

SKRIPSI

**INCREASING THE STUDENTS' VOCABULARY MASTERY
BY USING CLUSTERING TECHNIQUE AT THE
EIGHTH GRADE OF SMPN 2 LEMBANG
KABUPATEN PINRANG**



By
RUKMANA
Reg. Num. 15.1300.115

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Education Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

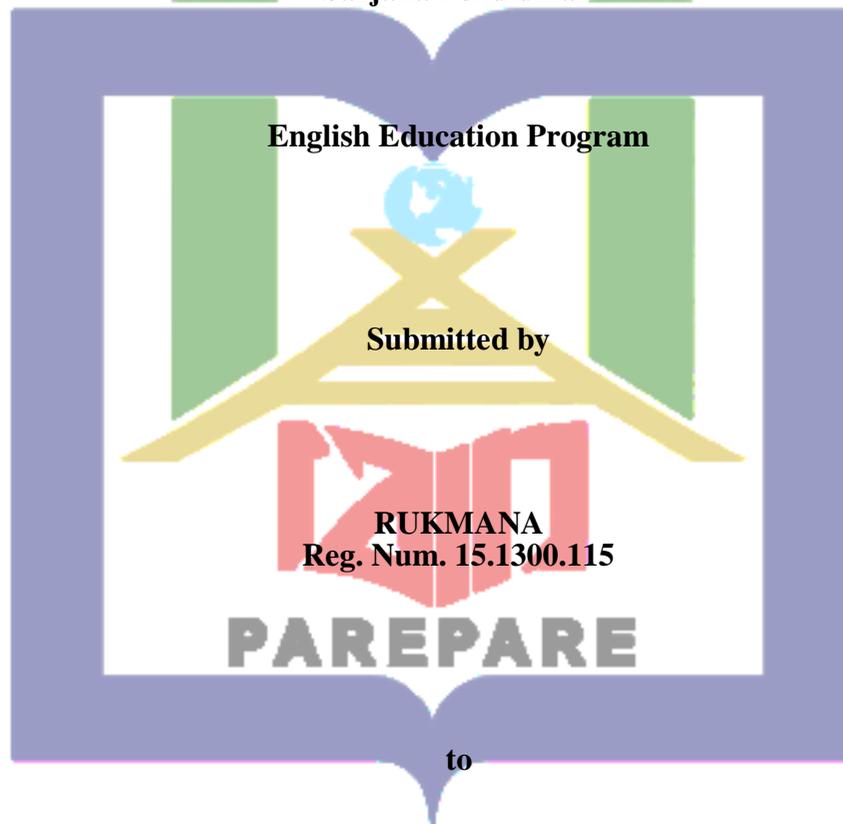
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Skripsi

**As Partial Fulfillment of the Requirement for the Attainment of the Degree
“Sarjana Pendidikan”**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin. There is no beautiful sentence to say except prayer and thanks into our God Allah swt. for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely. May shalawat and salam always be given to our prophet Muhammad saw. as the big leader in this world, who has guided us from the stupidity to cleverness.

The researcher would like to present acknowledgment of her deepest appreciation and admiration from her heartstrings specially to her beloved parents and siblings, who always give endless love, immense care, sacrifice, advice, financial support, and sincere prayers for her safety, healthy and successful all time.

Her deepest gratitude is due to the first consultant Drs. Ismail latief, M.M. and the second consultant Dr. Hj. Nanning, M.Pd. who have patiently guided and given their constructive suggestion, useful correction, valuable guidance and overall support from the preliminary stage of manuscript up the completion of this skripsi.

Besides the writer also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare`
2. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the Chairman of English Education Program for the fabulous service to the students.
4. The Lecturer of English Education Program who have already taught the writer during her study in IAIN Parepare.

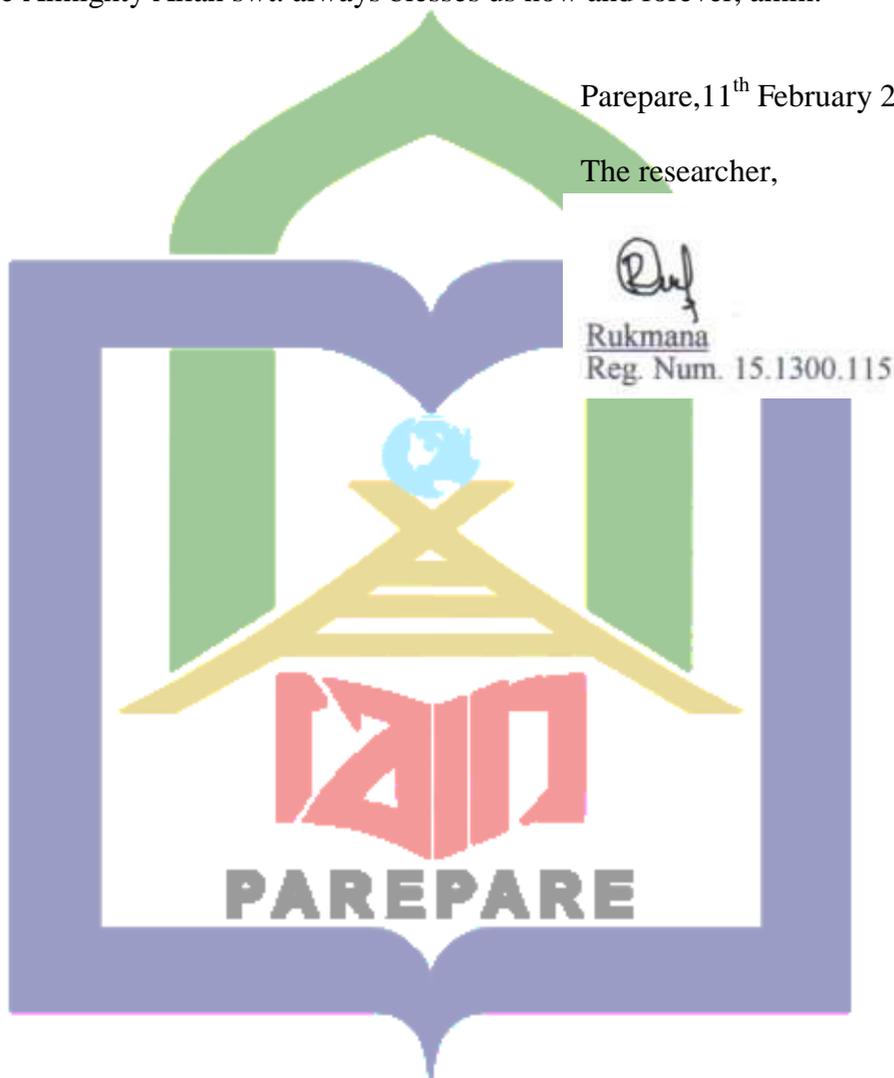
5. Muh. Syarif, S.Pd., M.Si. as the Headmaster of SMPN 2 Lembang who has allowed the writer to conduct and observe the research at the school.
6. Misbah, S.Pd. as the English teacher of SMPN 2 Lembang, who has given the writer advices and change in teaching and doing this research.
7. All of the students at he eighth grade of SMPN 2 Lembang as the object of the research.
8. The writer's beloved parents, Muhammad and Malla, her siblings Murni, Munira, Abdul Haris, Muliani and Adi Siswa, for their love, support, motivation, and prayer.
9. The researcher's friends in her cottage Pondok Rohiman, Erni Tahir, Nurhikma, Sarmila, Suarsi, Sudarni who always give her support and courage as well as her helping for finishing this research. Another friends, Husnul Khotima, Asriah, Fani, Fitrah and Nurliah for being such a good nexdoor who always ready to help and push her to finish the research.
10. Her another friends from Ayu Anggraeni, Hasni Kadir, Jumriati, Usmayani, Satriani, and Armawati, for her support and motivations and kindness.
11. Her another friends Intan, Mawar Ira and Norma for beautiful experience and also their support.
12. Her friends in English Departement Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends.
13. All people who given their help in writing this "Skripsi" that the writer could not mention it one by one.

Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the researcher would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah swt. always blesses us now and forever, amin.

Parepare, 11th February 2020

The researcher,



DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or compiled by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, 11th February 2020

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ABSTRACT

Rukmana. 2020. *Increasing the Students' Vocabulary by Using Clustering Technique at the Eighth Grade of SMPN 2 Lembang Kabupaten Pinrang* (Survised by Ismail Latief and Hj. Nanning)

This research was aimed to see the progress of vocabulary mastery students before and after giving treatment by using clustering technique at the eighth grade of SMPN 2 Lembang Kabupaten Pinrang. This result of the research was expected for the English teacher and the students. The teacher should aware that it is important to supplied the technique before teaching, and for the the students also to help them learning English easily.

