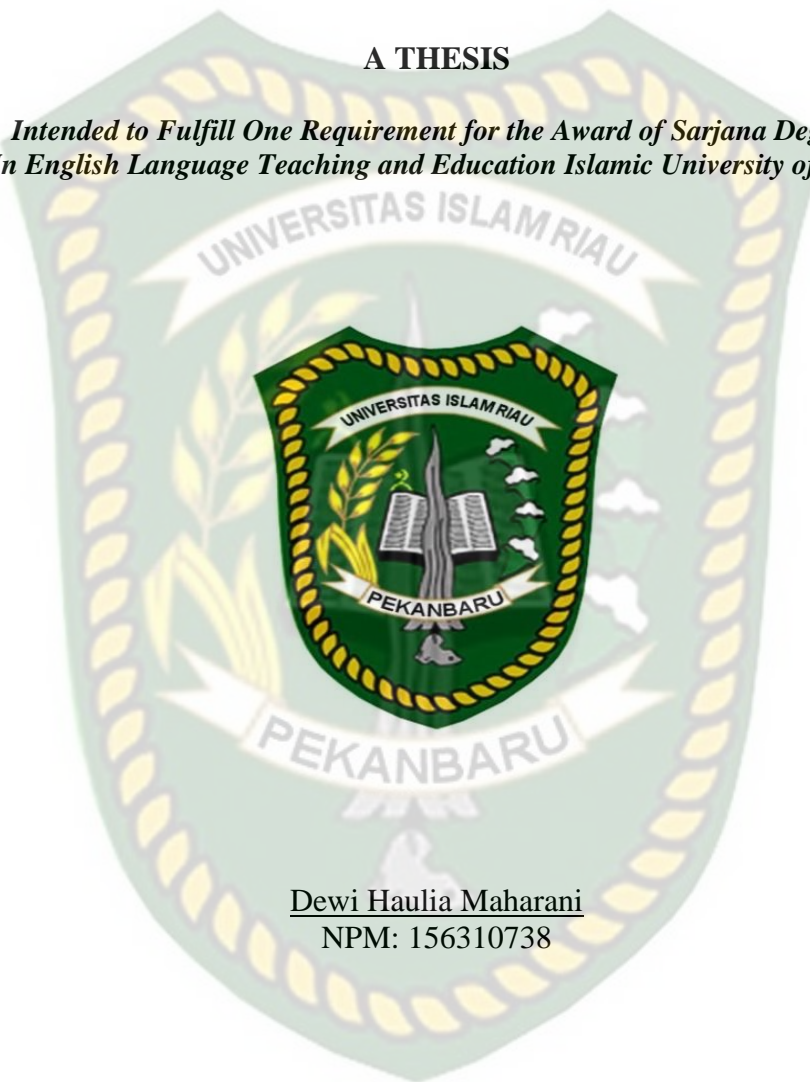


**THE EFFECT OF SEMATIC MAPPING STRATEGY TOWARDS
STUDENTS' VOCABULARY OF THE FIRST GRADE STUDENTS AT
SMAN 2 PANGKALAN KERINCI**

A THESIS

*Intended to Fulfill One Requirement for the Award of Sarjana Degree
In English Language Teaching and Education Islamic University of Riau*



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ABSTRACT

Dewi Haulia Maharani. 2019. *The effect of semantic mapping strategy towards students' vocabulary of the first grade students at sman 2 pangkalan kerinci.*

Keywords: *semantic mapping, Vocabulary*

Semantic mapping strategy is a visual strategy for expanding vocabulary knowledge by presenting categorized words related to one another. This research aimed to find out the effect of semantic mapping strategy towards students' vocabulary of the first grade students at SMAN 2 Pangkalan Kerinci. It is one of strategy that has a good effect towards students' vocabulary. It can make students more interesting in learning.

This research was experimental research. The sample was the first grade students at SMAN 2 Pangkalan Kerinci in Academic 2019/2020. The total sample of this research was 40 students', 20 students of X MIPA 4 as experimental research and 20 students of X MIPA 3 as control class. The total meetings of experimental class were six meetings. Those were pre-test, treatment four times, and post-test. The instrument of this research was vocabulary test. It consists 25 items.

The researcher finding showed there was difference result between pre-test and post-test with the mean score 66.00 and 85.00. It means that the students vocabulary after doing the treatment using semantic mapping strategy has increased. The scores of $t_{\text{calculated}}$ was higher than t_{table} ($4.279 > 2.024$). It means the null hypothesis was rejected and alternative hypothesis was accepted. Therefore, there was any significant effect of the first grade students at SMAN 2 Pangkalan Kerinci.

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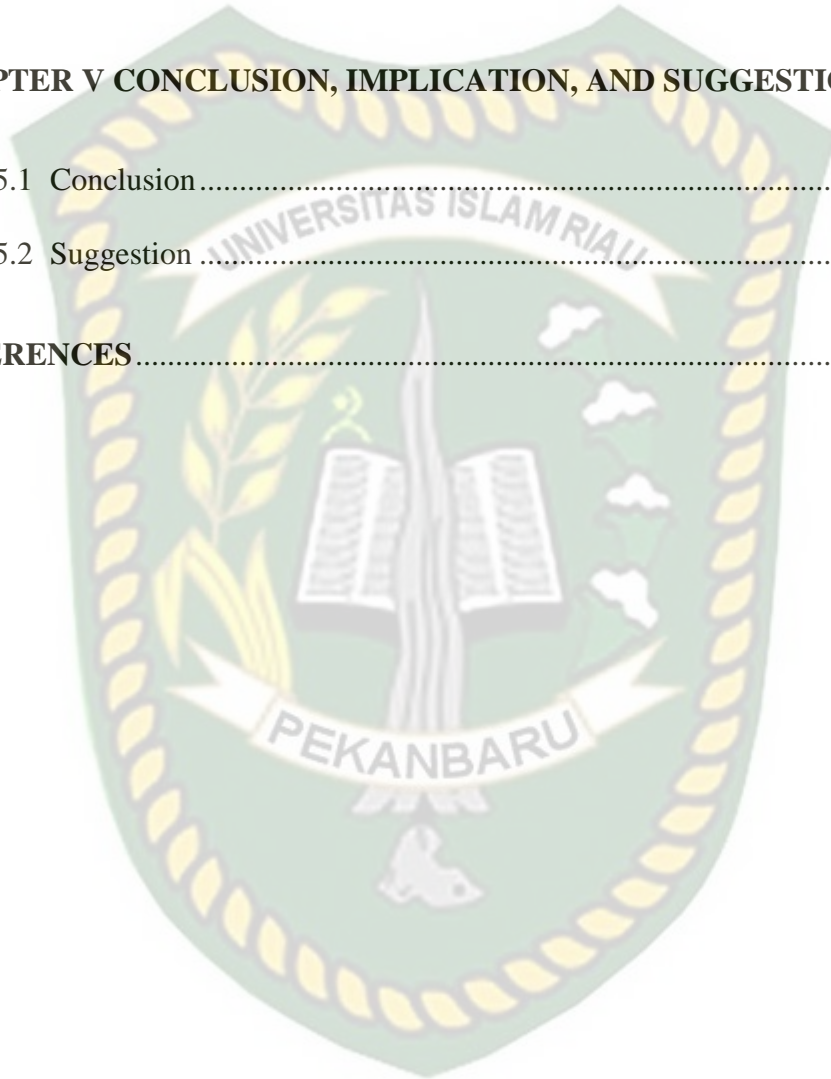
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CHAPTER I INTRODUCTION

1.1 Background of the Problem

Language is a system that connects all aspect in this world; it is as a foundation of communication becomes very important in human life. Every human must learn the language starting from the children. Language is not only about speaking, but writing or giving gestures as well as the language, which will be help to express our feeling and share with other people around the world. It means that the language is very needed in human daily activities to make a conversation such as greeting to another people and provide information to each other's, and Also for education. In education, language as a daily communication both formal and informal. The language is a have a big part in education because the students in school taught to have a good language and able to socialization well with other people around. Then introduce students to use a good and correct language. Each person is different in use of language. There are many languages in the world, obviously have a different characteristic and different pronunciation, one of them is English.

