

## THE USE OF SEMANTIC MAPPING STRATEGY TO IMPROVE THE SEVENTH GRADE STUDENTS' VOCABULARY

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### ABSTRACT

*This study aimed to find the improvement of students' vocabulary by using semantic mapping strategy at SMP Islam Nurul Ulum II Ngujung. This study was Classroom Action Research. The research subjects were the seventh grade students of SMP Islam Nurul Ulum II Ngujung. There were two cycles that had been done. The data was collected by using interview. The data was in forms of qualitative and quantitative data. Qualitative data was got by interviewing the teacher. The quantitative data was got from the questionnaire and students' scores of pre-test and post-test. Improvement on students' vocabulary mastery. It could be seen from the mean score of pre-test was 46.42%. Then, the mean score of post-test was 78.92%. So, the conclusion of the study was Semantic Mapping Strategy could improve the students' mastery in English vocabulary. In addition, based on the analysis of questionnaires, it revealed that most of the students gave positive responses about Semantic Mapping Strategy in vocabulary teaching. furthermore, Semantic Mapping strategy did not only help students to improve their vocabulary, but also made them find ways to make it enjoyable and easy for them in memorizing the words.*

**Keywords:** vocabulary, semantic mapping strategy

### ABSTRAK

*Penelitian ini bertujuan untuk menemukan peningkatan kosakata siswa dengan menggunakan strategi pemetaan semantik di SMP Islam Nurul Ulum II Ngujung. Penelitian ini adalah Penelitian Tindakan Kelas. Subjek penelitian adalah siswa kelas VII SMP Islam Nurul Ulum II Ngujung. Ada dua siklus yang telah dilakukan. Data dikumpulkan dengan menggunakan wawancara. Data tersebut berupa data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mewawancarai guru. Data kuantitatif diperoleh dari kuesioner dan skor pre-test dan post-test siswa. Peningkatan pada penguasaan kosakata siswa. Itu bisa dilihat dari nilai rata-rata pre-test adalah 46,42%. Kemudian, skor rata-rata post-test adalah 78,92%. Jadi, kesimpulan dari penelitian ini adalah Strategi Pemetaan Semantik dapat meningkatkan penguasaan siswa dalam kosakata bahasa Inggris. Selain itu, berdasarkan analisis kuesioner, terungkap bahwa sebagian besar siswa memberikan tanggapan positif tentang Strategi Pemetaan Semantik dalam pengajaran kosakata. Selain itu, strategi Pemetaan Semantik tidak hanya membantu siswa untuk meningkatkan kosa kata mereka, tetapi juga membuat mereka menemukan cara untuk membuatnya menyenangkan dan mudah bagi mereka dalam menghafal kata-kata.*

**Kata kunci:** kosakata, strategi semantic mapping

## INTRODUCTION

Language is an essential part of communication. As the general language learning, English has four language skills that should be mastered too, such as listening, speaking, writing and reading. Besides, some aspects of English learning should be mastered by the students one of them is vocabulary.

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 (Bonnie, 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.

Some experts have classified types of vocabulary. According to Nation (2001), there are two kinds of vocabulary. The types of vocabulary are divided beside on the vocabulary knowledge, namely receptive and productive vocabulary. Harmer (2007) states that here are two types of vocabulary, they are active vocabulary and passive vocabulary. 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. Mr. Kent (2015) divided aspect of vocabulary into eight kinds, they are: Pronoun, Adjective, Noun, Conjunction, Adverb, Verb, Interjection and Preposition.

There are some ways in testing vocabulary. Herold (2007), the purpose of

vocabulary test is to measure the comprehension and productive of word used in speaking and writing. He stated that there are four general kinds of vocabulary test, that was limited response, multiple choice completion, multiple choice paraphrase, simple completion (word). From the ways above, the writer used multiple choice completion, because it was easy in scoring when testing vocabulary.

There are most problems of teaching English that vocabulary mastery in seventh grade students of SMP Islam Nurul Ulum II Ngujung is low, because the number of vocabularies that are mastered is 300 – 500. The problem of vocabulary mastery faced by eight grade students of SMP Islam Nurul Ulum II Ngujung 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.

On the basis of the background of the study stated, Semantic Mapping Strategy improve the students' English vocabulary in seventh grade of SMP Islam Nurul Ulum II Ngujung. Meanwhile this study was aimed to find the improvement of students' vocabulary through semantic mapping strategy in seventh grade of SMP Islam Nurul Ulum II Ngujung.

This study focused on teaching vocabulary through semantic mapping strategy. The limitation of the study is the writer ask the students to write some words that related to the main word given by the writer. 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. 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.

This study is expected to be a reference in English learning in the class. Besides that, it can be used to improve students' creativity in the class because they are demanded to develop the vocabularies related the main vocabulary that given.

## **METHOD**

The research design of this study was Classroom Action Research (CAR). 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.

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).

SMP Islam Nurul Ulum II Ngujung. This school was located at Jl. Ngujung village No. 40, Malo Bojonegoro, East Java. The subject of this study was seventh grade of SMP Islam Nurul Ulum II Ngujung that consisted of 28 students. This class was chosen because of their vocabulary was poor if compared with the other class.

In this study, the instrument used to collect the data are questionnaire and test. 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. While test, according to Maulia (2014), 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 10 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.

### FINDINGS AND DISCUSSIONS

In this study, it was found that during teaching learning process, the student's quality learning activity in the class was improving and the student's activities more active and enjoy in the class. This situation was happened because of some factors, such as: the student's enthusiasm in learning process improve day by day, there was improvement in student's attention to the writer while explaining the subject, student was active in doing asking and answering the question and doing the activities, although students still make mistake in each work. In this case, some students make mistake in their test in cycle I and the cycle I was not success, so the writer explain again and focus on their mistakes in cycle II until they understand. Because they focus and be careful in test of cycle II, the study is successful.

In this chapter pre-test done before teaching vocabulary to know the students' ability in vocabulary mastery. Because of the scores were poor, so the writer implementated semantic mapping strategy in teaching vocabulary. In the test there were pre-test and post test to measure the students' ability after the implementation of semantic mapping strategy.

In the test, the average scores of pre-test and post-test of the students were 46.42% and 78.92% respectively. It shows that the post-test of the class (78.92%) is better than the pre-test (46.42%). The result of the post-test of the class is higher than of the pre-test. Finally, it found the scores and had be found the final result, it can be seen that semantic mapping could improve students' vocabulary.

In addition, the result of questionnaires shows that most of students gave positive responses in Semantic Mapping Startegy. They agreed that Semantic Mapping Strategy could improve their English vocabularies. They also stated that using Semantic Mapping Strategy motivates them to work together with their friends during learning vocabulary.

### CONCLUSIONS AND SUGGESTIONS

Based on the research findings, the study was concluded that Semantic Mapping Strategy was implemented in teaching vocabulary to the eighth grade students of SMP Islam Nurul Ulum II Ngujung results showed the significant improvement of students' vocabulary ability. It was found that the mean score of pre-test (46,42%) was lower than the mean score of post-test (78,92%) which means that the students' understanding in vocabulary improved significantly.

For the students Semantic Mapping Strategy provides many interesting activities that can be used in teaching and learning vocabulary. For the teachers, this strategy can be used in teaching micro course and the teacher also can apply it when they take the course in the school to make their students easy in learning vocabulary. And the last for the future writer the result of this study can be used as a reference for other writers who want to conduct a similar study in teaching vocabulary.

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