THE IMPLEMENTATION OF WORD MAPPING STRATEGY TO IMPROVE VOCABULARY ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS AT SMPN 3 NATAR

(Undergraduate Thesis)

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ABSTRACT
**THE IMPLEMENTATION OF WORD MAPPING STRATEGY TO
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Vocabulary is one of the language components which is important to be learned by the students. To assist them learning the vocabulary, the teacher needs to choose an effective method. In this research, word mapping is employed to help the students learned new vocabulary. This research is aimed to find out whether there is a significant improvement of students' vocabulary achievement after being taught by using word mapping strategy.

The study was conducted at SMPN 3 Natar. The data were taken by using vocabulary test that focused on three vocabulary aspects which are form, meaning, and use. The population was the seventh grade students of SMPN 3 Natar. The samples were the students of VII G. The study was conducted over six meetings, which included a try-out test, a pre-test, three treatment sessions using the word-mapping strategy, and a post-test. The data were analyzed by using SPSS 26.

The result of this research showed that there is statistically significant improvement in students' vocabulary achievement at a significance level of 0.000, which is lower than the standard significance value (<0.05). The minimum score on the pre-test was 28.3, and the maximum was 76.6, whereas the post-test scores ranged from a minimum of 51.6 to a maximum of 98.3. Among the various aspects of vocabulary, the use aspect showed the highest improvement with the gain 29.4 and the percentage 39.46%. In conclusion, teaching activities through word-mapping strategies effectively enhance students' ability to learn and use vocabulary in context.

Keywords: word mapping strategy, vocabulary achievement

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Inayah Nurhidayati

Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree

in

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ENGLISH EDUCATION STUDY PROGRAM
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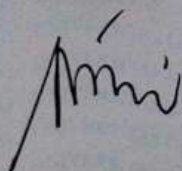Student's Number : **2013042017**

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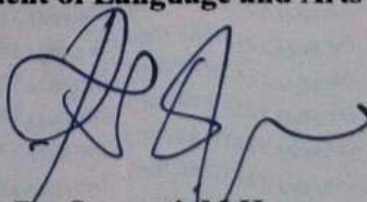**Dr. Ari Nurweni, M.A.**
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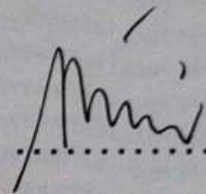**The Department of Language and Arts Education**

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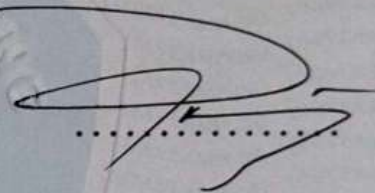
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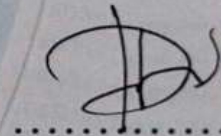
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Judul Skripsi   : *The Implementation of Word Mapping Strategy to Improve Vocabulary Achievement of the Seventh Grade Students at SMPN 3 Natar.*

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

Bandar Lampung, 15 Juli 2024
Yang membuat pernyataan,

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CURRICULUM VITAE

Inayah Nurhidayati was born in Hajimena, on March 9th, 2002. She is the fourth child of Muslim and Rohaida. She has two brothers, Andro Halim Wicaksana and Muhammad Ilham Khoiruddin. Also, three sisters, Annisa Nur, Candra Gustina, and Rahma Safira Ramadani.

She started her study at TK Al-Azhar 7 in 2007. In the same year, she continued in elementary school SD Negeri 2 Hajimena. After graduating from elementary school in 2014, she continued her study at SMPN 3 Natar. She graduated from junior high school in 2017. Then, she continued her study at SMAN 1 Natar. She graduated from senior high school in 2020. In the same year, she was registered as a students of English Education Department at University of Lampung.

To complete her study, she conducted her research by using word mapping strategy to improve vocabulary achievement of the first grade students at SMPN 3 Natar.

MOTTO

"But they plan and Allah plans. Surely, and Allah is the best of planners."

(Quran 8:30)

"It does not matter how slow you go as long as you do not stop."

(Confucius)

"It wasn't easy, but it wasn't so bad"

(Seventeen – Cheers to Youth)

DEDICATION

I dedicate this thesis to:

My beloved parents, Muslim and Rohaida. Thank you for all the support, both morally and materially, love, and all the prayers.

My beloved brothers Andro Halim Wicaksana, Muhammad Ilham Khoiruddin, also sisters Annisa Nur, Candra Gustina, and Rahma Safira Ramadani. Thank you for the support.

My beloved lecturers and my almamater, University of Lampung.

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Alhamdulillahi rabbil 'aalamiin, all praise only to Allah SWT. Because of all the blessings, the writer could accomplish this script with the title "The Implementation of Word Mapping Strategy to Improve Vocabulary Achievement of the Seventh Grade Students at SMPN 3 Natar." This work is presented to English Education Study Program, Language and Arts Education Department, Teachers' Training and Education Faculty, Lampung University, as a partial fulfilment of the requirements for S-1 degree.

In completing this work, the writer acknowledges that lots of help and support have been given from them. The writer would like to express her deepest gratitude and appreciation to:

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Finally, the writer realizes that this script still has some weaknesses. Therefore, critics and suggestions are needed for enhancement of this script. Hopefully, this script can give good contribution to the readers or those who want to carry out further research.

Bandar Lampung, 15 July 2024
The Writer

Inayah Nurhidayati

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I. INTRODUCTION

This chapter discusses the introduction which covers some points of the research as follows: background of the research, research question, objectives of the research, uses of the research, scope and limitations, and definition of terms.

