

THESIS

**USING WORD WEB TECHNIQUE IN TEACHING VOCABULARY
TO THE SEVENTH GRADE STUDENTS'
OF SMPN 5 PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

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

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**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted by

**ANDRINI SAFITRI
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To

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ABSTRACT

Andrini Safitri. M. *Using Word Web Technique in Teaching Vocabulary to the Seventh Grade Students' of SMPN 5 Parepare* (Supervised by Maghdahalena Tjalla and Muh. Yusuf)

This research aimed to see the progress of vocabulary mastery students before and after treatment by using word web technique in the seventh grade of SMPN 5 Parepare. We know that vocabulary is essential and challenging to learn, so teachers as educators must use interesting methods, techniques, or ways that are suitable and fun for students. One of the techniques is word web, which will help students learn new vocabulary.

This research used experimental research with two groups, there are one experimental group and one control group with pre-test and post-tests as the instruments to get data. There were two variables: the independent variable used word web technique, and the dependent variable was students' vocabulary ability. The researcher took 44 respondents as the sample in this research: 22 students in VII.2 as the experimental group and 22 students in VII.1 as the control group. In this research, the students were given a pre-test before treatment, and a post-test was given after treatment.

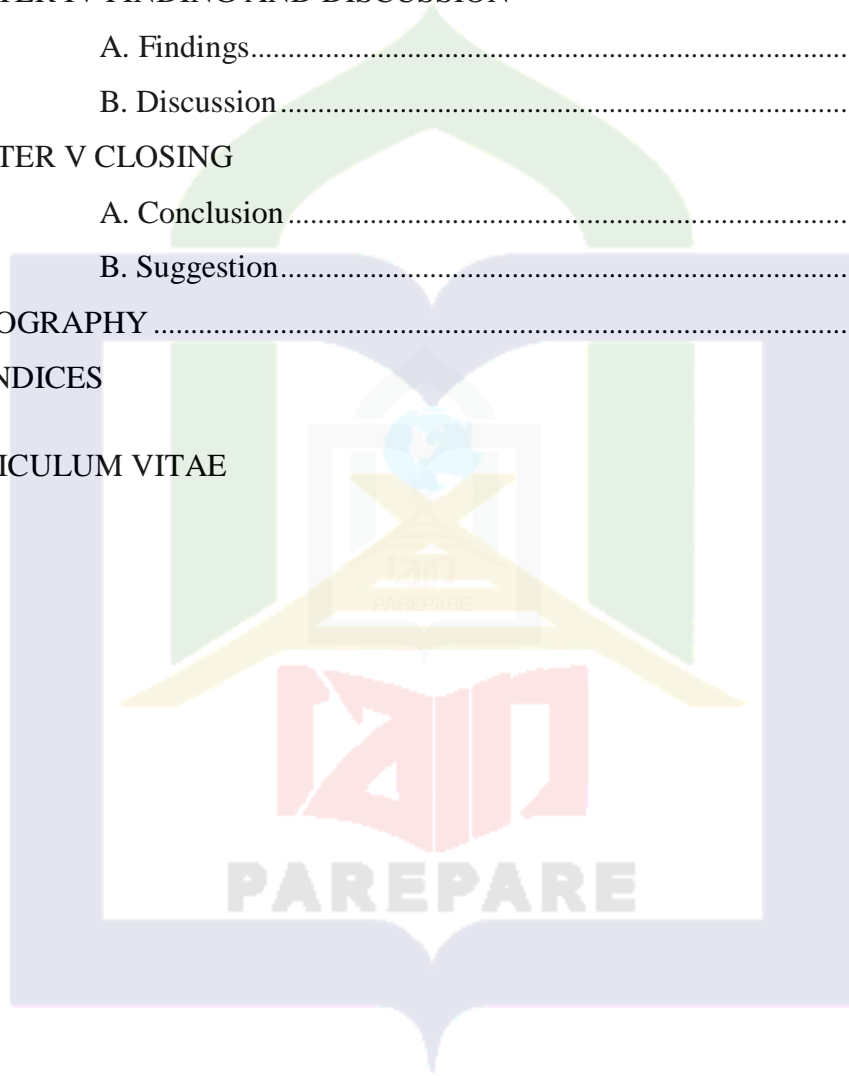
The result of this research showed that the experimental class mean score in the pre-test was lower than the mean score in the post-test (57.53) (75). Meanwhile, the mean score in the pre-test in the control class was lower than the mean score in the post-test (49.8) (51). For the level significant (p) 5%, the table's value was 1.684, and the value of the t-test in the experimental class was (3.9). Meanwhile, the value of the t-test in the control class was (-2.3). It means that the t-test in the experimental class was more significant than the t-table (3.9) (1.684). It showed the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. While the t-test in the control class was lower than t-table (-2.3) (1.684), it showed that it showed the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted. Based on the result above, the researcher concluded that using word web technique improved students' vocabulary ability in the seventh grade of SMPN 5 Parepare.

Keywords: Vocabulary ability and word web technique.

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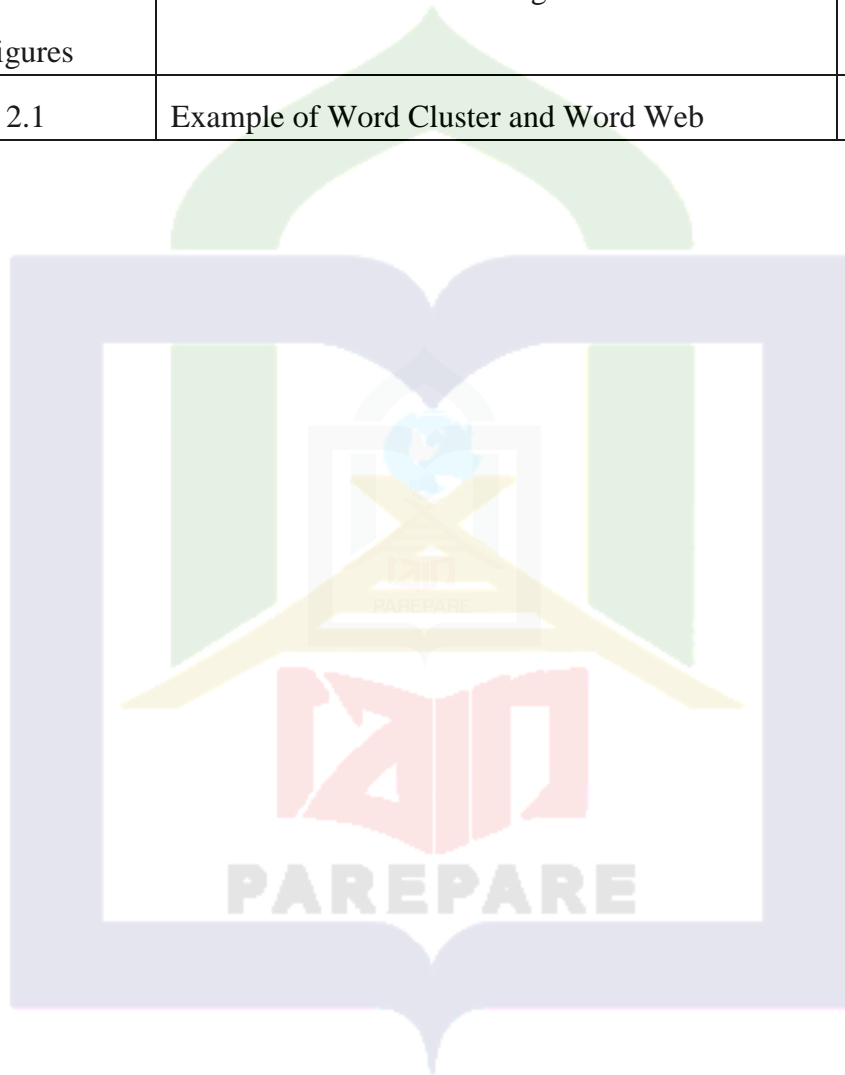


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CHAPTER I

INTRODUCTION

A. Background

First, if we want to learn about the English language, we need to know about vocabulary because if we don't know about vocabulary, we will find it difficult to learn English. After all, vocabulary is one of the essential elements in learning English. Without vocabulary, we cannot speak or say anything, express our feelings, and not be able to write the language. We will have trouble listening, speaking, writing, and reading without vocabulary.

Knowing a lot of vocabulary will help us make it easier to communicate and make written text easier. Vocabulary is one of the abilities that have an essential role in learning a foreign language, and here are the four skills in English: speaking, reading, listening, and writing. We need to know about vocabulary because vocabulary can support us to produce meaningful sentences. According to Kamil and Hiebert, vocabulary is the knowledge of word meaning in at least two forms: oral and print, or we use vocabulary when speaking and writing. It means we cannot say anything, and we can express our feelings without vocabulary.¹

In learning a foreign language, students have several vocabulary-related problems, such as difficulties memorizing new vocabulary, not applying it in their conversations, and limited vocabulary that students know, so it will become a problem in language classes. Teaching vocabulary is not something easy because the teacher must master the ways of conveying English vocabulary material; knowing many ways to teach vocabulary will make the class fun so the

¹ Michael H. Hiebert and Elfrieda L. Kamil, *Teaching and Learning Vocabulary* (London Roulledge Press: Roulledge Press, 2005) p.2.

students will be more comfortable and will understand the material more quickly and will not make difficult for the teacher to convey the material.²

In fact, English vocabulary learners still have difficulties, and several reasons for these problems come from internal factors such as students' motivation, interest, and intelligence. It comes from external factors such as teaching method or the teacher's way of teaching, class condition, learning material, and teacher performance.

We know that vocabulary is essential to learn and challenging to learn; therefore, teachers as educators must give students a lot of exciting exercises with the hope that the exercises can help students improve their English skills, especially in vocabulary. Several ways can be done to increase students' English vocabulary, such as reading a textbook, listening to music with English lyrics, memorizing vocabulary, and using technology like using English educated applications such as Quizlet, WordUp, Vocab1, Vocabulary, etc. Also, the teachers can use interesting methods or techniques in teaching vocabulary.

To solve the problem, the teacher must be more creative in choosing teaching techniques that are suitable and fun for students. Some of the methods are cluster connection and word web. This technique will help students learn new vocabulary related to the previous vocabulary, and students will be able to develop vocabulary knowledge related to the new vocabulary.

Based on most of the students of SMPN 5 Parepare said that the technique used was very monotonous. Students were asked to find new vocabulary and translate it into Indonesian, but they did not memorize it. Most students were uninterested in studying and felt bored learning English because the teacher did not use an exciting teaching technique. That's why students are

²Usmayani, "*The Use of Word Square Game To Improve Students Vocabulary Mastery At the Second Year of SMPN 4 Model Parepare 2020*" (Supervised by Hj. Nanning and Magdahalena Tjalla) p. 2.

not enthusiastic about learning vocabulary because the teaching technique to learn is not interesting, the information that the researcher found from most students on SMPN 5 Parepare.

Based on the problem in learning vocabulary above, the writer offers an alternative technique to learn & teach vocabulary word web. Therefore, based on the background above, the researcher is interested in conducting research titled "*Using Word Web technique in teaching vocabulary to the seventh-grade students of SMPN 5 Parepare.*"

This technique is interesting because it combines writing and drawing web bubbles, freeing students to explore or discover vocabulary related to the topic. Besides that, this technique is also easy for the teacher to apply and easy for students to understand.

Using this technique, students can increase their language skills, especially in improving their vocabulary. Students can improve their vocabulary knowledge by studying vocabulary using a new technique, namely the word web or word cluster technique. A statement from Smalley and Marry reinforces that "this technique will help students to develop their vocabularies. Moreover, the clustering technique can stimulate their mind. This technique is an effective tool for developing their ideas."³

B. Research Questions

Based on the above background, the researcher takes the formulation of the problem in this study as follows:

1. How is the students' vocabulary skills before using the word web technique at the seventh-grade students of SMPN 5 Parepare?

³ Heinle, *Refining Composition Skill Rhetoric and Grammar* (New York:1995).

2. Does using the word web technique in teaching vocabulary improve students' vocabulary skills?

C. Objective of the Research

1. To know the students' vocabulary skills before using the word web technique at the seventh-grade students of SMPN 5 Parepare.
2. To find out whether using the word web technique in teaching vocabulary improves students' vocabulary skills.

D. Significance of the Research

The result of this study is targeted for:

1. Theoretically

Theoretically, the researcher hopes that this study's results will become a source of information for future researchers and will undoubtedly contribute to the world of education, especially those related to teaching vocabulary, namely using word web technique.

2. Practically

a. For Researcher

This research can add knowledge or insight into developing theory and its application in education.

b. For Teachers

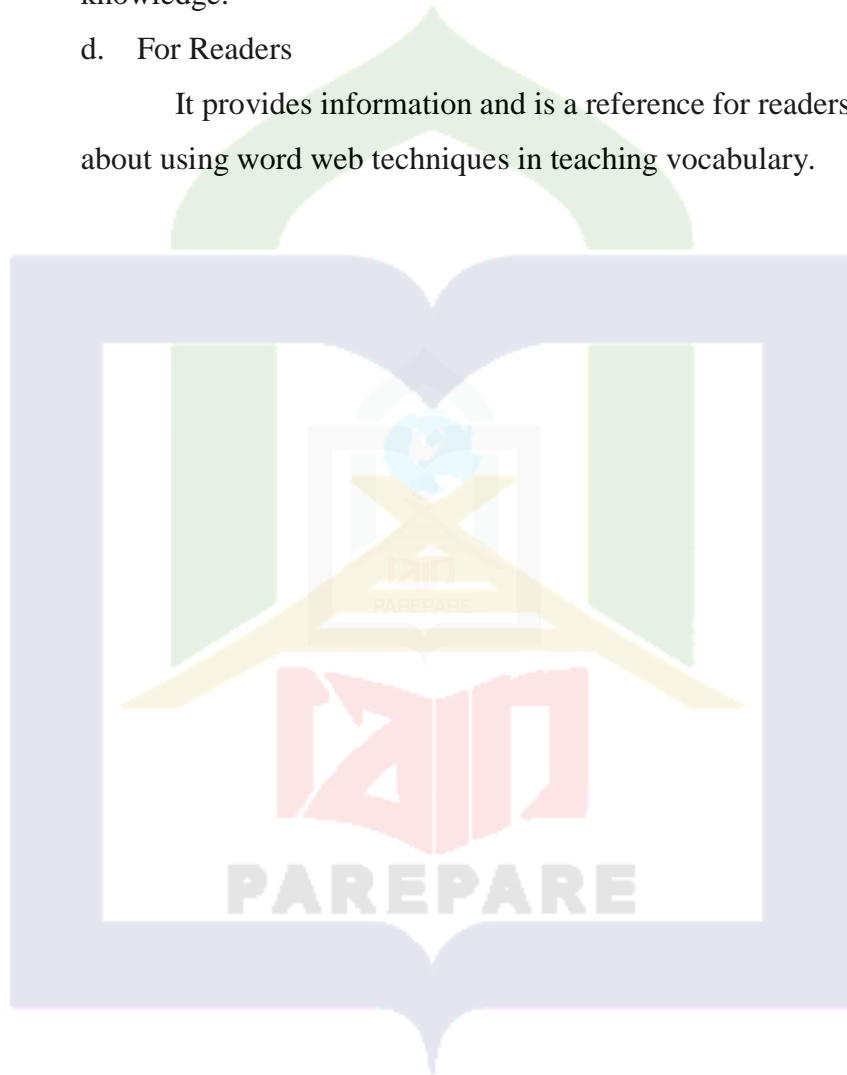
The researcher hopes that the methods or techniques used in teaching vocabulary must be innovative and attractive to students so they can understand the material quickly and achieve the learning objectives. The researcher provides information about using the word we in learning vocabulary.

c. For Students

In addition, the researcher hopes this technique will motivate students to be enthusiastic and not bored with learning. Also, the researcher hopes this technique will improve students' vocabulary knowledge.

d. For Readers

It provides information and is a reference for readers, especially about using word web techniques in teaching vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this part, the researcher presents some research related to this study, and there are some of them:

Novi Yulianti, with the title "The Effectiveness of Using Word Web to Improve Students' Vocabulary Mastery at the eighth-grade Junior High School 5 Kebumen in the academic year 2013/2014", the objective of the research is to find out whether word Web to improve students' vocabulary at the eighth-grade students of SMPN 5 Kebumen. The researcher used an experimental study; the sample was one class with 32 students, and the students were given pre-test and post-test. After analyzing the data, the researcher found that word web effectively improves students' vocabulary.⁴

Irma Agustini, Yunita Agnes Sianipar, with the title "Improving students' vocabulary achievement through word webbing technique in SMPN 4 Takengon," this research aims to discover whether the use of word webbing technique. The researcher used action research; the sample is one class with 40 students, and the students were given questionnaire sheets, observation sheets, and diary fields. This research showed that using the word webbing technique significant improves students' vocabulary.⁵

Mulyana, with the title "The effect of word webbing on the students' vocabulary achievement in writing expository text at Mas Yaspi Labuhan Deli Medan Belawan," the objective of this research is to know the students' vocabulary

⁴ Novi Yulianti, 'The Effectiveness of Using Word Web To Improve Students ' Vocabulary Mastery At the Eighth Grade Junior High School 5 Kebumen in the Academic Year 2013 / 2014' (English Educational Program of Teacher Training and Educational Faculty, 2014) p. 60.

