DEVELOPING STUDENTS' VOCABULARY THROUGH SEMANTIC FEATURE ANALYSIS AT THE SECOND GRADE STUDENTS AT SMPN 2 SUNGGUMINASA GOWA

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Abstract

The objective of this research is to examine whether or not the use of semantic feature analysis is effective to develop English vocabulary of the second grade students of SMP Negeri 2 Sungguminasa Gowa.

This research design was a quasi experimental research. The research conducted at SMP Negeri 2 Sungguminasa Gowa in academic year 2010/2011 with 315 students as a population of the research. The sample of the research was 90 consisted of 45 students as the control class and 45 students as the experimental class selected by cluster random sampling tehnique. The instrument employed in collecting data was vocabulary test. Data was obtained through pretest and posttest for both classes and the result of the test was processed by using SPSS 17.0 version.

The result revealed that the application of semantic feature analysis could effective to develop the English vocabulary of the second grade students of SMP Negeri 2 Sungguminasa proved by the mean score of control class in pretest was 58.98 and the mean score of experimental class was 57.64. Whereas, the means score of control class in the posttest was 60.27 which was taught without the aplication semantic feature analysis and the means score of experimental class was 76.09, which was taught semantic feature analysis. The result of t-test was 0.000 or the probability, is less than 0.05 as the level of significance (0.000 < 0.05). The conclusion based on the result was the application of semantic feature analysis was more effective than teaching withou applying semantic feature analysis in developing English vocabulary for the second grade students of SMP Negeri 2 Sungguminasa Gowa.

Keyword : vocabulary, semantic feature, analysis

1. INTRODUCTION

Success in science and technology is difficult to be achieved particularly in education field. It cannot be acquired easily without struggle and sacrifice. Anyone who wants to do well in education has to know the language, because through the language, people can convey their ideas, messages, and inspirations.

The English language as a foreign language is taught as a subject from the "elementary school to the university, based on the fact above the teacher of English must work hard to improve the students' mastery in English, in order that they can easily develop their study whenever they enter college, on the other hand, the students still face some difficulties in learning English (Muhsin, A., 2016).

In Indonesia, English is one of the foreign languages that are conveyed in the national curriculum. In the national curriculum the language skill is still divided into four skills, i.e. listening, speaking, reading and writing. So to master four skills in English the students must master vocabulary. Why, because sometimes students are able to accomplish listening, speaking, reading, or writing tasks, they cannot reproduce the language.

From the fact above the teacher of English particularly those who are teaching at junior high school level work hard to improve the students' mastery in English, in order that they can easily develop their study whenever they enter high school level.

This research take place in SMPN 2 Sungguminasa, based on the interview from the teacher, the students are very difficult to do something in English like listening, speaking, reading and writing, make sentences and so on, because they poor in vocabulary, the students are not concerned in memorizing vocabulary, this indicate the English instruction in the classroom has not yet been very effective because the methods or techniques that are applied in classroom are monotonous.

2. LITERATURE REVIEW

a. Previous Research Finding

Some researcher have done studies in teaching vocabulary and its contribution of English teaching. Some of the findings are presented in the following section. Pittleman, et al (1991) identifies the literacy strategy, feature analysis, as a procedure for helping students discriminate details among concepts. This strategy works well with specialized vocabulary as well as general vocabulary in content area literacy. The idea of using feature analysis to help students compile and analyze their research data about a specific topic of interest in a content area class is supportive of reading comprehension. It also fosters higher-level critical thinking by asking students to synthesize and generalize about the data.

Erni (2008) conducted a research entitled the effectiveness of using semantic feature analysis in teaching English vocabulary for the elementary school. She found that semantic feature analysis effective to increase the students' achievement in learning vocabulary and it also can make them interested in learning English.

Yulianti (2007) conducted a research entitled the effectiveness of using realia in teaching English vocabulary. She found that realia is effective to improve students' vocabulary.

Based on findings above, the researcher is interested to use a semantic feature analysis as media in teaching vocabulary. Therefore, the researcher believes that the use of semantic feature analysis in teaching vocabulary is one alternative method/technique that can be applied to improve the students vocabulary

b. Some Pertinent Ideas

1) Vocabulary

a) Definition of Vocabulary

There are many definitions of vocabulary. Cambridge International Dictionary of in Rahayu, 2005 gives the meaning of vocabulary as all the words used by a particular person or all the words used by a particular language or subject, all the words used in a particular language, total number of words, set of words that it used, and words to learn.