This research used pre-experimental design with one group pre-test and post-est. There were two variables, they were independent variable the use of Clustering Technique and the dependent variable was the students' vocabulary mastery. The researcher took 30 respondents as the sample in VIII.B by using classroom random sampling. In this research the students pre-test was given before treatment and for the post-test was given after treatment. Then criteria of this research was the vocabulary mastery students focus on noun that consist of two points are memorize and pronounce. It aimed two know whether using clustering techniqie was effective to increase vocabulary students.

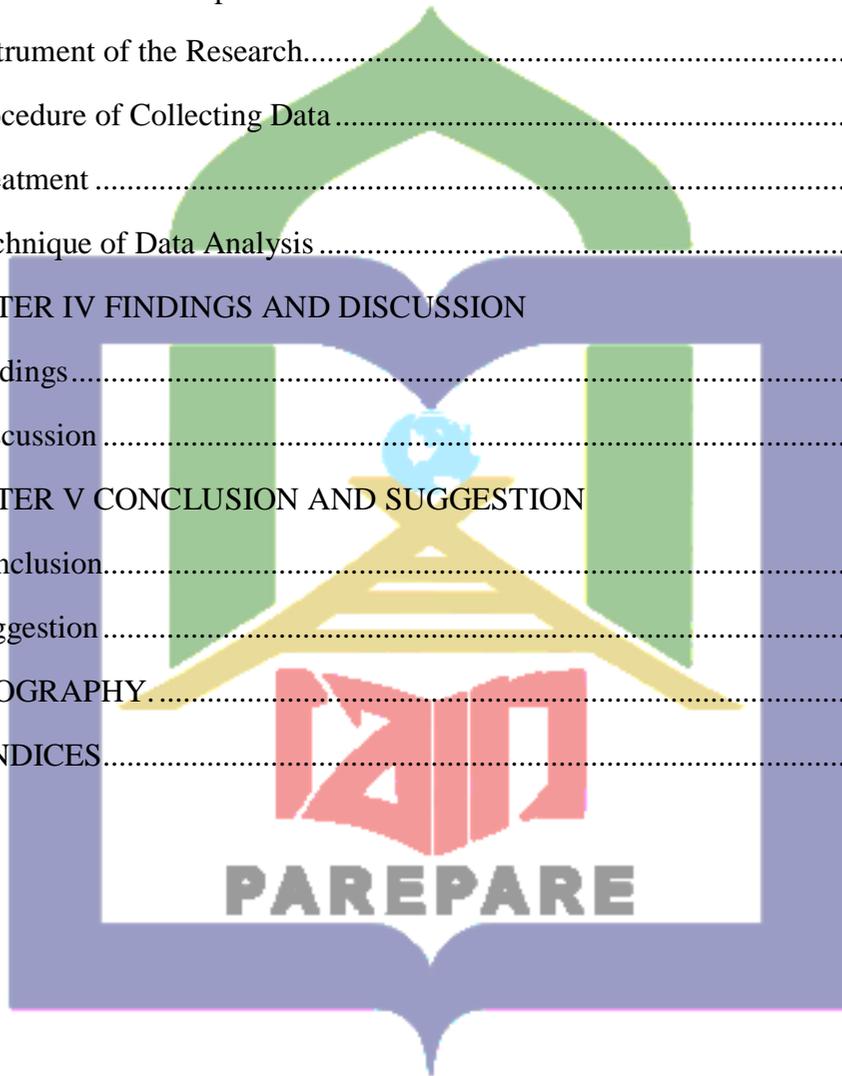
The result of this research show that the post-test (74.83) was greater then pre-test (57.33). For the level significant (p) 5% and the the value of the table was 1.699, while the value of the t-test was (2.01). It means that, the t-test was greater than t-table ($2.01 \geq 1.699$). It showed the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the result above, the researcher concluded that using clustering technique was able to increase the students' vocabulary mastery at the eighth grade of SMPN 2 Lembang.

Keywords: Vocabulary Mastery and Clustering Technique

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CHAPTER I INTRODUCTION

1.1 Background

Nowdays, studying English is very important, because it has become international language. Most of people are used this language to symbolize the thoughts, desires, and beliefs in communication. In this case, English language is very important to be taught and learned by the students since the beginning level.¹

In English, the first thing which is necessary is vocabulary, because vocabulary is one of the most important elements in learning skills that should be learned and taught. Learning vocabulary for learner is fundamental. This is because without mastering and understanding certain numbers of vocabulary, it will be hard to mastery language. Especially English, it can be seen in real situation in our life example in speaking English. The English students cannot speak English well because they have limited vocabularies. In reading skills, the English students do not comprehend and understand what they read and listen.² The ability to use language depends on how much vocabulary is mastered. On the other hand, how many words does a learner need to know? Language vocabulary learning is in the potential size of the lexicon in each case. An educated native speaker will probably have vocabulary of around 20,000 words (or more accurately, 20,000 word families). This is the result of adding about a thousand words a year to the 5,000 words he/she had acquired by the age of five. An English Dictionary includes many more: the Longman Dictionary of Contemporary English, for example, boasts over 80,000 words and phrases, while the

¹Donoghue Mildred R, *The Child and the English Language Art* (United State of America: Wm. C. Brown Company Publisher, 1972), p. 4.

²Mofareh Alqahtani, "The Important of Vocabulary in Language Learning," *How To Be Taught* (International Journal of Teaching and Education, vol III, No 3/2015), p. 22.

Oxford English Dictionary contains half million entries. Most adult second language learners, however, will be lucky to have acquired 5,000 word families even after several years of study.³ A further major difference between first and second languages for the curriculum, it is explained that the vocabulary mastery standard for the beginner level reader category or elementary school (SD) to junior high school (SMP) is 500-1500. In this case the researcher targets in every meeting, the students can memorize 20 vocabulary.

Vocabulary should be taught. There were very strong reasons for systematic and principled approach to vocabulary by both the teacher and the learners. First, this is because of the considerable research on vocabulary that has good information about what to do and about what vocabulary to focus on. This means that vocabulary work can be directed towards useful words that can give learners practice in useful skills. Second, one of the aims is to show that there is a wide variety of ways for dealing with vocabulary in foreign or second language learning. The third reason for having a systematic and principled approach to vocabulary is that both learners and researchers see vocabulary without as being very important, if not the most important, element in language learning.⁴

Teaching vocabulary as a foreign language classroom is not easy. Some students like to study English and some others don't. Actually there are two factors that make students' lack of vocabulary. There are from the internal and external factors. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence, and the external is the factors from outside of the students

³Scott Thornbury, *How to Teach Vocabulary* (England: Person Education Limited, 2002), p. 20-21.

⁴I.S.P Nation, *Teaching & Learning Vocabulary* (Boston: Heinle & Heinle Publisher, 1990), p. 1.

affect their learning process such as background, learning material, and teachers' performance including their teaching methods and technique. Teachers, in this case, have big role to motivate all of them to have the some perfection about the importance of English today. They should be aware that knowing English vocabulary will help them to understand English easily, likes speaking, reading, and also writing. Beside that, based on the observation the researcher found that the students of SMPN 2 Lembang, there were still many lack of vocabulary, they did not know the meaning of many words. It was proved when the researcher asked the students some question they ask the researcher to translate the meaning into the first languages. The students also feel difficult in memorize vocabulary, it is because they did not know how to pronounce it.

Therefore, there are some a way can be applied by the teachers in increasing students' vocabulary mastery. One of them is clustering technique. It is the way actually gives the words that closely related to the topic/theme provided. This technique will help the students to develop their vocabularies. Moreover, the clustering technique can stimulus their mind. This technique is an effective tool for develop their ideas, as smalley and Marry said that clustering is making visual map the students to think creative.⁵

Based on the background above, the researcher interested in conducting research under the tittle "Increasing the Students' Vocabulary Mastery by Using Clustering Technique at the Eighth Grade of SMPN 2 lembang Kabupaten Pinrang".

⁵Regina L. Smalley, Marry K. Ruetten, *Refing Composition Skill Rheotoric and Grammar* (New York: Heinle & Heinle Publisher, 1995), p. 10.

1.2 Problem Statement

Related to the background above, the researcher formulate the research question below:

- 1.2.1 How are the students' vocabulary mastery before applying clustering technique at the eighth grade of SMPN 2 Lembang?
- 1.2.2 Is using clustering technique is able to increase the students vocabulary mastery at the eighth grade of SMPN 2 Lembang?

