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

(A Script)

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ABSTRACT

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By
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The aims of this research were to find out a significant improvement of the students' mastery of vocabulary found in reading after the students were taught by using word mapping strategy to the first-grade student at SMP N 3 Jati Agung and students' responses toward word mapping strategy. This research was a quantitative research. The subjects of this research were 32 students of the class VII C and used one group pre-test and post-test design as the research design. The instruments for collecting the data were a reading test and a questionnaire. The mean the post-test (82.25) was higher than the pre-test (62.66). The result showed that there was a significant improvement of the students' vocabulary mastery with the significant level <0.05. The students' responses showed that they strongly agreed (4.20) that word mapping strategy was effective strategy in this teaching. It means that word mapping strategy is good to be used in teaching vocabulary.

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A Script

Submitted in a Partial Fulfillment of

the Requirements for S-1 degree

In

The Language and Arts Education Department of

Teacher Training and Education Faculty

FACULTY OF TEACHER TRAINING AND EDUCATION
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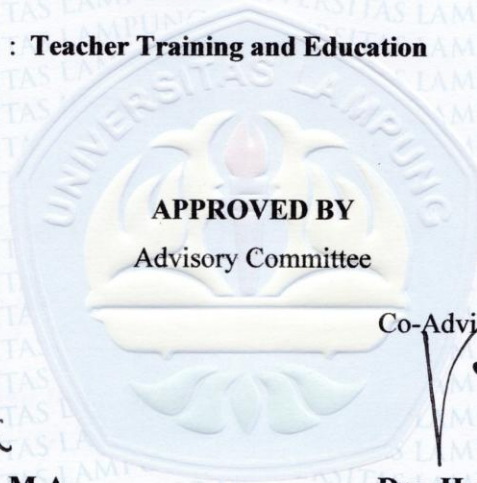
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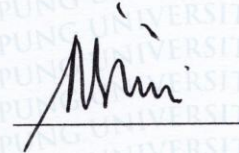NIP 19630302 198703 2 001 NIP 19580704 198503 1 006

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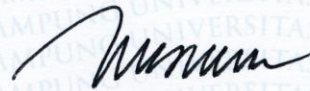NIP 19640106 198803 1 001

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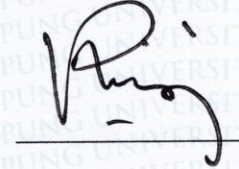1. Examination Committee

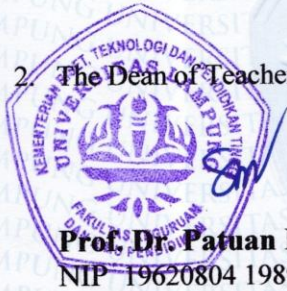   Chairperson : **Dr. Ari Nurweni, M.A.**

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JudulSkripsi   : Improving Students' Mastery of The Vocabulary Found
                     in Reading Texts by Using Word Mapping to The First
                     Grade in Smp N 3 Jati Agung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan
saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-
bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa
pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung,   Juli 2019
Penulis,

Okta Dwi Anggaraini

CURRICULUM VITAE

Okta Dwi Anggaraini was born in Bandar Lampung, on October 15th, 1997. She is the second child of a great couple of Suparman (the late) and Siti Aisyah.

She started her study in elementary school- SD N 1 Surabaya and graduated 2009. Then she pursued her study at MTS N 2 Bandar Lampung and graduated in 2011. In the same year, she was registered at MAN 1 Bandar Lampung and graduated in 2015.

In August 2015, 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 Ma'Arif Nu 05 Purbolinggo Lampung Timur from July to August 2018.

MOTTO

Do not make your goal to be the best. Best is a label. It is something someone else decides for you. 'Better' is more personal.

(Baryshniqov)

DEDICATION

This piece of paper is dedicated to:

My beloved father and mother, Suparman (the late) and Siti Aisyah

My beloved sister and brothers, Eka Aprilia, Agung Tri Saputra, and Mediansyah

All my brothers and sisters in English Department

My Almamater, Lampung University

The readers

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Alhamdulillaahirrabil'alamiin. Praise is merely to Allah SWT, the Almighty for the mercy so that the writer her a power to accomplish this script entitled "Improving Students' Mastery of the Vocabulary Foundin Reading Texts by using Word Mapping at The first Grade of SMP N 3 Jsti Agung. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and gives them peace. This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program A Education and Pedagogy Faculty, University of Lampung.

The writer would like to express her gratitude to:

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I. INTRODUCTION

This chapter concerns with introduction of the reseach that consist of the following points: background of the problem, research questions, objectives of the research, uses of the research, scope and definition of terms.

1.1 Background of The Problem

Vocabulary is the basic language aspect that must be mastered before mastering English skills. In addition, vocabulary is one of the component that supports the mastery of the four language skills; listening, speaking, reading, and writing. Helping students to develop their vocabulary learning is powerful strategy to help the students acquire language skills.

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

teachers are expected to have such an effective way to make the students interested in learning English vocabulary so that teaching learning objectives can be carried out successfully. In other words, there should be an appropriate way to help students in learning vocabulary.

Based on the researcher's experience during a field practice program in Senior High School "Ma'Arif NU 05 Purbolinggo East Lampung, it was found out that the students' lack of vocabulary mastery. They did not know the context of the word, they could not recognize the meaning of each word, they could not compose their writing task successfully, and they got difficulties to state some sentences in English. This problems caused them to get difficulty to remember and they are still difficult to remember some new vocabularies. Since vocabulary is one of the components that are important for students, the teachers need to use an appropriate strategy to improve the students' vocabulary in order to be successful in reading comprehension.

