

TEACHING VOCABULARY THROUGH SEMANTIC MAPPING TECHNIQUE AT THE SECOND YEAR OF SMP

Musfina Rahma, Muhammad Sukirlan, Sudirman
Email: musfinarahma@yahoo.com

Abstract

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan penguasaan kosa kata siswa setelah belajar menggunakan *semantic mapping*. Penelitian ini menggunakan desain *one group pretest posttest*. Sample yang digunakan dalam penelitian adalah siswa kelas VIIID SMP berjumlah 35 siswa tahun ajaran 2015/2016. Hasil penelitian menunjukkan bahwa nilai rata-rata pra tes para siswa yaitu 57,23 dan nilai rata-rata pasca tes yaitu 72,83 dan *t-count* lebih tinggi dari *t-table* (18,951 >2,032). Peneliti menggunakan level signifikan 0.05. Hasil penghitungan menunjukkan bahwa nilai dua signifikan yaitu 0,000. Jadi hipotesis pada penelitian ini diterima. Itu membuktikan bahwa nilai para siswa meningkat secara signifikan ($p < 0.05, p = 0.000$). Dengan kata lain adanya perbedaan yang signifikan pada kosakata para siswa setelah belajar melalui *semantic mapping*. Oleh karena itu, *semantic mapping* dianjurkan untuk digunakan oleh guru dalam meningkatkan kosakata para siswa.

This research was intended to find out whether there was any difference of students' vocabulary mastery after being taught through *semantic mapping*. This research applies *one group pretest-posttest design*. The sample of this research was class VIIID consisted of 35 students in academic year 2015/2016. The result showed that the students' mean score of pretest was 57,23 and the mean score of posttest was 72,83 and *t-count* was higher than *t-table* (18,951 >2,032). The researcher uses the level of significant 0.05. The result of the computation shows the value of two tailed significance was 0.000. So that the hypothesis in this research was accepted. It proved that the students' scores were significantly increase ($p < 0.05, p = 0.000$). In other words, there is a significant difference of the student's vocabulary after being taught through *semantic mapping*. Therefore, *semantic mapping* is recommended to be used by the teacher in increasing the students' vocabulary mastery.

Keyword: *semantic mapping, vocabulary mastery, increase.*

INTRODUCTION

Vocabulary plays an important role in learning a foreign language. In other words vocabulary is the basic element of language which will make language meaningful. Tarigan (1982:2) says that the quality of one's language depends upon the quality and the quantity of his or her knowledge of vocabulary. So in teaching vocabulary, the teachers have responsibility to make their teaching successful.

Language learning cannot be separated from learning its vocabulary because the language itself consists of many vocabularies which make language. To make the students interested in learning English and able to communicate in English, the teacher as a facilitator should be able to solve the problems faced in classroom. The teacher must create good atmosphere in classroom, select relevant materials and apply the suitable technique in order to make the teaching learning process run well.

Even though students realize the importance of vocabulary when learning a foreign language, most of junior high school students learn vocabulary passively due to several factors. According to Huyen (2003) the factors are: first, they consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions as boring thing. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other function of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in text and then ask the teacher to explain the meaning and usages. Forth, many learners do

not want to take risks in applying what they have learnt. Students may recognize a word in written or spoken form and think that they already “know the word”, but they may not be able to use that word properly in different contexts or pronounce it correctly. Regarding several factors above, teacher must arouse the students’ interest in learning vocabulary by providing a good model of teaching and make them feel enjoy in learning vocabulary.

Based on the explanation above, teaching vocabulary with creativity in such different way is needed. Teaching vocabulary needs appropriate and different technique, so that the students become active in the classroom, and stimulate them to use the words which they have already learnt. It is in line with Allen and Vallate (1983) who states that teaching vocabulary can be meaningful if the teacher can conduct the teaching learning process by combining available technique of teaching. It is hoped that good technique will be more interesting and motivating the students so that the students become active in the classroom.

Semantic mapping is a technique that can be used in all disciplines to demonstrate the relationships between ideas. In teaching vocabulary, it can be used as a tool for students to discover the relationships between vocabulary words (Gaut, 2002). Semantic mapping technique (Schwartz and Raphael, 1985) is useful for helping students develop general concept of definition. It makes them aware of the types of information which make up a definition and how that information is organized. It is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. In this strategy, students are asked to brainstorm and think of ideas or words related to the central word.

