
The Implementation of Semantic Mapping to Improve Students Vocabulary Mastery

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ABSTRACT

The objective of the research was to find out whether or not semantic mapping can improve the ability of the students of SMP Negeri 2 Kulo in vocabulary. This research employed the method of the research was pre experimental method design. The population was the second year students of SMP Negeri 2 Kuloin 2018-2019 academic years. Total number of population was 20 students and one class was taken as sample (VIII.1) by using clustersampling technique, total number of sample was 20. The instrument used in this research was to vocabulary test. The result of this research showed that in pre-test the mean score (43.15) is lower than post-test (58.50). It proved that there was significant improvement of students' vocabulary using semantic mapping. The result of the P-value (0.000) was lower than level of significant ($\alpha = 0.05$). This means that H1 was accepted. The researcher concluded that teaching vocabulary mastery by using SEMANTIC MAPPING improved the students' vocabulary mastery at SMP Negeri 2 Kulo.

Keywords: implementation, semantic mapping, vocabulary mastery

INTRODUCTION

It is not easy to teach English for young students. The teacher has to consider what material should be given to interest the learners to learn English. In this case, the material should be issued by department of education and culture in the curriculum one aspect that must be taught is vocabulary. One language element is called vocabulary, which supports mastering language skills such as (listening, reading, writing, speaking). English is quite difficult to the learners of English as foreign learning. They have difficulties to understand and express their idea in English to other people for the vocabulary does not have good language.

Therefore, it needs a series effort to improve our vocabulary in order to gain in a good result of studying English. However, there is a problem especially in junior high school In the English learning process. Vocabulary is a language component that plays a key role in language learning. Vocabulary is an inseparable part of any language process. It would be impossible to learn a language without vocabulary. Vocabulary is one of the important elements to master in order to be able to learn in English. The important role that this component plays has been emphasized in all different methods of language teaching.

Without a good vocabulary, people cannot communicate and express their ideas effectively. As Burton says in Nurudin (2002:13) "understand the meaning of words and help them express ideas correctly". Vocabulary is considered the most important factor in improvement/increase of learning and teaching English. In teaching English, we should pay

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more attention on vocabulary because one important part in building English. Through vocabulary, someone can communicate their ideas, Whereas, good vocabulary mastery, for students can encourage to take advantage of changes in language learning around them such as watch English programs, listen to music, and read various kinds of English tests, etc. (Hornby 1995:1425).

Fix the problem, the researcher provide alternative techniques for teachers to master student vocabulary that have relations with semantic fields. Channel in Hedge said that "semantic links have an important role in production. This shows the use of semantic fields according to the presentation steps (Hedge 2000:122). In the learning vocabulary process, students usually have problems in absorbing the new vocabulary and their meaning.

We realize that understanding vocabulary is a difficult job to do, especially English vocabulary is complex this makes it difficult for students to master. Problems can arise from the word itself and it's and it's hard to overcome. This it could be caused by words from, various meaning and word choice. Realizing such difficulties the list of words prepared by the teacher is not enough for students ask them to memorize it, but they expected to provide them with rich and exciting exercise and technique that can help them enlarge and master the vocabulary quickly and independently.

There are two components that we can view in mastering and possessing vocabulary. The first is the teacher. The teacher should find an effective effort to improve student's vocabulary through presenting learning material in the classroom. The second is the students, in the case, there are some factors that many cause students lacking vocabulary: motivation, interest, and insufficient exercises, lack of assignment and poor techniques and strategies for class interaction by the teacher. So, one of the factors that can make students lack of vocabulary is the poor technique and strategies used by teacher in class interaction.

Semantic is a linguistic and philosophical study of meaning. It is concerned with relationship between signifier. The discipline studies interpretation of individual words, the construction of sentences and the literal interpretation of text the way it is written. Proper understanding of semantics relates to all academic, disciplines in all language, as a clear understanding allows students and teachers to communicate their messages clearly without fear of misinterpretation.

According to Harmer (2007:235) stated that word maps are an extremely way building up vocabulary knowledge as well as provoking students into retrieving and using what they know. Word maps are somethings used by teachers to show how words group together. Getting students to build up their own maps by working in groups has the added advantage of making them try to remember some of the many words they know, while at the same time learning new words from their peers.

In conclusion, by using semantic mapping students can know the relationship with the words he has known, and they can learn new the words they have known, and they can learn new words from the strategy which make them more recognize which word they need for their better understanding in English.

Related to the previous statement in this case, there are many ways and strategies of vocabulary interaction such as synonym, modeling, definition, and dictionary usage. They are considered as traditional technique in teaching vocabulary. In this case the researcher is going to introduce a new technique, namely semantic mapping which may make students improve their vocabulary easily and independently.

Based on the reason above, the researcher carries out a research under the title "The implementation of semantic mapping to improve students vocabulary mastery At the Eight grade students of SMP Negeri 2 Kulo".

METHODS

The research was a quantitative research, which using quantitative data based on computation and measurement, operational variables and statistics. The data was measured in the form of numbers. The method of the research was pre-experimental method with one group pre-test and post-test design. Best, (1977:102) states that experiment design is the blueprint of the procedures that enables the researcher to test his/her hypothesis by reaching valid conclusions about relationships between independent and dependent variables.