1.3 Objectives of the Research

- 1.3.1 To find out the vocabulary mastery at the eighth grade of SMPN 2 Lembang.
- 1.3.2 To find out whether of using clustering technique to increase vocabulary mastery to the students at the eighth grade of SMPN 2 Lembang.

1.4 Significant of the Research

This result of the research was expected to be useful information for the English teachers, students and the next researcher.

- 1.4.1 For the teachers, it was expected as an alternative learning for English teacher to help the students learn English, especially in learning vocabulary, and also to give information of English teacher about the effectiveness of using clustering technique in teaching learning vocabulary.
- 1.4.2 For the Students, the research was used to motivate the students to able to increase their vocabulary and help the students to learning English easily.
- 1.4.3 Next Researcher, it can become one of the references for those who want to conduct a research that relevan at this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

The concepts of vocabulary consist of definition of vocabulary, types of vocabulary, vocabulary development, the important of vocabulary, the difficulties in teaching English vocabulary and Technique in Teaching Vocabulary.

2.1.1.1 Definition of Vocabulary

Vocabulary as one of the language aspect have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language use in listening, speaking, writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has capability of using it accurately.⁶

Beside that, there were some definition vocabulary also is one of the components of language. Vocabulary is the collection of words that individual knows, Hatch and Brown define vocabulary as a list or set of words for a particular list or set of word that individual speakers of language might use.⁷

In Webster Dictionary, vocabulary is define as:

1. A list or collection of words usually alphabetically arranged and explained or lexicon.

⁶Nurasia, Enriching Students' Vocabulary Through Semantic Mapping in the First Year SMK Negeri 4 Pinrang (Skripsi Parepare:STAIN Parepare 2018), p. 5.

⁷Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998), p. 60.

2. A sum or stock of words employed by language, group, individual, or work or in a field of knowledge.
3. A list or collection of terms or codes available for use (b as in an idexing system).⁸

Hornby conclude some defenition of the vocabulary as below:

1. All the word that a person or uses.
2. All the word in particular language.
3. The word that people use when they are talking about the particular subject.
4. A list of the word with their meaning, especially in a book for learning a foreign language.⁹

According to Jack C. Richard and Willy A. Renandya, “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and and write.”¹⁰

From devination above the researcher concluded that , vocabulary is the first basic important aspect for learning English and also must be mastered before mastering English skill.

2.1.1.2 Types of Vocabulary

In this explanation there were two types of vocabulary will be explain, they were active vocabulary and passive vocabulay.

1. Active Vocabulary

Active vocabulary consists of those words over which one can use in his speech and writing. He knows the meaning of those words accurately. Active

⁸Webster, *The New International Webster's Comphrensive Dictionary of the English Language* (Colombia: Trident Press International, 2003), p. 1407.

⁹Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Sixth Edition London: Oxford Univercity Press, 2008), p. 1506.

¹⁰Jack C. Richards and Willy A Renandiya, *Methodogy in Language Teaching* (United Kingdom: Cambridge University Press, 2002), p. 255.

vocabulary refers to the productive side of language. It consist of the words one uses condifedenly because he understands their meanings and usage.

In order to give the proficiency in spoken and written language, word must continuously be added to the active vocabulary of the students. Active of language calls for:

- a. The use of right word in right place.
- b. The spontantaneous recall of words.
- c. Grammatical accuracy i.e., use of correct tenses, inflections and order.
- d. In speech, fluency and abality to reproduce correct sounds, pronunciation, intonation, rythm etc.

2. Passive Vocabulary

The passive vocabulary consist of those words, meaning of which can be understood when they appear in speech or writing of others but which we cannot use in our speech and writing because we are not fully conversant with them. In passive vocabulary the person does not know the preciese meaning of a particular word and he does not know the precise meaning of particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to certain extent depending on the contest. Passive vocabulary refers to the receptive side of langusge. Passive vocabulry calss for:

- a. A recognition of vocabulary in speech or writing.
- b. An acquaintance with major grammatical items or forms.
- c. The skill of stimulating rapidly the sense of large word groups.¹¹

¹¹Vocabulary: Active and Passive Vocabualry <http://www.the-criterion.com/vocabulary-various-techniques-of-teaching-vocabulary> (accessed on july 2019 at 09.17 am. Online).

Based on the explanation above, can conclude that both active and passive vocabulary were very important. Active vocabulary is used for speaking and writing and passive vocabulary is the words on understand when listening and reading.

2.1.1.3 Criteria of Vocabulary

There are criteria were therefore also used in determining word list. These includes:

1. Teach ability: in a course taught following the direct method or a a method such as total physical response, concrete vocabulary is taught early on because it can easily be illustrated though pictures or by demonstration.
2. Similarly: some items may be selected because they are similar to words in the native language. For example, english and French have many cognates succes table, page and nation, and this may justify inclusion in a word list for French-speaking learners.
3. Availability: some words may not be frequent but are readily “available” in the sense that they come quickly to mind when certain topics are thought of.
4. Coverage: words that cover on include the meaning of other words may also be useful.
5. Defining Power: some wods could be selected because they are useful in defining other words, even though they are not among the most frequent words in the langunge.

2.1.1.4 Vocabulary Development

According to Harmer, the students need four aspect that students need to know, such as word meaning, word use, word information and word grammar.

1. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word “book”, for example, obviously refers to something to use to read from a set of printed pages fastened together inside a cover, as a thing to be read, according to the learner’s dictionary. But the same dictionary then goes on the list first more meanings of book as a noun, two of meaning of book as verb and three meanings where book or preposition make phrasal verb.

There are other facts about meaning too. Sometimes words have meanings in relation to other words. Thus students need to know the meaning “vegetable” as a word to describe any one of a number of other things.

It is one word may more than one meaning. The meaning for a word occurs. Therefore in teaching vocabulary, words though to students will be presented in variety of context to various meanings.

2. Word Use

What a word means can be change stretched or limited by how it is used and this is something students need to know about. It is frequently stretched through the use of metaphor and idiom. For example is the word “hiss”, describes the noise that snake make but we stretch its meaning to describe the way people talk to each other. That is metaphorical use. at the same time it describes treacherous people as snakes.

Students often use words only in certain social and topical context. What student says is governed by the style and register use are in. To express an angry, choose carefully between the neutral expression of this fact and the informal version. The latter would certainly seem rude to listen in certain context. At a different level student recognize that two doctors talking about an illness will talk in different register that one of them who then talks to the patients in question who has never

studied medicine. Students need to recognize metaphorical language use and they need to know how words collocate words and expression occur in.

3. Word Formation

Word can change their grammatical value too. Students need know facts about words formation and how to twist words to fit different grammatical context. Thus, the verb “run” has the participles “running and run” can be also noun. There is clear relationship between the words “death, dead, dying and die”.

Students also need to know how suffixe and prefixe work. Students need to know how words are spelt and how they sound. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different as with nouns and verbs, for example) is vital if students are to able to understand and use word in speech. Part of learning is written and spoken form.

Word formation, then mean knowing how words are written and spoken and knowing how they can change their form. It is refers toward from and they are formed some words are countable and other uncountable. Some nouns are singular and some other is plural. The students need to know how to form adjectives.

4. Word Grammar

It refers to such as the way words are use grammatically in English, for instance, some verbs are use with to (to pay to) create to read, (to say to) but some verbs are use without to (tell, can, must, and other words). English have tenses. Such as want to change to spoke. The students need to know when, for example, want or wanted is used. We can summarize, there are many others areas of gramatical behavior that the students need to know. And what we have been saying in this section does that know a word means far more than just understanding (on of) it is

meaning. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular.

By being aware students will be more receptive to the contextual behavior of words when they first see them in text. It knows a word in the following way:

- a. Meaning (meaning of context, and sense relations)
- b. Word use (metaphor and idiom, collocation, and style and register)
- c. Word formation (part of speech, prefixes and suffixes, spelling and pronunciation).
- d. Word grammar (nouns, countable and uncountable noun, verb, complementation, phrase verbs, adjective and adverbs position, etc.¹²)

2.1.1.4 The Important of Vocabulary

Talking about the importance of vocabulary, the linguist David Wilkins argued that: “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition.¹³ It is meant that vocabulary much more than grammar, although their structure is low, but if they master on vocabulary, it will make them easy on their English skills.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael Lessard-Clouston, vocabulary is central of English Language teaching because without

¹²Jeremy Harmer, *The Practice of English Language Teaching* (London: New Edition, 1991), p. 156-158.

