

II. FRAME OF THEORIES

This chapter contains the theories which support the script. Those theories involve concept of Vocabulary, Teaching and learning Vocabulary, concept of word cluster technique, theoretical assumption, and the hypothesis. The details clarification of each term is as follows:

2.1 Concept of Vocabulary

Vocabulary is an important factor in a language. Therefore, mastering vocabulary is very useful for the students to be able to communicate with others. Vocabulary is actually a total number of words which (with rule combining them) make up the language (Hornby, 1984: 959).

Meanwhile, Burton (1982: 98) stated that a larger number of vocabularies help us to express our idea precisely, vividly, and without repeating the word. We can also say that language is built up by vocabulary. Furthermore, Rivers (1970:462) said that it would be impossible to learn a language without learning its vocabulary. It suggests that vocabulary has very important role in learning a language. This supported by Byrne

(1976: 10) stating that in order to communicate effectively, the learners need an adequate mastery of vocabulary.

It is obvious that without vocabulary mastery someone can convey nothing. Even though we master grammar of a certain language but we do not have any knowledge on its vocabulary, we will not be able to communicate or to express our idea using that language.

According to the statements above, the writer assumes that vocabulary is the basic element of language in form of words in which it will make a language meaningful.

Wallace (1988:206) stated that vocabulary is the vital aspect of the language. If we have the vocabulary we need, it is usually possible to communicate after a fashion. An adequate number of vocabularies may enable the message to be expressed clearly.

In order to help students mastering a new language, they have to master an adequate number of vocabularies. In other words, we can say that the quality of the language performance of the students may depend on the quality and the quantity of the vocabulary the students have. The more and the better vocabulary they gain, the more skilful the languages they can perform.

2.1.1 Kinds of Vocabulary

Richards et al. (1985:28) state that vocabulary is a set of lexemes including single words, compound words, and idioms. It deals with Lamb (1963:10) define a simple word as single word that may or may not have a prefix and suffix, compound word is, a word joined from two or more other words, idiom is a group of words with a meaning, which is different from the individual words and often difficult to understand the individual words. Single words, compound words, and idioms clarified as below:

1. Single Word

Katamba (2005:101) states that single words are thought of as the smallest meaningful unit of speech that can stand by themselves. This correlates phonemes (units of sound) to lexemes (units of meaning).

There are kinds of vocabulary based on the theory of word order. This part of speech is commonly known as the theory of parts of speech. They are eight parts of speech: the noun, the verb, the pronoun, the adjective, the adverb, the preposition, and the conjunction. Each part of speech explains not what the word *is*, but how the word *is used*. In fact, the same word can be a noun in one sentence and a verb or adjective in the next.

Crystal (1995:206) defines the definition of those seven parts of speech as clasified below, they are:

I. Noun

It is one of most important part of speech. A noun is a word used to name a person, animal, place, thing, and abstract idea. It is also a word which (a) occurs as a part of subject of a sentence or an object of a verb or the object complement. A noun can be modified by an adjective. Williams (1999), noun is such a problem that many grammar books do not even try to do it. Accepting the idea that the concept of *noun* is fairly abstract, however, can point us in the right direction, toward a reasonably acceptable definition.

Types of Nouns

There are many different types of nouns:

a. Proper Noun and Common Noun

Proper nouns name specific people, places, thing, or ideas. (e.g. Britney, London, Rover, Nike). Since these noun are naming specific things, they always begin with a capital letter.

*Ex. **Britney** is a famous female singer*

Common nouns are the opposite of proper nouns. They name people, places, thing or ideas that are not specific. (e.g. Woman, City, Dog, Shoe).

*Ex. London is capital **city** of United Kingdom.*

b. Countable Nouns and Uncountable Nouns

Countable nouns are common nouns that can take a plural, can combine with numerals or quantifiers (*e.g. one, two, several, every, most*) and can take an indefinite article (*a* or *an*). Examples of count nouns are *bike, nose* and *occasion*.

