

**IMPROVING STUDENTS' VOCABULARY THROUGH SEMANTIC  
MAPPING STRATEGY IN EIGHT GRADE  
OF MTs ISLAMIYAH MALO IN ACADEMIC YEAR 2018/2019**

**SKRIPSI**



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IKIP PGRI BOJONEGORO  
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**LEGITIMATION**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

As the general language learning, English has four language skills that should be mastered too, such as listening, speaking, writing and reading. Besides, there are some aspects in English learning that should be mastered by the students such as vocabulary, pronunciation, and grammar or structure.

Language skills need the enough vocabulary mastery. Without enough vocabulary, the students will not be able to convey or accept the message effectively. Vocabulary learning should be done effectively, contextually, appropriate with the communication purpose, meaningful in daily life and it is done actively, creatively and enjoyable ( National Institute Literacy, 2006: 126 ).

Harmer in Kurniawati ( 2011:15 ) states that vocabulary is one aspect in English. It is very important for studying English. The student who just learnt grammar without vocabulary will be difficult to convey what he or she wants to say. However the student who just learn vocabulary or just read text or open dictionary will be able to say something.

Furthermore, the definition of vocabularies are the words that are taught in the foreign language. Vocabulary refers to the word that should be understood to communicate effectively ( Ur in Hidayati, 2007:7 ).

Based on that statement , it can be concluded that vocabulary is the first thing in English mastery. Because a language, especially English can be formed from combination of some vocabularies. Without vocabularies nothing can be conveyed ( Wilkins in Nurzaman, 2004:89 )

Learning a language cannot be separated from vocabulary learning. By mastering vocabulary, the students will be able to master four language skills that are listening, speaking, reading and writing. In Curriculum 2004, it is explained that the standard of vocabulary mastery for every stage is different, that is :

1. The standard of mastery 500 – 1500 vocabularies involve the category of the first reader with the educational stage of Elementary School until Junior High School.
2. The standard of mastery 1500 – 3000 vocabularies involve the category of the middle reader with the educational stage of Senior High School.
3. The standards of mastery that more than 3000 vocabularies involve the category of the advanced reader with the educational stage of University.

Based on the standard of vocabulary mastery above, It can be known that vocabulary mastery in eight grade students of MTs Islamiyah Malo is low, because the number of vocabularies that are mastered is 300 – 500. The problem of vocabulary mastery faced by eight grade students of MTs Islamiyah Malo is they cannot remember about the vocabulary that has been taught. It means that they forget it easily.

So that, this study develops the strategy of English learning especially in vocabulary aspect to improve the students' vocabularies. First, the teacher gives an example of one main vocabulary and then the students should be able to develop and mention the vocabularies related on the main vocabulary mentioned.

#### **B. Statements of The Problem**

Based on the background of the problem above, the writer write statements of the problem :

1. Can the students absorb the material through Semantic Mapping Strategy?
2. How does Semantic Mapping Strategy improve the students' English vocabulary?

#### **C. Objectives of The Study**

1. To know whether the students can absorb the material through Semantic Mapping Strategy.
2. To know how the students can improve and add their vocabularies through Semantic Mapping Strategy.

#### **D. Limitation of The Study**

This study is limited to eight D class of MTs Islamiyah Malo in academic year 2018/2019 and focussed on the application of semantic mapping strategy to improve students' vocabulary.

## **E. Significance of The Study**

### 1. For teacher

The result of this study is expected to be a reference in English learning in the class. With this study teacher can know whether the strategy can improve learning in the class.

### 2. For students

This study is expected to improve students' creativity in the class because they are demanded to develop the vocabularies related the main vocabulary that given.

### 3. For school

This study is expected to give the benefit reference in learning improvement and teacher professionalism in teaching English.

## **F. Definition of Key Term**

Vocabulary is the most important aspect to communicate the ideas especially in English. ( Fauziati, 2006 ).

Semantic Mapping Strategy is an effective technique for teaching vocabulary and textual patterns of organization and it is also effective to improve creative thinking skills. ( Zaid in Emor, 2005 ).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Definition of Vocabulary**

Vocabulary is the most important aspect in English. Without it, someone cannot communicate effectively or express ideas in both oral and written form, because we think with the words. We also speak, listen, read and write with the words. Words help us to communicate our ideas and they also help us to understand other people's ideas. It is implied that vocabulary takes an important role in improving our skills in English (Fauziati, 2006 : 155).

Vocabulary mastery is one of the component to master English as foreign language, it means that the students have ability in understanding, using the words and meaning. The students not only know the words, but also their meaning. Vocabulary is one of the early literacy skills, there is important for student to have in order they capable to read. If the children have more vocabularies, it can be easier for them to understand and know about what they read. So, if the students have more vocabularies, they can be interact with other people (Zulfandi, 2005).

Vocabulary is the first thing which should be taught because the lack of vocabulary can be measured through the students' capability in using them in written and spoken. Besides, vocabulary is one of the important factors in all language teaching, because students must learn the

words as they learn structure and pronunciation continually. (Emor, 2002).

From the definitions above, it can be concluded that vocabulary is a set of words which is used in a language. Meanwhile, vocabulary is one of the component of a language where there is no language without words. From that statements, vocabulary mastery is important in language teaching beside grammar and pronunciation.

## **B. The Types of Vocabulary**

Some experts have classified types of vocabulary. According to Nation (2001), there are two kinds of vocabulary. The types of vocabulary is divided beside on the vocabulary knowledge, namely receptive and productive vocabulary. The types of vocabulary will be discussed below.