English is one of the International languages that almost all country used it, including Indonesia. In Indonesia English to be first foreign language, then English already becomes daily communication for several people. Most people who used English are people who work as artist's and bloggers. Nowadays in Indonesia, society sometimes mix the language when communication with others. Furthermore, in this

era English not a common subject anymore because already learned from Junior High School until University level. Then, realizing the importance of English some students are interested in learning English more deeply and can communicate well with others. Moreover, English is connecting the entire thing in Indonesia. Even applying for a job the applicants must be able to speak English. Following that, book, media, and internet also use English language program.

Based on the curriculum 2013, English becomes a mandatory subject in Indonesia, and then have two hour in learning. There are four basic skills that must be mastered by English learners in learning English, Those are listening, speaking, reading and writing. This four skill must be mastered by students who learn English, because aim of syllabus, such as students should be able to speak well in English, they can interact with other people using English and understand the English content. One of components the students learn is vocabulary which it will be helped the students to understand when the teacher explain the material or lesson in class, and they can join speech when others students speech, also can read the text in the book then can produce or make some sentences when the teacher ask to make it.

Vocabulary is a like a foundation for the language, because without words nothing can be conveyed, then cannot deliver what we want to say, and cannot socialize with others people because do not know how the way socialize without talking, the existence of vocabulary will make it easy for people to communicate and avoid misunderstanding in communicating. So to evade miscommunication we need

some words to use when communicate. That way people will be free to use language and easy to communicate.

Furthermore, vocabulary is giving a big role in study English language. It is a component which is very needed when study English, because language not complete without vocabulary. In study English language students should be able to understand, realize and produce some words and writing some sentences. So when study English the students must understand vocabulary before study four skill like speaking, reading, writing and listening. In addition, it is the way that they can understand what the teacher talking about after they learn vocabulary.

Moreover, vocabulary is one of necessary part in mastering a second language. Without vocabulary students will get trouble in speaking, reading and listening even writing. Because vocabulary is an indispensable component and have a function to supports all skill in English. So without vocabulary the students cannot solve the problem when study English language.

Based on the researcher experienced when did Practice Teaching at SMAN 2 Pangkalan Kerinci. The researcher found some problems that students faced about learning English especially vocabulary. Firstly the students have a limited of motivation about study English, when researcher Practice Teaching at SMAN 2 pangkalan kerinci, researcher teaching for students class x, when researcher ask students to preapare and pray before the class start by using English the students

answer with bahasa and researcher as the teacher who teach them, researcher ask the students why you did not replay my suggestion with English? And the students said they not understand the language then miss we are a people who leave and live in Indonesia so better for us to speak Indonesia to respect our languages.

Secondly, the students lack of vocabularies, the students did not have self-confidence to speak English because they afraid of making mistake if easy to memorize But more easy to forget it. That's the reason why they vocabulary lack. Other example when writer gave the students exercises with KLS only lack of 8 students can answer the question which half correctly and for the other students, they cannot answer cause did not familiar with the word.

And the last students did not maintain the words of English language, because the students not use the vocabulary in the daily communication even in the class when study English, the students easy to memorize some word when the teacher ask them to memorize but when teaching and learning finish the vocabulary that they memorize before will forget. That is why the students' vocabulary never improves.

There are some technique to improve students vocabulary while study English language which can applied in class such Thornburry (2002) states that mnemonics are 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. But the writer interested with semantic mapping which this help the students to expand vocabulary with make a mapping. Then, this was examined in previous research some researcher. Like this studies

where semantic mapping was successful (Guastello et al. (2000) Joseph, (2002) Willits, (2002).

Furthermore the writer chooses this strategy are because this is the great strategies to improve and expand students vocabulary while learning by using semantic mapping. With semantic mapping strategy students more able to set their vocabulary. In addition students become able to build and release words stored in their brains that are ashamed for them to spend, with the semantic mapping teacher giving only one word and the next action students make with their words. Then, semantic mapping can expand students' vocabulary very well. In addition, semantic mapping has the advantage of making students not bored in learning; students are able to express their ideas and did not be pegged to just one vocabulary.

Furthermore, semantic mapping strategy not only teachers who help students vocabulary but students who participate in improving their vocabulary, besides that during the lesson the teacher will make students more active than usual learning. Those way students can add English vocabulary using semantic mapping strategy.

From the explanation the writer interested to carry out the research entitled: The Effect of Semantic Mapping Strategy towards Students Vocabulary Mastery of First Grade Students at SMAN 2 Pangkalan Kerinci.

1.2 Setting of the Problem

Based the explanation of the background the writer set the problem as follow:

Firstly the students have a limited of motivation about study English, when researcher Practice Teaching at SMAN 2 pangkalan kerinci, researcher teaching for students class x, then, researcher ask students to prepare and pray before the class start by using English the students answer with bahasa and researcher as the teacher who teach them, researcher ask the students why you did not replay my suggestion with English? And the students said they not understand the language. then miss we are a people who leave and live in Indonesia so better for us to speak Indonesia to respect our languages than speak another language.

Secondly, the students lack of vocabularies, the students did not have self-confidence to speak English because they afraid of making mistake if the words they said is wrong, so they felt English subject as a boring lesson. Furthermore, the words that they have memorized will lose because they did not use the vocabularies. The easy to memorize But more easy to forget it. That's the reason why they vocabulary lack. Other example when writer gave the students exercises with KLS only lack of 8 students can answer the question which half correctly and for the other students, they cannot answer cause did not familiar with the word.

And the last students did not maintain the words of English language, because the students not use the vocabulary in the daily communication even in the class when study English, the students easy to memorize some word when the teacher

ask them to memorize but when teaching and learning finish the vocabulary that they memorize before will forget. That is why the students' vocabulary never improve.

1.3 Limitation of the Problem

Based on the setting of the problem it is very important for the writer to limit the problem. The researcher focuses on students' lack of vocabulary mastery using semantic mapping strategy of the first grade students at SMAN 2 Pangkalan Kerinci.

1.3.1 Formulation of the Problem

Based on the limitation of the problem, the writer formulates the problem of this study as follows: Is there any significant effect of semantic mapping strategy towards students' vocabulary mastery of first grade students at SMAN 2 Pangkalan Kerinci?

1.5 Objectives of the Research

The objective of this research:

To find out the whether there is significant effect or not of using semantic mapping strategy towards students' vocabulary mastery of first grade students at SMAN 2 Pangkalan Kerinci.

1.6 Significances of the Research

1. The Teacher

For the teacher, researcher hopes this technique will help in teaching vocabulary mastery in senior high school because semantic mapping is very effective for students to teach them the vocabulary.

2. The Students

The writer hope the students got their interesting again to study about English especially vocabulary and continue to memorize the words of English language

3. The Research

For the Research, hope will help them to more understand about this technique and to be references when they want use this Strategy for they research too.

1.7 Definition of the key Terms

1. Semantic Mapping is a visual strategy for expanding vocabulary knowledge by presenting categorized words related to one another. Antonacci (1991).that's mean This strategy is very helpful for students in expanding their vocabulary in learning vocabulary in which the teacher associates one word with one word again with perfect relevance, so students are not confused with the words they learn.
2. Vocabulary is central to language and is of great significance to language learners. Zimmerman, (1998)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Vocabulary

Vocabulary is one of essential component in learning English, without mastery vocabulary, it is possible to speak English well. Which an existence the words speak can more easy and able to share ideas that we have. As we know, vocabulary is a very important part in human socialization and communication. According to According Hornby (1995) states that vocabulary is the total number of words which make a language. a word that is very helpful in the implementation of a language, with one word called this vocabulary, students or someone who learns it will be easy to speak and understand what others say.

According to Doczi, (2011) the word vocabulary suggests different wordlists in various subject matters. Which in each word there are different things to make students more interested and curious about the English Vocabulary? Then, according to Shen, (2003). Vocabulary is an inseparable part of language. It is Part that never can be inseparable from language, if vocabulary separate with language this situation will have a bad impact for human, because human is one of creature that should socialize with other human, which socialize need a communication, need to talk. So, that way will block exist of misunderstanding communication between human.