⁵ Irma Agustini and Yunita Agnes Sianipar, 'Improving Students' Vocabulary Achievement through Word Webbing Technique in SMPN 4 Takengon', no. 80 (2015).

achievement in writing expository text that was taught by using word webbing technique, to find a significant effect on the student's vocabulary achievement in writing expository text at MAS YASPI Labuhan Deli Medan Labuhan in 2015/2016 academic year. The researcher used experimental research; the sample is two classes with 82 students. The experiment class had 43 students, and the control class had 39 students. The students were given two tests: pre-test and post-test. The researcher found a significant effect of word webbing on the students' vocabulary achievement in writing expository text.⁶

Umami Kalsum, with the title "Using team word-webbing to increase the first-grade students' vocabulary at MTsN Binamu Jeneponto," conducted a study to find out the increase of students' ability in vocabulary that was taught by using word webbing technique method. In this research, the researcher used a quasi-experimental design consisting of the experimental and control classes. The sample of this research is 70 students; the experimental class is 35 students, and control class is 35 students. The result of this study is that team word-webbing effectively increases students' vocabulary.⁷

Amiruddin, Yusuf Razaq, Satriani, and Nurul Natasya, with the title "Investigation of middle-school students' vocabulary mastery by using spider word webbing," the goal of this study was to determine whether or not using spider word webbing approach could increase students' vocabulary proficiency in term of form, meaning, and use. The researcher used pre-experimental research; the sample of this research was 25 students, and a vocabulary test was provided before and after

⁶ Mulyana, 'The Effect of Word Webbing on the Students' Vocabulary Achievement in Writing Expository Text at Mas Yaspi Labuhan Deli Medan Belawan', (June, 2016), p. 66.

⁷ Umami Kalsum, 'Using Team Word-Webbing to Increase the First Grade Students' Vocabulary at MTsN Binamu Jeneponto', (2017), p. 43.

treatment to determine the pupils' language mastery. This study found that using the spider word webbing approach increased students' vocabulary mastery.⁸

Based on the previous finding above, the researcher concluded that many interesting ways can help increase students' vocabulary, including the word web technique. This technique can make students more active in learning. Previous research and this research have the same research objectives: to determine whether or not using the word web in teaching improves vocabulary among students. So, for further study, the researcher is trying to use the different research methods, which use experimental research with two classes: experimental class and control.

So the thing that is the value of novelty in this research from previous research is in the method used, where in previous studies used a pre-experimental method which only used one class group, then in this study used a quasi-experimental method using two class groups namely the experimental group and the control group.

B. Some Patient Idea

1. The Concept of Vocabulary

The concept of vocabulary consists of the definition of vocabulary, its types, the importance of vocabulary, vocabulary development, and the difficulties in teaching English vocabulary, and Techniques in Teaching vocabulary.

⁸ Amiruddin, et al, 'Investigation of Middle-School Students' Vocabulary Mastery By Using Spider Word Webbing', SOKO GURU: Jurnal Ilmu Pendidikan, 1.2 (2021), <https://doi.org/10.55606/sokoguru.v1i2.154>, p. 41-48.

2. Definition of vocabulary

Vocabulary is the number of words that make up the language, which is the range of words spoken by people in the process of commerce, professions, and books containing lists of words and their meanings.⁹

Vocabulary is an essential element in learning a foreign language and is included in one of three basics of language learning (phonetics, vocabulary, grammar).¹⁰

Vocabulary contains a list of words and information about the use of words and the meaning of words so that it is suitable for people to use in communicating to express their opinions.¹¹

From the definition of vocabulary above, the researcher concludes that vocabulary is a collection of words used for a foreign language. If we know and master many vocabulary lists, we can quickly learn English and communicate our ideas and information because, without vocabulary, we will find it hard to understand information. That is why vocabulary is essential to know and is one of the important information aspects of language.

3. Types of Vocabulary

In this part, the researcher will explain the four types of vocabulary: reading, writing, speaking, and listening.

⁹ Webster, *The New International Webster's Comprehensive Dictionary of the English Language*, (2003).

¹⁰ Qi Pan, *Vocabulary Teaching in English Language Teaching (Theory and Practice in Language Studies)*, Vol. 1 (2011)

¹¹ I.S.P Nation, *Teaching and Learning Vocabulary* (Victoria University of Wellington:1990).

a. Reading Vocabulary

Vocabulary reading refers to an activity carried out by someone by analyzing, perceiving, and interpreting by the reader to get the message conveyed by the author in the media writing. Usually, people can read & understand many words, but they cannot use them in speaking. It is the second largest vocabulary source because vocabulary grows with reading.

b. Writing Vocabulary

Vocabulary writing refers to the words we can rewrite to explain ideas. It would be easy to show what we want to others using the exact words in communication, the concept, or in written form, but not easy to think about because writing vocabulary is influenced by other vocabulary, meaning vocabulary is essential in writing.

c. Speaking Vocabulary

Speaking vocabulary refers to a person's speaking ability. Most adults can use almost 5,000-10,000 words to communicate. In this case, speaking produces more words than listening. That means talking to someone is communication.

d. Listening Vocabulary

This section refers to words heard and understood by someone. Starting from the content, where children who are sixteen weeks old can already feel sound, babies will always hear the word when they are awake. They also will grow up listening to different words. Most people can recognize & understand almost 50,000 words, while children who are deaf comprehend nearly 50,000 words because they are exposed to sign

language. Still, they will know words limitedly, unlike normal children in general.¹²

4. **Importance of Vocabulary**

Vocabulary is an essential component in language acquisition, and learning vocabulary can help to increase knowledge in English listening, speaking, writing, and reading. Also, we will not communicate well if we do not master vocabulary. It will be the same with listening, writing, and reading. Not only has that, but the importance of vocabulary also helped us succeed in conversations in various fields because there are some differences in vocabulary depending on its use. The importance of vocabulary will make it easier to communicate, ask something, and answer a question.¹³

Vocabulary is also essential for the acquisition process. The popular belief is that one uses form and grammar to understand meaning. The truth is probably closer to the opposite: that someone acquires morphology and syntax because he understands the meaning of utterances. Acquisition depends directly on recognizing the meaning of critical elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary.¹⁴

5. **The Goal of Vocabulary Learning**

The goal of vocabulary for students is to know what vocabulary to learn, how to understand the vocabulary, how to apply the vocabulary

¹² Usmayani, *The Use of Word Square Game to Improve Students' Vocabulary Mastery at the Second Year of SMPN 4 Model Parepare'* (Supervised by Hj. Nanning and Magdahalena Tjalla: 2020), p. 8-9.

¹³ Nurfitri and Abdul Haris Sunubi, 'Increasing Vocabulary Mastery of The First Year Students of Smp Negeri 3 Pamboang Through Concept Mapping Strategy', *Inspiring: English Education Journal*, 1.2 (2018), <https://doi.org/10.35905/inspiring.v1i2.838>, p. 11.

¹⁴ Mustika, "Improving The Students' Skill to Memorize Vocabulary by Using Total Physical Response (TPR) Method at The Seventh Grade Madrasah Tsanawiyah Lil-Banat Pondok Pesantren DDI Parepare", (2018), p. 7.

learned, and the benefits of the vocabulary learned. This principle represents several vocabulary learning principles, including content and sequence, format and presentation, monitoring, or assessment. Besides that, the purpose of learning vocabulary is for students to add or increase their vocabulary that students do not know.¹⁵

6. **Word Classes**

In traditional grammar, word classes are usually called 'part of speech.' Part of speech consists of nouns, pronouns, adjectives, verbs, adverbs, conjunctions, determiners, prepositions, and interjections. Part of this class's word that many people may be unfamiliar with is determiner. For more details, the researcher will explain the word classes based on the word classes function in this section.

a. **Noun**

Noun is a word used to describe or as the name of something, thing, person, place, object, or animal. Nouns are divided into several parts: common or general nouns, collective nouns, proper nouns, material nouns, and abstract nouns. Besides that, nouns are divided into two groups based on quantity: countable and uncountable nouns. The function of nouns is as a subject of verbs, can be used as a complement in sentences, and as an object of verbs.

¹⁵ Carol A . Chappelle and Susan Hunston, '*Evaluating the Relationship between Vocabulary Knowledge and Listening Comprehension in English as a Foreign Language*', 2018 <https://theses.lib.polyu.edu.hk/handle/200/9253>, p. 9.

b. Pronoun

The pronoun is a word used to replace the name of someone or something, so we do not have to repeat who and what they are. There are several types of pronouns: personal pronouns, possessive pronouns, demonstrative pronouns, reflexive pronouns, reciprocal pronouns, definite pronouns, indefinite pronouns, interrogative pronouns, and relative pronouns. The function of a pronoun is as a subject, object, and preposition of object.

c. Adjective

An adjective is a word used to express or describe something; an adjective is also used to explain the use of pronouns and nouns to make them transparent or more specific.

d. Verb

The verb is a word used to express or describe an action or something that is done, experience action. The verb is an essential aspect of a sentence because, without a verb, the sentence will not be complete. There are several types of verbs, including auxiliary verbs, linking verbs, modal verbs, transitive verbs, intransitive verbs, regular verbs, and irregular verbs.

e. Adverb

Adverb is a word used to describe verbs, adjectives, sentences, and adverbs themselves. There are several adverbs, including adverbs of place and direction, adverbs of manner, adverbs of degree, adverbs of time, adverbs of frequency, exclamatory adverbs, explanatory adverbs, interrogative adverbs, and sentence adverbs.

f. Conjunction

A conjunction is a word used to connect words, phrases, or clauses. The conjunction has three types, namely, coordinating conjunction, correlative conjunction, and subordinating conjunction.

g. Determiner

Determiner is a word used to describe a verb, provide more information about the verb, and limit the meaning of nouns. Several kinds of determiners include articles, demonstratives, possessives, quantifiers, and numbers.

h. Preposition

A preposition is a word used before nouns, pronouns, and phrases in sentences and used to provide more information about position, time, and how something is done—the types of prepositions, the preposition of time, preposition of place, and preposition of method & manner.

i. Interjection

The interjection is a word used to express our feelings, such as 'hold!' the meaning of hold is interpreted as imperative.¹⁶

7. The Difficulties in Teaching English Vocabulary

Several things can be factors of difficulties in teaching vocabulary.

a. Anxiety

The anxiety factor from students will influence teaching English vocabulary because even though students have more vocabulary

¹⁶ S.M Gupta , 'Current English Grammar and Usage', in *Second Edition* (Asoke K. Ghosh, PHI Learning Private Limited, 2019), p. 2.

knowledge, if students have anxiety in conveying vocabulary, it will make them fail in learning English vocabulary.

b. Grammar

Grammar is also tricky in teaching English vocabulary because students can recall previously studied material. Still, students cannot realize or apply it in communicating because of difficulties using language patterns.

c. Length and complexity

Long words seem to be no more challenging to learn than short ones, but as a rule of thumb, high-frequency words tend to be fast in English, and therefore, the learner is likely to meet them more often, a factor favouring their 'learnability.' Also, variable stress polysyllabic words can add to their difficulty, as in word families like necessary, necessity, and necessary.

d. Meaning

When two words overlap in meaning, learners are likely to confuse them. For example, make and do is a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word challenging to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (*a sticky wicket, a bat trick, a good inning*) will seem pretty opaque to most learners and are unlikely to be quickly learned.

e. **Pronunciation and spelling**

Pronunciation and spelling are also essential factors in teaching vocabulary because the pronunciation and spelling of words in English differ from that in writing, making it difficult for students to learn English vocabulary. Errors in spelling and pronunciation can affect the difficulty of producing words. Error in pronunciation and spelling can also affect the meaning of words.¹⁷

8. **Techniques in Teaching Vocabulary**

Several techniques in teaching vocabulary can be used in the classroom. Some techniques have been suggested to use as follows:

- a. The teacher pronounces the word clearly and writes on the blackboard.
- b. The teacher asks students to repeat the vocabulary spoken by the teacher.
- c. The teacher asks students to translate words based on what they know.
- d. The teacher asks the student to translate the word.
- e. The teacher draws a picture that describes the word.
- f. The teacher gives examples of sentences so that students can use the word.
- g. The teacher asks questions using the new vocabulary.¹⁸

¹⁷ Rukmana, 'Increasing The Students' Vocabulary Mastery by Using Clustering Technique at the Eighth Grade of SMPN 2 Lembang Kabupaten Pinrang', 21.1 (2020), p. 14-15.

¹⁸ Adrian Doff, "Teaching English Teacher's a Training Course for Teachers", (Cambridge University Press), p. 1.

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

- a. Realia: realia is a way to present words by bringing objects or props representing words into the classroom.
- b. Pictures: Images can be used to explain the meaning of vocabulary. The items are flashcards, charts, magazines, and photographs.
- c. Mime, action, and gesture: sometimes, the teacher cannot explain words with words or use grammar either through realia or pictures.
- 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: we can use this to explain the meaning of a problematic vocabulary, especially at the beginner or primary level.
- g. Translation: translating is a way to find the meaning of words quickly and easily.¹⁹

9. Vocabulary Mastery

Vocabulary mastery is the ability to master a foreign language. Language development through vocabulary can make it easier to master a second language. Acquiring second language vocabulary is very important because without learning a broad vocabulary, speakers will not know the structure and function of the language.²⁰ Mastery of vocabulary is essential for students, especially in communication, because without knowing a broad vocabulary, students will have

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, New Edition (London: Longman, 1991), p. 177.

²⁰ Zhizui Fang and David Nunan, "Research Methods in Language Learning", 1994, xxviii, <https://doi.org/10.2307/3587215>.

difficulty mastering a foreign language. Mastering vocabulary is critical in language learning because it will be difficult to understand and produce words without it.²¹

Vocabulary mastery is the ability to know the word's meaning and also to pronounce it. Nation proposes the following list of knowledge that a person must master to see the word. They are;

- a. The meaning of the word: The importance of words is a student's ability, where students are expected to know the meaning of written or spoken vocabulary so that errors do not occur in communication.
- b. The written form of the word: The written form of the word: apart from students being expected to know the meaning of vocabulary, students are also likely to be able to write vocabulary correctly so that there are no errors in the definition of words.
- c. The spoken form of the word: The verbal form of the word is an ability where students are expected to be able to master how to pronounce each vocabulary word well and correctly.
- d. The grammatical behavior of the word: The grammatical behavior of the word is an ability where students are expected to know grammatical concepts in using vocabulary. Apart from that, students can also learn how to apply grammar.
- e. The collocation of the word: The word is two or more words that are permanently placed together and created with a specific meaning, such as spending a long time. In this case, students expected to be able to understand the meaning of collocations and their use.

²¹ Jimmie Lewis and Michel Hill, *Practical Teaching for Language Teaching*, 1992.

- f. The register of the word: The register of the word is the ability that students have to adapt to the use of various languages that can only be used in a specific field or context, for example, the use of language register in the health sector, of course, the words used are words related to the health sector such as; medicine, hospital.
- g. The word's associations: The word's association is a relationship between one word and another that shows a semantic relationship.
- h. The frequency of the word: The frequency of the word is a word that is generally used in everyday conversation.²²

In this research, the researcher only focuses on three kinds. There is the word's meaning, the word's written form, and the spoken word.

10. The Concept of Word Web Technique

a. The Definition of Word Web

There are so many definitions of the word web; Sandra Scarry and John Scarry define clustering as a prewriting technique that emphasizes the connections among items on the 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 circled, and lines are drawn to connect them to related information or ideas. This process continues until the topic has been fully explored. Variations of clustering are known as mapping, webbing, and branching.²³

²² Laura L. Meyer and Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge University Press: 2000), p. 5.

²³ J scarry and S Scarry, *The Writer's Workplace with Reading*, 2011, p. 11

According to Wiesendanger, the word web is a technique to improve language knowledge by producing a web or a character chart. Each word can be written in a different column, map, or web.²⁴

According to Kagan, graphic organizing techniques that build connections between similar words or ideas are referred to by various names, including "clustering" and "web maps." Webbing works best to show many words or ideas and keep them connected, such as when brainstorming ideas in a planning meeting.²⁵

From the definition above, it can be concluded that word web is a technique in teaching English by connecting words or grouping words based on a topic. Word web can be written by drawing a circle.

b. Definition of Technique

The technique is a way that is used to carry out activities, and this term is usually used in the teaching and learning process. It is often misunderstood with two other terms: approach and method.

Richards and Rogers said, "There are three levels of conceptualization and organization: approach, method, and technique." Also, "technique is an implementation in a classroom." Another definition from Hornby (1995:425) is "technique is a method of doing something expertly or needs skill."²⁶

Referring to the above ideas, the technique is a structured way someone uses to solve or complete something. Using word cluster and

²⁴ Ester P Valentine and Olive R Francks, 'Reading Horizons: A Journal of Literacy and Reading Horizons: A Journal of Literacy and Language Arts Language Arts', 37.4 (1997) <https://scholarworks.wmich.edu/>, p. 310.

