

CHAPTER I

INTRODUCTION

1.1 Background of the Research

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 to the mind 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. In this case it can be emphasized that the problem faced by the students is the lack of vocabulary.

Therefore, the teacher has to explain by using two languages they are English and Indonesian.

In this case the students must have the ability understanding in meaning, describing and enhancing their word because “without vocabulary nothing can be conveyed” (Thornbury, 2002:13). Students should know vocabulary in depth because according to Richard (2001:4) “vocabulary is one of the most obvious component of language”. But according the teacher of junior high school Plus Darul Hikmah, 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 reasearch 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, Jenggawah the academic year 2017/2018 was conducted.

1.2 Problem of the Research

Based on the background of the research, the problem of the research is formulated as follow :“How semantic mapping can improve vocabulary mastery of eighth grade at Junior High School Plus Darul Hikmah, Jenggawah the academic year 2017/2018?”

1.3 Purpose of the Research

The purpose of the research is intended to improve vocabulary mastery by semantic mapping technique of eighth grade at Junior High School Plus Darul Hikmah, Jenggawah the academic year 2017/2018.

1.4 Significance of the Research

The practical benefit are for the students teaching vocabulary through semantic mapping is expected to be able to motivate the students to be interested in learning vocabulary at eighth grade at Junior High School Plus Darul Hikmah, Jenggawah the academic year 2017/2018. Then, for the teacher it can help the teachers facilitate the students “learning vocabulary”.

1.5 The Operational Definitions

Operational definition is needed to make the reader and researcher have the same understanding about the terms of this research. It is the guidelines to notice the concept of research problem. Those terms are as follows :

1.5.1 Semantic mapping

Semantic mapping is words and related concepts and then there are some unknown word in around center of web or word. Steps using semantic mapping in teaching English are : First, ask the students to make small groups and then select a word or topic and list the word on the chalkboard. Second, ask students to think of as many words as possible that relate to the word or topic, then list their answers on the semantic map. Third, review the words listed on the map, and then

decide if the words could be reorganized and grouped into categories. Finally, students can add new words to the concept of map based on the topic.

1.5.2 Vocabulary Mastery

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Mastery is complete knowledge or skill that makes someone a master in a certain subject. In this research the students have the skill or mastery if they understand the meaning of word, and then the student can describe the word, the last the student can expand the words it means that the student can increase the word.

1.6 Scope and Limitation of the Research

The scope of the research that discussed here is to know how the semantic mapping technique can improve vocabulary mastery of eight grade at Junior High School Plus Darul Hikmah, Jenggawah the academic year 2017/2018.