### **1. Receptive Vocabulary**

Receptive vocabulary is word that the learners recognize and understand when they occur in context, but cannot produce correctly. It is vocabulary that they see in reading context, but do not use it in speaking and writing. The receptive vocabulary is also called as a passive process, because the learners only receives thought from others. In language application, the receptive is considered the basic vocabulary. It is much larger than productive vocabukary because the there are many words recognized when the learner hears or reads but do not use when he or she speaks or writes.



## 2. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary can be addressed as an active process, because the learners can produce the words to express their ideas to others.

Harmer (2007) states that there are two types of vocabulary, they are as follows :

- a. Active vocabulary refers to the vocabulary that the students have been taught or have learned and which they are expected to be able to use.
- b. Passive vocabulary refers to the vocabulary that the students do not frequently use but can be recognized and understood the meaning both in textual and oral context.

Meanwhile, Good in Rohani (2011) divides vocabulary into four kinds, as follows :

- a. Oral vocabulary consisting of words, which are actively used in speech. The significance of character of oral vocabulary is actively used by the speakers and in unrehearsed situation.
- b. Writing vocabulary consisting of words which are actively used in writing since it is not under the constraints of time.
- c. Listening vocabulary is the stock of words to which one responds with meaning and understanding in writing of others.

d. Reading vocabulary is the stock of words which are recognized because it is used in textual context.

Moreover, according to Heriyawati (2010) there are two kinds of vocabulary: high and low frequency vocabulary. High frequency vocabulary is one which often used by the speakers, such as book, apple, chair and table. Meanwhile, low frequency vocabulary is one which is rarely used by the speakers, usually called difficult vocabulary because the vocabulary is unfamiliar for the listeners. For examples aardvark which is the name of animal.

In this study, the writer assesses the students' vocabulary by using multiple choice completion. The writer uses this kind of test because it is easy in scoring. If she uses simple completion, the writer should analyze the word, whether it is full text or less text and it influences the scoring. So, the writer thinks that uses simple completion is more difficult than multiple choice one.

Based on some types of vocabulary above, in this study the writer uses types of vocabulary according to Heriyawati, that is divided into two kinds that are high and low frequency. The writer thinks that this kind is easier in teaching vocabulary for the students.

### **C. The Important of Vocabulary**

Words are indispensable for human communication and activity, the joys, sorrow and frustration. It is clear for us that the words enable to understand the people and word around us. Indeed the better our understanding or knowledge of words, it is better to choose the words to

express the idea. In brief, a good knowledge of words help us to communicate with people all over the world and find all information from many sources to enrich our knowledge.

Harmer (2007) stated that teaching of English vocabulary as a second material in the process of learning, and he said that teaching old vocabulary continuously is more important than teaching new vocabulary everyday. It means that the vocabulary which the learners have known or learned must always be used in their daily life. After the learner are accused with the old vocabulary ( can use it in conversation ), the teacher can give them the new ones. In this sense, the learners frequently are able to understand a number of vocabularies in one subject within one week.

**D. The Aspects of Learning Vocabulary**

Mr. Kent (2015) devided aspect of vocabulary into eight kinds, they are : Pronoun, Adjective, Noun, Conjunction, Adverb, Verb, Interjection and Preposition.

**1. Pronoun**

Mr. Kent (2015:50) states that pronoun is word that used instead of noun, so that noun should not be repeated. Pronoun is divides into 4 kinds, as follows :

**Table 2.1 Pronouns**

PRONOUN				
Personal		Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
Subject	Object			
I	Me	My...	Mine	My self
You	You	Your...	Yours	Yourself/yourselfs
We	Us	Our...	Ours	Ourselves
They	Them	Their...	Theirs	Themselves
She	Her	Her...	Hers	Herself
He	Him	His...	His	Himself
It	It	Its...	-	Itself

<https://www.wilenglish.com/wp-content/uploads/2018/01/Table-of-Pronoun->

[Kursus-bahasa-Inggris-online-gratis.jpg](#)

a. Subjective Pronoun

Subjective pronoun is used instead of noun when it is as subject, such as I, you, we, they, he, she and it.

Example : **I** bought some bags yesterday.

**She** gives me a cake today

b. Objective Pronoun

Objective pronoun is used instead of noun when it is as object, such as me, you, us, them, him, her and it.

Example : Uncle Joe gives **me** a bicycle today as my birthday's gift

Miss Zumy suggests **them** for studying English diligently

c. Possessive

Possessive is kind of pronoun that shows the possession of something. It has to kinds, they are :

1) Possessive Adjective

It is kind of possessive and following by the nouns after it. Pronoun that involve in this kind are my, your, our, their, his, her and its.

Example : The teacher told the students to open **their** books.

He stood there, **his** eyes closed and **his** hands in **his** pocket.

2) Possessive Pronoun

It is kind of possessive and it is used without following by the nouns after it. Pronouns that involve in this kind are mine, yours, ours, theirs, his, hers and its.

Example : Can I borrow your key? I can't find **mine**

This coat is **yours**, right?

d. Reflexive Pronouns

Reflexive is kind of pronoun showing that the action of the verb is performed on the subject. There are some pronouns in this kind such as myself, yourself/yourselves, ourselves, themselves, himself, herself and itself.

Example : We got out of water and dried **ourselves**

I cut **myself** shaving this morning.

Besides, reflexive can be used as *emphasisers*. It means that person or thing or no body or nothing else and used by oneself can do something without help or do it alone.

Example : The manager spoke to me by himself (*emphasiser*)

Do you need help? ~ No, thanks. I can do it by myself

## 2. Adjectives

Adjective is word that describes a noun. In general, adjective is used to identify the characteristics of the noun.(Mr. Kent, 2015:55). Most adjectives can go in two main places in a sentence.

a. Attributive adjective, where the adjective followed by noun and put before the noun.