²⁵ Bertaria Sohnata Hutauruk, 'The Effect Of Word Webbing on Students' Ability in Writing News Item', 2018 p. 5.

²⁶ Andi Sadapotto, *et al.*, 'The Application of Clustering Technique in Writing Analytical Exposition Text', Proceeding of the 65th TEFLIN International Conference, 65.1 (2019), p. 298

word web is a technique that can be applied in the classroom to teach vocabulary.

c. The Step of Using Word Web

According to Jean Wyrick, in cluster or webbing, place your general subject in a circle in the middle of a black sheet of paper and draw other lines and circles that radiate from the original subject. Cluster those ideas that seem to fall together. At the end of ten minutes, see if a topic emerges from your group of ideas.²⁷

On the other hand, in Smalley and Marry, in Word Web, you write the topic in the middle of blank paper and draw a circle around it. Then, draw a line from the circle and write an idea associated with the subject. Continue to map or cluster until you cannot think of more ideas.²⁸

Based on the statement above, the researcher can conclude that the step of the word web technique in teaching vocabulary is as follows:

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

Conversely, there are some steps that teachers should carry out in the classroom to teach vocabulary by using word webbing.

1. Students are asked to gather together and make a circle.

²⁷ Jean Wyrick, *Step to Writing Well, Eleven Edition*, Monica Eckman, p. 13.

²⁸ J Scarry and S Scarry, *The Writer's Workplace with Reading*, (2011), p. 11

2. The teacher asks students to think about a topic. They mention many issues, and the teacher chooses one of them. For example, "cats".
3. After that, the teacher makes the students warm up. Ask them what they know about cats.
4. The students mention everything about cats, including the habit of cats. This activity makes students think more and build their ideas.
5. Then, the teacher writes "cats" in the centre of the board and then circles it.
6. The teacher asks students to think more about "cat." The student who answers is asked to write his word around the word "cat" and then circle it.
7. Teacher: After that, the teacher tells them that line means the relationship of the words.
8. The teacher asks for more suggestions from the class until the students have seen enough to get the idea.
9. The next activity is the time for each student to make their web maps.
10. To make them able to use this technique.²⁹

²⁹ Ummi Kalsum, 'Using Team Word-Webbing to Increase the First Grade Students' Vocabulary at MTsN Binamu Jeneponto', 2017, p. 20

For example, the researcher chose the topic of school. Think of ideas related to this topic and write words connecting with the school on the word web.

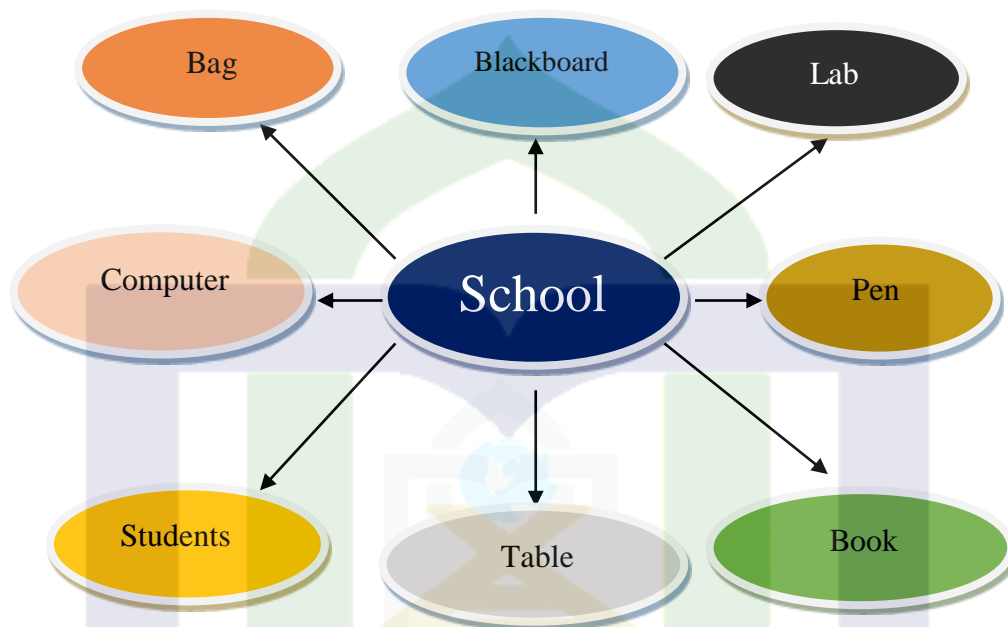


Figure 2.1 Example of Word Cluster and Word Web

Based on the figure above, the topic (school) is placed in the middle, and all the words must be related to the topic. Students will develop their mastery based on student's knowledge and experience. In this, the researcher will describe the application of the webbing technique to vocabulary learning, focusing on nouns.

d. Advantages and Disadvantages of Word Web Technique

Every technique of teaching English has advantages and disadvantages; therefore, the teacher must be able to choose teaching techniques that are suitable to be prepared so that the goals can be

appropriately achieved in the learning process. Using word web techniques allows students to explore their ideas.

1. Advantages of word web technique

- a. Students can relate the new vocabulary to other terms and concepts they are already familiar with, thus helping them incorporate it into their knowledge base.
- b. Students can connect new words to those that they already know.
- c. This technique provides a chance to maintain students' high interest and motivation in learning.
- d. This technique can help the students organize their minds.
- e. This technique can help the students expand or develop their vocabulary.

2. Disadvantages of word clustering and word web technique

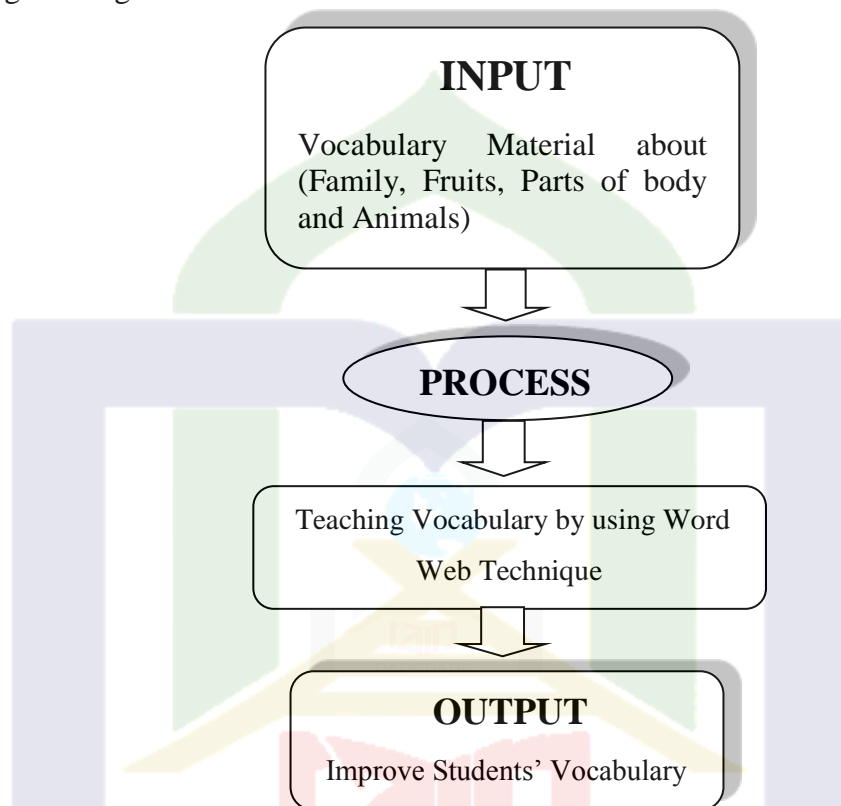
- a. It can be time-consuming because of the complex steps of activities.
- b. The class might be noisy because dialogue or discussion happens during learning for groups in class.
- c. The class needs more control because teachers do not teach directly or monitor. The leader of each group changes the teacher's position.
- d. Students may struggle to express the stimulus word or link because their vocabulary is still limited.

Not all students could think fast and express the words connected to the primary word.³⁰

³⁰ Sri Astuti 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', 2017, 1–62 <<http://repository.radenintan.ac.id/2640/>>, p. 33-34.

C. Conceptual Framework

The researcher designed the conceptual framework of this research by showing the diagram below.



In the diagram above, there are three elements, namely:

1. Input refers to the material that is applied with the topic about family, fruits, parts of body and animal.
2. Process refers to the teaching and learning vocabulary through the word web technique, including the researcher giving a pre-test. After that, the researcher was provided treatment and the last Post-test.
3. Output refers to the improvement of students' vocabulary.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. Null hypothesis (Ho): The use of word web technique cannot improve students' vocabulary skills of the seventh-grade students' SMPN 5 Parepare.
2. Alternative hypothesis (Ha): The use of word web technique can improve students' vocabulary skills of the seventh-grade students' SMPN 5 Parepare.

E. Variable and Operational Definition

1. Variable

Two variables are involved in this research: dependent variable and independent variable. In this research, the independent variable uses the word web technique, and the dependent variable is students' vocabulary.

2. Operational Definition of Variable

Word web is a technique in teaching English by connecting words or grouping words based on a topic. It can improve students' vocabulary. It improves students' vocabulary due to the student's learning process by using the word web technique.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This part consists of the guidelines to reach the objectives of this research. It also provides readers with information about research design, location and duration, research subjects, research instruments, data collection, and analysis.

A. Research Design

In this research, the researcher employs a quantitative approach. This research was conducted experimentally by using a one-group pre-test and post-test design. This research design was treated with one control group and one experimental group. Pre-test were carried out before the treatment, and post-tests were carried out after treatment. Both of them used a single group.

Table 3.1 Design of the Research

Group	Pre-test	Treatment	Post-test
VII.2 Experimental	0_1	X	0_2
VII.1 Control	0_1	-	0_2

B. Population and Sample

1. Population

The population of this research is the seventh-grade or first-year students of SMP Negeri 5 Parepare academic year 2023/2024. Consist of VII.1, VII.2, and VII.3. The total population is 68 students.

Table 3.2 The students of SMP Negeri 5 Parepare

No	Class	Sex		Total
		Male	Female	
1	VII.1	11	11	22
2	VII.2	14	08	22
3	VII.3	15	09	24
Total				68

2. Sample

In this research, the researcher used a random sampling technique. The researcher took class VII.2 as the experimental group and VII.1 as the control group, consisting of 44 students as the sample of this research.

C. Location and Duration of the Research

The research location was in SMP Negeri 5 Parepare and conducted for approximately one month.

D. Instrument of the Research

The type of instrument used in this study is the vocabulary test, which is applied for pre-test and post-test. The pre-test is implemented before treatment to determine students' prior vocabulary. In contrast, the post-test is implemented to know students' vocabulary knowledge after treatment using word cluster or word web technique.

E. The Procedure for Collecting Data

The procedure for collecting data in this research is as follows:

1. Pre-test

The researcher gave a pre-test to the students as the first activity before implementing the treatment to determine the students' basic vocabulary knowledge. In the pre-test, the researcher gave twenty-five questions with two formats of questions, namely fifteen number multiple-choice questions and ten matching questions. Each question contains a topic (family members, fruits, parts of the body, and animals).

In multiple-choice questions, students choose one correct answer from four answer choices. Meanwhile, in matching questions, students compare (by drawing a line) between questions that use English and answers that use Indonesian, where the questions consist of ten questions and the answers consist of thirteen choices.

2. Treatment

After giving a pre-test, the researcher gave students treatment in the classroom for four meetings to teach vocabulary using word web technique to improve students' vocabulary skills in the experimental group and without therapy in the control group. The researcher introduced the materials to the class and explained what students must do. The steps in teaching vocabulary were described as follows.

This research uses two groups of classes where one class was received treatment using the word web technique and one class was not received treatment using the word web technique and was continued to

use conventional learning methods. In this case the experimental class is the class that received treatment using the word web technique, namely from class VII.2 and the control class or the class that did not receive treatment using the word web technique was class VII.1.

1) Experimental group

In every meeting the researcher given a target for each topic of 15-20 vocabulary words that they know that are related to the given topic. This aims to ensure that students are able to find out more new vocabulary at each meeting with a different topic.

a. The first meeting

The researcher gave greetings and motivation about the importance of English to the students before teaching material. After that, the researcher introduces the word web technique and provides examples of how to use the technique. For the first meeting, the researcher divided the students into several groups. Every group should discuss the topic "Family member." The researcher asked students to think about the subject. After the warm-up, the researcher asked students what they knew about family members, and they mentioned everything about them. This activity made students think more and build their ideas. Then, the researcher asked students to draw a line between the words on the board, and the researcher asked other students to draw the line and write the words related to the topic. The researcher asked students to continue the activity of

making the word web. The researcher allowed the students to ask questions about the material if the students didn't understand.

b. The Second Meeting

In the second meeting, the researcher did not divide students into several groups because the researcher gave students individual assignments to exercise their abilities to think and explore their knowledge. The researcher gave topic material about "Fruits" and asked students to think about the topic. After a warm-up, the researcher asked students what they knew about fruits. They mentioned everything about fruits, and the researcher asked students to make a web related to the topic. The researcher asked students to come forward to write the word and draw a line on the whiteboard.

c. The Third Meeting

In the third meeting, the researcher gave topic material about "Part of the body." The researcher asked students to think about the topic and make a web related to the topic. After the warm-up, the researcher asked students what they knew about parts of body. They mentioned everything about parts of body, and the researcher asked students to. The researcher asked students to come forward to write the word and draw a line on the whiteboard.

d. The Fourth Meeting

In the fourth meeting, the researcher gave topic material about "Animals" The researcher asked students to think about the topic. After the warm-up, the researcher asked students what they knew

about animals. They mentioned everything about animals, and the researcher asked students to make a web related to the topic. The researcher asked students to come forward to write the word and draw a line on the whiteboard.

2) Control group

a. The first meeting

The researcher gave students a vocabulary topic about "family members" and asked them individually to read the vocabulary that the researcher had written on the whiteboard.

b. The second meeting

The researcher gave students a vocabulary topic about "fruits" and asked them individually to read the vocabulary that the researcher had written on the whiteboard.

c. The third meeting

The researcher gave students a vocabulary topic about "part of the body" and asked them individually to read the vocabulary that the researcher had written on the whiteboard.

d. The fourth meeting

The researcher gave students a vocabulary topic about "animal" and asked them individually to read the vocabulary that the researcher had written on the whiteboard.

3. Post-test

After that, the researcher gave a post-test to students. This test uses the word web technique to determine the students' vocabulary results. The

post-test showed an improvement in students' vocabulary after treatment. In the post-test, the researcher gave twenty-five questions in the three-question format, thirteen in multiple-choice form, seven in arranging letters form, and the question using word web form. Each question contains a topic (family members, fruits, parts of body, and animals), except in word web form only uses one topic (animals).

In multiple-choice questions, students choose one correct answer from four answer choices. In the question about arranging letters, the researcher gave a word with random letters, and the students had to put the letters to the correct word. In the last form used word web, the students answered the question using word web.

F. Technique of Data Analysis

The data in this research is analyzed using a comparative technique to know the effect of learning by using word web technique, which is gained from the students' scores. Comparative analysis is an analysis technique to evaluate hypotheses concerning the differences between two variables. The variables are compared to see whether differences are significant or not. The researcher used a t-test to find the differences in scores of student's achievement in teaching by using the word web technique and teaching without using the word web technique.

1. Vocabulary assessment rubric

Table 3.3 Vocabulary rubric assessment

No	Aspects	Indicator	Score
1	Reading vocabulary	a. Students can read English vocabulary fluently.	25

		b. Students can read English vocabulary but not fluently.	15
		c. Students cannot read English vocabulary but not fluently.	10
2	Pronouncing vocabulary	a. Students can pronounce English vocabulary fluently.	25
		b. Students can pronounce English vocabulary but not fluently.	15
		c. Students cannot pronounce English vocabulary but not fluently.	10
3	Writing vocabulary	a. Students can write English vocabulary very well.	25
		b. Students can write English vocabulary but not very well.	15
		c. Students cannot write English vocabulary.	10
4	Translating vocabulary	a. Students can translate English vocabulary very well.	25
		b. Students can translate English vocabulary, but not very well.	15
		c. Students cannot translate English vocabulary.	10

The range of score	Predicate	Grade
85-100	Excellent	A
70-84	Good	B
55-69	Enough	C

<54 Poor D³¹

2. The classification students' score

Table 3.4 The Classifying the Score in Five Levels Classification

Score	Classification
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
1-20	Very poor

Depdiknas, 2017:13

3. Scoring the students' pre-test and post-test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The Total of Number}} \times 100$$

4. Determining mean of variable X, with the formula:

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

Where:

M_x = The average of gained score (mean of variable X)

$\sum X$ = Sum of gained score (variable X)

N = number of students

5. Determining mean of variable Y, with the formula:

$$M_y = \frac{\sum Y}{N}$$

Where:

M_y = The average of gained score (mean of variable Y)

³¹ Tri lestari nela, *Scribd.id*, <https://id.scribd.com/document/395693009/Rubrik-Penilaian-Vocabulary> accessed (17 November 2023).