Hornby (1974) reported definition of vocabulary as a book containing a list of a words used in book. In regard to words, Hornby defines that vocabulary is the total number of words, Hornby defines that vocabulary is the total number of words which (with the rules of combining them) make up language. Vocabulary is words known to or used by a person in trade profession etc, usually with definition or translation.

Diamond and Gutlohn in Rahayu (2008) vocabulary is the knowledge of words and word meanings. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies.

Carter in Erni (2008) divides vocabulary as the content and function word of a language that are learned thoroughly so that it becomes a part of the child's understanding, speaking, reading and writing.

Based on the statement above, the writer concludes that vocabulary is a list of words with definitions or stock phrases known by a person in a language with their meaning or translation and is usually arranged in alphabetical order.

b) Types of Vocabulary

Schail in Rahayu (2008) states that every person has three types of vocabulary, they are:

❖ Active vocabulary: i.e. the word we customarily use in speaking and probably runs from 5.000 to 100.000 words

❖ Reserve vocabulary: i.e. the words we know but we rarely use them in writing a letter. When we have more time to consider or when we are searching for a synonym.

❖ Passive vocabulary: i.e. the word we recognize vaguely but are not sure of the meanings. We never use them in either speech or writing, and we just know that we have seen them before.

Harmer in Rahayu (2008) points out two kinds of vocabulary namely active vocabulary and passive vocabulary. Active vocabulary refers to which has been learned by the students and they are expected to be able to used it. And passive vocabulary refers to words which the students will recognize when they meet them but will not probably be able to use or produce them.

Smith in Erni (2008) stated that, there are productive and receptive vocabularies. A productive vocabulary is making up of words used in speaking or writing. It also called and active vocabulary. On the other hand, receptive vocabulary or passive vocabulary consists of words understood through reading and listening. Smith in Sam (2009) defines the vocabulary in two types as follows:

❖ General vocabulary that is used in all kinds of students.

❖ Technical vocabulary that consist of words having special meaning in particular topic, areas, such as reading, speaking, listening and writing.

Based on the statement above, it can be concluded that vocabulary can be organized in two types, active vocabulary and passive vocabulary. Active vocabulary is the vocabulary that use in speaking and writing, and the students able to use it in real life. Then, passive vocabulary is the vocabularies that are recognize by the students but unable to use it. In this investigation the researcher will find out the students' active vocabulary improvement by using semantic feature analysis.

c) Function of Vocabulary.

Vocabulary as stated in the definition is a stock of words of a language. It has a great function in language. People use vocabulary or words to construct sentences. Vocabulary is a like the bone of our body. Without bone, our body will not be able to be as perfect as possible. Without words (vocabulary) we cannot construct ideas written and orally. Nobody can express his/her feeling to others a teacher will be confused to explain the lesson to the students, the members of community can share their ideas for the social or environmental development etc. So the vocabulary is supposed as the bone of the language without vocabulary, the language can't develop.

It is obvious that in order to acquire and extensive vocabulary and ideas about which to think, talk, write and read. A student needs many rich meaningful experiences involving language.

According to Piercey in Erni (2008) the vocabulary of a discipline sometimes seems like a whole new language to students. It is possible for a teacher's expertise, arrived at after much study and wide uses, to stand in the way of student's vocabulary development.

Vocabulary development can be defined as the action or act of building up vocabulary or words that the students have or it can also be stated that vocabulary development is the element of English vocabulary that is being developed. Besides the teaching, students must have some elements of English vocabulary, such as noun, verb, conjunction, adverb, adjective, pronoun, preposition and interjection. He or she can also develop the students' vocabulary trough many ways.

2) Semantic

a) *Definition of semantic*

According to Sil in Erni (2008) semantic is generally defined as study of meaning of linguistic expressions. Britanninca in Erni (2008) suggests semantic it the branch of linguistics that tried to understand how has meaning.

Semantics is aspect of meaning that is expressed in a language, code or another form of presentation. It is a subfield of linguistics that is traditionally defined as study of meaning (part of words), phrases, sentence and text. An area of study is the meaning of compound and study of relation between different linguistics expressions is called semantic (Haddad, 2006:1).

b) *A part of semantic*

There are some parts of semantics are:
❖ Statistical semantics is study of how statistical pattern usage can be used to figure out what people mean, at least to level sufficient for information.
❖ Lexical semantics is subfield. It is the study of how and what the words of the language denote.
❖ Prototype semantics is a model of grate categorization in cognitive science, where some members of category are more centered than other. For example, when we ask an example of concept furniture, chair is more frequent cited than lamp. Prototype theory also plays a central role in linguistic.

c) *Definition of the semantic feature analysis*

Readence Johnson (1990) in Erni (2008) suggest that the semantic feature analysis is one method that can improve vocabulary and categorization skill, understand the similarities and the difference in related, expand and retain content between vocabulary and the concepts of students'. Beside that this way is easily implemented and interested.