Example : The **new** secretary does not like me

He is going out with a **rich** businesswoman

b. Predicative adjective, where adjective put after linking verbs ( some verbs are used to link or join an adjective or noun complement to a

subject ). Common linking verbs are : be, seem, appear, look, sound, smell, taste, feel, become and get.

Example :I feel **unhappy**

He seems **angry**

**Table 2.2The Examples of Adjective**

Big	Small	Large	Narrow
Young	Skinny	Slippery	Short
Long	Tall	High	Old
Afraid	Healthy	Happy	Deep
Polite	Good	Beautiful	Pure
Lovely	Perfect	Wonderful	Silly
Cool	Angry	Handsome	Dark
Generous	Nice	Warm	Easy
Slow	Fast	Important	Cheap
Expensive	Poor	Rich	Proud
Difficult	Diligent	Glad	Ready
Thin	Fat	Young	Clean
Dirty	Innocent	Calm	Cute
Brainy	Lazy	Honest	Careful

### 3. Noun

According to Michael Swan (2005), noun is word that shows name of person, place, thing or concept. In English sentence generally, noun is used as :

#### a. Subject

As subject, noun is put before verb. It indicates that noun does the work.

Example :**Anisa** sings beautifully

b. Object

As object, noun is put after verb or preposition.

Example : He eats a **cake**

Based on the exist, there are several kinds of noun, as follows :

1) Concrete Nouns

Concrete nouns are nouns which refers to people and things that exist physically and can be seen, touched, smelled, heard or tasted.

Examples : Building, coffee, tree, rabbit, rain, beach etc.

Concrete noun is divided into 4 kinds, as follows :

a) Proper Nouns

Proper nouns are names that identifies a particular person, place and thing. In general, proper noun shows name of person country, city, school or company and written in capital letters.

Examples :Steven, Sidney, Airlangga University, CV. Budi  
Utama, etc.

b) Common Nouns

Common nouns are nouns that refers to people or things in general.

Examples : Boy, country, bridge, city, etc.

c) Collective Nouns

Collective nouns are nouns which stand for groups of people or things. In American English, most collective nouns are treated as singular, with a singular verb.

Example : My **family has** decided to move to New York

While in British English, collective nouns can be singular or plural verbs and pronouns.

Example : The **team is/are** going to lose

#### d) Material Nouns

Material nouns are nouns that state materials even though raw substance or basic substance, mine substance and etc. on the other wurd, material nouns are the raw elements or objects existing in nature.

Examples : Silver, gold, copper, bronze, iron, diamond, water and etc.

#### 2) Abstract Nouns

Abstract nouns are word that name things that are not concrete and five physical senses cannot detect them. Abstract nouns can be made from verb, adjective even from noun itself. Here the examples of abstract nouns :

##### a) Abstract nouns from verb :

Deliver : Delivery

Repeat : Repetition

Expect : Expectation

Argue : Argument

Fly : Flight

Measure : Measurement

Differ : Difference



Admit : Admittance

Complain : Complaint

b) Abstract nouns from adjective :

Ill : Illness

Kind : Kindness

Beautiful : Beauty

Honest : Honesty

Patient : Patience

Ambitious : Ambition

c) Abstract nouns from noun itself

Champion : Championship

Friend : Friendship

Brother : Brotherhood

While based on the number, nouns are divided as follows :

1) Singular Nouns

Singular nouns are nouns show that the number of noun meant are one. In general singular, nouns always began with article a and an, especially for countable nouns and have not known yet certainly.

Example : A house            A university

                 An egg            A bag

## 2) Plural Nouns

Plural nouns are nouns that the number of nouns meant are more than one. Plural nouns are made from singular nouns with some ways :

### 1. Adding –s at common singular nouns

Horse	horses	book	books
Dog	dogs	table	tables
Grape	grapes	apple	apples
Window	windows	guava	guavas
Door	doors		
Cat	cats		

### 2. Adding –es at singular nouns ending in –o

Mango	mangoes	buffalo	buffaloes
Potato	potatoes	volcano	volcanoes
Tomato	tomatoes	hero	heroes
Echo	echoes		

But in some nouns that ending in –o, the plural forms are made by adding –s.

Commando	commandoes	zoo	zoos
Eskimo	Eskimos	piano	pianos
Kilo	kilos	radio	radios

### 3. Adding –es if the singular ends in –sh, –ch, –s, –x or –z

Crash	crashes
Church	churches

Bus	buses
Box	boxes
Buzz	buzzes

4. If the singular ends in consonant + y, the plural is normally made by changing y into i and adding –es.

Lady	ladies	Ferry	ferries
Baby	babies	Party	parties
Fly	flies	City	cities

5. If the singular ends in vowel + y, the plural is made by adding -s

Day	days	boy	boys
Donkey	donkeys	key	keys
Toy	toys		

6. If the singular ends in –f or –fe, the plural is made by changing –f or –fe into –ves.

Calf	calves	shelf	shelves
Elf	elves	leaf	leaves
Knife	knives	thief	thieves
Wife	wives	wolf	wolves
Life	lives	self	selves

7. Foreign Plurals

Some words that come from foreign language have special plurals. Examples :

<b>Singular</b>	<b>Plural</b>
Analysis	analyses ( Latin )

Appendix	appendices ( Latin )
Bacterium	bacteria ( Latin )
Basis	bases ( Greek )
Cactus	cacti ( Latin ) or cactuses ( Less Common )
Corpus	corpora ( Latin )
Crisis	crises ( Greek )
Criterion	criteria ( Greek )
Diagnosis	diagnoses ( Greek )
Formula	formulae ( Latin ) or formulas
Fungus	fungi ( Latin ) or funguses
Hypothesis	hypotheses ( Greek )
Nucleus	nuclei ( Latin )
Oasis	oases ( Greek )
Phenomenon	phenomena ( Greek )
Radius	radii ( Latin )
Stimulus	stimuli ( Latin )
Vertebra	vertebrae ( Latin )

8. Plural with no singular forms

Cattle is a plural word used to talk collectively about bulls, cows and calves. It has no singular.