ΣY = Sum of gained score (variable Y)

N = number of students

6. Determining the standard deviation score of variable X, with the formula:

$$SD_x = \frac{\sqrt{\Sigma X^2}}{N}$$

Where:

SD_x = Standard deviation score of variable X

ΣX^2 = Sum of the squared gained score (variable X)

N = number of students

7. Determining the standard deviation score of variable Y, with the formula:

$$SD_y = \frac{\sqrt{\Sigma Y^2}}{N}$$

Where:

SD_y = Standard deviation score of variable Y

ΣY^2 = Sum of the squared gained score (variable Y)

N = number of students

8. Determining standard deviation error mean of variable X, with the formula:

$$SE_{Mx} = \frac{SDx}{\sqrt{N-1}}$$

Where:

SE_{Mx} = standard error mean of variable X

SDx = standard deviation of variable X

N = number of students

9. Determining standard deviation error mean of variable Y, with formula:

$$SE_{My} = \frac{SDy}{\sqrt{N-1}}$$

Where:

SE_{My} = standard error mean of variable Y

SDy = standard deviation of variable Y

N = number of students

10. Determining the standard error mean of difference mean of variable X and mean of variable Y, with the formula:

$$SE_{Mx-My} = \sqrt{SD_{Mx}^2 + SD_{My}^2}$$

Where:

SE_{Mx-My} = standard error of difference mean of variable X and mean of variable Y

SD_{Mx}^2 = Sum of squared standard error mean of variable X

SD_{My}^2 = Sum of squared standard error mean of variable Y

11. Finding out the difference in the mean score between pre-test and post-test in the Experimental class and Control class by calculating the t-test value using the following formula :

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

Where :

t: Test of significance

D : The total score differences

ΣD : The sum of the total score difference

ΣD^2 : The square of the sum score of the difference

N : The total member of students³²

12. Determining *t-table* in significant level 5% with *df*

$$Df = (N1 + N2) - 2$$

Where:

Df = degree of freedom

N1 = number of students (control class)

N2 = number of students (experiment class).³³

³² L.R. Gay, *Education Research Competencies For Analysis and Application*, p.331.

³³ Rusdy Ananda and Muhammad Fadhli, *Skatistik Pendidikan*, (2018), p. 289-291.

CHAPTER IV

FINDING AND DISCUSSION

This chapter includes two sections, which are the research findings and a discussion of the research.

A. Findings

The findings of this research consist of the classification of the students' pre-test and post-test, which aimed to find out the answers to the research questions. The researcher gave two tests, a pre-test and a post-test. The researcher was given a pre-test before treatment to determine the students' vocabulary ability, while the post-test was given after treatment using the word web technique. It aimed to discover that using the word web technique in teaching vocabulary can improve students' vocabulary skills at first-year students of SMPN 5 Parepare.

1. The student's vocabulary skills before using the word web technique seventh-grade students of SMPN 5 Parepare, so the students' vocabulary ability before using word web technique very low is proven by students' test scores before applying treatment using the word web technique the score which is still far from excellent in experiment class and control class. The data collected from students in experimental class VII.2 and control class VII.1 before teaching vocabulary in students using word web technique.

a. The Students' Score in Pre-test Classification in Experimental Class.

Table 4.1 The Students' Score in Pre-test Classification in Experimental Class.

No	Students' (N)	Pre-test of The Students (X_1)		X^2	Classification
		Max Score	Score X_1		
1	Ahmad Maulana	100	16	256	Very poor
2	A.Akram Ziyat	100	84	7056	Very good
3	Arjuna Saputra	100	72	5184	Good
4	Aurelia	100	60	3600	Fair
5	Farhan Putra	100	40	1600	Poor
6	Fedy Al Ikram	100	56	3136	Fair
7	Hasniar	100	52	2704	Fair
8	Haekal	100	20	200	Very poor
9	Lagil Zuramal	100	40	1600	Poor
10	Lukmanul Hakim	100	88	7744	Very good
11	M. Dhirga S	100	64	4096	Good
12	M. Arlan	100	44	1936	Fair
13	M. Fauzan A	100	16	256	Very poor
14	M. Fauzi	100	64	4096	Good
15	M. Izam	100	60	3600	Fair
16	Nayla Azzahra	100	60	3600	Fair
17	Nur Kabilah	100	60	3600	Fair
18	Nur Azizah	100	60	3600	Fair
19	Nur Azisah	100	68	4624	Good
20	Putri Anugrah	100	48	2304	Fair
21	Syafitri Nur	100	72	5184	Good
22	Ricky Aditya	100	28	784	Poor
Jumlah		$\sum X_1$ 1172		$\sum X^2$ 70760	

Based on the table above, show the result of the students' vocabulary skill before give treatment by using word web technique in experimental class. Two students got very good, five students got good, nine students got fair, three students got poor and three students got very poor. Total score in pre-test was

1172, it could be seen that most of students in VII. 2 are still low because most of them gained fair score.

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

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

$$X = \frac{1172}{22}$$

$$X = 53.27$$

The mean score of pre-test in experiment class was 53.27 and from that analyzing, it could be seen that almost students' vocabulary skill was still low because of their fair category. Base on the result above, the researcher calculated the standard deviation of pre-test using the formula:

$$SD_x = \frac{\sqrt{\sum X^2}}{N}$$

$$SD_x = \frac{\sqrt{70760}}{22}$$

$$SD_x = \sqrt{3216.3}$$

$$SD_x = 56.7$$

The standard deviation of pre-test in experimental class was 56.7 and next researcher calculated the standard deviation error mean of pre-test using the formula:

$$SE_{Mx} = \frac{SDx}{\sqrt{N-1}}$$

$$SE_{Mx} = \frac{56.7}{\sqrt{22-1}}$$

$$SE_{Mx} = \frac{56.7}{\sqrt{21}}$$

$$SE_{Mx} = \frac{56.7}{4.5}$$

$$SE_{Mx} = 12.6$$

After determining the mean score (X) of pre-test in experimental class was 53.27, standard deviation (SD) was 56.7 and standard deviation error mean of pre-test was 12.6. It could be seen that the students vocabulary skill was still low.

b. The Students' Score in Pre-test Classification in Control Class.

Table 4.2 The Students' Score in Pre-test Classification in Control Class

No	Students' (N)	Pre-test of The Students (X_2)		X^2	Classification
		Max Score	Score X_2		
1	Adelia	100	56	3136	Fair
2	Amelia	100	60	3600	Fair
3	Andi Tiara	100	52	2704	Fair
4	Andi Alfian	100	60	3600	Fair
5	Asrafil	100	68	4624	Good
6	Avelia	100	60	3600	Fair
7	A.Suryana	100	60	3600	Fair
8	Fajar Imam	100	48	2304	Fair
9	Hasratul	100	28	784	Very poor
10	Hulwah	100	48	2304	Fair
11	Kartini	100	44	1936	Fair
12	M. Alif	100	44	1936	Fair
13	M. Abdu	100	48	2304	Fair
14	M. Risky	100	36	1296	Poor
15	M. Adnan	100	44	1936	Fair
16	M. Faiz	100	48	2304	Fair
17	M. Irwan	100	44	1936	Fair
18	Raihan	100	52	2704	Fair
19	Rasni	100	64	4096	Good
20	Rifqa	100	60	3600	Fair

No	Students (N)	Pre-test of The Students (X_2)		X_2	Classification
		Max Score	Score X_2		
21	Riswang	100	28	784	Poor
22	Nurul	100	44	1936	Fair
Jumlah			$\sum X_1$ 1096	$\sum X^2$ 57024	

Based on the table above, show the result of the students' vocabulary skill in control class. No one students got very good, two students got good, seventeen students got fair, two students got poor and one students got very poor. Total score in pre-test was 1096, it could be seen that most of students in VII. 1 are still low because most of them gained fair score.

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

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

$$X = \frac{1096}{22}$$

$$X = 49.8$$

The mean score of pre-test in control class was 49.8 and from that analyzing, it could be seen that almost students' vocabulary skill was still low because of their fair category. Base on the result above, the researcher calculated the standard deviation of pre-test using the formula:

$$SD_x = \frac{\sqrt{\sum X^2}}{N}$$

$$SD_x = \frac{\sqrt{57024}}{22}$$

$$SD_x = \sqrt{2592}$$

$$SD_x = 51$$

The standard deviation of pre-test in control class was 51 and next researcher calculated the standard deviation error mean of pre-test using the formula:

$$SE_{Mx} = \frac{SDx}{\sqrt{N-1}}$$

$$SE_{Mx} = \frac{51}{\sqrt{22-1}}$$

$$SE_{Mx} = \frac{51}{\sqrt{21}}$$

$$SE_{Mx} = \frac{51}{4.5}$$

$$SE_{Mx} = 11.3$$

After determining the mean score (X) of pre-test in control class was 49.8, standard deviation (SD) was 51 and standard deviation error mean of pre-test was 11.3. it could be seen that the students' vocabulary skill was still low.

2. Based on the data of the research findings, the word web technique in teaching vocabulary can improve students' vocabulary skills. This is proven by the significant difference in the pre-test and post-test scores in the experimental class, which has carried out treatment using the word web technique, where the post-test score is higher than the pre-test score. Meanwhile, the control class that did not receive treatment using the word web technique got a score pre-test and post-test did not increase significantly.

- a. The Students' Score in Post-test Classification in Experimental Class.

Table 4.3 The Students' Score in Post-test Classification in Experimental Class.

No	Students' (N)	Post-test of The Students (Y ₁)		Y ²	Classification
		Max Score	Score Y		
1	Ahmad Maulana	100	84	7056	Very good
2	A.Akram Ziyat	100	96	9216	Very good
3	Arjuna Saputra	100	96	9216	Very good
4	Aurelia	100	80	6400	Good
5	Farhan Putra	100	72	5184	Good
6	Fedy Al Ikram	100	60	3600	Fair
7	Hasniar	100	72	5184	Good
8	Haekal	100	28	784	Very poor
9	Lagil Zuramal	100	60	3600	Fair
10	Lukmanul Hakim	100	96	9216	Very good
11	M. Dhirga S	100	80	6400	Good
12	M. Arlan	100	60	3600	Fair
13	M. Fauzan A	100	60	3600	Fair
14	M. Fauzi	100	92	8464	Very good
15	M. Izam	100	64	4096	Good
16	Nayla Azzahra	100	76	5776	Good
17	Nur Kabilah	100	88	7744	Very good
18	Nur Azizah	100	80	6400	Good
19	Nur Azisah	100	84	7056	Very good
20	Putri Anugrah	100	72	5184	Good
21	Syafitri Nur	100	88	7744	Very good
22	Ricky Aditya	100	60	3600	Fair
Jumlah			$\sum Y$ 1.648	$\sum Y^2$ 129120	

Based on the table above, show the result of the students' vocabulary skill after give treatment by using word web technique in experimental class. Eight students got very good, eight students got good, five students got fair, no one students got poor and one students got very poor. Total score in pre-test was 1648, it could be seen that most of students in VII. 2 increased because they got very good score and good score .

Based on the explanations above, the calculated the total of the results and find out the mean score of post-test with formula:

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

$$X = \frac{1648}{22}$$

$$X = 75$$

The mean score of post-test in experiment class was 75 and from that analyzing, it could be seen that almost students' vocabulary skill was increased because of them got good category. Base on the result above, the researcher calculated the standard deviation of post-test using the formula:

$$SD_y = \frac{\sqrt{\sum Y^2}}{N}$$

$$SD_y = \frac{\sqrt{129120}}{22}$$

$$SD_y = \sqrt{5869.0}$$

$$SD_y = 76.6$$

The standard deviation of post-test in experimental class was 76.6 and next researcher calculated the standard deviation error mean of post-test using the formula:

$$SE_{My} = \frac{SD_y}{\sqrt{N-1}}$$

$$SE_{My} = \frac{76.6}{\sqrt{22-1}}$$

$$SE_{My} = \frac{76.6}{\sqrt{21}}$$

$$SE_{My} = \frac{76.6}{4.5}$$

$$SE_{My} = 17$$

After determining the mean score (Y) of post-test in experimental class was 75, standard deviation (SD) was 76.6 and standard deviation error mean of pre-test was 17. It could be seen that the students' vocabulary skill was increased the pre-test score lower than post-test score.

Next, the researcher determining the standard error mean of difference mean of pre-test and mean of post-test, with the formula:

$$SE_{Mx-My} = \sqrt{SD_{Mx}^2 + SD_{My}^2}$$

$$SE_{Mx-My} = \sqrt{12.6^2 + 17^2}$$

$$SE_{Mx-My} = \sqrt{158.7 + 289}$$

$$SE_{Mx-My} = \sqrt{447.7}$$

$$SE_{Mx-My} = 21.1$$

From the calculation above, a value of standard error mean of difference mean of pre-test and mean of post-test was 21.1

b. The Students' Score in Post-test Classification in Control Class.

Table 4.4 The Students' Score in Post-test Classification in Control Class

No	Students' (N)	Post-test of The Students (Y_2)		Y^2	Classification
		Max Score	Score Y_2		
1	Adelia	100	60	3600	Fair
2	Amelia	100	60	3600	Fair
3	Andi Tiara	100	52	2704	Fair
4	Andi Alfian	100	64	4096	Good
5	Asrafil	100	68	4624	Good
6	Avelia	100	68	4624	Good
7	A.Suryana	100	60	3600	Fair
8	Fajar Imam	100	36	1296	Poor
9	Hasratul	100	36	1296	Poor
10	Hulwah	100	48	2304	Fair
11	Kartini	100	44	1936	Fair
12	M. Alif	100	44	1936	Fair
13	M. Abdu	100	48	2304	Fair
14	M. Risky	100	44	1936	Fair
15	M. Adnan	100	48	2304	Fair
16	M. Faiz	100	52	2704	Fair
17	M. Irwan	100	40	1600	Fair
18	Raihan	100	60	3600	Fair
19	Rasni	100	44	1936	Fair
20	Rifqa	100	60	3600	Fair
21	Riswang	100	36	1296	Poor
22	Nurul	100	52	2704	Fair
Jumlah			ΣY_2 1124	ΣY^2 59600	

Based on the table above, show the result of the students' vocabulary skill without give treatment by using word web technique. Nothing students got very good, three students got good, sixteen students got fair, three students got poor

and nothing students got very poor. Total score in pre-test was 1124, it could be seen that most of students in VII.1 not increased because most of them got fair score.

Based on the explanations above, the calculated the total of the results and find out the mean score of post-test with formula:

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

$$X = \frac{1124}{22}$$

$$X = 51$$

The mean score of post-test in control class was 51 and from that analyzing, it could be seen that almost students' vocabulary skill was still low because of their fair category. Base on the result above, the researcher calculated the standard deviation of post-test using the formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$

$$SD_y = \frac{\sqrt{59600}}{22}$$

$$SD_y = \sqrt{2709}$$

$$SD_y = 52$$

The standard deviation of post-test in control class was 52 and next researcher calculated the standard deviation error mean of post-test using the formula:

$$SE_{My} = \frac{SD_y}{\sqrt{N-1}}$$

$$SE_{My} = \frac{52}{\sqrt{22-1}}$$

$$SE_{My} = \frac{52}{\sqrt{21}}$$

$$SE_{My} = \frac{52}{4.5}$$

$$SE_{My} = 11,5$$

After determining the mean score (Y) of post-test in control class was 51, standard deviation (SD) was 52 and standard deviation error mean of pre-test was 11.5. It could be seen that the students' vocabulary skill was not increased. Next, the researcher determining the standard error mean of difference mean of pre-test and mean of post-test, with the formula:

$$SE_{Mx-My} = \sqrt{SD_{Mx}^2 + SD_{My}^2}$$

$$SE_{Mx-My} = \sqrt{11.3^2 + 11.5^2}$$

$$SE_{Mx-My} = \sqrt{127.6 + 132.2}$$

$$SE_{Mx-My} = \sqrt{263.8}$$

$$SE_{Mx-My} = 16.2$$

From the calculation above, a value of standard error mean of difference mean of pre-test and mean of post-test was 16,2.

- c. The Mean score, standard deviation, standard deviation error mean, standard error mean of difference mean of pre-test, and mean of post-test in the Experimental Class and Control Class.

Table 4.5 The mean score, standard deviation, standard deviation error mean, standard error mean of difference mean of pre-test and mean of post-test in experimental and control class.

Test	Experimental class		Control class	
	Pre-test	Post-test	Pre-test	Post-test
Mean score	53.27	75	49.8	51
standard deviation	56.7	76.6	51	52

Test	Experimental class		Control class	
	Pre-test	Post-test	Pre-test	Post-test
standard deviation error mean	12.6	17	11.3	11.5
standard error mean of difference mean of pre-test and mean of post-test	21.1	21.1	16.2	16.2

The data in table 4.5 shows that the mean score of the pre-test in experimental class was 53.27 while the mean score of the post-test increased 75. The standard deviation of the pre-test in experimental class was 56.7, while the standard deviation of the post-test was 76.6. The standard deviation error mean of the pre-test was 12.6 while the standard deviation error of post-test was 17 and standard error mean of the difference mean of pre-test and mean post-test was 21.1. As a result of this item, the mean score of the post-test was more significant than the mean score of pre-test in experimental class. It means the number of students in the experimental class increased after they were treated using the word web technique.

