

Improving Vocabulary Mastery by Semantic Mapping Technique Of Eighth Grade at SMP Plus Darul Hikmah

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Abstract

Vocabulary mastery is one of the factor to master English as a foreign language. One of the basic problems that appear in English component that is vocabulary and the students almost fail to bring it to the mind. Based on the preliminary study, the problem in SMP Plus Darul Hikmah is the students who got target score only 56% in English subject and students always use dictionary so it needs long time to do the worksheet that has been given by the teacher. According to the teacher, the lack of vocabulary becomes one of the factors that affect the score of English So, the objective of this research is intended to improve vocabulary mastery by semantic mapping technique of eighth grade at SMP Plus Darul Hikmah, Jenggawah. The design of this research is classroom action research. It was used at VIII class consisting 27 students in May14th, June 4th - 8th 2018. Vocabulary test are used to identify the data. This research was conducted in two cycle by the procedure: planning, implementing, observing, and reflecting. Semantic mapping technique improves the students' vocabulary mastery in two cycle from the percentage of the students who got score 75 was 67% in cycle 1 to 81% in cycle 2. It can be concluded that semantic mapping technique can improve the eighth grade students' vocabulary mastery at SMP Plus Darul Hikmah, Jenggawah the academic year 2017/2018 by guiding and giving the example to the students to develop the word by finding the synonym and categorize words together.

Keywords: Vocabulary Mastery, Semantic Mapping Technique, SMP Plus Darul Hikmah Jenggawah.

Introduction

English is regarded as the first foreign language in Indonesia that is learned by the students from primary school until university. It means English is a very important subject at every level of education. Although English has been learned for many years, the Indonesian

students still have their own problems. The problems are varied in four language skills such as listening, speaking, reading and writing. One of the basic problems that appear in English component which is an important part of a language made up for those four skills, that is vocabulary and the students almost fail to bring it when they

need the word which is exposed in their class. Vocabulary mastery is one of the factor to master English as a foreign language. It means that the students have the ability in understanding and using the word and meaning.

Based on the interview with the English teacher through conducting preliminary study, the problem faced in junior high school Plus Darul Hikmah is that the students who got target score only 56% in English subject. The target score in Junior High School Plus Darul Hikmah based on the school level mastery (KKM) is 75 (see appendix 2). It means that the score of English students' is still relatively low. According to the teacher, the lack of vocabulary owned by students become one of the factors that affect the score of English and in the junior high school Plus Darul Hikmah, and the student still use dictionary so it needs long time to do the worksheet that have been given by the teacher. So, the students' vocabulary must be increased. If the students build their vocabulary mastery, they can communicate their ideas effectively and easily to carry out their worksheet given by the teacher.

The teaching of vocabulary for junior high school needs appropriate and different technique, one of the strategies which can fulfill these requirements is semantic mapping. According to Lopez

(2009:13) Semantic mapping have effectively been used to activate background knowledge about a topic. By using semantic mapping the students can discover the relationship between the words which they have already known, and they can learn new words from this technique which make them recognize which word they need for their better understanding in English. The result of the previous study research on semantic mapping technique is done by Vadilah (2011:71) showed that semantic mapping technique can improve students' vocabulary mastery at one of vocational high school in Indonesia. It can be seen from the improvement percentage of the 28 students who pass KKM. In cycle 1 there were 12 students who passed the KKM 42,8% while in cycle 2 there were 78,6% who passed the KKM 70. So, it achieved the criteria of success.

The use of Semantic Mapping is expected to motivate the students of junior high school Plus Darul Hikmah to learn vocabulary, and to make them interested in English teaching learning process. Besides, introducing new vocabulary by this strategy regularly, it is hoped that the students can also discover the strategy of defining and clarifying the unknown words. So, they will get many new vocabulary items as the target words.

Considering the description above, it can be seen that teaching by using semantic mapping has been potential thing to increase vocabulary mastery, but never have been applied in that school. Therefore, the research analyze about using semantic mapping to improve vocabulary mastery in eighth grade at Junior High School Plus Darul Hikmah, Jenggawahthe academic year 2017/2018 was conducted.

Method

The type of the research used is Classroom Action Research (CAR). The aim of this research is to know of the improvement of the eighth grade students' vocabulary mastery by semantic mapping technique. According to Creswell (2012:576) Action research is the most applied, practical design. Action research explore a practical problem with an aim toward developing a solution to a problem. According to Arikunto (2014:130), classroom action research is a reflection of

deliberate activity, and occurs in a classroom. It means that CAR is a study used by the researcher in a class or in school where she or he collaboratively teaches the students by emphasizing on the improvement of learning processes and practices.

According to Lewin in Arikunto (2014:131), Classroom Action Research (CAR) consists of four stages in each cycle. Those are planning, implementing, observing and reflecting. The planning stage is where the researcher prepares the lesson plan and the instructional material. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching learning process. The next stage is observing. The researcher analyzes the key issues related to the problems identified in observing stage. Observing is done during teaching and learning process. Finally, reflecting is last activity to identify the data based on the problem.

