

**THE EFFECT OF WORD MAPPING STRATEGY TOWARD STUDENTS'
VOCABULARY OF THE FIRST GRADE SUTDENTS AT SMPN 1 BENGKALIS**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English
Language Education of Universitas Islam Riau*



**Asila Ulfa
NPM. 156310910**

**ENGLISH LANGUAGE EDUCATION
TEACHERS TRAINING AND EDUCATION FACULTY
UNIVERSITAS ISLAM RIAU
PEKANBARU
2019**

ABSTRACT

Asila Ulfa, 2019. "The Effect of Word Mapping Strategy toward Students' Vocabulary of the First Grade students of SMP Negeri 1 Bengkalis."

Key Word: *Word Mapping Strategy, Vocabulary.*

Ada beberapa strategi pembelajaran yang bisa membantu siswa untuk menguasai kosakata dalam belajar bahasa Inggris, seperti Tongkat bicara (talking stick), Pemetaan kata (word mapping), Buku bergambar (picture books), Menebak gambar (guessing picture), dan debat (debate). Bagaimanapun, apa yang siswa butuhkan adalah sebuah strategy yang memudahkan mereka namun tetap bisa memberikan hasil yang optimal. Karena itu, penulis tertarik untuk menggunakan strategy pemetaan kata atau Word Mapping Strategy yang bertujuan untuk membantu siswa dalam meningkatkan kosakata. Word Mapping Strategy adalah pemetaan suatu kata terstruktur yang berhubungan dengan beberapa kata lain dalam satu konteks.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari strategi Word Mapping terhadap siswa kelas 1 di SMP Negeri 1 Bengkalis.

Pada penelitian ini, penulis menggunakan metode penelitian eksperimental untuk menilai dan menganalisa data. Dalam penelitian ini melibatkan dua jenis kelas yaitu kelas eksperimen dan kelas kontrol, yang dimana penulis akan memberikan dua buah tes yaitu pre-test dan post-test pada dua kelas tersebut namun hanya memberikan perlakuan atau Treatment pada kelas eksperimen saja. Dua buah tes yang akan diberikan masing-masing terdiri dari 30 soal dalam soal objektif, mengisi kalimat kosong, dan mencocokkan kalimat. Kemudian, untuk perlakuan atau Treatment penulis akan menerapkan strategy Word Mapping. Setelah perlakuan tersebut di terapkan, ada beberapa peningkatan terhadap kosakata (vocabulary) anak. Hal ini dapat dibuktikan dengan data yang didapatkan dari pre-test dan post-test. Dari data yang telah didapatkan, nilai rata-rata pre-test anak dikelas eksperimental adalah **54,23** dan rata-rata nilai pada post-test mereka adalah **67,80**. Sedangkan, nilai rata-rata pada pre-test oleh kelas kontrol yaitu **56,47** dan pada post-test yaitu **48,03**. Penulis juga menganalisa data yang telah didapat tersebut melalui aplikasi SPSS versi 22 untuk pengujian hipotesis, didapatlah hasil t_{obs} adalah **3,182** dan t_{table} adalah **0,367** yang berarti **3,182 > 0,367**. Jadi, berdasarkan hasil yang didapatkan, didapatilah bahwa hipotesis alternatif (H_a) dapat terbukti, sedangkan hipotesis nol (H_0) ditolak. Berdasarkan data yang didapatkan, dapat disimpulkan bahwa adanya pengaruh dari penggunaan strategy Word Mapping terhadap kosakata anak pada anak kelas satu SMP Negeri 1 Bengkalis.

ABSTRACT

Asila Ulfa, 2019. "The Effect of Word Mapping Strategy toward Students' Vocabulary of the First Grade students of SMP Negeri 1 Bengkalis."

Key Word: *Word Mapping Strategy, Vocabulary.*

A lot of learning strategies that can help students to master vocabulary in learning English, such as talking stick, word mapping, picture book, scrabble, guessing picture and debate. However, what the students need is the strategy that can facilitate them but still can give the optimal result. Based on this explanation, the researcher get interest to use word mapping strategy in order to help the students in enrich their vocabulary. Word mapping is visual organizer strategy that contains main word which is connecting with other related words.

The purpose of this research is to find out the effect of Word Mapping Strategy toward students' vocabulary of the first grade students of SMP Negeri 1 Bengkalis.

*This research uses Experimental research as the procedure of assessing and analyzing the data. This kind of research involves two groups which are an experimental group and a control group. The researcher gave pre-test and post-test for both of class but only gave treatment for experimental class. The test is about vocabulary that contains 30 items in multiple choice, gap fill items, and matching test. For the treatment researcher applied word mapping strategy. After the researcher applied Word Mapping strategy, there is a significant improvement of students' vocabulary. It can be seen from the data results that already get from pre-test and post-test. Based on the data, the mean score pre-test of Experimental class was **54,23** and the mean score of post-test was **67,80**. In the other hand, the mean score pre-test of control class was **56,47** and post-test mean score was **48,03**. After the researcher analyzed the data by using SPSS 22 version to test the hypothesis testing of this research, it was found that t_{obs} was 3,182 and t_{table} value of significant level of 5% was 0,367. It means that $t_{obs} > t_{table}$ where $3,182 > 0,367$. So, based on the results of the data, the researcher concludes that alternative hypothesis (H_a) is approved and the null hypothesis (H_o) is rejected. Which mean there was significant effect of word mapping strategy toward students' vocabulary of the first grade students of SMP Negeri 1 Bengkalis.*

TABLE OF CONTENT

THESIS APPROVAL

EXAMINERS

LETTER OF NOTICE

THESIS GUIDANCE

DECLARATION.....	i
AKNOWLEDGEMENT.....	ii
ABSTRACT.....	iv
TABLE OF CONTENT.....	v
LIST OF FIGURES.....	ix
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi

CHAPTER I INTRODUCTION

1. 1 Background of The Problem.....	1
1. 2 Setting of The Problem.....	3
1. 3 Limitation of The Problem.....	4
1. 4 Formulation Question.....	5
1. 5 Objective of The Problem.....	5
1. 6 Need of The Problem.....	5
1. 7 Hypothesis.....	6
1. 8 Definition of Key Terms.....	6

CHAPTER II REVIEW OF THE RELATED LITERATURE

2. 1 Nature of the Vocabulary.....	8
2.1.1 Types of Vocabulary.....	9
2.1.2 Importance of Vocabulary.....	10
2.1.3 Teaching English Vocabulary.....	12
2.1.4 Kinds of Class Word.....	13

2. 2 Review of Word Mapping Strategy.....	15
2.2.1 Purpose of Word Mapping Strategy.....	16
2.2.2 Procedure of Word Mapping Strategy	17
2.2.3 Advantages and Disadvantage of Word Mapping Strategy.....	20
2. 3 Teaching English Vocabulary at Junior High School	21
2. 4 Assessing Vocabulary	22
2. 5 Past Studies.....	27
2. 6 Conceptual Framework	30
 CHAPTER III RESEARCH METHODOLOGY	
3. 1 Research Design.....	31
3. 2 Location and Time of the Research	32
3. 3 Population and Sample of Research.....	32
3. 4 Resreach Material	33
3. 5 Research Instrument.....	33
3. 6 Reserach Procedure.....	34
3.6.1 Experimental Group.....	34
3.6.2 Control Group	36
3. 7 Data Collection Technique.....	36
3. 8 Data Analysis Technique	37
 CHAPTER IV RESEARCH FINDINGS	
4.1 Data Presentation	38
4.1.1 The Result of Pre-Test	38
4.1.2 The Treatment.....	43
4.1.3 The Result of Post-Test.....	47
4.2 HypothesisTesting.....	54
 CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	55

5.2 Suggestion.....	55
5.2.1 For English Teacher.....	56
5.2.2 For the Students.....	56
5.2.3 For the Next Researcher.....	56
REFERENCES.....	57
APPENDICES.....	61



LIST OF FIGURE

2.1 Figure of Word Mapping Strategy	18
2.2 Figure of Word Mapping Strategy	20
2.3 Figure of Multiple-Choice Question Format	23
2.4 Matching Format	25
2.5 Sentence Completion or Gap Fill Items Format	25
2.6 Translation Format	26
2.7 Assessing Vocabulary in Reading Comprehension	26
2.8 Assessing Vocabulary in Writing	27
2.9 Assessing Vocabulary in Speaking	27
2.10 Conceptual Framework	30
4.1 Graphic Indicators Vocabulary in Pre-Test.....	43
4.2 Diagram of Pre-Test and Post-Test Score.....	49
4.3 Graphic Indicators Vocabulary in Post-Test.....	53

LIST OF TABLE

2.1 Assessing Vocabulary	23
3.1 Design of Experimental Class	31
3.2 Population of the Research.....	32
3.3 Sample of the Research.....	33
3.4 Blue-Print of Pre-Test and Post-Test	34
3.5 Treatment of the Reserach	35
4.1 The Students' score of Pre-Test in Experimental Class and Control Class	38
4.2 The Score of Pre-Test in Experimental and Control Class	40
4.3 Indicators of Vocabulary in Pre-Test in Experimental Class.....	40
4.4 Indicators of Vocabulary in Pre-Test in Control Class	41
4.5 Teaching Learning Activities	44
4.6 The Students' score of Post-Test in Experimental Class and Control Class	48
4.7 The Score of Post-Test in Experimental and Control Class.....	49
4.8 Indicators of Vocabulary in Post-Test in Experimental Class	50
4.9 Indicators of Vocabulary in Post-Test Control Class.....	51
4.10 Result T-Test of Students' Pre-Test and Post-Test in Exp. Class.....	53

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English become an International language that holds important role in the world. It is a major language which is spreading in many aspects such as technology, trade, business, economic, and education. It can be a good reason for people to master those fields. Because, everyone meet English everywhere and every day in their daily life. Especially this time, almost all of the aspect in this era has connected with English language. Besides, English can make human easier to communicate with other people, not only from their own country but also from others countries, learn about other cultures, and add some new knowledges, moreover to develop other sciences. So, there is no harm to learn about English, on the contrary it brings many profits, not only for the present but also for future.

In the other hand, Indonesians students still get difficultis in mastering four skills of English, such as listening, reading, speaking, and writing. It is because the students have lack of vocabulary. Because of that reason, they still get hard in understanding during learning process. Their English will not increase if the students do not master vocabulary first. Students will not understand what they read, do not know how to speak well, cannot understand what they heard and also they not know what they want to write if they not understand vocabulary first. So, it means that the four skills (Reading, writing, speaking, listening)

cannot be done if the learners cannot master vocabulary appropriately before starting to learn other language skills.