*Ex. There is a **bike** in that garage.*

Uncountable nouns conversely, some nouns are not countable and are called uncountable nouns. For example, the word *clutter* is an uncountable nouns.

*That garage is full of **clutter**.*

This sentence makes grammatical sense. However, the following example does not.

*That garage is full of **clutters**.*

Uncountable noun can not take plural forms, and therefore a sentence containing the word *clutters* is ungrammatical.

Substance, liquids, and poedwrs are entities that are often signified by uncountable nouns such as *wood, sand, water, and flour*. Other examples would be *milk, air, furniture, freedom, rice* and *intelligence*.

c. Collective Noun

Collective nouns are nouns that refer to groups consisting of more than one individual or entity, even when they are inflected for the singular. Examples include *committee, herd,* and *school* (of fish). These nouns have slightly different grammatical properties than

other nouns. For example, the noun phrases that they head can serve as the subject of a collective predicate, even when they are inflected for the singular.

*Ex. The **committee** gave its unanimous approval to the plant.*

d. Concrete Nouns and Abstract Nouns

Concrete nouns refer to physical entities that can, in principle at least, be observed by at least one of the senses (for instance, *chair, apple, Janet* or *wool*).

*Ex. Your sweater is made of fine **wool**.*

Abstract nouns more ethereal, theoretical concepts use abstract nouns to refer to them.

Concepts like *freedom, power, and, redemption* are all examples of abstract nouns.

*Ex. They **hate** us for our **freedom***

II. Verb

It is the word which expresses an action or help to make a statement. The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. It occurs as a part of predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood.

Types of verb

There are several types of verbs, including:

a. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class.

Here are the examples of auxiliary verb: 1). *They do not need any help to finish their homework,* 2) *Does she come late every Monday?* 3). *Marry does not want to attend her friend's birthday party.*

b. Inchoative Verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are *freeze, dry, burn, etc.*

The examples in sentence are: 1). *The refrigerator freezes everything in it,* 2). *The fire burns the wood.*

c. Modals

Modality expresses the speaker's attitude toward the action or state given by the verb, especially with regard to degree of necessity, obligation, or permission ("You must go", "You should go", "You may go"), determination or willingness ("I will do this no matter what"), degree of probability ("It must be raining by now", "It may be raining", "It might be raining"), or ability ("I can speak French"). All languages can express modality with adverbs, but some also use verbal forms as in the given examples. If the verbal expression of modality involves the use of an auxiliary verb, that auxiliary is called a modal verb. If the verbal expression of modality involves inflection, we have the special

case of mood; moods include the indicative (as in "I am there"), the subjunctive (as in "I wish I *were* there"), and the imperative ("Be there!").

d. Phrasal Verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle.

Here are the examples of phrasal verb: 1). *The plane took off*, 2). *My father looks for money every day*.

e. Regular and Irregular Verb

A regular verb is the verb that follows the pattern of taking *-ed* for the past tense and past participle or *-d* if the word ends in e, such as *walk=walked*, for example: He *walked* alone to the school

An irregular verb is the verb that does not take the *-ed* ending for the past tense and past participle forms. Some irregular verbs do not change; *put put put*, while others change completely; *drink, drank, drunk*, for example: 1). *He put my book on the table*, 2). *She drank a cup of milk*.

III. Adjective

It is the word used to qualify noun or pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the highlighted words are adjectives: 1). *The small boat foundered on the wine dark sea*, 2). *The back room was filled with large, yellow rain boots*.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence, for example: 1). My husband knits intricately *patterned* mittens.

a. Possessive Adjectives

A possessive adjective (*my, your, his, her, its, our, her*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in the following sentences: 1). *I can't complete my assignment because I don't have the textbook*, 2). *What is your phone number?*

b. Demonstrative Adjectives

The demonstrative adjectives *this, these, that, those*, and *what* are identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences: 1). *When the librarian tripped over that cord, she dropped a pile of books*, 2). *This apartment needs to be fumigated*.

