

**TEACHING VOCABULARY THROUGH SEMANTIC MAPPING  
TECHNIQUE AT THE SECOND YEAR OF SMP MUHAMMADIYAH 3  
BANDAR LAMPUNG**

**(A Script)**

**By**

**Musfina Rahma**



**UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2016**

## **ABSTRACT**

### **TEACHING VOCABULARY THROUGH SEMANTIC MAPPING TECHNIQUE AT THE SECOND YEAR OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG**

**By**

**Musfina Rahma**

This research was intended to find out whether teaching vocabulary through semantic mapping could significantly increase student's vocabulary achievement or not. This research employed quantitative method. It was used to find out whether there was significant difference of students' vocabulary achievement after being taught through semantic mapping.

The subjects of this research were students of SMP Muhammadiyah 3 Bandar Lampung in the 2015/2016 academic year. The sample of this research was class VIIID consisting of 35 students. The design used was one-group pretest posttest. The instrument that used to collect the data was multiple choice tests. In this research, repeated measures t-test was used to analyze the data. The researcher conducted the research in six meetings which consisted of try out test, pretest, three times of treatments and post test.

The data showed that there was an increase of students' vocabulary achievement after having three times treatments through semantic mapping. The t-test analysis was applied on the data to see the significance of the improvement. It was gained, that the t-count was 18.951 and in significant level of 0.05, the t-table was 2.032. From this result, it was shown that the t-count was bigger than t-table, thus, it was concluded that the implementing semantic mapping could increase the student's vocabulary achievement at the second year of SMP Muhammadiyah 3 Bandar Lampung. The researcher concluded that semantic mapping could motivate the students to improve their vocabulary achievement.

**TEACHING VOCABULARY THROUGH SEMANTIC MAPPING  
TECHNIQUE AT THE SECOND YEAR OF SMP MUHAMMADIYAH 3  
BANDAR LAMPUNG**

**By**

**Musfina Rahma**

**A Script**

**Submitted in a Partial Fulfillment of**

**The Requirement for S-1 Degree**

**in**

**Language and Arts Department of**

**Teacher Training and Education Faculty**



**UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2016**

**Research Title : TEACHING VOCABULARY THROUGH SEMANTIC MAPPING TECHNIQUE AT THE SECOND YEAR OF SMP MUHAMMADIYAH 3 BANDAR LAMPUNG**

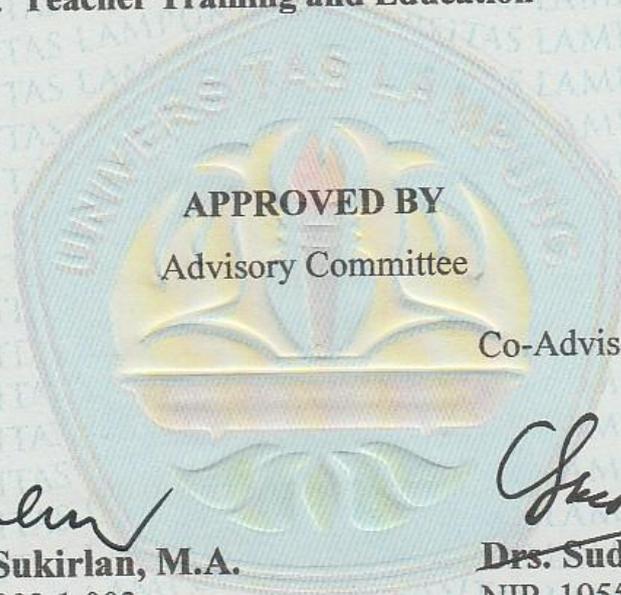
**Student's Name : Musfina Rahma**

**Student's Number : 1013042051**

**Department : Language and Arts Education**

**Study Program : English Education**

**Faculty : Teacher Training and Education**



Advisor

Co-Advisor

**Dr. Muhammad Sukirlan, M.A.**  
NIP 19641212 199003 1 003

**Drs. Sudirman, M.Pd.**  
NIP 19550712 198603 1 003

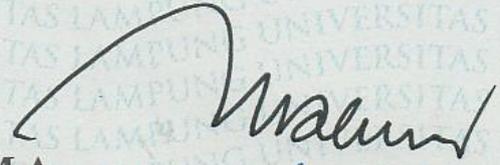
The Chairperson of  
The Department of Language and Arts Education

**Dr. Mulyanto Widodo, M.Pd.**  
NIP 19620203 198811 1 001

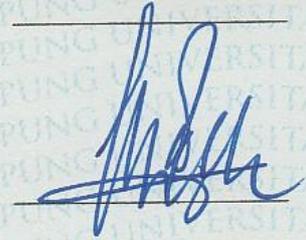
**ADMITTED BY**

1. Examination Committee

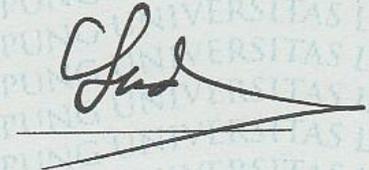
Chairperson : **Dr. Muhammad Sukirlan, M.A.**



Examiner : **Prof. Dr. Cucu Sutarsyah, M.A.**



Secretary : **Drs. Sudirman, M.Pd.**



The Dean of Teacher Training and Education Faculty

**Dr. H. Muhammad Fuad, M.Hum.**  
NIP. 19590722 198603 1 003

Graduated on : **April 28<sup>th</sup>, 2016**

## SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini:

Nama : Musfina Rahma  
NPM : 1013042051  
judul skripsi : Teaching Vocabulary through Semantic Mapping  
Technique at the Second Year of SMP  
Muhammadiyah 3 Bandar Lampung  
program studi : Pendidikan Bahasa Inggris  
jurusan : Pendidikan Bahasa dan Seni  
fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa

1. Karya tulis ini bukan saduran/ terjemahan, murni gagasan, rumusan, dan pelaksanaan penelitian/ implementasi saya sendiri tanpa batuan dari pihak manapun, kecuali arahan pembimbing akademik dan narasumber di organisasi tempat riset;
2. Dalam karya tulis ini terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali secara tertulis dengan dicantumkan sebagai acuan dalam naskah dengan disebutkan nama pengarang dan dicantumkan dalam daftar pustaka;
3. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dalam penyatan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah diperoleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma yang berlaku di Universitas Lampung.

Bandar Lampung, Mei 2016  
Yang membuat pernyataan,



Musfina Rahma  
1013042051

## **CURRICULUM VITAE**

Musfina Rahma was born in Kedondong, on April 5<sup>th</sup>, 1992. She is the fourth child of a great couple, H. Muslim R (the late) and Hj. Ida Novia.