Furthermore, Vocabulary is one of the important aspect of language that must be learnt by English students. Richards & Renandya (2002) state that vocabulary is the core component of language capability, also as the measuring of how well students speak, listen, read and write. Because, if they have limit vocabulary, it means that they will not communicate and express their ideas effectively. Besides, lack of vocabulary also will influence their interest to learn about English. Significantly, they will not get motivation to learn English more. If that happens, all of the method and strategy used to teach them will not appropriately applied. That is why students have to master vocabulary well if they want to have good English knowledge.

In additional, Alizadeh (2016) state that most of English teacher still apply traditional strategy to teach vocabulary in the class. This kind of strategy can be mention as intentional learning. According to Schmiit (2000) in Alizadeh (2016) intentional class only focus on the word to be learned without connects it to the context. Actually, Teachers have to know what strategy is suitable for students. It is important to choose proper strategy that related to the students'' problem in order to make the purpose of learning can run well. Many kinds of media, method and strategy can be chosen by teacher. In choosing the strategy, teacher has to consider about problems that are experienced by students and has to understand about strategy deeply. If teacher already understood about this case, the teaching and learning process will run well.

Actually, there are many kinds of strategy that can be applied in this matter. Such as talking stick, word mapping, picture book, scrabble, guessing picture, and debate. But, in this research the researcher gets interest in using word mapping as the strategy that can be chosen by the teacher in teaching vocabulary. According to Penton, Glenn, & English (2004) word maps is the strategy that involve the students to deepen their thinking about the related word of one word or word focus.

Based on the researcher observation at SMP Negeri 1 Bengkalis, researcher found some vocabulary problems that are generally happens to all of the students. Firstly, they still get difficulties in mastering four skills (Listening, reading, speaking, and writing), it is because the students have lack of vocabulary. Secondly, they get hard in use and apply vocabularies. It is because they did not understand the meaning of word. Thirdly, the technique that used by the teacher is quite good. But the researcher want to apply word mapping in the classroom in order to make knowledge of the students more develop and as a sign of renew lerning style.

Towards to this case, the researcher believes that the strategy of word mapping is suitable to the condition of the first grade students of SMP Negeri 1 Bengkalis. And the researcher notices that word mapping can help students in mastering vocabulary. For those reasons, the researcher decided to use word mapping strategy to help students in increasing their vocabulary. In this problem, the researcher gets interest to do the research entitled **“The Effect of Word**

Mapping Strategy toward Students' Vocabulary on the First Grade Students at SMPN 1 Bengkalis”

1.2 Setting of the Problem

Based on the background of this research, there are some problems faced by the students of SMPN 1 Bengkalis.

First, they still get difficulties in mastering four skills (Listening, reading, speaking, and writing), it is because the students have lack of vocabulary. Many of students have limit of vocabulary, so that, they still get hard in understanding during learning process.

Second, they get hard in use and apply vocabularies. It is because they did not understand the meaning of word. For that reason, students do not enthusiast in English learning process because they have trouble in grasping meanings. In the end, they just sit and listen what teacher explain about without knowing anything.

Third, the technique that used by the teacher is quite good. But the researcher want to apply word mapping in the classroom in order to make knowledge of the students more develop and as a sign of renew learning style.

From the explanation above, researcher decides to do the research in SMPN 1 Bengkalis which is purposed to help the students in increasing their vocabulary through word mapping as the media in English learning which can give the students new experience in learning process.

1.3 Limitation of the Problem

Based on the background of this research, there are some problems that happen and the strategy can be used to face it in learning process. The researcher will focus in helping the students to improve vocabulary of the first grade students at SMPN 1 Bengkalis through word mapping strategy. However, vocabulary has many aspects, but the researcher only focus on verbs, nouns, adverbs and adjectives in this research.

1.4 Formulation of the Problem

In this research, researcher formulates the problem as follow:

Is there any significant effect of word mapping toward students' vocabulary on the first grade students of SMPN 1 Begkalis?

1.5 Objective of the Problem

This research is conducted to know the effect of Word Mapping toward students' vocabulary on the first grade students of SMPN 1 Bengkalis.

1.6 Need of the Problem

Hopefully, the result of this reserach can give contribution to:

1. The Teachers

Hopefully this research will give contribution to all of Englishteachers especially the teachers at SMP Negeri 1 Bengkalis. Thus, the teacher know the application of word mapping strategy in improving students' vocabulary.

2. The Students

To give the students new feeling in learning vocabulary through word mapping strategy and motivation to improve their vocabulary.

3. The Researcher

The researcher has an experience in conducting word mapping in teaching vocabulary and to know how word mapping can improve students' vocabulary.

1.7 Hypothesis

There are two hypothesis in this research, such as:

1. Null Hypothesis (Ho)

There is no significant effect of Word Mapping toward students' vocabulary on the first grade students of SMPN 1 Bengkalis.

2. Alternative Hypothesis (Ha)

There is significant effect of Word Mapping toward students' vocabulary on the first grade students of SMPN 1 Bengkalis.

1.8 Definition of Key Terms

To avoid misunderstanding and misinterpreting, it is necessary to give definition of the key terms that used in this research as follows:

1. Vocabulary

Definition vocabulary According to Hornby in Asyiah (2017) as follow:

- a) The total number of words which make up a language.

- b) All the words known to a person or used in a particular book, subject, etc.
- c) A list of word with their meaning.

2. Word Mapping

According to Melieta (2016) Word Mapping is a graphical tool for organizing and representing that shows the three elements of a definitions includes (1) the category to which the word being defined belong which can be discovered by a question “what is it?”, (2) some characteristics of the main word that can be discovered by question “what is like?”, and (3) some example of the main word (the illustrations).



Dokumen ini adalah Arsip Milik :

Perpustakaan Universitas Islam Riau

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Nature of Vocabulary

Vocabulary is important aspect in learning English. Because without vocabulary, learners cannot write, read, listen, and speak what they want. According to Alizadeh (2016) one of the elements of which learners need in order to be able to function in a first language is vocabulary. It means that vocabulary is the foundation for the learners who want to learn English. Besides, Alqahtani (2015) add the definition of vocabulary is the total number of word which is needed for the speakers to communicate their ideas and feelings. So, the more they have list of word the more they communicate and sharing their ideas easily.

Vocabulary is the challenging learning for the students. Jeanne McCarten (2007) state that it because the size of the task and also the variety of vocabulary types to be learned which is including single words, ohrases cococation, and the strategic of vocabulary as important as grammatical patterning, idioms, and fixed epression.

According to Richards & Willy A. Renandya (2002) vocabulary is the core component of language capability, also as the measuring of how well students speak, listen, read and write. It is mean vocabulary as the main aspect in learning, it also can be benchmarks of how good their English. And according to Easterbrook (2013) vocabulary can be defined as word that contains knowledge and information and it must be learned of the learners. It also mentioned by

Alizadeh (2016) that vocabulary in generally can be concluding as the knowledge of words and words meaning.

According to Clouston (2013) vocabulary is the words of language that include single items and phrases or chunks of several words which contains a particular meaning, the way individual words do. So vocabulary not only shows about one meaning, but also includes lexical phrases and other word that contains several meaning.

For the students, especially for first language learner will get hard in determine word. Because some of them are have unclear meaning. Even in some of word have more than one meaning. This study may be the biggest challenge for the students will face in their studies. But, it is very necessary for them to study more hard and increase their vocabulary if they want to have good English.

From explanation about the meaning of vocabulary above, researcher concluded definition vocabulary as the list of word of someone which is can be the benchmarks of someone English skill. Vocabulary is obvious needed for the learners to do communication, share their feelings and idea. Besides, vocabulary also not only about the meaning of word but it contains word knowledge or information. Here is some points of more explanation about vocabulary;

2.1.1 Types of Vocabulary

Vocabulary or words can come in two ways. There are oral form (directly) and print form (indirectly). Oral form, such as the word that can use in listening and speaking. But in print form is the word that can use in reading and writing. In

the other hand, words knowledge also comes in two forms, they are receptive vocabulary and productive vocabulary. Receptive vocabulary is the words can be recognizing by those who see and hear it. On the contrary, productive vocabulary is the words can be used in write and read.

However, a word can have more than one meaning so according to Atchison (2003) in Alizadeh (2016) there is four association of word that can be classified;

1. The coordination, some words cluster together on the same level of detail. (i.e. boxing, skateboarding, footballs are stored together, belonging to the group of *sport*).
2. Super-ordination, some words that cover other word which are subordinate to the upper ones. (i.e. when people mention word animal, other can easily guess to cat, dog, rabbit, monkey and so on).
3. Synonym, some words that have same, similar, and close meanings that are placed together. (i.e. happy and glad, surprise and shock tend to appear together).
4. Collocation, some words are usually placed together to collect each other. (i.e.; black and white, salt water, bright red) and usually matched together based on peoples of actual use.

2.1.2 Importance of Vocabulary

Vocabulary can be mentioned by the key of successful of someone English ability. By having warehouse list of word it will make their English become

better. Having vocabulary not only know about the meaning of word, but also knowledge and much kind information. Such as synonym, phrases, words meaning and so on.

According to Sari & Sutopo (2018) vocabulary is considered as a base to develop four skills (listening, reading, speaking, and writing) in learning English as a foreign language. He believes that vocabulary is an aspect that can connect the fourth skills for the English learners. However, since English has become an important subject at the school. Vocabulary in language learning has become an interest topic in many researches.

In learning foreign language, vocabulary is the one of obligatory aptitudes that must be well understood by the learners. Because vocabulary hold important role in four fundamental skills in English. Such as listening, reading, speaking and writing. Laufer (1997) in Ronaghi, Bayat, & Mahmoodi (2015) mentioned that vocabulary is the heart of language learning and language use. In the other word vocabulary is the core of language.

Jordens et al (1996) in Elyas & Alfaki (2014) state that vocabulary more important than grammar. Because, he believe that some of people will use vocabulary and reduce grammar particularly. For example, in unexpected moment, panic situation, and when the emotion very high. In that situation, vocabulary more needed than exactly grammar.

From the explanation above, researcher can conclude that vocabulary is one of the important aspects in learning English. Not only to enrich list of word

but also giving information and as an ocular proof of the fourth skills to become in the real subject.

2.1.3 Teaching English Vocabulary

As English teacher, Goodwyn & Branson, (2005) state that we must to develop students' comprehension of language in many varieties of aspects in order to make their language become more extensive. Because, without language it is impossible for the students to do socialize.

