

CHAPTER I INTRODUCTION

1.1 Background

Vocabulary acquisition is one of the fundamental aspects of language learning, especially English. Tomic and Novakovic in Listia Dewi (2023) states vocabulary refers to the understanding of and words meanings, both in oral and print form and includes the ability to use language actively (productive) and understand (receptive). Qomariyah and Nafisah (2020) states vocabulary is the first step that help students learn about English. From these statement indicate that one of the most important aspects of learning a language is being proficient vocabulary. Learning vocabulary is the main asset for someone to be able to compose or create new sentences. Students who have a large vocabulary are able to read, write, listen and speak the target language more proficiently. Sufficient vocabulary not only supports students abilities in receptive skills such as reading and listening, but also reinforce productive skills such as speaking and writing.

However, many students still face difficulties in developing and mastering vocabulary, this condition can affect their self-confidence and academic achievement, particularly English. According to Magdalena Peda Milla & Wutsqah (2023), one of the main causes of students' vocabulary problems is the lack of awareness of the students to increase their vocabulary. This situation underlines the importance of implementing more innovative and effective strategies. Some of the factors of this problem include lack of exposure to English in everyday life, limited interesting and attractive learning media. Therefore, a more innovative and affective strategies is needed to help students improve their vocabulary acquisition to make it easier to understand and use English in various academic and non-academic context.

Based on the preliminary observation at SMA Negeri 13 Luwu Timur, researcher found that most students' had difficulty spelling, pronouncing and memorizing vocabulary. This difficulty has a direct impact on their ability to understand and complete task in English. When students are asked to read or write in English, they feel less confident and hesitate because of the limited vocabulary

they have. This lack of vocabulary acquisition by students' will hinder their understanding of reading texts and also affect their ability to construct sentences with the correct structure. This shows that their English language skill still need to be improved, especially in the aspect of vocabulary acquisition which is the main basis for communicating effectively in a foreign language.

In relation to the problem above, the researcher concluded that the students have difficulty in memorizing vocabulary, these difficulties directly affect their ability to use vocabulary productively in speaking and writing, and this problem can be overcome by finding interesting ways to help students memorize vocabulary. Therefore, researchers found a solution by using a word mapping strategy. According to Laurence et al. (2021) the purpose of the word mapping strategy is to help students understand word more deeply by showing the different types of relationships that can occur between word and another words. Rainsyah, Yanto, and Fitriyana (2023) argues that the word mapping strategy encourages students to actively investigate word relationship, allowing them to gain a deeper understanding of word meanings by expanding their conceptual vocabulary, word maps depict the relationships between various word concepts. By using word mapping strategy, students can see and understand the relationship between words and students can connect vocabulary with their own background or experience. This strategy involves students as active learners and helps students develop broader concepts and definition, synonyms or antonyms.

Based on this rationale, the present research entitled "The Effect of Using Word Mapping Strategy On Vocabulary Acquisition At The First Grade of SMA Negeri 13 Luwu Timur" aims to measure the effect of word mapping strategy on students' vocabulary.

1.2 Problem Statement of the Research

The researcher formulated the problem statement of this research: Does the use of word mapping strategy effect vocabulary acquisition among first grade high school students?

1.3 Objective of the Research

The objective of this research is to determine the effect of using the word mapping strategy on vocabulary acquisition among first grade high school students.

1.4 Significance of the Research

The result of this study is expected to be useful for the researcher herself and the readers, so that it will enrich knowledge in teaching vocabulary. Besides, it could be reference for English teachers in teaching vocabulary and then students can be motivated to acquire more vocabulary.

1.5 Scopes of The Research

The scopes of this research is to examine the effect of using word mapping strategy on vocabulary acquisition, focusing on productive vocabulary and will involve first grade students at SMA Negeri 13 Luwu Timur.

