ABSTRACT

IMPLEMENTING SEMANTIC MAPPING TO IMPROVE VOCABULARY ACHIEVEMENT OF TENTH-GRADE STUDENTS AT MAN 2 BANDAR LAMPUNG

By

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This study investigates the effect of semantic mapping on improving vocabulary achievement among tenth-grade English as a Foreign Language (EFL) students at MAN 2 Bandar Lampung. A total of 30 students from class X-C participated in the study. Two treatment sessions were conducted in which students categorized content words (nouns, verbs, adjectives, and adverbs) in procedure texts using semantic maps. The results of a paired-sample t-test revealed a significant overall improvement in vocabulary achievement, with the mean score increasing from 42.84 in the pre-test to 63.34 in the post-test ($p < 0.05$). To compare the improvements across the four vocabulary aspects, a Two-Way ANOVA was conducted. The analysis showed significant differences in performance between the pre-test and post-test for each aspect, with nouns showing the highest gain (31%), followed by adverbs (25%), adjectives (22%), and verbs (21%). The interaction effect between the test (pre-test and post-test) and aspect (noun, verb, adjective, and adverb) was also significant, indicating that the improvement varied across the different aspects of vocabulary. These findings support the effectiveness of semantic mapping as a valuable tool for enhancing vocabulary achievement in EFL learners. However, challenges such as categorization errors and variability in students' initial vocabulary knowledge were noted. Overall, this study highlights the potential of semantic mapping in improving vocabulary acquisition among EFL students.

Keyword: semantic mapping, vocabulary improvement, content words