Based on the explanation above, we can see that every expert has their own classifications which are based in different sides and aspects. But, In this research the researcher will only focus on content word of single word because content word consist of words that are familiar to the students and easy to be understood by them.

2.2 Concept of Learning Vocabulary

Teaching a word does not mean the students learn it. Teaching and learning do not go lockstep, hand from the easy to the difficult. Sometimes teaching does not cause learning, and also students have finished a unit does not mean they have mastered all the words in it. It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of a new word that are not met again soon, are lost. This is because our brains are designed to forget, not remember. If a student has just learned 10 new words, it is normal for most of them to be forgotten within a few days, and maybe only one or two will be retained in the medium or long term. This is called the Forgetting Curve (Pimsluer, 1967 for detail).

Students do not learn a word from meeting. Research tells us that it takes between 5-16 meetings (or more) to learn an average word. (e.g. Nation, 1990:41). Students do not need to learn every word they meet. This is because not all words are equally useful. The words students need to master are the general service vocabulary i.e. those, which are found in almost all texts, including technical words. Students who are specializing in one area of study should start by teach their general service vocabulary first, and later goon to learn the specialist vocabulary – usually after 1500 to 2000 general service words have been learned.

They are strategies that the learners can use to cope with the new vocabulary. Scott 2003 :23) says that there are five basic instructional methods for learning vocabulary. These methods are:

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list of words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words, without discussing the meaning beyond the definition.
2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of sentence paragraph. This instructional method also teaches students how to use a new vocabulary word in the right context by writing the original sentence using the new word.
3. Organizational, or semantic framework instruction, students learn relationship between and among similar words. This type of instruction includes the use concept maps, semantic maps, and other graphic organizers.
4. Mnemonic instructional methods make use of visual images as a way to help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with a meaning.
5. Structural methods of vocabulary instruction show the students how to look at the parts of the word for clues about what the word means. They are taught to look at root words, suffixes, affixes, and prefixes.

All the ways above can be used in teaching-learning vocabulary process, but in this research the writer has used the definitional method and organizational method because the writer assumes that by this learning method, the student will be much easier to memorize the vocabulary and also they will be much more understand about the meaning if they meet with the context.

2.3 Concept of Word Cluster

Since the 2007 curriculum play a lot of attention on the ability of students to use English contextually so the writer chooses word cluster technique to be applied in this research. Based on five ways of learning vocabulary proposed by Scott (2003:101), the clustering technique can be categorized in definitional and organizational method. By knowing the word cluster, words that have connection to the target word, it will be easier for the students to figure the meaning of that word, to memorize it, and to use it when they find the right situation based on the word they have known.

Word cluster is actually a pre-writing technique used in developing an idea in paragraph writing. Nation (1990:99) gives example of clustering as we can see at the figure below.

Macdonald and Macdonald (1996:34) say that word cluster is a type of free associated listing. It begins with a core word, a word that acts as a metal stimulus to make the writer come up with related terms that branch out from the center term. One term leads

to another and another to create a complex network of diverse ideas, all related back in the same way to the core stimulus word.

From the picture below, we can see that a lot vocabulary can developed from a single idea by using word cluster.

Here is example of word cluster:

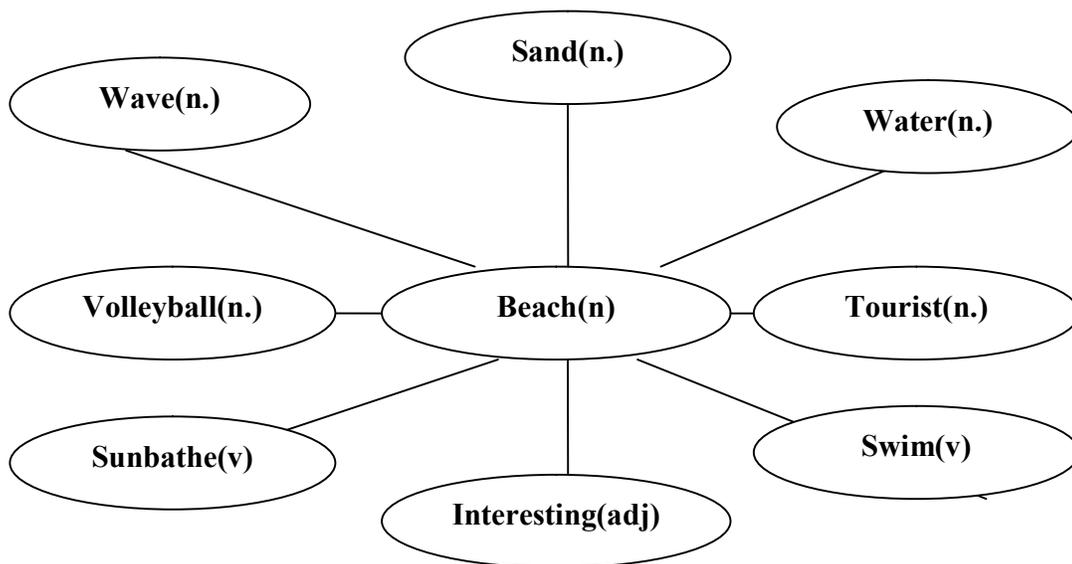


Figure 1.A vocabulary cluster

In sentence constructions, those words can be written, e g :

1. **Beach** is usually visited by many people during holidays.
2. Beach is **interesting** tourism object to be visited by family.
3. There is plenty of **sand** in Marina Beach.
4. Many tourists **sunbathe** on the beach.

5. *Volleyball* is one of favorite sports that is on the beach.
6. Kuta Beach has really good **wave** to play surfing.
7. Beach is one of favorite recreational places to be visited by **tourist**.
8. The children like to **swim** at the beach on summer.
9. In marina beach the **water** was twelve feet deep.

One key word or target word must be related to other related part or situation. By giving a certain key word or target word to the students and asks them to make a clustering based on it will make the students increase their connected vocabularies. It will also able to trigger their background knowledge to help them in memorizing the new vocabulary. Therefore, it will be easier for them to understand, recall, and used it based on the situation they face. Even though word cluster is actually a technique, which is usually used in pre-writing paragraph but the researchers assumed that this technique is also applicable in increasing the vocabulary of the students.

As previously mentioned, in prewriting terminology, clustering is a type of free-association listing. It begins with a core word, a word that acts as a mental stimulus to make the writer come up with related terms that branch out from the center term. One term leads to another and another to create a complex network of diverse ideas, all related back in some way to the core stimulus word. In other words, clustering is a good way to generate general unifying categories as well as a way to come up with specific ideas.

Word cluster is a good way to generate unifying categories (abstractions) as well as a way to come up with specific support (detail). This means word cluster uses clues that develop from general (the core) until specific details (the branches). It makes the students can express their ideas fluently because they only develop a paragraph based on cluster they have made. This is also improves their vocabulary.

2.4 Concept of Teaching Vocabulary

According to this opinion, it can be implied that when the teacher teaches vocabulary, she or he needs to show the context of the sentence because one word sometimes has different meaning in different context.

For example: a. Tamara Bleszenky is popular with her beautiful *face*.

b. She is so tough to *face* her parents' death.

The word "*face*" in the first sentence has different meaning from the second one. In the first sentence "*face*" means "*part of body that takes place on head, where there are eyes, nose, lips, cheek, etc*" while it means "*fight*" in the second sentence.

Bismoko (1976:64) states that in teaching vocabulary, the teacher must select the words which can be learned in limited time, which word should be chosen for teaching and which one should be left out. This indicates that the teacher should be careful in selecting the words for teaching. The selection of the words should be taken into account and should be related to the curriculum, students' level and ages as well as their needs.

In addition Nation (1990:53) states that when teaching vocabulary, the teacher does not only teach the meaning of the words, but also the form (spoken and written forms)

To make the students more aware of vocabulary development teachers can:

1. Try out different method.
2. Carefully prepare the materials for every stage of the lesson: presentation, practice and production.
3. Extend the range of activities and games used.
4. Use various teaching aids.