Example : The cattle are suffering from a disease called BSE

The other examples of this plurals are :

Police                      glasses

Staff                         spectacles

Trousers            jeans

Scissors

Based on the kind, noun can be grouped into :

#### 1) Countable Nouns

Countable nouns are the names of separate objects, people, ideas and etc. that can be counted. We can use numbers and article a/an with countable nouns.

Examples : A cat                    three cats

   An orange            two newspapers

   A newspaper

#### 2) Uncountable Nouns

Uncountable nouns are the names of materials, liquids, abstract qualities. We cannot use number with uncountable nouns.

Examples : A water                    ( False )

   A glass of water            ( True )

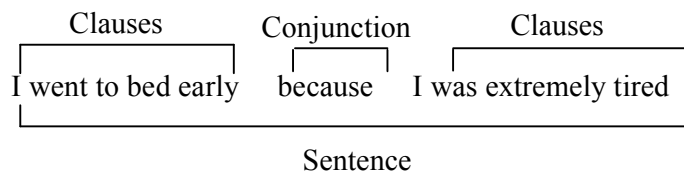
   A coffee                    ( False )

   A cup of coffee            ( True )

### 4. Conjunction

Conjunctions are words that join clauses into sentences. (Michael

Swan:2005)



Conjunctions not only join clauses together, but also show how the meaning of two clauses are related.

Example : We brought the food and they supplied the drink

She was poor but she was honest

## 5. Adverb

Adverb is the word that adds information to a verb, adjective and phrase. (Mr. Kent, 2005 : 81)

Example : They came **here**last night

There are some kinds of adverb, as follows :

### a. Adverbs of Manner

Adverbs of manner say how something happens or is done. In general, adverb of manner is made by adding **-ly** in the end of adjective

Example : She reads the newspaper **slowly**

But in some case, adverbs of manner do not use **-ly** in the end.

Example : You speak English **well**

### b. Adverbs of Place

Adverbs of place are used to state the place where the action happened. Here the examples of adverb :

Here	there
Upstairs	around
Out of window	at the end of the garden
Etc.	

### c. Adverbs of Time

Adverbs of time are used to state the time when the action happened.

d. Adverbs of Certainly

The examples of this kinds are probably, certainly, definitely, clearly and obviously.

Example : He **probably** thinks you do not like him

It will **certainly** rain this evening

e. Adverbs of Completeness

The examples of this kinds are completely, practically, almost, nearly, quite, rather, partly and hardly.

Example : I have **completely** forgotten your name

It was **almost** dark

## 6. Verb

Verb( Mr. Kent, 2005 : 90) is word or phrase that express an action or an event or a state.

Examples : write, bring, run, cry, read, walk and etc.

There are some kinds of verb, as follows :

a. Infinitive Verbs

Infinitive verbs are basic form of a verb without inflection.

Usually in English used with or without to.

Example : Let him **go**

Allow him **to go**

b. Regular and Irregular Verbs

Regular Verbs are the inflection of verbs by adding -d or -ed at infinitive verbs to make second verb ( Past Tense ) and third verb (Past Participle). Here the examples of regular verb :

<b>Infinitive</b>	<b>Past Tense</b>	<b>P. Participle</b>	<b>Meaning</b>
Admire	admired	admired	memuji
Admit	admitted	admitted	mengakui
Explain	explained	explained	menjelaskan
Smoke	smoked	smoked	merokok
Wash	washed	washed	mencuci
Play	played	played	bermain
Walk	walked	walked	berjalan
Kick	kicked	kicked	menendang

Meanwhile, irregular verbs are the inflection of Past Tense and Participle have no specific role as regular verbs.

<b>Infinitive</b>	<b>Past Tense</b>	<b>P. Participle</b>	<b>Meaning</b>
Become	became	became	menjadi
Begin	begin	begin	mulai
Cut	cut	cut	memotong
Dig	dig	dig	menggali
Forget	forgot	forgot	melupakan
Hide	hid	hidden	menyembunyikan
Make	made	made	membuat
Run	run	run	berlari
Send	sent	sent	mengirim
Write	wrote	written	menulis
Teach	taught	taught	mengajar



c. Auxiliary Verbs

Auxiliary verbs are verbs used with main verbs to show tense and to form question. It can be said as modal auxiliary. The words involve in this auxiliary are can, could, may, might, must, will, would, shall. Should, ought to, do, does, did, am, is, are was, were, be, been, have, has, had, dare, need and used to.

Example : **Shall** I tell him what I think?

d. Linking Verbs

Some verbs are used to join an adjective or noun complement to a subject can be called as “linking verbs“ or “copulas” or “copular verbs”. Common examples are be, seem, appear, look, sound, smell, taste, feel, become, and get. Usually, after linking verbs are adjectives, not adverbs.

Examples : He **seems** Intelligent

e. Transitive Verbs

Transitive verbs are the verb that need an object. The verbs of this kind will not have the full meaning without object.

Example : She **buys** a new book

f. Intransitive Verbs

Intransitive verbs are the verbs that have not object, because this verbs have the full meaning even though without object.

Example :The sun **rises** in the east

## 7. Interjection

Interjection is word or phrase spoken suddenly to express an emotion, such as happiness and sadness.

Example : Oh my God!

How wonderful!