1.6 Operational Definition

1. Vocabulary : vocabulary is a collection of words used communicating, both orally and writing
2. Vocabulary acquisition : is the process of entering vocabulary into memory or a mental dictionary that is abstract and unconscious, which is very important in language learning.
3. Word mapping : word mapping is a strategy for mapping words with information such as meaning, synonyms, antonyms and examples to help understand and remember vocabulary.

CHAPTER II

LITERATURE REVIEW

2.1 Some Pertinent Ideas

1. Vocabulary

A. Definition of Vocabulary

Vocabulary is a collection of words known and utilized by an individual for communication. According to Marianca et al. (2022), Vocabulary can be defined as a group of words or expressions that person has acquired, understood and is able to use. These words are usually structured in a regular way and serve the basis for forming new sentences. In addition Omolu et al. (2022), said that vocabulary is the entire words in a language that contains information about their meaning. It support the communication process and used to arrange sentences. Meanwhile, Richards in Yeni et al. (2021) defined vocabulary is the core of component of language proficiency and provides much of the basis for how well learners speak, listen read and write.

The definition given above shows that vocabulary is the first thing that students must learn when they want to master English and main factor in a language, because vocabulary is the basis for writing, reading, listening and speaking. Moreover, without sufficient vocabulary, it is difficult to understand the meaning of words effectively. In language learning, vocabulary is an essential component in fostering language proficiency, as it serves as the foundation for developing various language skills. The objective of acquiring vocabulary is to equip students with the ability to communicate effectively and confidently in the target language. The level of language proficiency achieved by students is largely determined by both the quality and quantity of the vocabulary they acquire over time. A broad and rich vocabulary enables students to express their ideas more clearly, understand complex texts and engage in meaningful conversation. In essence, the broader their vocabulary, the more proficient they become in using the language for diverse purposes, ultimately enhancing their overall language competence.

B. Elements of Vocabulary

According to Hiebert and Kamil in Rohmatilla (2014) there are two types of propose words. The first is oral vocabulary, which is the collection of words that we can read or say out loud and know their meaning. Second, the terms included in the printed vocabulary are terms that when we write or read silently, the meaning is known.

There are several aspect of lexis that need to be considered when teaching vocabulary. According to Gairns and Redman in Tosuncuoglu (2015) following as a complete list of considerations to be aware of when teaching vocabulary:

- a. Boundaries between conceptual meanings: knowing not only what a lexis means, but also where its boundaries separate it from other words with related meanings (e.g. cups, mugs, bowls).
- b. Polysemy: distinguishing between different meanings of a single word form that has several closely related meanings (e.g. head: a person, from a pin, from an organization).
- c. Homonymy: distinguishing between different meanings of a single word that has several meanings that are not closely related to each other (e.g. a file used to store paper or tools)
- d. Homophony: the meaning of words that have same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. Synonym: distinguishing different various meaning nuances of meaning that synonymous words have (e.g. Extend, increase, expand).
- f. Affective meaning: distinguishes between attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude or the particular situation. The social and cultural associations of a lexis are also important factors.
- g. style, register, dialect: being able to distinguish between different contexts and topics and differences in language variation based on geographical region.
- h. Translation: awareness of certain differences and similarities between native language and foreign language (e.g. false cognates or words that are similar in form but have different meanings).

- i. Vocabulary grammar: learning the rules that allow students to form different forms of the words or even different words from the word (e.g. sleep, slept, sleeping; able, unable; disability).
- j. Pronunciation: the ability to recognize and produce word sounds in conversation.

Harmer in Sari (2024) also states there are two kinds of vocabulary, as follows:

1. Active vocabulary

Active vocabulary refers to the vocabulary students use in both oral and written expression. Words that are understood thoroughly and are able to apply effectively in speaking and writing.

2. Passive vocabulary

Passive vocabulary refers to words that students will recognize and understand in context that help them remember the words meaning. This type of vocabulary is typically used when students are involved in listening or reading activities.