Furthermore, Laufer (1998) considers vocabulary as the heart of language learning and language use. Which cannot inseparable with language, this is because vocabulary is as the heart of language, there is no vocabulary, and there is no speaking too. The existence of vocabulary to complete the language, with the use of vocabulary can be used, but if the language has no vocabulary, language will never exist. In addition, According to Linse (2005) stated that vocabulary is the collection of words that an individual knows. The words that students know they should know the meaning too, know the words use for what and can spell it well. Then they can make some sentence from that words and can produce a sentences they want it. From collected of words they got the students also can speak free or well with others, without thinking what words that they should say when wanted to say something.

Then, Orchards and Renandya (2002) say Vocabulary is a core of component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary helps people who learn it can be able to learn the most important skills in English. Where this skill can better understand English and can practice it in real life.

Whereas according to Neuman&Dwyer as cited in Bintz (2011) Vocabulary can be defined as words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). to support efficient talks and without misunderstanding, vocabulary is created to perfect something called talk, vocabulary is also able to give us as users to get many

advantages, besides being able to communicate very well, with vocabulary can also write something you want written, listen to what is spoken and can read without any limitations.

Then according to Schmidt, (2008) vocabulary is an essential part of mastering a second language. mastering English is by knowing the existing vocabulary so that students more easily understand what other people say and better understand how the word is used. same as the first language that students master. supported by Another definition states by Jack C. Richard and Theodore S. Rodgers (2001) said that vocabulary was one of the most important aspects for foreign language. Words one of important thing to support people to communication and socialization with other people, that is why the vocabulary is important while learning English or language.

Furthermore, Graves (2000), as cited in Omer, (2017) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. in learning vocabulary students do not have to be stuck on what the teacher teaches them, because the vocabulary is obtained from the individual themselves, from them associating with friends and socializing with the community where they live, they get word for word and automatically reverse it.

Which According to McCarthy, (1990). Vocabulary is defined as a word in a specific language or freestanding items of language that have meaning as we know that each language has its own vocabulary and vocabulary that makes and helps us to communicate with other humans. from each of these words have different meanings and meanings. Supported by According to Gardenor, (2009), as cited in Omer, (2017), Vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrase, categories of words and phrases.

According to Miller (1999), as cited in Omer, (2017) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. which is likened to a building block. which vocabulary per vocabulary is very helpful in human life when socializing, while supported by, Richards & Renandya, (2002). Vocabulary is a core component of the language proficiency and provides much of the basis for how well learners speak, listen, and write. Which is, when students want to able to understand the other skill of English the students should expand their vocabulary to support they skill in other English skill.

According to Hornby (2000) in Oxford Advanced Learner's Dictionary of Current English states that vocabulary is all the words that someone knows or uses, the words that are typically used when talking about particular subject or a list of

words 16 with the explanation of their meanings in a book for learning foreign language. words used by someone or a group of people for communication to interact, words that are very useful for humans to convey what they want to say, and are used to tell what they know so that people around also know it, for the sake of running smoothly communication is where the vocabulary or words needed, and made. Where the word can help someone learn new words again.

According to Zimmerman cited in Coady and Huckin (1998) vocabulary is central to language and of critical importance to the typical language learning. Learning a language not only requires knowledge and the correct way of learning it, but it also requires a word. Words that will support a language are perfect to pronounce or say. Vocabulary is really needed in learning a language, whatever language it is. Then, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings. Vocabulary is not just about words. Vocabulary that contains words that will be used in a language has its own meaning, and meaning. Language is a very deep knowledge; because of every word used in language has knowledge, which if spoken or blurted out without knowing the meaning and meaning, will cause misunderstanding between humans. This definition support by Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that.

In addition, Nunan, 1991. Vocabulary becomes an essential part in foreign language learning. Many languages make more people also want to know, and understand the language. Wanting to learn a language means wanting to know and know the words used by that language. Therefore vocabulary plays a very important role in a language. While, Wilkins as stated in Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The importance of vocabulary is evident in its pronunciation. Which in communicating requires a lot of knowledge with vocabulary, to be able to speak and say what is said? If you don't have vocabulary it's hard to say something. Learning vocabulary is better to say wrong than not being able to say at all. How to improve grammar if you don't even have vocabulary. That's how important vocabulary plays a role in language.

2.1.2 The Types of Vocabularies

Hay craft quoted by Hatch & Brown (1995) divides two kinds of vocabularies, namely receptive and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners understand with that words when hear from other people or the students read by themselves. But the students cannot produce the words by themselves. They just understand the words from other people.

b. Productive Vocabulary.

Productive Vocabulary is the words that the learners understand, know how to pronounce correctly, and use constructively in speaking and writing. When people speak or write something, usually they used the words are familiar with them. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

2.1.3 The Important of Vocabulary

According to Edward (1997) vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system. Which did not only English, but in all language teaching, vocabulary is very important for students, who learn a new language, such as a structure and sound system too. The students learn from the beginning which helps the students be able to speak the language like they speak their first language.

According to Krashen (1993), when students travel, they do not carry grammar books but instead they carry dictionaries. That is how the vocabulary is very important for a students'. It is show that vocabulary is a very important part to human activity especially for communication, the way people talk that is not the problem but, the words that people wanted to say that is the problem, if others people do not

know what we want to talking about they will confused with words we used it, that is why people is very needed a vocabulary to support them speak.

2.3.3 Teaching Vocabulary

According to Brown (1994). He offers some techniques for teaching vocabulary skills, among other are:

1. Determine the goal of teaching, such as:
 - a) To improve the reading vocabulary skills of ESL students
 - b) To teach ESL students word-building skills
 - c) To teach ESL students to guess word meanings from context clues.
2. Get student to make word building; that is derived from suffixes, prefixes, and roots.
3. Definition clues, which comprises the parentheses and footnotes, and synonyms and antonyms. And inference clue.

2.3.4 Problems in Teaching and Learning Vocabulary

There are some problems in learning vocabulary faced by the students. Roger (1995) in Nia Lestari (2016). states that the ease or difficulty of vocabulary items depends on a number of factors. They are:

a. Similarity to First Language

The difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language.

b. Similarity to English Words Already Known

Once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

c. Connotation

Connotation of the word is another difficult aspect that the learners have to get to grip. For example, either skinny or slim could be used to describe someone who is thin. But these two words have very different in their connotation; the speaker actually conveys a particular attitude. Skinny is negative connotation, while slim is positive connotation.

d. Spelling and Pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: through, though, tough.

e. Multi- Word Items

A lexical item may consist of more than one word, as in a compound like tennis shoes, or rally car or a phrasal verb such as to put someone up.

f. Collocation

How a lexical item collocates can also cause difficulty. For example we say that people injured or wounded but things are damaged.

2.3 Semantic Mapping strategy

2.3.1 The Nature of Semantic Mapping strategy

There are many kinds of technique that support the teaching of vocabulary but the writer only took one of them for this research that is semantic mapping. Which this technique can help students to expand their vocabulary. With used semantic mapping students can more able to understand and memorize faster than before they use this technique.

According to Raymond C. Jones, (2006), Semantic mapping is a visual strategy, which shows the major ideas of a certain topic and how they are related. which this strategy to support and expand students vocabulary than other strategy to make student vocabulary more have a rule and they understand when and where the words that they learns should be putting. Then, According to Antonacci (1991) Semantic mapping is "a visual representation of knowledge, a picture of conceptual relationship" to learn about vocabulary the students need some image to imagine and know what they should done when study about vocabulary mastery, which to be able in vocabulary students need understand first what kinds of words that they should understand to make and cried other words from the topic or tittle.

In addition, According to Harvey (2000) mentioned that semantic mapping strategies are valuable instructional tools. Did not like many tools that just have one purpose, semantic mapping is flexible and endless in application. A strategy that is flexible in it is teaching and in the knowledge acquired, where it is said that it is valuable because it helps students, which greatly helps students to further expand their vocabulary to the equivalent of their first language vocabulary.

Then, according to Jones R.C, (2006) stated that semantic mapping could be a helpful reference for students to use in clarifying confusing points as they are reading. In Teaching and learning using semantic mapping strategy, it is can be reference for students when they reading. While expands students' vocabulary they will think more creative and help the other skill of English. Then, According to Jonassen, (1999). Semantic maps are visual graphics which represent the relationship between categories of concepts.it is can more have a concepts and from this strategy they can use the concept for reference while reading a text or other.