Besides, in teaching especially vocabulary it's necessary for the teacher to choose some kind of strategy that make students more understand about the materials. Goodwyn & Branson (2005) mentioned that we have to teach English in fun way. Because they believe that there are some of educators teach reluctantly and not think about what students really needs. Besides, in teaching English there are some aspects that teacher have to understand well before teaching vocabulary.

According to Clouston (2013) teaching vocabulary not only teaches about the list of word, but it included lexical phrases and vocabulary knowledge of English and the way learning and teaching it. There are so many kinds of word, how to use it, when the word can be used, and what kind of strategy that proper to the students' problem. So for the teacher, it's also become a challenge to make students understand about using vocabulary.

In addition, According to Nation (2001) in Clouston (2013) states that there are three significant aspects that teacher should consider and focus while teaching vocabulary. The first aspect is *form*, form is the words that include

pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as prefix, root, and suffix). First is *meaning*, it contains the ways that form and meaning work together. It is like when the words come in to mind, so the people will think about the specific word or giving expression. And the last is *use*, it includes grammatical function of the word phrases, and collocation that come with it.

2.1.4 Kinds of Class Word

Haspelmath (2001) state that words can be classified by various items, such as phonological properties (i.e., monosyllabic vs polysyllabic words), social factors (i.e., general vs technical vocabulary), and language history (i.e., loanwords vs native words). All of that is called class word. But there is traditional class word that commonly use, they are:

1. Noun

Noun is the words that usually use for label a person, thing, animal, place, and abstract concept. (i.e., door, floor, chicken, bedroom)

2. Verb

Verb is the words that have a function to show about action from the subject, explain the even or situation. (i.e., sleep, eat, watch, and run)

3. Adjective

Adjective is the words which function to explain about noun or as a pronoun. (i.e., beautiful girl, smart girl, new phone)

4. Adverb

Adverb is a statement or information word which functions to explain about verb, adjective, and other. (Bravely, immediately, there, often, maybe (it's all according to the kinds of adverb)).

5. Pronoun

Is a change word to replace noun. (i.e., me, him, us, them).

6. Preposition

Can be called object of preposition is a word together with it object explain about verb, noun, or adjective. (i.e., at, after, during, among, inside, towards).

7. Conjunction

Conjunction is words which function to connect both of word, phrases, clause, or sentences. (i.e., and, however, or, but).

8. Numeral

Numeral is a word which the predicate are number words. (i.e., much, few days, ten thousand, half and so on).

9. Article

An article is a word that used to modify a noun, which is a person, place, object, or idea. (i.e., the, a, an).

10. Interjection

Interjection is a short utterance that used to show emotional feeling. (Usually followed by punctuation such as comma (,), exclamation mark (!), even question mark (?)).

2.2 Review of Word Mapping Strategy

Word mapping or word maps is the strategy that invited students to think about related word from the word which already gave by the teacher. According to Penton, Glenn, & English (2004) word maps is the strategy that involve the students to deepen their thinking about the related word of one word or word focus.

Word mapping is the activity that persuades students think creatively about the word that related to word given by the teacher. In this strategy, the students expected to be creative in determine what kinds of word are suitable to the “focus word”. Such as synonym, antonym, the matching dictionary definition, other forms of the word, sentence or phrases, and so on.

According to Utami (2017) word mapping is the visual organizer strategy that can help students to develop their vocabulary list. By showing the branch of word to the students will make they thinking deeper and get more information. By seeing the branch of the word mapping, automatically the students’ thinking will easy to explore.

According to Penton, Glenn, & English (2004) Word map is the strategy that can develop students prior knowledge. It means this strategy can help students in increasing their vocabulary knowledge by connecting related word. Swanson & Howerton (2007) add that using word mapping can give students chance to think about word in variety ways. From that statement, the researcher assumes that word maps can persuade students to think about words in different ways.

According to Karendra, Nurweni, & Suka (2016) word mapping is the visual representation to describe the definition of word in order to encourage students critical thinking. It is mean, by understanding graphic of word mapping can help students to increas their logical thinking and enrich their vocabulary.

In additional, Widyawati (2016)states that a word map is a visual organizer that helps students deal with and think about new terms or concepts in several of ways. It is mean word mapping is the strategy that can help students in thinking with the concept are given.

From the definition above researcher can conclude that word mapping is propper strategy in teaching vocabulary. Besides, word mapping is the strategy which can helps students in increasing new vocabulary by the implementation of the map concept.

2.2.1 Purpose of Word Mapping Strategy

The purpose of the Word Mapping strategy is to challenge students to think more wide and deeper about a single word that related each other. In order to make their vocabulary is develop with relating one word to other word or phrases. So their list of vocabulary become advance.

According to Penton, Glenn, & English (2004) word maps are visual illustration of word meanings organized to shows relationship with other related words. He states that word mapping is the evident strategy that can help students to think more creatively with increasing their active exploration of related word

with giving direction and guidance by developing their conceptual knowledge related word.

Besides, applying a word mapping strategy can help teacher to find out what relevant words the students know already and to introduce new words. This strategy can help the teacher to show how far their English vocabulary knowledge. Besides, the word mapping can help students to see some relationship between words that they already know.

In addition, the Word Mapping strategy can also clarify the relevant subject-specific meaning of word has more than one meaning. So it will make them easy to enrich their vocabulary list.

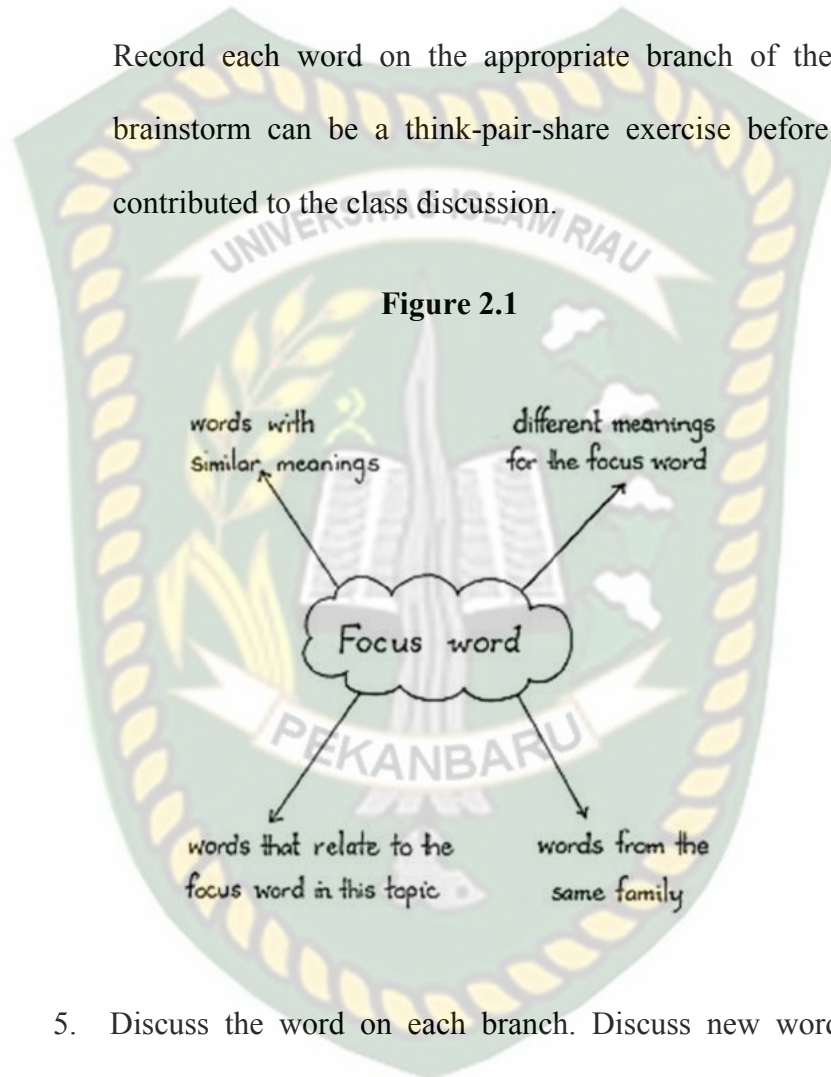
2.2.2 Procedure of Word Mapping Strategy

According to Penton, Glenn, & English (2004), the procedure of Word Mapping is dividing in three points they are:

- a. What Teacher Does
 1. Choose a focus word that already decide and draw it with circle in front of the class or on the whiteboard.
 2. Decide what types of branch that could word map will be. This could be :
 - ✓ The focus word itself with different meaning
 - ✓ Other words with similar meaning
 - ✓ Other word form but in the same word family
 - ✓ Words that relate to the idea or theme of the word focus

3. Write the branches of the maps on the board and explain about each branch to the students before the activity.
4. Ask the students to brainstorm words that relate to the focus word. Record each word on the appropriate branch of the map. The brainstorm can be a think-pair-share exercise before a word is contributed to the class discussion.

Figure 2.1



5. Discuss the word on each branch. Discuss new words, familiar words used in new ways, and relationships between words.

b. What the Students Do

1. The students suggest words to add to the word map that the teacher is drawing on the board.
2. They discuss the words on the completed word map and the relationships between them.