1.1 The Background of the Research

English consists of four basic skills including listening, speaking, reading, and writing. These skills are reinforced by four essential language components which are pronunciation, grammar, spelling, and vocabulary. These components are important, especially vocabulary. Vocabulary is important for students to learn because according to Carpenter and Olson (2012), vocabulary is needed to express meaning and to convey thoughts through both receptive and productive skills. This indicates that having a good vocabulary is very important. It helps the students understand language (receptive skills) and use language (productive skills) well. Receptive skills include listening and reading, where the students understand what they hear or read. Productive skills involve speaking and writing, where the students use language to share their thoughts. Therefore, enhancing and improving students' vocabulary is important to their ability to use the language effectively.

The importance of vocabulary in learning English cannot be overstated. According to Nation, as cited in Solati-Dehkordi and Dehkardi (2016), vocabulary is related to a word's written form. Consequently, writing that involves constructing

sentences and paragraphs requires a strong grasp of well-written words. Knowing a word encompasses its form, meaning, and use. Memorizing a large number of vocabulary in any language can help someone to use the language. Therefore, improving students' vocabulary is essential to make them remember and use the word correctly based on the context. Furthermore, improving the students' vocabulary is also important because it helps the students understand the material in the language learning process. Schmit and McCharty (1997) explained that vocabulary plays a significant role in language skills. In terms of listening ability, vocabulary provides ease for students to comprehend what other speakers say. While speaking and writing, vocabulary gives students the students the ease to increase their ideas. Also, reading vocabulary makes it easy for students to comprehend the text. In addition, Richard and Renandya (2002) stated that vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write. Consequently, it is important for teachers to focus on improving students' vocabulary in teaching Engllish.

Despite its importance, the students often struggle with vocabulary. Based on observations and interviews with English teachers at SMP Negeri 3 Natar, some students still had difficulties memorizing vocabulary. For example, students may know how to pronounce a word but struggle with its correct spelling, or they may know the meaning of a word but have difficulty using it in the correct context. Since vocabulary is one of the language components that is important to be learned by the students, the teacher needs to use an appropriate strategy in order to improve students' vocabulary achievement, a strategy that can help address these issues by providing structured methods for mastering spelling, meaning, and use.

One strategy that can be employed to make the process of learning new vocabulary more effective is the word mapping strategy, which promotes a deeper

understanding of words by illustrating their relationships with other words (Antonacci & O'Callaghan, 2012). Word mapping serves as a visual representation that organizes word meaning and illustrates its associations with other words.

The word mapping strategy is particularly effective for teaching vocabulary. According to Graves (2008), the word mapping strategy, is one of the most powerful method to teaching vocabulary because it engages students in thinking about words. This strategy enables the students to explore word form, meanings, relationships, and contextual usage, promoting not just memorization but comprehension and retention. Therefore, this research aimed to implement the word mapping strategy to improve vocabulary achievement among junior high school students.

The previous studies that used the same strategy at the same level of school indicate that there is an improvement in students vocabulary after being taught the word mapping strategy. Widyawati (2016) on her research at SMPN 20 Bandar Lampung about investigating the impact of word mapping on the students' vocabulary achievement, found that there is a significant difference in students' vocabulary achievement who were taught by word mapping. Based on the result of her research, the difference between the post-test score of the experimental group and the control group is also positive since the post-test score of the experimental group is higher than that of the control group. Based on the questionnaire of the students' perceptions, it was revealed that the students' perceptions about the implementation of word mapping are positive. In conclusion, students were not familiar with learning word mapping before they got the treatment by using word mapping. Students think that this technique is very useful for them, so their perception of word mapping is positive.

Similarly, Anggaraini, O.D. (2019), in her quantitative research in SMP N 3 Jati Agung discovers that there was a significant improvement in the students' vocabulary mastery with a significant level of <0.05. The students' responses also showed that they strongly agreed that the word mapping strategy was an effective strategy in this teaching. The results indicate that word mapping strategies are an effective method for teaching vocabulary.

In conclusion, this research aims to using word mapping as the strategy to help the students improve their vocabulary achievement. In this research, the researcher intends to focused on the three aspects of vocabulary: form, meaning, and use.

1.2 Research Questions

The research questions are formulated as follows:

1. Is there any significant improvement in students' vocabulary achievement after they have been taught using the word mapping strategy?
2. Which aspect of vocabulary improves the most after the implementation of word mapping strategy?

1.3 Objectives of the Research

The objectives of this research are to find out the answer of the research questions. The objectives are as follows:

1. To find out the significant improvement of students' vocabulary achievement after they have been taught using the word mapping strategy.
2. To find out the vocabulary aspect improves the most after the implementation of word mapping strategy.

1.4 Uses of the Research

The objectives of this research are as follow:

1. Theoretically, the research findings is expected to contribute to educational development, especially in language teaching and learning. This research also can be used as a reference for those who want to conduct the research with similar theories regarding word mapping strategy and vocabulary achievement at a different level of students.

2. Practically

   a. The research findings hopefully give positive contributions and information to the researcher in implementing and expanding her knowledge, especially in the field of educational research, such as research on language teaching and learning.

   b. The research can function as information for English teachers concerning how to improve students' vocabulary achievement by using certain strategies such as word mapping.

   c. The research finding also can motivate the students to improve their vocabulary. Also, encourage students to improve their vocabulary achievement.

1.5 Scope and Limitation of the Research

The scope of this study was to find out the improvement in students' vocabulary achievement after teaching using the word wapping strategy. There are many kinds of texts that are taught in junior high school. However, the researcher limited the material by using one type of text, which is descriptive text (describing people, animals, and things), as the material in teaching based on the applicable curriculum. The vocabulary test used in this research focused on the three vocabulary aspects,

including form, meaning, and use, in the form of spelling completion, sentence completion, and sentence writing.