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

Based on the problem above, the researcher found the most effective strategy for teaching English and improving students' mastery vocabulary found in reading text, is word mapping with good media. Word mapping is a good to be

implemented as an effective strategy for teaching vocab by (Grave. 2008). The researcher assumed that word mapping strategy is a mapping that is suitable for junior high school students to help them master English vocabulary in order to be successful fnding in reading text. In short, it could be said that word mapping strategy could improve students' vocabulary mastery.

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

Based on the three stages of reading activity explained above, the researcher was interested in implementing a mapping strategy in pre-reading activities to brainstorm students' knowledge in order to help them understand the text and obtain more vocabulary in the main reading activity. This research focused on vocabulary and the object that would be investigated was the vocabulary as one of the reading aspects. The researcher used descriptive texts since it is suitable with what was written in syllabus for the seventh-grade students.

Several previous studies were dealing with the improving students' mastery of the vocabulary found in reading text by using word mapping. The first research was conducted by Karendra (2013). The aim of the research was to describe the implementation of word mapping strategy to increased students' vocabulary mastery at the first grade of SMA N 1 Rumbia Lampung Tengah, academic year 2017/2018. He stated that there was an increase students' vocabulary mastery.

The students were braver to show their ability in the class. Some students were braver asking the teacher when they had difficulties. The students answered the questions, and gave their opinion during teaching learning process in the class. It can be seen from the assessment result. Another research was conducted by Wahyuni (2012) whose aim was to see the effectiveness of using word mapping strategy in teaching vocabulary at the seventh grade of SMP N 1 Plupuh, academic year 2015/2016. She found that word mapping could effective in teaching vocabulary and it could motivated students in vocabulary because it was an interesting activity in which the students had to read the text. The students had to use their critical thinking and developed the text by their own predictions. In short, it could be said that word mapping strategy was able to improve student's vocabulary in reading text.

1.2 Research Questions

Based on the background above, the research questions are formulated as follows:

1. Is there any significant improvement of students' mastery of the vocabulary found in reading after they were taught by using word mapping strategy?
2. What are the students' responses by using word mapping strategy?

1.3 Objectives

Concerning with the problem above, this research was conducted in order to find out whether or not word mapping strategy was able to improve students' vocabulary mastery and to find out the students' responses by using word mapping strategy.

1.4 Uses

After doing this research, the result hopefully can be usefull for:

1. Theoritically

The result of this research hopefully can give contribution to the development of the theory of teaching vocabulary, especially for teaching vocabulary using word mapping strategy.

2. Pratically

This study can function as information to English teachers who want to implement word mapping as a strategy forteaching vocabulary.

1.5 Scope

This research was focused on the significant improvement of students' mastery of the vocabulary and students' responses towards word mapping strategy. The subject of this research is the first grade of junior high school students. The participant of this research were 32 students in class VII C in SMP N 3 Lampung Selatan. The pre-test and post-test of vocabulary were used to investigate whether there was a significant difference n the students' vocabulary achievement after the students were taught throught word mapping strategy. The result of those tests, the research could find out whether the students' vocabulary achievement improved or not.

1.6 Definition of terms

In this research, there are several definitions of terms that should be taken into account as follows:

1. Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006: 1645), vocabulary is all the words that a person

knows or uses and it is all the words in a particular language. According Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

2. Word Mapping

A word mapping is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Enhancing students' vocabulary is important in developing their reading comprehension.

3. Mastery

Mastery is learning or understanding something completely and without having difficulty in using it.

4. Reading

Reading refers to knowing something which someone does not know through printed messages being read. Reading also refers to Smith (1982:15) the process of deriving meaning from the text.

II. LITERATURE REVIEW

This chapter deals with the theories from the expert as the basic how the research will be conducted. It covers review of previous research, the theory about vocabulary, vocabulary mastery, concept of reading, the importance vocabulary in reading, teaching vocabulary found in reading text by using word mapping strategy, word mapping, advantages and disadvantages of word mapping strategy, procedures, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

There have been several studies dealing with teaching vocabulary. First, Karendra (2013) whose aim of the research was to describe the implementation of word mapping strategy to increase students' vocabulary mastery. The students are braver to show their ability in the class. Some students were braver asking the teacher when they had difficulties. The students answered the questions, and gave their opinion during teaching learning process in the class. It can be seen from the assessment result.

Second, Wahyuni (2012) whose aim of the research was to see the effectiveness of using word mapping strategy in teaching vocabulary. She found that word mapping can effective in teaching vocabulary and it can motivate students in vocabulary because it was an interesting activity in which the students had to read the text. The students had to use their critical thinking and develop the text by their own predictions.

Third, Rahmi (2012) has done a research about improving vocabulary mastery through storytelling and word maps. The finding showed that the use of storytelling and word maps method was effective in improving students' vocabulary mastery.

Based on the previous studies above, the difference from the present study in that the study has two research questions, there are students' responses toward word mapping. It can be inferred that word mapping was able to improve students' mastery of vocabulary. Therefore, the researcher was interested in using word mapping strategy to investigate whether there is an improvement of students' mastery vocabulary found in reading text.

2.2 Concept of Vocabulary

Language is a means of communication that is made up of words to phrase to sentences that convey meaning**.** Vocabulary is one component and supporting elements to the mastery of the four language skills; listening, speaking, reading, and writing. Vocabulary is one of the components of language and that no language exists without words. Words are the sign or symbols for ideas. The more words, we learn the more ideas we should have, so we can communicate the ideas more effectively. Thornbury (2002:13) summed up that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety. Hatch and Brown (1995:1) said that vocabulary refers to a list or a set of individual words that speakers of a language might use.