According to Sheedan (2004:1) the semantic feature analysis used there is a category of item that is different by a few basic features. This strategy effectively teaches vocabulary by activating prior knowledge and classifying new words by their feature. She gives category example of games (Florida, 2006:1). Fenton (2006:1) point out that semantic feature analysis is a good way to build prior knowledge and reinforce vocabulary. This method will help students understand the meaning of new vocabulary words (Ditkson, 2007:1). The semantic feature analysis makes students master important concept that will expand vocabulary and help them understand word essential in learning.

Santa and Valdes, 2004:1 in Erni (2008) say that a procedure that links vocabulary that focus on the characteristic and feature of words can be beneficial for assisting by making connection among related concept. Fisher and Frey, 2004:1 state that the semantic feature analysis is the way to organize information as a powerful strategy. It also analyzes the relationship among the concepts via a matrix on how terms are like and different (Buehl, 2001:1). Dough Buehl 2001:1) in Erni (2008) elaborates that semantic feature analysis is a strategy for teaching vocabulary that helps students see relationship between concepts. This strategy effectively teaches vocabulary by activating prior knowledge and classifying new words by their features using a matrix (Ander and Bos, 1986) Johson and Person in Allen Jannet (2007:2) point out the semantic feature analysis is an ideal instructional strategy when its teaching a unit where students need to discriminate between item that have some command characteristic then its effective with any cluster of related words and their characteristic.

Santa and Valdes in Erni (2008) stated that semantic feature analysis can help the students gain a deeper understanding of material by highlighting those features. Doty and Marzano (2007:1) says that by using this strategy students will gain a deeper understanding of more abstract term through the identification and analysis of different characteristic or feature and help them define characteristics of a concepts.

d) *Procedure to teach the vocabulary use semantic feature analysis.*

Readeance Johson in Erni (2008) states that the semantic feature analysis implements by using the following six steps:
❖ Category selection, the key of the semantic feature analysis begins with something familiar to students. A category topic (e.g. pets) is selected by the teacher. Once students are familiar with the strategy, for illustration purpose, we use rather simplistic example with category of pets.
❖ List word in category once the category topic has been introduced. The teacher provides words that name concepts related

to category. As students become accustomed to strategy, they should provide the words. In case of four examples of pets, the following words might be introduced initially, dog, fish, frog and duck.

❖ Characteristics will explore the category of pets. As a case with example, start only a few features and build them on later in the lesson. For example, features to examine the pets might be pets that live on the land, live in the water, have wings, have fins, have legs, and have fur. After the first until the third steps of strategy have been completed, they should have feature matrixes that look like the following:

Pets	Features					
	Land	Water	Wing	Fins	Legs	Fur
Dog						
Fish						
Hamster						

❖ The students will use plus/minus (+/-) to indicate feature possession. The feature matrix for pets should look as following using a plus (+) and (-) sign, plus sign use if the category have feature.

c. Conceptual framework

The conceptual framework gives in the figure 1 below:
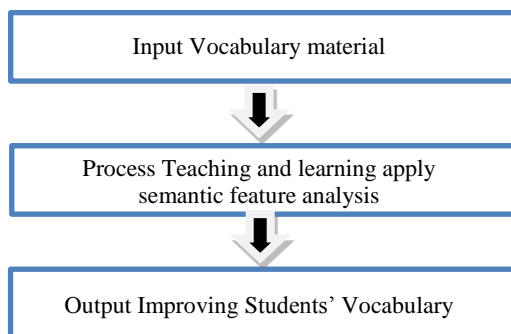
In the diagram above, there are three elements namely:
1) Input : refers to material apply in the class room.
2) Process : refers to the teaching and learning by using semantic feature analysis.
3) Output : refers to the result of the students' achievement.

