

**THE IMPLEMENTATION OF WORD MAPPING STRATEGY
TO INCREASE STUDENTS' VOCABULARY MASTERY
AT THE FIRST GRADE STUDENTS OF SMA N 1 RUMBIA
LAMPUNG TENGAH**

Rikko Karendra, Ari Nurweni, Ramlan Ginting Suka

**FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri
Brojonegoro No. 1**

rikkokarendra@gmail.com

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah terdapat peningkatan kemampuan penguasaan kosakata setelah pembelajaran dengan menggunakan strategi word mapping. Desain penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 32 siswa kelas X IPS 3. Tes kosakata dalam bentuk pilihan ganda digunakan sebagai alat pengambilan data. Hasil menunjukkan bahwa terdapat perbedaan yang signifikan secara statistik pada kemampuan penguasaan kosakata siswa dengan tingkat signifikansi $0.00 < 0.05$. Dapat disimpulkan bahwa pembelajaran menggunakan strategi word mapping dapat membantu siswa untuk mengembangkan kosakata dengan mudah dan membantu memahami teks yang diberikan.

Abstract. The aim of this study was to find out whether there was a statistically significant improvement of the students' vocabulary mastery after the students were taught through word mapping strategy. This research was quantitative research. The subjects of this research were 32 students of class X IPS 3. The vocabulary test in the form of multiple choice was administrated as the instrument of this research. The result showed that there was a statistically significant improvement of the students' vocabulary mastery with the significant level < 0.05 . It could be inferred that teaching activity through word mapping strategy facilitates the students to develop the vocabulary and to understand the text easily.

Keywords: word mapping strategy, vocabulary mastery.

INTRODUCTION

Vocabulary is an essential component in foreign language learning. In addition, vocabulary is central to the learning of foreign language especially at secondary level to enrich their language. In EFL classroom, vocabulary is needed to express meaning and to convey thoughts through both receptive skill and productive skill. According to Nation (1990: 02), vocabulary is that both learners and teachers see as a very important element in language learning. 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. Therefore, vocabulary mastery must be a priority in English language learning. In addition, there is another importance of vocabulary according to Pora (2003: vii), who says that vocabulary mastery is a must for someone who wants to understand a text, a conversation, or anything written in English. 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 (speaking and writing) and receptive skills (listening and reading), but those who are poor in vocabulary will get troubles in those skills. 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, it is 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 that the teaching-learning objectives can be carried out successfully. In other words, there should be an appropriate strategy to help the students in learning vocabulary.

Based on the researcher's experience in Teaching Training Program (PPL) in 2016, some students in senior high school still had difficulties in mastering vocabulary during the teaching-learning process. It happened because they did not have adequate number of vocabulary. For example in reading, the students still confused when they read certain text since they did not have adequate number of vocabulary to be able to understand the text. Based on the problem that the researcher found, reading skill had been chosen as a mediator in this research in relation to the improvement of vocabulary mastery. Since vocabulary is one of

the language components which is important to be mastered by the language students, the teachers need to use an appropriate strategy in order to increase the students' vocabulary mastery in order to be successful in reading ability.

In relation to the problem above, the researcher was interested in the implementation of word mapping strategy to improve vocabulary mastery in reading skill for senior high school students. According to Wardani (2007: 134), word mapping strategy is a graphic organizer which enables students to expand definition of words. The researcher assumed that word mapping strategy was an appropriate strategy to be implemented to senior high school students to help them master English vocabulary in order to be successful in reading ability. Word mapping itself was a visual representation of a definition which functioned to encourage the students to move from simple dictionary-like statements to more complex critical thinking definitions. Using the word mapping strategy as a graphic organizer could help the students think about terms or concepts in different ways.

Furthermore, it was necessary to build up the students' ability to acquire the reading technique according to its purpose as the main goal in teaching reading. In reading activity, commonly there were three stages: *pre-*, *while-*, and *post-*reading stages. The *pre-reading* stage was used to activate the relevant scheme, for example, teacher could ask the students about several questions which could arouse their interest before starting to read the real 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 was used to enhance learning comprehension by using reading comprehension tests such as matching, cut-up sentence, and comprehension questions in form of multiple choices.

Based on the three-stages of reading activity explained above, the researcher was interested to insert word mapping strategy in the *pre-reading* activity to brainstorm the students' knowledge in order to help them understand the text and obtained more vocabulary in the main reading activity. The researcher gave a topic of certain text and let the students used their intuition to look for as many as possible words which have relationship with the topic given by using word mapping organizer. Those words would function as background knowledge which later could help them understand the text. In this research, the focus was the vocabulary. So, the thing which was investigated was the vocabulary as one of the reading aspects. The researcher used recount texts since they were suitable with what has been written in the syllabus for the tenth grade students.

METHODS

This research was a quantitative research in which one-group pretest-posttest design was applied to see the significant difference before and after the implementation of word mapping strategy. This research was conducted at the tenth grade students of SMAN 1 Rumbia

Lampung Tengah. The samples of this research were class X IPS 3 which consisted of 32 students as the experimental class and X IPS 1 as the try-out class in academic year 2016/2017. For the data collection instruments, pre-test and post-test of vocabulary items were used. The pre-test was conducted in 90 minutes and it consisted of 30 test items. The post-test was administered after the treatments and it also took 90 minutes. The students' scores of the pre-test and the post-test were analyzed by using *t-test* of SPSS17 program. The gained data were analyzed by using *Repeated Measure T-test*.