According to Cameron (2001:95), vocabulary is fundamental in foreign language discourse. Furthermore, Cameron (2001:72) also said that building up a useful vocabulary was central to the learning of a foreign language at primary level. Therefore, it is implied that vocabulary is the basic element of a language

which will make the language meaningfully and this becomes the central point in the foreign language teaching learning, especially at primary level.

If the learners want to communicate with each other, they need vocabulary to express their ideas clearly. Everybody should have a number of words to communicate. If they still have a few words, they must learn more new words. They can learn about new words as long as they live. If they study many words, many ideas will appear out of their mind, especially in foreign language communication. It is supported by Setiadi, et al (2007:2-3) the learners learn new words as they need them and the more they need them the more they learn them. It means that when the learners use many words, they are mostly convenient to think of words as freestanding items of language that have meaning.

Moreover, Napa (1991:6) says that vocabulary is one of the language components and that no language exists without words. Through this statement it can be inferred that the more words we learn, the more ideas we could have, so we could communicate the ideas more effectively. Through vocabulary, people can exchange their thoughts and ideas. In English, vocabulary means every part of speech which was used to construct sentences when people communicate with each other. It cannot be separated from the other language elements in the teaching and learning process because it influences the students' ability and learning English. Vocabulary does not always consist of one word. In English, vocabulary can be more than one word. The word can be formed as a phrase such as noun phrase, adjective phrase, or prepositional phrases.

In summary the role of vocabulary cannot be ignored in learning English in order to comprehend the target language. So, English should introduce earlier because the young learners learn a foreign language, the better she/he is in producing the language. A vocabulary is defined as all the words known and used by a particular person or a specific group. A vocabulary usually grows and

evolves with age and serves as a useful and fundamental tool for communication and acquiring knowledge. From the definition above, we could see that vocabulary is all the word in the language that are familiar and used by a person to communicate with each other. It must be mastered well by young learners to support the English mastery.

2.2.1   Types of Vocabulary

There are some types of vocabulary, as Fries (1974:45) classifies English vocabulary or words into four types, they are:

1. Content words

Content words are a useful one in analyzing vocabulary. Based on word classification by Fries (1974:45), content words represent the name of subject or things.

A. Nouns

Nouns have sometimes have been defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language - specific, since nouns do not have the same categories in all languages. Nouns also can be identified by using our five senses. For example: there are table, chair and book in that room.

B. Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: "Ana goes to school".

C. Adjectives

Adjective is a "describing word", the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. For example: " The book in there is big and heavy". An adjective is a word that indicates a quality of the person or thing referred by a noun.

D. Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, another adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase.

2. Function words

Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example conjunctions (and, but, or, because and after), auxiliary verbs (are, be, have and do), article (a, an, the).

3. Substitute Words

Substitute Words those which represent the individual things or specific action as substitutes for whole form classes of words, that is identifies anybody, anyone, etc.

4. Distributed Words

Those are distributed in use according to grammatical matter as the presence or absence of negative, such as some, any, other, etc. From this type, the content words are taken as the materials in English teaching vocabulary and it is appropriate with the texts in reading activity.

2.3 Vocabulary Mastery

Vocabulary mastery is one of the components to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is basic component to be mastered. It was reasonable, remembering that the four language skills need knowledge of words because they would get nothing without vocabulary. The larger the students master vocabulary the better they perform their language. By having too limited vocabulary, the students would find difficulties in mastering reading and other skills. Vocabulary mastery means the students having ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning.

Thus, the students were not only hoped to select with what words are suitable to be taught to the students. So the students would learn more easily. In general, teacher finds an attempted answer (although not necessarily based on research) to the question of how much know vocabulary should be introduced per lesson or unit from two sources : implicit in the word lists presented for each unit in the text books adopted, and explicitly in the language teaching objectives stipulated by national educational authorizes.

According to Hatch and Brown (1995:1), The term vocabulary refers to a list or a set of words for particular language or a list of words that individual speaker of language uses. On other hand, Swannel (1994:656) defines mastery as comprehension knowledge or use of a subject or instrument. It means that mastery refers to learning or understanding something completely without having any difficulty in using it. From these definitions, it comes to the conclusion that vocabulary mastery means that competency to understand and apply the words of certain language without any difficulty. To improve student's vocabulary the teacher needs to help the students. The teacher should made some correction and

feedback for the shake of student's progress. Besides, the used of good and suitable methods and strategies are truly encouraged the students to improve their vocabulary. The researcher assumed that by knowing the meaning of English vocabulary, students would automatically be able to use the vocabulary in relation to reading text and comprehension. It could be inferred that vocabulary mastery is a must for the students if they want to be successful in English language learning. In relation to this research, it was assumed that vocabulary mastery was a necessity for the students to be successful vocabulary found in reading text and ability.

2.4 Concept of Reading

Reading is one of language skills that plays an important role for a learner to get the input from a reading text. The process of reading needs a good comprehension in order to produce the understanding about the idea or information. Good comprehension usually refers to the amount of understanding readers have when they read the text. It represented how well readers understand the implicit and explicit meaning of the contents of the text they read.

Smith (1982:15) defines comprehension in reading as a matter of "making sense" of text, of relating to what someone does not know or new information about what he or she already knows through a printed message being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intentions and expectations are already in readers' head.

As had been explained in this chapter one, reading comprehension had been chosen as a medium for vocabulary learning inside it. Reading is considered as the best way for obtaining the information. Besides obtaining the information, the other roles of the reading were to understand and interpret the information. On the

other hand, vocabulary as follows the reading activity because there would be no reading activity without vocabulary mastery. That was why vocabulary mastery holds a strong role in relation to language mastery especially for, in this researcher, reading skill or founding in reading.