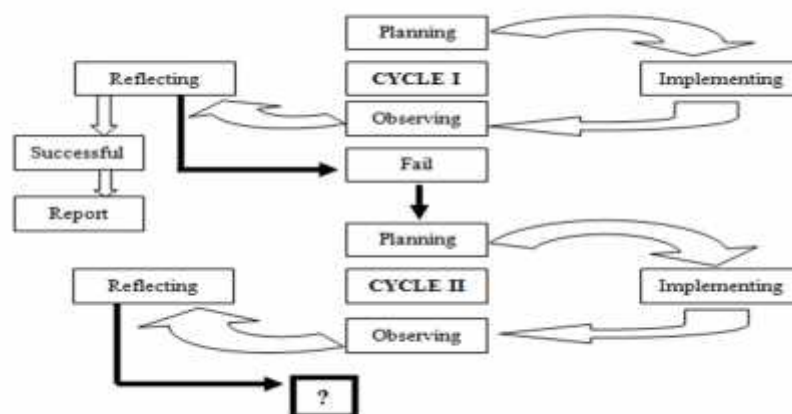


Figure 1. Classroom Action Research (CAR) design

(Adapted from Kemmis and McTaggart in Arikunto, 2014:137)

Result and Discussion

Cycle 1 was conducted in three meetings. It was held on May 14th, June 4th-5th 2018. The procedures of the cycle 1 covered the planning, implementing, observing and reflecting. Because the result of the cycle 1 did not fulfill the criteria of success, so it was needed to continue to the next cycle. Then in cycle 2, the activities of teaching and learning process were revised because the cycle 1 did not achieve the targeted criteria. There were three meetings conducted in cycle 2, they are on June 6th, 7th, and 8th, 2018. The procedures of the cycle 2 also covered the planning, implementing, observing and reflecting. After doing the reflection in cycle 1, the difference activity between the cycle 1 and cycle 2 activities was on the main activity. The researcher added the table in the students' worksheet and ask the students to describe the word in front of the class and other students answer the clue.

Based on the description in each cycle of the research, it was got the percentage of the vocabulary test result in each cycle. Based on the calculation of the vocabulary test cycle 1, it was known that 67% of the students got score more than 75 could be seen in table 1.

Table 1. Vocabulary Test Result of Cycle 1

Data result	Score
Students who get score 75	33%
Students who get score 75	67%
Average of score	75.2

Some problem have found in the cycle 1 so the researcher needed to revise the steps of cycle 1 to implemented in the cycle 2:

1. The students still confused with semantic mapping technique because the researcher only give the instruction without guiding the students
2. The researcher did not explained clearly how to develop the word so the students still needed a lot of time to find some word that related the topic because
3. The researcher did not give another way to describe the word so it is difficult for them to describe some word.
4. Some of the students were noisy in the class, it made the class less conducive because the researcher less controlling the students.

In the cycle 2 the researcher still used semantic mapping technique to test the students' vocabulary. The given test was also totaling 40 number of item test. In calculating the vocabulary test, there were 22 of 27 students who got the score more than 75 or the percentage of the

students who got score 75 was 81%. Then, the students who got the score below 75 were 5 students or the percentage of the students who got the score 75 was 19%. The score average of the vocabulary test in cycle 2 was 76,5 could be seen in table 2.

Table 2. Vocabulary Test Result of Cycle 2

Data result	Score
Students who get score 75	81%
Students who get score below 75	19%
Average of score	76.5

To sum up, the students' vocabulary mastery in cycle 2 improved because the score average of the vocabulary result fulfilled the criteria of success. The cycle did not need to be continued to the next cycle. The different percentage could be seen in table 3.

Table 3 The Result of the Improvement in Each Cycles

Cycle	The Percentage of Students' Score in Vocabulary Test	The Average score
Preliminary Study	56%	74
Cycle I	67%	75,2
Cycle II	81%	76,5

The vocabulary test result of cycle 2 showed that the students' vocabulary score had a better improvement than in cycle 1. In the first cycle, the students'

vocabulary mastery after being given the action by teaching using semantic mapping technique was unsuccessful yet. Based on the result of vocabulary test in cycle 1, the percentage that the students achieved is 67% in which the minimum standard score were ≥ 75 . It means that the percentage of vocabulary test score in the first cycle had been not achieved yet and it can be said that it is not successful. For that reason, the researcher investigates the cause of this matter.

The researcher did identification by seeing field note and the result of vocabulary test to make some revisions in second cycle by the purpose to achieve the target, as follows;

1. The researcher guide the students to categorize the word in the list together.
2. The researcher guide and give the example to the students to develop the word by finding the synonym or antonym and categorize words together.
3. The researcher give the table in their worksheet to make the student easier in describing the word ask the students to express their idea in front of the class and other students answer the question based on the clue.
4. The researcher controlling the students and gave rewards to the students who

were participated better when discussing in the class.

As explained, this technique also builds the students' vocabulary because the students directly involved and practiced in built their vocabulary. Harmer (2007:235) stated that "word maps are an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know". So, the students directly participated in the teaching and learning process. Besides, the students could be more active and joyful in teaching and learning process. Through semantic mapping technique, the students were motivated to learn English, because it was challenging. It is proved by the previous study conducted by Vadilah (2011) who states that semantic mapping technique can enrich students' vocabulary and more active in teaching learning process. In brief, the semantic mapping technique can improve the eighth grade students' vocabulary mastery at SMP Plus Darul Hikmah.

Conclusion

Based on the result of vocabulary test, it showed that semantic mapping technique facilitated the activity for the students to built their vocabulary mastery.

This can be proved by the result of studentsvocabulary test in cycle 2. The

percentage of this cycle is 81%. It means that the students had achieved the target of minimum standard score > 75, in which the criterion of success that the students had to achieve was 75%. Thus, it can be concluded that the use of semantic mapping technique can improve the eighth grade students' vocabulary mastery at Junior High School Darul Hikmah Plus Jenggawah in the academic year 2017/2018"by categorizing the word, guiding and giving the example to the students to develop the word by finding the synonym or antonym and categorizing words together.

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