

ABSTRACT

Inani. The Effect of Semantic Feature Analysis, Frayer Model and Contextual Redefinition Strategies on Students' Vocabulary Mastery. A Thesis. English Applied Linguistics Study Program Postgraduate School State University of Medan. 2010.

This research was aimed at finding whether the use of semantic feature analysis, frayer model and contextual redefinition strategies had significant effect on students' vocabulary mastery and to examine which one of these strategies was the most effective strategy on students' vocabulary mastery. This research was conducted to the Senior High School Nurul Islam, Pematang Siantar, using experimental method with factorial design. Ninety students were taken as a sample with random sampling. The instrument used to measure the students' vocabulary mastery was a multiple choice test consisting of 60 questions with each four options (a, b, c and d). The reliability of the test was 0.8049 using KR-21. The data analysis was One- Way Analysis of Variance (ANOVA) at the level of significance $\alpha = 0.01$. The hypotheses test showed that there was an effect on students' vocabulary mastery among those who were taught by using semantic feature analysis, frayer model and contextual redefinition strategies ($F_{\text{observed}} = 18.3 > F_{\text{table}} = 4.82$). The Newman-Keuls was applied to find out the strategy which had the most significant effect. The findings reveal that contextual redefinition strategy was the most effective strategy followed by semantic feature analysis strategy and frayer model strategy. Finally, from the statistical analysis the writer concluded that using contextual redefinition strategy affected students' vocabulary mastery significantly. The use of semantic feature analysis, frayer model and contextual redefinition strategies offer variations in teaching English, especially teaching English vocabulary.