She started her study at Mathaul Anwar kindergarten in 1996 and graduated in 1997. In the same year, she continued her study in elementary school-SD N 1 Kedondong and graduated in 2003. Then she pursued her study at SMP N 1 Kedondong and graduated in 2006. In the same year, she was registered at SMA N 1 Kedondong and graduated in 2009.

In August 2010, the writer was registered as a student of English Education Study Program at Teacher Training and Education Faculty, University of Lampung. She conducted the Teacher Training Program as one of the requirements for FKIP students, at SMP N Satu Atap 1 Gunung Terang from July to September 2013.

## **MOTTO**

“Be merciful to the people of the earth and the One in the heavens will have mercy upon you.” (Hadith shahih, At-Tirmidhi)

“Knowledge without action is vanity and action without knowledge is insanity.”  
(Imam Ghazali)

## ACKNOWLEDGEMENT

Praise is merely to Allah SWT for His blessing and mercy so that the writer is enabled to accomplish this script entitled “Teaching Vocabulary through Semantic Mapping at the Second Year of SMP Muhammadiyah 3 Bandar Lampung”. This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Education and Pedagogy Faculty, University of Lampung.

Gratitude and honor are addressed to all people and institutions that helped and supported the writer in completing this script. Here, the writer would like to acknowledge her sincere gratefulness and respect to the following:

1. Dr. Muhammad Sukirlan, M.A, as her first advisor who has guided the writer patiently in writing the script, for his support and kindness. Her deep gratitude is also extended to Drs. Sudirman M.Pd., as her second advisor, who has given assistance, guidance, encouragement, and scientific knowledge within the process of accomplishing the script.
2. Her sincerity is due to Prof. Dr. Cucu Sutarsyah, M.A the examiner and academic advisor, who has given valuable contribution and suggestion for this script.
3. Dr. Mulyanto Widodo, M.Pd., the Chairperson of Language and Arts Education Department.
4. Dr. Ari Nurweni, M.A., the Head of English Education Study Program.
5. The writer also would like to say great thanks and honor for all English Lecturers who have educated and broadened the writer’s knowledge, especially about English during study in this university.
6. The deepest gratitude is presented to her beloved mother, Hj. Ida Novia, and her beloved father, H. Muslim R (the late) , for their loves, cares, and timeless prayers which were definitely the strongest supports for her to finish her study.
7. Her thanks is also given to her brother, May. Irham Lutfi, S.T., dr. Messy Suryanti, Zulfiandi (the late), Heni Rosa Dini A.md., Merya Ulfa S.T., Andika Eri Trianto, S.T. and my nephews and nieces (Rafa, Rasya, Raya, Ifa and Hilmi) for their loves, supports, and encouragement.
8. The writer also wishes to thank to whole mates in English Education 2010 for helping and inspiring the writer. For the feeling of togetherness and happiness all these times, the writer would like to express her lot of thanks especially to Ratna Purnama Sari, Yoannita Suherman, Dian Setia Rini, Fenny Widyawati, Lidya Utami, and Christina Kurniawati. Thank you for your support and pray.

9. Her thanks also go to Head Master SMP Muhammadiyah 3 Bandar Lampung Wahdiyana, S.T., M.P.d.T. for allowing her to conduct the research and Asliaty, S.Pd as the English teacher of SMP Muhammadiyah 3 Bandar Lampung who has given her a chance to conduct the research and help her greatly. Also all students class VIII D and VIII B who have welcomed her so willingly involved in the research.
10. Anyone that cannot be mentioned directly or indirectly who has helped the writer in completing this script. The writer does appreciate any opinion and suggestion for the improvement of this script.

Finally, the writer realizes that this script still has some weaknesses. Therefore, critics and suggestions are invited for its improvement. Hopefully, this script can give benefit to the readers or those who want to carry out further research.

Bandar Lampung, April 2016

The writer,

Musfina Rahma

## DEDICATION

*This piece of paper is dedicated to:*

*My beloved father and mother, H. Muslim R (the late) and  
Hj. Ida Novia*

*My beloved brothers and sisters, Mayor Irham Lutfi, S.T., dr.  
Messy Suryanti, Zulfiandi (the late), Heni Rosa Dini A.md,  
Merya Ulfa, S.T., Andika Eri Trianto, S.T.*

*My nephews and nieces Rafa, Rasya, Raya, Ifa and Hilmi*

*My Almamater, Lampung University*

*The reader*

## TABLE OF CONTENT

<b>Abstract</b> .....	i
<b>Curriculum Vitae</b> .....	ii
<b>Motto</b> .....	iii
<b>Dedication</b> .....	iv
<b>Acknowledgment</b> .....	v
<b>Table of content</b> .....	vii
<b>List of Tables</b> .....	ix
<b>List of Appendices</b> .....	x
<b>I. INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problem .....	4
1.3 Objectives .....	5
1.4 Uses .....	5
1.5 Scope .....	5
1.6 Definition of Terms .....	6
<b>II. LITERATURE REVIEW</b>	
2.1 Review of the Previous Research .....	7
2.2 Vocabulary .....	8
2.2.1 Aspect Vocabulary .....	11
2.3 Teaching Vocabulary .....	16
2.4 Semantic Mapping Technique .....	17
2.4.1 Concept of Semantic Mapping Technique .....	17
2.5 Teaching Vocabulary through Semantic Mapping Technique .....	20
2.5.1 Procedure of Teaching Vocabulary through Semantic Mapping .....	21
2.6 Strength and Weakness of Semantic Mapping Technique .....	24
2.7 Theoretical Assumption .....	25

2.8 Hypothesis.....	26
---------------------	----

### **III. RESEARCH METHOD**

3.1 Research Design.....	27
3.2 Population and Sample .....	28
3.3 Variables .....	28
3.4 Data collecting technique .....	29
3.5 Research Procedures .....	29
3.6 Instrument f Try Out .....	30
3.6.1 Validity .....	31
3.6.2 Reliability .....	32
3.6.3 Level of Difficulty.....	34
3.6.4 Discrimination Power.....	35
3.7 Data Analysis .....	36
3.8 Hypothesis Testing.....	37

### **IV. RESULTS AND DISCUSSIONS**

4.1 Result of the Research.....	38
4.1.1 Result of Try Out.....	38
4.1.2 Result of Pretest.....	39
4.1.3 Result of Posttest.....	40
4.1.4 Significant Difference of Students Vocabulary Achievement .....	41
4.1.5 Increase of Students' Vocabulary Achievement .....	42
4.1.6 Increase of Students' Score in Each Aspect of Vocabulary ...	43
4.1.7 Hypothesis Testing .....	44
4.2 Discussion .....	46