Whereas, Antonacci (1991), semantic mapping is a visual strategy for expanding vocabulary knowledge by presenting categorized words related to one another. With the existence of this strategy semantic mapping it is very helpful for students to better understand the words or topics given by the teacher and relate them to words related to each other. Which, according to Debate (2006), semantic mapping strategy can make a summary out of the main ideas, and it can also help students to build up their schema which do not yet possess. besides helping students expand the

vocabulary this strategy can form student schemes stronger. the students confused when make their schema without there are someone to helps them. So with it this, the researcher hope the students can be able to build up their schema.

According to Rubin, (1993, cited in Omer, 2017) states that Semantic mapping is a technique for organizing information it helps to give structure or order. this makes students get multiple learning, which is in addition to vocabulary learning with semantic mapping strategy students also provide structure in information and in orderly use of vocabulary. Furthermore, whereas, Morin and Goebel (2001) cited in Sasan (2011) state semantic mapping as a strategy that helps the learner recall words better. To help students study English, the students need a strategy to support the teaching and learning, namely semantic mapping strategy where this strategy help students the learners recall words better.

Therefore, according to Sokmen (1997) state semantic mapping generally refers to brainstorming association which a word has and then diagramming the result. The words will help students to think a lot and be more creative in learning the language. It is helping the students' to get more words. Then, According to Zaid (1995) semantic mapping is an effective technique for teaching vocabulary and textual patterns of organization, and it is also effective for improving note taking and creative thinking skills. learning a language is not easy, it requires vocabulary knowledge that can support its use easily. Semantic mapping strategy is one of the strategies that teachers can use to improve students' knowledge of English

vocabulary, besides being able to remember vocabulary, students can also easily be creative in their mapping, they can determine what words they will memorize.

2.3.2 The Effectiveness of Semantic Mapping Strategy

There are some expert said that semantic mapping strategy is very effective to teaching the vocabulary which to more expand students vocabulary Then the writer will present the previous researcher.

According to zaid (1995) semantic mapping is an effective technique for teaching vocabulary and textual patterns of organization and it is also effective for improving note taking and creative thinking skills. The effective of semantic mapping strategy not only for expand students' vocabulary but the students can be able to thinking more creative that before the students did not use the strategy.

Then, according to Troyer (1994), semantic mapping is an effective strategy in improving both the reading comprehension and writing performance of upper elementary school children. Semantic mapping strategy also used at elementary school to help students reading comprehension and writing performance.

2.3.3 Teaching vocabulary by Using Semantic Mapping Strategy.

According to Nation in siti nur fadillah 2011, below are the steps to use semantic mapping in teaching vocabulary are followed:

- a. The teacher write the topic of piece of writing in a short form in the middle of the board, for example energy
- b. The learners the suggest ideas that they have about energy and the teachers notes that the most important words and phrases from these ideas on board radiating out from the topic. If ideas are slow in coming the teacher can give some guiding question. Such as what are the different kinds of energy? What energy sources do we use when we drive a car?
- c. After a reasonable number of words and phrases are on the board and these covers the main ideas, the teachers and learners then suggest how these ideas could be sequence in a piece of writing.
- d. If the teacher wants to make sure that the words or phrases are actually remembered, the teacher tells the learners to look at the board for a minute and then cleans the board. The learners then come up one by one to reconstruct what was on the board , or tell the teacher what to write and where.

2.3.4 Form of semantic mapping

According to Col and Spector (1993) there are several forms of Semantic Mapping.

1. Star Diagram

Star diagram are a type of graphic organizer, that condense and organize data about multiple traits, fact, or attributes associated a single topic. Star diagrams are useful for basic brainstorming about a topic or simply listing all the major traits related to a theme.

2. Spider Diagram

A spider map (sometimes called a semantic map) is a type of graphic organizer that is used to investigate and enumerates various aspects of a single theme or topic, helping the students to organize their thoughts.

3. Fishbone Diagram

A fishbone map (sometimes called a herringbone map) is a type of graphic organizer that is used to explore the many aspect or effect of a complex topic, helping the students to organize their thoughts in a simple, visual way. The use of color helps make a fishbone map clearer and easier to interpret.

4. Cluster/Cloud Diagram

Cluster diagrams (also called cloud diagrams) are a type of non-liner graphic organizer that can help to systematize the generation of ideas based upon a

central topic. Using this type of diagram, the students can more easily brainstorming a theme, associate about an idea, or explore a new subject.

5. Tree Diagram

Tree diagram are a type of graphic organizer that shows how items are relate to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people or outcomes.

6. Chain diagrams

Chain diagrams, also called sequence of events diagrams, are a type of graphic organizer that describe the stages or steps in a process.

7. Cycle Diagrams

Cycle diagrams are a type of graphic organizer that shows how items are related to one another in a repeating cycle. Use a cycle diagrams when there is no beginning and no end to a repeating process.

8. Vocabulary Map Graphic Organizer

Vocabularies maps are graphic organizer that can be useful in helping a students learn new vocabulary words.

Furthermore, the researcher will used the cloud/cluster diagram for this research, which the form will support students needed in teaching English especially vocabulary by using semantic mapping strategy.

2.4 Relevance Studies

The firstly previous study from Abdelrahman (2013) investigated the effect of semantic mapping as an instructional strategy for teaching vocabulary to EFL students. The result showed a positive effect of using semantic mapping better than employing traditional vocabulary teaching techniques. He noted that cooperative learning played a key role in vocabulary instruction.

Secondly, Then Haterman (2013) investigated the role of semantic mapping strategy and RAP (READING, ASKING and PUTTING the main idea) in two high schools. The results revealed that EL with LD who were taught with traditional instruction and followed by RAP gained significant improvement in reading comprehension, unlike FEP with LD group. Additionally, EL with LD was able to remember steps associated with RAP rather than that of semantic mapping. On the other hand, FEP with LD who were taught with semantic mapping after traditional instruction gained better results in reading comprehension, and they were able to remember steps associated with semantic mapping rather than that of RAP strategy.

Thirdly, Zahedi and Abdi (2012) compared the effect of semantic mapping strategy on forty Iranian learners of vocabulary mastery with direct translation approach. The results of their study indicated significantly significant differences between the two groups in the posttest. The mean score for the experimental and the control group was 22.750 & 17.850, respectively.

Fourthly, Asadollahfam & Shiri (2012) investigated the effect of eight types of semantic maps on reading comprehension. The result of the tests also revealed that compare & contrast map and problem- solution maps were different from the other types of those two categories that required more time and efforts, as well as students, did not benefit from them. Moreover, these two maps proved to take more time in processing texts.

And, Sihabuddin “ Using Semantic Mapping in Teaching Vocabulary (An Experimental Study of Ninth Grade at Mts. Ar-Rasyid 2 cijeruk Bogor). The result of analysis of interpretation of the data shows that teaching vocabulary by using semantic mapping has higher influence in improving vocabulary mastery, I can be seen from the result if the test between experimental and control class,

then, Kuo and et al. (2002) investigated the effect of concept mapping to enhance reading comprehension and summarization.then the result 126 fifth grader showed that the map correction method enhances reading comprehension and summarization abilities and that the scaffold fading method facilitates summarization ability.

Next, Guastello, Beasley, and Sinatra (2000) carried out an experimental study comparing the effect of semantic mapping on the reading comprehension of 62 juniorhigh-school students when compared with utilizing traditional instruction on the reading comprehension of 62 other junior-high-school students with expository

text for 8 days (large sample sizes). The results suggest that the experimental and comparison groups scored in a similar manner on the CAP and the teacher-designed pretest.

