

IMPROVING STUDENTS' MASTERY OF VOCABULARY FOUND IN READING TEXTS BY USING WORD MAPPING TO THE FIRST GRADE IN SMP N 3 JATI AGUNG

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Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan yang signifikan dari penguasaan kosakata siswa yang ditemukan dalam membaca setelah siswa diajar dengan menggunakan strategi pemetaan kata untuk siswa kelas satu di SMP N 3 Jati Agung dan respon siswa terhadap kata strategi pemetaan. Penelitian ini adalah penelitian kuantitatif. Subjek penelitian ini adalah 32 siswa kelas VII C dan menggunakan desain pre-test dan post-test satu kelompok sebagai desain penelitian. Instrumen untuk mengumpulkan data adalah tes membaca dan kuesioner. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan dari penguasaan kosakata siswa dan respon siswa menunjukkan bahwa mereka sangat setuju (4.20) bahwa strategi pemetaan kata adalah strategi yang efektif dalam pengajaran ini. Ini berarti bahwa strategi itu baik untuk digunakan dalam pengajaran kosa kata.

Abstract. The aims of this research were to find out a significant improvement of the students' mastery of vocabulary found in reading after the students were taught by using word mapping strategy to the first-grade student at SMP N 3 Jati Agung and students' responses toward word mapping strategy. This research was a quantitative research. The subjects of this research were 32 students of the class VII C and used one group pre-test and post-test design as the research design. The instruments for collecting the data were a reading test and a questionnaire. The result showed that there was a significant improvement of the students' vocabulary mastery and the students' responses showed that they strongly agreed (4.20) that word mapping strategy was effective strategy in this teaching. It means that word mapping strategy is good to be used in teaching vocabulary.

Keywords: *vocabulary, vocabulary mastery, word mapping strategy.*

INTRODUCTION

Vocabulary is the basic language aspect that must be mastered before mastering English skills. In addition, vocabulary is one of the components that supports the mastery of the four language skills; listening, speaking, reading, and writing. According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language that individual speakers of language might use.

According to Nation (1990: 02), vocabulary is very important element in language learning for both learners and teachers. It means that vocabulary holds a very important role in certain language and the students should master adequate number of vocabulary in order to perform the language well. Helping the students to develop their vocabulary learning strategy is a powerful approach to help the students acquire large vocabulary.

Furthermore, Napa (1991: 6) states that vocabulary is one of components of language and there is no language that exists without words. Vocabulary is a list of words with their own messages which are used in a language to represent meaning. It refers to every single word which is understood and used to convey ideas.

In line with the one of the purposes of teaching English in Curriculum 2013, the teacher has to grow awareness of the importance of English as a foreign language to become a major tool of learning. It means that vocabulary holds an important role in English language learning. We cannot communicate with others in a certain language if we do not have sufficient words of the language. In using a language, the students who are rich in vocabulary will potentially be successful both in expression skills such as expression ideas in the mind. It means that dealing with learning English as a foreign language, vocabulary is one of the language components which has the most important role in relation to the mastery of the four English language skills. Without ignoring other language components, the researcher assumed that vocabulary is the most important factor in the teaching-learning of English as a foreign language. In accordance with this matter, teachers are expected to have such an effective way to make the students interested in learning English vocabulary so teaching learning objectives can be carried out successfully. In other words, there should be an appropriate way to help students in learning vocabulary.

The researcher found some problems when doing the pre-observation at the first grade students in SMP N 3 Jati Agung South Lampung. The researcher found that most of the students had difficulties in mastering vocabulary during the teaching-learning process. For example, in reading activity, the students, have not enough vocabulary to be able to understand the text. Then, they are lazy to learn vocabulary. It can be identified from their attitude toward vocabulary such as they are not curious to learn vocabulary and explore more specific information from the text. Based on the problem that found by the researcher, reading skills have been chosen as a mediator to improve student's vocabulary mastery, since vocabulary is a component of the language.

Based on the problem above, the researcher found the most effective strategy for teaching English and improving students' mastery vocabulary found in reading text, is word mapping with good media. Word mapping is a good to be implemented as an effective strategy for teaching vocab by (Grave. 2008). The researcher assumed word mapping strategy is a mapping that is suitable for junior high school students to help them master English vocabulary in order to be successful finding in reading text. In short, it could be said word mapping strategy could improve students' master vocabulary.

Furthermore, it is necessary to build the students' ability in reading comprehension, according to its purpose as the main goal in teaching reading. In the reading activity, there are usually three stages: pre-, while-, and post-reading stages. In pre-reading, the teacher could ask students about several questions that could arouse their interest before starting to read the text. The while-reading stage was an interactive process that could develop the students' ability in doing their tests by developing their schematic knowledge. The post-reading stage is used to enhance learning comprehension questions in form of multiple choices (cloze exercises).