### **V. CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	55
5.2 Suggestion.....	56

### **REFERENCES**

### **APPENDICES**

## LIST OF TABLES

1. Specification of Try Out.....	32
2. Distribution Frequency of Students' Score of Pretest.....	40
3. Distribution Frequency of Students' Score of Posttest .....	40
4. The Mean Score of Pretest and Posttest.....	42
5. Comparing of Students' Pretest and Posstest Score.....	43
6. The increase of Pretest and Posttest in Each Aspect.....	43
7. Analysis of Hypothesis .....	45

## LIST OF APPENDICES

1.	Lesson Plan .....	59
2.	Vocabulary Test (try out).....	73
3.	Answer Key of Try Out .....	78
4.	Pretest.....	79
5.	Answer Key of Pretest .....	84
6.	Posttest .....	85
7.	Answer Key of Posttest.....	90
8.	Research Schedule .....	91
9.	The Distribution of Students' Try Out of Vocabulary Test.....	92
10.	Difficulty Level and Discrimination Power of Try Out.....	94
11.	Discrimination Power of Try Out Test .....	95
12.	Reliability Table of Try Out .....	96
13.	The Computation of Reliability of Try Out Test .....	97
14.	Students' Gain Between Pretest and Posttest.....	99
15.	The Distribution of Students' Score of Pretest and Posttest.....	100
16.	Table Frequency of Pretest and Posttest .....	101
17.	T-test .....	103
18.	T-table .....	104

## **I. INTRODUCTION**

This chapter discusses the background of the problem, formulation of the problems, objective, uses of the research, scope of the research and the last part of this chapter is the definition of terms related to the topic of this research.

### **1.1. Background of the Problems**

Learning English as a second language for the majority of students in Indonesia has been widely considered important to the national development. English is a compulsory lesson in every level such as elementary up to high school that functions as a means in the students' self development in knowledge, technology, art, and culture. One of language components taught to the learners is vocabulary because it has a primary role for all language skills. Taylor (1990) states that vocabulary may have a special importance for adult's learners, since it is the one area of the language learning that does not appear to be slowed down by age. The more learners master the vocabularies, the better their performances in all aspects of English language will be.

Vocabulary plays important role in learning a foreign language. It can be said that learning language cannot be separated from learning its vocabulary, 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. In using English, one needs to

have a great number of vocabularies so that she/he could easily express her/his thoughts in communication. In addition, Wilkins cited in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

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 that 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.

Further, Allen (1983) also states that in many English language classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes, after months or years of English, many of the

words mostly needed have never been learned. Especially in countries such as in Indonesia where English is not the main language of communication, many teachers want helps with vocabulary instruction than they used to receive.

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 feel enjoyable, 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 enjoyable, 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).

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. For example, the teacher gives central word “elephant”. Then the teacher asks the students to think of the word. Students may come up with words such as big, trunk, four legs, brown, land and so on. After that, teacher and students categorize the word. The categories could be the habitat, size and physical characteristics.

In conclusion, by using semantic mapping 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 more recognize which word they need for their better understanding English. The use of semantic mapping is expected to motivate the students to learn, and they don't get bored. Beside that by introducing new vocabulary using this strategy regularly, the researcher hopes the students can discover the strategy of defining and clarifying the unknown words.

Based on the explanation above, the researcher proposes this research to investigate whether semantic mapping can increase students' vocabulary or not.

## **1.2 Formulation of the Problem**

Considering the background above, the researcher would like to formulate the problems as follows:

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

## **1.3 Objective**

In relation of the research question above, the objective of the research is:

1. To find out whether there is significant difference of students' vocabulary achievement after being taught through semantic mapping technique or not.

2. To find out whether semantic mapping technique can be used to increase students' vocabulary achievement at or not.

#### **1.4 The Uses of the Research**

The researcher hopes that this research has some uses in the English teaching learning process, especially in teaching vocabulary. The uses of this research are:

##### 1. Theoretical uses

- a. The researcher tries to find out whether the result of this research is relevant or not to the previous theory.
- b. This research can be used as the references for those who want to conduct a research in vocabulary by using semantic mapping.

##### 2. Practical uses

- a. Teaching vocabulary through semantic mapping is expected to be able to motivate the students to be interested in learning vocabulary.
- b. It can help the teachers facilitate the students in learning vocabulary.

#### **1.5 Scope of the Research**

The subject of this research was the second year students at SMP Muhammadiyah 3 Bandar Lampung in academic year 2015-2016. The class that was taken as the sample of this research was class VIII D. This class consisted of 35 students. The researcher chose this class because the class had difficulties in translating words and sentences due to lack of vocabulary. The vocabulary test was focused content word in narrative and recount text; noun, verb, and adjective. The researcher

conducted the research in six meetings which consisted of try out test, pretest, three times of treatments and post test.

### **1.6. Definition of Terms**

There are some terms need to be defined to avoid misunderstanding of the ideas in this research. Those terms are operationally defined as follows:

#### *Teaching*

Teaching is imparting knowledge or skill. teaching is undertaking certain tasks or activities the intention of which is to induce learning.

#### *Vocabulary*

It refers to a set a words known to a person or entity, or that are part of a specific language which will make the language meaningful. Vocabulary is a list of collection of words and phrases that are usually alphabetically arranged or defined (Longman, 1987).

#### *Semantic mapping*

Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; that can help the students to remember the words and their connection easily.

Those are the context of chapter 1, from describing of background of problem, formulation of problems, objective of problem, uses of the research, scope of the research and definition of term. The further explanations of the concepts are discussed in chapter II.

## **II. LITERATURE REVIEW**

This chapter reviews of the concepts that the researcher uses in this research. By referring to the concept coming from some experts and previous research related to the topic.

### **2.1. Review of Previous Research**

The research about vocabulary using semantic mapping had been done by Siti Nur Vadilah that entitled “Enriching Students Vocabulary through Semantic Mapping (A Classroom Action Research in the First Year of Electro B Class of Triguna Utama Vocational School Ciputat). This research explains about the application of semantic mapping in teaching vocabulary. She used the semantic mapping to teach the vocabulary in order to get information of using semantic mapping in teaching vocabulary of the first year in of Electro B Class because this learning strategy is one of strategy that is hoped to be used in improving students’ vocabulary mastery.

The research showed average score of pretest was 53.5. After the implementation of semantic mapping strategy, the average scores of posttest 1 cycle 1 was 66.5. In other word, 42.85% students got score greater than 70 as the criterion of success. Because the result of posttest 1 was unsatisfactory yet, then the writer continued to the second cycle with the average of posttest 2 was 72.6 passed the KKM 70 as

the criterion of success determined. In fact, the result of analysis of interpretation of the data shows that teaching vocabulary by using semantic mapping has higher influence in improving vocabulary mastery.

