

# IMPROVING STUDENTS' VOCABULARY MASTERY BY USING WORD MAPPING STRATEGY

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## ABSTRACT

The purpose of this study is to improve students' vocabulary mastery using word mapping strategy. This research was conducted using a classroom action research with two cycles, each cycle twice meeting. The research subjects are eighth grade students consist of 18 students. The data collected using test, observation checklist, field note. By using classroom action research, teaching vocabulary mastery using word mapping strategy, it was found that word mapping strategy can improve students' vocabulary mastery. The results of this study indicate that each cycle there is progress in increasing vocabulary mastery. In cycle 1, student score  $\geq 68$  is 55%. And in cycle 2 student scores  $\geq 68$  increased became 67%. Based on the results of the study, it can be concluded that the word mapping strategy is able to improve students' vocabulary mastery at SMP Muhammadiyah 12 Paleran.

**Key Words :** vocabulary mastery, word mapping strategy.

“Vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use” (Evelyn Hatch and Cheryl Brown:1995). Vocabulary is a component that must be mastered in learning English.

Based on the results of interviews with teachers, there are some information that there are many students at SMP Muhammadiyah 12 Paleran who have difficulties in mastering vocabulary. Students have low vocabulary memorization skills,

and students lack practice in vocabulary. So, students find it difficult to understand words or interpret sentences and speak in English. For the results in preliminary study that the average score obtained by students is 58. It concludes that only 33% achieve the standard score, while other 67% fail.

In class the active participation of students is very lacking, because many students are afraid to ask questions when they do not understand. Therefore, the English teacher should find strategy that can

help students to learn vocabulary easily.

Based on the above problem, the researchers conducted a study titled "Improving students' vocabulary mastery by using word mapping strategy at SMP Muhammadiyah 12 Paleran".

The formulation of this research can be formulated as "How can the implementation of word mapping strategy improve vocabulary mastery at SMP Muhammadiyah 12 Palera?" "How can the implementation of word mapping strategy improve students' active participation?"

Vocabulary is much more than just single words. Recent vocabulary studies draw on an understanding of lexis, which in English "refers to all the words in a language, the entire vocabulary of a language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571). Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (p. 4). Teaching vocabulary helps students understand and communicate with others in English.

According to Fries (1974, p.45) there are four categories of English words consisting of:

1. Word content which is divided into verb, nouns, adjectives and adverbs
2. Word function
3. Substitution word
4. Distributed word

In this research, the researcher used content words that include verbs, nouns, and adjectives. Content words are easy to understand for students in vocabulary learning. Word mapping strategy is a strategy

aimed to promote the students' deeper understanding of word through depicting varying relationships between and among words (Antonacci and O'Callaghan, 2012, p. 98).

According to Sinatra, Gemake, and Berg (1984, p. 22-29), word mapping is successfully used for vocabulary instruction with students in the junior grades who were disabled readers.

Word mapping is a visual organizer that promotes vocabulary development; this strategy also assists students in developing broader concepts and definitions, or synonyms/antonyms. Word mapping is a strategy that can improve students' understanding of vocabulary. Word mapping can also be used by students to complete words in various ways. This strategy can help students develop words that use synonyms or antonyms.

According to Graves (2006, p.96) there are the advantages and disadvantages of using word mapping strategy. There are six advantages. First, word mapping is an adaptable strategy for all levels of students and all content areas. Second, it may be used for individuals, small groups or the whole class. Third, it can be created easily and spontaneously on paper, white/black board or on overhead projector. Fourth, students can relate vocabulary words to their own background or experience. Fifth, it involves students in thinking, reading and writing. The last, it engages the students as active learners.

However there are two disadvantages. First, low incidence disabilities (such as visual impairments) Students' for whom the impact of their disability renders this strategy. The last, inefficient (such as intellectual disability) for students with disabilities has an inefficient impact.