This research used word cluster technique as the visual aid for help the students to found the new words.

2.5 Procedures of Teaching Vocabulary through Word Cluster

The procedure of teaching vocabulary through word cluster is as follows:

- Pre activity:

1. The teacher greets the students, e.g. :

T : "Good morning students, how are you today ?"

Ss : "Good morning miss, we are fine, and how are you ?"

T : "I am fine too, thank you."

2. The teacher brainstorms the students by asking some questions.

For example: Can you mentioned what recreational places did you know?

T : “Do you know some tourism object in Lampung Province?”

S : Yes, I do. There are Lampung Museum, Mutun Beach, Green Valley, Bumi Kedaton Park, etc.

- While activity:

3. The teacher explain what word cluster is and give an example of word cluster according to the topic. e.g :

T : All right, I would like to explain about word cluster. It is a form of bubbles diagram that is used to show the relationships or the connection between words. We can make a new word related to the main word. For example, I mention “beach”.

Beach is the main word. Can you mention some words related to the beach?

Ss : “Alright miss, There are, sand, swim, wave, water, etc.

T : “Good.

For example:

Beach / bieɔ /

Mountain / 'mawntən /

Water fall / 'water'fəl /

Zoo / zuw/

Lake / leik /

Hill / hil /

Museum / myuw'zieəm /

Sea / sie /

4. The teacher shows an example how to make a word cluster by writing target word in the blackboard and develop it into complete word cluster.

Then the teacher asks the students to mention the words related to the recreational place mentioned before.

For example: Beach

T : Alright class, I will give you example how to make a word cluster on the black board. For example; Beach. If I mention that word, what are on your mind?

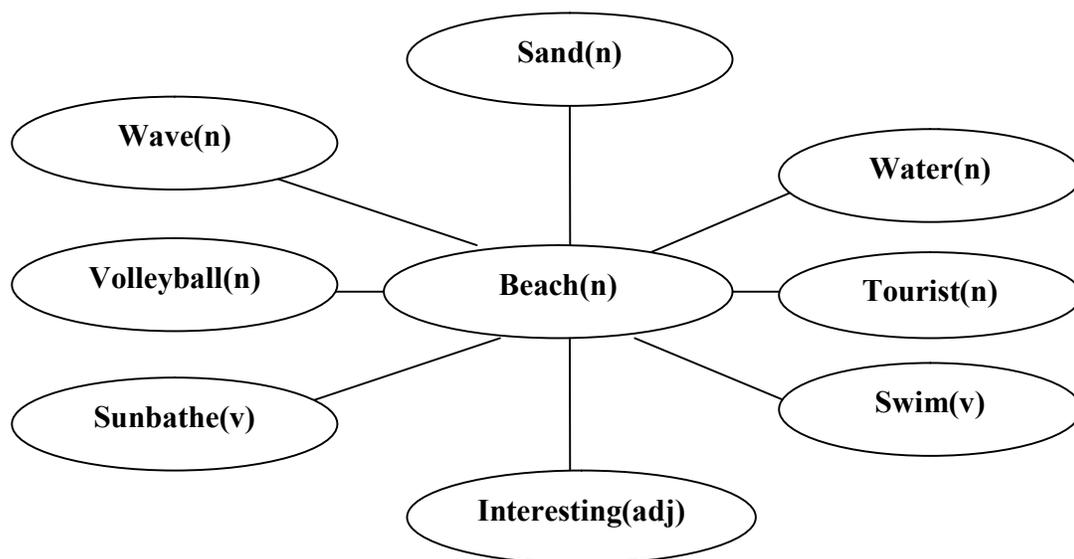
Ss : Sea, sand, wave, volleyball, surfing..

T : Ok good, now what do you feel when you are in the beach?

Ss : Happy, interesting, excited ..

T : Good ..!!!! Okay, Can you differ which words related to noun, verb and adjective?

Ss : Yes miss.



5. The teacher divides the class into five groups. The teacher divides the group by asking the students to count one to five.