Meanwhile, the mean score of the pre-test in control class was 49.8, while the mean score of the post-test increased 51. The standard deviation of pre-test was 51, while the standard deviation of post-test was 52. The standard deviation error mean of pre-test was 11.3, standard deviation error of post-test was 11.5, and standard error mean of the difference mean of pre-test and mean of post-test was 16.2. As the result of this item, the mean score of the post-test was not significant than the mean score in the pre-test and the score in control class did not increase significantly. It means that students in control class are still low in vocabulary skills.

d. Determining the Significance by Calculating the T-test Value

The following table shows the mean scores between pre-test and post-test in the experimental and control classes.

1. Calculating the T-test Value in Experimental Class

Table 4.6 the worksheet of calculation of the score pre-test and post-test of the students' vocabulary in the Experimental Class

No	X_1	X_1^2	Y_1	Y_1^2	$D = (X_1 - Y_1)$	$(X_1 - Y_1)^2$
1	16	256	84	7056	68	4624
2	84	7056	96	9216	12	144
3	72	5184	96	9216	24	576
4	60	3600	80	6400	20	400
5	40	1600	72	5184	32	1024
6	56	3136	60	3600	16	256
7	52	52	72	5184	20	400
8	20	400	28	784	8	64
9	40	1600	60	3600	20	400
10	88	7744	96	9216	8	64
11	64	4096	80	6400	16	256
12	44	1936	60	3600	16	256
13	16	256	60	3600	44	1936
14	64	4096	92	8464	28	784
15	60	3600	64	4096	4	16

No	X_1	X_1^2	Y_1	Y_1^2	$D = (X_1 - Y_1)$	$(X_1 - Y_1)^2$
16	60	3600	76	5776	16	256
17	60	3600	88	7744	28	784
18	60	3600	80	6400	20	400
19	68	4624	84	7056	16	256
20	48	2304	72	5184	24	576
21	72	5184	88	7744	16	256
22	28	784	60	3600	32	1024
Total	$\sum X_1 = 1172$	$\sum X_1^2 = 70760$	$\sum Y_1 = 1648$	$\sum Y_1^2 = 129120$	$\sum D = 488$	$\sum D^2 = 14752$

The following t-test was statically applied to see the students' scores. To find out D used the formula:

$$D = \frac{\sum D}{N} = \frac{488}{22} = 22.1$$

The calculation of the t-test value

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

$$t = \frac{22.1}{\sqrt{\frac{14752 - \frac{(488)^2}{22}}{22(22-1)}}$$

$$t = \frac{D}{\sqrt{\frac{14752 - \frac{238.1}{22}}{22(21)}}$$

$$t = \frac{22.1}{\sqrt{\frac{14752 - 10.82}{462}}}$$

$$t = \frac{22.1}{\sqrt{\frac{14741.1}{462}}}$$

$$t = \frac{22.1}{\sqrt{31.90}}$$

$$t = \frac{22.1}{5.6}$$

$$t = 3.9$$

The t-test value in the experiment class was 3.9

2. Calculating the T-test Value in Control Class

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

No	X_2	$(X_2)^2$	(Y_2)	$(Y_2)^2$	$D = (X_2 - Y_2)$	$(X_2 - Y_2)^2$
1	56	3136	60	3600	4	16
2	60	3600	60	3600	0	0
3	52	2704	52	2704	0	0
4	60	3600	64	4096	4	16
5	68	4624	68	4624	0	0
6	60	3600	68	4624	8	64
7	60	3600	60	3600	0	0
8	48	2304	36	1296	-12	-144

No	X_2	$(X_2)^2$	(Y_2)	$(Y_2)^2$	$D = (X_2 - Y_2)$	$(X_2 - Y_2)^2$
9	28	784	36	1296	8	64
10	48	2304	48	2304	0	0
11	44	1936	44	1936	0	0
12	44	1936	44	1936	0	0
13	48	2304	48	2304	0	0
14	36	1296	44	1936	8	64
15	44	1936	48	2304	4	16
16	48	2304	52	2704	4	16
17	44	1936	40	1600	-4	-16
18	52	2704	60	3600	8	64
19	64	4096	44	1936	-20	-400
20	60	3600	60	3600	0	0
21	28	784	36	1296	8	64
22	44	1936	52	2704	8	64
Total	$\sum X_2 = 1096$	$\sum (X_2)^2 = 57024$	$\sum (Y_2) = 1124$	$\sum (Y_2)^2 = 59600$	$\sum D = 28$	$\sum (X_2 - Y_2)^2 = -112$

The following t-test was statically applied to see the students' scores. To find out D used the formula:

$$D = \frac{\sum D}{N} = \frac{28}{22} = 1,27$$

The calculation of the t-test value

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

$$t = \frac{1.27}{\sqrt{\frac{-112 - \frac{(28)^2}{22}}{22(22-1)}}$$

$$t = \frac{1.27}{\sqrt{\frac{-112 - \frac{784}{22}}{22(21)}}$$

$$t = \frac{1.27}{\sqrt{\frac{-112 - 35.6}{462}}}$$

$$t = \frac{1.27}{\sqrt{\frac{-147.6}{462}}}$$

$$t = \frac{1.27}{\sqrt{-0.31}}$$

$$t = \frac{1.27}{-0.55}$$

$$t = -2.3$$

The t-test value in the control class was -2.3

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

$$Df = (N1 + N2) - 2$$

$$Df = (22 + 22) - 2$$

$$Df = 44 - 2$$

$$Df = 42$$

Table 4.5 The T-test of Significant

Variable	T-test	T-table
Pre-test and post-test in experimental class	3.9	1.684
Pre-test and post-test in control class	-2.3	1.684

After obtaining the degree of freedom, the table at the degree of freedom 42 was in a significant degree of 0,05 (5%), and the table was 1.684. the following table showed that the t-test value in the experimental class was higher than the t-table value ($3.9 \geq 1.684$). It indicated that there was a significant difference between the students' pre-test and post-test results in the experimental class. While the control class showed that the t-test value in control class was lower than the t-table value ($-2.3 \leq 1.684$), there wasn't a significant difference between the students' pre-test and post-test results in control class.

e. Hypothesis Testing

For the level, significant (α) 5% and $df = 42$, and the table value is 1.684, the t-test value of the experimental class is 3.9 while the t-test value of control class is -2.3. It mean that the t-test value is greater than the t-table in the experimental class ($3.9 \geq 1.684$) while in control class the t-test value is lower than t-table ($-2.3 \leq 1.684$). Thus, it can be concluded that the students' experimental class vocabulary skills through the word web technique are significantly better after getting the treatment. While in control, class is not better without treatment using word web technique.

The alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It means there are significant differences between the results of using

word web technique in teaching to improve students' vocabulary in experimental class.

The alternative hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted. It means there are no significant differences between the results of using word web technique in teaching to improve students' vocabulary in control class.

B. Discussion

Vocabulary is a collection of words used for a foreign language. If we know and master many vocabulary lists, we can quickly learn English and communicate our ideas and information because, without vocabulary, we will find it hard to understand information. That is why vocabulary is essential to know and is one of the important information aspects of language.

Vocabulary is an essential component in language acquisition, and learning vocabulary can help to increase knowledge in English listening, speaking, writing, and reading. Also, we will not communicate well if we do not master vocabulary. It will be the same with listening, writing, and reading. Not only has that, but the importance of vocabulary also helped us succeed in conversations in various fields because there are some differences in vocabulary depending on its use. The importance of vocabulary will make it easier to communicate, ask something, and answer a question. Word web is a technique in teaching English by connecting words or grouping words based on a topic. Word web can be written by drawing a circle.

The researcher gave a pre-test to the students as the first activity before implementing the treatment to determine the students' basic vocabulary knowledge. In the pre-test, the researcher gave twenty-five questions with two formats of questions, namely fifteen number multiple-choice questions and ten matching questions. Each question contains a topic (family members, fruits, parts of the body, and animals). In every meeting the researcher given a target for each topic of 15-20

vocabulary words that they know that are related to the given topic. This aims to ensure that students are able to find out more new vocabulary at each meeting with a different topic.

In multiple-choice questions, students choose one correct answer from four answer choices. Meanwhile, in matching questions, students compare (by drawing a line) between questions that use English and answers that use Indonesian, where the questions consist of ten questions and the answers consist of thirteen choices. In both class groups used the same pre-test and post-test questions.

This research uses two groups of classes where one class was received treatment using the word web technique and one class was not received treatment using the word web technique and was continued to use conventional learning methods. In this case the experimental class is the class that received treatment using the word web technique, namely from class VII.2 and the control class or the class that did not receive treatment using the word web technique was class VII.1.

There were six meetings for doing this research. Two meetings were held for the pre-test and post-test, and four for the word web technique treatment. Pre-test the first activity before implementing the treatment aimed to know the student's basic vocabulary knowledge. The post-test aimed to understand students' abilities and will show the improvement in students' vocabulary after treatment. There were four meetings for the treatment researcher to deliver the materials. The first meeting's topic was about part of the family. In the second meeting, the topic was about fruits. In the third meeting, the topic was about part of body; in the fourth meeting, the topic was about animals. Students' received the material using word web technique during the treatment process. They were interested and enthusiastic during the treatment process in accepting materials from the first to the last meeting. There was no treatment in the control class using the word web technique. However, the researcher gave the topic material in the learning process and wrote the list of vocabulary words based on the topic. Then, the students wrote the vocabulary words.

The student's vocabulary skills before using the word web technique seventh-grade students of SMPN 5 Parepare, so the students' vocabulary ability before using word web technique very low is proven by students' test scores before applying treatment using the word web technique the score which is still far from excellent in experiment class and control class. The data collected from students in experimental class VII.2 and control class VII.1 before teaching vocabulary in students using word web technique.

Based on data show the result of the students' vocabulary skill before give treatment by using word web technique in experimental class. Two students got very good, five students got good, nine students got fair, three students got poor and three students got very poor. Total score in pre-test was 1172, it could be seen that most of students in VII. 2 are still low because most of them gained fair score. Based on data show the result of the students' vocabulary skill in control class. No one students got very good, two students got good, seventeen students got fair, two students got poor and one students got very poor. Total score in pre-test was 1096, it could be seen that most of students in VII. 1 are still low because most of them gained fair score.

Based on the data of the research findings, the word web technique in teaching vocabulary can improve students' vocabulary skills. This is proven by the significant difference in the pre-test and post-test scores in the experimental class, which has carried out treatment using the word web technique, where the post-test score is higher than the pre-test score. Meanwhile, the control class that did not receive treatment using the word web technique got a score pre-test and post-test did not increase significantly.

Based on data show the result of the students' vocabulary skill after give treatment by using word web technique in experimental class. Eight students got very good, eight students got good, five students got fair, no one students got poor and one students got very poor. Total score in pre-test was 1648, it could be seen that most of students in VII. 2 increased because they got very good score and good score . Based

on the table above, show the result of the students' vocabulary skill without give treatment by using word web technique in control class. Nothing students got very good, three students got good, sixteen students got fair, three students got poor and nothing students got very poor. Total score in pre-test was 1124, it could be seen that most of students in VII.1 not increased because most of them got fair score.

The researcher was given a pre-test in the experimental and control classes to know students' vocabulary skills before using the word web technique. The data shows that the mean score of the pre-test in experimental class was 53.27 while the mean score of the post-test increased 75. The standard deviation of the pre-test in experimental class was 56.7, while the standard deviation of the post-test was 76.6. The standard deviation error mean of the pre-test was 12.6 while the standard deviation error of post-test was 17 and standard error mean of the difference mean of pre-test and mean post-test was 21.1. As a result of this item, the mean score of the post-test was more significant than the mean score of pre-test in experimental class. It means the number of students in the experimental class increased after they were treated using the word web technique.

Meanwhile, the mean score of the pre-test in control class was 49.8, while the mean score of the post-test increased 51. The standard deviation of pre-test was 51, while the standard deviation of post-test was 52. The standard deviation error mean of pre-test was 11.3, standard deviation error of post-test was 11.5, and standard error mean of the difference mean of pre-test and mean of post-test was 16.2. As the result of this item, the mean score of the post-test was not significant than the mean score in the pre-test and the score in control class did not increase significantly. It means that students in control class are still low in vocabulary skills.

After obtaining the degree of freedom, the table at the degree of freedom 42 was in a significant degree of 0,05 (5%), and the table was 1.684. the following table showed that the t-test value in the experimental class was higher than the t-table value ($3.9 \geq 1.684$). It indicated that there was a significant difference between the

students' pre-test and post-test results in the experimental class. While the control class showed that the t-test value in control class was lower than the t-table value ($-2.3 \leq 1.684$), there was not a significant difference between the students' pre-test and post-test results in control class.

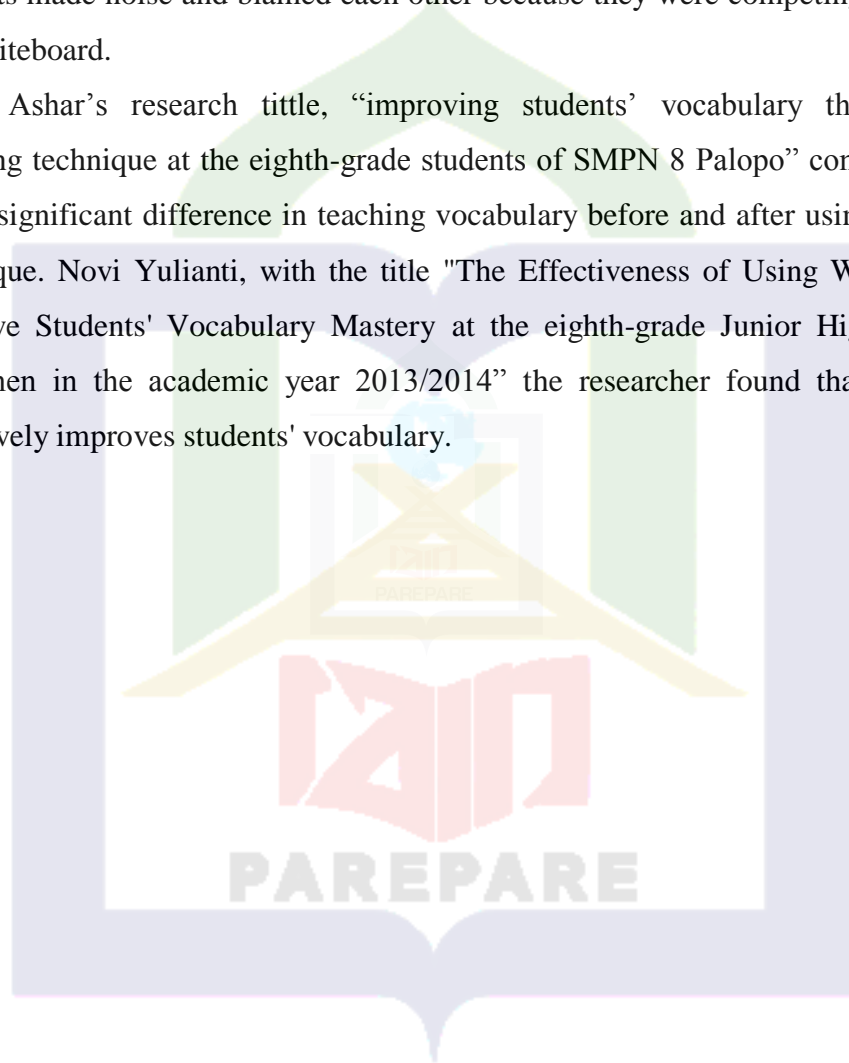
In addition, to know what the hypothesis received between the null hypothesis (H_o) and alternative hypothesis (H_a) the researcher used t-test to calculate the result, which showed that the t-test value in experimental class 3.9 was more significant than the t-table value 1.684 ($3.9 \geq 1.684$) with degree freedom (df) 42. While t-test value in control class -2.3 was lower than the t-table value ($-2.3 \leq 1.684$) with degree freedom (df) 42. We can see from the t-test value in the experimental class and control class, that it can be concluded that the using word web technique in experimental class was able to improve students' vocabulary, while in control class without using word web technique, cannot improve students' vocabulary skills. In experimental class null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. While in the control class, the null hypothesis (H_o) was accepted and alternative hypothesis (H_a) was rejected.

After conducting this research, the researcher found that the students looked excited and enthusiastic in the learning process by implementing the word web technique in the classroom. According to Kagan in the previous chapter, graphic organizing techniques that build connections between similar words or ideas are referred to by various names, including "clustering" and "web maps." Webbing works best to show many words or ideas and keep them connected, such as when brainstorming ideas in a planning meeting.