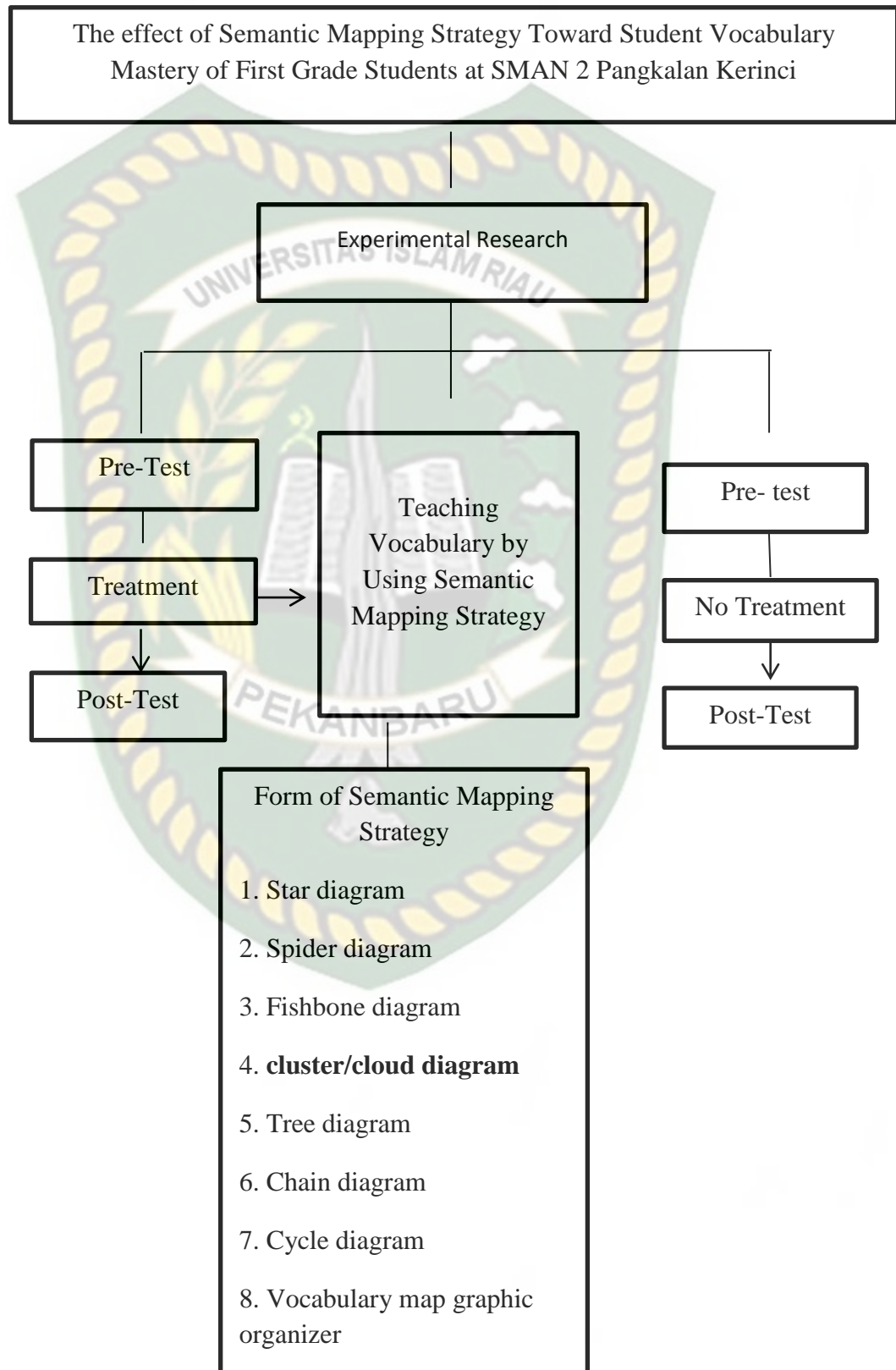
The last, Willits (2002) carried out a study with an action research design in part to ascertain the effects of semantic maps and learning styles on the reading-comprehension skills of 18 seventh graders in geography, one of whom was diagnosed with attentiondeficit disorder (ADD), one of whom was diagnosed with attention-deficit disorder (ADD) and LD, and one of which was diagnosed with attention-deficit hyperactivity disorder (ADHD) for 15 weeks. As per a Wilcoxon-Signed Rank Test, there was a statistically significant difference between the scores the participants obtained on the pretest chapter essays and the posttest chapter essays. Through a paired-samples t test, a comparison of the participants' essay responses prior to and following semantic mapping when divided by their learning-style preferences (auditory, visual, and tactile) suggested statistical significance. Datum could not be compared for the kinesthetic-learning preference as only one student possessed a kinesthetic-learning preference, but this student did make sufficient progress.

A study was conducted by Al-Ghazo (2015) to examine the effect of two vocabulary strategies on reading comprehension. The results of the study showed a positive effect of the two strategies on teaching reading comprehension.

Omar (2015) conducted a study to find a method to enhance students' reading proficiency. The results of this experiment revealed that the use of computer-based concept mapping had a positive impact on students' reading proficiency and comprehension. Moreover, the researcher noted that "students showed a positive attitude towards using concept mapping to facilitate not only the reading skill but all language skills, as well

These previous studies above show that the semantic mapping can to help students in teaching vocabulary by using the semantic mapping strategy. Start from Junior High School to University Level.

2.5 Conceptual Framework



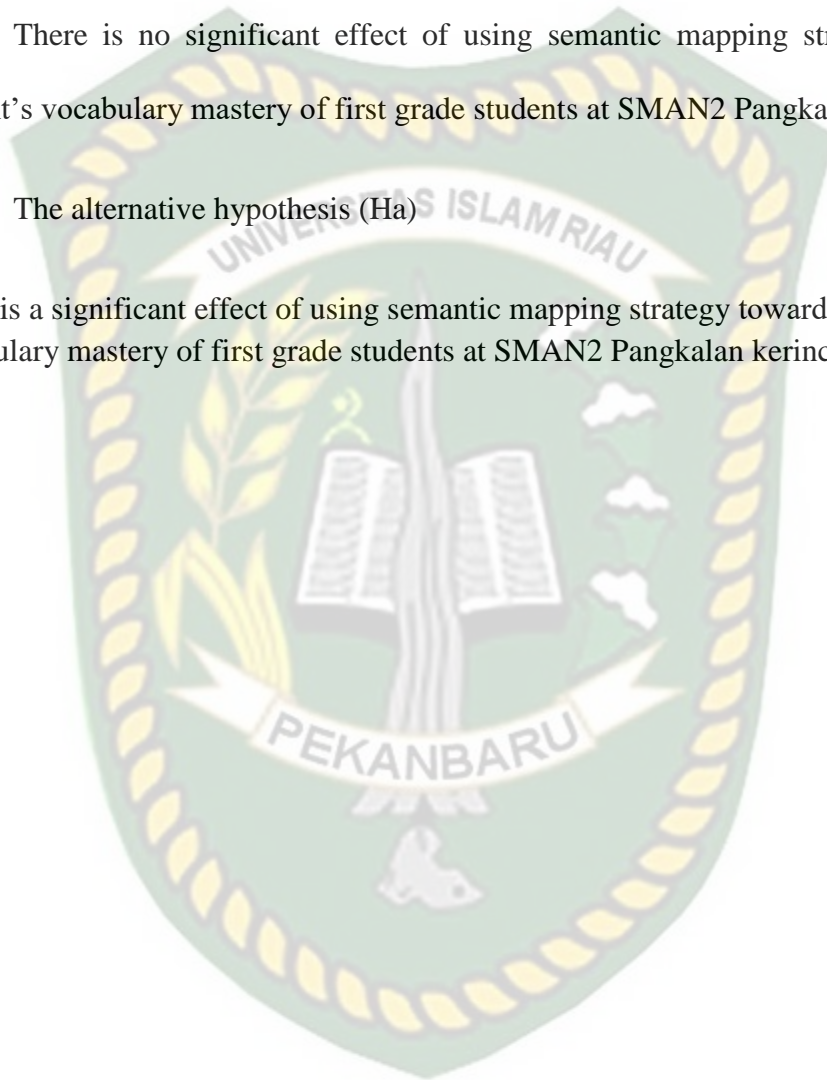
2.6 Hypothesis

1. The null hypothesis (H_0)

There is no significant effect of using semantic mapping strategy towards student's vocabulary mastery of first grade students at SMAN2 Pangkalan kerinci

2. The alternative hypothesis (H_a)

There is a significant effect of using semantic mapping strategy towards students' vocabulary mastery of first grade students at SMAN2 Pangkalan kerinci



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design of this study was True-Experimental design. According to Sugiyono (2006), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition. Then, according to Sugiyono (2006) states that some types of experimental research design are pre experimental design, true experimental design, factorial design and quasi experimental design. The type of the experimental research design used in this research is true-experimental design. There are two class samples. They are experimental class and control class. They are two variables: independent and dependent variable. The dependent variable in this research was students' vocabulary and the independent variable was semantic mapping strategy. In conducting the research, the researcher was using the experimental research which was using semantic mapping strategy as the tools of teaching vocabulary. The design of the research can be seen as follows:

Table 3.1
Research Design

Group	Pre--test	Treatment	Post-test
Experiment (E)	Y_1	X	Y_2
Control (C)	Y_1	-	Y_2

Where:

E : Experiment Class

C : Control Class

X : Treatment

Y_1 : Pre-test

Y_2 : Post-test

3.2 Location and Time of the Research

This research was conducted at SMAN 2 Pangkalan Kerinci.. It is located at Batu Ampar street, pangkalan Kerinci and Pelalawan. The researcher does experimental research of the first grade students at SMAN 2 Pangkalan Kerinci. The reason for choose it because this school is the place of the researcher doing the practice teaching. And then, the time for conducted the data was on September 26th, 2019 – October 31st, 2019.