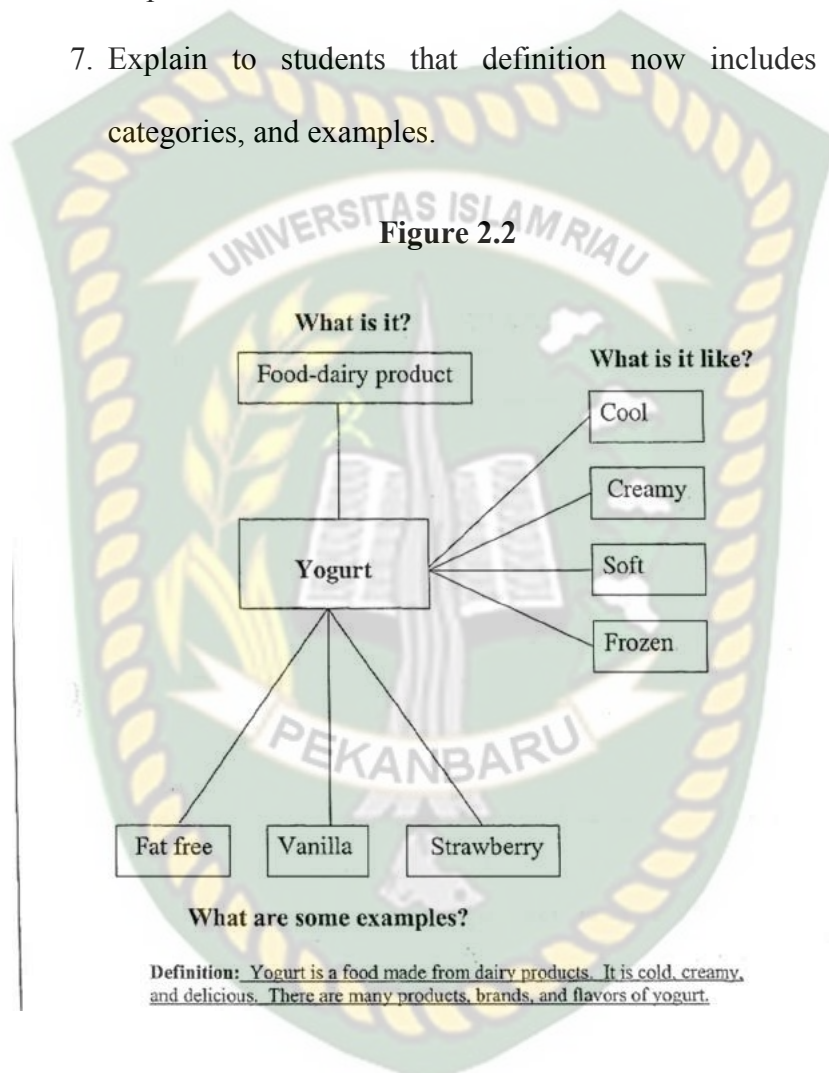
c. What the Teachers Look for

1. Are the students making connection with other words that they know?
2. Are they aware that some familiar words may have different meanings in specific contexts?
3. Are they using new words independently?
4. Are they using words forms classes, for example adjective and adverbs as well as noun?
5. Are they critically analyzing the relationship between words? For example, in discussing the completed word map, are they debating whether the meaning of one word is closer than another to the meaning of the focus word?

According to Scwartz and Raphael (1985) in Widyawati (2016) designed word mapping as follow;

1. Shows students an overhead of the vocabulary-mapping organizer. Point-out that in order to develop a meaningful definition, the map needs to contain three relationships: “what is it? What is like? What are some examples?”
2. To model this strategy, the teacher begins by identifying a familiar word that can be easily mapped. (Examples: yogurt, rain forest, shoes).
3. Teacher writes the word on map.
4. Ask “what is it?” record selected students’ responses on map.

5. Ask “what is it like?” record students’ responses on map.
6. Ask “what are some examples?” record students’ responses on map.
7. Explain to students that definition now includes properties, categories, and examples.



2.2.3 Advantages and Disadvantages of Word Mapping Strategy

According to Graves (2006) in Utami (2017) there are advantages and disadvantages of using word mapping strategy. They are:

- a. The Advantages

1. Word Mapping is adaptable strategy for all level of students and all contents area.
2. It can be used for individuals, small groups or the whole class.
3. Can be created easily and spontaneously on paper, white or black board or on the projector screen.
4. Students relate vocabulary words to their own background or experience.
5. Involves students in thinking, reading and writing.
6. Engages students an active learner.

b. The Disadvantages

This strategy may be not appropriate to the students with:

1. Low incidence disabilities (such as visual impairment) students from whom the impact of their disability renders this strategy.
2. Inefficient (such as intellectual disability).

2.3 Teaching English Vocabulary at Junior High School

In learning English as a foreign language in Indonesia, vocabulary is the important aspect that should be acquired by students. According to Nation (2001) in Clouston (2013) states that there are three significant aspects that teacher should consider and focus while teaching vocabulary. The first aspect is *form*, form is the words that include pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as prefix, root, and suffix). First is *meaning*, it is contains the ways that form and meaning work

together. It is like when the words come in to mind, so the people will think about the specific word or giving expression. And the last is *use*, it is include grammatical function of the word phrases, and collocation that come with it.

Furthermore, vocabulary is the important fundamental aspect to be mastered by junior high school students. It can be proved by vocabulary brings much impact when they learn about four skills of English (speaking, listening, reading and writing). When they want to have a good English they must to learn about vocabulary.

In additional, According to Harmer (2001) in Yuliansyah & Fitriawati (2016) state that the students who those up to eleven to fifteen learn vocabulary in different way from older learners, adolescents, and adults students. In their age, they get easily to get bored and only have 10 minutes to pay attention to the materials and after that they will lose their focus. So, as the teachers they have to fully understand about the students problems, especially in junior high school, they also have to be carefully in choosing an appropriate media and strategy that will apply in the class. In order to make students more interest in learning process and not easily to get bored.

2.4 Assessing Vocabulary

According to Schmitt (2005) assessing is the activitiy of collecting information to answer specific question. They also states that what kind of information that you collect and the way you analyze it depend on question that you ask. For example, in the classroom the teacher want to know how far the

students learning particular concepts, words and the strategy that teacher used. In this case, the teacher ask this question when the students seem gets problem in learning process.

Furthermore, Nation (2001) in Clouston (2013) mention the three important aspect in taeching English. The aspect is about what in involved in knowing word by the students. The aspect can be seen by the table bellow:

Table 2.1

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Source: Adapted from Nation (2001, p. 27).

In additional, Coombe (2015) mentioned there are two types of assessing vocabulary. They are discretely and embedded or listed.

1. First is **Discretely**, it commonly used by the teacher if they want to test vocabulary explicitly by the students. Usually, the test of this type such as Multiple-Choice Question, matching, and Sentence Completion or Gap Fill Items. For Multiple-Choice Question there are include synonym recognition, definition, meaning in context, odd one out, and Translation. To understand about the format of those test researcher put some figure as follow:

Figure 2.3
Multiple-Choice Question Format

The MCQ format can be used to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, meaning in context, and odd man out.

Synonym recognition (word in isolation or with context).

The teacher was *furious* when she heard the students talking during the test.

- A. angry
- B. calm
- C. happy
- D. delighted

Definition recognition (word level, minimal sentence context).

She is someone I absolutely *adore*.

- A. give a round of applause to
- B. feel affection for
- C. am revolted by
- D. disapprove of

If something is *vague* it means it is _____.

- A. unclear
- B. abnormal
- C. precise
- D. specific

Meaning in context (sentence and paragraph level).

The townspeople were _____ by the typhoon that hit their coastline. Everyone had to move to a new area.

117

- A. minimized
- B. violated
- C. displaced
- D. rewarded

New Year is a time for making _____. Everyone thinks carefully about the lifestyle changes they want to make in the coming year.

- A. indications
- B. resolutions
- C. summaries
- D. obligations

Normally most kids love summer vacations. However, for me, the end of the school year is not a time to celebrate. I dread the dull, *humdrum* existence of sitting at home and doing the same things day after day. There is only so much television one can watch. I am counting the days till school begins in September.

The word *humdrum* in line two probably means _____.

- A. interesting
- B. exciting
- C. boring
- D. motivating

Odd one out.

One of the four words or idioms is different from the other three. Circle the letter of your choice.

- | | | | |
|--------------------|------------------|--------------|---------------|
| 1. a. construction | b. electrician | c. decorator | d. surveyor |
| 2. a. spouse | b. partner | c. fiancée | d. marriage |
| 3. a. outstanding | b. unexceptional | c. excellent | d. remarkable |

(Coombe, 2015)

Figure 2.4
Matching Format

Match useful expressions with context of use. Write the letter in the space provided.

- | | |
|--|----------------------|
| _____ 1. when you are introduced to someone new | A. I'm sorry. |
| _____ 2. to apologize to someone | B. Stop it. |
| _____ 3. you don't know the answer to a question | C. Nice to meet you. |
| _____ 4. when you are joking with someone | D. I've got it. |
| | E. I'm just kidding. |
| | F. I give up. |

Here is an example of a format that combines matching and multiple choice.

1. My cousin is very _____. He has both a B.A. and an M.A. 2. Mary is a/an _____ person. She is never angry or upset and she is easy to get along with. 3. Ahmed has a lot of money, and his family is also very rich. Everybody in Dubai knows he is a very _____ person.	A. good-natured B. appropriate C. affluent D. widespread E. well-educated
--	---

(Coombe, 2015)

Figure 2.5
Sentence Completion or Gap Fill Items Format

Sentence (definition and meaning in context).

A _____ is a person who defends people in court.

Correct answer: *lawyer*

Oil is one very important _____ for most Arabian Gulf countries.

Correct answer: *resource*

Because of the snow the football game was _____ until the following week.

Correct answer: *postponed*

Paragraph.

The African elephant has many interesting _____ (1). It is strong and very intelligent. Elephants are sensitive and can cry, play, and laugh. Elephants even have incredible memories. The young elephants learn by copying other elephants. The mothers, aunts, sisters, and cousins all take care of the young. The family or _____ (2) of elephants all protect the young from dangers like predators.

Correct answers: 1. *features*, 2. *herd*

You might also test vocabulary items by putting the first letter of the word you are looking for in the blank. Consider the following example:

The African elephant has many interesting f_____ (1). The mothers, aunts, sisters, and cousins all take care of the young. The family or h_____ (2) of elephants all protect the young from dangers like predators.

(Coombe, 2015)

Figure 2.6
Translation Format

Translation

Translation is another way to assess students' productive knowledge of vocabulary items. Of course, to monitor how effectively this is done, the teacher must have an adequate working knowledge of the students' L1.

Translate the underlined word into your first language.

His job is very demanding.

(Coombe, 2015)

2. Second is **Embedded** vocabulary assessment, this type of test is aimed at the quality of students' vocabulary. This test includes written test, reading test, listening to or spoken test. The researcher also put the format of these tests as follows:

Figure 2.7

Assessing Vocabulary in Reading Comprehension

One of the most common questions that teachers include on reading comprehension tests is assessing vocabulary in context. This can be done in a number of ways. Here are some common question types.

Which word in paragraph 3 means **danger**?

Which word in paragraph 6 means the same thing as **fun**?

Find the word(s) in the text that means the same thing as **hundreds of years**.

Find a word(s) in the text that describes the way the author was feeling.

What does the word **they** in paragraph 2 refer to?

What does the phrase "talking nonsense" (line 10) probably mean?

- A. discussing feelings about something
- B. speaking in a crazy way
- C. saying something that doesn't make sense
- D. stating an obvious fact

(Coombe, 2015)

Figure 2.8

Assessing Vocabulary in Writing

Most large-scale high-stakes exams today assess the quality of vocabulary found in a student's writing sample. The International English Language Testing System (IELTS) assesses what it refers to as Lexical Resource. Raters also take vocabulary usage into consideration when marking Test of Written English (TWE) essays.