1.6 Definition of Terms

1. Vocabulary

    Vocabulary refers to the collection of words and expressions specifically used to describe people, animals, and things.

2. Word Mapping

    The word mapping strategy is a graphic that is used for representing knowledge and helping students to figure out the meaning of new words. It engages students in thinking about word relationships.

3. Strategy

    Strategy is a plan or method used to achieve a specific goal, such as helping students improve their vocabulary achievement.

    Achievement is the result of what an individual has learned from some education experience.

II.   LITERATURE REVIEW

This chapter covers some following topics: concept of vocabulary, aspects of vocabulary, concept of mastery, teaching vocabulary, word mapping, procedure of using word mapping in teaching vocabulary, advantages and disadvantages of using word mapping, review of the previous study, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Language elements that must be mastered by students in learning English are pronunciation, grammar, spelling and vocabulary. From these four elements, vocabulary is one of the essential elements that need to be mastered by students. According to Kamil and Hiebert (2005), vocabulary is a set of oral and print words which are mastered by someone which are used in productive and receptive skills. The concept of vocabulary refers to the entire set of words and phrases that a person or a group of people understand and use within a language. It is an essential component of language and plays a crucial role in communication, comprehension, and expression of ideas and thoughts. In addition. According to Schmitt (2010), vocabulary knowledge ranges from perceiving a combination of letters as a word and being able to attach one more meanings to this perceived form to understanding various meanings of a word changing based on the context. Vocabulary represents not only the words used to communicate but also the basis of effective communication. In the context of language learning, vocabulary encompasses a broad spectrum of words, ranging from content words like nouns, verbs, adjectives,

and adverbs to function words such as prepositions, articles, pronouns, conjunctions, and more. Therefore, when students acquire a deep understanding of this collection of words, they can effectively use them to express their thoughts and ideas during the communication process.

According to those definitions, it can be concluded that vocabulary is a set of words, both oral and written in a particular language that a speaker might use. Vocabulary is very important for students to master. It helps students acquire proficiency in all language skills, such as speaking, listening, writing, and reading. In this study vocabulary is a set of words and expressions that are used to describe people, animals, and things.

2.1.1 Types of Vocabulary

There are various types of vocabulary involved in learning English. Finnochiario (1974) stated that vocabulary is the content and function words of language that learned so thoroughly and used in any communication.

Content words are classifies into four types, such as verb, adverb, noun, and adjective.

1. Verb is a word that tells the action, for example study, word, run, and so forth.

2. Adverb is a word that tells about how, when, or where something happens. Adverb is divided into five types, there are adverb of time, adverb of manner, adverb of place, adverb of degree, and adverb of frequency.

    a. Adverb of time provides additional information about time. For example now, yesterday, tomorrow, later, and so forth.

b. Adverb of manner provides additional information about the conditionor how the event happened. For example quickly, sadly, politely, loudly, and so forth.

c. Adverb of place provides additional information about a place. For example here, there, above, below, inside, outside, and so forth.

d. Adverb of degree explain about the level or intensity of verb, adjective, or adverb. For example too, almost, quite, just, and so forth.

e. Adverb of frequency provides information about how often the frequency of activity occurs. For example always, rarely, never, normally, sometimes, and so forth.

3. Noun is a word that tells the object. For example person, place, or thing

4. Adjective is a word that describes objects, person, or thing. For example big, beautiful, amazing, and so forth.

Function words are divided into eight types, such as determiners, conjunctions, pronouns, preposition, modals, qualifiers, auxiliary verbs, and question words.

1. Articles are used to define a noun in specific or unspecific. The examples of articles are a, an, and the.

2. Conjunctions are used to connect two or more words, phrases, or clauses. The examples of conjunctions are and, but, yet, or, so, however, as, because, et cetera.

3. Pronouns are used to replace a noun in sentence. Types of pronouns are: possessive pronouns, for example mine, yours, his, hers, ours, and theirs personal pronouns, for example I, you, they, we, she, he, it, me, us, and them.

a. Relative pronouns, for example who, whom, which, what, and that.

b. Reflexive pronouns, for example myself, yourself, itself, ourselves, themselves, herself, and himself.

c. Intensive pronouns, for example myself, yourself, itself, ourselves, themselves, herself, and himself.

d. Indefinite pronouns, for example anyone, everybody, somebody, nothing, and so forth.

e. Demonstrative pronouns, for example that, those, this, and these.

f. Interrogative pronouns, for example who, whom, what, which, and whose.

g. Reciprocal pronouns, for example each other, one another, and so forth.

h. Singular pronouns, for example I, she, he, it, one, this, someone, anyone, et cetera.

i. Plural pronouns, for example they, we, them, us, ourselves, themselves, those, these, many, several, et cetera.

4. Prepositions are words used before noun, pronoun, or noun phrase to show the location or direction. The examples of prepositions are in, at, on, between, among, et cetera.

5. Modals are words used to express condition. The examples of modals are can, could, may, might, will, shall, would, and should.

6. Qualifiers actually have no real meaning. But, qualifiers are used to show the degree of adjectives or verb. The examples of qualifiers are very, too, quite, really, et cetera.

7. Auxiliary verbs are words used to express distinctions or tenses, aspects, mood, and so on. Types of auxiliary verbs are:

a. To be. For example is, am, are, was, were, being, been, and will be

b. To have. For example has, have, had, having, and will have

c. To do. For example does, do, did, and will do

8. Question words are words used to ask for something. The examples of question words are what, when, where, why, who, and, how.