¹³The Importance of Teaching and Learning Vocabulary English Languages Essay”, <http://www.ukessay.co/essays/english-languages/the-importance-of-teaching-and-learning-vocabulary-english-language-essay.php> (accessed on July 2019 at 07.00 a.m online).

enough vocabulary. Students are not able to understand others or express their own ideas.¹⁴ Furthermore, a good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word, learners will be able to comprehend the reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.¹⁵

2.1.1.5 The Difficulties in Teaching English Vocabulary

The vocabulary between Indonesia and English are very different, so it makes the learners hard to learn the language, Scott Thornbury mentioned some factors causing second or foreign language learners feel some words more difficult, those are:

1. Pronunciation

“Words that are more difficult to pronounce are usually more difficult to learn. Potentially, difficult words will be typically those that contain sounds that are unfamiliar for some groups of learners”.

2. Spelling

Spelling usually becomes the problem for second or foreign language learners. “Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling. Some words containing silent letters may become the problem: foreign, listen, climbing, honest, muscle, and so on”.

¹⁴Michael Lessed Clouston, Teaching Vocabulary (TESOL International Association, 2003), p. 2.

¹⁵Nur Yastrad Fajrah, Improving Students' Vocabulary Through Semantic Field of Eighth Year Students of SMP Negeri 9 Parepare (Skripsi Parepare: STAIN Parepare), p. 11.

3. Length and Complexity

“The long words seem to be more difficult for learners, also variable stress, such as in the word families like: necessary, necessity and necessarily, can add their difficulties”.

4. Meaning

“When two words are overlap in meaning, learners are likely to confuse them, such as in ‘make’ and ‘do’, like in sentences ‘you make breakfast’ and ‘ you make an appointment’, but ‘you do the homework’ and ‘do a questionnaire’. Words with multiple meaning, such as ‘since’ and ‘still’, can also troublesome for learners.

5. Idiomaticity

“English contains so many idiomotic expression, they are generally more difficult than the words whose meaning is transparant”.

6. Grammar

“Also problematic is grammar associated with word, especially if theis differs from L1 equavalent”.¹⁶

From those statement above, the researcher focus on pronouciation and meaning beside part of speech likes noun.

2.1.1.6 Technique in Teaching Vocabulary

There are many technique in teaching vocabulary can be used to explain the meaning of word and the way in teaching vocabulary will depend on individual characteristic. However, several ways have been recommended as follows:

1. Say the word clearly and write it on the board
2. Get the class to repeat the word in chorus

¹⁶Scot Tombury, *How to Teach Vocabulary* (England: Person Education Limited, 2002), p. 27-28.

3. Translate the word into the students own language
4. Ask the students to translate the word
5. Draw a picture to show what the words mean
6. Give an English example to show how the word is used
7. Ask question using the new word¹⁷

According to Jeremy Harmer, there are seven techniques in presenting vocabulary:

- a. Realia: One way of presenting word is to bring the things they represent into the classroom by ringing “Realia” into the room.
- b. Picture: Picture can be board drawing, wall picture and charts, flashcard, magazine, picture and any other non-technical visual.
- c. Mime, action and gesture: It is impossible to explain the meaning words and grammar either through the use of realia or picture.
- d. Contrast: We saw how words exist because of their sense relations and this can be used to teach meaning.
- e. Enumeration: We can use this to present meaning
- f. Explanation
- g. Translation: Translation is a quick and easy way to present the meaning of word but it is not without problem.¹⁸

Based on the explanation above, the researcher can conclude that techniques in teaching learning is very importance and the teacher should use appropriate

¹⁷Andrian Doff, *Teaching English a Training course for Teacher's work book* (New York: Cambridge University Press, 1988), p. 1.

¹⁸Jeremy Harmer. *The Practice of English Language Teaching* (London: Longman, 1991), p. 161-162.

techniques to teach vocabulary, in order to motivate and help the students in learning process.

2.1.1.7 Vocabulary Mastery

Vocabulary mastery is the ability to know the word, meaning and also to pronounce it. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know word. They are:

1. The meaning of the word;
2. The written form of the word;
3. The spoken form of the word;
4. The grammatical behaviour of the word;
5. The collocation of the word;
6. The register of the word;
7. The associations of the word;
8. The frequency of the words.¹⁹

In this research the researcher just focus on three kinds. They are the meaning of the word, the written form of the word and the spoken form of the word.

2.1.2 The Concept of Clustering Technique

2.1.2.1 The Definition of Clustering

There are a lot of definitions about clustering stated by experts. Blanchard and Root define that “grouping is another pre-writing technique. This is a usual way to show how your ideas connect using circles and lines”. Moreover, Brandon and Brandon that

¹⁹Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000), p. 5.

“grouping is visual way to show connection and relationships. Sometimes use with outline and sometimes replace one of them”.²⁰

Another definition put forward by Dawson and Joe Said that clustering is a type of pre-writing that allows people to explore many ideas as soon as they occur to people. Like brainstorming or free associating, clustering allow you to begin without clear ideas.²¹

In the other hand , Jhon Langan said clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This technique is helpful for people to think a visual way. In clustering, you use line, boxes, arrows and circle to show relationships among the idea and details that occur you.²²

Beside that, in Sandra and John’s book put definition that clustering is prewriting technique that emphasizes the connection among items on a brainstorming list. The topic is written in the middle of the page and has a circle drawn around it. As details or ideas are generated, they are circle and them to related details or ideas. This process continues until the topic has beenfully explaered, variations of clustering are know as mapping, webbing, and branching.²³

From defenition above the researcher conclude that clustering is one of the techniques in developing other words that are related to each other. From the words

²⁰Muhammad Asfah Rahman, dkk, Sustainable Teacher Profession Developmrnt in English Language Education: Where Theory, Practice, and Policy Meet (TEFLIN International Conference. Vol 65. No. 1, 2018), p. 283.

²¹Prewriting: Clustering <http://writing2.richmond.edu/writing/web/clusrter.html> (Accessed on August 2019 at 09.17 a.m online).

²²John Langan, *English Skill* (New York: Mc Graw-Hill Companies, 2001), p.23.

²³Sandra Scarry, and John Scarry, *The Writer’s Workplace with Readings: Building Collage Writing Skill* (Wadsworth: Cengnge Learning, 2010), p. 11.

of the results of the development, it can be further developed into other related words, and so on. So, the students will get more vocabulary.

2.1.2.2 Procedure of clustering Technique in Teaching

According Smalley and Marry, in clustering you write the topic in the middle of blank paper and draw a circle around it. Then draw a line out from the circle and write an idea associated with the topic. Continue to map or cluster until you cannot think of any more ideas.²⁴

In another hand Gabriele Rico said that, clustering technique is combination of uncensored brainstorming with doodling. This technique produce and overview of a subject suggests specific topics, and yields related details. First; take a fresh a sheet of paper and write general subject in other center. Then circle the new word. Third; draw a line between the two. Repeat the procedure. The sample cluster began with the main topic. That central idea branched out, leading the key word related to the topic.²⁵

Based on the statement above, the researcher concludes that procedure of clustering technique in teaching vocabulary is as follow:

1. The researcher gives a sheet blank of paper to the students.
2. The students write the topic in the middle of the blank of paper and draw a circle around it.
3. Then the students draw a line outside the circle and write a new word that relateds to the topic.
4. Continue map or cluster untill the students cannot think of any more ideas.

²⁴Regina L. Smalley, and Marry K. Ruetten, *Refing Composition Skill Rheotoric and Grammar* (Boston: Heinle & Heinle Published, 1995), p. 10.

²⁵Betty Mattix Dietsch, *Reasoning and Writing Well* (New York: Mc. Graw Hill, 2003), p. 26.

For example, the topic is flower. Think of ideas and related to this topic. And write words has connecting with flower in the cluster.

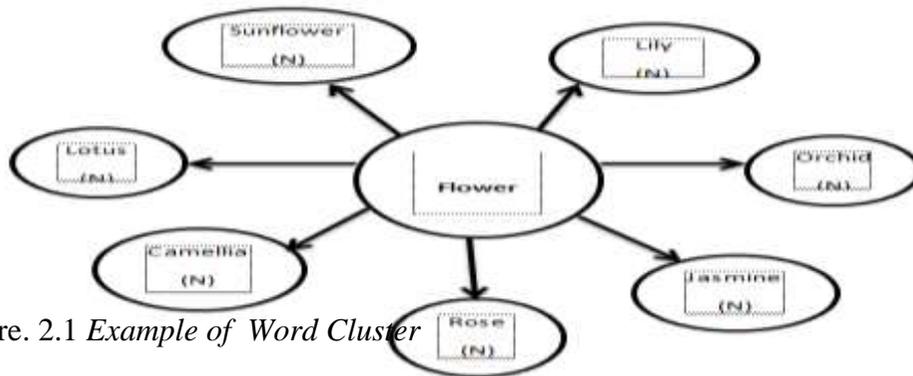


Figure. 2.1 Example of Word Cluster

Based on the figure above, we can see that the topic (flower) is placed in the middle and all words must be related to the topic. Students can further develop their vocabulary mastery based on knowledge and experience. In this research, the researcher will related clustering technique to the vocabulary learning was focuses on noun.