Bravo!

Aha!

Ahhh!

Wooww!

## 8. Preposition

Prepositions are words that used before a noun or pronoun to show place, position, time or method. There are some kinds of preposition such as before, behind, below, beside, besides, between, but, about, above, across, after, among, around, at, during, for, from, in, into, inside, in front of, near, on, onto and outside. (Michael Swan: 2015)

Example : I sat **beside** him last night

## E. Testing Vocabulary

Along with Herold (2007), the purpose of vocabulary test is to measure the comprehension and productive of word used in speaking and writing. There are four general kinds of vocabulary test as following :

### 1. Limited Response

Limited response is for beginner. Their test items are either a simple physical action like pointing at something or simple answer such as yer or no.

## 2. Multiple Choice Completion

Multiple choice completion is a test in which a sentence with a missing word is presented. Students choose one of four vocabulary items given to complete the sentence.

## 3. Multiple Choice Paraphrase

Multiple choice paraphrase is a test in which a sentence with one word underlined is given. Students choose one of four words in the closest meaning to the underlined items.

## 4. Simple Completion (Word)

Simple completion is word that students write in the meaning of parts of words that appear in the sentence. Test in simple term is a number measuring person's ability, knowledge, and performance in a given domain.

### **F. Definition of Semantic Mapping Strategy**

Semantic mapping is a process of constructing visual displays of categories and their relationship. It is a categorical structuring of information in graphic form in teaching vocabulary. It can be used as a tool for student to discover the relationship between vocabulary word. (Yuruk, 2012)

According to Zaid in Emor (2012), semantic mapping is an effective technique for teaching vocabulary and textual patterns of organization and it is also effective to improve reative thinking skills. In general definitions, semantic mapping is a visual representation of knowledge and as a picture of conceptual relationship.

Thuy (2010) states that semantic mapping has been usually for :

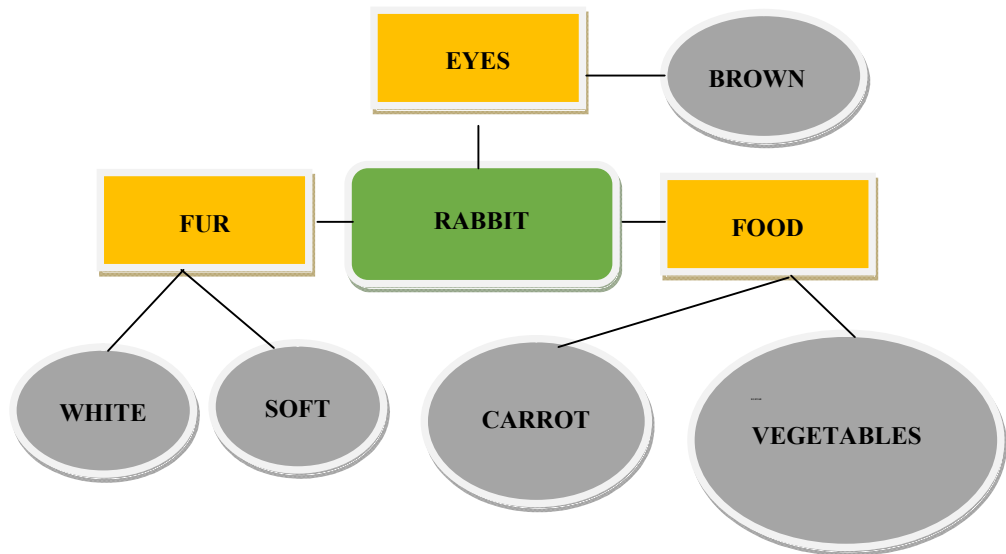
1. General vocabulary development
2. Pre and post-reading
3. Teaching a study skills
4. A link between reading and writing instruction
5. An assessment technique

In this strategy, students are asked to think of ideas or words related to the central word. For example, the teacher gives elephant as the central word. He or she asks the students to think of the word related with it. Students may come up with words such as big, trunk, four legs, brown, land and so on. After that the teacher and the students categorize the words. The categorize can be habitat, size and physical characteristics.

Based on Johnson and Pearson in Thuy (2010) there are some strategies of semantic mapping in teaching vocabulary as followed :

1. Write a key word or topic related to classroom work on a sheet of paper, the blackboard or a transparent slide
2. Encourage the students to think of as many words as they can that are related to yhe selected key word or topic
3. Guide the students to list the words by categories
4. Have students' label categories
5. Discuss the relationship between those words

**Picture 2.1 The Sample of Semantic Mapping**



So, it can be conclude from the definitions above that Semantic Mapping Strategy is a strategy that used to improve students' vocabulary where the students are demanded to develop and mention some vocabularies that related on the main vocabulary that given. The vocabulary can be included habitat, size and physical appearance in animal.

#### **G. Teaching Vocabulary Using Semantic Mapping Strategy**

Generally, teaching is a graduate process when teachers deliver knowledge to the students using several methods, techniques and strategies in order to improve students' skills in doing everything. A good teacher should know how to improve students' skill and how to present material in order to suit the aim prescribed in the curriculum.

Yuruk (2012) assures that in a foreign language learning context, it cannot be denied that vocabulary is an element of great importance and emphasized to a great extent. When this importance of vocabulary learning

is taken into consideration, we cannot skip the role of learning strategies in vocabulary learning and teaching. Another benefit of using strategies could be that. Once, this ability gains, students may transfer the vocabulary to other language skills. So, vocabulary learning strategies are recognized as a way to empower students to take control of responsibility for their vocabulary learning. Vocabulary learning strategies may help the students to learn and remember words in learning a foreign language. By using semantic mapping strategy, students can improve their mastery in vocabulary learning.

