

ABSTRACT

INCREASING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH CLUSTERING TECHNIQUE AT THE FIRST YEAR OF SMA GAJAH MADA BANDAR LAMPUNG

By

Mela Eka Faransari

Clustering is a form of bubbles diagram that is used to show the relationships or the connection between words. 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. Vocabulary is one of the most complex components in language that the students find difficulties in applying this language element correctly because vocabulary has many types that mainly relate to parts of speech, such as: noun, verbs, pronoun, adjectives, and adverbs. On the other hand, vocabulary is necessary for the students if they want to be able to communicate in the target language and clustering technique is believed able to improve students' achievement of vocabulary. Particularly, vocabulary has many forms which basically refer to parts of speech. Parts of speech comprise some components; they are among other, noun, verbs, pronoun, adjectives, and adverbs. Therefore the students must learn and master a number of vocabularies, so they are able to master the language well.

The objective of this research is to find out whether there is a significant increase of students' vocabulary achievement after being taught through clustering technique especially in terms of single word. This research is quantitative research based on experimental method. In conducting the research, the researcher used one group pretest posttest design. The population of the research was the first year of SMA Gajah Mada Bandar Lampung in the academic year of 2010/2011. Through lottery drawing, class X.2 was chosen as experimental class.

In collecting the data, the researcher administrated the pretest, three time treatments, and posttest. The pretest was given to know whether there is a significant increase of students' vocabulary achievement after being taught through clustering technique especially in terms of single word. The data was analyzed by using repeated measures T-test, in which the significance is determined by $p < 0.05$. The average score of pretest is 63.04 and that of posttest is 79.63, and the gain is 16.59. The result of T-test computation shows that t-ratio is higher than t-table, that is $(1.705 > 2.021)$. The hypothesis test shows the value of two tail significant is (2-tailed) 0.000 ($p < 0.05$, $p = 0.000$). The result shows that there is a significant difference of the students' vocabulary achievement after being taught through clustering technique.