2.1.2 Aspect of Vocabulary

According to Lado from Mardianawati (2012) there are five aspects of vocabulary which are needed to be learned by students including meaning, spelling, pronunciation, word classes, and word use. The futher explanation are as follows:

1. Meaning

    Understanding the meaning of words becomes crucial for students. Meaning is one of essential vocabulary aspects that should be learned by students, because it refers to how the word give its meaning to the language users. Commonly, a word may have more than one meaning when it is used in different context. For example, the word "present" as a noun has meaning a period of time that is happening now. Therefore, understanding the meaning of the word will help students to use and understand the message from that word when it occurs in different context.

2. Spelling

    When students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word look like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for the students to know the spelling of the word.

3. Pronunciation

    When students learn vocabulary, they also need to know what a word sounds like (its pronunciation). It will help the students understand what the other means to say. When a word is pronounced incorrectly, it will be difficult for someone to understand it. Therefore, it is really essential for students to know how to pronounce a word correctly because it will help them understand spoken communication.

4. Word Classes

Word classes can be defined as categories of word. It is an important feature in semantic feature analysis. The categories of words cab be classified in some categories such as noun, verb, adverb, adjective, and prepositions. The classification of the words of a language in this way depends on their function in communication.

5. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

Whereas, Nation (2011) states that English vocabulary is complex, with three main aspects including form, use, and meaning, as well as layers of meaning connected to the roots of individual words. The further explanation regarding the three aspect are as follows:

1. The form of a word involves its pronunciation (spoken form) and spelling (written form). Understanding the form of a word helps students recognize how the word is spelled and written.

2. Meaning and form work together. In other words, the concepts, items, and associations that come to mind when people think about a specific word or expression. When words are used in communication, the students will be better able to comprehend the message and idea if they are aware of the meanings.

3. Use involves the grammatical functions of the word, phrase, collocations that usually go with it. In this aspect, the students know how the words are properly used in a language.

The aspects of vocabulary used in this research were only focused on the three aspects, including spelling, meaning, and word use. The reason for choosing

these aspects is because the three aspects are suitable for the word mapping strategy that was implemented in the class.

2.2 Vocabulary Achievement

Vocabulary achievement is an important element in learning English for foreign learners. This skill is essential for effective communication, both in speaking and writing, and it ensures that the person conveys the intended meaning accurately. Mastery of vocabulary facilitates a better understanding of the English language, enabling students to communicate with others and achieve their goals in learning English.

Hanson and Padua (2011) state that vocabulary consists of words used to communicate in both oral and written language. Furthermore, Alemi and Tayebi (2012) explain that vocabulary is the basic component of language proficiency, providing the foundation for learners' performance in both productive and receptive skills of language. This aligns with Stahl and Fairbanks' statement in Bromley (2017), which asserts that students with good vocabulary mastery will have higher achievement test scores compared to those who lack vocabulary. Based on these definitions, it can be concluded that vocabulary is a stock of words in a language, complete with their meanings, used by individuals or groups in oral or written communication. It is a fundamental component that students must master to excel in their vocabulary achievement tests.

2.3 Teaching Vocabulary

Teaching vocabulary to students is a crucial part of the learning process, as it is the first step toward achieving their goal of learning English. Therefore, teaching vocabulary is an activity that has an important role in the learning process. In

teaching vocabulary, teachers should know how to teach vocabulary to the students. Thus, the students will understand the explanation from the teacher.

In the learning process, when using vocabulary the grammar rules are not needed. This is in line with the statement from Thornburry (2002) which stated that without grammar, very little can be conveyed. Without vocabulary nothing can be conveyed. Which means that even without the grammar the students still can make conversation between speaker and listener. Whereas, without vocabulary, non verbal communication can be performed.

According to Thornburry (2002), before giving vocabulary materials, the teacher should consider some factors as follows:

1. The level of the learners (whether beginners, intermediate, or advanced)
2. The learners familiarity (learners may have met the words before even though they are not part of their active vocabulary)
3. The difficulty of the items, for example, they express abstract rather than concrete meanings or whether they are difficult to pronounce.
4. Teachable, for example, they can be easily explained or demonstrated.

2.4 Word Mapping Strategy

In teaching vocabulary, teachers need to use different strategies that are suitable for students. There are many strategies that can help students improve their vocabulary, one of those strategies is by using word mapping strategy. According to Graves (2008), the word mapping strategy, or semantic mapping, is one of the most powerful strategies to teaching vocabulary because it engages students in thinking about word relationship. This strategy allows students to be active in exploring word relationships and develop their conceptual knowledge related to words. Word

mapping helps students to make connections between their prior knowledge and the new words, because it show conceptual relationships between words. Here is the word mapping design as cited from Qomariyah & Nafisah (2020):
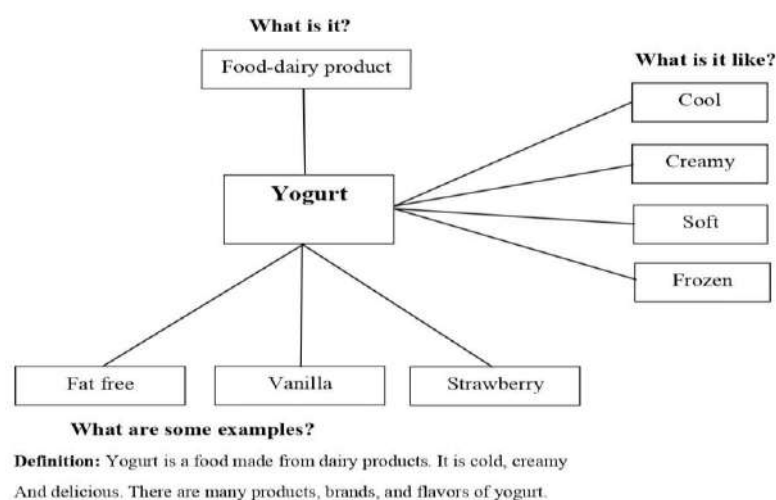
Picture 1. An Illustration of Word Mapping Design. Source: Revitalizing Vocabulary, North Caroline Teacher.