According to Dakshina in Hestiana (2022) according to their respective functions words in subject-predicate relationships; each of these functions is classified as a different part speech. They are:

- a.) Noun, is one of the most important parts of speech. Noun are usually used as subject in sentences and can be the names of a person, place, thing, or idea.
- b.) Verb, is a word that expresses an action, condition, or existence.
- c.) Adjectives, is a words used to describe or qualify a noun.
- d.) Adverb, is word used to modify verbs, adjectives, or adverbs or other words usually to describe how, where, when, and why an action occurs.
- e.) Conjunction, is a word used to connect one word with another word, or one sentence with another sentence.
- f.) Pronouns, is a word used as a substitute for a noun.
- g.) Interjections, is a word inserted into a sentence to express a feelings or emotion.
- h.) Prepositions, this is a word used to explain the relationship between two words grammatically or words used with noun or pronoun to show the relationship of those words to words in a sentence.

C. Vocabulary Acquisition

According to Garcia (2024) vocabulary acquisition means entering words into our memory or ‘mental dictionary’ which according to van Patten’s model, is the part of language understanding that is abstract, unconscious and hidden in the mind. Raskova Octaberlina (2023) states that vocabulary acquisition is an important component of learning a language. The ability to comprehend and use new words is crucial for clear communication and language mastery. Moreover Rafiq (2017) also states that vocabulary acquisition is a key component in developing effective communication and literacy skills. In addition Bai in Juhansar et al. (2024) explain that vocabulary is a basic skill because it is needed to construct sentences, convey ideas and build meaning.

From the statement above shows that vocabulary acquisition as a fundamental aspect of language learning that plays an important role in various language skills. Good vocabulary acquisition allows someone to communicate clearly and effectively and supports the achievement of optimal language proficiency. Besides that a broad vocabulary also contributes to increased literacy, which is essential for academic and social success. By understanding and using new words, someone can construct sentences better convey ideas accurately and construct deeper meanings. Therefore, adequate vocabulary development not only facilitates communication but also strengthens overall language comprehension and enhances critical thinking skills in a variety of contexts.

D. The Importance of Vocabulary Acquisition

Vocabulary acquisition is very important for people who learn English both as a foreign language and as a second language. According to Alqahtani in Susanto (2017) adequate vocabulary acquisition helps in the successful use of a foreign language which requires skill development because a language learner cannot utilize the structure and functions that we may have without a large vocabulary skill for understandable communication. Nakata in Rafiq (2017) also statement that vocabulary acquisition is not something a student can spend time learning or memorizing like grammar and be success. It requires discipline, with learners dedicating time each day to working on unfamiliar words. This consistent efforts helps them retain high- frequency words and store them in their long-term memory.

In addition Tozcu and Coady in Rohmatillah (2014) said that learning vocabulary has an important role in the process of learning a second language or foreign language acquisition and academic achievement and vocabulary significantly effect on reading comprehension and general language skills because the two are closely related.

In conclusion, vocabulary acquisition plays a vital role in learning English, whether as a foreign language or a second language. Adequate vocabulary acquisition helps in successful use of the language because without sufficient vocabulary, learners cannot communicate effectively. Vocabulary acquisition is not just a process of memorizing, but requires discipline and consistency in learning new words every day so that they can be stored in long-term memory. Also vocabulary acquisition contributes to academic achievement. Therefore, the right strategy in learning language skills is very necessary so that students can improve their language skills. However, the use of wide vocabulary remains a challenge for many language learners. Which is one reason why this topic continues to receive further attention and research. As language skills develop, it is hope that students can overcome their limited vocabulary and enrich their word choices, so that more effective and precise communication can be achieve.

E. Students Problem in Vocabulary

Krisnayanti and Winarta (2021) states that there are various factors that cause students to have difficulty learning English vocabulary, both linguistic and non-linguistic factors. Linguistic factors relate to language difficulties, such as grammar or rules of language use. Meanwhile, non-linguistic factors are divided into two types, namely internal factor related to a person's motivation, interest and memory of words and external factors related to teaching methods, environment or situation. In addition, Ismail at al. (2022) also states that the students face difficulties in vocabulary, such as difficulty remembering the word, even though they know some of its parts (the first or last letter). Furthermore, they also lack of meaningful semantic connections, correlations between word or some phonological or orthographic pattern. Salam (2019) said that the challenges in mastering English are making the right connections, comprehending the foreign language between the meanings of words that are closely related.