Population and Samples

Sugiyono (2010: 117) population is a region of generalization consisting of object that have these qualities and characteristics set by researcher to be studied and then draw conclusions. The population of this research were forty one students from the eight grade students of SMP Negeri 2 Kulo. Sample is a portion of the number and characteristics possessed by a population or a small part of a member of the population taken according to certain procedures so that they can represent the population. In this research the sample was taken randomly. In this research, the researcher applied probability sampling with cluster sampling technique. The class will be selected randomly. The number of total sample are 20 students (VIII.b).

Instrument of the Research

The instrument of the research was a set of vocabulary test which consisted of several affixes that have an easy translation. The numbers of the tests were 20 items. This test will be applied for both pretest and posttest, to find out the students' vocabulary improvement.

Procedure of Collecting Data

The following procedures used to collect the data:

1. Pre-test

Before giving treatment, the writer applied pretest. In this case, the researcher asked the students to answer the vocabulary test individually. The researcher distributed the vocabulary test consisted of 30 items and then, the students collected their posttest after doing it. The test run for 80 minutes.

2. Treatment

After giving a pre-test, the researcher treated each group. The researcher gave the treatment for four times, each meeting runs for 80 minutes. The class group was treated by semantic mapping.

- a. In the first meeting, the researcher introduced the vocabulary description include: definition, step and what thing could be enclosed in vocabulary. The main topic is transportation.
- b. In the second meeting, the researcher instructs the students to semantic mapping with technical tool as the concept word".
- c. In the third meeting, the researcher instructed the students to semantic mapping with school equipment as the concept word".
- d. In the fourth meeting, the researcher instructs the students to semantic mapping with house part as the concept word"..

3. Post-test

The researcher employed posttest to find out the value of treatment whether the result of the posttest is the better than pretest and this test aimed to see the improvement of students' vocabulary. The researcher distributed the materials test consists of 30 items vocabulary and then, the students collected their posttest after doing it. The test runs for 80 minutes.

RESULTS AND DISCUSSION

1. The rate percentage score of pre-test and post-test.

The finding were obtained through the test which was conducted through two items, namely pre-test and post-test.

TABLE 1/ The percentage score of pre-test and post-test

NO.	Classification	Score	Pre-test		Post-test	
			f	(%)	f	(%)
1	Very Good	86-100	0	0	0	0
2	Good	71-85	0	0	2	10
3	Fair	56-70	0	0	8	40
4	Poor	41-55	20	100	10	50
5	Very Poor	<40				
			20	100	20	100

Based on the table above, it explained that most of the students in the pre test got very poor classification, 20 (100%) students categorized in poor, but in the post-test they got good classification, 2 (10%) students categorized in good and 8 (40%) students categorized in very good and 10 (50%) students categorized in poor. It is concludes that in the post-test the researcher had seen an increasing although there was ten students got poor classification in post-test. In indicated that the students achievement increased after being taught using semantic mapping.

TABLE 2/ The mean score and standard deviation of the students pre-test and post test

No	Variable	Mean score	Standard deviation
1.	Pre test	43.15	3.57
2.	Post test	58.50	7.47

Table 2 shows that the mean score of the students in post-test (58.50) was greater than pre-test (43.15), it means that the students who was teach by using semantic mapping technique in vocabulary was improved.

Hypothesis testing

In testing hypothesis, the researcher used p-value (paired sample). The level of significant is set at $\alpha = 0.05$.

TABLE 3/ The t-test of the students' score of pre-test and post-test

p- value	
0.000	0.05

The table 4.3 above shows that the alpha value was higher than p-value, it means that null hypothesis was rejected and alternative hypothesis was accepted. It means that the second year of SMPN 2 Kulo after applying of semantic mapping in students reading comprehension improve they have more significant value.

Discussion

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group. Based on the data above, it showed that the vocabulary test of students pre-test and post-test has significant different, where students after applied a technique of semantic mapping in vocabulary has a higher score better than before applied semantic mapping in vocabulary.

The description of the data collected through the test as explained in the previous section showed that the students' ability reading comprehension improved significantly. It is supported by the mean score of the students' test in post-test students. The mean score of post-test was 58.50. The data in previous section showed that applying semantic mapping

technique in vocabulary was effective to improve students' vocabulary mastery. It is supported by the difference between the test mean score of post-test (58.50) was higher than the pre-test (43.15). This research data indicated that the applying semantic mapping in vocabulary was significantly improved the students' vocabulary.

Based on the students' result obtained and stated in findings above, the researcher used p-value in inferential statistic through SPSS version 21.0 program to test the hypothesis. On statistics test result, it showed that the p-value is lower than ($p\text{-value} \leq$). It means that H1 was accepted and H0 was rejected. It is concluded that there was a significant difference between students in vocabulary mastery. In other words, there was an improvement on the students' vocabulary mastery after applying semantic mapping in SMP Negeri 2 Kulo.

This is also in line with Murcia (2001:288) stated that semantic mapping is also a useful strategy that can be introduced to learners at any level of proficiency. It involves drawing diagram of the relationships between words according to their use in particular text. Semantic mapping has the effect of bringing the relationship in the text to consciousness for the purpose of deepening the understanding of a text and creating associative networks for words.

CONCLUSION

Based on the findings and the discussion in the preceding chapter, it could be concluded that teaching vocabulary through semantic mapping to the second year students of SMP Negeri 2 Kulo effective. The result of hypothesis testing showed significant score between p-value and ($\alpha = 0.05$) which is p-value was lower than significant value ($\alpha = 0.05$) ($0.00 \leq 0.005$), and the mean score of pre test is lower than post test ($43.25 \leq 58.50$). This means that the use of semantic mapping technique could improve students' vocabulary.

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