Word mapping strategy allows students to find definitions of words. The researcher used word mapping as the strategy to improve students vocabulary achievement.

2.5 Procedure of Using Word Mapping in Teaching Vocabulary

In this research, Schwarts and Raphael cited from Qomariyah & Nafisah (2020) designed the word mapping in teaching vocabulary, the procedures are as follows:

1. Show students an overhead of the vocabulary-mapping organizer. Point out that in order to develop a meaningful definition, the map needs to contain three relationships: "what is it?", "what is it like?", and "what are some examples?".

2. To model this strategy, the teacher begins by identifying a familiar word that can be easily mapped. (Examples: yogurt, rain forest, shoes). Then, the teacher writes the word on a map and asks "What is it?" or "what is it like?". Next, the teacher records students' responses on a map, and asks again "what are some examples?".

Thus, records students' responses on map and explains to students that the definition now includes properties, categories, and examples.

The researcher was implemented the strategy by draws a procedure to teach as follows:

1. The researcher implemented the strategy by drawing a procedure to teach as follows:

2. First, the researcher selected the topics that are familiar to the students in order to make it easier for the students to organize the word map.

3. Then, the researcher divided the students into groups in order to make students able to discuss the words with their friends.

4. Next, the researcher shows a model of word mapping organizer on a slide or board in front of the class.

5. The researcher explained what word mapping is and how to create it. After that, the researcher will begin to explain the main goal of today's teaching activity, which is vocabulary teaching by using word mapping strategies.

6. The researcher gave some words related to the topic to the students. The researcher asks the students to make a word-mapping organizer of those words. Each group will have one word as the topic for word mapping. Researchers give the students time to internalize the word-mapping organizer shown to them.

7. Next, the students should complete the task, and the teacher collected the students' task. Then, the researcher asked some students to come to the front of the class as the representative of their group to explain their works.

8. After the students finished doing this activity, the researcher gave feedback and corrections for some errors they made while doing the task. The

researcher also motivated students to encourage their enthusiasm for learning English.

2.6 Advantages and Disadvantages of Using Word Mapping

Based on the previous research, word mapping is a helpful strategy that can be implemented in the classroom. The implementation of word mapping strategy has several advantages as follows:

1. The students pay full attention while study the topics or material.
2. Word mapping helps teachers enhance students' vocabulary.
3. Through word mapping, students can independently identify, organize, and comprehend vocabulary.
4. Students can easily focus on individual words and grasp its meaning and usage.
5. Word mapping keeps students highly engaged and motivated in the learning process.

However, there are also some disadvantages of using word mapping as strategy in teaching. The disadvantages are as follows:

1. People often see words differently because they have a different perception about the meaning of the word itself.
2. Students may take a little longer time to find the word and think about it.
3. Some students may struggle to say related words because they think they do not know many words.
4. Not all students can think fast and say the words that have connection with the main words quickly.

2.7 Previous Study

Here are some previous studies that relate to this research carried out by other researchers to support this research. According to Qomariyah, a researcher from Mandalika University of Education, in her research in 2020, she did experimental research whose purpose was to find out the effect of word mapping strategy on students' vocabulary mastery. The population was the second-grade students of SMP Islam Al-Azhar NW Kayangan, which consisted of two classes (60 students), the first class (30 students) as the experimental group and the second class (30 students) as the control group. In the treatment process, the researcher discovered that the students were interested when the teacher applied the word mapping strategy. The teacher was not only focused on the material but also guided the students to be more interactive in the teaching and learning process. In doing the research, the researchers used descriptive and inferential statistics to analyze the data. The pre-test and post-test scores of the experimental group were higher than the scores of the pre-test and post-test in the control group. Therefore, it was indicated that the use of word mapping strategies that were applied to the students improved their' vocabulary mastery.

Another piece of previous research is coming from Fitriani et al. (2022). Her research was about the use of semantic mapping to improve the vocabulary abilities of the students at SMP Negeri 2 Kulo. The instrument used in this research was a vocabulary test. Before the treatment, the researcher administered a pre-test in the form of a 30-item vocabulary test to each student. After the pre-test, the researcher provided the treatment, using semantic mapping in four sessions, each covering different topics. Finally, the researcher conducted a post-test to determine whether the treatment had improved the students' vocabulary. The result of this research indicated that the mean score in the pre-test (43.15) was lower than the post-test

(58.50), demonstrating a significant improvement in students' vocabulary through the use of semantic mapping. Consequently, the result indicates that teaching vocabulary by using semantic mapping enhanced the students' vocabulary achievement at SMP Negeri 2 Kulo.