Furthermore, there are five reading aspects Nuttall (1985:114-115,), which should be mastered by the students to comprehend an English text, i.e. main idea, specific information, reference, and vocabulary. These aspects are explained as follows:

1. Determining Main idea

Main idea is called topic sentence. Finding the main idea of a paragraph is one of the most important reading comprehension skills. In some paragraphs, the main idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. It can be said that main idea has the most important information developed from author throughout the paragraph.

2. Finding Information

There is some information that covers as the specific information that develops the topic sentence. They are definition, examples, facts, comparison, analogy, because, and effect statistics and quotation.

3. Finding Reference

References are words or phrases which are used before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. Besides, references can be used to make the text coherent.

4. Making Inference

Inference is an educational guess or prediction about something which is unknown based on available facts and information. It is needed a logical connection that bridges the thing that readers know and the thing they do not know.

5. Getting Meaning Vocabulary

Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterences for reading.

In summary, those are five aspects of reading to help the students understand the text. From the explanation above, the researcher chose vocabulary as the focus of this research. The researcher tried to teach the students about how to obtain and develop the vocabulary which will function as background knowledge from the reading text given.

2.4.1 Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. Descriptive text is a text which says what a person or thing is like**.**

According to Mukarto as cited in Kusdiant, descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identified and description. The structure of a text is called the generic structure. Descriptive text is liked describe white house, animals, fruits, etc.

From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts

such as identification and description that's called generic structure. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular things, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint pictures of the feeling the person, place or thing invokes in the writer.

There are generic structure of descriptive text as follows:

1. Identification

In this generic structure introduced to the subject of description.

2. Description

In this part give details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

There are language feature of descriptive text as follows:

a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).

b. Use of Simple Present Tense. Use of Past Tense if extinct.

c. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).

d. Use descriptive adjectives (strong legs, white fangs).

e. Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).

f. Use of action verb 'material processes' (it eats grass, it runs fast)

g. Use of adverbial to give additional information about behavior (fast, at tree house).

h. Use of figurative language (Jhon is as white as chalk).

2.5 The Importance of Vocabulary in Reading

Vocabulary is one of the elements of language that should be learned and taught. It could not be denied that it would be hard to master the language without mastering on understanding certain numbers of vocabularies. In learning language vocabulary is one step to know the words, understanding the meaning and used them in sentences. English, vocabulary plays important role in the four English language skills, like what Schmithd and Mc Carthy (1997; 6) say that vocabulary has an importance role in language skills. In listening ability, vocabulary gives easier for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives easier for the learners to expand their ideas. In reading, vocabulary gives easiness for the learners comprehend the text. Especially for reading skills as the topic in this research.

Willis (2008) states that by reading, someone can find information he/she needs with the specific information. Reading helps the reader to get what they want to know about the information. In addition, Ratnawati (2006) says that with mastery of vocabulary and reading comprehension, learners will be able to catch massages of certain text that they read. In common addition, many students still get difficulty to identify the main idea, specific information, inferences and the word meaning of the text because of the low vocabulary mastery. In reading activity, students are expected to be able, at least, get the point of what the text is actually talking about answering the questions following the text. That is why vocabulary mastery is very important to be mastered in order to support reading skill.

2.6 Teaching of vocabulary found in reading text by using word mapping

Teaching vocabulary is a process to make the students understand the meaning of the word in a different language and use it in appropriate context by using some kinds of media. When the teacher teaches the vocabulary he or she should made the students understand not only the meaning of vocabulary itself, but also how to use it in appropriate sentences.

According to Thornbury (2002:15) in teaching vocabulary, there are many ways which can be used by the teacher in presenting the material. They are:

a. Translation

The easiest to where improve the meaning of difficult words.

b. Explanation

The ways where the teacher has revealed the words to the students and explain them.

c. Synonym

The teacher gives words which have the same type and the same general meaning.

d. Antonym

The teacher gives words which have different meaning.

e. Showing the real object

The teacher shows pictures and explains them about what happen in the pictures or things that are in the pictures.

In addition, the researcher assumed that for teaching vocabulary to the students, the teacher should be able to use appropriate strategy. By using it, the students will be more motivated and interested in learning vocabulary in relation to reading skill. The students could easier to understand a text and obtained the information more deeply.

Richard and Renandya (1986) states that one of the interesting strategy that the teacher can use in teaching vocabulary is word mapping. This strategy incorporates 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 and they have to find some new words which have relationship with the main word.

In relation to reading skill, there are five reading aspects; main idea, specific information, reference, and vocabulary. The focus of this research was the vocabulary referring to Richards and Renandya (2002:255) who says that vocabulary is a core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write.

In reading activity, there were pre-reading, while-reading, and post-reading stage. The researcher tried to use word mapping strategy in pre-reading stage. The role of word mapping strategy here was as a strategy that would help the students to develop the vocabulary based on the topic of descriptive text given. Besides, by using word mapping strategy, students would obtain many vocabularies.

From the explanation above, the researcher tried to apply the method that can be used in teaching vocabulary in easy way. Teaching English vocabulary using word mapping strategy was easy and enjoyable to increase their vocabulary, because the students can learned more active learners. The researcher hoped that the word mapping strategy can answered the students' problem in learning vocabulary and also could prove this study that word mapping strategy can improve students' mastery vocabulary found in reading text.