In line with the description above Karendra (2013) and Wahyuni (2012) conclude that word mapping strategy can improve students' vocabulary mastery. They stated that there was an improve students' vocabulary mastery. The students were braver to show their ability in the class. Some students were braver asking the teacher when they had difficulties.

METHODS

This research was a quantitative research with one-group pre-test and post-test design (T1XT2). The formula of the design is proposed by Hatch and Farhady as cited by Setiyadi (2006:132). This research was conducted at the first grade students of SMP N 3 Lampung Selatan. The sample of this research was class VII C which consisted of 32 students. The instruments that were used to collect the data were vocabulary test and questionnaire. The vocabulary test consists of 30 items and the questionnaire consists of 15 items. To find out the students' responses the researcher gave questionnaire to the students after the post-test. The students' scores of the pre-test and the post-test were analyzed by using SPSS17 program. The gained data were analyzed by using *Repeated Measure T-test*. The questionnaire data were analyzed by using a *Likert Scale*.

RESULTS

The researcher administered the pre-test for experimental class in 60 minutes. The number in the pre-test was 30 and the result of the pre-test in the experimental class showed that the total score of all the students was 2053 and the mean score was 64.20. The highest score was 77 and the lowest score was 47.

After conducting three treatments to the students, the researcher administered the post –test to determine whether there was an improvement of students' mastery of the vocabulary or not. There were 30 items answered in 60 minutes. The mean

score of post-test was 85.03, the highest 90 and the lowest was 67. The gain from the pre-test and post test was 19.59.

Table 1. The Improvement of Vocabulary Aspects

Aspect Of Vocabulary	Pre-Test (%)	Post-Test (%)	Gain(%)
Verbs	58.2	87.5	29.3
Adjectives	65.1	98.6	33.5
Adverbs	70	81.6	11.6
Nouns	59.7	77.3	17.6

The table above present the presentage result of the pre-test which was administered before the treatment and the presentage result of the post-test which was administered after the treatment concerning with the five aspects of vocabulary. The results showed that there an improvement on students' vocabulary aspect which implied that the students' vocabulary mastery was improved after given word mapping.

The following was the result of *Paired Sample T-Test*. The aim of this test was to findout whether there was a significant improvement on the students' vocabulary mastery after the implementation of word mapping strategy. This test was done by using SPSS17 program.

Table 2. Paired Sample Test

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	- 19.789	9.598	1.557	22.944	16.64	12.71	37	0

Based on the table above, the result of t-test showed that t-value was 12.710 and the value one-tail significance showed that $p < 0.05$ ($p = .000$). It could be inferred that H_0 was rejected and H_1 was accepted. In conclusion, there was a significant difference on the students' vocabulary mastery after the students were taught through word mapping strategy. Thus, the proposed hypothesis was accepted.

The students' responses of the implementation of word mapping strategy

In this section, the researcher answered the second research question which has been mentioned in chapter one. To answered it, the researcher distributed questionnaire which consisted of 15 questions that was aimed to the students

about their responses of the implementation of word mapping strategy. The questionnaire used likert Scale.

Table 3 Questionnaire

NO	Statement	Total Answer					Mean	Category
		STS	TS	N	S	SS		
1	Q1	0	1	18	7	6	3.6	Agree
2	Q2	0	4	12	13	3	3.5	Agree
3	Q3	0	4	14	6	8	3.6	Agree
4	Q4	0	4	3	14	11	4	Strongly Agree
5	Q5	0	5	5	14	8	3.8	Agree
6	Q6	0	2	12	12	6	3.7	Agree
7	Q7	0	3	10	10	9	3.8	Agree
8	Q8	0	9	9	8	5	3.8	Agree
9	Q9	0	4	9	10	9	3.8	Agree
10	Q10	0	3	5	9	15	4.1	Agree
11	Q11	0	1	7	9	15	4.2	Strongly Agree
12	Q12	0	5	5	13	9	3.8	Agree
13	Q13	0	3	6	13	10	3.9	Agree
14	Q14	0	2	7	11	12	4	Agree
15	Q15	0	3	7	5	17	4.1	Agree

The table above shows the data of result of questionnaire about the students' responses toward the implementation of word mapping strategy. For point number one, two and three was agreed by the students that the strategy could make them become aware of what they learned from the teacher in the lesson and it could help them to be able to work individually. This was proven by the mean of students answer in the questionnaire. In individual task they learned to organize vocabulary individually. The rest of the criteria was indicated that students strongly agreed that word mapping was a good level for practice and reading. They believed that there were opportunities for independent learning while they were taught through word mapping. Meanwhile, there were no students score disagree and they gave positive responses. It was proven by the data that showed more than half of the students in the classroom gave positive responses toward the implementation of word mapping strategy. It can be concluded that students felt contented to have a learning –teaching by using word mapping strategy.

