

CHAPTER I

INTRODUCTION

1.1 Background

English is an important language in the era of globalization, in an increasingly advanced era, English needs to be used or widely used to communicate with all people from various countries, English is an international language that is important for everyone to master in everyday life. Vocabulary is vocabulary in English which includes nouns, verbs, adverbs and adjectives that we often say in everyday life. Cameron (2011) in Alqahtani (2015: 22) said that As a foundational component of linguistic knowledge, vocabulary is essential to language learning. According to a publication, one of the most important aspects of a learner's total language development is the growth of their vocabulary. This suggests that one of the most important things to learn before speaking is vocabulary.

The other statement came from Indriarti (2014: 78) Semantic mapping is a method used to visually represent the relationships between word concepts. By organizing words into related categories, it helps students expand their vocabulary and deepen their understanding of conceptual knowledge. As noted by Indriarti (2014), citing Graves (2008:56), semantic mapping is considered one of the most effective strategies for vocabulary instruction because it encourages students to think critically about the connections between words. This approach promotes active exploration of word relationships, which enhances students' comprehension of word meanings. Consequently, semantic mapping supports students in learning new vocabulary more effectively and with greater ease.

To support the statements above, Hamdan (2017: 1) The findings revealed that the use of semantic mapping strategies positively influenced students' vocabulary achievement and reading skills. This implies that semantic mapping can enhance learners' vocabulary mastery. Therefore, the researcher decided to employ semantic mapping as the strategy in this study.

The reason the researcher chose this title is because the researcher believes this strategy can be effective in students' vocabulary learning. The reason the

researcher chose MTSS Al-Falah Lemahabang was because based on the results of the researcher's observations the curriculum at MTSS Al-Falah Lemahabang studied vocabulary, where the semantic mapping strategy could be applied.

1.2 Problem Statement

Based on the background of the research above, the researcher formulates the research question as follow: Is the use of semantic mapping strategy effective in teaching vocabulary at students' of MTSS Al-Falah Lemahabang?

1.3 Objective of The Research

Based on the formulation of the research problem above, the objective of the research as: to find the effectiveness of semantic mapping strategy in teaching vocabulary for students'.

1.4 Significance of The Research

In this research, the researcher expects that the research can provide benefits such as:

1. Teachers can use it as a guide while teaching junior high school students vocabulary to pique their interest in studying English.
2. For students, it can be a learning medium that students can use in the learning process.
3. For future researchers, it can be a reference for researchers who will conduct research on vocabulary.

1.5 Scope of The Research

The scope of this research is limited to noun vocabulary. Specifically in this study, researcher focuses on common nouns.

1.6 Operational Definition

1. Vocabulary is the number of words in a language that are used to construct new sentences.
2. Semantic mapping is a visual learning approach that helps people expand their

CHAPTER II

REVIEW OF LITERATURE

This chapter presents some pertinent ideas, previous studies, conceptual framework and hypothesis.

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

Vocabulary in Indonesian means understanding. Vocabulary is all the words used in a language in general or a particular field in particular, vocabulary is the words used to make a sentence and to form a paragraph. Vocabulary is an important element that requires study, practice and reflection to master a language. Vocabulary is the collection of Words in a language are the entire number of words used, understood, or commanded by a certain person or group. A collection of words in a regular expression, usually in alphabetical order, that have been defined or translated; vocabulary or terms. Vocabulary is the foundation of language; learning our language is critical. According to Aichison (2000:331), a vocabulary is a collection of words that are known to one or more people or are part of a certain language. A person's vocabulary is defined as the collection of all the words that the person understands when constructing new sentences. Then according to Hornby (2006:1645), vocabulary is the set of words that a person knows or uses and it is the set of words in a particular language.

Hebert and Kamil (2005:3) Vocabulary definition is knowing the meaning of words. Vocabulary terms have many meanings. For example, some teachers use the term to refer to sign vocabulary, referring to students' immediate recognition of printed words; Other teachers consider words that students understand as their meaning in their students' vocabulary or their understanding of words they hear in spoken language. Content teachers use the term academic vocabulary to refer to 6 specific words related to content. In this section, we use vocabulary terms to refer to students' understanding of spoken and printed words. Vocabulary includes conceptual knowledge of words that go beyond simple dictionary definitions.

Students' vocabulary knowledge is a building process that takes place over time as they make connections with other words, learn examples and non-examples related to words, and use words correctly, true in the context of a sentence (Snow, Griffin and Bruns, 2005)

Hadfield (2000:129) that vocabulary is divided into two categories. The first type is active vocabulary. It refers to items that learners can appropriately use verbally or in writing and is also considered useful vocabulary. Putting it into practice is even more difficult. This means that students must know good pronunciation and use correct grammar. We hope they will familiarize themselves with the collection and understand the meaning of the words. This type is usually used for speaking and writing skills. The second type of vocabulary is passive vocabulary, which refers to a linguistic element that can be felt and understood in the context of reading and listening. This is called acquisition or comprehension vocabulary and consists of words that people can understand.

According to John (2000), vocabulary is the knowledge of the meaning of words, so the purpose of the vocabulary test is to see if learners can match each word with a synonym, a definition taken from dictionary or word equivalent. In their language. To learn vocabulary automatically, children must know the meaning of words by themselves and be able to make sentences.

From the statement above, the researcher concludes, we can say that a vocabulary is not only a simple list of words that defines the store of words that a person knows, but also every word we look up, read, listen or we use while listening. Speaking and writing.

b. Types of Vocabulary

Vocabulary has been divided into various categories by numerous academics. Based on vocabulary understanding, Nation (2001) separates vocabulary into two primary categories: productive vocabulary and receptive vocabulary. In the section that follows, these types will be covered in more detail.

1) Active Vocabulary

Although it is more difficult to put into practice, active vocabulary refers to words that students can use effectively in speech or writing. It is also known to be

an effective vocabulary.

2) Passive Vocabulary

Receptive vocabulary, often referred to as passive vocabulary, consists of words that can be recognized and understood during reading or listening. According to Sykes (as cited in Susanto, 2017), vocabulary can be categorized into two types. The first is receptive vocabulary, which students are expected to recognize and comprehend. The second involves words that students may recognize when encountered in written form but are unable to pronounce or actively use. Webb (2008) further explains that productive vocabulary, in contrast, refers to the set of words that learners not only understand but can also pronounce accurately and use effectively in both speaking and writing. While receptive vocabulary involves recognition, productive vocabulary requires the ability to generate words appropriately in communication, making it an active process.

From the statement above the researcher concludes that differences in differentiating types of vocabulary can help researchers decide how to teach certain vocabulary, and which strategies are most effective when teaching a word.

2. Noun

a. Definition of Noun

Noun is a part of speech that is used to explain nouns, people, animals, fruit. According to Probowati (2015) Any part of speech that designates a person, animal, location, object, or concept is called a noun. "Noun" is derived from the Latin word *nomen*, meaning "name." There are nouns in every language. Random House supports it. The 2001 edition of Webster's Collage Dictionary A noun belongs to a class of words that can refer to places, animals, objects, states, or traits, or they can be used as the subject or object of a construction.

According to Fatkullina (2018) nouns not only lead to the reinforcement of verbal elements in the meaning and function of the subject but nouns generate an expansion through the use of verbs. Then Murthy (in Yuni 2019) states the meaning of the quality of mind is defined as a noun.

From the statement above, the researcher concludes that nouns not only describe something that has material value but nouns can also include people, animals, places and etc.

b. Types of Noun

Nouns are divided into several types, namely: common noun, proper noun, concrete noun, abstract noun, countable noun, uncountable noun, collective noun, and compound noun.

1) Common noun

According to Wang and Verdonchot (2016) Common nouns have internalized their meaning after being repeatedly connected with a certain sort of referent, thus retrieving their meaning does not depend on the identification of a particular referent. Common nouns also indicate specific traits.

2) Proper noun

Meyer (2008) explains that the use of proper nouns reflects knowledge of —unique entities, including personal names (e.g., *John Doe*), place names (e.g., *Hamburg*), institutions (e.g., *the United Nations*), and even vehicles (e.g., *Queen Mary II*). Compared to common words, proper nouns occur less frequently. According to Zarei and Norouzi (2014), proper nouns are often used to denote gender, age, history, specific meanings, cultural connotations, animals, companies, festivals, personal names, and geographical locations.

3) Concrete noun

Mayer, Macedonia, and von Kriegstein (2017) concrete nouns refer to objects such as "house," "street," or "ball," which can be seen or touched for example. In contrast, abstract nouns refer to words like "theory," "view," or "synthesis," which cannot be perceived by any sensory modality. According to Caramelli (In Gavriilidou, 2015) the definitions of concrete nouns were formulated with the use of inclusion and function/purpose.

4) Abstract noun

According by Mayer, Macedonia, and von Kriegstein (2017) Objects that can be seen or felt, such as "house," "street," or "ball," are referred to as concrete nouns. A sensory modality cannot comprehend words like "theory," "view," or "synthesis," which are the subjects of abstract nouns. It is

supported by Caramelli (In Gavriilidou, Z. 2015) abstract noun definitions were based on tautology, association, and cause/effect.

5) Countable noun and Uncountable noun

Hariyono and Brassey (In (Simanjorang, 2018) explain that countable nouns are nouns that can be quantified numerically, whereas uncountable nouns cannot. Similarly, Werner and Nelson (as cited in Simanjorang, 2018) classify English nouns into two main groups: countable and uncountable. Countable nouns may appear in both singular and plural forms, with the singular form commonly preceded by the articles *a* or *an*. In contrast, plural countable nouns are not preceded by these articles. Meanwhile, uncountable nouns exist only in a singular form and are not used with *a* or *an*.

6) Collective noun

According to Joosten (2010), based on variable concord, which is essentially syntactic, collective nouns are treated rather rigidly. So collective nouns are nouns like team, family, or committee that may be used with both singular and plural verbs and pronouns in the singular form.

7) Compound noun

Freihat, Dutta, and others (2015) Compound nouns are multi-words or collocations that consist of modified nouns and noun modifiers. One such example is the noun nerve centre, where the centre is the modified noun and nerve is the noun modify.

From the explanation above, researcher focus on common nouns because researcher focus on general objects.

3. Semantic Mapping

a. Definition of Semantic Mapping

Semantic mapping is a technique that graphically illustrates concepts. Through a semantic word map, students can explore the meaning linking a new word to related words or phrases that share similar meanings. Essentially, semantic mapping organizes information into categories presented in a visual format. This method is personalized, as it encourages learners to connect new vocabulary to their prior knowledge and personal experiences (Johnson & Pearson, 1984). Harvey et al. (2000) argue that semantic mapping is an effective

instructional tool. A notable feature of this strategy is its ability to reveal the sequence and completeness of students' reasoning, making their strengths and weaknesses in comprehension more evident. Since semantic maps often use concise terms or phrases to present different dimensions of a topic, they are practical for a wide range of learners, This includes intermediate-level English language readers. According to Graves (2008:56), the most significant technique to teach vocabulary is through the semantic mapping strategy, which involves children in learning about word relationships. It is a technique for producing a graphic representation of groups and their relationships. Furthermore, Winters (2001:87) contends that semantic mapping is a pictorial teaching approach intended to assist students in developing the conceptual connections required to fully comprehend any word. Semantic mapping is a way for graphically conveying word concepts. It would assist pupils improve their vocabulary and comprehension of logical information by displaying terms in categories to indicate how they refer to each other. So, the semantic mapping technique allows learners to see connection between words.

b. The Benefits of Semantic Mapping

There are various benefits of using semantic mapping in the process of teaching and learning. Initially, it compiles concepts from numerous participants or stakeholders in an understandable manner. Second, it facilitates students' idea generation and brainstorming. Thirdly, it encourages students to explore novel concepts and their interrelationships.

Fourth, it helps pupils convey their thoughts, ideas, and facts more effectively. Fifth, it clarifies intricate relationships between situations or circumstances using a visual and physical graphic representation, making word relationships more apparent. Sixth, it keeps the activity focused by ensuring that every participant's ideas are represented, allowing students to expand their vocabulary by identifying synonyms and antonyms of target words. Seventh, it promotes active involvement, helping students stay engaged and focused on tasks, as teachers invite them to actively participate during classroom activities.

In addition, semantic mapping offers several advantages for teaching vocabulary. First, it facilitates students' retention of words by organizing them

into categories, making the explanations clearer and easier to recall. Second, it reduces boredom in vocabulary learning, as the visual and engaging format of semantic mapping introduces students to a new and interesting technique. Third, it fosters active participation since students can contribute their own ideas, creating an interactive learning environment where both teachers and learners collaborate. Fourth, it enhances students' motivation to learn new vocabulary because of the engaging and appealing nature of semantic mapping, in contrast to traditional methods such as rote vocabulary lists.

From the statement above, the researcher concludes that semantic mapping really helps students in learning new vocabulary.

c. Form of Semantic Mapping

There are several forms of semantic mapping:

1) Star



Figure 3.1 Star Diagram

A star diagram is a sort of graphic organizer that summarizes and organizes data on various aspects, facts, or traits related to a particular topic. It is very handy for basic brainstorming and listing the key characteristics of a theme. In the context of learning, star diagrams can be applied to narrative texts, aiming to help students more easily recall the storyline.

2) Spider



Figure 3.2 Spider Diagram

A map of spiders, also referred to as a semantic map, is a type of graphic organizer designed to explore and list different aspects of a particular theme or topic, assisting students in structuring their ideas. Its appearance resembles a spider's web, which explains its name. Constructing a spider diagram enables students to concentrate on the subject, reflect on their prior knowledge to organize it, and track their developing understanding of the topic. Moreover, it highlights areas that require further investigation when parts of the diagram are difficult to complete. When the task involves examining attributes related to a central theme and expanding on each idea, a spider diagram serves as an effective graphic organizer.

3) Fishbone

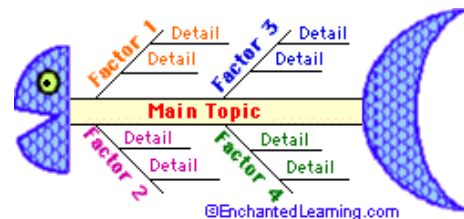


Figure 3.3 Fishbone Diagram

A fishbone map, often referred to as a herringbone map, is a graphic organizer utilized to analyze the multifaceted facets or impacts of a complex subject, enabling pupils to organize their thoughts in a clear and visual manner. The use of colors can make the diagram more understandable and easier to interpret. Unlike a spider map, which is more suitable for simpler topics, a fishbone map is designed for more complex subjects that require detailed exploration of multiple elements. Constructing a fishbone diagram helps learners maintain focus on the topic, activate and organize their prior knowledge, and track their progress in understanding. Additionally, it highlights areas that need further investigation when certain parts of the diagram are challenging to complete).

4) Cloud/Cluster



Figure 3.4 Cloud/Cluster Diagram

Cluster diagrams, also known as cloud diagrams, are a form of non-linear graphic organizer that assists in structuring idea generation around a central concept. This tool enables students to brainstorm topics, make associations, and explore new subjects more effectively. To construct a cluster diagram, students begin by listing as many related terms or ideas as they can in connection to the central theme, placing these secondary ideas in circles branching from the main topic—similar to a star diagram. Each secondary idea is then expanded by generating additional related concepts, which are added as third-level terms around it. If further detail is required, this process can be continued by elaborating on the third-level ideas and beyond.

5) Tree

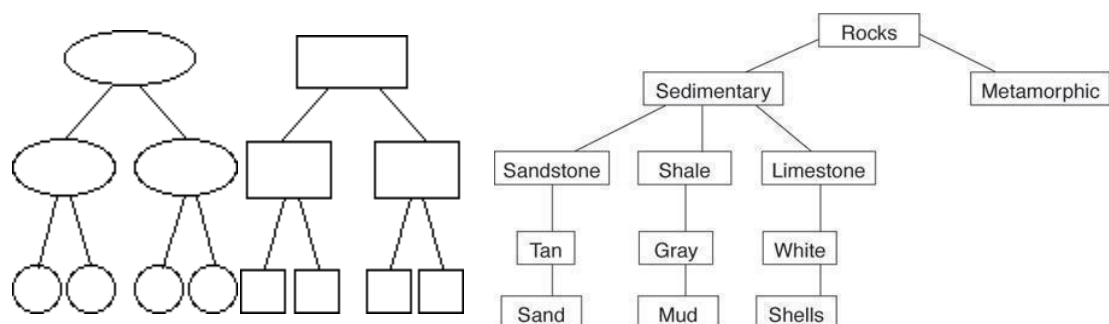


Figure 3.5- Figure 3.6 Tree Diagram

Tree Diagrams are a type of graphic organizer that show items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people, or outcomes.

6) Chain



Figure 3.7 Chain Diagram

Chain diagrams, also called sequence of events diagrams, are a type of graphic organizer that describe the stages or steps in a process. The student must be able to identify the first step in the process, all of the resulting stages in the procedure as they unfold, and the outcome (the final stage). In this process, the student realizes how one step leads to the next in the process, and eventually, to the outcome. Chain diagrams are useful in examining linear cause-and-effect processes and other processes that unfold sequentially.

7) Cycle

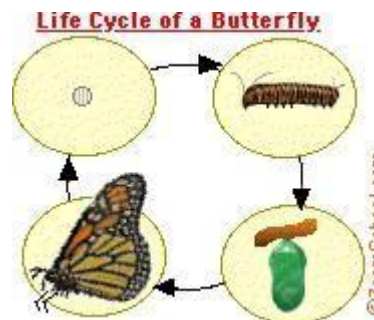


Figure 3.8 Cycle Diagram

Cycle diagrams are graphic organizers that illustrate how concepts or events are interconnected within a continuous process. They are particularly useful when representing cycles that have no definite beginning or end. In constructing a cycle diagram, students must identify the main stages, the interactions between them, and the way the cycle repeats.

For example, the life cycle of a butterfly can be illustrated using a cycle diagram. This process consists of four stages. It begins with the egg stage, where a female butterfly lays eggs on leaves. The second stage is the caterpillar (larva), which hatches from the egg in about five days and grows rapidly by feeding constantly. Once fully grown, the caterpillar enters the third stage, the chrysalis (pupa), during which it undergoes transformation inside the cocoon. The final

b. The Advantages of Using Semantic Mapping in Teaching Vocabulary

One of the many benefits of learning semantic mapping is that it allows students to learn while having fun, breaking up the monotony of traditional classroom teaching and facilitating vocabulary retention. As stated by Yuruk (2012), Semantic Mapping requires teachers and parties students to work together to build a diagrammatic map, which shows the relationships between vocabulary suggested by the teacher, vocabulary by students, and vocabulary found in a read the text. Semantic mapping takes part in students' background information about the topic, provides an efficient way to reinforce key words and allows students to incorporate new words vocabulary into existing schemes.

Semantic mapping also helps students to learn unknown words through known words in a semantically related network.

2.2 Previous Studies

Several researchers have examined semantic mapping to improve students' vocabulary skills, as follows:

- 1) (Aulia Dzakiyu Rahmah 2017/2018). The study entitled "*The Effect of Semantic Mapping on Students' Vocabulary Achievement at the Eighth Grade of MTs Islamiyah Ciputat, South Tangerang in the Academic Year 2017/2018*" revealed that semantic mapping had a moderate impact on students' vocabulary achievement. The findings indicate that semantic mapping significantly enhances vocabulary mastery, particularly in word categories such as nouns, verbs, adjectives, and prepositions. Therefore, semantic mapping can be considered an effective technique for teaching vocabulary to eighth-grade students at MTs Islamiyah Ciputat.
- 2) (Cut Meurak Bulan Aflah Aksyah, 2017). —The Implementation Of Semantic Mapping Strategy In Mastering Engkish Vocabulaty|. According to this research, The result of the test shows that the mean score of pre-test is 39.75 and 80.25 in post-test. It can be seen that the mean score of post-test is higher than the mean score of pre-test. Based on the finding above, the researcher can conclude that the implementation of Semantic Mapping Strategy can improve the students' English vocabulary and help the students become independent learners.

3) (Arum Susanti, 2020). —Using Semantic Mapping To Improve Vocabulary Mastery of The Seventh Grade Students at MTS DARUL FALAH BENDILJATI KULON, According to this research, the enhancement of using semantic mapping as a method to help pupils learn language. The test results, teacher performance, and student participation checklist can all be used to determine the improvements.

From the results of this research are that they have the same topic, namely learning semantic mapping to teach vocabulary. The difference between previous research and this research lies in the differences in schools, research time, and data analysis techniques.

2.3 Conceptual Framework

The conceptual framework underlies this research is presented in the following chart:

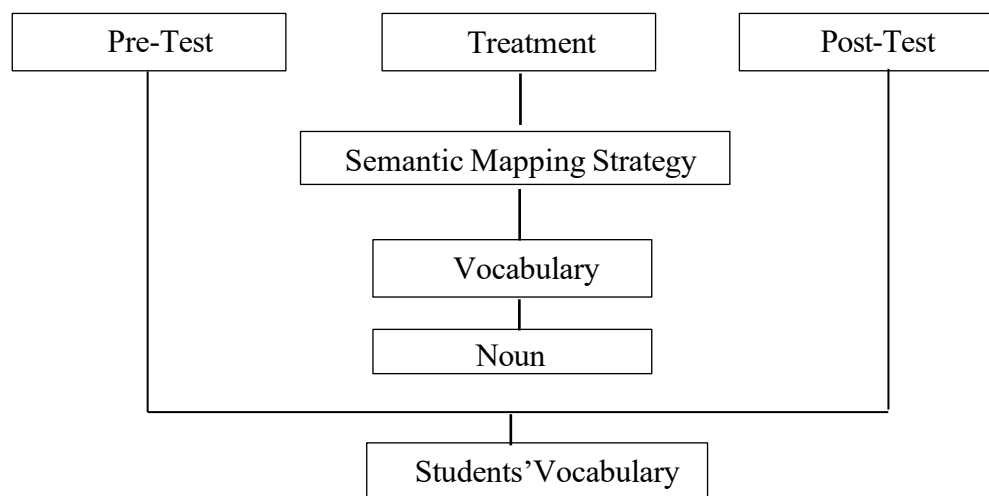


Figure 2.3 Conceptual Framework

The conceptual framework above demonstrates that this research, the researcher focused on the effectiveness of semantic mapping in teaching vocabulary to students of MTSS Al-Falah Lemahabang. In the table above, the researcher focuses on learning vocabulary nouns in students. Before conducting learning, the researcher was providing a pre-test for students. Then the researcher administered the treatment five meetings. After the treatment the researcher administered a post-test. To get the results the researcher took data from the pre-test and post-test.

2.4 Hypotesis

The research hypothesis is formulated as follows:

- a. H_0 : There is no significance difference the result of the pre-test and post-test after the treatment by using a semantic mapping in teaching vocabulary.
- b. H_1 : There is a significance difference between the result of pre-test and post-test after the treatment by using a semantic mapping in teaching vocabulary.

Hypothesis testy:

If $\text{sig} < \alpha$ = H_0 is rejected If $\text{sig} > \alpha$ = H_0 is accepted The H_0 rejected when P-value $< \alpha$ (0.05). It means H_1 is accepted, and the use of semantic mapping is effective in teaching vocabulary and then the H_0 accepted when P-value $> \alpha$ (0.05). It means the use of semantic mapping is not effective in teaching vocabulary.