2.7 Word Mapping Strategy

Word mapping strategy is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships (Graves, 2008:56-57). The strategy promotes students' active exploration of word relationships, thereby leading to deeper understanding of word meanings by developing their conceptual knowledge related to words. Word mapping strategy is referred to by different names, such as semantic mapping, concept mapping, and word clusters. The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels. For example, for learning some words, it may be more appropriate to have students explore the synonyms, antonyms, and origin of the words, whereas in other words, it may be more helpful to find examples and non examples of the words. Sinatra, Gemake, and Berg (1984: 22-29) word mapping successfully for vocabulary instruction with students in the junior grades who were low readers. Word mapping is a visual organizer that promotes vocabulary development. At the top or center of the organizer is the vocabulary word.

The relationship of word mapping, word association and collocation are strategy which can be used to explore our minds; vocabulary organization. The determined types of associations are accepted by various researcher, although they occasionally use different terms to describe the same phenomena. Word association is a visual organizer that promotes vocabulary development. At the top or center of the organizer is the vocabulary word. Word collocation is a relationship between words which are associated because they are likely to naturally than others. But the words do not necessarily have to lie just next to each other: "Words that commonly occur with or in the vicinity of a target word (that is, with greater probability than random chance) are called 'collocates' and the resulting sequences or sets of words are called collocations (Reppen & Simpson

2002:104). 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 word mapping strategy was a fantastic strategy of word. It was simple and helps the student to improve their vocabulary in English learning. This strategy starts from teacher by vocabulary keywords and then the students must mention from that.

Swanson and Howerton (2007:291) add using word maps gives students an opportunity to think of a word in a variety of ways. From the statements, the researcher assumed that word mapping activities which werebased on graphics often gave a useful way to students to had valuable practices, either when they were in the classroom activities or outdoor activities. Based on description above, the writer concluded that word mapping can helped the students in found a new vocabulary that can be implemented in making writing or speaking. Word mapping also gave the different situation for students in learning English, especially vocabulary.

Example of Word Mapping Strategy
https://www.teacherspayteachers.com/Product/Henrys-Freedom-Box-Character-Trait-Word-Maps-Graphic-Organizers-3552855
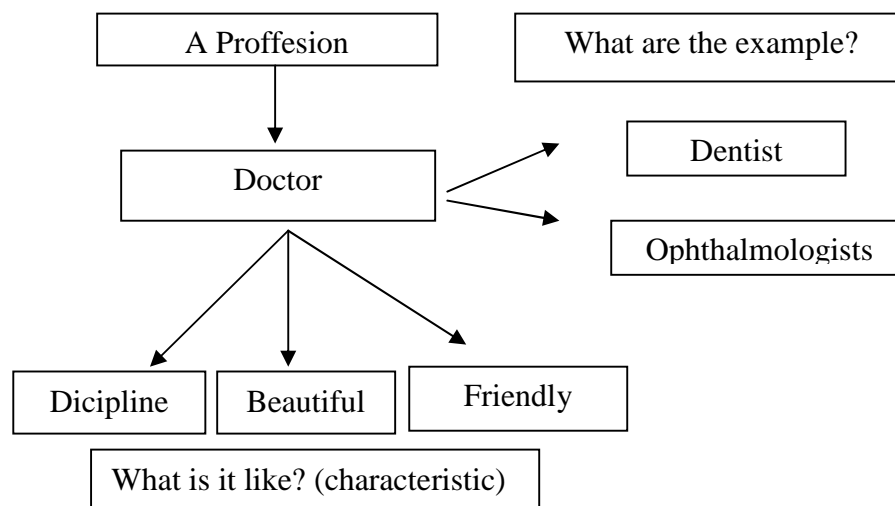
By seeing the steps of word mapping, the researcher assumed that the steps start from simple to complex in which students were directed by the questions in general to be more details in some examples, and it ended by categorizing the word into their classification. This benefited the students to know the words to more contextually and enabled them to remain longer in their memory.

2.8 Advantages and Disadvantages of using word mapping strategy

2.8.1 Advantages of using word mapping strategy

According to Graves (2006: 96) there are the advantages and disadvantages of using word mapping strategy:

1. Readily adaptable strategy for all levels of student and all content areas.

2. May be used for individuals, small groups or the whole class.

3. Can be created easily and spontaneously on paper, white/black board or on
   Overhead projector.

4. Students can relate vocabulary words to their own background or experience.

5. Involves students in thinking, reading and writing.

6. Engages the students as active learners.

2.8.2 Disadvantages of using word mapping strategy

This strategy may not be appropriate for students with:

1. Low incidence disabilities (such as visual impairments) Students for whom the impact of their disability renders this strategy.

2. Inefficient (such as intellectual disability).

2.9 Procedure of Teaching Vocabulary by using Word Mapping Strategy

According to Wagstaff (1999: 106), below are the steps to use word mapping strategy in teaching vocabulary:

1. Make words very accessible by putting them where every student can see them, writing them in big, black letters, and using a variety of background colors so that the most often confused words (there, their; what, when) are different colors.

2. Choose only the words that really want the students to learn.

3. Use the word mapping daily to practice words incorporating a variety of activities such as: chunking, spelling, word recognition, displaying categories, alphabetical order, or word guessing games.

4. Provide enough practice so that words are read and spelled automatically and make sure that word mapping are always spelled correctly.

The framework of word mapping includes: the concept of word, two category examples, and other examples. This is a very interactive process and should be modeled by the teacher first. The steps involved in word mapping are: write the concept word on the board, explain the steps involved and have students think of as many words as they can about the concept word, write the list on the board or overhead and have students copy it, and finally in groups have students put the words into categories. Based on the theory above, the researcher modifies the procedures of teaching vocabulary by using word mapping are as follows:

1. First of all, the researcher divides the students into some group consisting of 5 persons in order to make them cooperate with others. The researcher gives the text to the students and students read the text and understand the text (read the text and read carefully).