In one of the most widely used analytic scales for the marking of writing, Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981, p. 30) incorporate five scales in their ESL Composition Profile. The five scales in this very popular instrument include: content, organization, language use or grammar, vocabulary and mechanics. Their scale for assessing vocabulary can be found in Figure 2.

20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
17-14	GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
13-10	FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
9-7	VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, words forms OR not enough to evaluate

(Coombe, 2015)

Figure 2.9

Assessing Vocabulary in Speaking

Similar to writing assessment scales, several well-known instruments such as the TOEFL and the IELTS assess the quality and range of a student's vocabulary during speaking exams. In a very teacher-friendly scale of speaking assessment, Folse (2006) includes vocabulary as one of four categories upon which a student is assessed. In his vocabulary category, he looks for range, the correct and appropriate selection of words in speech and their impact on meaning.

(Coombe, 2015)

2.5 Past Studies

Almost same research by using word mappings as the strategy is already done before by other researcher. There is Utami, (2017) an English Students of the State Islamic Institute of Surakarta With the title "The Effectiveness of Using

Word Mapping Strategy in Teaching Vocabulary” at the seventh grade students of SMP Negeri 1 Plupuh. In her conclusion of research, she states that the mean pre-test score of experimental class that was taught by word mapping strategy was 63 while the mean of post-test score was 77, those mean show increasing. From the result, she conclude that word mapping strategy was the effective strategy to learn vocabulary.

Another researcher is Melieta (2016) With the title “The Use of Word Mapping Technique in Teaching Vocabulary” at the eighth grade students of SMP Negeri 14 Pontianak. In her finding research she states that vocabulary mastery of the students is significantly increasing after doing the treatment. Besides, the mean of post-test is higher than the mean of pre-test. The score of pre-test was 42 and 77, but there is an improvement when in the post-test the mean score was 85. And she conclude that word mapping strategy gave highly significant effect in teaching vocabulary.

The last researchers are Karendra, Nurweni, & Suka (2016) on the result of their research they state that there is significant improvement after applying word mapping strategy in the class. Firstly it can be seen by vocabulary aspect, there are significant improvements and the total increase of nouns (28.20%), verbs (25.00%), adverb (25.00%), pronouns (21.40%), and adjective (18.80%). Secondly from the fair sample test, in this result of the test shows the proposed of the hypothesis of the research was accepted.

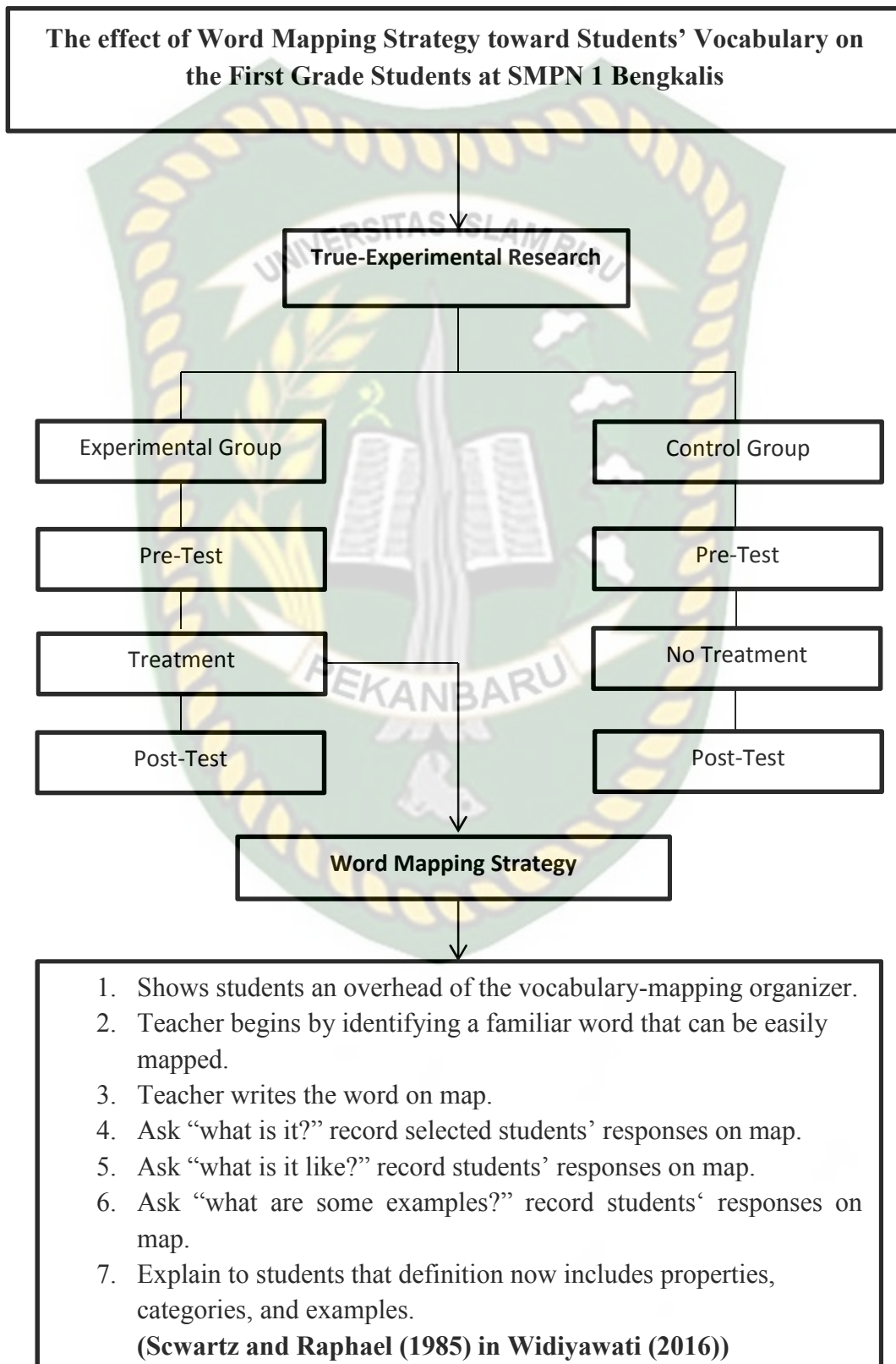
Basically, this study has the same purpose to teach vocabulary. However, it has different media and different methodology of the research. The researcher will do a true-experimental reserach to teach vocabulary and put some media as the supporter of the word mapping strategy to help students in increasing their vocabulary in learning English.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

2.6 Conceptual Framework (Figure 2.10)



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is a Experimental research. The type of this research is to examined toward the sample of experiment group with control group which focus on quantitative approach of the experimental group class. According Sanjaya (2013) The purpose of this research is to find out the influence or the connection between both of subjects by comparing the result of pre-test and post-test of experimental group with control group.

Table 3.1
Design of Experimental Class

Group	Pre-Test	Treatment	Post-Test
E	Y ₁	X	Y ₂
C	Y ₁	–	Y ₂

Description:

E : Experimental group

C : Control group

Y₁ : Pre-Test

Y₂ : Post-Test

X : Treatment

3.2 Location and Time of Research

This research was conducted at SMP Negeri 1 Bengkalis. The school was located at Jl. Karimun Bengkalis. The time of the research will be conducted from July 2019.

3.3 Population and Sample of the Research

3.3.1 Population

The population of this research is the first students of SMPN 1 Bengkalis. The total populations of the students are 60 students which are in the VII A and VII B Class. To understand about population of the students researcher describe on the table below:

Table 3.2
Population of the Research

Class	Number of Students
VII A Class	30
VII B Class	30
Total	60

3.3.2 Sample

Sample is the number of population which is selected for doing the experiment. According to Sanjaya (2013) the subjects of this research choosed randomly. In order to controled all the activities during the research

run very well. The sample of this research will be taken in VII A class which is an experimental group and VII B for control group.

Table 3.3
Sample of the Research

Sample	Number of Students
VII A (Experimental Class)	30
VII B (Control Class)	30
Total	60

3.4 Research Material

The materials in this research took from students' English book. The entire topic was taught to the students by applying word mapping strategy. The material of this research based on English curriculum for the first grade students at junior high school. The researcher also used sources from the internet.

3.5 Research Instrument

In order to get the data researcher already prepared question for the test, it consists of 30 items of multiple choice question, matching test and gap fill items.

Table 3.4

Blue-Print of the Pre-Test and Post-Test

No.	Topic	Items		Form of Test
		Pre-Test	Post-Test	
1.	Nouns	1,2,3,4,5,12, 15,18,19, 22,28	7,9,16,19,20,21, 26,30	-Mult-Choice Question, -Matching Test, -Gap Fill Items
2.	Verbs	6,7,8,9,10,26	4,10,13,25	
3.	Adverbs	16,17,20,27,30	1,2,6,11,23,27,28	
4.	Adjectives	11,14,21,23, 24,25	3,5,8,12,14, 17,18,22,24,29	
Total		30	30	

3.6 Research Procedure

This research used Experimental research, where experimental group was taught by using word mapping strategy and another one group as the control group. So for the research procedure explained as follow:

3.6.1 Experimental Group

1. Pre – Test

Pre-Test is the first step on this experimental research. This test was given on the first day of the research. In pre-test, the researcher gave test such as multiple choice question, matching test, and gap fill items that consist of 30 items. The purpose of this test is to determine students' vocabulary.

2. Treatment

After pre-test, researcher gave the treatment on second days until fourth day. The treatment was applied the word mapping strategy in VII A classroom. To make clear about the treatment researcher put some representation on the table below:

Table 3.5

Treatment

Treatment
<ol style="list-style-type: none"> 1. Before giving the treatment, make sure the students already understand about kinds of text related to the materials. 2. After that, teacher begin to give a text related to the material, then ask the students to read and find some difficult word and identify kinds of class word (noun, verb, adjective, adverb) related to the difficult word. 3. The researcher will ask the students to choose the overhead word (word focus) while giving the vocabulary-mapping organizer on the board. And ask about three question such as “what is it?”, “what is like?”, “what are some example?” 4. Ask “what is it?” record selected students’ responses on map. 5. Ask “what is it like?” record students’ responses on map. 6. Ask “what are some examples?” record students’ responses on map. 7. Explain to students that definition now includes properties, categories, and examples.

3. Post-Test

The post-test gave in the last day of the research. The result of post-test to analyzed and used as the final data and to compare with the result of the pre-test.

3.6.2 Control Group

1. Pre-Test

Pre-test is to determined students' vocabulary at VII B class. Researcher gave the post-test in both of experimental group and control group as the comparison of this research.

2. Post-Test

Without applied the treatment, researcher also gave the post-test in the six meeting of the research. The result of this test is to know there is the difference or not between experimental group with control group.