Another study about the implementation of word mapping strategies was held by Marianca, Liando, and Mamentu (2022). The researcher gave multiple-choice and true-false tests to collect the data, which was collected twice (pre-test and post-test) through descriptive text. The result of this research showed that student achievement in vocabulary in the post-test after treatment is higher than that of the pre-test. From this result, the researcher came to the conclusion that the application of word mapping strategies effectively improves students' vocabulary. It is recommended that improving vocabulary through word mapping strategies can be useful and help the ninth grade students of SMP Negeri 6 Tondano. From the discussion, it can be concluded that the use of a word-mapping strategy can make the students able to express their ideas and information well. It also makes it easier for the students to store the new vocabulary in their memory.

The research conducted by Sunubi in 2018 aimed to understand students' responses to the concept mapping strategy for improving vocabulary and to determine if there was a significant increase in students' vocabulary achievement as a result of using the concept mapping strategy. This study employed a quantitative research design, which is a case study using a pre-experimental design (one group pretest and posttest design). The researcher believes that students' lack of vocabulary was caused by the monotonous strategy used by teachers in the learning process.

Therefore, the researcher used a concept mapping strategy in the class in order to make the learning process more fun and to increase the students

vocabulary abilities. Before administering the treatment, the students were given a pre-test by the teacher. The pre-test was intended to assess the student's prior knowledge of vocabulary before the treatment. Next, the teacher gave treatment to the students in the classroom. In this process, the teacher presented and introduced the material and gave instructions to the students about what they had to do. Last, the researcher gave the students a post-test to find the result of the treatment in order to measure the students' vocabulary through a concept mapping strategy. The post-test was conducted to know the students' vocabulary after giving the treatment visually. The study discovered that there was an improvement in the students' vocabulary mastery after using the concept mapping strategy. From that information, it can be concluded that the students' vocabulary mastery is significantly better after getting the treatment.

Meanwhile, another study was held by Sari, L.I., and Joko, D. (2018). Their research was to investigate the effectiveness of vocabulary self-collection strategies and word mapping strategies for teaching vocabulary to maritime cadets with high and low metacognitive awareness. In the process of collecting the data, two out of five classes were randomly chosen and taught using different strategies: VSS and WMS. The first experimental class was taught using VSS, while the second one was taught using WMS. There were eight meetings for each group, and each meeting was conducted for 80 minutes. The researcher used the Metacognitive Awareness Inventory and the Maritime English Vocabulary Assessment as the instruments. The researcher used a paired sample t-test and a two-way ANOVA to analyze the data that had been collected. The research findings showed that both VSS and WMS are effective in teaching maritime English vocabulary to cadets with high and low metacognitive awareness.

However, when they compared the effectiveness of the self-collection strategy and the word mapping strategy, the findings revealed that VSS was more effective in being used by both high- and low-metacognitive-aware cadets. The statistical analysis showed that there is an interaction among vocabulary teaching strategies, metacognitive awareness, and vocabulary mastery when taught using the concept mapping strategy. The study revealed that there was an improvement in the students' vocabulary mastery taught using the concept mapping strategy. It can be concluded that the students' vocabulary mastery improved after receiving the treatment.

Based on the results of the previous research, the implementation of a word mapping strategy was effective and useful to help students learn English, especially vocabulary. To get the data in this study, the researcher organized the test results to prove whether there is any significant improvement in students' vocabulary achievement after they are taught using the word mapping strategy. Unfortunately, the previous research about the implementation of word mapping is very limited. Therefore, this research is also conducted to contribute to the body of studies on the implementation of word mapping strategies, particularly in increasing students' vocabulary achievement.

2.8 Theoretical Assumption

According to Hiebert and Kamil (2005), teaching individual words is what commonly comes to mind when we talk about vocabulary instruction. However, there are many kinds of teaching strategies to teach vocabulary, such as games, songs, mind mapping, word mapping, etc. From those alternative strategies, the researcher is interested in using word mapping strategies to teach vocabulary.

Based on the research background and the previous studies, the researcher formulated the problem in this research as "Is there any significant improvement in students' vocabulary achievement after they have been taught using the word mapping strategy?" and "Which aspect of vocabulary improves the most after the implementation of the word mapping strategy?". In this research, the researcher focused on the improvement of students' vocabulary achievement and used the three vocabulary aspects, including form, meaning, and use.

2.9 Hypothesis

Referring to the background of the research, the researcher formulated the hyphothesis as follows:

H_1 : There is significant improvement of students' vocabulary achievement after the students have been taught using word mapping strategy.

III.   METHODS

This chapter presents the research design, research variables, data collecting technique, population and sample of the research, research procedure, validity and reliability of the instrument, level of difficulty, discrimination power, scoring system, and hypothesis testing.

3.1 Research Design

In this research, the researcher used quantitative design through pretest and post-test design. There was one class as the sample of the research which is called the experimental class. The researcher conducted the treatments and analyzed students' improvement in their vocabulary achievement. According to Setiyadi (2018), the research design was formulated as follows:

$$T_1 \ X \ T_2$$

Where:

T1   : Pre-test

X   : Treatment (Teaching vocabulary by using word mapping strategy)

T2   : Post-test

The researcher conducted the treatment which is teaching using word mapping strategy. The treatment for the experimental class was given for three meetings. The pre-test was administered before the treatment of teaching vocabulary in order to

measured students' basic achievement of vocabulary. Then, the post-test was administered to analyzed the improvement of students' vocabulary achievement.

3.2 Research Variables

In this research, there are two types of variables as follows:

1. Students' vocabulary achievement is the dependent variable which is symbolized as the 'Y' variable, because students' achievement is based on the activity output. It can be measured to determine whether or not there is an effect of the treatment towards students' vocabulary achievement.

2. Word mapping strategy is the independent variable that is symbolized as 'X' variable, because word mapping strategy is the variable that influenced the dependent variable to find out the effect between phenomenon and the subject observed.