The previous research has similarity and difference with this research. The similarity is the research was conducted to investigate the using of semantic mapping to increase students' vocabulary mastery. Besides, the difference of the previous research with this research is she conducted Classroom Action Research (CAR) and focused on noun in the core word of semantic map. Then this research used one group pretest–posttest design (non CAR) and used noun, verb and adjective in the core word semantic map.

By using semantic mapping, the researcher hopes that the students will be interested in learning vocabulary, then, it is easier for the students to memorize or mastery the vocabulary and essentially, semantic mapping is hoped to increase the students' vocabulary. This is suitable such as what the researcher does to her research.

## **2.2. Vocabulary**

Vocabulary is an inseparable part of any language learning because the language itself consists of many vocabularies which make language. It would be impossible to learn language without vocabulary. Without vocabulary speakers cannot convey meaning and communicate with each other in a particular language. According to Mehrpour (2008) learning a second or foreign language mainly involves learning the sound system, grammar, and vocabulary of that language.

Vocabulary learning by far plays a very crucial role in learning another language. Further, he states that second or foreign language learners who possess good word power or knowledge of vocabulary are usually more successful language learners. Relevant to this statement, Luppescu and Day as cited in Mehrpour (2008) says that there is usually positive correlation between one's knowledge of vocabulary and his/her level of language proficiency.

Stahl in Diamond and Guthlon (2006) states that vocabulary is the knowledge of a word not only implies definition, but also implies how those words fit into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Learning, as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Concerning this matter, Lehr (2005) states that vocabulary is knowledge of words and words meaning. He suggests that words come in two forms; oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize in reading and writing. He also implies that word knowledge also come into two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear and see them. Productive vocabulary includes words that we use when we speak and write. In other words, he states that vocabulary is the knowledge of words meaning in both oral and print language and in productive and receptive forms.

Vocabulary is one of the language aspects that has to be learned when people are learning a language. Good mastery of vocabulary is important to anyone who learns the language used in listening, speaking, reading and writing besides

grammar. A learner of foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has capability of using accurately. Burton (1982) states without a large vocabulary, it is impossible to use English language precisely and vividly.

There are some types of vocabulary in English. Fries (1985:47) classifies vocabulary word into two groups, they are:

a. Function words

Function words are closed class. We cannot add to the preposition or auxiliaries or modals or any structure words of language. Such as conjunction (*and, however, but*), article (*a, an, the*).

b. Content words

Content words on the other hand, can be added in to at anytimes as new scientific advance as make new words and communication about new inventions necessary. Content words divided into three classes, the first is the word for things such as *dictionary, pen, pencil, paper, bag, etc.* Second is the word for action such as *write, read, walk, sing, etc.* Third, the word for qualities: *cold, long, true, false, etc.*

In this research the researcher focuses on the content words based on the text of narrative and recount text based on the students' hand book.

Based on the statement above, the researcher assumes that vocabulary is the basic element of language. Vocabulary plays an important role and cannot be separated in language learning process. An adequate vocabulary may enable the message to be expressed clearly. Therefore, in order to help the students master a new

language, they have to master an adequate number of vocabularies. In another term, it can be said that the quality of the language performance depends on the quality of their vocabulary. The more and the better vocabulary they gain the more skillful language they can perform.

### **2.2.1. Aspect Of Vocabulary**

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2007:16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

#### **1. Meaning**

The meaning can be classified according to the form they attach to. It can be classified into three forms i.e. lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence *is he a student*. Lado (1964: 209-212) says that a

word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

**a) Synonym**

The term synonymy derives from Greek: *syn-* + *-nymy*. The two parts mean “*same and name*”. Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

**b) Antonym**

Antonym is the opposite of meaning. It derives from Greek, “*ant- and -nymy*”, the two parts mean “*opposite + name*” (Jackson, 1988:64). Antonymy deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

**c) Denotation**

Keraf (1984:28) says that denotative meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf (1984) explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

#### **d) Connotation**

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones. Tarigan (1982) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

#### **2. Use**

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

#### **3. Spelling**

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling).

The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

#### 4. Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

##### a. Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in *bit* and *pit*. Similarly, the vowels /i/ (as in *it*) and /ʌ/ (as in *up*) are separate. It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds.

##### b. Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

[Consonant (s)] + Vowel + [consonant (s)]

This means that various combinations of vowels and consonants are possible:

- a) Vowel only (*e.g. in a*)
- b) Consonant + vowel (*e.g. in me*)

c) Vowel + consonant (*e.g. in eat*)

d) Consonant + vowel + consonant (*e.g. in bag*)

### **c. Words**

A word can be either a single syllable (*e.g. cat, own*) or a sequence of two or more syllables (*e.g. window, about* [two syllables]; *lemonade* [three syllables] or *electricity* [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “*window*” the first syllable is stressed and the second is unstressed, while in “*about*” the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word.

According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

### **2.3. Teaching Vocabulary**

Traditionally, vocabulary has not been taught in particular subject, but has been taught within lesson of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. According to Allen (1983), all experienced language teachers confirm the important role of words and know that lacking of them leads to feeling of insecurity; on the other hand, the teachers' attitude toward teaching vocabulary and the classroom techniques varies enormously. Different techniques are used by teachers, such as teaching the words: through lists, translation, synonyms, antonyms, contexts, realia, and so on. Some teachers believe before teaching vocabulary to their students, they should have been taught the grammar of the foreign language. Therefore, they give little or no attention to vocabulary.

Vocabulary teaching should be part of the syllabus, and taught in well planned and regular basis. Mora (2008) states that vocabulary teaching should be based on learner generated word meanings. It is supported by Robb (2000) who stated that vocabulary study before, during, and after reading should be integrated into the curriculum. Learner involvement increases understanding and memory; thus,

when students use their experience and background knowledge to define words, they learn better. The words serve as labels for concepts and students associate words to larger vocabulary and experiences. Nation (1990:18) states that there are three things that the teacher should know when he/she teaches vocabulary, the teacher teaches the form of the words, the meaning of the words and the use of the words. That's all that the students should know when they learn a vocabulary.

From statement above, the researcher assumes that in teaching vocabulary, teachers should choose appropriate technique for students in learning process become more interesting.

## **2.4. Semantic Mapping Technique**

Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; it really helps the students to remember the words and their connection easily. Semantic mapping is designed for teaching the definition of key vocabulary concepts by focusing on the key components of concepts. It helps the students develop understanding of a concept through the use of a graphic organizer.