3.7 Data Collection Technique

1. Pre-test

The data from pre-test was taken in order to determine students' vocabulary, especially in noun, verb, adjective and adverb. The researcher gave pre-test in the first meeting and before doing the treatment by used word mapping as the strategy.

2. Post-Test

Researcher gave the post-test in the last meeting on the six day after the treatment or word mapping strategy already applied. The purpose of this test is to know the effect of using word mapping strategy on the student' vocabulary.

3.8 Data Analysis Technique

The researcher was focus on quantitative approach by analyze the data which gets from the sample of this research. Besides, researcher also was analyzed the result of the test by used statistical computer such as SPSS version 22. In additional, the result of the test is consist of 30 questions that contain four indicator vocabulary like noun, verb, adjective, and adverb. The test was taken in order to know is there any significant effect of using word mapping strategy toward students' vocabulary.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

In this chapter, researcher would like to present research finding dealing with the data analyzed and interpreted, which have been taken from the given pre-test and post-test of experimental class and control class. From the data, it showed students' score increase from pre-test and post-test in order to find out whether there is a significant effect by using word mapping strategy toward students vocabulary at the first grade students of SMP Negeri 1 Bengkalis. The result of pre-test and post-test by Experimental class and Control class could be seen by the following data:

4.1.1 The Result of Pre-Test

Table 4.1

The Students' score of Pre-Test in Experimental Class and Control Class

Experimental Class		Control Class	
Students	Score	Students	Score
1	26	1	64
2	89	2	38
3	56	3	62
4	65	4	44
5	15	5	59
6	60	6	71
7	58	7	54
8	26	8	21
9	78	9	63
10	75	10	60
11	18	11	95
12	89	12	46
13	36	13	77
14	85	14	86

Table 4.1
The Students' score of Pre-Test in Experimental Class and Control Class

15	95	15	33
16	84	16	54
17	36	17	85
18	42	18	27
19	100	19	33
20	33	20	35
21	29	21	100
22	53	22	39
23	35	23	86
24	67	24	42
25	62	25	50
26	23	26	47
27	51	27	49
28	42	28	76
29	32	29	56
30	67	30	42
Total Score	1.627	Total Score	1.694
Mean Score	54,23	Mean Score	56,47

Based on the table 4.1., there were 30 students on experimental class (VIII A) and 30 students in control class (VIII B) that doing pre-test. The researcher gave a test about four indicators of vocabulary; noun, verb, adverb, and adjective which consist of 30 questions. After calculated all of students' scores, researcher found the total of the scores of experimental class were 1.627 and the mean score were 54,23, while in control class the total score of pre-test was 1.694 and got 56,47 for the mean score. To make clear about the result of the test, the data also analyzed by SPSS, The scores comparison between experimental class and control class can be seen by the following table:

Table 4.2
The Score of Pre-Test in Experimental and Control Class

Pre-Test	Mean	N	Std. Deviation
Exp. Class	54,23	30	24,848
Control Class	56,47	30	20,611

Based on the table 4.2, it showed the result of pre-test in experimental class was 54,23 and 56,47 in control class. While the standard deviation of experimental class was 24,484 and control class was 20,611. Which is mean, the pre-test score of control class was higher than experimental class. For the result of indicators vocabulary pre-test can be seen as follow:

Table 4.3
Indicators of Vocabulary in Pre-Test in Experimental Class

Students	Noun *(13)	Verb (6)	Adjective (6)	Adverb (5)	Total
1	4	2	1	1	8
2	11	6	6	3	26
3	7	4	3	2	16
4	10	3	4	2	19
5	3	1	1	0	4
6	9	3	5	0	17
7	7	5	3	2	17
8	5	1	0	1	7
9	9	6	5	4	24
10	10	4	5	4	23
11	3	1	2	0	7
12	12	6	5	4	27
13	7	3	2	1	13
14	11	6	6	5	28
15	12	6	6	4	28
16	12	6	4	4	26
17	6	2	3	1	12
18	6	3	4	0	13
19	12	6	6	5	29
20	2	4	3	2	11

Table 4.3
Indicators of Vocabulary in Pre-Test in Experimental Class

21	4	2	1	1	8
22	7	4	5	1	17
23	5	3	1	2	11
24	10	5	2	3	20
25	7	4	6	2	19
26	4	1	2	0	7
27	8	2	5	2	17
28	7	1	4	1	13
29	6	0	3	2	11
30	9	6	3	1	19
Total	67	106	106	60	498
Average	16,6				

**the number on each inductor words is the amount of question.*

Based on the table, researcher analyzed the data on indicators of vocabulary in pre-test of experimental class. It contained about the students score from each topic; noun, verb, adjective, and adverb. The total of students' score in noun was 67, verb was 106, score in adjective was 106 and for adverb the score was 60. So, the total score for whole indicators of vocabulary was 498 and the average was 16,6. In the other side, the result of indicators of vocabulary in control class can be seen as following table:

Table 4.4
Indicators of Vocabulary in Pre-Test in Control Class

Students	Noun *(13)	Verb (6)	Adjective (6)	Adverb (5)	Total
1	8	5	4	3	20
2	5	2	3	2	12
3	9	5	5	1	20
4	7	1	4	2	14
5	9	4	5	1	19
6	10	6	5	2	23
7	8	2	5	2	17

Table 4.4
Indicators of Vocabulary in Pre-Test in Control Class

8	3	2	1	1	7
9	7	6	3	2	18
10	10	5	5	1	21
11	11	6	6	5	28
12	6	1	1	4	12
13	9	6	3	4	22
14	11	5	5	4	25
15	4	3	2	1	10
16	8	5	3	2	18
17	11	5	6	4	26
18	4	3	0	2	9
19	5	2	4	0	11
20	5	2	3	1	11
21	12	6	6	5	29
22	4	5	3	2	14
23	10	5	5	6	26
24	4	4	6	1	15
25	11	6	6	2	25
26	8	2	5	3	18
27	6	4	3	2	15
28	11	5	5	3	24
29	4	2	5	4	15
30	6	5	3	0	14
Total	226	120	120	72	538
Average			17,9		

**the number on each indicator words is the amount of question.*

The table showed the total number of students' score in control class by analyzing the indicators of vocabulary. In each indicator the researcher got the score such as; noun 226, verb 120, adjective 120, and adverb 72. From the data, the total result of the score was 538 while the average of the score was 17,9. In addition, the researcher was put the graphic indicators of vocabulary by both of class that could be drawn as below:

Figure 4.1
Graphic Indicators Vocabulary in Pre-Test

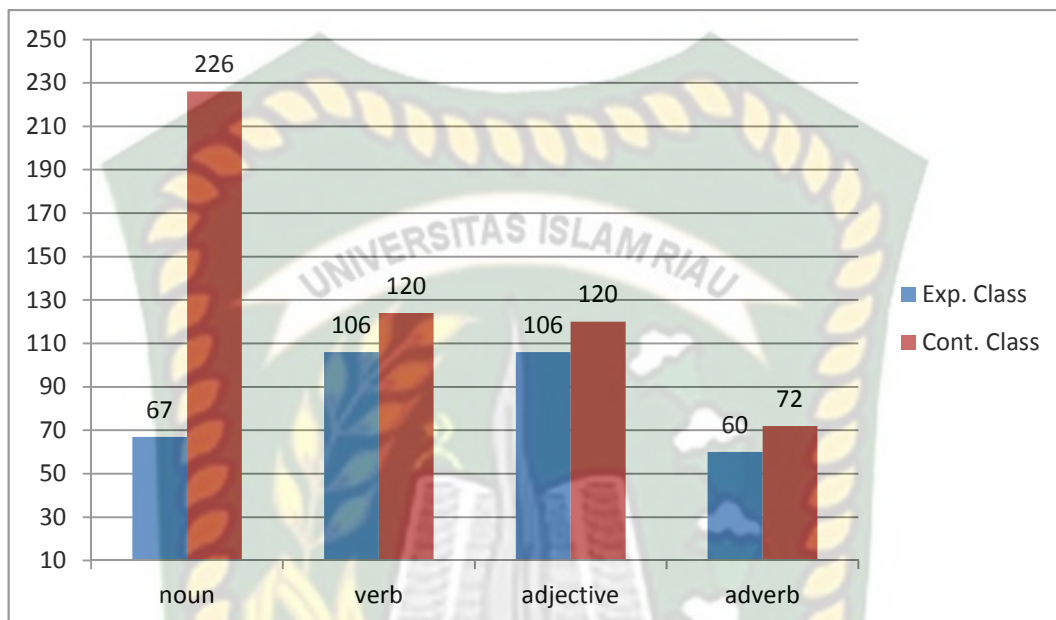


Figure 1 showed that students' pre-test result in control class got higher score than experimental class. Almost all of the indicators of vocabulary from control class got upper score. It can be seen from the data above that showed the score of each indicator such as noun, verb, and adjective was reached.

4.1.2 The Treatment

After giving pre-test, the researcher gave treatments to the experimental class only by applied word mapping strategy in order to find out there is significant influence on students' vocabulary through this strategy. The list of meeting and teaching activities could be seen as follows:

Table 4.5
Teaching and Learning Activities

No.	Meeting	Activities
1.	Meeting I (17 July 2019)	<p>Pre-Teaching Activities</p> <ul style="list-style-type: none"> - Greeting - Check attendant list <p>Whilst Teaching Activities</p> <ul style="list-style-type: none"> - Teacher explained about the material, generic structure and grammar/tenses of the text. - Teacher gives an example to the related material. - Teacher explained about word mapping. - Teacher lets the students asked about the material and word mapping strategy. - Teacher asked the students to find difficult word from the text which given by the teacher. - Teacher asked the student to translate and determined kinds of class word related to the difficult word that already found. (Verb, noun, adjective, adverb). - Teacher ask the students to implement the word mapping strategy to identify the difficult word by answering three question “what is It?“, “what is it like?”, “what are some example?” - Teacher checks the students’ work. <p>Post-Teaching Activities</p> <ul style="list-style-type: none"> - Teacher concluded the material. - Teacher gives chance to the students to ask their problem.

