

The Effect Of Using Semantic Mapping Strategy Toward Students Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin

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Abstract. *This research was done to find out the effect of using semantic mapping toward students vocabulary mastery. It has been done at boarding school Jama'atul Mualimin. Most of students still have limited vocabulary. The students were difficult remember vocabulary that they have learned, they cannot use correct vocabulary in sentences and the student were not interested in the classroom. In this research, the researcher used pre- experimental research with one group pretest and post-test design. The population of this research was the 8th grade students at boarding school Jama'atul Mualimin which consisted of one class. The sample was taken by total sampling because the school just had one class. The sample of this research was the students of 8th grade which consisted of 19 students. The result of the research indicated the score of the student's posttest is higher than the score of pretest. The mean score of pretest is 47,31, where the mean score of students posttest is 88,26. It means that semantic mapping gave contribution toward student's vocabulary mastery. In addition to test the hypothesis, the t-obtained 18,17 while t-table on = 0,05 is 1.734. It means that the t-obtained is higher than t-table. In other words, the (Ha) was accepted and Ho was rejected. Which stated there was significant effect of using semantic mapping strategy at 8th grade at boarding school Jama'atul Mualimin. It can be concluded that, using semantic mapping strategy gave significant effect of using semantic mapping strategy toward students vocabulary mastery.*

Keywords: *vocabulary mastery, semantic mapping strategy.*

INTRODUCTION

Vocabulary becomes the most important aspect in learning English. Vocabulary is one of the significant components that supports four language skills; namely speaking, listening, reading, and writing. Because vocabulary is needed in daily activities vocabulary must be learn first by students. Without mastering vocabulary people cannot communicate and share information with others. According to Richard, vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Jack C. Richard, et.al, 2022). It means that students

can master all skills of English if they are good at vocabulary. If they have no enough vocabulary, they will not understand and get the information that is needed.

In addition, vocabulary mastery is knowledge about set of words known by learners as part as a specific language. That makes someone a master in certain subject. In fact, vocabulary is a foundation for the language because vocabulary is needed in communication. So vocabulary is necessary part in mastering a foreign language without vocabulary students will find difficulties in speaking, reading, writing, and listening.

Learning English is not easy for students because in Indonesia English is a foreign language. Hence, the English teacher must consider the suitable strategy in teaching vocabulary to make teaching and learning process enjoyable. The teacher need a creative strategy in teaching learning process. There are so many strategies that can be used in teaching vocabulary. One of them is semantic mapping

Semantic mapping is one of the strategy in teaching vocabulary in order to make students recognize about the relationship of the word. According Khoii and Sharififiar describes "semantic mapping as a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories word related to one another"(Yuliana Yuyun,2015) . It means that semantic mapping is used by the teacher to show how words group together.

Semantic mapping strategy allows the students to explore their knowledge of vocabulary by creating a map of word. It consist, of a diagram which displays a single word, place the centre as a topic and another associated words are added in the form of branches. Besides that semantic mapping would makes the students interesting in the learning, then the students become more active in the classroom. Those ways make students can add new vocabulary by using semantic mapping strategy.

There are several advantages of using semantic mapping in the teaching and learning vocabulary process in the classroom. First helping students to remember the words easily because it is organized in the some categories words. Second, decreasing students boredom in learning vocabulary. Third, helping students become active in the classroom. The last is increasing students motivation to learn new vocabularies because of the attractiveness of semantic mapping strategy in teaching vocabulary(Indiarti,2012)

Based on the researcher experience when did teaching practice (PPL) at boarding school Jama'atul Mualimin the researcher found that some student still have limited vocabulary. Another data the researcher conducted a preliminary research that done by the researcher that taken the data from interviewed the English teacher. He said, he never used semantic mapping strategy in teaching English, especially in vocabulary and he usually used memorizing strategy. Another data was found by interviewed English teacher was the average score of student's vocabulary was 61,52, the average score is low then standard minimum criteria, that can be seen in appendix 113. The score of standard minimum criteria is 70

From the information above by interviewed the English teacher, the researcher found some problems related to vocabulary mastery. The first problem was the students still have limited of vocabulary. When the teacher gave the sentences with common vocabulary that usually used in daily activities, but almost students still confused to understand the meaning of sentences. So the students were not able to know the meaning of whole text when they did not have a lot of vocabulary.

The second problem was the students were difficult to remember vocabulary that they have learned. When the teacher asked to the students about vocabulary that has been learned, they could not answer and respond it. Almost students was spent the time to check the meaning of words that has been learned in dictionary. It means that they forget it easily

The last problem was almost students are not interested in the classroom. They do not pay attention to the teacher's explanation. Because they think English is very difficult to be learn, that's why some students make noise and play with their friends during the learning process. This condition made the learning process does not run well and they get little knowledge. According to Graves in Antonacci and O'Callaghan Semantic mapping is one of the powerful technique to teach vocabulary because it engages students in thinking about word relationship (Stefani, et al., 2014). It means that semantic mapping is grateful way in teaching and learning vocabulary.

Based on the problems that found in the school, the students were not interested to learn English, they said English is not important and very difficult subject to learned. This research was conducted in this school with the title "The effect of using semantic mapping toward students vocabulary mastery at 8th grade at boarding school Jama'atul Mualimin"

RESEARCH METHOD

In this research, the researcher used quantitative approach. Quantitative research in approach was used for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures⁴¹. There are many kinds of experimental research that can be used such as pre-experimental, true experimental, quasi experimental and factorial design (Sugiyono, 2009). In this research, the researcher used pre-experimental by used (one group pretest-posttest design).