2. Next, the researcher informs the students that the vocabulary should cover four aspects: verbs, adjective, nouns, and adverbs. The researcher shows a word mapping organizer on a slide in front of the class consisting of vocabulary related to the topic.

3. The students get explaination about how to make word mapping. The researcher slowly begins to enter the main goal of today's teaching activity that is vocabulary teaching by using word mapping strategy. The researcher gives five words related to the topic to the students. The researcher asks the students to make word mapping organizer of these five words. The organizer follows four aspects of vocabulary. Researcher gives spare time to the students to internalize the word mapping organizer shown to them.

4. After that, The students should complete the task and the teacher collects the students' task. Some students are asked to read their answer in front of the class as a representative of their group. Researcher together with the students gives corrections to every incorrect answer made by the students.

5. After the students finished doing this activity, the researcher clarifies some mistakes and reinforce the students' understanding about descriptive text and the students should understand about it. The researcher gives feedback to the students

2.10 Theoretical Assumption

According to Hiebert and Kamil (2005:28) teaching individual words is what commonly comes to mind when we talk about vocabulary instruction. There are many kinds of teaching strategy, such as: games, song, mind mapping, word mapping etc. Among those altenative strategies, the researcher is interested to utilize word mapping strategy to teach vocabulary which is intergrated i reading skill.

The researcher tried to use word mapping strategy in teaching to improve students' vocabulary because the researcher assumes that giving word mapping strategy. In this research, the researcher will focus on the improvement of students' mastery of the vocabulary in found reading texts after they are taught by

using word mapping strategy. The strategy will be applied to the students of junior high school level.

2.11 Hypothesis

Reffering to the background of problem above and the theoretical assumption above which havs been assumed, the researcher formulated the hypothesis as follows:

1. There is statistically significant improvement on students' vocabulary after were taught using word mapping strategy

III. METHODS

This chapter describes the design of the research, how to collect the data in the research, and how to analyze the data. This chapter also describes the research procedure, validity and reliability of the test instrument, and treatment, and hypothesis testing.

3.1. Research Design

In this research, the researcher used a mixed method for the purposes of the research were: (1) to find out whether there was an improvement students' vocabulary using word mapping in junior high school; and (2) to find out if there was a better improvement towards students' understanding after being taught using word mapping. This study used quantitative approaches. The design of the research was the one-group pretest post test design, and the formula can be seen as follows:

T1 X T2

Notes:

T 1 : pre-test

T 2 : post-test

X   : treatment (teaching vocabulary by using word mapping)

(Setiyadi, 2006:135)

The researcher gave a treatment of teaching vocabulary by using word mapping strategy. The treatments of experimental class were given for three

meetings. The pre-test was administered before the treatment of teaching vocabulary in order to see the students' basic mastery of vocabulary. Then, the post-test was administered to analyze the improvement of students' vocabulary.

3.2. Variables

This research consisted of the following variables:

1. The students' mastery of vocabulary as dependent variable (Y),

It is categorized as dependent variable because students' mastery is based on the activity output. The mastery of students can be measured to determine whether or not there is an effect of the independent variable.

2. Word Mapping strategy as independent variable (X)

It is categorized as independent variable because Word Mapping strategy is the variable that can influence the dependent variable to determine the effect between phenomenon and the object which is observed.

3.3. Population and Sample

The population was the first grade students of SMP N 3 Jati Agung Lampung Selatan. Totally, there were 300 students of the first grade which are divided into 8 classes. Each clas consists of 32 students. In this research, the researcher chose the experimental class randomly that was VII C.

3.4. Data Collecting Strategy

In collecting the data, the researcher used test that was vocabulary test and questionnaire. The vocabulary test was used to measure students' vocabulary achievement. There were 40 questions to be administered in the pre-test and post-test with 4 options: a, b, c, d. In observation, the researcher made observation sheet students with 4 options: 1, 2, 3, 4. To be clear, it could be seen in the following sub:

a. Pre-test

The pre-test were 40 items in multiple choices with four options (A, B, C, and D). The time allocation was 60 minutes. The pre-test was conducted to find out the students' vocabulary mastery before the students were taught by using word mapping strategy. Meanwhile, before administering the pre-test the researcher explained the material that will be tested. The result of the pre-test was compared with the post test result to find out their achievement (mastery).

b. Post-test

A post-test consisted of 40 items in multiple choice with four options. The time allocation was 60 minutes. It was done in order to find out the students' vocabulary achievement after having the treatment. The questions or the items in the post-test are the same as the pre-test. However, the researcher changes the question number.

c. Giving Questionnaire

Questionnaire was a research instrument consisting of a series of question and other prompts for the purpose of gathering information from respondents. The questionnaire was given to the students after getting the post-test in order to find out their responses toward word mapping.

In this study, the researcher teaches English using word mapping and an active participant observer in which in this research the teacher does observation by herself as a researcher. The researcher observed the student's activities while the teaching-learning process occurred. It was very important in this case not only to know their feeling about English learning but also to know how they think about their teacher. In observation consist 5 option: 1, 2, 3, 4, and 5 for observation sheet students.

3.5. Research Instrument

Instrument was a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, a research tool, or a set of guidelines for observation. In this study, the researcher used reading test and questionnaire.

Reading Test

The researcher used a reading test and the test used cloze test (choosing from multiple choices) as an instrument to collect data. Using cloze test can make it easier for students to choose answers so students are not difficult in answering. The test consists of 30 items.

Questionnaire

The researcher used questionnaire as the instrument to collect the data. The questionnaire consists of 10 questions.