Using the word web technique, students are enthusiastic about work and write the word related to the topic in the middle. Because the advantages of this technique are provides a chance to maintain students' high interest and motivation in learning, besides that, students do not feel bored because this technique can help the students expand or develop their vocabulary. Students also quickly found new vocabulary they

did not know yet because students can relate the new vocabulary to other terms and concepts they are already familiar helping them incorporate it into their knowledge, and also students can connect new words to those that they already know. However, the disadvantage of using this technique was that the researcher found that the students made noise and blamed each other because they were competing to write on the whiteboard.

Ashar's research title, "improving students' vocabulary through word webbing technique at the eighth-grade students of SMPN 8 Palopo" concluded there was a significant difference in teaching vocabulary before and after using word web technique. Novi Yulianti, with the title "The Effectiveness of Using Word Web to Improve Students' Vocabulary Mastery at the eighth-grade Junior High School 5 Kebumen in the academic year 2013/2014" the researcher found that word web effectively improves students' vocabulary.



CHAPTER V

CLOSING

This chapter presents the conclusion and suggestions from the researcher based on the research concluded at SMPN 5 Parepare.

A. Conclusion

Based on the result of data analysis and discussion of the research the researcher concluded that,

1. The students' vocabulary ability before implementing word web technique in teaching vocabulary.

Many students lacked vocabulary based on the pre-test scores obtained by students in both class groups. In the experimental class, it was found to be 57.53; in the control class, it was found to be 49.8. Besides those students' difficulty pronouncing the words, many did not know the meaning of the words they wrote.

2. About the students' improvement in learning vocabulary using word web technique.

The researcher found that implementing word web technique in teaching vocabulary in seventh grade in SMPN 5 Parepare can improve students' vocabulary skills. It is proved by the mean scores obtained from their pre-test and post-test in the experimental and control classes. The researcher found that the mean score test in the experimental class was higher than control class, the pre-test score in the experimental class was 57.53 and the control class got 49.8, while the post-test score in the experimental class got 75 and the control class got 51. The researcher can conclude that using the word web technique in learning vocabulary (experimental class) was higher than the students' scores who knew without the word web technique

(control class), which means that the word web technique had a positive effect on learning vocabulary.

B. Suggestion

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

1. The teacher, as an educator and has a significant role, should use some method or technique to attract the students' attention to learn vocabulary such as word web technique which will help improve students' motivation.
2. The researcher suggests that students have to respect others like friends, teachers, and anybody. Students must practice their vocabulary more, should be good learners in and out of the classroom, and should not be less motivated to learn anything.
3. For the next researcher, the next researcher is expected to conduct this study and should have an excellent understanding to support their study, it would be better if the next researcher is guided to choose an interest topic that is suitable for students level.

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APPENDICES

Appendix 1. Instrument Penelitian pre-test and post-test



STUDENT NAME : ANDRINI SAFITRI M
NIM : 19.1300.012
STUDY PROGRAM : ENGLISH EDUCATION PROGRAM
FAKULTY : TARBIYAH
TITLE : USING WORD WEB IN TEACHING
VOCABULARY TO THE SEVENTH GRADE
STUDENTS' OF SMPN 5 PAREPARE

INSTRUMENT OF THE RESEARCH

Instrument of pre-test

A. Give a cross (x) on the correct answer!

- I can eat anything since my Are sick.
 - Nose
 - Eyes
 - Hand
 - Tooth
- Diana is my mother's sister. She is my....
 - Twins
 - Aunty
 - Cousin
 - Uncle

3



Do you like...?

- a. Pineapple
 - b. Papaya
 - c. Dragon fruit
 - d. Kiwi
- 4 Melda: What animal are there?
Sinta: There are.... (Sapi dan kodok)
- a. Rabbit and cow
 - b. Rabbit and coat
 - c. Cow and Frog
 - d. Cow and Buffalo
5. We use to walk. Pre
- a. Foot
 - b. Head
 - c. Hand
 - d. Stomach
6. A woman who is born us is called....
- a. Mother
 - b. Grandmother
 - c. Aunty
 - d. Father
7. taste spicy.
- a. Guava
 - b. Tomato
 - c. Strawberry
 - d. Chili
8. Can you arrange these "D-C-O-E-I-O-R-I-C"
- a. Donkey
 - b. Crocodile
 - c. Kangaroo
 - d. Rabbit
9. Eyebrow is part of our....
- a. Foot
 - b. Face
 - c. Stomach
 - d. Leg
10. My father's mother is my....

- a. Sister
- b. Grandfather

- c. Grandmother
- d. Grandchild



11. How many "e" in the word based on the pictures?

- a. One
- b. Two
- c. Three
- d. Four

12. Cows and goats love to eat....

- a. Grass
- b. Meat
- c. Egg
- d. Fruits

13. Our head is covered by....

- a. Elbow
- b. Teeth
- c. Hair
- d. Arm

14. She ... my cousin. Pre

- a. Am
- b. Are
- c. Is
- d. Was

15. Animal that can swim in the water are....

- a. Goat
- b. Pigeons
- c. kangaroo
- d. duck

II Match the word in list A and list B below based on their meaning

- | | |
|----------------|---------------|
| a. Shrimp | a. Alpukat |
| b. Head | b. Bahu |
| c. Cousin | c. Leher |
| d. Fig | d. Lebah |
| e. Raspberry | e. Udang |
| f. Grandmother | f. Sepupu |
| g. Grapes | g. Strawberry |
| h. Foot | h. Nenek |
| i. Avocado | i. Daun ara |
| j. Bee | j. Raspberry |
| | k. Kepala |
| | l. Anggur |
| | m. Kaki |


Instrument of Post-Test

I. Give a cross (x) on the correct answer!

- 1 What do we use our eyes for? post
 - a. To eat something
 - b. To walk
 - c. To hear anything
 - d. To see something

- 2 Zafra:
Adit: Yes, she is my aunty. Post
 - a. Are she your aunty?
 - b. Is he your aunty?
 - c. Is she your aunty?
 - d. Are he your aunty?

- 3



What is the picture show about?

 - a. Adit and Ikbal playing cars
 - b. Adit and Ikbal drawing
 - c. Adit and Ikbal playing card
 - d. Adit a nd Ikbal coloring

- 4 Do you like fruits?
 - a. Yes, I do like
 - b. No, I do
 - c. Yes, I am
 - d. Yes, I don't like

- 5 This animal has four legs, but the front legs are shorter than the back ones. It hops with back legs. It has pocket on its belly, and it put the babies in it. This animal is....
 - a. Crocodile
 - b. Kangaroo
 - c. Bee
 - d. Monkey

- 6 The body part that we use to think something and make decisions is.... post
 - a. Brain
 - b. Mouth
 - c. Nose
 - d. Ear

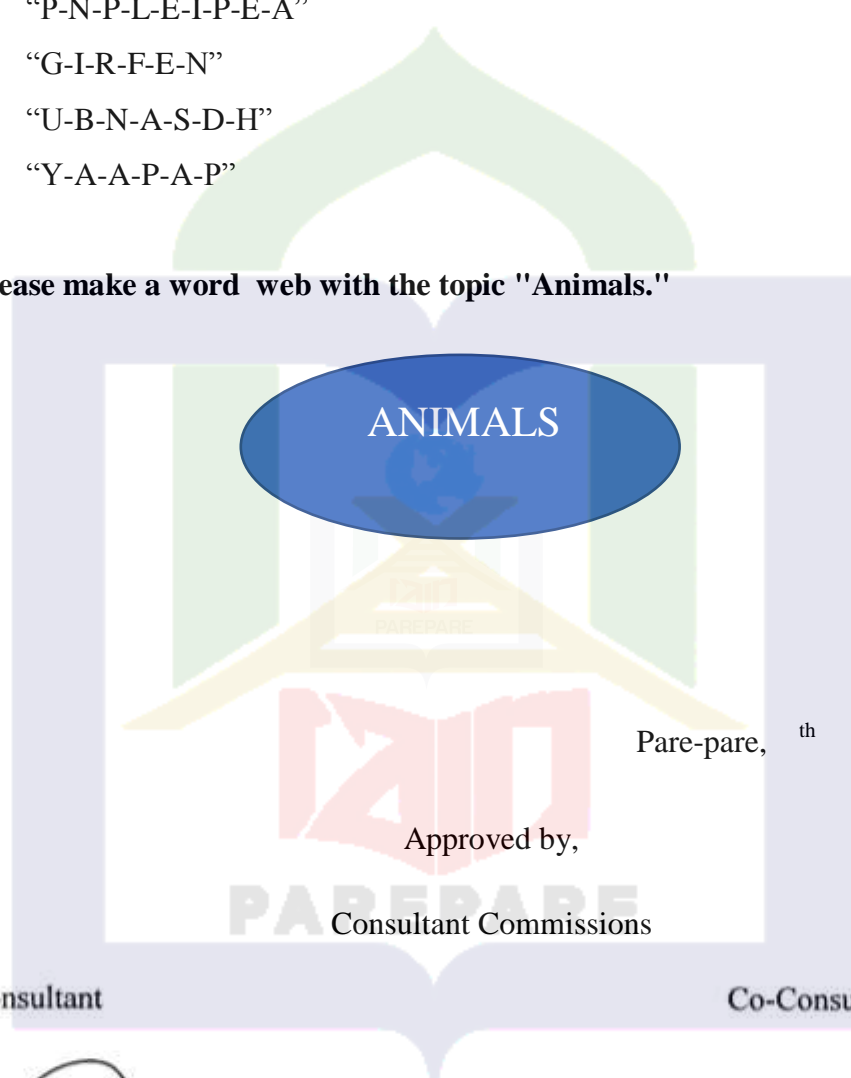


- 7 Zahwa's.... and Always read the book before she goes to sleep.
- a. Father and sister
 - b. Mother and father
 - c. Mother and grandmother
 - d. Grandmother and grandfather
- 8 tastes sweet.
- a. Garlic
 - b. Chili
 - c. Lemon
 - d. Papaya
- 9 What animal can eat the grass and produce milk?
- a. Rabbit
 - b. Camel
 - c. cow
 - d. Butterfly
- 10 Every hand has... fingers. Post
- a. One
 - b. Six
 - c. Five
 - d. Ten
- 11 Can you arrange these "F-S-R-I-A-T-U-R-T"
- a. Pumpkin
 - b. Starfruit
 - c. Melon
 - d. Watermelon
- 12 My aunty's son is my....
- a. Niece
 - b. Nephew
 - c. Sister
 - d. Cousin
- 13 Carrots... a good source of Vitamin A
- a. Are
 - b. Was
 - c. Is
 - d. Were

II. Arrange the latter below!

1. "N-O-T-C-O-U-C"
2. "L-U-N-C-E"
3. "I-H-T-H-G"
4. "P-N-P-L-E-I-P-E-A"
5. "G-I-R-F-E-N"
6. "U-B-N-A-S-D-H"
7. "Y-A-A-P-A-P"

III. Please make a word web with the topic "Animals."



Pare-pare, th 2023

Approved by,

Consultant Commissions

Consultant

Co-Consultant

Dr. Magdahalena Tjalla, M.Hum

19700320 2005012006

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2018089301

Appendix 2. List of Vocabulary

FAMILY

Father	Ayah
Mother	Ibu
Children	Anak-anak
Aunty	Bibi
Uncle	Paman
Brother	Saudara laki-laki
Sister	Saudara perempuan
Cousin	Sepupu
Niece	Keponakan Pr
Newphew	Keponakan Lk
Girl	Perempuan
Boy	Laki-laki
Step mother	Ibu tiri
Step father	Ayah tiri
Mother in law	Ibu mertua
Father in law	Ayah mertua
Grand mother	Nenek
Grand father	Kakek
Child	Anak

FRUITS

Apple	Apel	Grape	Anggur
Orange	Jeruk	Starfruit	Belimbing
Cherry	Ceri	Guava	Jambu biji
Durian	Durian	Coconut	Kelapa
Mango	Mangga	Date	Kurma
Peanut	Kacang	Melon	Melon
Longen	Kelengkeng	Pineapple	Nanas
Jackfruit	Nangka	Mangosteen	Manggis
Banana	Pisang	Rambutan	Rambutan
Watermelon	Semangka	Soursop	Sirsak
Pear	Pir	Strawberry	Strawberry
Avocado	Avocado	Lemon	Lemon

PARTS OF BODY

Head	Kepala	Hair	Rambut
Forehead	Dahi	Temple	Pelipis
Face	Wajah	Eye	Mata
Eyebrow	Alis	Eyelashes	Bulu mata
Iris	Iris	Pupil	Biji mata
Ear	Telinga	Nose	Hidung
Cheek	Pipi	Jaw	Rahang
Lip	Bibir	Tooth-theeth	Gigi
Tongue	Lidah	Chin	Dagu
Sideburn	Cambang	Mustache	Kumis
Beard	Jenggot	Neck	Leher
Shoulder	Pundak	Chest	Dada
Back	Belakang	Arm	Lengan
Elbow	Siku	Leg	Kaki
Thigh	Paha	Knee	Lutut
Calf	Betis	Shin	Tulang kering
Hand	Tangan	Wrist	Pergelangan tangan
Thumb	Ibu jari	Finger	Jari
Palm	Telapak tangan	Fingernail	Kuku
Knuckle	Tulang tangan	Foot	Kaki
Ankle	Pergelangan kaki	Heel	Tumit
Toe	Jari kaki	Skin	Kulit

ANIMALS

Cat	Kucing	Chicken	Ayam
Hamster	Hamster	Rabbit	Kelinci
Dog	Anjing	Horse	Kuda
Pig	Babi	Cow	Sapi
Goat	Domba	Bull	Banteng
Sheep	Kambing	Duck	Bebek
Goose	Angsa	Mouse	Tikus
Parrot	Burung beo	Iguana	Iguana
Fish	Ikan	Tortoise	Kura-kura
Elephant	Gajah	Crocodile	Buaya
Snake	Ular	Frog	Katak
Lion	Singa	Tiger	Harimau
Bear	Beruang	Panda	Panda
Koala	Koala	Kangaroo	Kanguru
Wofl	Serigala	Monkey	Monyet
Camel	Unta	Zebra	Zebra
Bat	Kelelawar	Giraffe	Jerapah
Buffalo	Kerbau	Butterfly	Kupu-kupu
Flamingo	Flamingo	Bee	Lebah
Mosquito	Nyamuk	Snail	Siput
Ant	Semut	Spider	Laba-laba
Crab	Kepiting	Starfish	Bintang laut
Shrimp	Udang	Salmon	Ikan salmon
Tuna	Ikan tuna	Squit	Cumi
Dolphin	Lumba-lumba	Shark	Hiu
Lobster	Lobster	Jellyfish	Ubur-ubur
Ray	Ikan pari	Seahorse	Kuda laut

Appendix 3. Lesson Plan

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMPN 5 Parepare

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / Ganjil

Materi Pokok : Mengidentifikasi dan menyebutkan berbagai kosakata mengenai (Family, fruit, Part of body dan animal)

Alokasi Waktu : 2JP / 80 menit (4 pertemuan)

A. Kompetensi Inti

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami, menerapkan, pengetahuan (faktual, konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1 Kompetensi Dasar

Pembelajaran sikap spiritual dan sikap social yang dilakukan elalui pembelajaran tidak langsung (*indirect teaching*) yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik pembelajaran, serta kebutuhan dan kondisi peserta didik.

3.2 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksioanl lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, pasar, anggota keluarga dan bagian tubuh serta bangunan public yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaanya.

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, pasar, anggota keluarga dan bagian tubuh serta bangunan public yang dekat dengan kehidupan peserta didik sehari-hari, dngan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

2 Indikator Pencapaian Kompetensi

- a) Siswa mengamati/menyaksikan gambar secara seksama.
- b) Siswa menulis kosakata yang baru ditemukan dalam pembelajaran.
- c) Siswa menanyakan kosakata baru yang ditemukan dalam pembelajaran.
- d) Siswa menyebutkan kosakata sesuai dengan tema dan mencari arti dari kosakata yang ditemukan
- e) Siswa melaporkan hasil kerja kelompok tanteng kosakata baru yang telah didiskusikan bersama teman kelompok.

C. Tujuan Pembelajaran

- a) Siswa dapat mengidentifikasi atau menemukan kosakata terkait topic.
- b) Siswa dapat menyebutkan kosakata sesuai dengan tema.

- c) Siswa dapat mengetahui arti dari kosa kata yang ditemukan dan mengimplementasikannya dalam kehidupan sehari-hari.

D. Materi Pembelajaran

Topic:

Pertemuan 1: Family

Pertemuan 2: Fruits

Pertemuan 3: Parts of body

Pertemuan 4: Animals

E. Metode Pembelajaran

Pendekatan: Scientific

Metode: word web

F. Media, alat dan sumber pembelajaran

Media: Kertas

Alat: whiteboard, spidol

Sumber belajar: buku paket siswa “when English rings the bell”, dasar-dasar penguasaan bahasa inggris.