Moreover, Yuruk (2012) states that semantic mapping requires the teacher and the learners to build up a diagrammatic map, which indicates the associations between vocabulary suggested by the teacher and vocabulary by the students. Semantic mapping also assists to learn unknown words through known words in a semantically related networks.

#### **H. Previous Study**

There are some studies related to improve students' vocabulary through semantic mapping strategy that have been done by other writers before. The first study of using semantic mapping strategy in teaching students' vocabulary had been done by Cut Meurak Bulan Aflah Aksyah that was "The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary". This study explains about the application of semantic mapping in teaching vocabulary. She conducted the observation started on January 12<sup>th</sup>, 2017 to January 21<sup>st</sup>, 2017 in order to get information of using semantic mapping in teaching vocabulary. She

used semantic mapping strategy to teach vocabulary of 9<sup>th</sup> grade in MTs Negeri Tungkop Darussalam, Aceh Besar, because this learning strategy is one of strategy that is hoped to be used in improving students' vocabulary mastery. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary using mapping has higher influence in improving vocabulary mastery. It can be seen from the result of the test before and after using that strategy.

By semantic mapping, it hoped that the student will be interested in learning English especially in vocabulary, then it is easier for the students to memorize or mastery vocabukary. So that, semantic mapping strategy is hoped can enrich students' vocabulary.

The second study with the title "Increasing Vocabulary Mastery By Using Semantic Mapping For The Second Year Students of SMPN 6 Sub District Perhentian Raja ampar Regency" that had been done by Zamroni. He conducted the observation on April to July 2010 to get information how semantic mapping can improve students vocabulary.

The third study is "Enriching Students' Vocabulary Through Semantic Mapping" that had been done by SitiNurVadila. This observation took place at SMK Triguna Utama Ciputat, Tangerang Selatan in I Electro B (I EB) students academic year 2010/2011.

The fourth study with the title "The Effectiveness of Semantic Mapping on Students' Vocabulary Achievement that had been done by Aulia Rahmah at the eight grade students of MTs Islamiyah Ciputat . This

study focused on effectiveness of semantic mapping strategy in improving students' achievement in English.

### **I. Action Hypothesis**

Action hypothesis is proposed in this study has a formula as follows :Semantic mapping strategy can improve students' vocabulary in eighth grade of MTs Islamiyah Malo.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with all of the methods of investigation. It contains some subchapters. They are research design, writer's roles and presence in the study, study setting, study subject, data and data sources, data collection technique, technique of data analysis and the process of experimental teaching.

#### **A. Research Design**

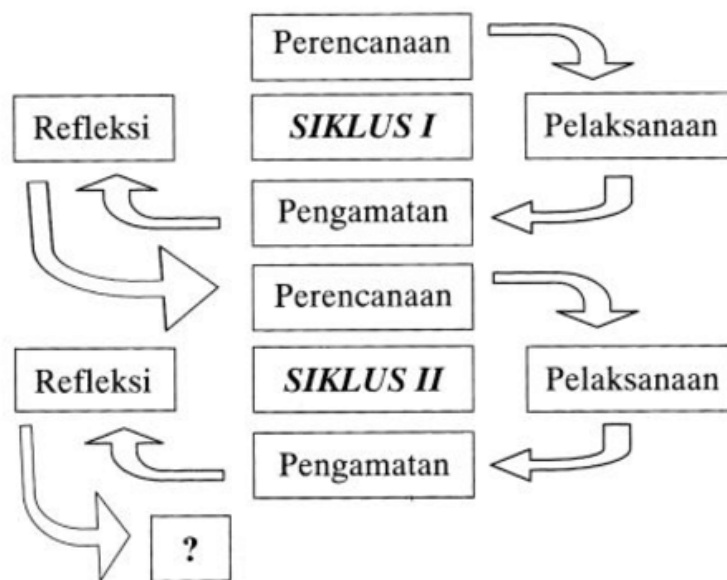
This study uses qualitative and quantitative approach. Qualitative approach deals with how the students understand about the material given. The data will be got from the direct observation and teacher's diary. Quantitative approach deals with the comparison of the result from the test that is done before and after the treatment and questionnaire. According to Gass (2005), quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data, and some sorts of numerical analysis are carried out (e.g., a study comparing students' test results before and after an instructional treatment).

Every study needs a method to make it easier to draw the conclusion and to have a good and satisfied result. Therefore, in order to achieve of the objectives the study, the writer classifies the design of the study, namely Classroom Action Research (CAR). Action research consists of four basic components. As state of Lewin in Arikuto (2006:92), there are four basic steps in action research. They are planning, acting, observing and reflecting. In the planning, there is identifying problem, acting and observing steps,

collecting and interpreting data and acting in evidence of the research. After that reflecting steps, the result is evaluated and it is continued to next.

Classroom Action research (CAR) is a study focused on a specific problem that occurs in a class. It also focused on the processes not only the result. In Classroom Action Research, the English teacher assesses the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment.

In this study, that is used Classroom Action Research (CAR) for improving students' vocabulary at eight D class of MTs Islamiyah Malo. The steps of action research are planning, acting, observing and reflection.



**Picture 3.1. The Design of Classroom Action Research**  
 (Adapted from Kemmis and Mc Taggart in Arikunto)

## **B. The Writer's Roles and Presence in The Study**

In this study, the writer acts as a teacher who implements semantic mapping strategy in students' vocabulary learning. Thus, the writer not only as the writer, but also as a planner, making pre-test, a lesson plan and post-test for each cycles and these responsibilities is accompanied by English teacher at MTs Islamiyah Malo who act a collaborator. Together with the collaborator, the writer see how is the implementation of semantic mapping strategy and students' performance in observing stage, then collecting and analyzing data. After all data are gained, they report the result of the study until reach the criterion of action success which proof the action hypothesis.