3.3 Data Collecting Technique

In collecting the data, the researcher used a vocabulary test. The test is used to measure students' vocabulary achievement. There were 30 questions in the form of spelling completion, sentence completion, and sentence writing based on the three aspects of vocabulary: form, meaning, and use. The pre-test was given in the experimental class in the first meeting. It aimed to measure students' basic vocabulary achievements. After the three-time treatment of teaching using the word mapping strategy, the post-test was given to the students. The result of the post-test was compared with the result of the pre-test to find out the improvement in students' vocabulary achievement.

3.4 Population and Sample of the Research

The population of this research are first grade students of SMPN 3 Natar in academic year of 2024/2025. There are 7 classes of the first grade students in SMPN 3 Natar. The sampling technique of this research was purposive sampling. In the sense that the sampling is determined by certain considerations. The researcher chose 2 classes: VII G as an experimental class and VII E as tryout class. This research were conducted in over five meetings in experimental class, with a total of eight class hours, where lasted 40 minutes for one class hours.

3.5 Research Procedure

In conducting this research, the researcher used the following steps:

1. Conducting the Try-out Test

   The try-out test was conducted on March 15th 2024 as the first in beginning the research. The try-out test was purposed to determine the quality of the test as instrument of the research, it covers validity, reliability, level of difficulty, and discrimination power. The test items were consisted of twenty question for each three parts of the test including: part A (Spelling Completion), part B (Sentence Completion), and part C (Sentence Writing). The time allocation for the try-out test was 80 minutes.

2. Administering the Pre-test

   The pre-test was administered for about 40 minutes on the first meeting in experimental class. It was purposed to measure students' vocabulary achievement before the treatment of teaching vocabulary using word mapping. The number of the test were 30 items which consist of three parts: part A (Spelling Completion), part B (Sentence Completion), and part C (Sentence Writing), in which each parts consist of 10 items.

3. Conducting the Treatment

   After administered the pre-test, the treatment was given by using word mapping in teaching vocabulary. It was given in three times in the experimental class. The material is about descriptive text including: describing person, animal, and thing.

4. Conducting the Post-test

   After three times treatment of teaching vocabulary using word mapping was done, the post test was conducted in the experimental class. The post-test is a vocabulary test consisting of 30 questions in the form of spelling, meaning, and use test. The test was essentially the same as the items in the pre-test, but the item number was rearranged. Then, the result of the post-test was compared to the result of the pre-test to find out whether there is an improvement in students' vocabulary achievement after the treatments.

3.6 Validity and Reliability of the Instrument

To measure whether the test has good validity, the instrument of this research was organized based on content and construct validity.

1. Content Validity

   Content validity is the awareness of the indicators of the test items and analyzing whether the research instrument already represents the material that is being measured. According to Setiyadi (2018), content validity is related to how far the test is based. There are several indicators to prove whether the test has good content validity or not: 1) It should be based on the educational goal stated on 2013 English Curriculum and Syllabus for the seventh grade students of junior high school which is suitable with the students' level. 2) It should represent the material or topics taught in the class.

The test could be said in line with the material when it is given during conducting the treatments. The test considered valid in content validity since the test of vocabulary was chosen based on English Curriculum/Learning Objectives flow for first grade students of junior high school.

2. Construct Validity

Construct validity concerned whether the test actually corresponds to the theory of vocabulary. To know whether the test was a true reflection of the theory of vocabulary being used, the test items should really test the students in terms of vocabulary achievement. In this research, the test items should be focusing on the three aspect of vocabulary such as form, meaning, and use. The table of specification of the test as follows:

Table 3.1 Specification of the Construct Validity

No.	Aspects	Items	Total	Percentage
1.	Form	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	20	33.33%
2.	Meaning	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	20	33.33%
3.	Use	41, 42, 43, 44, 45,46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60	20	33.33%
Total			60	100%

Based on the table above, the test consisted of 60 items that focused on the vocabulary aspects: form, meaning, and use.

3. Reliability of the Test

Reliability is a process of a measurement of accuracy, consistency, dependability or fairness of scores resulting from the administration of a particular examination. Reliability of a test was determined by using the odd and even groups in purpose to estimate the reliability of the test. To measure coefficient of the reliability the first-half and second-half group, the researcher used the formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

r^1 : The coefficient of reliability between odd and even numbers item

X   : Odd number

Y   : Even number

x^2 : The total score of odd number

y^2 : The total score of even number

xy   : Total score of odd and even number

The criteria of reliability can be seen as follows:

0.90-1.00   : High

0.50-0.89   : Moderate

0.00-0.49   : Low

(Arikunto, 2006)

The researcher used the formula to calculate the reliability of vocabulary test in order to know whether the items were reliable.

The Reliability Computation of the Try-Out Test

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)\,(\sum y^2)}}$$

$$r_{xy} = \frac{9349.5}{\sqrt{(9769.5)(9111.8)}}$$

$$r_{xy} = \frac{9349.5}{\sqrt{89017730.1}}$$

$$r_{xy} = \frac{9349.5}{9434.9}$$

$$r_{xy} = 0.99$$

(High Reliability)

Based on the result, it is found that the items of try-out test have high reliability, that is 0.99.

3.7 Level of Difficulty

The level of difficulty used to categorize the test items into easy or difficult items. To find out the level of difficulty of the test, the researcher used the following formula:

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

Where:

LD   : Level of difficulty

U   : The proportion of upper group students who answer correctly

L   : The proportion of lower group students who answer correctly

N   : Total number of students

The criteria of Level of Difficulty are as follows:

<0.30   : Difficult

0.30 – 0.70   : Average

0.70   : Easy

(Shohamy, 1985: 79)

3.8 Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between high and low level students on the test. To see the discrimination index, the researcher used the following formula:

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

Where:

DP   : Discrimination Power.