T : Alright class, I will divide you into five groups. Now I want you all to count one to five from the right side. Students with the same number are in the same group. Do you understand?

Ss : Yes miss.(the students count one to five)

6. The teacher gives different target words to each group and asks them to make their own word cluster on the paper given.

T : All right, I give you different target words, for example; zoo. Now, you have to make your own word cluster in the paper.

Ss : Ok miss (the students do the task with their own words).

7. After having their own word cluster the teacher asks them to come to the front of the class to write their own word cluster on the blackboard.

T : Now, one of each group come to the front of class and write your own word cluster.

Ss : Yes miss(the students come to the front of class)

8. After that, the teacher checks the spelling of the words, and asks them to mention the meaning of the words orally.

T : Now I want you all to mention the meaning of the word together.

Ss : Yes miss...(the students mention the meaning of the word together)

9. The teacher give example of sentences using some of the target words of those clusters written on the blackboard.

For example:

- a. Zoo is a place to take care the animals.
- b. Andy and Rose take a picture of elephant.
- c. I saw many tourists in the monkey cage.

10. The teacher asks the students to make their own clustering word individually based on their recreational experience.

T : Ok class, now I want you all to make your own clustering word individually based on your recreational experience.

Ss : Yes miss.. (the students start to make their own clustering word individually)

- Post Activity:

11. The teacher gives chance to address question about the topic they have learnt that day.

T : Ok, that's the material. Any question about that ?

Ss : No, miss. There is not. (the students seem familiar with the material)

12. The teacher closes the meeting.

T : "Ok that's all for today. Don't forget to practice at home. See you in the next meeting. Good bye all students"

Ss : "Good bye miss".

2.6 Concept of Motivation

Ellis as cited in Hasan (1991:1) states that motivation is one of the factors that influence the students ability in learning language. Motivation is an inner power reinforcing

someone to do something, all inner power that determines successful learning activity (Oxford and Shearing, 1994:12). We can figure that success in task is due to simply to fact that someone is motivated. If the students are strongly motivated, the process of learning will be more active and effect their achievement.

Motivation is considered by many to be the one of determining factor in developing a second a foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) in Aprida (2002:28) explain the motivation differs from orientation because the students might demonstrate a particular orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positif power, which stems from desire to attain the goal reflected in the orientation, for instance, learning english seriously in order to get a better job in the future. In relation with the previous statement, the students need motivation in order to attain the goal of language learning and motivation can came from themselves or from their environment.

From all statements above, the researcher assumed that motivation means positive impuls toward the language learning in order to attain the goal of foreign language learning. Thus, it seems that motivation plays an important part in order to make the students will master their english and get the best achievement.

People have many different reasons for studying a foreign language; sometimes people study a language for practical reasons while other times people have a special affinity for the particular language and its people. Language teachers are often very aware of the

career advantages that language proficiency can bring, but to many language learners, studying the language is only an abstract undertaking required for an academic degree.

Since the seminal work of Gardner and Lambert's (1972:99), language teachers and researchers have recognized the important role that motivation plays in language learning. Lambert is responsible for proposing the most commonly used framework for understanding the different motivations that language learners typically have. They distinguish two types of language learning motivation: instrumental motivation and integrative motivation.

Integrative motivation is characterised by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning. Both forms of motivation are examined in light of research which has been undertaken to establish the correlation between the form of motivation and successful second language acquisition. Motivation in the Japanese EFL context is then discussed and studies which have been conducted in the field investigated.

2.7 Concept of Motivation in Learning Vocabulary

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxford and Shearin (1994:98) state that motivation is extremely important for second language learning and it is crucial to

understand what our students' motivation are. Understanding their motivation is important in order to know why they learn a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in vocabulary.