## **C. Study Settting**

This study took place at MTs Islamiyah Malo in eight D students academic year 2018/2019. It is located in Jalan Bengawan Solo No. 001, Malo Bojonegoro, East Java. At the present time, the school is led by the headmaster named Drs. H. Moechlisin, M.Ag. MTs Islamiyah Malo was built in 1980-1981. The total number of students in academic year 2018/2019 is 457 studentsthe seventh grade consists of 191 students, the eighth grade consists of 145 students and the nineth grade consists of 121 students. This school has 30 teachers and four of them are English teachers.

The school has many infrastructures used to support teaching and learning process. They include 13 classrooms, library, computer laboratory, administration affair room, teacher's room, principal room, canteen and mushalla. Moreover this school has several extracurricular programs, such as scout, calligraphy, Qori' Hadroh and Muhadloroh.

#### **D. Study Subject**

This study was done for teaching vocabulary to eight grade students of MTs IslamiyahMalo especially in eight D class in academic year 2018/2019. The total of students of the class is 28 students. They are chosen as the subject of the study because of the following consideration :

1. Students achievement in English was not satisfying. It can be seen from the students' score in English test.
2. The students were lack of vocabulary, so they are reluctant to express their ideas.
3. The students cannot give respond what the teacher said because they do not understand about the instruction.

#### **E. Data and Data Source**

The data source of this research was eight D class of MTs IslamiyahMalo which consists of 28 students. They are still considered as young language learners because their age is from 12 until 13 years old. They were chosen as the subject of this study because their vocabulary mastery was poor. The data of the research was obtained quantitative data..While a quantitative data was obtained from the result of pre-test, post-test and questionnaire.

#### **F. Data Collection Technique**

In this study, the instrument used to collect the data are questionnaire and test.

##### **a. Questionnaire**

Questionnaire is given to the students in order to get some informations which related to the students feeling, motivation and interest

before and after they were taught using semantic mapping. It is given after post test. The questionnaire consists of 10 questions. The students were requested to answer the questions by themselves.

b. Test

According to Maulia (2014), test is used to find out how well something works. When used with human beings, testing tells what level of knowledge or skill has been acquired. The test in this study is divided into two kinds, they are pre-test and post test. Pre-test is conducted on the first meeting which has purpose to know the students' basic vocabulary knowledge before the study. Besides, post test is given at the end of treatment. It is to know whether the students' vocabulary is improved after they receive treatment of teaching vocabulary using Semantic Mapping Strategy.

The pre-test will be given at the first meeting. It consists of 20 questions in multiple choices. Some of the questions were in the sentence with the blank words, where the students should fill that blank word with the one of the correct answer that is provided. And the other questions, the students should guess the meaning of the underlined word with choosing the correct answer. Then in the last meeting, the writer do post test to see the development of students' vocabulary that is taught using Semantic Mapping Strategy.

**G. Technique of Data Analysis**

In analyzing the data, from pre-test and post test, the writer use some statistical formulas. According to Sugiyono (2012), there are some steps of

statistical analysis used, namely the range of data, class interval, mean and t-score.

a. The Range of Data

$$R = Hs - Ls$$

Where : R = The Range of The Data

Hs = The Highest Score

Ls = The Lowest Score

b. The Amount of Interval Class

$$K = 1 + 3,3 \text{Log } n$$

Where : K = The Amount of Interval Class

n = The Number of The Student

c. The Length of Interval Class

$$P = \frac{R}{K}$$

Where : P = The Length of Interval Class

R = The Range of Data

K = The Amount of Interval Class

d. Calculating dan tabulating the average score of the students' achievement tests from the pre-test mean and post-test mean.

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

Where :  $\bar{X}$  = Mean

$\sum fx$  = Total Score of Frequency

n = The Number of Sample

e. Finding out the significant difference between the students' achievement before and after using Semantic Mapping Strategy.

Here, the writer calculates it by using t-test.

$$S^2 = \frac{\sum f (X_i - \bar{X})^2}{n - 1}$$

Where : S = Standard Deviation

$\sum f$  = The Sum of Frequency

x = Mean

$\bar{X}$  = The Sum of Squared Score

n = The Number of Sample

f. Counting t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where : t = T-test Score

${}_1\bar{X}$  = Mean of Pre-test

${}_2\bar{X}$  = Mean of Post-test

S<sub>1</sub> = Deviation Standard of Pre-test

S<sub>2</sub> = Deviation Standard of Post-test

n = The Number of Sample

## H. The Process of Experimental Teaching

To get the data, the writer did experimental teaching at MTs Islamiyah Malo by applying Semantic Mapping Strategy for four meetings. The first meeting was used for pre-test to measure the students' ability in vocabulary and the second meeting until the third meeting was for treatment. Finally, the last meeting the writer did post test.

### 1) First Meeting

In the first meeting, the writer gave pre-test to know the students' ability in vocabulary. The test consist of 10 questions. The students were asked to choose the best answer between four choice that related with the

questions mentioned. Then, the writer collected the students' answer sheets.