Table 3.2
The Schedule of the Research in the Classroom

No	Day / Date	Meetings	Topic
1	Thursday / September, 26 th ,2019	Meeting 1	Pre-test
2	Thursday / October, 03 rd ,2019	Meeting 2	Malin Kundang
3	Thursday / October, 10 th ,2019	Meeting 3	Borobudur Temple
4	Thursday / October, 17 th ,2019	Meeting 4	My Idol
5	Thursday / October, 24 th ,2019	Meeting 5	BJ.Habibie
6	Thursday / October, 31 st ,2019	Meeting 6	Post-test

3.3 Population and Sample of the Research

3.3.1 Population

The Population of this research is the first grade students of SMAN 2 Pangkalan Kerinci in academic year 2018/2019. According to Sugiyono (2006), population is not only about the quantity of the subject/object that is going to be learnt, but also involves the whole characteristics of the subject or object. There are 175 students from 8 classes. And this is the quantity of students in each class of the population is as follow:

Table 3.3
The Population of this Research

No	Class	Male	Female	Total
1	X MIPA 1	4	18	22 students
2	X MIPA 2	10	15	25 students
3	X MIPA 3	5	15	20 students
4	X MIPA 4	7	13	20 students

5	X IPS 1	6	14	20 students
6	X IPS 2	9	17	26 students
7	X IPS 3	8	14	22 students
8	X IPS 4	7	13	20 students
Total Number				175 students

3.3.2 Sample of the Research

The sample of this research is purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Sukardi (2003). Sample is part of population that is chosen as the representative. It means the researcher choose these class based on the several reasons. The researcher choose, X MIPA 3 for the control class and X MIPA 4 as the experiment class. There are 20 students each class. The total of participants in this study was 40 students.

Table 3.4

The Sample of this Research

No	Class	Number of Students	Sample
1	X MIPA 4	20	Experimental Research
2	X MIPA 3	20	Control Research
Total Number		40	

3.4 Instrument of the Research

The Instrument of Research is a Vocabulary test. The test consists of 25 items. The kind of it is a multiple choices.

3.4.1 Validity of the Instrument

The validity of instrument as a measuring instrument that can measure the extent to. of truth of the device to measure something needed, and how validity. More precise measurement tool is used, it will be more validity. To know the validity of an item, the researcher was done the validity test. And then the result is:

Table 3.6
The Results of Validity Test of Instrument

No	Items	Pearson Correlation	r-table, N=20 (Significance 5%)	Decision
1	Item1	A	0.444	-
2	Item2	0.558	0.444	Valid
3	Item3	0.137	0.444	Invalid
4	Item4	0.542	0.444	Valid
5	Item5	0.627	0.444	Valid
6	Item6	0.374	0.444	Invalid
7	Item7	0.803	0.444	Valid
8	Item8	0.075	0.444	Invalid

9	Item9	0.420	0.444	Invalid
10	Item10	0.075	0.444	Invalid
11	Item11	0.310	0.444	Invalid
12	Item12	0.286	0.444	Invalid
13	Item13	0.537	0.444	Valid
14	Item14	0.362	0.444	Invalid
15	Item15	0.067	0.444	Invalid
16	Item16	0.015	0.444	Invalid
17	Item17	0.767	0.444	Valid
No	Items	Pearson Correlation	r-table, N=20 (Significance 5%)	
18	Item18	0.778	0.444	Valid
19	Item19	0.678	0.444	Valid
20	Item20	0.637	0.444	Valid
21	Item21	0.344	0.444	Invalid
22	Item22	0.476	0.444	Valid
23	Item23	0.552	0.444	Valid
24	Item24	0.279	0.444	Invalid
25	Item25	0.041	0.444	Invalid

Based on the table above, we can see that the numbers of valid items are 11 items. There are item numbers 1,4,5,7,13,17,18,19,20 ,22 and 23. The items

will be valid if $r\text{-calculated} > r\text{-table}$ (for example item 23, $0,552 > 0,444$). And then, the others item that not valid, it can be removed or replaced.

3.4.2 Reliability of the Instrument

Based on the results of reliability test using SPSS version 24, the value of Cronbach's Alpha is 0.704.

The Category of Reliability

- a. 0,00 - 0,20 = not reliable
- b. 0,21 - 0,40 = low
- c. 0,41 - 0,60 = moderate
- d. 0,61 - 0,80 = high
- e. 0,81 - 1,00 = very high

(Arikunto, 2012: 89)

3.4.1 Pre-test

Pre-test is a test for measure students' ability about vocabulary before researcher give the treatment. The pre-test was given to experimental and control class. In experimental class taught by using semantic mapping strategy but control class, taught without semantic mapping.

3.4.2 Post-test

This post-test is for completing the activities. Which, the researcher gives the students' a vocabulary test. This test for find out there is effect or

improvements for students' vocabulary after implements semantic mapping strategy.

3.5 Research Material

The material was pre-test and post-test where, the test is the same material. Which, after pre-test the researcher do the treatment by using semantic mapping strategy.

They are follows:

1. Malin kundang.
2. The battle of surabaya
3. Bj.habibie
4. My idol

3.6 The Data Collection Technique.

In conducting the data collection of this research, the researcher uses the test. The researcher does the test before and after using the semantic mapping strategy. Pre-test is to know the students' ability in vocabulary before using the strategy (semantic mapping). While, post-test is to know the students' ability in vocabulary after using the semantic mapping strategy.

3.6.1 Collecting Data for Control Class

The first meeting, the researcher come to the classroom, making greeting, introducing and check the students' attendance list. Then, the researcher tells to

students today there are tests which the test was to test their vocabulary. This test will be collected on 50 minutes. There is no a treatment for control class, they only taught by their English teacher. Therefore, the researcher also gives the post-test on 50 minutes. For pre-test and post-test is the same topic. After they finish it, the researcher collects the data.

3.6.2 Collecting Data for Experimental Class

The first meeting, the researcher come to the classroom, making greeting, and check the students' attendance list. The researcher gave the vocabulary pre-test and it is collected on 50 minutes. The purpose of this test is to measure the students' vocabulary before treatment by using semantic mapping.

The second meeting, the researcher gave a treatment for students of experimental class which ,The treatment will be done during four meetings. In treatment, the researcher gave difference topic, aboutot vocabulary that using semantic mapping strategy. The researcher give introduce and explain what is semantic mapping, how the way this strategy working when learning vocabulary.

In addition, the researcher gave the post-test to the students for the last meeting. It is a similar test with the pre-test. After the students finish it, the researcher collected it to analyze. The purpose of this test is to know the students' vocabulary after they are taught the semantic mapping strategy.

3.8 Data Analysis Technique.

After the researcher collects all student data. The writer analysis the data by using SPSS version 24.

To know the level of student's vocabulary by using semantic mapping strategy, the researcher use the percentage grading based on the following classifications.

Table 3.7
Criteria of Score Interpretation

No	Test Score	Level of Achievement
1	90-100	Excellent
2	79-89	Very Good
3	68-78	Good
4	57-67	Fair
5	<56	Poor

(Hughes, 2003: 117)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

The researcher has conducted the research that has been done in senior high school for the first grade students at SMAN 2 Pangkalan Kerinci. There were two classes in this research. they were experimental class and control class, X MIPA 4 as an experimental class and X MIPA 3 as a control class. The researcher provided written test consist of 25 items.

