CHAPTER I

INTRODUCTION

1.1 Background of the Research

Vocabulary is an essential component in foreign language learning. In addition, vocabulary is central to the learning of foreign language especially at primary level to enrich their language. In classroom, vocabulary is needed to express meaning and to convey thoughts through both receptive and productive skills (Carpenter and Olson in Sitompul, 2013, p.52).

"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). Recent research, however, indicates that vocabulary instruction may be problematic because many teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning" (Berne & Blachowicz, 2008, p. 315).

Based on teacher interviews, the writer finds some information that, one of the classes in the eighth grade, almost all students' vocabulary mastery is still poor. Students have a low vocabulary memorization ability, and students lack practice in vocabulary. So, students find it difficult to understand words or interpret a sentence and speak in English. For the vocabulary test results that the average score obtained by students is 58 and the standard score of English is 75. There are 14 students who score ≤ 75 and there are 4 students who score above ≥ 75. 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. And students' attention to English lessons is very lacking, because they think that English is difficult.

The Word Mapping strategy, is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships (Graves, 2008, p. 56-57). The purpose of the Word Mapping strategy is to promote the students' deeper understanding of words through depicting varying relationships between and among words. Word maps are visual displays of word meanings organized to depict relationships with other words. Research reveals that to develop students' vocabularies, teachers need to promote in-depth word knowledge (Beck, Mc Keown, & Kucan, 2002, p. 3). The strategy promotes students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words.

The effectiveness of word mapping has been supported by research. For example, a study comparing mapping word relationships and a contextual approach to learning words indicated that semantic mapping produced greater gains in word learning (Margosein, Pascarella, & Pflaum, 1982, p. 185-194). Students learn about words through mapping because it helps them examine the characteristics of the word concepts, categorize words, and see relationships among words that are similar as well as those that may be different. Such activities that are part of the Word Mapping strategy are

cognitive strategies that lead to a deeper understanding of words and the concepts that they represent.

To improve students' vocabulary mastery, it helps them to be easier in learning English. Word mapping strategy can be used to improve vocabulary understanding skills in junior high school students. This strategy can also help solve problems experienced by students in finding new words. Word mapping strategies are strategies that students can use to learn to improve vocabulary. In this study students in the school had several problems including a lack of motivation to learn English and a lack of understanding of vocabulary. So, word mapping can help students understand the concept of vocabulary.

Based on the above problem, the researchers conducted a study title Improving the students mastery of the Vocabulary by using word mapping strategy at SMP Muhammadiyah 12 Paleran in 2019/2020 academic year.

1.2 The Research of Problem

Based on the background of the problem above, the writer found the problem as follows:

1. How can the implementation word mapping strategy improve vocabulary mastery at SMP Muhammadiyah 12 Paleran ?
2. How can the implementation word mapping strategy improve students active participation?

1.3 Objective of the Research

The objective of the research are as follow :

1. To know how word mapping strategy can improve students vocabulary mastery
2. To know how word mapping strategy can improve students active participation

1.4 Significance of The Research

The result of this research is expected to be useful for the English teacher, the students' and the future researchers.

Practical Significance

The results of this study are expected to be useful and can be used as a consideration for English teachers in vocabulary teaching using word mapping strategy.

1.5 Operational definition

1. Word mapping Strategy

Word mapping is one of strategies for teaching vocabulary using word relationships. Word mapping can also develop students' vocabulary by involving students in thinking to connect a vocabulary. Thus students can easily remember new words. In the process of learning with word mapping strategies can be started by introducing students to word mapping, explain each part of the map carefully by showing meaningful definitions. The map must show three questions such as "What is it?", "Like what?" Relationships, and "What are some examples?" It can be assumed that this

can lead students to define words, know what words are represented, and examples they can find in real life.

2. **Vocabulary Mastery**

Vocabulary mastery here means, students' understanding of words, particularly verb, noun and adjective. It deals with how successful the students mastery vocabulary which covered large vocabularies. In this research the students have the skill or vocabulary mastery if they understand the meaning of the words such as noun, adjective and verb, within the context of description text for describing places. The vocabulary may include landmark, famous, and go. The students' vocabulary mastery will be measured using a vocabulary test, which the items will include matching, picture cued, and multiple choice items.

3. **Students' Active Participation**

The indicators of active participation are students engage with the material, participate in the class, and collaborate with each other. Involving students in the material, they are asked to focus on studying the material, so students also easily understand the material being taught. The participation of students in class can be seen when students are active in asking if they do not understand the material being taught, and interact in the learning process. The students can also collaborate with their friends by forming a group to discuss material and develop communication skills between friends.

1.6 Scope of the Research

The scope of the research will focus on the use of word mapping strategy to improve students' vocabulary mastery and active participation on the eighth grade students' at SMP Muhammadiyah 12 Paleran in the 2019/2020 academic year.