U   : the proportion of upper group students who answer correctly.

L   : the proportion of lower group students who answer correctly.

N   : total number of students. (Shohamy, 1985: 82).

The criteria of discrimination power can be seen as follows:

1. If the value is positive, there is a discrimination because large number of more knowledgeable students than poor students get the items correct.

2. If the value is zero, it means no discrimination.

3. If the value is negative, it has a negative discrimination because more low level students than high level students get the items correct.

4. In general, the higher discrimination index, the better discrimination will be. In the classroom situation most items must be higher than 0.20 indexes.

3.9 Scoring System

In scoring the students' test result, the researcher used Arikunto's formula. The highest possible score is 100. The scores of the pre-test and post-test calculated by using the formula as follows:

$$P = (100)\ \frac{F}{N}$$

Where:

P : The score of the test

F : The total of the right answers

N : The total items.

(Hatch and Farhady, 1982:46)

3.10 Normality of the Data

The normality test is carried out to determine whether the data is in a normal distribution or not. As stated by Ghasemi and Zahediasl (2012), normality needs to be checked for many statistical procedures, including the t-test. There are three basic assumptions that must be met in the t-test comparison, one of which is that the data has a normal distribution (Setiyadi, 2018). Performing normality tests is important. because if the data is in a normal distribution, it is considered to be representative of the population. Thus, the researcher used the Kolmogorov-Smirnov test to assess the normality of the data.

The hypotheses are:

H_0: The distribution of the data is normal.

H_1: The distribution of the data is not normal.

The hypothesis is accepted if the result is higher than 0.05, which indicates a normal distribution, whereas if the result is lower than 0.05, it indicates an abnormal distribution of the data.

Table 3.2 Normality of the Test

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	.119	34	.200[*]	.934	34	.042
Post-test	.066	34	.200[*]	.989	34	.982
a. Lilliefors Significance Correction						

Based on the results of the test of normality above, it can be seen that H0 is accepted because the significance of the pretest was 0.200, which was higher than 0.05 (sig>0.05), and the significance of the posttest was 0.200, which was also higher than 0.05 (sig>0.05). This indicated that all the data obtained is normally distributed.

3. 11 Hypothesis Testing

The researcher analyzed the data to find out whether there is a significant increase on students' vocabulary achievement after being taught using word mapping strategy. The researcher analyzed the data by using paired sample t-test to find out whether there is a significant improvement on students' vocabulary achievement after the treatments were given. The hypothesis was tested by using SPSS (Statistical Package for Social Science program) version 26, in which the significance was determined by $p < 0.05$. Therefore, the hypothesis of the research can be seen as follows:

H_1 : There is significant improvement in students' vocabulary achievement after they have been taught by using word mapping strategy.

context. They were not familiar with the vocabulary related to the topic. Meanwhile, in the post-test, the students were able to fill in the blank sentences appropriately. This happened because the students were already familiar with the vocabulary used in the test.

c. Use

The result of the research discovered that "use" is an aspect of vocabulary that improved the most, with the highest increased score being 29.4 with a percentage of 39.46%. Specifically, the mean score of the pre-test was 30.6, and the mean score of the post-test was 60.3. It means that the students. The students' capability in using the vocabulary was increased since they acquired the new vocabulary from the dictionary and their discussions with friends in groups during the learning process through the word mapping strategy. Because in creating the word mapping, the students should look for vocabulary related to the topic and learn how to use the vocabulary to describe someone, an animal, or a thing in the form of descriptive text.

Also, from Table 4.5, it can be concluded that there is an improvement in each aspect of vocabulary after the implementation of word mapping in teaching vocabulary for three times of treatment. It can be seen that the mean score of the test increased from 145 in the pre-test to 219 in the post-test. The gain is 74.5 with a percentage of 100%. Use was the aspect that had the highest improvement, with a percentage of 39.46%.

V. CONCLUSION AND SUGGESTIONS

This chapter explains the conclusions based on the results of the research and explains some suggestions for English teachers and other researchers.

5.1 Conclusion

Based on the result findings, it can be concluded that the implementation of word mapping strategy was good for increasing students' vocabulary achievement. Based on the results of the tests and analyzing the data, there was an increase in students' vocabulary achievement after the implementation of word mapping strategy. It could be seen from the increase in students' vocabulary scores in the pre-test and the post-test was 24.87 from 48.29 in the pre-test to 73.16 in the post-test. Futhermore, the vocabulary aspect that has the highest improvement is use with a percentage 39.46%.

Thus, it can be concluded that the treatments using word mapping as the teaching strategy were carried out succesfully. The implementation of word mapping strategy can make students interested in teaching and learning process. It is because the strategy was easy to apply, and students liked it. It can be concluded that word mapping strategy increased students' enthusiasm for teaching and learning vocabulary.

5.2 Suggestions

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For English teachers, the researcher suggests to use word mapping as an alternative way in teaching vocabulary. Since the use of word mapping can increase students' vocabulary achievement also can motivate students to increase their vocabulary achievement with new vocabularies.

2. The researcher used word mapping as a strategy with a task based on the three aspect of vocabulary; form, meaning, and use for the first grade of junior high school. The researcher suggest for futher researcher to make sure that the words they use are in accordance with what are being taught in the class. also, for futher researcher can use diverse words based on other kind of themes at different level of students such as senior high school.

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