According to Gerner and Lambert in Littlewood (1991:58), motivation learning English is divided into two parts. The first is integrative motivation that identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. Integrative motivation in learning vocabulary may lead the students to learn vocabulary scientifically, for example the students are motivated to learn vocabulary by using suffix and prefix. If the students can use a good structure, it means that they can make a good communication. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination. This motivation leads the students to learn vocabulary in such a mechanical. By translating and memorizing the English words, the students' vocabulary mastery is rich.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation seems from

positive or negative reinforcement which are external behavior it self rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

Hence, the researcher assumes that all kind of learning process need the motivation especially in learning English as foreign language. The students can make reach their goal if they have intrinsic or extrinsic motivation because it would come from their inner mind and feeling to speak enjoyably. Beside that, it focused also on students' extrinsic motivation to support intrinsic motivation itself. So, they can speak without any pressure from teacher or orther students.

2.8 Motivating Students to Learn Vocabulary

In ideal classroom, students pay attention, ask questions and want to learn. They do their assignment without complaining and study without being coaxed or cajoled. But, teachers do not do teach is an ideal world. They often have students who are not motivated; more accurately, students do not seem motivated to work on the task their teachers have set out for them, including in vocabulary class. A theacher contributes a great deal to the students' desire to learn and to make responsibility and control for their own learning. With a positive, proactive to motivation, a teacher can influence the way students view themselves and learning.

Baron (1992) and Schunk (1990) as cited in Eggen (1997) states that motivation is a force that energizes, sustains, and directs behavior toward a goal. Just a force moves an object, motivation moves a person. When the students pay attention, turn in their works, and study for the tests, it says that they are motivated. It is same when they are active and interactive in vocabulary class. If they do not, do these things, it says that they are not. This nation is not technically true, however. More accurately, they are not motivated to perform the task teacher sets out for them; simply, their goals are not the same as teachers' goals. Teachers' job is trying to increase their inclination to perform meaningful learning tasks.

Students, motivation is critical for learning. Ugurogulu and Welberg (1979), Wang, Haertel, and Welberg (1993) as cited in Eggen (1997) states that there are researchers who have found a strong, positive correlation between motivation and achievement. Learning and motivation are so strongly interrelated that a person cannot fully understand learning without considering the impact of motivation on it. According to Nocholls (1984) in Eggen (1997) learning goal lead to a task orientation, in which students focus on understanding and do not worry about failure or comparisons with others.

Within a learning-focused classroom, teacher can do much to motivate students to learn including in vocabulary class. Motivation can be influenced by many factors. One of factors in media. Good teaching media that are teachers' way used in presenting the material which can give students interest, so that it can help the teacher to motivated

them and make them to be more active and interactive in teaching learning process. In this research, the researcher was used teaching vocabulary media that is teaching vocabulary by using word cluster technique.

2.9 Measurement of Motivation in Learning Vocabulary

Motivation is a psychological construction . It cannot be observed and measured directly. It must be measured through a certain indicators. In other words, it must be classified, organized, and put into measurable symbol in order to make sense. In this research, therefore, the researcher measures the motivation toward English by administering Linkert measurement technique (Linkert scale). This technique places psychological aspect that used into all of instruments in this paper such as motivation questionnaires.

In the questionnaire, the researcher used effective continuum ranging in form of like-dislike, agree-disagree, or good-bad matter that refers to the indicator determined such as : frequency, students' reason, strategy and students' involvement (Sepliana, 2006:18). Thus the writer classified the subjects' attitude into some categories such as "very positive, positive, and negative". Those categories are arranged to have some degrees of score aiming at simplicity of the measurement. Negative is scores 1, positive is 2, and very positive is 3.

2.10 Theoretical Assumption

Based on the frame theories, word cluster is a technique that can be used to teach vocabulary. It will be much easier for the students to learn because it provides context clues that can connect new words and known words. It will be easier for the students to figure the meaning of that word and to use it.

Through Word Cluster technique, the students was more interested in learning vocabulary and they was given high attention to learn a new vocabulary because they were actively involved in making a cluster of the word so that it can enrich their vocabulary.

2.11 Hypotheses

Based on the theoretical views and assumption above, the researcher stated her hypotheses as follows:

There is significant improvement of students' motivation after being taught by using word cluster.