2.1.2.3 Advantage and Disvantages of Clustering Technique

Every technique of teaching has advantage and disvantage, so that teacher must known wich technique is suitable with their students and make them enjoyed the learning process.

1. Advantages of Clusteing Technique

- a. Students are able to relate the new vocabulary to other terms and concepts they are already familiar with, thus helping them to incorporate the new vocabulary into their knowledge base.
- b. Students are able to connect new word to what they already know before.
- c. Clustering technique provides a chance of maintaining a high level of interest and motivation of students in learning process.
- d. Clustering technique can help the students to organize the students mind.

- e. Clustering technique able to help the students to expand or develop the vocabulary.
2. Disadvantages of clustering Technique
 - a. It can be time consuming because of the complex steps of activities.
 - b. The class might be noisy because dialog or discussion happens during learning for groups in class.
 - c. The class needs more control because teachers do not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.
 - d. Students may find difficulties in expressing the stimulus word or linking because their vocabulary is still limited.

Not all students could think fast and express the words that have connection from the main word.²⁶

2.2 The Previous Related Finding

Some research findings are briefly cited as follows:

- 2.2.1 Novie Valentine in her research teaching productive vocabulary by using semantic mapping at the second year students of SMPN 5 Pinrang, she found the score of post-test (72) was greater than pre-test (41.5). even, for the level significant and the value of table 1.729, while the value of the test 2.346. it's means that, the t-test value is greater than t-table value ($2.346 \geq 1.729$), it means that students' vocabulary ability is significant better after getting treatment.²⁷

²⁶Sri Astuty Andayani, The Effectiveness of Using Clustering Technique to Teach Vocabulary to the Students at the First Semester of the Tenth Grade of SMA Muhammadiyah Gisting in the Academic Year of 2017/2018 (Skripsi Bandar Lampung: Skripsi Universitas Islam Negeri Raden Intan), p. 33-34.

²⁷Novie Valentine, Teaching Productive Vocabulary by Using Semantic Mapping at The Second Year students of SMPN 5 Pinrang (Skripsi Parepare: STAIN Parepare, 2017), p. 44.

2.2.2 Darniati in her research title the use of students team achievement division (STAD) model in improving the students' vocabulary of the eighth year students of MT.s DDI Labukkang Parepare. She found that there was significant effect using the Students Team Achievement Division (STAD) on vocabulary of the eighth year students in MT.s DDI Labukkang Parepare, where the t-test (2.969) was greater than t-table (2.145) with $df = n - 1 = 14$, with $\alpha = 5\%$.²⁸

2.2.3 Fatmah Rays in her title research increasing students' vocabulary by using stand up sequences game at the eighth grade of SMP Negeri 2 Patampanua Kabupaten Pinrang. That result showed the mean score of pre-test was 60,25 and the meanscore of post test was 88.95. while the t-test was greater than ten t table ($11,93 > 2.064$).²⁹

Based on the previous finding above, it can be summed up that there are many a ways to increase the students' vocabulary mastery. In this case, the researcher use clusteing technique is hoped can increase the students' vocabulary.

2.3 Conceptual Framework

The primary focus in this research was the use of clustering technique to increase the students' vocabulary. The main poin of this research will give in the following diagram:

²⁸Darniati, The use of Students Team Achievement Division (STAD) Model in Improving The Students Vocabulary of The First Year Students Of MTs. DDI Labukkang Parepare (Skripsi Parepare: IAIN Parepare, 2019), p. 45.

²⁹Fatmah Rays, Increasing Students Vocabulary by Using Stands Up Sequences Game at the Eighth Grade of SMP Negeri 2 Patampanua Kabupaten Pinrang (Skripsi Parepare: IAIN Parepare, 2019), p. 34.

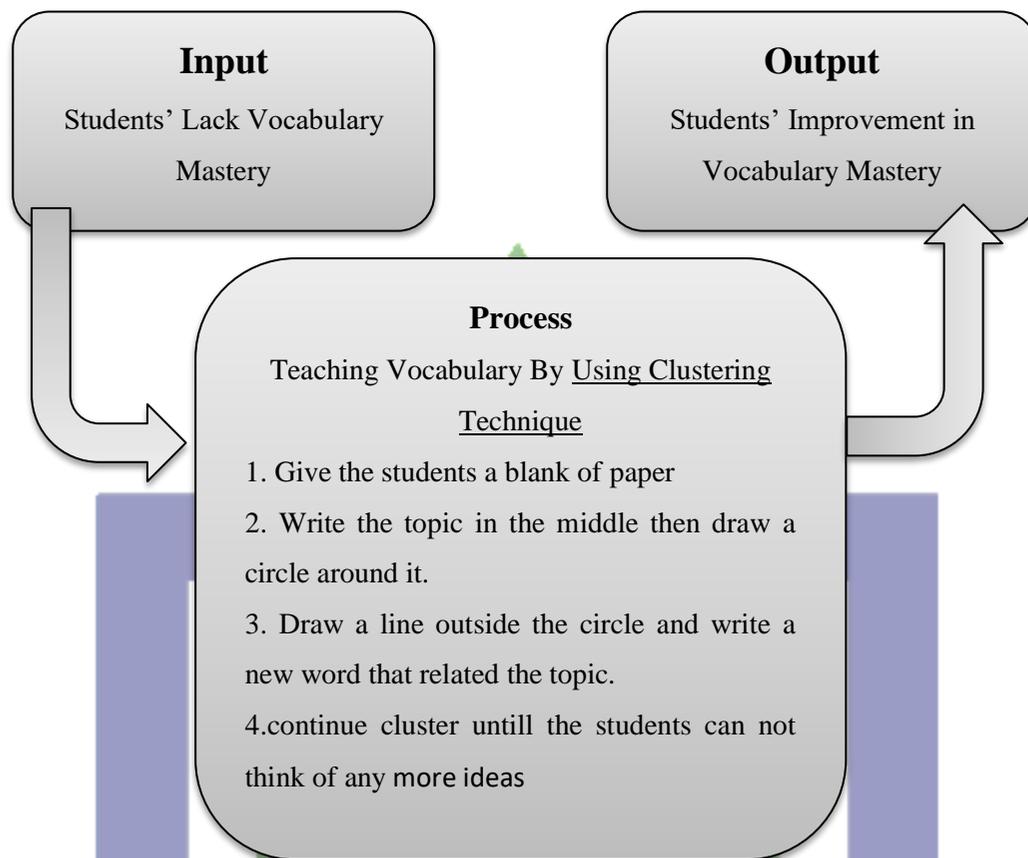


Figure 2.3 Conceptual of framework

Based on the diagram above there were three elements, they were:

2.3.1 Input

In this research referred to the students' lack of vocabulary as focus to encourage teaching materials through clustering technique.

2.3.2 Process

In this research the researcher would give treatment and teach one class using clustering technique.

2.3.3 Output

The students achievement in vocabulary mastery was increase after giving treatment by using clustering technique.

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

2.2.3 Nul Hypotesis (Ho) the use of clustering technique was not able to increase students' vocabulary mastery at the eighth grade SMPN 2 Lembang.

2.2.4 Alternative Hypothesis (Ha) the use of clustering technique was able to increase students' vocabulary mastery at the eighth grade in SMN 2 Lembang.

2.5 Variable and Operational Defenition

2.5.1 Variable

This research has two variable; namely independent variable and dependent variable.

2.5.1.1 Independent variable is clustering technique.

2.5.1.2 Dependent Variable is the students' vocabulary mastery.

2.5.2 Operational Defenition

2.5.2.1 Clustering is one of the techniques in developing other words that are related to each other. Vocabulary mastery is the ability of students to know the the meaning of the word, to write the word and also to know how to pronounce the word.

CHAPTER III

THE METHOD OF THE RESEARCH

3.1 The Research Design

The research Design is applied pre-experimental design by pre-test and post-test. It can be shown as follow:

01 X 02

Where :

01 : Pre-test
 X : Treatment
 02 : post-test³⁰

3.2 Location and Duration

The location of the research was be taken place in SMPN 2 Lembang Kabupaten Pinrang. Focusing to the eighth grade on academic year 2019/2020 and the duration is one month.