### **2.4.1. The Concept of Semantic Mapping Technique**

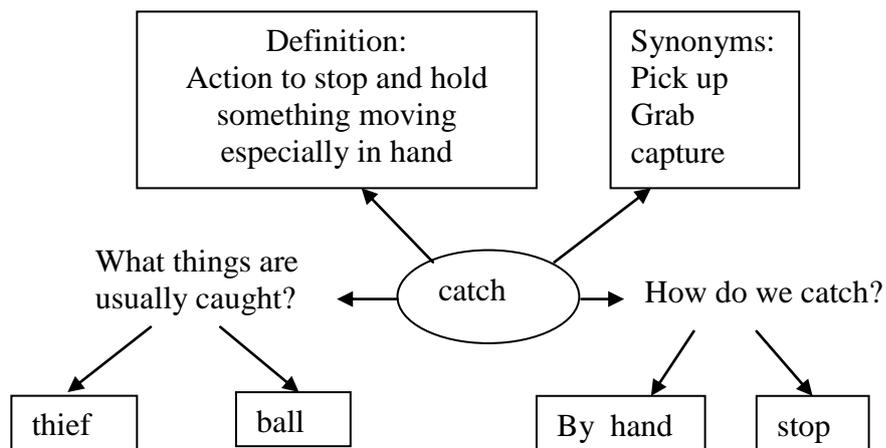
Broomley (1992:218) explains that a semantic map or web is a graphic representation of categories of information and their relationship to each other. While Rubin (1993:79) states that semantic mapping is a technique for organizing information: it helps to give structure or order. It helps people to see the

relationship among concepts, and it shows the various ways that information can be organized and categorized in more general or more specific categories.

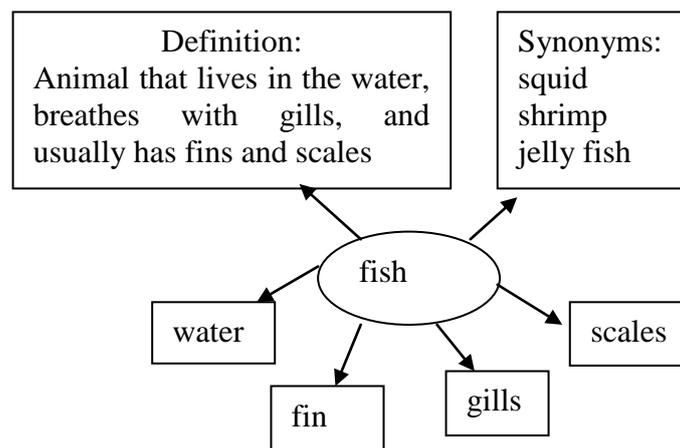
Another expert Ramsey (2005) states that a vocabulary semantic mapping is a graphic organizer that helps students represent a word in several ways. Semantic mapping encourages three levels of word knowledge. Associative knowledge is developed as students' link definition to words. Comprehension is demonstrated by synonyms and antonyms. The ability to create a picture or an original sentence using the word shows students' generative knowledge.

The following diagram is the example of semantic mapping:

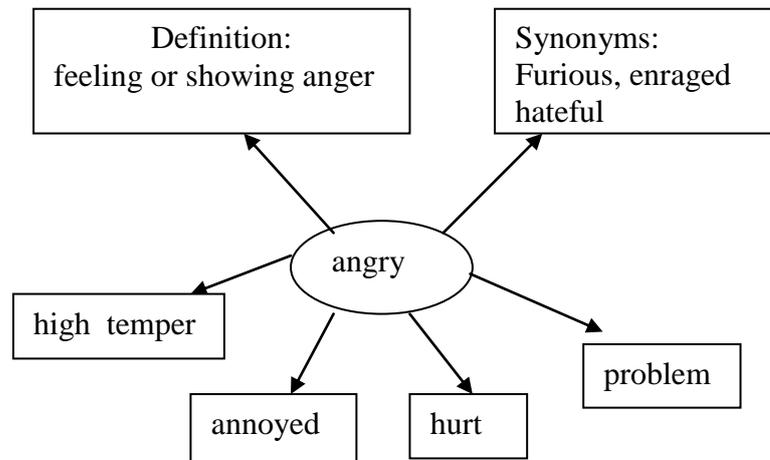
Example of verb semantic map:



Example of noun semantic map:



Example of adjective semantic map:



From the diagram, we can see that the one key word/concept must have relation to other problems or situations. After taking the word and brainstorm by making a list of everything we do know about it. The steps involved in semantic mapping are: write the concept word on the board, explain the steps involved and have students think of as many words as they can for the concept word, write the list on the board or overhead and have students copy it, and finally in students put the words into categories.

The map above explain semantic map of content word (noun, verb, and adjective). The researcher already tried to make some of the semantic map diagrams of the content word based on the narrative and recount text in lesson plans. Most of noun, verb, and adjective in the text were easy to find with related word because almost of noun, verb and adjective in the texts are simple and basic word. The texts consist kinds of adverb such as adverb of manner (*accordingly, happily and suddenly*) and one adverb of frequency (*always*). Adverb of manner explains about how the verb happened, and then it was difficult enough for junior high school students to find relation word based on semantic mapping concept. Adverb

of frequency explainS about how often something occurs, it will get difficulty to find the description. So the researcher just focus on noun, verb and adjective on the texts.

According to the concept of semantic mapping above, the researcher regards that semantic mapping is an effective way of acquiring and retaining knowledge of vocabulary. Semantic mapping enables students to augment their perception of key words by the means of graphically mapping the words, so it is able to trigger their background knowledge to help them memorize the new vocabulary.

### **2.5. Teaching Vocabulary through Semantic Mapping**

Richard and Renandya (1986) states that one of the other interesting techniques that teacher can use in teaching vocabulary is semantic mapping. This technique incorporates a variety of other memory strategies, they are grouping, using imagery, and associating or elaborating, also this technique is valuable for improving both memory and comprehension of a new word, even enrich their vocabulary. In semantic mapping activity there is no single “right answer”, because students just asked to categorize the target word that the teacher has given and then they have to find some new words in each category from what they labeled.

The teaching learning process itself beginning with explaining and modeling the procedure of how to construct a semantic map, it means the teacher explain that to develop a wide knowledge of words. Because we learn words best by using them in many different context but still in a range of a topic they learnt. So, the teacher

begins the study by mapping the word. Next step is the teacher provides a guided practice when the teacher encourages students to make a semantic map. The teacher walks the class through the construction of a semantic map for the words. Students discuss the target word (some word that given by teacher). Get them to bring a dictionary in the next meeting if the students seem difficult to comprehend and categorize the words at the first meeting. Third, the teacher establishes a routine for sharing the student's result of their semantic map. Then, encourage them to use the words in a sentence and for this study the writer get them to make a description sentence from word and rule of making a description sentence that they have learnt before. Last, do the review for each meeting is important to establish they readiness for the new semantic mapping which they are going to make at that time.