Table 4.5
Teaching and Learning Activities

		- Greeting
2.	Meeting II (22 July 2019)	<p>Pre-Teaching Activities</p> <ul style="list-style-type: none"> - Greeting - Check attendant list <p>Whilst Teaching Activities</p> <ul style="list-style-type: none"> - Teacher asked the students to made descriptive text with the topic “My friend”. - Teacher asked the students to find the list of word that would be the focus word from the text. - Teacher asked the student to translate and determined kinds of class word related to the words that already found. (Verb, noun, adjective, adverb). - Teacher asked the students to implement the word mapping strategy to identify the difficult word by answering three question “what is it?“, “what is it like?”, “what are some example?” - Teacher checks the students’ work. <p>Post-Teaching Activities</p> <ul style="list-style-type: none"> - Teacher concluded the material. - Teacher gives chance to the students to ask their problem. - Greeting.
3	Meeting III (24 July 2019)	<p>Pre-Teaching Activities</p> <ul style="list-style-type: none"> - Greeting Check attendant list

Table 4.5
Teaching and Learning Activities

		<p>Whilst Teaching Activities</p> <ul style="list-style-type: none"> - Teacher asked the students to found a descriptive text with the topic “Place”. - Teacher asked the students to make a list of difficult words from the text. - Teacher asked the student to translate and determined kinds of class word related to the words that already found. (Verb, noun, adjective, adverb). - Teacher asked the students to implement the word mapping strategy to identify the difficult word by answering three question “what is it?“, “what is it like?”, “what are some example?” - Teacher checks the students’ work. <p>Post-Teaching Activities</p> <ul style="list-style-type: none"> - Teacher concluded the material. - Teacher gives chance to the students to ask their problem. - Greeting.
<p>4.</p>	<p>Meeting IV (31 July 2019)</p>	<p>Pre-Teaching Activities</p> <ul style="list-style-type: none"> - Greeting - Check attendant list

Table 4.5
Teaching and Learning Activities

		<p>Whilst Teaching Activities</p> <ul style="list-style-type: none"> - Teacher asked the students to found a descriptive text with the topic “My Idol”. - Teacher asked the students to make a list of difficult words from the text. - Teacher asked the student to translate and determined kinds of class word related to the words that already found. (Verb, noun, adjective, adverb). - Teacher asked the students to implement the word mapping strategy to identify the difficult word by answering three question “what is it?“, “what is it like?”, “what are some example?” - Teacher checks the students’ work. <p>Post-Teaching Activities</p> <ul style="list-style-type: none"> - Teacher concluded the material. - Teacher gives chance to the students to ask their problem. - Greeting.
--	--	---

4.1.3 The Result of Post-test

After gave the treatment in experimental class and non-treatment in control class, researcher gave post-test on the last meeting both of class. The data result can be seen as follows:

Table 4.6

The Students' score of Post-Test in Experimental Class and Control Class

Experimental Class		Control Class	
Students	Score	Students	Score
1	81	1	48
2	79	2	55
3	54	3	51
4	75	4	27
5	50	5	39
6	69	6	65
7	26	7	36
8	63	8	21
9	94	9	62
10	74	10	53
11	58	11	55
12	68	12	39
13	54	13	33
14	72	14	84
15	95	15	24
16	82	16	29
17	58	17	67
18	75	18	30
19	95	19	39
20	51	20	27
21	83	21	70
22	71	22	39
23	27	23	68
24	57	24	27
25	77	25	81
26	90	26	85
27	53	27	47
28	74	28	55
29	54	29	21
30	75	30	64
Total Score	2.034	Total Score	1.441
Mean Score	67,80	Mean Score	48,03

After calculated all of students' scores, researcher found the total of the scores of experimental class were 2.034 and the mean score were 67,80, while in control class the total score of pre-test was 1.441 and got 48,03 for the mean

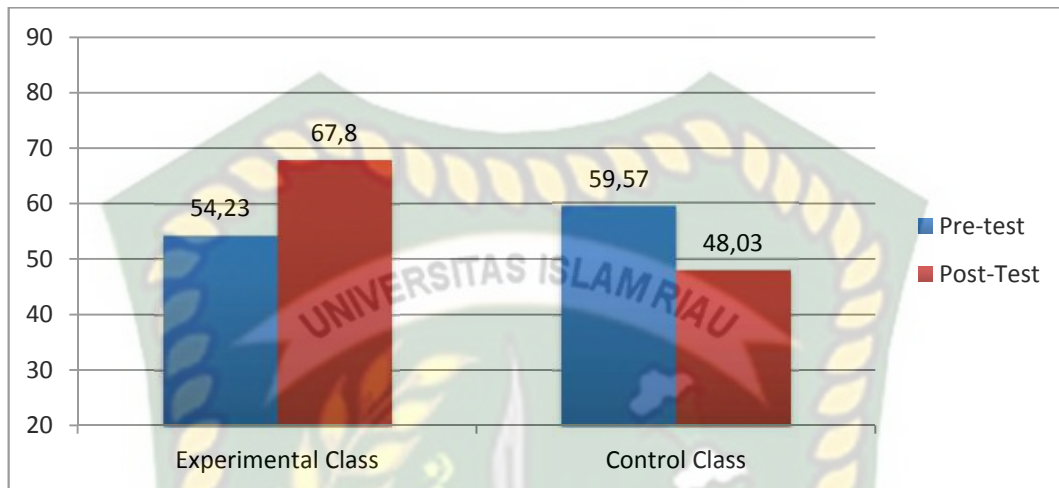
score. It's mean that the total score of experimental class got better significant improvement after researcher applied the treatment. Besides, It also can be proved by the number of students who get increase then the pre-test score in experimental class. Based on the data, there are 21 students who get increase on the post-test, and only 9 students get decrease. To make clear about the result of the test, the data also analyzed by SPSS, the comparison of the score between experimental class and control class can be seen by the following table:

Table 4.7
The Score of Post-Test in Experimental and Control Class

Post-Test	Mean	N	Std. Deviation
Exp. Class	67,80	30	17,490
Control Class	48,03	30	19,170

Table 4.7 showed the result of post-test was 67,80 in experimental class and 48,03 in control class. While the standard deviation of experimental class was 17,490 and control class was 19,170. Which is mean, the post-test score of experimental class was higher than experimental class. In addition, the researcher put the diagram of pre-test and post-test score by both of class bellow

Figure 4.2
Diagram of Pre-Test and Post-Test Score



Based on the diagram, it showed the differences and the development between experimental class and control class. According to the data, researcher conclude that experimental class score are increasing significantly while control class score are decrease. As the addition, researcher also put the score detail of indicators vocabulary post-test can be seen as follow:

Table 4.8
Indicators of Vocabulary in Post-Test in Experimental Class

Students	Noun *(8)	Verb (4)	Adjective (10)	Adverb (7)	Total
1	8	4	9	4	25
2	7	4	8	6	25
3	5	4	6	4	19
4	8	4	8	4	24
5	6	4	4	2	16
6	6	4	8	5	23
7	2	2	3	1	8
8	6	3	6	4	19
9	8	4	10	6	28
10	7	4	9	4	24
11	6	4	6	3	19

Table 4.8
Indicators Vocabulary in Post-Test in Experimental Class

12	7	4	6	5	22
13	5	3	7	3	18
14	7	4	9	5	25
15	8	4	10	6	28
16	7	4	9	6	26
17	5	2	8	3	18
18	7	4	8	4	23
19	8	4	10	6	28
20	3	2	7	4	16
21	8	4	8	5	25
22	6	2	10	5	23
23	3	1	3	2	9
24	5	3	7	5	20
25	7	4	9	5	25
26	8	4	10	5	27
27	6	2	6	3	17
28	6	3	8	4	21
29	5	4	6	3	18
30	7	4	10	5	26
Total	187	103	228	127	645
Average			21,5		

**the number on each indicator words is the amount of question.*

Based on the data above, researcher analyzed the data on indicators of vocabulary in post-test of experimental class. It contained about the students score from each topic; noun, verb, adjective, and adverb. The total of students' score in noun was 187, verb was 103, score in adjective was 228 and for adverb the score was 127. So, the total score for whole indicators of vocabulary was 645 and the average was 21,5.

In the other side, the result of indicators of vocabulary in control class can be seen as following table:

Table 4.9
Indicators of Vocabulary in Post-Test Control Class

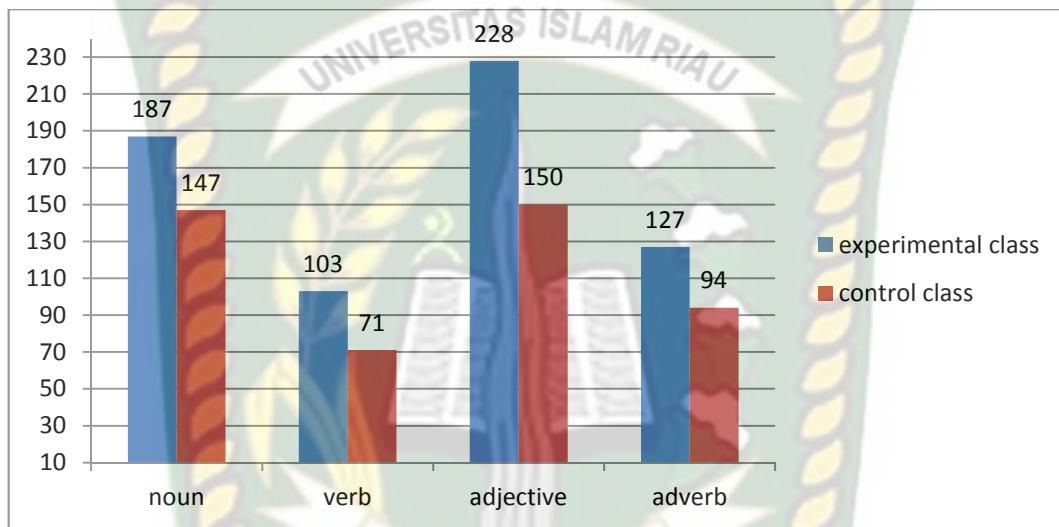
Students	Noun *(8)	Verb (4)	Adjective (10)	Adverb (7)	Total
1	3	3	6	3	15
2	7	3	6	2	18
3	4	4	6	3	17
4	5	0	2	2	9
5	3	1	4	5	13
6	6	3	8	4	21
7	5	2	3	3	13
8	4	1	1	2	8
9	6	4	6	3	19
10	5	2	6	4	17
11	6	2	6	1	15
12	4	1	5	3	13
13	4	1	6	1	12
14	6	3	10	6	25
15	3	2	2	1	8
16	5	1	2	2	10
17	6	3	7	6	22
18	5	0	3	2	10
19	3	4	3	4	14
20	4	1	2	2	9
21	7	4	9	5	25
22	3	3	5	2	13
23	5	4	8	5	22
24	3	1	3	2	9
25	6	4	8	5	23
26	7	4	10	4	25
27	6	2	5	2	15
28	6	4	6	4	20
29	4	1	1	1	8
30	6	3	6	5	20
Total	147	71	150	94	468
Average			15,6		

**the number on each indicator words is the amount of question.*

The table showed the total number of students' score in control class by analyzing the indicators of vocabulary. In each indicator the researcher got the score such as; noun 147, verb 71, adjective 150, and adverb 94. From the data, the

total result of the score was 468 while the average of the score was 15,6. In addition, the researcher was put the graphic indicators of vocabulary by both of class; it could be drawn as below:

Figure 4.3
Graphic Indicators Vocabulary in Post-Test



Based on the graphic, it showed the increasing of students' vocabulary on each indicator. Especially in experimental class, almost all of the indicators are increasing such as noun, verb, adjective and adverb. While in control class they were decreasing. For that reason, Experimental class got the higher score than the scores of Control class, and also got a better significant improvement than Pre-Test score.