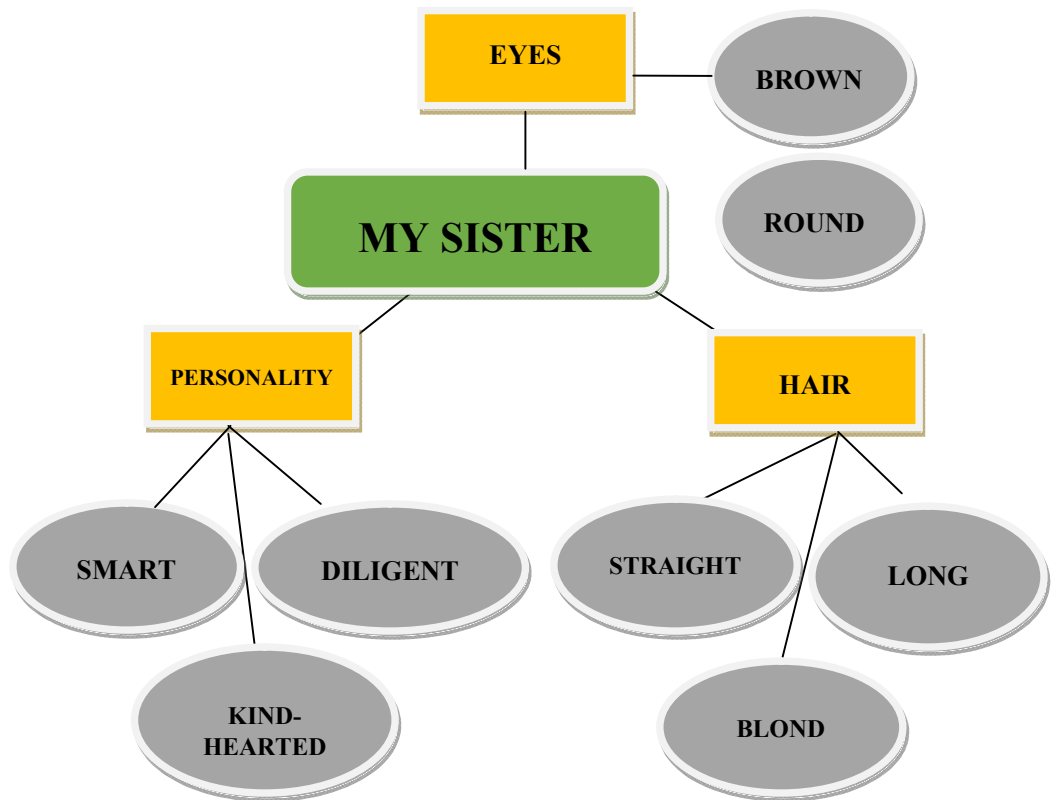
After that, the writer introduced Semantic Mapping Strategy to the students. The writer explained about what Semantic Mapping is and how this is applied in learning vocabulary. In this meeting, the writer gave the example of graphic words that was used in Semantic Mapping.

## 2) Second Meeting

The writer continued teaching vocabulary using semantic mapping strategy. First, the writer called one of the students as representation in giving example of semantic mapping. Then, the writer asked to other students to mention the characteristics of the representation, such as personal appearance, eyes, height and etc. the writer also wrote all students answer on the whiteboard. After that, the writer asked the students to group those words in semantic mapping graphic based on the meaning, such as round and brown in eyes graphic.

Next, the writer gave the descriptive text about "My Sister". In this section, the students were asked to make semantic mapping based on the text. For example see the picture.



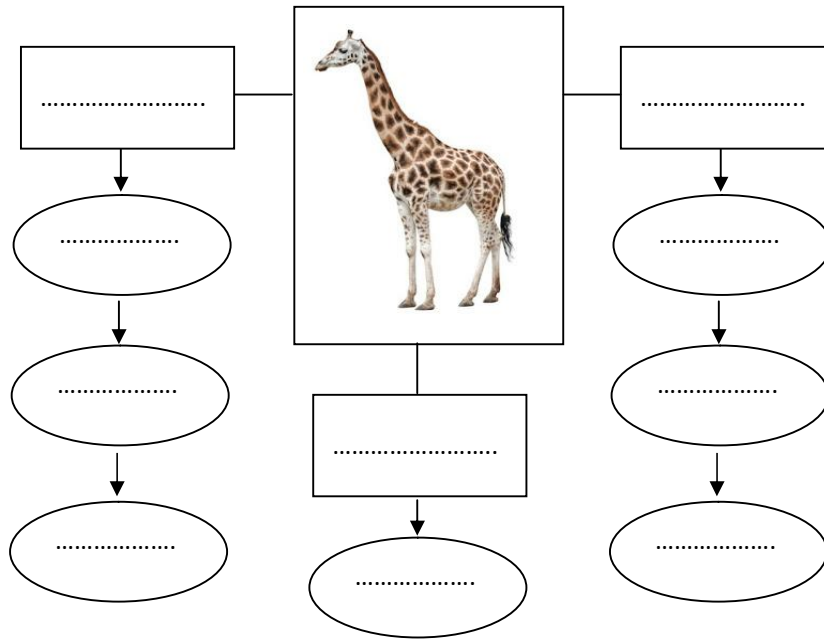


**Picture 3.2. Example of Semantic Mapping About Family**

### 3) The Third Meeting

In this meeting, the writer gave another materials, but still about semantic mapping. The writer wrote the main word about animal to the students. Then, she asked the students to identify it, such as its habitat, personal appearance, food, colour and etc. They should mention some words that related o the main word. After that, the writer wrote them on the whiteboard.

Next, the writer made 5 groups that consisted of 5-6 students. Then she gave the copied sheets of picture to the students. The students should mention some words and make graphic related to the picture. For example see the figure.



**Picture 3.3. Example of exercise related to Semantic Mapping**

The last, after the students finished and collected their assignments, the writer asked one of them to presentate it in front of the class.

#### 4) Fourth Meeting

In the last meeting, post test was given to see the students' improvement in vocabulary after doing some treatments. The post test was similar with the pre-test that consisted of 10 questions and the studets should choose the correct answer between four choice.