Population and sample cannot be separated in quantitative design. They are important elements in the research. In addition, Creswell stated that population is a group of individuals who have the same characteristic (John W. Creswell, 2018). It can be concluded that population is entire research object that had same characteristic and some of them used as a source of data in research.

Sample is part of the population that be used for gathering the data needs by the researcher. However in this research, the researcher used total sampling to took the sample. The researcher used this design because the school just had one class of the eighth grade. The students of the eighth grade were 19 students. Therefore, the samples of this research were the students of eighth grade at boarding school Jama'atul Mualimin.

FINDINGS AND DISCUSSION

Vocabulary is one of important aspects in learning English. Vocabulary is one of important aspect in English that support four language skills: namely listening, speaking, reading, and writing. Without mastering vocabulary people cannot communicate and share information with others. Vocabulary mastery should be mastered by the students, because without vocabulary students found some problems in their learning process. They would be difficult in listening, speaking, reading, and writing. According to Richard, vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Jack C. Richard, 2002). It means that students can master all skills of English if they are good at vocabulary. If they have not enough vocabulary, they will not understand and get the information that is needed.

For this reason, the teacher should find some effective strategy to increase students' vocabulary mastery. There are many strategies that might be used toward student's vocabulary mastery. One of the strategies that might be used to improve student's vocabulary mastery by using semantic mapping strategy.

The finding of the research shows that the semantic mapping was an effective strategy for student's vocabulary mastery. It was clear from the comparison between the mean pretest and posttest scores. The mean score post-test was 88,26 was higher than the mean score of pretest was 47,31. Based on testing hypothesis H_a was accepted and H_o was rejected. It means that there was a significant effect of using semantic mapping toward student's vocabulary mastery. As Faruq Abdul Qudus said that semantic mapping was an effective method for student's vocabulary mastery. The students were able to conceptually explore their knowledge of a new word and expand their knowledge about that word such as the meaning, synonym, antonym, by mapping it with other related words and phrases similar in meaning to the new word.

The implementation of semantic mapping on student's vocabulary mastery was proved to be an appropriate strategy. It helped the students to conceptually explore their knowledge of a new word by mapping it with other related words and phrases similar in meaning to the new word. According Khoii and Sharififiar describes "semantic mapping as a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories word related to one another" (Yuliyana Yuyun, 2015). It means that semantic mapping is used by the teacher to show how words group together.

There were some advantages of using semantic mapping on student's vocabulary mastery: (1) After the students were given treatment by applying semantic mapping, they memorized the word easily. (2) Applying semantic mapping in the classroom decreased students' boredom in learning vocabulary. The students looked more excited when teaching-learning process. (3) It helped students became active participants in the class because they had their ideas represented. (4) It Increased students' motivation to learn new vocabulary. The students were eager to map the new word with other related words.

To sum up, the use of semantic mapping in teaching vocabulary resulted a significant effect toward student's vocabulary mastery. It was proved. After given the treatment by used semantic mapping strategy the student's score increased. It means there was significant effect of using semantic mapping strategy.

CONCLUSION

The purpose of this research is to know the effect of using semantic mapping strategy on student's vocabulary mastery. In this research, there was one class which was treated by using semantic mapping strategy. The class was given pretest and post-tests in form of 20 items multiple choices and 10 items of Gap filling. After the test was done, the researcher compared the scores of both test by using t-test formula. Based on the explanation in findings, it can be concluded that the results were there is a significant effect of using semantic mapping strategy. It can be seen the result below:

First, there is any significant effect of using semantic mapping strategy toward student's vocabulary mastery. It can be seen from the result, the researcher found that there was the significant effect of using semantic mapping strategy. The hypothesis (H_a) was accepted and null hypothesis was rejected. So, this strategy was useful in helping students to increase their vocabulary mastery. It can be seen the $t_{obtained} > t_{table}$ ($18,17 > 1.734$)

Second, the students have better vocabulary mastery after taught by using semantic mapping. From the result the researcher found that there was better the students' scores in their post-test than their pre-test. It means that the treatment that has been given by the researcher has a significant effect on students' vocabulary mastery.

In conclusion, there is significant difference of using semantic mapping strategy toward student's vocabulary mastery at 8th grade of boarding school Jama'atul Mualimin. Semantic mapping gives more significant effect to increase student's vocabulary mastery. This conclusion not only from the experts and previous researchers ideas but from the empirical data that had been done by the researcher itself

Based on the conclusions above, the use of semantic mapping in teaching English especially in teaching vocabulary gives significance effect to students' vocabulary mastery at eighth grade of boarding school Jama'atul Mualimin. As could be seen on the result of the research, the researcher gives some suggestions as follow:

1. For the teachers

It is expected that the teacher can use semantic mapping strategy in teaching English especially in teaching vocabulary. The teacher can add new semantic mapping such as picture and make semantic mapping colorful.

2. For the next researchers

It is suggested to the next researcher who want to conduct the research with the same topic is expected to be done to see other findings that have not been covered in this research. For this reason, the researcher hopes these suggestions can be accepted and done as well as possible by all the readers.

3. For students It is expected to students to continue practicing vocabulary mastery by semantic mapping strategy that have been introduced by the teacher. Semantic mapping is comfortable way so students feel more interested, enthusiastic, and more active in the classroom.

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