DISCUSSION FINDINGS

The purposes of this research were to find out a significant improvement on the students' vocabulary mastery after the students were taught through word mapping strategy and the students' responses toward word mapping strategy. The students' scores of the pre-test and the post-test were compared to see the

improvement. The comparison showed that the achievement of the experimental class was at the significant level of $p=0.000$, $p < 0.05$. The result of the data analysis showed that there was a significant improvement on the students' vocabulary mastery after the students were taught through word mapping strategy. Using word mapping could give the students an opportunity to think about words in variety of ways. The researcher also found that word mapping strategy, which were based on the graphics, gave a useful way to the students to have such a valuable practice, either when they were in the classroom activity or out-door activity.

Based on the overall activities in the treatments, it was found that word mapping strategy helped the students to develop the vocabulary easier in more enjoyable way. They became more motivated to learn because the class became more active. The result of this research is in line with Wahyuni (2012) who has conducted a research to see the effectiveness of word mapping strategy in teaching vocabulary. She found that word mapping is effective in teaching vocabulary and it can motivate the students in learning vocabulary because it was interesting activity in which the students had to read the text. The students had to use their critical thinking and develop the text by their own predictions.

In addition, this research is also in line with the result of a research conducted by Karendra (2017) at senior high school. He investigated the effectiveness of word mapping strategy in relation to the students' vocabulary mastery. He found that there was significant difference in achievement and the students were braver to show their ability in the class. The students answered the questions, and gave their opinion during teaching-learning process in the class. It can be seen from the assessment result. This happen due to the fact that word mapping could help the students to develop their mastery of vocabulary. The comparison result of each aspect of vocabulary that also improved a lot from the implementation of this strategy. The result of this reasearch showed that all aspects of vocabulary improved; first it could be seen that verbs improved 29.30%, adjectives 33.50%, then adverbs 11.60%, and nouns 17.60%. In general, word mapping strategy helped the students to improve their vocabulary and to comprehend the recount texts based on the words that they had obtained and developed by using word mapping organizer in the *prereading* activity. Word Mapping strategy was a good strategy to improve students' vocabulary mastery and to enhance students' reading comprehension. Every single word that the students obtained from the result of worddevelopment through word-map organizer functioned as schemata (background knowledge) which helped them to understand the recount texts. By knowing possible words which might appeared in the texts, the students were able to predict what the text would be telling them about. In short, this strategy helped the students to prepare their knowledge before they began the main reading activity.

According to Graves (2008:56-57) word mapping strategy enabled the students to store informations in their personal schema more efficiently and it facilitated them to recall the story elements more completely and accurately. This strategy used visual representation (graphic organizer) to help the students organized the important elements of the text by trying to identify the things which commonly

appeared in the text being discussed. It also helped the students to be creative by developing the words which had closely-related meanings with everything existed in the topic being discussed. Furthermore, it helped the students to have such kind of schemata before they began to read the whole text. If they had schemata (background knowledge) about the text, they would be able to understand the text easily. As a result, reading activity ran better.

The result of the questionnaire that had been distributed to the students showed that they were content to have word mapping as strategy to learn descriptive text. They liked word mapping strategy because it is different from the usual strategy which commonly used for learning. This was one of the reasons they gave positive response on the implementation.

In summary, it could be concluded that word mapping strategy could be considered as a good strategy to teach vocabulary in reading. It was proven by the mean score of the pre-test and post-test before and after the implementation of word mapping strategy. As a result, they could enjoy the learning activity and they could obtain knowledge more effectively.

CONCLUSIONS AND SUGGESTIONS

Referring to the results of the data analysis, the researcher concluded that there was a significant improvement on the students' vocabulary mastery in relation to reading descriptive text after the students were taught through word mapping strategy. Word mapping was considered suitable to be used in teaching vocabulary because it makes the students to comprehend the text. The researcher concluded that there were students positive response to the implementation the word mapping. The researcher distributed questionnaire which consisted of 15 questions that aimed to see the students' responses to the implementation of word mapping strategy. Word mapping strategy was considered good to be used to improve students' vocabulary mastery since it helped the students to develop the words and comprehend the texts easier. It can be seen from the mean of the questionnaire, that is 4.20 which means that word mapping is the effective strategy of teaching because it has fulfilled all of the criteria of effective strategy of teaching.

After finishing this research, the researcher suggests to English teachers to use word mapping strategy as an effective strategy in teaching vocabulary. Before applying the word mapping, teacher should be able to select the appropriate text which could be combined word mapping strategy. Then, using word mapping as medium in improve vocabulary mastery is recommended as an alternative way for English teacher, especially for junior high school teacher to attract the students' interest and motivation in learning English. For future reseachers, it is suggested to try to improve this strategy on different level of students. The results of this research can be a reference for another researcher who wants to conduct a research about teaching vocabulary. Further researchers with similar strategy could give more attention to the lowest improvement of vocabulary aspect in this research.

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