RESULTS

The pre-test was conducted on February 22th, 2017 in the experimental class and the time allocation was 90 minutes. The students who became participants in the pre-test were 32 students of X IPS 3. The number of items in the pre-test was 30 items with four alternative options (A, B, C, and D), one as the correct answer and the rest were distracters. The result of the pre-test in the experimental class showed that the total score of all the students was 2048 and the mean score was 64.00. The highest score was 76 and the lowest score was 46.

The post-test was administered in order to see the students' scores of vocabulary mastery after the students were taught through word mapping strategy. The post-test was conducted on March 22th, 2017 in the experimental class and the time allocation was also 90 minutes. It was intended to show whether or not

there was an increase on the students' scores. The test items which were used in the post-test were the same as those in the pre-test one, but the arrangement of every question was reorganized. From the result, it was found that the total score of the post-test was 2851 and the mean score was 89.09. The highest score was 93 and the lowest score was 66. Meanwhile, the mode was 93.

Table 1. The Improvement of Each Vocabulary Aspects

Aspects of Vocabulary	Pre-test (%)	Post-test (%)	Increase (%)
Verbs	65.10	90.10	25.00
Adjectives	65.60	84.40	18.80
Adverbs	54.70	79.70	25.00
Nouns	66.10	94.30	28.20
Pronouns	70.30	91.70	21.40

From the table above, it could be seen that the implementation of word mapping strategy could improve all aspects of vocabulary. The aspects of vocabulary that improve the most was nouns with the total increase was 28.20%, and the second was verbs with the increase was 25.00%, then adverbs with the increase was 25.00%, followed by pronouns with the increase was 21.40, and the last was adjectives with the increase was 18.80%.

The following was the result of *Paired Sample T-Test*. The aim of this test was to find out whether there was an increase 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. (2-tailed)
	M	Std. Dev.	Std. Error	95% Confid. Interval of the Difference				
				Low	Up			
pretest t post test	28.50	10.74	1.89	28.96	21.22	13.21	31	.000

Based on the table above, the result of *t-test* showed that the *t-value* was 13.21 and the two-tail significance showed that $p < 0.05$ ($p=.000$). It could be inferred that H_1 was accepted and H_0 was rejected since $0.000 < 0.05$. In conclusion, there was a significant improvement on the students' vocabulary mastery before and after the implementation of Word Mapping strategy. Thus, the hypothesis which had been proposed was accepted.

DISCUSSIONS

The purpose of this research was to find out whether there was a significant improvement on the students' vocabulary mastery after the students were taught through 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 $p=0.000$, $p < 0.05$. It implied that the word mapping strategy gave positive impact on the students' vocabulary achievement.

The result of the data analysis revealed that there was a significant improvement on the students' vocabulary mastery after the students were taught through word mapping strategy. After the implementation of word mapping strategy, the students' vocabulary mastery improved since word mapping is a strategy for representing knowledge in form of graphs. It helped the students understand and develop the vocabulary. 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 was in line with Rahma's (2016) research findings. After conducting a research about the use of semantic mapping or also known as word mapping, she found that semantic mapping could increase students' vocabulary understanding. By using semantic mapping, the students could make a connection between the words and the existing words that the students already had and

they tried to develop the core words with other related words. In addition, it was also in line with the result found by Widyawati (2016) who said that there was a significant difference on the students' vocabulary achievement between the experimental and the control class after the students were taught through word mapping. She also added that the teaching of word mapping could promote the students' vocabulary achievement. This happened because word mapping strategy could help the students develop their understanding of vocabulary.

The result of this research also showed that all aspects of vocabulary were improved, those were verbs with the increase was 25%, the second was adjectives with the increase was 18.80%, the third was adverbs with the improvement was 25%, then nouns with the improvement was 28.20%, and pronouns with the increase was 21.40%. 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 *pre-reading* 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 word-development 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.

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.

In summary, it could be inferred that word mapping strategy was considered as a good strategy to improve the students' vocabulary mastery in relation to reading recount text. It was correspond to the role of word mapping strategy that could make the students easy to comprehend the text and it accustomed the students to be more active and creative. It was proven by the mean score of the pre-test and the post-test before and after the implementation of word mapping strategy.

CONCLUSIONS

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 recount text after the students were taught through 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. Different from conventional ways, word mapping strategy helped the students to find the information of the text easier by helping the students to obtain such kind of background knowledge (schemata) before they began to read the real text.

Apart from this positive finding, there was also an obstacle in the implementation of the word mapping strategy. Teachers should be able to select the appropriate text which would be combined with the word mapping strategy. For example, the teachers should choose familiar topic in order that the students would had enough background knowledge concerning with what they were going to do.

SUGGESTIONS

Based on the conclusions above, the researcher proposes some suggestions as follows:

1. For the teachers

After finishing this research, the researcher suggests to English teachers to implement word mapping strategy for teaching vocabulary. Before implementing the word

mapping strategy, the teachers should choose suitable text for students. The teachers can make several groups which consist of 5-6 students if the students find difficulty when they try to use word mapping organizer. The word mapping itself is made by illustrating the information from a story into a chart of map, so it is beneficial for teaching recount text or narrative text.

2. For future researchers

It is suggested for future researchers to try to implement this strategy on different levels of students, for example in elementary school students, junior high school students, or even university students. The researchers are also suggested to use other kinds of texts or other English skills such as listening, speaking, reading, or writing.

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