Furthermore, reseracher also found some data result in each indicators vocabulary especially in experimental class. In pre-test, there are 21 students can answer the adverb question which proper to the target. And, in post-test, there are 15 students can answer the question which near to the target. Based on the data

the reseracher can conclude that students' get difficult in answer the adverb questions than noun, verb, and adjective. In addition, researcher put the result t-test of students' pre-test and post-test. Here the result of data analyzed by used SPSS application:

Table 4.10
The Result T-Test of Students' Pre-Test and Post-Test in Experimental Class

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-13,567	23,354	4,264	-22,287	-4,846	-3,182	29	,003

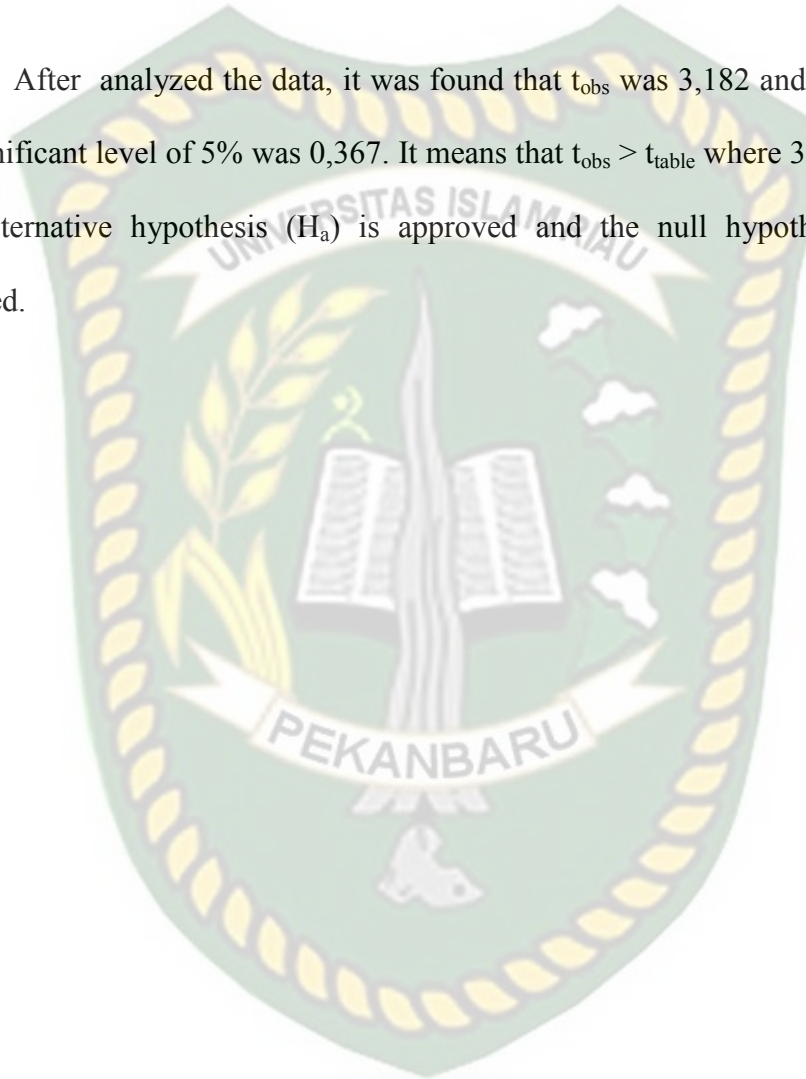
Table 4.10 showed about the result t-test of students pre-test and post-test in experimental class. Based on the table, t-test result was 3,182 with its df was 29, the standard error mean was 4,264, standard deviation was 23,354, lower difference interval was 22,287, and upper difference interval was 4,846.

4.2 Hypothesis Testing

The hypothesis testing aimed to know whether there is or no significant effect of students' vocabulary had been taught through word mapping strategy. To analyze the data, the reseracher used an application named SPSS version 22. In this application, researcher used paired sample t-test in order to reveal the significant effect of word mapping strategy between two classes. In the hypothesis testing when $t_{obs} > t_{table}$ it means that the null hypothesis (H_0) is

rejected and the alternative hypothesis (H_a) is approved. On the other side, if $t_{obs} < t_{table}$ it means that the null hypothesis (H_o) approved and the alternative hypothesis (H_a) is rejected.

After analyzed the data, it was found that t_{obs} was 3,182 and t-table value of significant level of 5% was 0,367. It means that $t_{obs} > t_{table}$ where $3,182 > 0,367$. So, alternative hypothesis (H_a) is approved and the null hypothesis (H_o) is rejected.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis in the previous chapter, the researcher could make the conclusion which is related to the research titled “the effect of word mapping strategy toward students’ vocabulary of the first grade students of SMP Negeri 1 Bengkalis” as follows:

1. Vocabulary is one of the most important aspects to learn English.
2. The used of word mapping strategy in teaching English can help students in enrich vocabulary.
3. Based on the data in this research, the using of word mapping strategy it’s proved can improve students’ vocabulary. It can be seen from the result of the test of experimental class, where the pre-test mean score was 54,23 whereas post-test mean score was 67,8. Which is mean the vocabulary of the students’ is increasing around **13%**

5.2 Suggestion

Dealing with the result of this research, the researcher would like to give some valuable suggestions to those who got attention in teaching or learning English especially in vocabulary aspect. They were as followed:

5.2.1 For English Teacher

1. The teacher should be able to concern about what problem faced to the students.
2. The teacher should be able to give more motivation and attention in order to increasing students' vocabulary.
3. The used of word mapping strategy/ it is proved can give much improvement for the students' vocabulary achievement.

5.2.2 For the Students

1. The students should realize about the important of learning English.
2. The students giving more attention while the teacher gives explanation.
3. The students should try to learn more about English through word mapping strategy because it brought much benefit.

5.2.3 For the Next Researcher

1. The next researcher hopefully considered about what strategy that suitable to the students.
2. The next researchers are recommended to use word mapping as the strategy and could be a valuable reference and source for a research.

REFERENCES

- Alizadeh, I. (2016). Vocabulary Teaching Techniques: A Review of Common Practices. *International Journal of Research in English Education*, 1(1), 22–30. Retrieved from <http://ijreeonline.com/article-1-25-en.html>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Asyiah, D. N. (2017). the Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*, 9(November). <https://doi.org/10.21274/lis.2017.9.2.293-318>
- Clouston, M. L. (2013). Teaching Vocabulary. In T. S. C. Farrell (Ed.), *Teasol International Association* (Vol. 53). USA.
- Coombe, C. (2015). *Assessing vocabulary in the language classroom*. (February), 111–124. Retrieved from <http://marifa.hct.ac.ae/2011/1194>
- Easterbrook, R. M. (2013). The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning. *PhD Thesis*, (November), 467. Retrieved from It is commonly accepted that the knowledge of word meanings plays a key role in language comprehension.
- Elyas, T., & Alfaki, I. (2014). Teaching vocabulary: The relationship between

techniques of teaching and strategies of learning new vocabulary items. *English Language Teaching*, 7(10), 40–56. <https://doi.org/10.5539/elt.v7n10p40>

Goodwyn, A., & Branson, J. (2005). Teaching English. In A. Goodwyn & J. Branson (Eds.), *World Englishes*. <https://doi.org/10.1111/j.1467-971X.1990.tb00276.x>

Haspelmath, M. (2001). Word Classes and Parts of Speech. *International Encyclopedia of the Social & Behavioral Sciences*, (November), 16538–16545. <https://doi.org/10.1016/b0-08-043076-7/02959-4>

Jeanne McCarten. (2007). Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom. In *Cambridge University Press*. <https://doi.org/10.14393/dl15-v8n1a2014-39>

Karendra, R., Nurweni, A., & Suka, R. G. (2016). *The Implementation of Word Mapping Strategy to Increase Students' Vocabulary Mastery at The First Grade Students of SMA N 1 Rumbia Lampung Tengah*. <https://doi.org/10.1017/CBO9781107415324.004>

Melieta, H. H. L. (2016). *The Use of Word Mapping Technique in Teaching Vocabulary*.

Penton, R., Glenn, J., & English, C. (2004). *Effective Literacy Strategy: A Guide for Teachers* (J. Hay & M. Smith, eds.). Wellington: Ministry of Education.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching*.

New York: Cambridge University Press.

Ronaghi, A., Bayat, A., & Mahmoodi, K. (2015). The Effects of Word-Map Technique on Iranian EFL Learners' Vocabulary Acquisition: A Response to Help-seeking Strategy (A Study in. *International Journal of Educational Investigations*, 2(8), 1–9.

Sanjaya, W. (2013). *Penelitian Pendidikan: Jenis, Metode dan Prosedur* (First Edit). Jakarta: Kencana Pernada Media Group.

Sari, L. I., & Sutopo, D. (2018). The Effectiveness of Vocabulary Self-Collection and Word Mapping Strategies for Teaching Vocabulary to Maritime Cadets With High and Low Metacognitive Awareness. *English Education Journal*, 8(1), 35–42. <https://doi.org/10.15294/eej.v8i1.22127>

Schmitt, N. (2005). Assessing vocabulary knowledge. *Vocabulary in Language Teaching*.

Swanson, E. A., & Howerton, D. (2007). Influence vocabulary acquisition for english language learners. *Intervention in School and Clinic*, 42(5), 290–294. <https://doi.org/10.1177/10534512070420050501>

Utami, D. W. (2017). The Effectiveness of Using Word Mapping Strategy in Teaching Vocabulary. *Thesis*.

Widyawati. (2016). *Investigating the Impact of Word Mapping on the Students' Vocabulary Achivement and the Students' Perception at Junior High School Level*.

Yuliansyah, A., & Fitriawati. (2016). Journal of English Language Teaching :
Teaching Vocabulary to Young Learners. *Journal of English Language*, 5(1).



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau