

ABSTRACT

THE INTEGRATION OF SEMANTIC MAPPING STRATEGY WITH GROUP INVESTIGATION METHOD TO IMPROVE STUDENTS' INTEREST AND VOCABULARY ACHIEVEMENT

By

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This research aimed to investigate the differences in students' vocabulary achievement and interest in vocabulary learning between those taught through the Semantic Mapping Strategy with the Group Investigation Method and those taught through the original Semantic Mapping Strategy. The population of this study was the first-grade students of SMAN 2 Gading Rejo in the academic year 2025/2026. A quantitative experimental design using a pretest–posttest control group design was employed, involving two classes with 35 students each. Students' vocabulary achievement was measured using a multiple-choice test, while their interest in vocabulary learning was measured using a twelve-item closed-ended questionnaire. The data were analyzed using an independent samples t-test. The results showed that students in the experimental class achieved higher improvement in vocabulary achievement (52.69 to 82.69) compared to those in the control class (52.63 to 69.89). A statistically significant difference was found between the two groups ($0.000 < 0.05$). Similarly, students' interest in vocabulary learning in the experimental class increased more significantly (17.69 to 39.51) than in the control class (16.37 to 28.43), with a significant difference also identified ($0.000 < 0.05$). The findings suggest that Semantic Mapping combined with the Group Investigation Method effectively improves students' vocabulary achievement and learning interest through student-centered learning, although effective time management and clear group roles are required. Future research should examine long-term effects, language skills, learning style differences, and digital tools to examine whether technology improves efficiency and collaboration.

Keywords: *Group Investigation Method, Semantic Mapping Strategy, Students' Interest, Vocabulary Achievement*