There were the pre-test and post-test for each of classes that researcher gave to students. The pre-test used multiple choice tests, which consist of 25 items. The pre-test for the experimental class was given before the researcher applied the semantic mapping strategy. During the treatment, the researcher applied the semantic mapping strategy in teaching for four times meetings. The last of the meetings, the students were given post-test.

4.1.1 Data Presentation of Experimental Class

a. Data of Pre-test of Experimental Class

The pre-test was conducted for experimental class on Thursday / September, 26, 2019. The pre-test was taken before teaching by using semantic mapping strategy in the experimental class.

Table 4.1**The Students' Score of Pre-test of Experimental Class**

Students	Correct Answer	Score	Level
Student 1	11	44	Poor
Student 2	11	44	Poor
Student 3	12	48	Poor
Student 4	17	68	Good
Student 5	18	72	Very good
Student 6	18	72	Very good
Student 7	18	72	Very good
Student 8	19	76	Very good
Student 9	13	52	Poor
Student 10	20	80	Very good
Student 11	21	84	Very good
Student 12	25	100	Excellent
Student 13	24	96	Excellent
Student 14	20	80	Very good
Student 15	22	88	Very good
Student 16	13	52	Poor
Student 17	12	48	Poor
Student 18	13	52	Poor
Student 19	11	44	Poor
Student 20	12	48	Poor
Total	308	1320	-
Mean	-	66.00	-

Based on the table above showed that the total students who get the excellent level was 2 student, for the very good level was 8 students, or the good level was 1 students, for the poor level was 9 students. It means the students' ability for the pre-test in experimental class was low average.

Table 4.2
Descriptive Statistics of Pre-test of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pre-test	20	44	100	66.00	18.468
Valid N (listwise)	20				

Based on the data above, the minimum score of the pre-test of experimental class was 44 and the maximum score was 100. And then, the mean score of the pre-test of experimental class was 66.00 and the standard deviation was 18.468 It was calculated by the SPSS version 24.

b. Data of Post-test of Experimental Class

The post-test was conducted for experimental class on thursday / october 31st 2019. The post-test was given after treatment using semantic mapping strategyg in the experimental class. After finish four meetings, a post-test was given to see if there any change in the score of students between experimental class and control class.

Table 4.3**The Students' Score of Post-test of Experimental Class**

Students	Correct Answer	Score	Level
Student 1	22	88	Very good
Student 2	20	80	Very good
Student 3	20	80	Very good
Student 4	21	84	Very good
Student 5	20	80	Very good
Student 6	19	76	Very good
Student 7	22	88	Very good
Student 8	22	88	Very good
Student 9	19	76	Very good
Student 10	20	80	Very good
Student 11	24	96	Excellent
Student 12	23	92	Excellent
Student 13	22	88	Very good
Student 14	20	80	Very good
Student 15	19	76	Very good
Student 16	19	76	Very good
Student 17	22	88	Very good
Student 18	23	92	Excellent
Student 19	25	100	Excellent
Student 20	24	96	Excellent
Total	426	1700	-
Mean		85.00	-

Based on the table above showed that the total number of students who get the excellent level was 5 students, for the very good level was 15 students. It means the students' ability for the post-test in experimental class after doing the treatment by the semantic mapping strategy has increased.

Table 4.4
Descriptive Statistics of Post-test of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pre-test	20	76	100	85.00	7.298
Valid N (listwise)	20				

Based on the data above, we know that the minimum score of the post-test of experimental class was 76 and the maximum score was 100. And then, the mean score of the post-test of experimental class was 85.00 and the standard deviation was 7.298. It was calculated by the SPSS version 24.

4.1.2 Data Presentation of Control Class

a. Data of Pre-test of Control Class

The pre-test was conducted for control class on Thursday / September, 26, 2019. The pre-test was taken without using semantic mapping strategy.

Table 4.5**The Students' Score of Pre-test of Control Class**

Students	Correct Answer	Score	Level
Student 1	15	60	Fair
Student 2	16	64	Fair
Student 3	17	68	Good
Student 4	15	60	Fair
Student 5	15	60	Fair
Student 6	17	68	Good
Student 7	18	72	Good
Student 8	20	80	Very good
Student 9	20	80	Very good
Student 10	19	76	Very good
Student 11	19	76	Very good
Student 12	8	32	Poor
Student 13	11	44	Poor
Student 14	10	40	Poor
Student 15	10	40	Poor
Student 16	9	36	Poor
Student 17	12	48	Poor
Student 18	11	44	Poor
Student 19	11	44	Poor
Student 20	12	48	Poor
Total	285	1140	-
Mean	-	57.00	-

Based on the table above showed that the total number of students who get the excellent level was 0 student (0%), for the very good level was 4 students, for the good level was 3 students (7%), for the fair level 4 students, and for the poor level 9 students. It means the students' ability for the pre-test in control class was still less or below average.

Table 4.6
Descriptive Statistics of Pre-test of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Pre-test	20	32	80	57.00	15.620
Valid N (listwise)	20				

Based on the data above, we know that the minimum score of the pre-test of control class was 32 and the maximum score was 80. And then, the mean score of the pre-test of control class was 57.00 and the standard deviation was 15.620. It was calculated by the SPSS version 24.

b. Data of Post-test of Control Class

The post-test was conducted for control class on thursday / 31st 2019. The post-test was given after treatment by using semantic mapping strategy in the experimental class finish, while no treatment in the control class. The post-test was given to see if there any change in the score of students between experimental class and control class.

Table 4.7**The Students' Score of Post-test of Control Class**

Students	Correct Answer	Score	Level
Student 1	12	48	Poor
Student 2	22	88	Very good
Student 3	9	36	Poor
Student 4	18	72	Good
Student 5	19	76	Good
Student 6	24	96	Excellent
Student 7	12	48	Poor
Student 8	24	96	Excellent
Student 9	22	88	Very good
Student 10	12	48	Poor
Student 11	15	60	Fair
Student 12	15	60	Fair
Student 13	24	96	Excellent
Student 14	8	36	Poor
Student 15	13	52	Poor
Student 16	12	48	Poor
Student 17	20	80	Very good
Student 18	19	76	Very good
Student 19	12	48	Poor
Student 20	19	76	Good
Total	331	1328	-
Mean		66.40	-

Based on the table above showed that the total number of students who get the excellent level was 3 students, for the very good level was 4 students, for the good level was 3 students, for the fair level was 2 students, and for the poor level was 8 students. It means the students' ability for the post-test in control class also has increased.

Table 4.8
Descriptive Statistics of Post-test of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Post-test	20	36	96	66.40	20.371
Valid N (listwise)	20				

Based on the data above, we can know that the minimum score of the post-test of control class was 36 and the maximum score was 96. then, the mean score of the post-test of control class was 66.40 and the standard deviation was 20.371. It was calculated by the SPSS version 24.