G. Langkah-langkah Pembelajaran

a. Experimental Class

Pertemuan 1 (2JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka (<i>opening</i>)	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today?</i> Teacher wait for the response • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray</i> 	10 Menit

	<p><i>together.</i></p> <ul style="list-style-type: none"> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	
<p>Kegiatan Inti (Main Activity)</p>	<ul style="list-style-type: none"> • Guru menjelaskan tentang vocabulary dan pentingnya mempelajari vocabulary. • Guru menjelaskan mengenai word web technique. • Guru memperlihatkan contoh word web. • Guru memberikan topic materi “family” yang akan diajarkan menggunakan word web. • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “family” • Guru meminta siswa untuk berkelompok dalam menyelesaikan topic. • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Setelah siswa menyelesaikan tugas sesuai dengan topic, guru meminta siswa untuk menulis kosa kata yang ditemukan dipapan tulis. • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	60 Menit

Kegiatan Penutup (Closing)	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pengertian mengenai vocabulary • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya dan menyampaikan apa yang harus dipersiapkan pada pertemuan berikutnya. 	10 Menit
-------------------------------	--	----------

Pertemuan 2 (2JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka (opening)	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today? Teacher wait for the response</i> • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray together.</i> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	10 Menit
Kegiatan Inti (Main Activity)	<ul style="list-style-type: none"> • Guru mererefresh kembali pembelajaran pada pertemuan sebelumnya. • Guru memberikan topic materi “fruits” 	60 Menit

	<p>yang akan diajarkan menggunakan word web.</p> <ul style="list-style-type: none"> • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “fruits” • Guru meminta siswa menemukan kosakata terkait topic. • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Setelah siswa menyelesaikan tugas sesuai dengan topic, guru meminta siswa untuk menulis kosa kata yang ditemukan dipapan tulis. • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	
<p>Kegiatan Penutup (Closing)</p>	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya dan menyampaikan apa yang harus dipersiapkan pada pertemuan berikutnya. 	<p>10 Menit</p>

Pertemuan 3 (2JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. 	<p>10 Menit</p>

<p>Kegiatan Pembuka (<i>opening</i>)</p>	<p><i>Assalamualaikum wr.wb</i></p> <ul style="list-style-type: none"> • Guru menyapa siswa. <p><i>Good afternoon everyone, how are you today? Teacher wait for the response</i></p> <ul style="list-style-type: none"> • Guru menyarankan siswa untuk berdoa. <p><i>Before we start our class, let's pray together.</i></p> <ul style="list-style-type: none"> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	
<p>Kegiatan Inti (<i>Main Activity</i>)</p>	<ul style="list-style-type: none"> • Guru mererefresh kembali pembelajaran pada pertemuan sebelumnya. • Guru memberikan topic materi “part of body” yang akan diajarkan menggunakan word web. • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “part of body” • Guru meminta siswa menemukan kosakata terkait topic. • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Setelah siswa menyelesaikan tugas sesuai dengan topic, guru meminta siswa untuk menulis kosa kata yang ditemukan 	<p>60 Menit</p>

	<p>dipapan tulis.</p> <ul style="list-style-type: none"> • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	
Kegiatan Penutup (Closing)	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya dan menyampaikan apa yang harus dipersiapkan pada pertemuan berikutnya. 	10 Menit

Pertemuan 4 (2JP)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka (opening)	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today? Teacher wait for the response</i> • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray together.</i> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	10 Menit

<p>Kegiatan Inti (<i>Main Activity</i>)</p>	<ul style="list-style-type: none"> • Guru mereshfresh kembali pembelajaran pada pertemuan sebelumnya. • Guru memberikan topic materi “animals” yang akan diajarkan menggunakan word web. • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “animals” • Guru meminta siswa menemukan kosakata terkait topic. • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Setelah siswa menyelesaikan tugas sesuai dengan topic, guru meminta siswa untuk menulis kosa kata yang ditemukan dipapan tulis. • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	60 Menit
<p>Kegiatan Penutup (<i>Closing</i>)</p>	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya. 	10 Menit

b. Control Class
Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka (<i>opening</i>)	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today?</i> Teacher wait for the response • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray together.</i> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	10 Menit
Kegiatan Inti (<i>Main Activity</i>)	<ul style="list-style-type: none"> • Guru menjelaskan mengenai vocabulary dan pentingnya untuk mempelajari vocabualary. • Guru memberikan topic materi “family”. • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “family” • Guru menuliskan list of vocabulary mengenai topic. • Guru meminta siswa untuk membaca vocabulary • Guru memberikan siswa kesempatan 	60 Menit

	<p>untuk bertanya terkait topic.</p> <ul style="list-style-type: none"> • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	
Kegiatan Penutup (Closing)	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya. 	10 Menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka (opening)	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today? Teacher wait for the response</i> • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray together.</i> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	10 Menit
Kegiatan Inti (Main Activity)	<ul style="list-style-type: none"> • Guru memberikan topic materi “fruits”. • Guru memberikan pemanasan dengan 	60 Menit

	<p>menanyakan pengetahuan siswa mengenai “fruits”</p> <ul style="list-style-type: none"> • Guru menuliskan list of vocabulary mengenai topic. • Guru meminta siswa untuk membaca vocabulary • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	
Kegiatan Penutup (Closing)	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya. 	10 Menit

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka (opening)	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today?</i> Teacher wait for the response • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray together.</i> • Guru memeriksa kehadiran siswa. 	10 Menit

	<ul style="list-style-type: none"> • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	
Kegiatan Inti (Main Activity)	<ul style="list-style-type: none"> • Guru memberikan topic materi “part of body”. • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “part of body” • Guru menuliskan list of vocabulary mengenai topic. • Guru meminta siswa untuk membaca vocabulary • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	60 Menit
Kegiatan Penutup (Closing)	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan mengucapkan terimakasih atas perhatiannya. 	10 Menit

Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pembuka	<ul style="list-style-type: none"> • Guru memberi salam pada siswa. <i>Assalamualaikum wr.wb</i>	10 Menit

<i>(opening)</i>	<ul style="list-style-type: none"> • Guru menyapa siswa. <i>Good afternoon everyone, how are you today?</i> Teacher wait for the response • Guru menyarankan siswa untuk berdoa. <i>Before we start our class, let's pray together.</i> • Guru memeriksa kehadiran siswa. • Guru menyampaikan kegiatan belajar yang akan dilakukan. • Guru menyampaikan tujuan pembelajaran. 	
Kegiatan Inti <i>(Main Activity)</i>	<ul style="list-style-type: none"> • Guru memberikan topic materi “animals”. • Guru memberikan pemanasan dengan menanyakan pengetahuan siswa mengenai “animals” • Guru menuliskan list of vocabulary mengenai topic. • Guru meminta siswa untuk membaca vocabulary • Guru memberikan siswa kesempatan untuk bertanya terkait topic. • Guru menjelaskan kosakata yang tertulis dipapan (arti dan penyabutan) 	60 Menit
Kegiatan Penutup <i>(Closing)</i>	<ul style="list-style-type: none"> • Guru mengulas/merangkum kembali pembelajaran • Guru mengakhiri kelas dengan 	10 Menit

	mengucapkan terimakasih atas perhatiannya.	
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H. Penilaian Hasil Belajar

Penilaian yang dilakukan meliputi tiga aspek penilaian, yaitu:

1. Penilaian Sikap
2. Penilaian Pengetahuan
3. Penilaian Keterampilan



Appendix 4. Students' Worksheet Pre-test and Post-test in Experimental Class and Control Class

Pre-test in experimental class


44

Nama: Fathah
Kelas: 7 2

I. Give a cross (x) on the correct answer!

- I can eat anything since my Are sick.

a. Nose	<input checked="" type="checkbox"/> Hand
b. Eyes	d. Tooth
- Diana is my mother's sister. She is my

<input checked="" type="checkbox"/> Twins	c. Cousin
b. Aunty	d. Uncle
- 

Do you like...?

a. Pineapple	c. Dragon fruit
b. Papaya	<input checked="" type="checkbox"/> Kiwi
- Melda: What animal are there?
Sinta: There are.... (Sapi dan kodok)

a. Rabbit and cow	c. Cow and Frog
<input checked="" type="checkbox"/> Rabbit and coat	d. Cow and Buffalo
- We use to walk. Pre

<input checked="" type="checkbox"/> Foot	c. Hand
b. Head	d. Stomach
- A woman who is born us is called....

a. Mother	<input checked="" type="checkbox"/> Aunty
b. Grandmother	<input checked="" type="checkbox"/> Father
- taste spicy.

a. Guava	c. Strawberry
----------	---------------

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b. Tomato

Chili

8. Can you arrange these "D-C-O-E-I-O-R-I-C"

a. Donkey

c. Kangaroo

Crocodile

d. Rabbit

9. Eyebrow is part of our....

a. Foot

Stomach

b. Face

d. Leg

10. My father's mother is my....

a. Sister

c. Grandmother

Grandfather

d. Grandchild



11. How many "e" in the word based on the pictures?

a. One

Three

b. Two

d. Four

12. Cows and goats love to eat....

a. Grass

c. Egg

b. Meat

Fruits

13. Our head is covered by....

Elbow

c. Hair

b. Teeth

d. Arm

14. She ... my cousin. Pre

a. Am

c. Is

b. Are

Was

15. Animal that can swim in the water are....

Goat

c. kangaroo

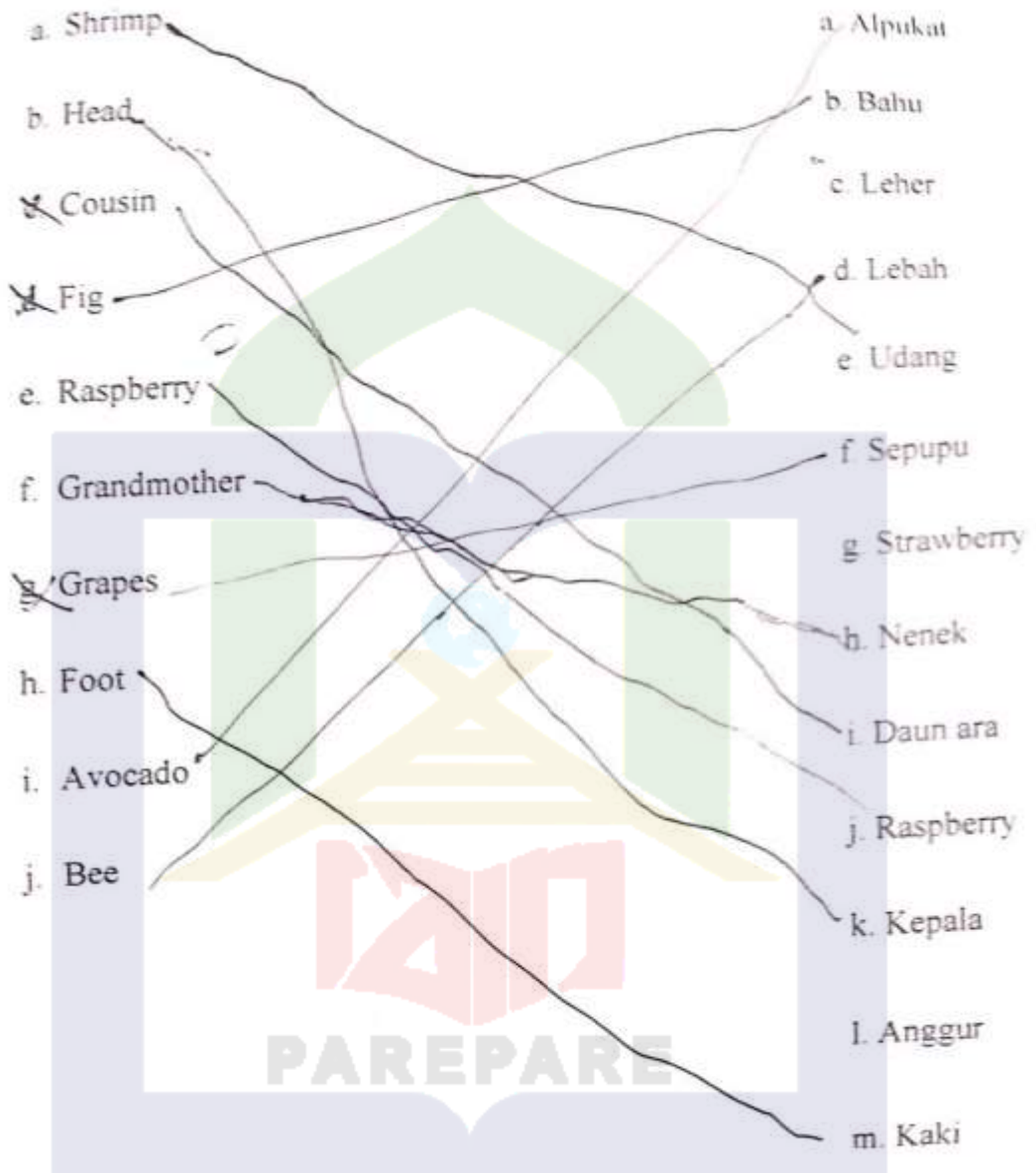
b. Pigeons

d. duck



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II Match the word in list A and list B below based on their meaning



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Post-test in Experimental Class

Nama: a. akrami ZUYAD
Kelas: VII.2

96

I. Give a cross (x) on the correct answer!

1. What do we use our eyes for? post

- a. To eat something
- b. To walk

- c. To hear anything
- d. To see something

2. Zafra:

Adit: Yes, she is my aunty. Post

- a. Are she your aunty?
- b. Is he your aunty?

- c. Is she your aunty?
- d. Are he your aunty?

3.



What is the picture show about?

- a. Adit and Ikbal playing cars
- b. Adit and Ikbal drawing

- c. Adit and Ikbal playing card
- d. Adit and Ikbal coloring

4. Do you like fruits?

- a. Yes, I do like
- b. No, I do

- c. Yes, I am
- d. Yes, I don't like

5. This animal has four legs, but the front legs are shorter than the back ones. It hops on its back legs. It has a pouch on its belly, and it puts the babies in it. This animal is....

- a. Crocodile
- b. Kangaroo

- c. Bee
- d. Monkey

6. The body part that we use to think something and make decisions is.... post

- a. Brain
- b. Mouth

- c. Nose
- d. Ear

Dipindai dengan CamScanner



7. Zahwa's.... and Always read the book before she goes to sleep.
- a. Father and sister
 - b. Mother and father
 - c. Mother and grandmother
 - d. Grandmother and grandfa

8. tastes sweet.
- a. Garlic
 - b. Chili
 - c. Lemon
 - d. Papaya

9. What animal can eat the grass and produce milk?
- a. Rabbit
 - b. Camel
 - c. cow
 - d. Butterfly

10. Every hand has... fingers. Post
- a. One
 - b. Six
 - c. Five
 - d. Ten

11. Can you arrange these "F-S-R-I-A-T-U-R-T"
- a. Pumpkin
 - b. Starfruit
 - c. Melon
 - d. Watermelon

12. My aunty's son is my....
- a. Niece
 - b. Nephew
 - c. Sister
 - d. Cousin

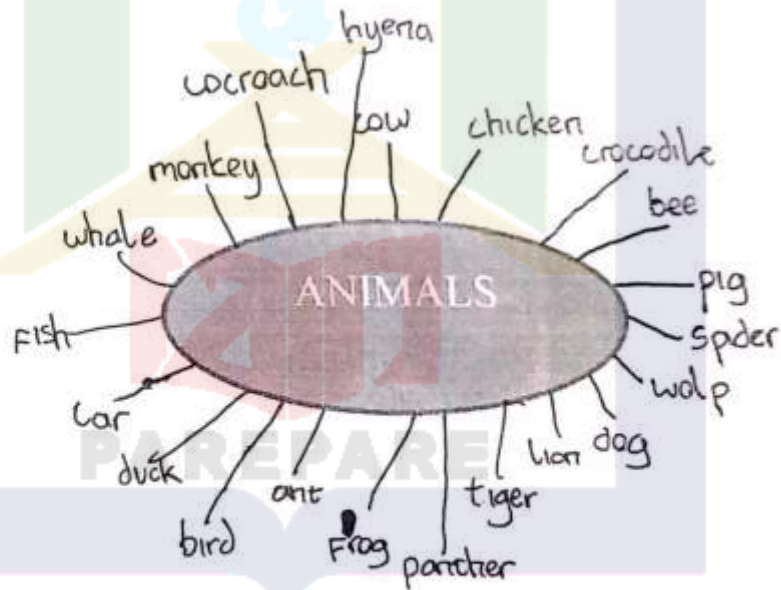
13. Carrots... a good source of Vitamin A
- a. Are
 - b. Was
 - c. Is
 - d. Were

Dipindai dengan CamScanner

II. Arrange the letter below!

- | | |
|------------------------|--------------|
| 1. "N-O-T-C-O-U-C" | 1. Coconut |
| 2. "L-U-N-C-E" | 2. Uncle |
| 3. "I-H-T-H-G" | 3. Thigh |
| 4. "P-N-P-L-E-I-P-E-A" | 4. Pineapple |
| 5. "G-I-R-F-E-N" | 5. giraffe |
| 6. "U-B-N-A-S-D-H" | 6. Husband |
| 7. "Y-A-A-P-A-P" | 7. papaya |

III. Please make a word web with the topic "Animals."



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Pre-test In Control Class

Nama: GRAFIL
Kelas: 71 (Tj) 68

1. Give a cross (x) on the correct answer!

1. I can eat anything since my Are sick.
- a. Nose
 - b. Eyes
 - c. Hand
 - d. Tooth

2. Diana is my mother's sister. She is my.....
- a. Twins
 - b. Aunty
 - c. Cousin
 - d. Uncle

3.