In line with the wide explanation above of what is semantic mapping and how to use semantic mapping in teaching and learning vocabulary, the writer is hoped that semantic mapping could help the teacher to answer the students' problem in learning English vocabulary and also could proof this study if semantic mapping can increase students' vocabulary beside facilitate the students to memorize the word in the students' course.

### **2.5.1. Procedures of teaching vocabulary using semantic mapping technique**

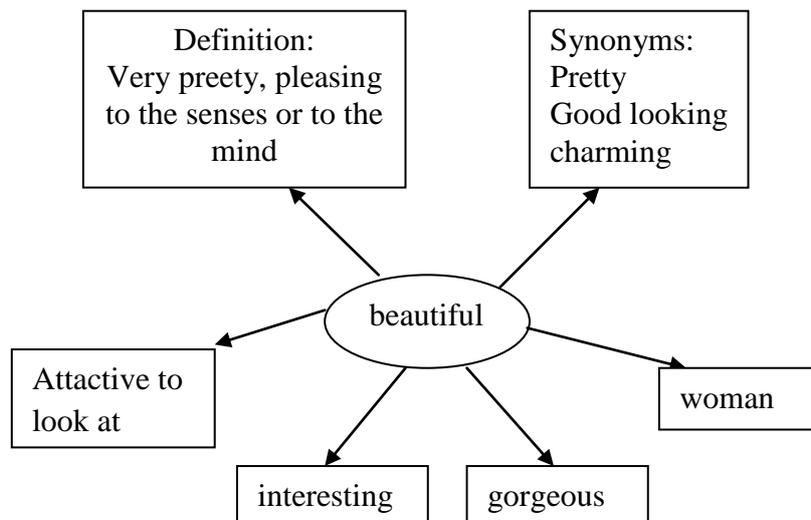
In this case, the researcher will conduct the teaching vocabulary through semantic mapping. The researcher expects the students could be interactive in developing a word. Therefore, the procedures of teaching vocabulary through semantic mapping are as follows:

### Pre-activity

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher tells the material which is going to be discussed.

### While activity

- Teacher gives the students a narrative text.
- Teacher asks students to look for the meaning of the bold words in dictionary.
- Teacher asks the students to pronounce the words after the teacher.
- Teacher brainstorm the students schemata about the words by asking some questions based on the words given. For example:
  - What is in your mind when you heard the word "**beautiful**"?
  - Can you mention the synonyms of **beautiful**?
- Teacher introduces the map to the students by drawing a map as picture of what they need to know to understand a new word (bold words).
- Teacher demonstrates the use of the map by putting general, common term in the central box (**beautiful**).
- Teacher asks students to suggest words or phrases to put in other boxes
- Teacher has them give the definition of the common term in the central box.
- Teacher provides the students with sentences each containing a new word.  
E.g. : My sister is **beautiful**.  
That **beautiful woman** is my teacher.
- Teacher encourages students to refer the dictionary, encyclopedia or other reference books for help in completing the map.
- The map might be like this:



- Teacher divides the class in to some groups consisting two students in each group.
- Teacher has them to complete the map.
- After the students finished got the semantic mapping words, teacher distributes the quiz. The teacher provides worksheet in the form of match the word with picture.

### **Post activity**

- Teacher delivers the summary of the lesson by asking:
  - What kind of vocabulary have you got today?
  - Mention some words you have got!
- Teacher answers the students' question, if any, clearly.
- Teacher closes the meeting.

## 2.6. Strength and Weakness of Semantic Mapping

Since semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other, it really helps the students to remember the words and their connection easily. Rubin (1993:175) states that a number of students find a visual representation of the material helps them remember information they have studied.

- The strength of semantic mapping are:
  - a. Semantic mapping enables students to be directly involved in constructing meaning, it is hoped that the students can memorize the meaning of the words better.
  - b. 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.
  - c. Semantic mapping enables the students to make their own mapping. It makes the map enjoyable.
  - d. 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 have to fill other related words. 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.

- The weakness of semantic mapping are:
  - a. It cannot be used for all words that the students learn or have trouble with.
  - b. It should be modeled a number of times before students model or examples a number of times before the students use the maps.

## **2.7 Theoretical Assumption**

Considering the concept mentioned above, vocabulary learning should be taught in interactive learning process which make the students interest and they can understand what a word mean easily without under pressure and the most important the students can find the new word by themselves directly while they are going on their task or group work.

Semantic mapping technique will helps the students to develop and augment their perception of key words by the mean of graphically mapping the words, so it will be able to trigger their background knowledge to help them memorize the new vocabulary. Besides, it helps 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 the students' link new information with previous experience.

From the statements above, the researcher assumes that semantic mapping technique will be effective in helping students acquire and retain vocabulary.

## 2.8. Hypothesis

Based on the frame theory above, the researcher formulates the hypothesis as follows:

1. There is significant difference of students' vocabulary achievement after being taught through semantic mapping.
2. There is significant increase of students' vocabulary achievement after being taught through semantic mapping.

Those are the describing in this chapter, from describing of concept of vocabulary, teaching vocabulary, concept of semantic mapping technique, teaching vocabulary through semantic mapping, theoretical assumption and hypothesis.

### **III. RESEARCH METHOD**

This chapter discusses the design of this research and how to collect the data from the sample. In this chapter, the researcher also encloses the data collecting technique, the procedures of this research, the scoring system and how to analyze the data.

#### **3.1. Research Design**

This research was quantitative study which was intended to study the significant difference of students' vocabulary achievement before and after being taught through semantic mapping technique. The researcher applied one group pretest–posttest design. One group pretest–posttest design is a research design where one group of participants is pretested on the dependent variable and then posttested after the treatment condition has been administered. Pretest was given to the students in order to measure the students' achievement before they were given the treatment and posttest was given to measure how far the students achievement after they were given the treatment. One class was used in this design as the experimental class. The formula was used both to find the difference and increase between pretest and posttest scores. The design of the research is illustrated as follows:

T1    X    T2

Note:

T1 : Pretest

X : Treatment

T2 : Posttest

(Hatch and Farhady, 1982: 22)

### **3.2. Population and Sample**

This research was conducted at SMP Muhammadiyah 3 Bandar Lampung in academic year 2015-2016. There were six classes which consisted of 35 students for each class. One class was chosen to conduct the research or as experimental class, which was class VIII D, and class VIII B as the try out class. The classes were purposive sampling as a consideration from the teacher in the school that because they had difficulties in translating words and sentences due to lack of vocabulary.

