

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' VOCABULARY ACHIEVEMENT TAUGHT THROUGH WORD MAPPING TECHNIQUE AND MEMORIZING GAME TECHNIQUE AT THE SECOND YEAR OF SMPN 4 BANDAR LAMPUNG

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Based on the Educational Unit Level Curriculum 2006 in teaching English for junior high school students, there are four skills that the students should master, they are listening, speaking, reading and writing. In order to communicate well in English, students should be provided with one of the elements of language, that is vocabulary. Vocabulary plays an important role in learning a foreign language, It is the element that links those four language skills all together. Therefore, English teachers should be able to find their best way to teach vocabulary.

This study was conducted to find out whether there was a significant difference of vocabulary achievement of students who were taught through word mapping technique and those taught through memorizing game technique. In doing so, the researcher used intact group pretest-posttest design suggested by Hatch and Farhady (1982) which deal with two classes. Two classes used in this research were class 8B as experimental class 1 which was taught through word mapping technique and class 8C as experimental class 2 which was taught using memorizing game technique. These two classes were taken from second grade of SMPN 4 Bandar Lampung, academic year 2009/2010.

The result of the research shows that there is a significant difference of vocabulary achievement of students taught through word mapping and taught through memorizing game technique. The hypothesis test shows the value of two tail significance was $\alpha = 0.000$ while the condition to accept the hypothesis was α lower than 0.05. In addition, word mapping gave result of students' vocabulary achievement better than memorizing game technique. It can be seen from the difference of the total gain score of the pretest and posttest. Word mapping gain score was 542 while memorizing game technique total gain score was 321.6 in the increase of vocabulary achievement.