3.3 Population and Sample

3.3.1 Population

The population of this research is the eighth grade the students of SMPN 2 Lembang in academic year 2019/2020 which consist of three classes. So, the totally of population are 86 students.

³⁰Sugiyonao, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 115.

Table. 3.1 List of the Students at SMPN 2 Lembang

Class	Sex		Total
	Male	Female	
VIII.A	13	17	30
VIII.B	16	14	30
VIII.C	11	15	26
Total	40	46	86

3.3.2 Sample

In determining the sample, the technique that would be used was random sampling technique, by using lottery, and the researcher took one as sample. The sample was VIII.B which consisted 30 students.

3.4 The Instrument of the Research

The procedures of collecting the data, the researcher used a vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test implement before treatment to know the students' vocabulary and the post-test implement after treatment using clustering technique.

3.5 Procedure of Collecting Data

The researcher is conducted testing in collecting data, pre-test and post-test. The pre-test will be given to find out the previous ability before conducting the material and the post-test will show the students vocabulary mastery after presenting the material by using clustering technique.

3.5.1 Pre-Test

Before the researcher gave the treatment, the researcher gives the students Pre-test for the first activity. It aims to find out vocabulary mastery of the students.

3.5.2 Post-Test

After giving treatment, the researcher will give the students post-test to find out the students' improvement in mastering vocabulary. In this post-test, the researcher will not give treatment again.

3.6 Treatment

After giving the pre-test, the researcher would give the treatment to the student for six meeting and to teach vocabulary to the student would use clustering technique, beside explain about material the researcher also gives motivation to the student before lesson was beginning.

Every meeting use same procedure, the steps were:

3.6.1 The First Meeting

The researcher gave the students greeting and motivation before teaching material. After that the researcher introduced clustering technique and gave example how to use clustering technique. The researcher divide the students into 5 group. For the firts meeting, every group would discuss about "parts of body" and make cluster and related about the topic, and than the resarcher give 15 minutes to every group looking for the word that related the topic. memorize the word that they have write and have to pronounce it, the researcher also give chance to the students who still confused to give question.

3.6.2 The Second Meeting

In the second meeting, the researcher gave material about "school" and use cluster to related new word. The researcher gave 15 minutes After that the researcher teaches the students how to say the word after that, the researcher gives 15 minutes to memorize the word that they have write and than ask the student to come forward and write in the whiteboard that related about the topic.

3.6.3 The Third Meeting

In the third meeting, the researcher gave material about “the animals” and use cluster to related new word. After that the researcher teaches the students how to say the word after that, the researcher gives 15 minutes to memorize the word that they have write and than ask the student to come forward and write in the white board that related about the topic.

3.6.4 The Fourth Meeting

In the fourth meeting, the researcher gave material about “the house” and use cluster to related new word. After that the researcher teaches the students how to say the word after that, the researcher gives 15 minutes to memorize the word that they have write and than ask the student to come forward and write in the whiteboard that related about the topic.

3.6.5 The Fifth Meeting

In the fifth meeting, the researcher gave material about “fruits” and use cluster to related new word. After that the researcher teaches the students how to say the word after that, the researcher gives 15 minutes to memorize the word that they have write and than ask the student to come forward and write in the whiteboard that related about the topic.

3.6.6 The Sixth Meeting

In the sixth meeting, the researcher gave material about “profession” and use cluster to related new word. After that the researcher teaches the students how to say the word after that, the researcher gives 15 minutes to memorize the word that they have write and than ask the student to come forward and write in the whiteboard that related about the topic.

3.7 Technique of Data Analysis

The data was collect through pre-tes and post-test by use quantitative analysis employed, the following procedure as folow:

3.7.1 Scoring the students' answer

The researcher would use formula to analyzing the students' score in pre-test and post-test, as follow:

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

Formula :

$$\bar{X} = \frac{\sum x}{n}$$

Where :

\bar{X} : Mean Score

$\sum x$: Total of raw score

n : Number of students³¹

3.7.2 Classiying the score five levels classification is as follows:

Table 3.2 The Classifying the Score Five Levels Classification

NO	SCORE	CLASSIFICATION
1	86 – 100	Excellent
2	71 – 85	Good
3	56 – 70	Fair
4	41 – 55	Poor
5	≤ 40	Very Poor ³²

³¹Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas*, (Jakarta : Universitas Terbuka 2008), p.325.

3.7.3 Finding out the mean score by following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

\sum = Total Score

N = The total of number students³³

3.7.4 Rate percentage of students score by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage

F = frequency

N = total number of sample³⁴

3.7.5 Calculating the standard deviation of students pre-test and post-test, by using the formula below:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N - 1}$$

Where:

SD = Standard Deviation

$\sum X^2$ = The sum of score

$(\sum X)^2$ = The square of the sum of the score

³²Depdikbud, *Petunjuk Pelaksanaan Proses Belajar Mengajar dan Petunjuk System Penilaian*, (Jakarta: Depdikbud, 1987), p. 127.

³³L. R. Gay, Geoffery E. Mills, and Peter W. Airasian, *Educational Research; Competencies for Analysis and Applications* (United States of America: Reson Education, 2012), p. 323.

³⁴L.R Gay, Geoffery E. Mills, and Peter W. Airasian (United States of America: Rerson Education, 2012), p. 225-298.

N = The total number of the object.³⁵

3.7.6 Finding out significant between the pre-test and post-test by using the following formula:

$$t = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance

D = the difference of mean score

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample

N = The total number of the object³⁶

CHAPTER IV FINDING AND DISCUSSION

In this chapter there were two sections, namely research finding and the discussion of the research. The finding covers the description of the result of data collected through a test can be discussed in the section below.

³⁵Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Pt Bumi Aksara, 2011), p. 91.

³⁶L.R Gay, Geoffery E. Mills, and Peter W. Airasian (United States of America: Reson Education, 2012), p. 297-298.

4.1 Findings

The finding of this research is finding out the answer of the research question in the previous chapter. The researcher applied a test that was given twice, namely pre-test and post-test. A pre-test was given before the researcher giving treatment while post-test was given after the researcher apply treatment and the result of post-test of this research can answer the researcher question that aims to find out the vocabulary mastery at the eighth grade of SMPN 2 Lembang and to find out whether of that using clustering technique can increase vocabulary mastery to the students at the eighth grade of SMPN 2 Lembang.

4.1.1 The Result of Pre-test and Post-test

The data collected from the students' at VIII.B class before and after teaching the students by using clustering technique.

4.1.1.1 The Students Score in Pre-test

Table 4.1 The Students' Score in Pre-test

No	Students	Number of Correct Answer	Score of Pre-Test
1	Adam	12	60
2	Rahman	10	50
3	Alia	10	50
4	Alhuzaiifa	10	50
5	Diva	12	60
6	Fitra	14	70
7	Hasrullah	7	35
8	Ismail	10	50
9	Ramzi	8	40

10	Ridwan	10	50
11	Syamsul	12	60
12	Adam F	10	50
13	Syafika	12	60
14	Aulia	9	45
15	Reski	19	95
16	Riki	9	45
17	Risman	9	45
18	Sarni	20	100
19	Sukriani	14	70
20	Suci	14	70
21	Zahra	13	65
22	Herman	7	35
23	Amri	10	50
24	Syafid	8	40
25	Faizal	10	50
26	Usman	8	40
27	Syahril	9	45
28	Nayla	14	70
29	Maya	14	70
30	Yasmin	20	100
Total			1720

After knowing the students' score in pre-test, the researcher following table students' score to find out the main score.