### **3.3. Variables**

In this research, there were two variable:

1. Semantic mapping as the independent variable in this research. The Semantic mapping is one of the factors that may influence the result this research.
2. Vocabulary as a dependent variable. The Vocabulary is one of factors as the main factor that has discussed by the researcher in this research.

### **3.4 Data Collecting Technique**

1. Administering pretest

The pretest was conducted before treatment to know how far the students have mastered the vocabulary. The pre-test administered once.

2. Administering posttest

The posttest was conducted to know the students' improvement of vocabulary after the treatments were given.

### **3.5 Research Procedures**

The research procedures of collecting data are as following:

1. Determining the research problems: it was aimed to determine the students' common problems in their English vocabulary achievement.

2. Determining the population and selecting the sample: It was aimed to determine the students who were appropriate as the participation in this research. The students were not divided in a matter of their cleverness but, they were chosen by using simple probability sampling or lottery.

3. Determining research instruments: For both vocabulary test (pretest and posttest), most of the materials were taken from students; textbook and one from authentic materials. It was aimed to make an equal proportion in both pre-test and posttest.

4. Administering the tryout test: The try out test was conducted before the pretest and the posttest. This test was aimed to find out the validity and reliability of the test whether the test was appropriate for the students or not.

5. Administering the pretest items: It was conducted before the treatment. It was used to identify the ability of the students before the students get the treatment. The test in types of multiple choices, the students had to choose the right answer.

6. Conducting the treatment: To see the difference of students' interest during the treatment, the researcher gave the explanation about semantic mapping and gave the exercises for them.

7. Administering the posttest: It was conducted after the treatment. This was to evaluate the students' vocabulary ability after giving the treatments. After the treatment, it was hoped that the students were able to practice the test independently.

8. Analyzing the data: It was used to compare the pretest and posttest result by using the Statistical Package for Social Science (SPSS) version 17. The researcher analyzed the students' score from pretest and posttest then made a discussion about the result.

### **3.6. Instrument of Try Out**

The primary function of the try out was to measure the quality of the research instrument covering validity, reliability, and level of difficulty and discrimination of power, such as elaborated in the following points:

### **3.6.1. Validity**

Validity refers to the extent to which the test measures what was intended to measure. There are two types of validity; content validity and construct validity (Hatch and Farhady, 1982:250). A test can be considered to be valid if it can precisely measure the quality of the test.

There are four kinds of that are:

1. Face validity, concern with the layout of the test;
2. Content validity, depends on a careful analysis of the language being stated;
3. Construct validity; measures certain specific characteristic in accordance with a theory of language learning;
4. Criterion-related validity, concern with measuring the success in the future, as in replacement test.

According to the types of validity above, the researcher used content and construct validity. Both of them were explained as follows:

#### **a. Content Validity**

Content validity is the extent to which the test measures a representative sample of the subject matter content. It is important to indicate the important components in relation to other components in the test (Heaton, 1988:161). In administering this test, the researcher should consider whether the test has a relationship with objective of the test or not.

The content of try out was presented in table of specification below:

Table 1. Table of specification of content validity

No	Aspect to be measured	Item	Total	Percent
1	Noun	4,10,13,14,16,17,18,20,22,23	10	33,33%
2	Verb	1,3,5,6,12,15,19,21,26,29	10	33,33%
3	Adjective	2,7,8,9,11,24,25,27,28,30	10	33,33 %
	Total		30	100%

### b. Construct Validity

Construct Validity refers to the ability of a measurement tool (e.g., a survey, test, etc) to actually measure the psychological concept being studied. In other words, it was properly to measure what was supposed to be measured. It was concerned with the test was actually in line with the language theory or not (Shohamy, 1985:74). Construct validity was obtained based on expert judgment.

### 3.6.2. Reliability

Reliability also means the consistency with which a test measures the same thing all the time. Hatch and Farhady (1982:243) state that reliability of a test can be defined as the extent to which a test produces consistent result when administered under similar conditions. There are three aspects to reliability; the circumstances in which test was taken, the way in which it was marked and the uniformity of the assessment it made. This research used Pearson Product Moment as follows:

$$R_{xy} = \frac{\sum xy}{\sqrt{[\sum x^2][\sum y^2]}}$$

Where:

$R_{xy}$  : coefficient of reliability between odd and even number

x : odd number

Y : even number

$X^2$  : total score of odd number items

$Y^2$  : total score of even number items

Xy : total score of odd and even numbers

After having the reliability of the half of the test, the researcher used “Spearman Brown’s Prophecy formula” (Hatch and Farhady, 1982:246) to determine the coefficient correlation of whole items.

The formula was:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

$r_k$  : the reliability of the test

$r_{xy}$  : the reliability of half test

The criteria are:

0,90 – 1,00 is high

0,50 – 0,89 is moderate (satisfactory)

0,0 – 0,49 is low

### 3.6.3. Level of Difficulty

The test is focus on the difficulties of the item test by giving the test and counts the students correct answer. It's important to find out whether test level was appropriate to the students' level or not, i.e. if the calculate of students' correct answer is higher than the amount of students' false or average score, it assumes that the test was easy for the students. To determine the level of difficulty, the researcher used the following formula:

$$LD = \frac{U + L}{N}$$

Where:

- LD : Level of Difficulty  
 U : The number of students upper who answer correctly  
 L : The number of students lower who answer correctly  
 N : The total of students following the test.

The criteria are:

- < 0.30 = difficult  
 0.30 – 0.70 = average  
 > 0.70 = easy

(Shohamy, 1985:79)

Based on the result of try out, these tests consisted of three easy items (7,18,19), four difficult items (8,11,17,28) and the rest 23 items are average. Based on the calculation of the level of difficulty of each item, the researcher found that 7 items (7,8, 11,17,18,19,28) 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.

#### 3.6.4. Discrimination Power

It was used to see the difference performances of the individual learners in a group. The important of this test was to discriminate the number of upper group students who answer correctly and who do not answer correctly. To find out the discrimination of power, the researcher uses this formula:

$$DP = \frac{U - L}{1/2n}$$

Where:

DP : Discrimination Power

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

n : Total number of the students

The criteria are:

- a. If the value is positive discrimination- a large number of more knowledgeable students then poor students get the item correct. If the value is zero, it means no discrimination.
- b. If the value is negative, means that more low students than high level students get the item correct.

- c. In general, the higher the discrimination index is better. But, in the classroom situation most items should be higher than 0.20 indexes.

