

It was applied before and after Classroom Action Research.

Pre-action test and post-test conducted before and after the implementation of visual scaffolding technique in teaching vocabulary.

H. The Technique of Data Collection There were three techniques of collecting data applied in this study; they are observation, test, and interview.

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The quantitative data used is pre-test and post-test. The completely explanation as follows:

## Observation

Observation technique is the main technique in collecting the data about the teacher’s performance, condition of class, students’ response concerning the use Clustering Technique

It deals with the activities of the English teacher in presenting English materials to the students.

The observation conducted to observe teaching-learning vocabulary in the real classroom activities at second grade students of SMP Al-Kautsar BKUI Jakarta in 2013/2014 academic years.

It used to know about the implementation of Clustering technique.

The writer used the formula: P : percentage of students’ improvement y : pre-test result y1 : post-test 1.

The action would be stopped, but if this condition has not been reached yet, the alternative action would be done in the cycle

## The Trustworthiness of Study

The researcher will discuss about data collection in every observation from performing action research cycles are analyzed descriptively by using percentage to see tendency that happened in learning activity.

In analyzed the test item, the researcher uses to ways to know the trustworthiness of the data follow:

## Discrimination Power

The analysis of discriminating power test items is to know the performance of the test through distinguishing students who have high achievement and low achievement.

Discriminating power provides more detailed analysis of the test items than the item difficulty, because it shows how the top score and lower score performed on each item..

The computing of discriminating power uses the formula following:.

D : The index of discriminating power U : The number of pupils in upper group who answered the item correctly L : The number of pupils group who answered item Correctly N : Number of pupils in each group

## Difficulty Items

Validity of the Test “Validity is a measurement instrument which shown whether the instrument valid or not”.10

It means that validity is one of the crucial conditions in implementing a research including Classroom Action Research (CAR).

The researcher uses the Anates to get the validity of the instruments before implementing the test.

The test result of pre test instrument shows that the mean was 20.52, the correlation was 0.53 and the reliability of the test was 0.70.

The test results of post test 2 instrument shows that the mean was 23.61, the correlation was 0.57 and the reliability test was 0.72.

10 Suharsimi Arikunto, Prosedur penelitian Suatu Pendekatan Praktek, (PT Rineka Cipta:Jakarta, 2002), p. 144

## CHAPTER IV RESEARCH FINDINGS AND INTERPRETATION

We present the finding of research. In this case the way to develop students’ vocabulary through clustering technique.

The writer asked the question divided into three categories of questions, involving the general condition in English class, especially in vocabulary learning, the strategy in teaching vocabulary used by the teacher, and the difficulties faced by the students in vocabulary learning and asking about clustering strategy.

The Result of Pre-observation Pre observation was conducted to observe the process of teaching learning in gaining vocabulary before implementing the action

It was held at XIII class of SMP Al-Kautsar BKUI academic 2013/2014.

The writer observed and took notes about teaching learning activity; it could be conclude that most of the students at the second year of SMP Al-Kautsar had difficulties in gaining vocabulary, because most of them had lack of vocabulary

They are not interested to learn English, as they think English was difficult to study like Mathematics.

The students were not given chance to be active to develop their vocabulary

## The Result of Pre-test

The pre test had been done before the classroom Action Research (CAR). It was conducted on Monday, January 24th 2014.

The implementation of Classroom Action Research (CAR)

In this phase, the writer and the teacher made a planning for the action dealing with preparing vocabulary clustering technique and determining the criteria of success.

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In this phase the researcher made a planning for the action research based upon the problems faced by students about vocabulary.

In this case the writer determined the selected material and exercises into a lesson plan.

## 33 Students 33

The score as seen in the table 4.2 above showed that the mean score of post-test 1 was 68.9.

Based on the analysis of the students’ vocabulary score in post-test 1 have not achieved the criteria of success that 75% of students must achieved the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM).

The implementation of the Clustering Technique has not given satisfactory result yet on the improvement of students’ vocabulary

It needs to revise the acting and planning before implement to the cycle so that it could achieve the criteria of success of this study.

The calculation of the mean of students’ score in vocabulary posttest 2 gained 75.1 it was derived from: the calculation of class percentage about the students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM): Post-Test Score 76\* 73\* 76\* 76\* 69 73\* 69 79\* 76\* 63 76\* 83\* 79\* 66 79\* 86\* 56 63 83\* 76\* 73\* 73\* 76\* 79\* 83\* 76\* 83\* 76\* 83\* 79\* 76\* 73\* 73\* 75.1.

The students could use vocabulary cluster as their media in memorizing and retaining their vocabulary

## Discussing the Result of the Action

The result from the students score in this cycle was 81.8% of the students or 27 students got the score above the Minimum Mastery Criterion.

After getting the result of the observation note and posttest 2, the researcher and the collaborator carried out the reflection.

They felt satisfaction with the result of the action.

The result of the posttest 2 showed that 81.8% of the students got the score above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimum (KKM).

It has met the first criterion of success that 75% of the students must get the score above the Minimum Mastery Criterion – Kriteria Ketuntasna Minimal (KKM).

Because of the satisfied result, so the researcher and the collaborator decided to stop the action

## Interpretation In this subtopic will be delivered about the interpretation the result of the research

Based on the result of the students’ participation during teaching and learning process of English vocabulary class through observation note, in observation before CAR it was the technique given by the teacher in teaching vocabulary is not interested for students, the teacher just giving a list of vocabulary and asked them to memorize individually students could not memorize the vocabulary .

The result of the research through Clustering Technique indicated that there was an increase in students’ vocabulary and motivated the students to retain and enrich their vocabulary, from 15.1% in the preliminary study to 81.8% in the second cycle.

## Findings

The result of the post-test showed the mean score of the class increased to 68.9% in which there were 18 students who passed the Minimum Mastery Criterion or KKM 70.

The result of post-test 2 showed that the average score of the class increased to 81.8% in which there 27 students who passed the Minimum Mastery Criterion or KKM 70

## CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion After conducting the research and analyzing the data in the process of teaching vocabulary through clustering technique at the second grade of SMP AlKautsar BKUI Jakarta, the researcher concluded that vocabulary cluster can be alternative strategy for teacher in teaching vocabulary.

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It means that there is a significant increase of students’ vocabulary achievement after being taught through clustering technique.

In the result of post-test in the cycle two, there gained twenty seven students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) in

Other Researchers The researcher hopes the result of this research can be used as an additional reference; there will be further research with different discussion which can make a revision within development of this vocabulary cluster

# Future work

Other Researchers The researcher hopes the result of this research can be used as an additional reference; there will be further research with different discussion which can make a revision within development of this vocabulary cluster.