Based on the statement above, the researcher assumes that the students' vocabulary mastery can be increased through semantic mapping technique, because the students can discover the relationship between the words which they have known, and they can learn new words from this strategy which make them recognize which word they need for their better understanding English.. Beside that by introducing new vocabulary using this technique regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words.

The researcher focuses the research on the students' vocabulary mastery because teaching English at junior high school is still limited on introduction of vocabulary simple communicative expression appropriate with students' development.

Therefore, the researcher formulated the problem as follows:

1. Is there any significant difference of students' vocabulary mastery after being taught through using semantic mapping technique?
2. Is there any significant increase of students' vocabulary mastery after being taught through using semantic mapping technique?

METHOD

This research used quantitative method. One group pretest posttest design. The design of the research can be represented as follows:

T1 X T2

T1 = Pre Test

T2 = Post Test

X = Treatment (Hatch and Farhady, 1982: 22)

The subject of this research was the students of the second year of students at SMP Muhammadiyah 3 Bandar Lampung in academic year 2015-2016. It was class VIIID as treatment class. The class was taken because the average score of the ability of vocabulary was lower than the other class. This class consists of 35 students. It took six meetings for the research: three meetings were used for treatment, one meeting for the pretest, and another meeting for posttest.

In order to collect the data, the researcher conducted several procedures such as: first, administering try out. Administering try out was done to measure the level of difficulty (LD) and discrimination power (DP) as well as to find out the reliability and validity of the test. Second, administering pretest. The pretest was conducted before treatment to know how far the students have mastered the vocabulary. The pretest was administered once. Third, administering post-test. Administering posttest was conducted to know the students' improvement of vocabulary after treatments were given. The items used in pretest and post test were objective tests in multiple choice, while the total items of pretest and post test were thirty with four options for each item. The items were based on the material given to the students that were taken from English Curriculum for Junior High School.

To find out the reliability of the try out test, the statistical formula namely Pearson Product Moment was used. The result of the computation showed that r_{xy} was 0.97. It means that the test was high in the sense that the calculation of the reliability of the test 0.90 -1.00 showed that the value of the reliability test was high.

To find out the students' progress in mastering the vocabulary, the researcher conducted three activities: first, Scoring the pretest and posttest, second, Tabulating the result of the test and finding the mean of the pretest and the posttest, third, drawing conclusion from tabulated results of the test given, by comparing the means of the pretest and posttest. After getting the means of pretest and posttest, the data were analyzed by using paired t-test in order to know the significant difference of the treatments effect.

RESULT AND DISCUSSION

Results

The result of the try out test consisted of three easy items and four difficult items. Next, to see the Discrimination Power (DP), the Shohamy's criteria was used. Related to the criteria of Discrimination Power, there were found that two bad items, five poor items, twenty three satisfactory items. Based on the calculation of the level of difficulty and Discrimination Power of each item, the researcher found that seven items out of 30 did not meet the criteria of good items. So the rest item was 23. Thus, the researcher revised the items and administered 30 items for both pretest and posttest.

The result of pre test showed the highest score of the students' was in the score interval 70 - 79. It was gained by five students, while the lowest score was in interval 40 - 49 gained by seven students. Unfortunately, none of the students gained the mark in score 81 above.

The result of posttest showed that there were no student got interval score 40 – 49. By contrast with pre test there were many students got interval score 40 – 49. Most of them came from interval 50 - 59 and 60 - 69 in pretest. The student who got lowest score in pretest, in posttest they were in interval 60 - 69 and 70 - 79. While, the students who got the highest in pretest, in posttest, they were in interval 80 – 89. The mean of pretest is 57,23 and the mean of posttest is 72,83. The data showed that there was a difference of students' vocabulary mastery after having three times treatments, it can be seen from the increase of the mean of posstest was higher than mean of pretest. The computation of match t-test showed that t-count was higher than t-table ($18.951 > 2.032$) at the significant level of 0.05, therefore the hypothesis proposed by the researcher was proved.

Discussions

From the result computation of t-test, it was gained that at significant level of 0.05; t-count was higher than t-table that is $18951 > 2.032$. This condition indicates that the hypothesis proposed by the researcher was proved. After comparing the result of the research, it could be found the significant differences of the students' score between the pretest and the posttest.