(Shohamy, 1985:81)

From the computation of Discrimination Power, it is found that two bad items (7,18), five poor items (8,11,17,19,28). The rest, twenty three items were satisfactory. For further reading see Appendix 5 to know the result of try out Discrimination Power. Based on the calculation of the level of difficulty and Discrimination Power of each item, it is found that 7 items (7,8, 11,17,18,19,28) 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.

### **3.7. Data Analysis**

After conducting pre-test and post-test, the researcher analyzed the data statistically. Data analysis is a process for organizing the data in order to get the explanation form. After collecting the data, the researcher calculated the students' achievement. The researcher used the following step:

1. Scoring the pre-test and post-test.
2. Tabulating the score of the test and calculating the mean of pre-test and post-test students' vocabulary.
3. Drawing a conclusion from the tabulated results of pre-test and post-test, the analyzing by using SPSS 17 to test how significant the difference

between the score of pre-test and post-test, in which the significance be determined by  $p < 0.05$ .

### **3.8 Hypothesis Testing**

The pretest and posttest were compared in order to know the gain. The researcher Repeated t-test measure towards to compare between pretest and posttest. Moreover, the result of t-test was used to investigate the significance difference on students' vocabulary achievement before and after giving semantic mapping technique and to prove whether proposed hypothesis was accepted or rejected. In this case, the researcher used significant level of 0.05 in which the probability of error in the hypothesis was only about 5 %.

The hypothesis are drawn as follows:

$H_0$  : there is no significant difference of the students' vocabulary achievement after being taught through semantic mapping technique.

$H_1$  : there is significant difference of the students' vocabulary achievement after being taught through semantic mapping technique.

(Hatch and Farhady, 1982)

The criteria of accepting the hypothesis are as follows:

1.  $H_0$  is accepted if the t-count is lower than t-ratio.
2.  $H_1$  is accepted if the t-count is higher than t-ratio.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1. Conclusions

Having conducting the research at the second year of SMP Muhammadiyah 3 Bandar Lampung and analyzing the data, the writer draws the conclusions as follows:

1. There was significant difference of students' vocabulary achievement 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 score of pretest was 57.23 and the mean score of posttest was 72.83 the result of the hypothesis was accepted ( $p < 0.05, p = 0.000$ ). The highest increase of part of content words was adjective, it increased 20.6% from 5.85 from pretest to 7.91 in posttest.
2. Seeing the teaching learning process in class VIII D, it was noted that learning vocabulary through semantic mapping technique could motivate and 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 is a good strategy in teaching vocabulary. It could be an effective way to help the students' vocabulary achievement. Besides, 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 words, 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 students' interest in learning English.

## **5.2. Suggestions**

Considering the conclusions, some suggestions were proposed as follows:

1. Since there is significant increase on students vocabulary achievement after being taught through semantic mapping, English teachers are suggested to apply this technique in teaching vocabulary, especially to help students who lack in vocabulary. 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.
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 technique.

## REFERENCES

- Allen, V.F. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University.
- Bromley, K. 1992. *Language Arts: Exploring Connection 2<sup>nd</sup> ed.* Boston, MA: Allyn and Bacon, a Division of Simon and Schuster, Inc.
- Burton, S. H. 1982. *Mastering English Language*. MacMillan: Macmillan Press Ltd.
- Diamond and Gutlohn. 2006. *Teaching Vocabulary*. Retrieved 20<sup>th</sup> June, 2008 from [www.readingrockets.com](http://www.readingrockets.com).
- Fries, C. 1985. *Teaching and Learning as a Foreign Language*. New York: The University of Michigan Press.
- Gaut, R. 2002. *Semantic Mapping Technique*. New York: Prentice Hall
- Harmer, J. 2007. *The Practice of English Language Teaching 4<sup>th</sup> Edition*. Edinburgh Gate: Pearson Education Limited.
- Hatch, A. 1982. *Research Design and Statistics for Applied Linguistic*. Rowley, MA: New Burry House Publishers, Inc.
- Hewings, M. 2004. *Pronunciation Practice Activities*. Cambridge: Cambridge University.
- Huyen. 2003. *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. Asian EFL Journal. Retrieved 22<sup>nd</sup> October, 2008 from <http://www.asian-efl-journal.com>.
- Jackson, H., Amvela, E. Z. 2000. *Words, Meaning and Vocabulary*. London: Cassell.
- Keraf, Gorys. 1984. *Diksi dan Gaya Bahasa*. Jakarta: PT Gramedia.
- Lado, Robert. 1964. *Language Teaching : a scientific approach*. Bombay-New Delhi : TataMc.Graw Hill Publishing Co.Ltd.
- Lehr, F. 2005. A focus on vocabulary. Retrieved 13<sup>th</sup> april, 2009 from [www.prel.org](http://www.prel.org).

- Mehrpour, S. 2008. *A Comparison of the Effects of Two Vocabulary Teaching Technique*. Asian Efl Journal. Retrieved 22<sup>nd</sup> October, 2008 from <http://www.asian-efl-journal.com>.
- Mora, K. 2008. *Reading in The Content Areas: Study Guides and Vocabulary Activities*. Retrieved 20<sup>th</sup> June, 2008 from [www.readingrockets.com](http://www.readingrockets.com)
- Nation, I. S. P. 1990. *Teaching and Learning Vocabulary*. Boston, Massachusetts: Heinle & Heinle Publishers.
- Nation. 1994. *New Ways in Teaching Vocabulary*. Virginia: TESOL.
- Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University.
- Ramsey, Gay. 2005. *Using Words Maps to Increase Vocabulary Test Scores*. Trailridge Middle School.
- Richards, Jack C. and Willy A. Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, Cambridge: Cambridge University Press, 2002
- Robb, L. 2000. *Teaching Reading in The Middle School: A Strategic Approach to Teaching Reading that Improve Comprehension and Thinking*. New York: Scholastic Professional Books
- Rubin, D. 1993. *Teaching Reading and Study Skills in Content Area*. Boston, MA: Allyn and Bacon, a Division of Simon and Schuster, Inc.
- Santa, C., Haven, L., Valdes, B. 2004. *Project CRISS: Creating Independence through Student Owned Strategies, Third Edition*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Shohamy, E. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Israel: Tel Aviv University.
- Tarigan, H.G. 1982. *Pengajaran Kosakata*. Bandung: Angkasa.
- Taylor, L. 1990. *Teaching and Learning Vocabulary*. New York: Cambridge University Press.
- Thornbury, S. 2002. *How to Teach Vocabulary*. Harlow: Longman Pearson Education Ltd.
- Ur, Penny. 1991. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.