3. METHOD OF RESEARCH

a. Research Design

In this research, the researcher used quasi experimental method, presenting research employs experimental design with control group and experiment group. Both of groups are given pretest and posttest. The pretest administrated to find out the students' prior knowledge whereas the posttest use to find out the students' achievement after receiving treatment through teaching vocabulary using semantic feature analysis and teaching vocabulary through conventional technique. Posttest score compare to determine whether the treatment by using semantic feature analysis to develop students' vocabulary, each group is given a different way in teaching. It is intended to describe about the ability of the second grade students of SMPN 2 Sungguminasa in developing their vocabulary through semantic feature analysis.

$$\frac{\begin{array}{cccc} E & O_1 & X_1 & O_2 \end{array}}{\begin{array}{cccc} C & O_1 & X_2 & O_2 \end{array}}$$

Notation:
E = an experimental group
C = a control group
Q_1 = the pre-test
Q_2 = the post-test
X_1 = the treatment by using semantic feature analysis
X_2 = treatment using conventional way
(Gay, 2006:225)

b. Research variable and Operational Definition

1) Research variable

This research consists of two variables namely independent and dependent. The independent variable of this research is the use of semantic feature analysis and the dependent variable of this research is the students' achievement in learning vocabulary using semantic feature analysis.

2) Operational Definition of variable

The variables in this research are described in the following definition:
a) Semantic feature analysis is one of technique for teaching vocabulary that help students identify whether a relationship exist between words and other feature with use plus sign (+) and minus sign (-) to indicate feature position.
b) Vocabulary achievement the vocabulary of the students after the treatment using semantic feature analysis which is indicate by the better score in the posttest than in the pretest.

c. Population and sample of the research

a) Population

The population of this research was the second year students of SMP Negeri 2 Sungguminasa Gowa year 2016/2017. There are seven classes; they are VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, and VIII-7. Each class consists of 45 students. So the total number of population is 315 students.

b) Sample

The sample of this research selected through cluster random sampling, in which intact groups, not individuals, are randomly selected (Gay, 2006: 106). It means that from seven classes of population, the researcher chose two classes randomly to represents the experimental and control group. Cluster sampling is more convenient when the population is quite large and it would have a much better chance of securing permission to work with all students in several classrooms than to work with a few students in many classrooms. Class VIII-2 was taken as experimental group and class VIII-1 was taken as control group. As a consideration, the students of both classes have the same ability. Besides, the students also have the same background knowledge in learning English.

d. Instruments of the research

The instrument of this research is vocabulary test; it intended to get the students' vocabulary achievement. The test consists of pre-test and post-test. The test used vocabulary test to see the improvement of students' vocabulary. The pre-test was the same as the post-test. The test consists of 50 numbers in form of multiple choices.

e. Procedures of Collecting Data

In collecting the data, the researcher used the following procedures as follows both of the control group and experimental group given pretest as the similar material to know their prior knowledge about vocabulary, after conducting the pretest, the researcher apply the treatment by semantic feature analysis to the experimental group, while the control group used conventional technique for six meeting, and the last posttest will be given to the control and experimental group. The treatment is chronologically described as follow:
1) The teacher's give instruction to the students about semantic feature analysis.
2) The teacher distributed the task to the students.
3) The teacher guided the students to identify the characteristics of category based on the picture with plus (+) if the category has features and use minus (-) if the category is not typical of them based look on the picture.
4) The researcher gave the chance for students to ask unclear information given.
5) The teacher cheeked the students' answer.

f. Techniques of Data Analysis

The collected data analyzed through the following techniques:

1) Scoring the students' answer

$$Score = \frac{Total\ correct\ answer}{Total\ test\ item} \times 10$$

2) Calculating the mean score of the students:

$$\overline{X} = \frac{[\ \Sigma X\ ]}{n}$$

Where:
X = Mean score for sample
Σ **X** = Total new score
n = The total number of students.
   (Gay, 1982: 238)

3) Classifying the students' scores into seven levels, which is based on Depdikbud standard of evaluation (1985:60) as following:
   a) 9.6 – 10 is classified as excellent
   b) 8.6 – 9.5 is classified as very good
   c) 7.6 – 8.5 is classified as good
   d) 6.6 – 7.5 is classified as fairly good
   e) 5.6 – 6.5 is classified as fair
   f) 3.6 – 5.5 is classified as poor
   g) 0 – 3.5 is classified as very poor
   Depdikbud 1985

4) Finding out of the significant difference between experimental and control class by calculating the value of t-test by using the

$$SS1 = \Sigma X_1^2 - \left(\frac{\Sigma X1}{N1}\right)^2$$

$$SS2 = \Sigma X_2^2 - \left(\frac{\Sigma X2}{N2}\right)^2$$

$$T = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N1} + \frac{1}{N2}\right)}}$$ formula:

Where :

T   : Test of significance
X1   : Mean score of experimental class
X2   : Mean score of control class
SS_1 : The sum of squares of experimental class
SS_2 : The sum of squares of control class
ΣX_1 : The sum of all the squares of experimental class
ΣX_2 : The sum of all the squares of control class
(ΣX_1) : The squares of the sum score experimental clas
(ΣX_2) : The squares of the sum score control class

n_1 :Total number of subject of experimental class
n_2 :Total number of subject of control class
(Arikunto, 2010:354)

4. FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and the discussion of the findings. The findings are ordered in line with the problem statement stated in the introduction part. The findings of this research reveal the students' learning in developing vocabulary through semantic feature analysis technique. In the discussion section arguments and further interpretation of the findings are given.

a. The effectiveness of using semantic feature analysis technique in teaching vocabulary

1) The percentage of students' learning on pretest.

The students' learning vocabulary through semantic feature analysis and conventional technique were analyzed. The analysis shows that the means score of the students' vocabulary mastery before the treatment was in very poor classification and shown in the table below.

Table1. The frequency and percentages of students' vocabulary achievement on pretest of control class and experimental class.

No	Score	Category	Control		Experimental	
			F	%	F	%
1.	91 - 100	Very Good	-	-	-	-
2.	76 - 90	Good	-	-	-	-
3.	61 – 75	Fair	17	37.78	13	28.89
4.	51 -60	Poor	27	60	29	64.44
5.	Less than 50	Very poor	1	2.22	3	6.67
	TOTAL		45	100	45	100

The above table shows that the pretest of the control class was 1 (2.22%) student who was in very poor category, 27 (60%) students were in poor category, 17 (37.78%) students were in fair category, and no student were in good and very good. On the experimental class was 3 (6.67%) students were in very poor category, 29 (64.44%) students were in poor category, 13 (28.89%) students were in fair category, and no student were in good and very good category.

2) The percentage of students' learning vocabulary on the posttest

The analysis shows that the means score of the students' learning vocabulary after the treatment was fairly good category, the result can be seen in the table 2 below.

Table 2. The frequency and percentages of students' vocabulary achievement on posttest of control class and experimental class.

No	Score	Category	Control		Experimental	
			F	%	F	%
1.	91 – 100	Very Good	-	-	-	-
2.	76 – 90	Good	-	-	25	55.55
3.	61 – 75	Fair	18	40	20	44.44
4.	51 -60	Poor	24	53.33	-	-
5.	Less than 50	Very poor	3	6.67	-	-
	TOTAL		45	100	45	100

The result of post-test shows that the control class was 3 (6.67%) students who were in very poor category, 24 (53.33%) students who were in poor category, 18 (40%) students who were in fair category and no student were in good and very good category, while in the experimental class, there was 20 (44.44) students who were in fair category, 25 (55.55) students who were in good category and no students were in poor, very poor, very good category.

3) The means score and standard deviation of students' pretest of control class and experimental class

The achievement is shown by the mean score of the test. The researcher found that the result of the pretest in experiment class and control class is as follows:

Table 3. The mean score and standard deviation of students' pretest in control class and experimental Class.

Variables	Mean score	Standard deviation
Control class	58.98	4.624
Experimental class	57.64	5.741

Table 3 above shows that the means score of the students' pretest of control class was 58.98 and standard deviation was 4.624, which are categorized as poor classification and the means score of the students' pretest of experimental class was 57.64 and standard deviation was 5.741 it was categorized as poor classification. It means that the students' mean score between experiment class and control class was relative same. In this case, the experiment class and control class have the same prior knowledge before treatment.

4) *The means score and standard deviation of students' posttest of control class and experimental class.*

The achievement is shown by the mean score of the test. The researcher found that from

post-test in experimental class and control class go the results as follows.

Table 4. The mean score and standard deviation of students' posttest of control class and experimental class.

Variables	Mean score	Standard deviation
Control class	60.27	4.663
Experimental class	76.09	5.116

Table 4 above shows that after treatment, the mean score of the students' posttest of control class was 60.27 and standard deviation was 4.663, which is categorized as poor category, while the mean score of the students' posttest of experimental class was 76.09 and standard deviation was 5.116 which is categorized as good classification. It means that the mean score of experiment group increased 15.82 points.

5) The t-test value of students' pretest.

In this part, the discussion deals with the arguments of the significant different of students' learning vocabulary in experimental class and control class.