Table 4.2 The Students' Score in Pre-test Classification

No	Students	Pre-Test of The Students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	Adam	100	60	3600	Fair
2	Rahman	100	50	2500	Fair
3	Alia	100	50	2500	Fair
4	Alhuzaiifa	100	50	2500	Fair
5	Diva	100	60	3600	Fair
6	Fitra	100	70	4900	Fair
7	Hasrullah	100	35	1225	Very Poor
8	Ismail	100	50	2500	Poor
9	Ramzi	100	40	1600	Very Poor
10	Ridwan	100	50	2500	Poor
11	Syamsul	100	60	3600	Fair
12	Adam F	100	50	2500	Poor
13	Syafika	100	60	3600	Fair
14	Aulia	100	45	2025	Poor
15	Reski	100	95	9025	Excellent
16	Riki	100	45	2025	Poor
17	Risman	100	45	2025	Poor
18	Sarni	100	100	10000	Excellent
19	Sukriani	100	70	4900	Fair
20	Suci	100	70	4900	Fair
21	Zahra	100	65	4225	Fair
22	Herman	100	35	1225	Very Poor
23	Amri	100	50	2500	Poor

24	Syafid	100	40	1600	Very Poor
25	Faizal	100	50	2500	Poor
26	Usman	100	40	1600	Very Poor
27	Syahril	100	45	2025	Poor
28	Nayla	100	70	4900	Fair
29	Maya	100	70	4900	Fair
30	Yasmin	100	100	10000	Excellent
Total			$\sum X_1 = 1720$	$\sum X^2 = 107500$	

Based on the table above, showing the result of the students' vocabulary before giving treatment using clustering technique. three excellent, no one got good, thirteen got fair, nine students got poor and five students got very poor classification. Total score in pre-test was 1720. It could be seen that most of students of VIII.B are still low, because most of them gained fair scor.

Based on the explanations above, the calculated the total of the results and seeking the mean score of pre-test with formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1720}{30}$$

$$X = 57.33$$

The mean score of pre-test was 57.33, and from that analyzing, it could be seen that almost of the students' vocabulary mastery was still low or lack because of the fair category.

Based on the result above, the researcher calculated the standard deviation of pre-test using the formula:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \sqrt{\frac{107500 - \frac{(1720)^2}{30}}{30-1}}$$

$$SD = \sqrt{\frac{107500 - \frac{(2958400)}{30}}{30-1}}$$

$$SD = \sqrt{\frac{107500 - 98613.3}{29}}$$

$$SD = \frac{\sqrt{8887}}{29}$$

$$SD = \sqrt{306.45}$$

$$SD = 17.50$$

After determining the mean score (X_1) of pre-test was 57.33 and the standar. And the standard deviation (SD) was 17.50, it could be seen that the students' vocabulary mastery was still law.

4.1.1.2 The Students' Score in Post-Test

The researcher also gave the students' vocabulary mastery after giving treatment.

Table 4.3 The Students' Score in Post-test

No	Students	Number of Correct Answer	Score of Post-Test
1	Adam	18	90
2	Rahman	7	35
3	Alia	10	50
4	Alhuzaifa	11	55

5	Diva	18	90
6	Fitra	17	85
7	Hasrullah	8	40
8	Ismail	14	70
9	Ramzi	17	85
10	Ridwan	8	40
11	Syamsul	18	90
12	Adam F	7	35
13	Syafika	19	95
14	Aulia	15	80
15	Reski	19	95
16	Riki	20	100
17	Risman	11	55
18	Sarni	19	95
19	Sukriani	19	95
20	Suci	16	80
21	Zahra	19	95
22	Herman	8	40
23	Amri	12	60
24	Syafid	15	75
25	Faizal	17	85
26	Usman	11	55
27	Syahril	19	95
28	Nayla	18	90
29	Maya	18	90
30	Yasmin	20	100

Total		2245
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After knowing the students' score in pre-test, the researcher following table students' score to find out the main score.

Table 4.4 The Student' Score in Post-test Classification

No	Students	Post-Test of The Students (X_1)		X^2	Classification
		Max Score	Score X_2		
1	Adam	100	90	8100	Excellent
2	Rahman	100	35	1225	Very Poor
3	Alia	100	50	2500	Poor
4	Alhuzaiifa	100	55	3025	Poor
5	Diva	100	90	8100	Excellent
6	Fitra	100	85	7225	Good
7	Hasrullah	100	40	1600	Very Poor
8	Ismail	100	70	4900	Fair
9	Ramzi	100	85	7225	Good
10	Ridwan	100	40	1600	Very Poor
11	Syamsul	100	90	8100	Excellent
12	Adam F	100	35	1225	Very Poor
13	Syafika	100	95	9025	Excellent
14	Aulia	100	80	6400	Good
15	Reski	100	95	9025	Excellent
16	Riki	100	100	10000	Excellent
17	Risman	100	55	3025	Poor
18	Sarni	100	95	9025	Excellent

19	Sukriani	100	95	9025	Excellent
20	Suci	100	80	6400	Good
21	Zahra	100	95	9025	Excellent
22	Herman	100	40	1600	Very Poor
23	Amri	100	60	3600	Fair
24	Syafid	100	75	5625	Good
25	Faizal	100	85	7225	Good
26	Usman	100	55	3025	Poor
27	Syahril	100	95	9025	Excellent
28	Nayla	100	90	8100	Excellent
29	Maya	100	90	8100	Good
30	Yasmin	100	100	10000	Excellent
Total			$\sum X_1 = 2245$	$\sum X^2 = 181580$	

The table above showed the students' classification score after giving treatment using clustering technique. Twelve students got excellent, seven students got good, two students got fair, four students got poor and five students got very poor. Total score in post-test was 2245. It could be seen that the students vocabulary of VIII.B were increased, because most of them gained excellent score.

Based on the result above, the resercher calculated the total of the results and seeking the mean score of post-test with formula:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2245}{30}$$

$$X = 74.8$$

The mean score of post-test was 74.8 it showed that the students' vocabulary mastery can increase after treatment, because the main score of post-test was 74.8 it was good classification.

Based on the result above, the researcher calculated the standard deviation of post-test using the formula:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{181550 - \frac{(2245)^2}{30}}}{30-1}$$

$$SD = \frac{\sqrt{181550 - \frac{5040025}{30}}}{30-1}$$

$$SD = \frac{\sqrt{181550 - 175567.5}}{29}$$

$$SD = \frac{\sqrt{5982.5}}{29}$$

$$SD = \sqrt{260.29}$$

$$SD = 14.36$$

After determining the mean score (X_2) of post-test was 74.8 and the standard deviation (SD) was 14.36, it could be seen that the students' vocabulary mastery were in was good category.

4.1.2 The Mean Score and Standard Deviation of Pre-test and Post-test

Table 4.5 The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-Test	57.33	17.50
Post-Test	74.8	14.36

The data in table 4.5 shows that the mean score of pre-test was 57.33 (X_1) while the mean score of the post-test increased 74.8 (X_2). The standard deviation of pre-test was 17.50 while the standard deviation of post-test was 14.32.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that, students' vocabulary had increase after they was treatment by using clustering technique.

4.1.3 The Rate Percentage of the Frequency of Pre-test and Post-test

The percentage of the pre-test classification also showed that the different percentage of pre-test result, the researcher make the table of the percentage classification as follow:

Table 4.6 The Percentage of Pre-test and post test Classification

Classification	Score	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
Excellent	86-100	3	12	10%	40%
Good	71-85	-	7	0%	23.3%
Fair	56-70	13	2	43.3%	6.7%
Poor	41-55	9	4	30%	13.3%
Very Poor	0-40	5	5	16.6%	16.6%

The data of the table above indicated that the rate percentage of the pre-test. Three (10%) students got excellent, none of students got good, thirteen (43.3%) students got fair, nine (30%) students got poor, and five (16.6%) students got very poor. While in post-test, twelve (40%) students got excellent, seven (23.3%) got good, two (6.67%) students got fair, four (13.3%) students got poor and five (16.6%) students got very poor. It can concluded that, there was the improvement of students' ability in vocabulary after treatment.

4.1.5 Determining the Significant by Calculating the T-test Value

The following is the table to find out the mean score between pre-test and post test.