Do you like...?

- a. Pineapple
 - b. Papaya
 - c. Dragon fruit
 - d. Kiwi
4. Melda: What animal are there?
Sinta: There are.... (Sapi dan kodok)
- a. Rabbit and cow
 - b. Rabbit and coat
 - c. Cow and Frog
 - d. Cow and Buffalo
5. We use to walk. Pre
- a. Foot
 - b. Head
 - c. Hand
 - d. Stomach

6. A woman who is born us is called....

- a. Mother
- b. Grandmother
- c. Aunty
- d. Father

7. taste spicy

- c. Strawberry

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Tomato

d. Chili

8. Can you arrange these "D-C-O-E-I-O-R-I-C"

a. Donkey

c. Kangaroo

Crocodile

d. Rabbit

9. Eyebrow is part of our....

Foot

c. Stomach

b. Face

d. Leg

10. My father's mother is my....

a. Sister

c. Grandmother

Grandfather

d. Grandchild



11. How many "e" in the word based on the pictures?

a. One

Three

b. Two

d. Four

12. Cows and goats love to eat....

a. Grass

c. Egg

Meat

d. Fruits

13. Our head is covered by....

a. Elbow

Hair

b. Teeth

d. Arm

14. She ... my cousin. Pre

a. Am

c. Is

b. Are

Was

15. Animal that can swim in the water are....

a. Goat

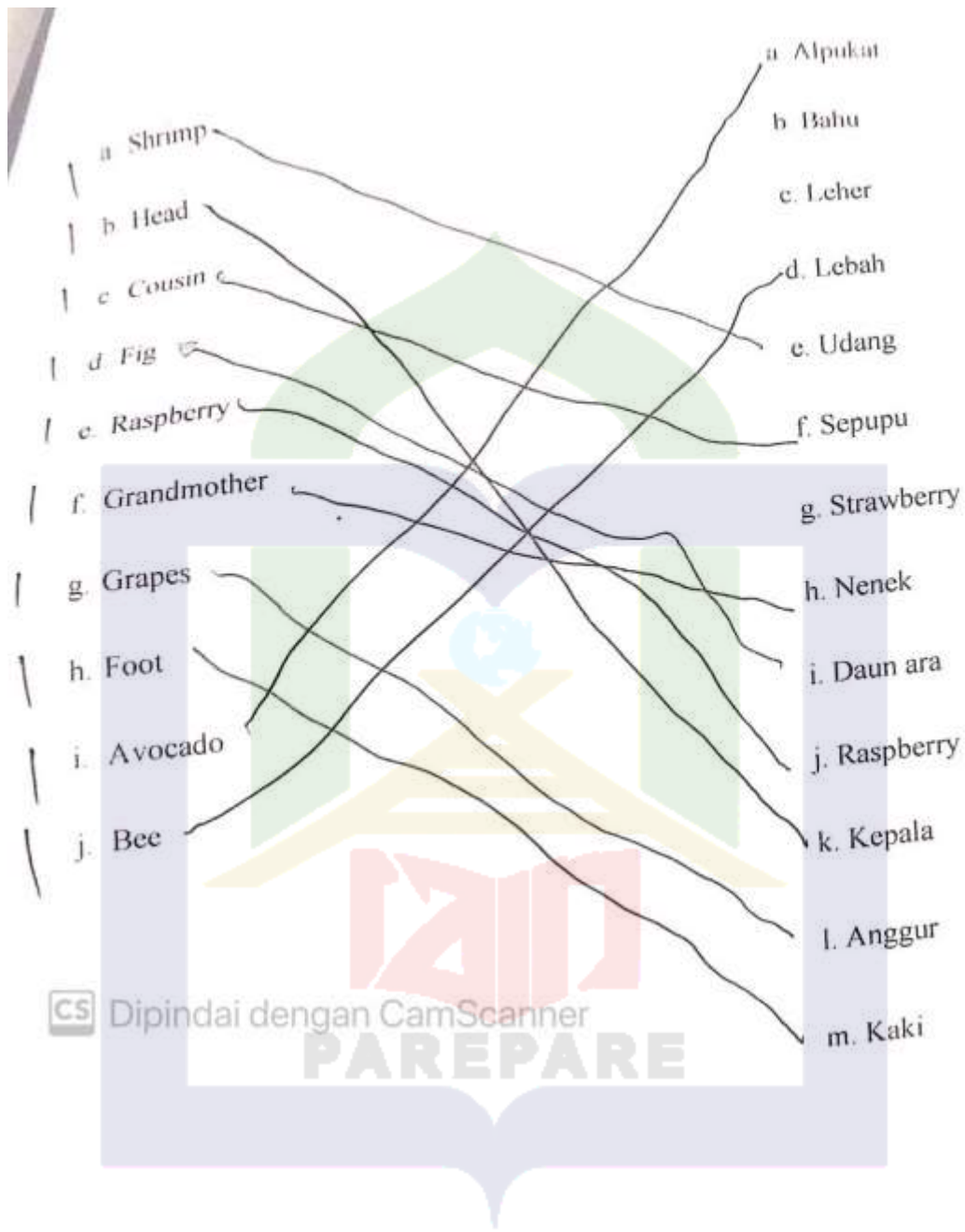
c. kangaroo

b. Pigeons

duck

CS Dipindai dengan CamScanner

11 Match the words in list A and list B below based on their meaning



Post-test in Control Class

Nama: Hasnatul Asward 36
Kelas: 7.1

I. Give a cross (x) on the correct answer!

1. What do we use our eyes for? post

- a. To eat something
- b. To walk
- c. To hear anything
- d. To see something

2. Zafran: Are she your aunty?

Adit: Yes, she is my aunty. Post

- a. Are she your aunty?
- b. Is he your aunty?
- c. Is she your aunty?
- d. Are he your aunty?

3.



What is the picture show about?

- a. Adit and Iqbal playing cars
- b. Adit and Iqbal drawing
- c. Adit and Iqbal playing card
- d. Adit and Iqbal coloring

4. Do you like fruits?

- a. Yes, I do like
- b. No, I do
- c. Yes, I am
- d. Yes, I don't like

5. This animal has four legs, but the front legs are shorter than the back ones. It hops with back legs. It has pocket on its belly, and it put the babies in it. This animal is

- a. Crocodile
- b. Kangaroo
- c. Bee
- d. Monkey

6. The body part that we use to think something and make decisions is post

- a. Brain
- b. Mouth
- c. Nose
- d. Ear



7. Zahwa's.... and Always read the book before she goes to sleep.
- a. Father and sister
 - b. Mother and father
 - c. Mother and grandmother
 - d. Grandmother and grandfather

8. tastes sweet.

- a. Garlic
- b. Chili
- c. Lemon
- d. Papaya

9. What animal can eat the grass and produce milk?

- a. Rabbit
- b. Camel
- c. cow
- d. Butterfly

10. Every hand has... fingers. Post

- a. One
- b. Six
- c. Five
- d. Ten

11. Can you arrange these "F-S-R-I-A-T-U-R-T"

- a. Pumpkin
- b. Starfruit
- c. Melon
- d. Watermelon

12. My aunty's son is my....

- a. Niece
- b. Nephew
- c. Sister
- d. Cousin

13. Carrots... a good source of Vitamin A

- a. Are
- b. Was
- c. Is
- d. Were



Dipindai dengan CamScanner

II. Arrange the letter below!

- ✗ "N-O-T-C-O-U-C" = TONCUC
- ✗ "L-U-N-C-E" = uncel
- ✗ "I-H-T-H-G" = BITHH
- ✗ "P-N-P-L-E-I-P-E-A" = Penipela
- ✗ "G-I-R-F-E-N" = grinpen
- ✗ "U-B-N-A-S-D-H" = Nasbuh
- ✗ "Y-A-A-P-A-P" = paptaa

III. Please make a word web with the topic "Animals."

ANIMALS

ANIMALS

cat dog mows et tiger
lion monkey kangaroo
bee crocodile

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Appendix 5. Students' Vocabulary Assessment

The researcher assessed students' vocabulary skill besides the pre-test and post-test. Researchers also used vocabulary assessments, which were done before and after treatment and there are four aspects assessment namely, reading vocabulary, pronounce vocabulary, write vocabulary and translate vocabulary. This assessment was carried out in both classes there are experimental class and control class. This assessment is carried out during learning process when treatment is given, the students are assessed based on the students' activeness in the learning process and based on the aspects assessed from each student.

a. Students' Vocabulary Assessment in Experiment Class

No	Students	Aspects of Vocabulary				Total Score	Grade
		Reading	Pronounce	Write	Translate		
1	Ahmad	10	10	15	10	45	D
2	A.Akram	15	15	25	15	70	B
3	Arjuna S	15	15	15	10	55	C
4	Aurelia	15	10	10	15	50	D
5	Farhan	10	10	25	15	60	C
6	Fedy	10	10	10	10	40	D
7	Hasniar	15	10	15	15	55	C
8	Haekal	10	10	10	10	40	D
9	Lagil	15	10	15	15	55	C
10	Lukmanul	15	15	15	15	60	C
11	M. Dirgha	15	10	15	10	50	D
12	M. Arlan	15	10	15	15	55	C
13	M. Fauzan	10	10	15	15	50	D
14	M. Fauzi	15	10	15	15	55	C

15	M. Izam	15	10	15	15	55	C
16	Nayla	10	15	15	15	55	C
17	Nur Kabilah	15	15	15	10	55	C
18	Nur Azizah	15	10	15	15	55	C
19	Nur Azisah	15	15	15	15	60	C
20	Putry	10	10	15	10	45	D
21	Syafitri	15	15	25	25	80	B
22	Ricky	10	10	15	15	50	D

The table 4.1 above informed that in experimental class, there 2 students got grade B with the score 70 (student 2) and 80 (student 21), there are 12 students got grade C with the score 55 (students 3, 7, 9, 12, 14, 15, 16, 17, 18) and 60 (students 5, 10, 19), there are 8 students got grade D with the score 40 (students 6 and 8), 45 (students 1 and 21) and 50 (student 4, 11, 13, 22)

b. Students' Vocabulary Assessment in Control Class

No	Students	Aspects of Vocabulary				Total Score	Grade
		Reading	Pronounce	Write	Translate		
1	Adelia	15	10	15	10	40	D
2	Amelia R	10	15	10	10	45	D
3	Andi Tiara	10	15	10	10	45	D
4	Andi Alfian	15	10	10	15	50	D
5	Asrafil	15	10	15	15	55	C
6	Avelia	15	10	15	15	55	C
7	A.Suryana	10	10	15	10	45	D
8	Fajar Imam	10	10	10	10	40	D
9	Hasratul	15	10	15	15	55	C

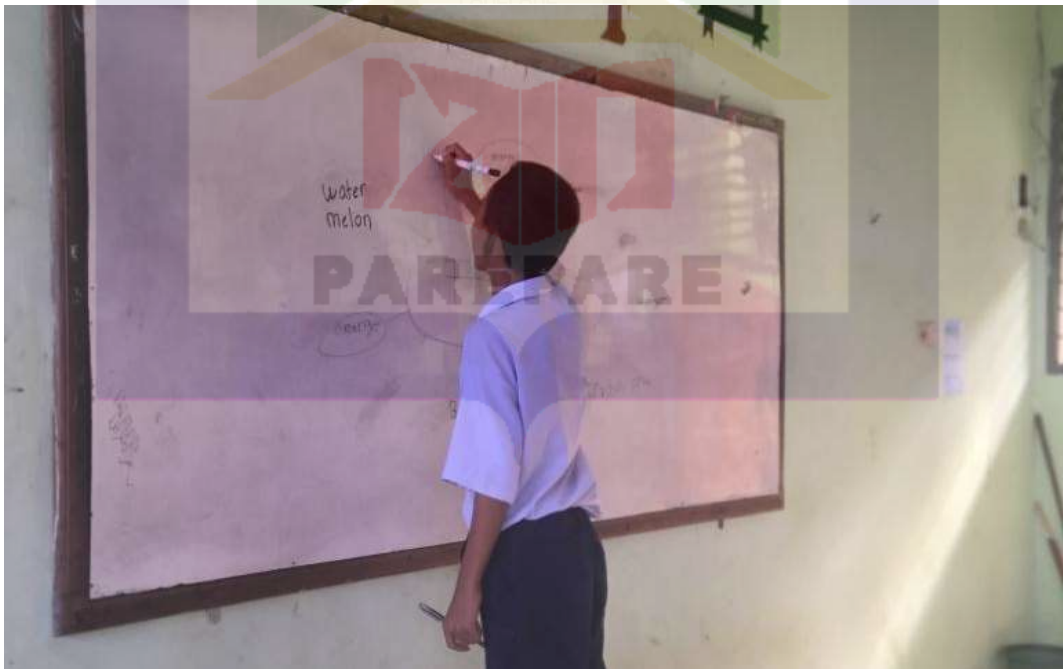
10	Hulwah	15	10	15	10	50	D
11	Kartini	15	10	10	10	45	D
12	M. Alif	10	10	10	15	45	D
13	M. Abdu	10	10	10	10	40	D
14	M. Risky	10	10	10	15	45	D
15	M. Adnan	15	10	10	10	45	D
16	M. Faiz	10	10	10	10	40	D
17	M. Irwan	10	10	10	10	40	D
18	Raihan	15	10	15	10	50	D
19	Rasni	10	10	10	15	45	D
20	Rifqa	15	10	15	10	50	D
21	Riswang	10	10	10	10	40	D
22	Nurul	10	10	15	15	50	D

The table 4.2 above informed that in control class, there are 3 students got grade C with the score 55 (students 5, 6 and 9) and 19 students got grade D with the score 40 (students 1, 8, 13, 16, 17 and 21), 45 (students 2, 3, 7, 11, 12, 14, 15, 19 and 22) and 50 (4, 10, 18 and 20). In experimental class score higher than control class it can be seen in table 4.1 and 4.2 above. Where in experimental class 2 students got B grade than control class nothing student got grade B and more students got grade D.

Appendix 6. Distribution T-Table

t-test table											
cum. prob	t_{.50}	t_{.75}	t_{.80}	t_{.85}	t_{.90}	t_{.95}	t_{.975}	t_{.99}	t_{.995}	t_{.999}	t_{.9995}
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 7. Documentation







Appendix 8. Research Permission Letter

		SRN IP0001037
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id</i>		
<u>REKOMENDASI PENELITIAN</u> Nomor : 1037/IP/DPM-PTSP/12/2023		
Dasar : <ol style="list-style-type: none">1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA NAMA	: ANDRINI SAFITRI M	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: BOJO, KAB. BARRU	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
	JUDUL PENELITIAN	: USING WORD WEB TECHNIQUE IN TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS OF SMPN 5 PAREPARE
	LOKASI PENELITIAN	: DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 5 PAREPARE)
	LAMA PENELITIAN	: 20 Desember 2023 s.d 20 Januari 2024
	a. Rekomendasi Penelitian berlaku selama penelitian berlangsung	
	b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan	
	Dikeluarkan di: Parepare Pada Tanggal : 20 Desember 2023	
	KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE	
		
	Hj. ST. RAHMAH AMIR, ST, MM Pembina Tk. 1 (IV/b) NIP. 19741013 200604 2 019	
Biaya : Rp. 0.00		



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 🕌 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-5266/In.39/FTAR.01/PP.00.9/12/2023

15 Desember 2023

Sifat : Biasa

Lampiran : -

H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di

KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: ANDRINI SAFITRI M
Tempat/Tgl. Lahir	: SANDAKAN, 04 Desember 2001
NIM	: 19.1300.012
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. NELAYAN BOJO 1, DESA BOJO KEC. MALLUSETASI KAB. BARRU

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

USING WORD WEB TECHNIQUE IN TEACHING VOCABULARY TO THE SEVENTH GRADE STUDENTS' OF SMPN 5 PAREPARE

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Dipindai dengan CamScanner

CURRICULUM VITAE



Andrini, the researcher was born 04 December, 2001 in Sandakan, Malaysia. She did not had brother and sister, her father name is Marwan and her mother name is Rati. The researcher began her study at SDN 146, Mallusetasi, Barru, and graduated on 2013. In the same year, she continued her study at SMPN 5 Parepare and graduated on 2016. She continued her study as a student in SMAN 2 Parepare and graduated on 2019. In the same year she continued her study at State Islamic Institut (IAIN) Parepare. She completed her thesis with the title “Using Word Web Technique in Teaching Vocabulary to The

Seventh Grade Students’ at SMPN 5 Parepare”.

