

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH MAPPING WORDS TECHNIQUE AT THE SEVENTH GRADE OF MTS RAUDHATUL MU'MININ BANDAR LAMPUNG

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Abstract: The objectives of this research were to improve the students' learning activity and vocabulary mastery by using Mapping words. It was a kind of vocabulary strategy where the students explore their mind to collect words as many as possible based the topic given. In this research, the writer used Classroom Action Research as the design in collected the data. The research implementation of research was in two cycles. The sample of this research was in one class only with 27 students. To get the data of research, the writer used observation sheet and vocabulary test. The test used in this research was vocabulary test with 40 item multiple choice, it aimed to get the score of students' vocabulary mastery and used observation sheet for the students' learning activity. The findings of this research showed Mapping words successful to improve students' learning activity and vocabulary mastery. It can be seen from the average score of students' learning activity and vocabulary mastery. The average score of students' learning activity was increased from the first cycle 6.79 while in the second cycle 7.96, it was from less active to active criteria. Then, it was found that the average score in cycle 1 was 68.51 or 59.26% students who passed Minimum Mastery Criteria while in cycle 2 was 78.79 or 88.89% students who passed Minimum Mastery Criteria. Therefore, the implementation of Mapping words was successful to be used in improving the students' learning activity and vocabulary mastery at the seventh grade of MTS Raudhatul Mu'minin Bandar Lampung in academic year of 2022/2023.

Keywords: *Classroom Action Research (CAR), Mapping words, Vocabulary mastery*

INTRODUCTION

Vocabulary is one element of the language that should be learned and taught, it will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching another aspect of language. As explained by Richards and Renandya (2002: 255), Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. So, by having a high vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes. Without an extension vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in a different context. The importance of vocabulary can be evidenced by the application in the real world.

Vocabulary is very important to learn by the students because it is the heart of language. There might be a little problem when the students have little knowledge about grammar, pronunciation, etc but if they have no knowledge of vocabulary, they will be hard to comprehend and learn many kinds of lessons. It is very important for them to build up of words. The important of learning vocabulary is demonstrated daily in and out the school. In classroom, the achieving students process the most sufficient vocabulary.

The students should be able to improve their vocabulary, because vocabulary is the most important elements that has much effects to the students in learning others skill of English such as; listening, reading, speaking, and writing. If they are successful in mastering vocabulary, they are able to master these four skills of language. So, in teaching English the teacher should teach Vocabulary first because it will make the students easier in learning English. Therefore, without

vocabulary the students will not able to master English well. It is the central of language where everything in English begins by learning vocabulary. The importance of vocabulary is described like a mother to family. As we know that a mother is the heart in family, she is the ones who cares about everything and affects much in the family's situation.

Learning vocabulary seems simple because it is only about word and words meaning. It seems that as long as the students remember the word meaning, there will be no problem. Although vocabulary is easy to be mastered, but there are still many students who are lack of understanding words. They usually found many unfamiliar words in a text or passage but they just skip those words. They got no motivation in finding the meaning of unfamiliar words in dictionary or asking friends. They might understood the sentence but they did not understand each words in that sentence. In overcoming these problems, the teacher should apply a technique in teaching vocabulary. Therefore, the students' motivation, effectiveness and score will be increased.

The students who have enough vocabulary will not get difficult to understand the meaning words so they are easier to know the text meaning, to get the meaning and to get easily the students know the vocabulary, vocabulary is one of the English component that is included in English curriculum. By mastering large amounts of vocabulary, the students will be able to comprehend anything related with words meaning.

Generally, in learning vocabulary most of students get difficulties in improving their language skills. Sometimes, the students get difficulties improve the word in learning vocabulary. it cause they did not enjoy in learning English. So the English teacher should apply an appropriate technique in teaching vocabulary and the teacher must be creative and innovative to make

vocabulary teaching and learning process become more interest and fun. The students will be not feel lazy in learning, so their language skill will be improved and they will be more interested to follow the lesson.

Based on preliminary research at the tenth grade of MTS Raudhatul Mu' minin Bandar Lampung, the writer found some problems in teaching learning vocabulary such as; the students are so hard to explore thier minds in case of finding the meaning of unfamiliar words, the students have difficulties to predict meaning that they do not know and the students have difficulties to understand the word meaning contextually. The writer got this result by interviewing the English teacher at the seventh grade. The preliminary research was conducted in order to know the students' problem and the writter will set a plan for these probems by applying appropriate technique.

There are many kinds of good technique for teaching and learning vocabulary, but the writer chose mapping words to be used in this research. It has been chosen because mapping words is appropriate to the students' problems. Mapping words can be defined as a technique that makes the students able to understand the new words through depicting varying relationship among words. Therefore, mapping words teaches the students how to explore their minds to identify the words meaning and the meaning of unfamiliar words.

The use of mapping words is expected can be effective to be used. It is a recommended technique that had been applied by some researchers in previous studies. They were successful in improving the students' vocabulary knowledge by using mapping words technique. It is a technique which can help the students learn how to predict the meaning of unknown words, specifically mapping words can help the students who have not learned the meaning of a large number of words and do not know how to identify parts of words that have

meaning. It is the best way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know.

The writer interested to use mapping words to improve the students' vocabulary mastery. Especially, to promote the deeper understanding of the new words, categorizing words, exploring the relation among words as well as words are similar each other. Therefore, this research entitled "Improving Students' Vocabulary Mastery through Mapping Words Technique at The Seventh Grade of MTS Raudhatul Mu' minin Bandar Lampung in 2022/2023".

METHODS

In conducting research, the writer used classroom action research. The classroom action research is research that improve the quality of the teaching learning process in order to obtain better result that before. In this research the researcher used Classroom Action Research (CAR) because the researcher wants to encourage the students to be active in learning process and improving students' vocabulary mastery by using Mapping Words Technique. According to Aqib, et al. (2011:3) state that "Classroom Action Research (CAR) is research that conducted by the teachers in their own classes through self-reflection with the aim to improve performance so that students learning outcomes will improve."

RESULT

1. Result of the data in Cycle I

The teaching speaking skill through Mapping Words Technique was solution to solve the problems that exist in MTs Raudhatul Mu' minin. The Mapping Words Technique made the students' knowledge better because they knew some stages of Vocabulary

Mastery. Data from the cycle I of the students learning vocabulary outcomes can be seen in the table:

Table 2 The Result of Cycle I

No	KKM	Cycle 1		Criteria
		The number of Students	Percentage	
1	≥ 75	16	59.26%	Passed
2	< 75	11	40.74%	Failed

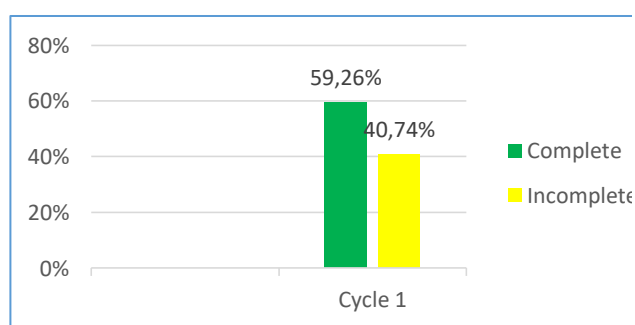
The successful criteria of Classroom Action Research are as follow:

No	Range of Score	Category
1	>8.00	Very active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite active
4	6.00 – 6.99	Less active

Adopted from Aqib, et al (2011: 269)

The result of Cycle I and the criteria of students' learning achievement that was 6.79. It can be concluded that the complete result, the writer presents the result in from diagram as follows:

Diagram 1 The result of Cycle I



Based on the diagram above that clear the use of Mapping Words was successful but the criteria of successful in the KKM is at least 75% students who passed the Minimum Mastery Criteria (KKM).

2. Result of data in Cycle II

The use of Mapping Words in Cycle II was successful because it gained the successful criteria of learning outcomes. Data from cycle II of the students' vocabulary mastery can be seen in the table as follows:

Table 2 The result of Cycle II

No	KKM	Cycle 2		Criteria
		The number of Students	Percentage	
1	≥ 75	24	88.89%	Passed
2	< 75	3	11.11%	Failed

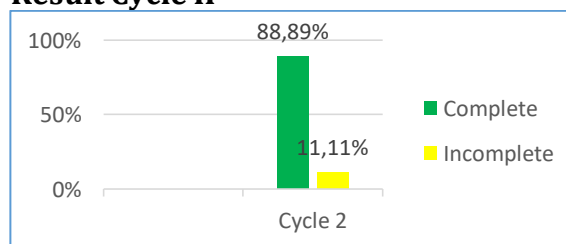
The successful criteria of Classroom Action Research are as follow:

No	Range of Score	Category
1	>8.00	Very active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite active
4	6.00 – 6.99	Less active

Adopted From Aqib, et al (2011: 269)

The result of Cycle II and the criteria of students' learning achievement that was 7.96. It can be concluded that the complete result, the writer presents the result in from diagram as follow:

Diagram 2 The Result Cycle II



Based on the diagram above, it is clear that the use of English Debate strategy was successful because it was obtained 80% and it gained the

successful criteria that at least 75% students who passed the Minimum Mastery Criteria (KKM).

DISSCUSION

This research was conducted by using classroom action research which using Mapping words. It consisted of two cycles and each cycle consisted of three meetings. There were four steps in each cycle of the research; planning, acting, observing, and reflecting. Vocabulary is very important to learn by the students because it is the heart of language. There might be a little problem when the students have little knowledge about grammar, pronunciation, etc but if they have no knowledge of vocabulary, they will be hard to comprehend and learn many kinds of lessons. It is very important for them to build up of words. The important of learning vocabulary is demonstrated daily in and out the school. In classroom, the achieving students process the most sufficient vocabulary.

In this research, the writer tried to improve the students' vocabulary skill by using Mapping words. There were two cycles with the same steps of learning, but in cycle II the lesson plan had been revised in order to make the teaching and learning process could achieve it purpose. In cycle 1, the students were followed the lesson, but they seemed not too active when the writer explained the material. The material of this research was about narrative text. That was why in cycle 2, the writer revised lesson plan and allowed the students to ask the writer and the students were given some words at the beginning of lesson related to the topic given.

The second cycle was better than first cycle. It could be seen by the students' activeness in classroom and also the students' score in post-test of each cycles. In cycle 1 the post-test score lower than second cycle. The average score of students' vocabulary mastery in cycle 1 was 68.51 while in cycle 2 was 78.79. Due to the result of second cycle,

then the writer decided to stop the cycle because there was significant improvement of students' vocabulary skill and activity in the classroom.

There was an improvement in students' vocabulary mastery by using Mapping words. From the cycle I was 59.26%, and cycle II obtained 88.89%. The writer decided to stop cycle 2 because it has reached the set criteria or can be said that the implementation of Mapping words can improve students' vocabulary mastery In other words, it means that there was an improvement of students' vocabulary mastery and vocabulary activity at the seventh grade of MTS Raudhatul Mu'minin Bandar Lampung in academic year of 2022/2023.

The result of this research is in line with a theory stated by Sinatra, Gemake, and Berg (2018: 22-29), used mapping words successfully for vocabulary instruction with students in the junior grades who were disabled readers. Mapping words is a visual organizer that promotes vocabulary development. At the top or center of the organizer is the vocabulary word. Branching off from the word is additional information related to the word. This strategy also assists students in developing broader concepts and definitions, or synonyms/antonyms. From the explanation above, it can be concluded by the researcher that mapping words is a fantastic technique of word. It is simple and helps the student to improve their vocabulary in English learning. This strategy starts from teacher by writing keywords and then the students must mention from that.

CONCLUSION

The writer conducted the research of teaching speaking skill at the seventh grade of MTs Raudhatul Mu'minin by using Mapping Words and it was obtained the conclusions as follows:

1. The use of Mapping Words can

increase students' vocabulary mastery.

2. The use of Mapping Words can increase students' learning activity.

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