Table 5. The t-test values of the students' pretest

Test	t-observed	Df	Sig. (2 tailed)
Pre-test	1.308	44	.198

After calculating the students' score of the two groups before treatment (pre test) the researcher found that T-observed values was 1.308 by probability sig (2 tailed) was .198 or the probability was greater than 0.05 as the level of significance for two tailed test, and the of freedom (df) 44 , so (.198>0.05) .Furthermore, if the probability was greater than 0.05 it means that there is no a significant difference between the experimental class and control class or in other words, both of them were the same relative ability before treatment. The data of pretest indicated that the statistical hypothesis of H0 is accepted and statistical of H1 is rejected.

6) The t-test value of students' posttest

The achievement is shown by the value of t-test of posttest. The researcher found that the calculation of t-test value as follows.

Table 6. The t-test values of students' posttest

Test	t-observed	Df	Sig. (2 tailed)
Post-test	16.984	44	.000

After calculating the students' score of the posttest of the two group s the final result, the researcher found that the t-observed was 16.984 by probability sig (2 tailed) was 0.00 or the probability is less than 0.05 as the level of significance (0.000 < 0.05) and with the degrees of freedom 44. This means that there was a significant difference between experimental class and control class. On the other word, the learning vocabulary of experimental group was significantly higher that control group. The result of post-test showed that the statistical hypothesis of H_0 was rejected and the statistical hypothesis of H_1 was accepted.

In this section, the discussion deals with the technique applied in teaching material to develop the English vocabulary through semantic feature analysis technique.

b) **The students' achievement in learning vocabulary using semantic feature analysis**

The use of semantic feature analysis as a teaching medium gave a good effect in building up the students' vocabulary. When the pretest was given, the students showed that there was a significant difference between experimental class and control class. In other words, teaching English vocabulary using semantic feature analysis technique to experimental class was significantly higher than control class. Teaching English by using semantic feature analysis technique improve the student's achievement in vocabulary. This supported Harjono in Febrinayanti (2010) state that teaching by using technique is able to become the teaching process creative and interesting.

Based on the students' work in pre-test of both experimental and control class the researcher analyzed that the most students had low achievement vocabulary. In control class the mean score of pos-test was also higher than the mean score of pretest (60.27>58.98) but the different was not statistically significant because probability value was higher than alpha (.198>0.05).

On contrary, in experimental class, based on the description of the data collected through test as explained in previous section shows that the students' achievement in vocabulary increase significantly. It was supported by the mean score rate of result of the students' pretest and posttest of experimental class. The means score of pretest and posttest of experimental class were 57.64 and 76.09 an the standard deviation were 5.741 and 5.116.

In analyzing the students' result in pretest and posttest of each group, the researcher also compared the students' result combining the class. The researcher compared the students' result of posttest in control and experimental class. The result (table 3) shows that the ability of students in pretest both control and experimental group were in the mean score 58.98 and 57.64. On the contrary, in posttest of both control class and experimental class, the students mean score were 60.27 and 76.09 (table 4). This means the ability of the students both group was different after given treatments. It is concluded that using semantic feature analysis improve the students vocabulary than using conventional way applied in control class.

Based on the students' result obtained and stated in findings and discussion above the researcher used t-test inferential statistic through SPSS version 17.0 program to the test of hypothesis, based on statistic that shown in table 6 it is concluded that the probability value is lower than alpha (α) (.000<0.05). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was significant difference before treatment in pretest and after treatment in posttest. In other words, there was an improvement on the students' vocabulary achievement between posttest in experimental class and control class after the treatment. Then it is concluded that semantic feature analysis is able to give greater contribution for the students'.

Shortly, teaching vocabulary by "using semantic feature analysis" is better to be applied because it can improve the students' achievement significantly greater the conventional technique used in control class.

5. CONCLUSION

This chapter consists of two sections, one is conclusion, which was based on the research findings and the conclusion the other one is suggestion, which was based on the conclusion proposed.

Based on the findings and discussion, the researcher puts forward the conclusion as follows: The implementation of semantic feature analysis technique was significant. This was indicated by the means score they got in pretest which was 58.98 and 57.64 before treatment in both of control class and experimental class which relatively the same. While in posttest the mean score was 58.84 in control group and 76.44 in experimental class after treatment, it means that the score increases about 17.6 point. The result of hypothesis testing showed that the difference of mean score above was significant (0.000 < 0.05) it means that the use of semantic feature analysis technique is more effective that conventional technique in teaching English.

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