According Antonacci and O'Callaghan, (2012, p.95-96), there are 7 steps in the word mapping strategy. Steps to follow include:

1. Select words for vocabulary instruction. Prepare for vocabulary instruction by carefully selecting the words to be taught. Choose words by considering the readings and the words that are key to understanding the text.
2. Project a blank word map on the screen. Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.
3. Write the key words on the word map. In each blank, write and say the key word that will be taught.
4. Use a think-aloud to model how to explore relationships between words. Use the think-aloud strategy to (a) demonstrate how to explore word relationships; (b) think about the meaning of the key word or related words; (c) model how to further the meaning of the word by examples and non examples, or synonyms and antonyms, of the word; (d) find the definition of the word in a glossary or dictionary and find its use in context or a discussion with another student about the word's meaning; and (e) draw a picture of the word to illustrate its meaning in context.
5. Record ideas that have been used to explore the word meanings and relationships. During the think-aloud, record information about the word in the appropriate space on the word map.
6. Students are directed to use the word maps during and after reading to add information about the key words. Students use the word maps for recording new information while they are reading. After reading, they may further develop their word meanings by looking for dictionary definitions, drawing pictures of words, and adding new words from their readings.
7. Students share their maps with others. Have students share their maps with the class. During this sharing period, students use the

information on their word maps to develop and expand the class map. Students write new information on the group

map and are encouraged to revise their own word maps to incorporate these new ideas

## METHOD

This research was conducted to improve students' vocabulary mastery using word mapping strategy. In this study, the researcher chose eighth grade SMP Muhammadiyah 12 Paleran as the subject. This research uses classroom action research. Kunandar (2011, p.46) stated "classroom action research is an activity carried out by the teacher in his own class by designing, implementing, observing and reflecting actions through several cycles in a collaborative and participatory manner which aims to improve or improve the quality of the learning process in his class". Kemmis and McTaggart in Arikunto (2008, p.16) explains that it consists of four stages of activity namely: Planning, action, observing, and reflection. If in cycle 1 the test results are not reached, then continue with cycle 2, but if in cycle 1 the results have reached the target then there is no need to carry out the next cycle.

The instrument in this research, the researchers used a test to measure the level of students' ability to understand a particular material with different treatments. Data collected from tests and field notes. The test given by the researcher is a multiple choice test to measure how effective the strategy used

to improve students' vocabulary mastery.

Field notes is a note made by the researcher to record information obtained when conducting research, and checklist is intended to help researchers to observe a class.

The criteria of success are used to determine whether the actions taken have been achieved or not. Success of criteria are used to find out whether the action taken has been achieved or not. The standard score for English from school is 75 but the researcher has a standard score of 68, because the standard score from school is too high is 75. While the vocabulary mastery possessed by students is still lacking. The data from preliminary study is only 58. Therefore, the researcher was positive that this study could improve the average score by 10 points. The action can be considered successful if the average score is 68 of students reach a target score of 68.

In this study, the researcher used the validity of the test. Validity tests can be said to be valid if the instrument used can measure what you want to be measured. According Suharsimi Arikunto (2008, p.67) a test can be said to have the validity of the content of the lesson given. According Arikunto (2010, p. 236) the reliability of measuring

instrument is the degree of consistency with which it measure whatever it is measuring. According Arikunto (2010, p. 213-224) it is analyzed instrument use two steps. For first step the research use the product moment formula and the second step use the Spearman – Brown’s formula.

## RESULT AND DISCUSSION

### Result of the Research

#### Result of Cycle 1

##### The Result of the Vocabulary Test of Cycle 1

Table The Result of Test Vocabulary Cycle 1

Vocabulary test in cycle 1 is conducted on 13<sup>th</sup> September 2019 at 07.00 until 08.20. This test is conducted to determine the increase in vocabulary mastery in students using this strategy.

Data Result	Score
Students Achieve $\geq$ 68	55%
Students Achieve $\leq$ 68	44%
Average	66

From the table above, that the results 8 out of 18 students get a score of  $\leq$  68 (44%) and 10 of 18 students get a score of  $\geq$  68 (55%). And the average score of students is 66, while the target score of the researcher is 68. Students who score more than 68 are students who have reached the target score in cycle 1.

### The Result of the Observation Checklist Cycle 1

Table The Result of the Observation Checklist Cycle 1

Checklist observations were made during the teaching and learning process by using word mapping strategy to see student activity and passivity, as well as student attendance lists. And when students ask questions, answer questions, and students who pay attention to the researcher explain the material in cycle 1

No	Meeting	Percentage	
		Active	Passive
1	Meeting 1	50%	50%
2	Meeting 2	67%	33%
3	Average	58.5	41.5%

From the table above in cycle 1 at meeting 1 it can be seen that 9 of 18 active students (50%) and 9 of 18 passive students (50%). And at meeting 2 that 12 of 18 active students (67%) and 6 of 18 were passive students (33%).