4.1.1 Students' Progress in Experimental Class and Control Class

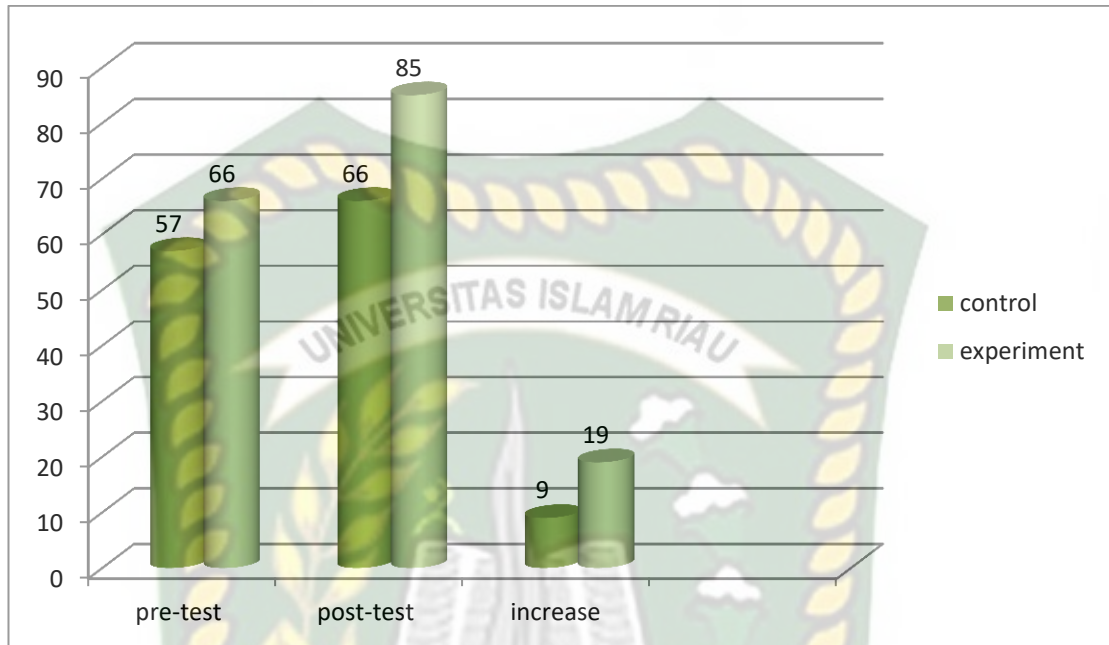


Figure 4.1

The Result Differences of Pre-test and Post-test of Experimental Class and Control Class

Based on the figure above, we can see that the differences of students' score in pre-test and post-test of experimental class and control class. The result is the mean score of pre-test of experimental class was 66.00 while the control class was 57.00. then, the mean score of post-test of experimental class was 85.00 while control class was 66.40. the mean score of pre-test and post-test of experimental class was higher than the mean score of control class. The mean score of pre-test and post-test of experimental class has increased 19.00 points. And the mean score of pre-test and post-test of control class has increased 09.00 points. So, there were the significant progress between experimental class and control class.

4.2 Data Interpretation

4.2.1 Data Interpretation in Experimental Class and Control Class

After the researcher calculating the data for experimental class, there is significant increasing of students' score in vocabulary test between pre-test and post-test. It was found the mean score of pre-test of experimental class was 66.00 and the post-test was 85.00. It means the students have the higher increasing in their score after doing the treatment by semantic mapping strategy during four meetings.

Therefor, the control class, there is also significant increasing of students' score in vocabulary test. But, there are still some students have below score. It caused the control class do not the treatment. The mean score of pre-test of control class was 57.00 and the post-test was 66.40.

4.2.2 The Description of Research Finding

There are the researcher and the student activities while learning process can describe:

First meeting, the researcher gave the pre-test to the students on Thursday / 26, 2019. That was to know the students' vocabulary before doing the treatment by semantic mapping strategy. The text was multiple choice which consist of 20 questions.

Second meeting, this meeting took place on Thursday / October, 3rd 2019. Before using semantic mapping strategy, the researcher explain the semantic

mapping strategy (what is semantic mapping strategy, how the strategy working). After that, the researcher write malin kundang as topic in middle of whiteboard with circle around the topic..Then, researcher ask student to make the words that's related with the topic, come one by one in front of class with write the word related with the topic. Then, if there are of the students not understand with the topic. The researcher will give the question which will help the students to get their idea with the topic. Such as, how can malin kundang can be stone? And then, the researcher asks students to make a sentence by the vocabulary that was they write on the board. And looking for the meaning of the words. Next, researcher asks them to memories the vocabulary and gives 30 minutes to remember 15 vocabularies. To make sure the students can memorize the all the vocabulary. The researcher asks the students to come one by one in front of the class. Therefore, the researcher give 10 minutes each student to show the vocabulary they memories it.

Third meeting, this meeting took place on Thursday / October, 10th, 2019. The researcher write the battle of surabaya as topic and then, the researcher reminds the students about the semantic mapping staretgy working, students otomatically come front with write the word they know related the topics And then, the researcher reminds the students about the rules of the semantic mapping strategy. Write the sentence again, looking for the meaning, memories the vocabulary from the topic and come front to make sure they really know or not.

Fourth meeting, this meeting took place on Thursday /october 17, 2019. The researcher write my idol as the topic, and then, the researcher reminds the students about the way semantic mapping strategy working. Then students come

in front of class write their name of idol, there are students write artis, actor, parents, as their idol. But, in this meeting, Like usual the students make the sentence, looking for the meaning, then memories it.

Fifth meeting, this meeting took place on Thursday / October, 24, 2019. The researcher write the bj habibie as the topic. And then, the researcher reminds the students about the rules of semantic mapping strategy working. Then students come in front of class write their word, therefore, the students make the sentence, looking for the meaning, then memories it.

Sixth meeting, this meeting took place on Thursday / October, 31, 2019. In the last meeting, the researcher gave post-test to the students to know is there an effect of semantic mapping strategy towards students' vocabulary during treatment in four meetings. The test was multiple choice which consist of 25 questions.

4.3 Hypothesis Testing

There was two hypothesis in this research, alternative hypothesis (H_a) and null hypothesis (H_o). Alternative hypothesis means that there is significant effect of semantic mapping strategy towards students' vocabulary of the first grade students at SMAN 2 Pangkalan Kerinci. While, null hypothesis means that there is no significant effect of semantic mapping strategy towards students' vocabulary of the first grade students at SMAN 2 Pangkalan Kerinci.

Table 4.4 independent pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar siswa	Equal variances assumed	25.773	.000	-4.279	38	.000	-19.000	4.440	-27.989	-10.011
	Equal variances not assumed			-4.279	24.793	.000	-19.000	4.440	-28.149	-9.851

Based on the table above, it can be concluded that the $t_{\text{calculated}}$ was 4.279.

And then, based on the distribution table, the score of t_{table} was 2.024. It means that $t_{\text{calculated}} > t_{\text{table}}$ ($4.279 > 2.024$). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, there was any significant effect of the first grade students at SMAN 2 Pangkalan Kerinci.

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre test - post test	-19.2000	20.29675	4.53849	-28.69917	-9.70083	-4.230	19	.000

Based on the table above, it can be concluded that the $t_{\text{calculated}}$ was 4.230. And then, based on the distribution table, the score of t_{table} was 2.093. It means that $t_{\text{calculated}} > t_{\text{table}}$ ($4.230 > 2.093$). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, there was any significant effect of the first grade students at SMAN 2 Pangkalan Kerinci.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

From the theory, semantic mapping is a strategy that improve students vocabulary. The objective of this strategy is students can memories the vocabulary based their own self. The students can use this strategy to memories the easy topic based their knowledge, without someone force them. By using semantic mapping strategy, it can make the students feel comfortable. And more enjoy when they study. And then, the students can more easy to remember the vocabulary because semantic mapping can make them more easy to memorize it.

This experimental research was carry out in first grade students at SMAN 2 Pangkalan Kerinci. This research began Thursday September, 26, 2019. during the first semester of the academic 2019/2020. And finish September, 31 2019. The aims of this study to see the effect of semantic mapping strategy towards students' vocabulary was successful. This research was done with two test, both of the test is pre-test and post-test and 4 time meeting to give the treatment for students by using semantic mapping. Therefore, the effectively effect by using semantic mapping strategy for students is get more easily got the new vocabulary and get interesting with English.

Based on the analysis of data in the previous chapter, the result of research can be concluded as follows:

1. The semantic mapping strategy for first grade students at SMAN 2 Pangkalan Kerinci is very helpful the students in increase their vocabulary. The student was enjoyable in teaching vocabulary by using semantic mapping strategy in the classroom.
2. Students vocabulary make students result increase before the students use semantic mapping strategy when learning vocabulary.

5.2 Suggestions

Based on the conclusions and implications of the study, there are some suggestions to the participants closely related to the study are presented below:

1. for the English teacher

For the teacher who wants to apply semantic mapping strategy, it is needed to have good knowledge in vocabulary and being creative to make students to be enthusiasm, confidence and being active in the class while teaching learning process. Moreover, it is very needed to make the students remember the words that they already know.

2. for the students

The students had to be more confidence in the classroom. And trust with yourself. To increase vocabulary, it's not only semantic mapping, but your confidence is also needed. to be more confident that you can and actually know the vocabulary. But it's blocked because you don't believe that the vocabulary that you know is what it really means. Finally, this study is expected can be used as an additional reference for other researchers and other readers.

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