Table 4.7 The worksheet of calculation the score in pre-test and post-test of the students' vocabulary

No	X_1	$(X_1)^2$	X_2	$(X_2)^2$	D (X_2-X_1)	$(X_2-X_1)^2$
1	60	3600	90	8100	30	4500
2	50	2500	35	1225	-15	-1275
3	50	2500	50	2500	0	0
4	50	2500	55	3025	5	525
5	60	3600	90	8100	30	4500
6	70	4900	85	7225	15	2325
7	35	1225	40	1600	5	375
8	50	2500	70	4900	20	2400
9	40	1600	85	7225	45	5625
10	50	2500	40	1600	-10	-900

11	60	3600	90	8100	30	4500
12	50	2500	35	1225	-15	-1275
13	60	3600	95	9025	35	5425
14	45	2025	80	6400	35	4375
15	95	9025	95	9025	0	0
16	45	2025	100	10000	55	7975
17	45	2025	55	3025	10	1000
18	100	10000	95	9025	-5	-975
19	70	4900	95	9025	25	4125
20	70	4900	80	6400	10	1500
21	65	4225	95	9025	30	4800
22	35	1225	40	1600	5	375
23	50	2500	60	3600	10	1100
24	40	1600	75	5625	35	4025
25	50	2500	85	7225	35	4725
26	40	1600	55	3025	15	1425
27	45	2025	95	9025	50	7000
28	70	4900	90	8100	20	3200
29	70	4900	90	8100	20	3200
30	100	10000	100	10000	0	0
Total	1720	$\sum X^2=10750$ 0	$\sum X_1 =$ 2245	$\sum X^2=1820$ 75	$\sum D=525$	$\sum D^2=74575$

In order to see the students' score, the following t-test was statistically applied:

To find out D used the formula

$$D = \frac{\sum X}{N} = \frac{525}{30} = 17.5$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum X^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17.5}{\sqrt{\frac{74575 - \frac{525^2}{30}}{30(30-1)}}$$

$$t = \frac{17.5}{\sqrt{\frac{74575 - \frac{275625}{30}}{30(29)}}$$

$$t = \frac{17.5}{\sqrt{\frac{74575 - 9187.5}{17.5 \cdot 870}}}$$

$$t = \frac{17.5}{\sqrt{\frac{65387.5}{870}}}$$

$$t = \frac{17.5}{\sqrt{75.16}}$$

$$t = \frac{17.5}{8.7}$$

$$t = \mathbf{2.01}$$

Thus, the t-test value was 2.01

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 30 - 1$$

$$Df = 29$$

Table 4.8 The Test of Significant

Variable	T-test	T-table
Pre-test and post-test	2.01	1.699

After obtaining the degree of freedom, the table at the degree of freedom 29 in significant degrees of 0.05 (5%), the table was 1.699. The following table showed that the t-test value was higher than t-table value ($2.01 \geq 1.699$). It indicated that there was significant difference between the students' pre-test and post-test result.

4.1.6 Hypothesis Testing

For the level significant (p) 5% and value of the table was 1.699, while the value of the t-test was 2.01. It means that t-test value was greater than t-table ($2.01 \geq 1.699$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It has been found that clustering technique was effective to increase vocabulary mastery students at the eighth grade of SMPN 2 Lembang Kabupaten Pinrang.

4.2 Discussion

4.2.1 The ways of the implementation Clustering Technique

To find out how the implementation clustering technique to increase the students' vocabulary mastery, the researcher got some pieces information from the students' activities in learning.

There were eight meeting for doing this research. Two meeting for doing the the test namely pre-test and post-test, six meeting for doing the treatment by using clustering technique.

At the first meeting, the rearcher asked the students to answer the test vocabulary by their own knowledge. It aims to know the students' vocabulary before getting treatment. The researcher also asked the students to brought dictionary during learning process, and for learning process every meeting the researcher would divided them into 5 groups every groups consist 6 members one of them as leader of group.

In the second meeting, the resarcher explained what is clustering technique and divided the students into five groups. For the first topic, they have to discussed about “parts of body” and the students just focus on noun. For the learning process the researcher gave every groups a sheet blank of paper. Next, every member groups look for words that related to the topic and write in blank of paper. After that, the leader of groups write five vocabulary on whiteboard that they have found. In this process they can not write the same word on whiteboard. After that, the researcher ask to the students to pronounce it and give time to the students to memorize the word that they have write on whiteboard.

In the third meeting, the researcher ask the students about what vocabulary that they have memorize before and then, the researcher divided them into five groups. In this meeting, the students discussed about “school” and focus on noun. Like meeting before, students look for words that related. Every leader of groups write words on whiteboard and the students follow the pronounce after the researcher. After that, the researcher ask to them to memorize the word that they have write.

In the fourth meeting, the researcher asked the students about what vocabulary that they have memorized before and then, the researcher divided them into five groups. In this meeting they discussed about “animal”. Every group looking for the word that related to the topic, as much as they can and just focus on noun. After that, the researcher asked from leader of groups to write on whiteboard. Then, the researcher checked the vocabularies and told them to pronounce it.

In the fifth meeting the researcher asked the students about what vocabulary that they have memorized before and then, the researcher divided them into five groups. For this meeting, they discussed about “house”. Every head leader of groups took one paper that the researcher have prepared and every groups got different part of house depend of what parts of they get. Like, kitchen, dining room, living room, bedroom, and bathroom. After that the students look for words that related to their parts. Next, one by one write on word on whiteboard. In the end the researcher ask the meaning of the word and also correct their pronunciation.

In sixth meeting, the researcher asked the students about what vocabulary that they have memorized before. And then, the researcher divided them into five groups and discussed about fruits. Every group got a blank of paper and they have to look for words that related to the topic. After that, every members wrote on whiteboard and mention the meaning. In the end the researcher correct their pronunciation and point some of them to translate the word was given by the researcher.

In the seventh meeting, the researcher asked the students about what vocabulary that they have memorized before. And then, the researcher divide them into five groups. Every groups discussed about profession, and every groups got a blank of paper and look for the words that related about the topic. After that the students write on whiteboard without look the the paper. And then, the researcher

point the words on whiteboard and the students say in correct pronunciation and also the meaning. In the end the researcher gave them twenty vocabulary that they have write on whiteboard.

In the last meeting, the researcher gave a post test. The students answer the same test as the first meeting but in this situation the students answer the test based on their knowledge after treatment. It aimed to know whether this treatment has an impact or not.

4.2.2 The Progress of Students' Vocabulary

By looking at the test finding, from the data provided in classification table pre-test can be seen that three (10%) students got excellent score, none of (0%) student got good score, thirteen (33%) students got fair score, nine (43.3%) students got poor score, and five (16.6%) students got very fair score. While the rate percentage in post-test, twelve (40%) students got excellent score, seven (20%) students got good score, two (13.3%) student got fair score, four (20%) students got poor and five (6.6%) got very poor. From the result, the researcher concluded that the students' vocabulary mastery students increased. Because, before treatment almost the students got fair score by percentage (43.3%), but after treatment by using associated words technique, the percentage in post test (40%) students got excellent score.

In addition, the mean score of post test (74.83) was greater than pre-test (57.33). Even, for the level significant and the value of t-table 1.669, while the value of t-test 2.01. It means that, the t-test value was greater than t-table value ($2.01 \geq 1.699$). thus, it can be concluded that students vocabulary mastery was significant better after getting treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Based on the finding above, the researcher concluded that clustering technique can increase the students' vocabulary at the eighth grade of SMPN 2 Lembang Kabupaten Pinrang.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is presented in two sections. The first section is conclusion which is based on the researcher findings and discussion. The second section was suggestion.

5.1 Conclusion

1. Many students were still lack of vocabulary. Based on the observation with some students of SMPN 2 Lembang, they were difficult to memorize words and also they did not know meaning of many words.
2. The researcher found that applying clustering technique can increase the students' vocabulary mastery at the eighth grade of SMPN 2 Lembang Kabupaten Pinrang. It is proved by the mean score obtained from their pre-test only (55.66) and post-test (76,5). After the students were given treatment by clustering technique, the students' vocabulary was increase. The result of data analysis t-test was higher than t-table ($2.01 \geq 1.699$). Therefore it can be concluded that the clustering technique can increase the students' vocabulary.

5.2 Suggestions

Based on the result of this research, the researcher would like to offersome suggestions, they were:

1. For the teacher; the teacher can apply onether way wich one was suitable for students and also have big role to motivate the students that studying about importance of English today.
2. For the students; it is suggested to practice their vocabulary and you have to respect with your teacher and also friends. Don't less motivations in learning English.

3. For the next researcher; clustering technique one of a way, that fun in learning process. But there were many away to teach vocabulary to make the students enjoy and interest the material.

Finally the researcher realize that this research was still far from being perfect. Because of that constructive critics and advises were really expected for the perfection of this research. And the researcher hopes that the result of this research can be use for the readers.



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CURRICULUM VITAE



Rukmana, the researcher was born January 25th 1997 in Tuncung, Kabupaten Pinrang. She is the last child from six siblings, she has three sisters and two brothers. Her father name's is Muhammad and mother name's is Malla. The first siblings name is Murniati, the second is Munira, the third is Abdul Haris, the fourth is Muliani and the last one is Adi Siswa. Her educational background, she began her study on 2003 in SDN 269 Tuncung, and graduate on 2009. In the same year, she continued her study in at SMPN 2 Lembang and graduate on 2012. She continued her study as a student in MAK Al-Wasilah Lemo and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institut (IAIN) Parepare. She completed her skripsi with the title "Increasing the Students' Vocabulary Mastery by Using Clustering Technique at the Eighth Grade of SMPN 2 Lembang Kabuapten Pinrang in and graduated on 2020.