#### Result of Cycle 2

##### The Result of Test Vocabulary Cycle 2

Table The Result of Test Vocabulary Cycle 2

The vocabulary test in cycle 2 is conducted on 13<sup>th</sup> September 2019 from 07.00 to 08.20. This test is carried out to study improving students' vocabulary mastery using word mapping strategy

Data Result	Score
Students Achieve $>$ 68	67%
Students Achieve $<$ 68	33%
Average	69

From the results of the above table, 6 out of 18 students get scores less than 68 (33%) and 12 students have scores over 68 (67%), while the target score is 68. can be supported by the implementation of second cycle can improve students' vocabulary mastery by using word mapping strategy with material content words that contain nouns, adjectives and verbs using descriptive text.

### **The Result of the Observation Checklist Cycle 2**

Table The Result of the Observation Checklist Cycle 2

Observation checklists are made during the teaching and learning process by using word mapping strategies to see student activities and passivity, as well as student attendance lists. And when students ask questions, answer questions, and students who pay attention to researchers explain the material in cycle 2.

No	Meeting	Percentage	
		Active	Passive
1	Meeting 1	72%	28%
2	Meeting 2	78%	22%
3	Average	75%	25%

From the table above in cycle 2 at meeting 1 it can be seen that 13 of 18 active students (72%)

and 5 of 18 passive students (28%). And at meeting 2 that 14 of 18 active students (78%) and 4 of 18 were passive students (22%).

## **DISCUSSION**

### **Improving Students' vocabulary mastery by using Word Mapping Strategy**

The purpose of this research is to improve vocabulary mastery using word mapping strategies. Based on the results of research applied in cycle 1 and cycle 2, the word mapping strategy can improve students' vocabulary mastery. In cycle 1, the average score of the students is 66, while students who achieve the criteria of success is 68. In cycle 1, the students cannot achieve the target score and the researcher hopes that there will be an increase in score in cycle 2. In cycle 2, the average score of students is 69 and students reach the criteria for success.

Based on the discussion above, it can be concluded that the word mapping strategy can improve students' vocabulary mastery, that the implementation of the word mapping strategy can improve the vocabulary mastery of eighth grade students at SMP Muhammadiyah 12 Palerani in the 2019/2020 academic year.

According to (Harmer, 2007, p. 187) Word Mapping is a very interesting way to build vocabulary knowledge and provoke students to take and use what they know. According Wahyuni (2012) The Effectiveness of using Word Mapping Strategy in Teaching Vocabulary at The Seventh Grade of

SMP N 1 Plupuh conclude that word mapping strategy can improve students' vocabulary mastery. She stated that there was an improve students' vocabulary mastery. The students were braver to show their ability in the class. Some students were braver asking the teacher when they had difficulties. The same thing happens when this action is performed on students. By using the word mapping strategy in teaching vocabulary mastery can involve students in the teaching and learning process and they feel enthusiastic when learning to use this method. This proves that word mapping strategy are very effective and fun to use in teaching and learning.

#### **Improving students' Participation by using Word Mapping Strategy**

The importance of observing students' active participation in the teaching process is to find out whether students understand vocabulary mastery material has been understood by students. From the observation of the cycle 1, the average active participation of students is 59% students. In cycle 2, on average 75% of students had active participation, the active participation of students had met the criteria for success.

The implementation of the word mapping strategy can improve the active participation of eighth grade students at SMP Muhammadiyah 12 Paleran in the academic year 2019/2020.

According to Satuna (2015), the use of word mapping techniques in teaching vocabulary in State Vocational School 1 Pamekasan is successful in classical category. It

was found improving vocabulary mastery using word mapping techniques had motivated the students to learn more effectively and enjoyable through their active participation in using English. By using this strategy, it is expected that the teaching and learning process will be more effective and can make students more enjoyable in learning vocabulary.

From the statements, the researcher assumes that word mapping activities which are based on graphics often give a useful way to students to have valuable practices, either when they are in the classroom activities or outdoor activities. Word mapping strategy is a strategy that can motivate students and be fun in learning vocabulary, and can increase student activity. The researcher hope word mapping strategies can improve vocabulary mastery.

#### **CONCLUSION**

Based on the result of the researcher, word mapping strategy can improve the of eighth grade students' vocabulary mastery at SMP Muhammadiyah 12 Paleran in the 2019 / 2020 academic year by exploring relationship between words actively in classifying content word.

Based on the result of the researcher, word mapping strategy can improve eighth grade students' active participation at SMP Muhammadiyah 12 Paleran in the 2019 / 2020 academic year by doing the activity in group it made the students enjoying and enthusiasm in

playing word mapping strategy  
beside learning vocabulary.

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