3.6. Research Procedure

In order to ensure that the result dealing with its best procedures to maintain a good process, there are several steps as follows:

1. Determining research instruments

The test was made for pre-test and post-test. The multiple choices were formed of the test. The texts of the test are various such as things in class. The questions which were the words in the test consists of vocabulary.

2. Administering the Try-out Test

This test was a multiple choice test. The number of the test items were 20 with four alternative answers for each (A, B, C, D), one as the correct answered and the rest were the distractered. The try-out was conducted in 40 minutes. It was purposed to determine the quality of the test as an instrument of the research, it covers validity, reliability, level of difficulty and discrimination power.

3. Administering the Pre-test

The pre-test was conducted to find out the student's vocabulary mastery before the students were taught by using word mapping strategy. The test was in the form of multiple choice with 30 items and four alternative answered for each (A, B, C, D). One of them was the correct answer and the test were distracters. The pre-test conducted in 60 minutes.

4. Conducting the Treatment

After giving the pretest to the students, the researcher conducted the treatment in three meetings; each of the meeting conducted for 2 x 40 minutes.

4. Administering the Post-test

A post-test was conducted to find out the students' vocabulary mastery after the students were taught by using word mapping strategy. The tests were in the form of multiple choice with 30 items and four alternative answered for each (A, B, C, D). One of them was the correct answer and the test were the distracters. The post-test is conducted in 60 minutes.

5. Giving Questionnaire

The researcher observed the teaching-learning process in teaching vocabulary by using word mapping, included the students' responses in the form of students, The questionnaire was given to the students after getting the post-test in order to find out their responses toward word mapping.

3.7. Validity and Reliability

To make sure whether the instruments were eligible to be used in this research, the researcher tested the validity and reliability of the instruments. They were described as follows:

3.7.1. Validity of the Test

Validity refers to the extent to which the test measures what was intended to measure. It means that it related directly to the purpose of the test. A test can be considered valid if it could precisely measure the quality of the test. There were several types of validity according to the different purpose of the test. In this research, content validity, and construct validity are used.

1. Content Validity

Content validity was awareness of all the indicators of the test items and analyze whether the instrument, these were several indicators to prove whether or not the test had good content validity: 1) it was adopted from educational goal stated on 2013 English curriculum and Syllabus for seventh grade students of junior high school. 2) It represented the material taught in the class.

2. Construct Validity

Construct validity concerned with whether the test was actually corresponds to the theory of vocabulary. To know whether the test was a true reflection of the theory of vocabulary mastery. Related to this research, the test items should be questioning four types such as verbs, adjectives, nouns, and adverbs. The table specification of try-out test could be seen as foolow:

3.7.2. Reliability

Reliability refers to the extent to which the test was consistent in its scores, and it gives an indication of how accurate the score of the test was. Hatch and Farhady (1982:243) state that reliability of the test can be defined as the extent to which a test produces consistent results when administered under similar condition. To measure the coefficient reliability between the first half and the second half items the researcher used the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x2)(\Sigma y2)}}$$

Notes :

r_{xy} : coefficient of reliability between odd and even numbers item

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 number

After getting the reliability of half test the researcher used Spearman Brown to determine the reliability of the whole test, as follows:

$$r_k = \frac{2\ rxy}{1+rxy}$$

Notes :

r_k : the reliability of the whole tests

r_{xy} : the reliability of half tests

The criteria of reliability can be seen as follows:

0.90-1.00 : high

0.50-0.89 : moderate

0.0-0.49 : low (Arikunto,2006:180)

From the result of analysis, the researcher prepared 40 items as the try-out test in form of multiple choices. The students were given 90 minutes to finish the try-out test. The reliability was analyzed using microsoft excel. The test was categorized reliable if the reliability test reached 0.50. the result showed thath the reliability, of this test was 0.98 (See Appendix 6). Based on the criteria of

reliability, this test had high reliability (range 0.90- 1.000). it meant that this instrument would produce consitent result when it was administered under the similiar condition to same participant in different time (Hatch and Farhady, 1982;244).

3.8 Levels of Difficulty

Level of difficulty was used to classify the test items into difficult items and easy ones. The items should not too easy or too difficult for the students. To see the difficulty level of the test items; this research used this following formula:

$$LD = \frac{R}{N}$$

Notes:

LD   : level of difficulty

R   : the number of students who answer correctly

N   : the total number of students following the test

The criteria are:

<0.30   : difficult

0.30-0.70   : average

>0.70   : easy

(Shohamy, 1985:79)

The level of difficulty and discrimination power of this instrument were analyzed as well. After analyzing the data, the researcher obtained 33 items were good with the criteria 0.30 – 0.70 (average), and 7 items were bad and should be dropped. So that, the rsearcher took 30 items as the instrument for the pre-test and the post-test(See Appendix 70). The vocabulary used (2.000- word level) in which it was suitable for junior high school students. Nation (1990:19) states that

High- Frequency Vocabulary or General Service Vocabulary refers to vocabularies which occur frequently in all kinds of texts and it covers about 87% of the running words in the text.

3.9 Discrimination Power

The discrimination power (DP) referred to the extent to which the item were able differentiates between high and low level students on the test. To know the discrimination power of the test, the researcher used the following formula:

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

Notes:

DP   : Discrimination Power

U   : The total of correct answer of the higher group

L   :The total of correct answer of the lower group

N   : Total number of students

The criteria are:

DP :0.00–0.19 Poor

DP : 0.20–0.39 Satisfactory

DP : 0.40–0.69 Good

DP : 0.70–1.00 Excellent

DP :-(Negative) Bad items (should be omitted)

The criteria are:

1. If the value is positive discrimination – a large number or more knowledgeable students than poor students get the item correct. If the value is zero, it means that there is no discrimination.