The researcher gave the students narrative text “The Legend of Toba Lake” to each student. On the text some words had already been bold. Then the researcher asked the students to listen the pronunciation of the words and the students repeated the words after the researcher. It was done to make sure that the students could pronounce the words well, as Nation (1994:180) says that when we teach a word we must teach shape or form of the word. The students had to understand

the core words first, before they put them into the map. The researcher explained to students about the map by taking one of the words related to the material. The researcher organized it by drawing a map consisting the definition, description, example (synonym), and nonexample (antonym).

The class was divided into some pair works. The students were asked to complete the diagram based on the word chosen. For the first meeting, the students got difficulty to complete the map, but in the second and third meeting, most of them made progress in completing the map. It can be seen from the map made by the students, they began to be used to completing the map and be familiar with the part of the map. The students must be able to make some sentences based on the mapping. It was aimed to make sure that they had mastered the target words. After the students finished got the semantic mapping words, teacher distributed the quizzes. The quizzes were in the form of fill the blanks words, match the words with pictures, and match sentences with pictures.

In line with discussion above, there were some advantages of using semantic mapping in teaching vocabulary; it can used to motivate and involve students in the thinking, reading and writing aspects. They think of the words and they will come up with other related words, then they will try to write the spelling of the words. Students remember not only the meaning but also the spelling. It allows students to think in a specific manner. To create a map the first thing that students must do is to place the word in central of map. Having done this, they fill other parts of the map; they are definition, synonym and antonym, example and non-example box. It also can be used to help students become independent learners who have strategies for inferring possible meanings and association for unfamiliar

words when they encounter them in reading. Finally it enhances vocabulary development by helping students' link new information with previous experience.

From explanation above, the researcher noticed that semantic mapping can increase students' vocabulary. By semantic mapping, the students could make connection between the words and the existing words that the students had and they tried to develop the core words with other related words. It can be inferred that word mapping involves new vocabulary which may be taken from dictionary or discussion in a group work and the students' existing vocabulary. It is line with Santa (2004) states that semantic map helps students create a broader concept definition, one that encourages them to integrate their own knowledge. It could be an effective way to help the students' vocabulary mastery. Beside it might be able to improve the students way of learning to remember both the given word and the new word; also enriching their vocabulary because from making this map the student are tried to find the new word, it makes them easy to transfer the new word in their long term memory. Then, it could be a fresh strategy which can attract the student interest in learning English, so they are not learning under pressure.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. The researcher concluded that there was a significant difference of students' vocabulary mastery at the second year of SMP Muhammadiyah 3 Bandar Lampung after being taught through semantic mapping technique.

It can be proved from the increase of students' mean score of pretest and posttest. The mean of pretest was 57.23 and the mean of posttest was 72.83 the result of the hypothesis was accepted ($p < 0.05, p = 0.000$).

2. Seeing the teaching learning process in class VIII D, it was noted that learning vocabulary through semantic mapping technique could ease the students to develop new vocabulary of words. It can be seen from their activity in the classroom. Teaching English vocabulary through semantic mapping technique was a good technique in teaching vocabulary. Beside it might be able to improve the students way of learning to remember both the word given and the new word, also enriching their vocabulary because from making this map the student are tried to find the new word, it makes them easy to transfer the new word in their long-term memory.

Suggestions

The suggestions cover for the teacher and for further research.

1. For the teacher it is suggested; since there is significant increase on students vocabulary achievement taught through semantic mapping, English teacher are suggested to apply this technique in teaching vocabulary, especially to help students who have low ability in vocabulary.
2. The researcher hopes the result of this study can be used as an additional reference; there will be a further research with different discussion which can make a revision within development of this semantic mapping strategy.

REFERENCES

- Allen, V. F. 1983. *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.
- Gaut, R. 2002. *Semantic Mapping Technique*. New York: Prentice Hall.
- Hatch, A. 1982. *Research Design and Statistics for Applied Linguistic*. Rowley, MA: New Burry House Publishers, Inc.
- Huyen. 2003. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. Asian EFL Journal. Retrieved 22nd October, 2008 from <http://www.asian-efl-journal.com>.
- Nation, P. 1994. *New Ways in Teaching Vocabulary*. Virginia: TESOL.
- Schwartz, R. M., Raphael, T. E. 1985. Concept of Definition: A Key to Improve Students Vocabulary. *The Reading Teacher*, 39 (2), 198-205.
- Santa, C., Haven, L., Valdes, B. 2004. *Project CRISS: Creating Independence through Student Owned Strategies, Third Edition*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Tarigan, H.G. 1982. *Pengajaran Kosakata*. Bandung:Angkasa.