2. If the value is negative, it means that more low students then high level students get the item correct.

3.In general, the higher, the discrimination index, the better. In the classroom situation, most items should be higher than 0.20 indexes.

(Shohamy, 1985:79)

Discrimination power was used to know whether the rest items were able to differentiate students' ability. From the result of analysis, there were 10 items less than 0.20 (0.20). It indicated that the items were poor and could not differentiate the upper and lower students well. Furthemore, it was found that 23 items scored 0.20 – 0.40 which were categorized as statisfied items and 7 items scored 0.41 – 0.70 that were categorized as good items. So, 10 items less than 0.21 were ommited and 30 items (satisfied items and good items) were used in this research as the instrument for the pre-test and the post-test (See Appendix 7).

3.10. Scoring System

The scoring system that was used in this research was dividing the right answer by total items timed 100. In scoring the students' result of the pre-test and post-test, the formula by Arikunto (1997: 212) is employed:

$$S = \frac{R}{N} \text{ x } 100$$

Are :

S   : score of the test

R   : number of right answer

N   : total number of items on a test

2. Scoring the questionnaire of the students' responses

The data were analyzed by using maual analysis. The researcher used software SPSS 16.0 to find the reliability of Questionnaire.

3.11 Questionnaire

The used questionnaire was to find out the responses of students about Word Mapping Strategy .

Reliability of The Questionnaire

Reliability is the consistency of measurement of research, or ability of a measurement to measure the same research subjects in a different time and gives the consistent results (Setiyadi, 2006). First, the result of the questionnaire was scored based on Likert scale with range of score is 1 to 5. The questionnaire consisted of 15 questions. Then, in order to measure the consistency of items in the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1 the higher alpha, the more reliable the questionnaire will be (Setiyadi, 2006, p. 167).

First of all, the result of the questionnaire were scored based on Likert Scale. To measure the consistency items of the questionnaire, the research used Cronbach Alpa Coefficient since it was the most coomon measurement used to measure consistency among indicators of the questionnaire. The alpha ranges between 0 and 1 the higher alpha, the more reliable the questionnaire will be (Setiydi, 2006, p,167).

Classification of reliability is as follows:

Between 0.800 to 100   = Very high reliability

Between 0.600 to 0.800   = High reliability

Between 0.400 to 0.600   = Moderate reliability

Between 0.200 to 0.400   = Low reliability

Between 0.00 to 0.200   = Very low reliability

The reliability of the questionnaire was identified as high reliability based on the result of Cronbach's Alpha which the point is 0.738. it means that the questionnaire is good to be used.

Table 3.1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,738	,855	15

3.12. Data Analysis

After collecting data by using tests, the researcher analyzed the data in form of score to know whether there was an improvement of the students' vocabulary by using word mapping strategy Statistical Program for Social Science (SPSS) version 16.0. The results of the test were in the forms of score or interval data. The researcher analyzed the students' vocabulary mastery by doing those activities:

1) Scoring pre-test and post-test,

2) Tabulating the score in students' vocabulary test results using word mapping

3) Then, summarizing the finding from the tabulated result of the pre-test and post-test.

4) Next, the writer evaluated the teaching-learning process. Then the researcher will reflected by seeing the result of the questionnaire, teacher's comment, and a task scored of vocabulary mastery.

The researcher used statistical computerization i.e. word mapping strategy of Statistical Program for Social Science (SPSS) version 16.0 to test whether there was an increase or not.

3.13. Hypothesis Testing

After collecting the data, the researcher analyzed them in order to find out whether using of word mapping could improve students' mastery in vocabulary. Hypothesis testing was intended to see whether the hypothesis that was proposed in this research was accepted or not, to test the hypothesis, word mapping was conducted at the significance level of 0.05 in which the hypothesis was approved if sig < . It means that the probability of error in the hypothesis was only about 5%. The hypothesis can be seen as follows:

H1: There is statistically significant improvement on students' vocabulary after they were taught using word mapping. The criteria H1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

H1 : there's an influence

If $\alpha < 0.05$ H1 is accepted

This chapter elaborated the method which was used in the research later. It also revealed how the data, analyzed after the treatment. The data were taken from the result Pre-test and Post-test.

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusion and suggestions. The suggestions are proposed for teachers and for other who are going to conduct the closely-related research.

5.1 Conclusion

Based on the findings of the data analysis, some conclusions can be drawn as follows:

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

5.2. Suggestions

Reffered to conclusions above, the researcher suggests soe points for English teacher and fur ther research as follows:

1. The English teachers

Reffering the findings, the researcher suggests English teachers to use word mapping strategy as an effective strategy in teaching vocabulary. Before applying the word mapping, teacher should be able to select the appropriate text which could be combined word mapping strategy. Then, using word mapping as medium to improve vocabulary mastery is recommended as an alternative way for English teacher, especially for junior high school teacher to attract the students' interest and motivation in learning English. Teachers are also suggested to construct word mapping organizer for more specific purposes. Teacher should master the strategy completely, especially on vocabulary aspect since some words are really suited for junior high school.

2. For future researchers

It is suggested for future reseachers try to improve this strategy on different level of students. The results of this research can be used a reference for another researcher who wants to conduct a research about teaching vocabulary. Further researchers with similar strategy could give more attention to the lowest improvement of vocabulary aspect in this research.To vary the word mapping, the researcher can use several media in order to trigger the students to use the word mapping organizer for developing vocabulary.

This chapter has presented the conclusions of this study. The conclusions were then followed by suggestions for teachers, readers, and further researchers.

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