From that states above, although vocabulary is very important, there are still many students difficulty in learning it. Students difficulties in learning English vocabulary is a complex challenge because it involves various interrelated factors from a linguistic perspective, obstacles such as grammar and rules of language use often prevent students from understanding the context in which certain words are used. Also the limitations of teaching methods that may not fully support students through vocabulary exploration such as a lack of emphasis on semantic connections or phonological patterns make it difficult for students to connect words with relevant contexts. Efforts to overcome this problem require a more integrated approach, which not only pays attention to linguistic factors but also optimizes teaching methods and learning environment.

F. Productive Vocabulary Knowledge

According to Nation's in Aziez et al. (2020) productive vocabulary knowledge includes the ability to use word to convey its meaning, the ability to pronounce and write it, and the ability to use the words appropriately in original sentence. Brown in Utami (2020) also said that productive vocabulary refers to words that can be understood by learners, pronounced correctly and used effectively in oral and written communications. Productive vocabulary also involves the ability to use these words in speaking or writing according to the right context. In addition Maskor & Baharudin (2016) states that productive vocabulary as the words students comprehend and can pronounce. In fact, it also includes their ability to use these words effectively both in speaking and writing. Therefore, productive vocabulary is considered an active word process because it enables students to express their thought and emotions that are understood by others.

It can be conclude that productive vocabulary includes more than just understanding and pronouncing words. This ability also involves the use of word appropriately in speaking and writing to express meaning, ideas and feeling clearly, so that they can be understood by others. Therefore productive vocabulary is an active process that plays an important role in effective communication.

2. Word Mapping

A. Definition of Word Mapping Strategy

According to Pratama & Syafei in Sonata et al. (2024) word mapping is a strategy that can enhance information recording, to exchange ideas, support ideas, improve creative thinking and problem solving, organize ideas and vocabulary acquisition. Blachowicz and Fisher in Edy et al. (2019) also states that word mapping strategy is a strategy which help students understand the meaning of words. In addition, Peton, Glenn & English in Rosalina et al (2023) argues that word mapping strategy is a strategy that encourages students to deepen their understanding by exploring related words from one word or focus word.

According to Marianca et al. (2022) word mapping is one of the strategies that very creative, effective and efficient time. The researcher conclude to be successful in learning English, strategy is needed because they can involve students in the learning process and help to improve students abilities. Word mapping can encourage students to actively explore the connections of between words, which lead to a deeper understanding of word meanings by enhancing their conceptual knowledge related to vocabulary. This means that this strategy encourages students to develop conceptual relationship between words so that they can understand context and relationships in more depth than just describing the meaning of words directly. This is important for developing critical thinking skills and improving students ability to use words appropriately in various context. Therefore, word mapping is not just a teaching technique. Applying them in the classroom and dynamic learning experiences that encourage students to continue exploring.

B. Teaching Vocabulary by Using Word Mapping Strategy

Acquiring vocabulary is one of the important elements in order to master English. In teaching, teachers must be able to determine appropriate strategies for teaching vocabulary in order to help students acquire vocabulary. According to Wardani in Karendra et al. (2017) by using word mapping strategy as a graphic organizer allows students to expand their definitions words. Magdalena Peda Milla & Wutsqah (2023) also argues that word mapping is a strategy used to create word concepts whose meanings are related to other words.

It can be concluded, by implementing word mapping strategies in teaching, students can improve their knowledge of English language comprehension, at least it will increase their confidence to expressing themselves. Students can improve their comprehension of a terms by using word mapping. Before they can explain the meaning, the pupils must have a basic knowledge of what a definition is and how it function of a term in their own manner by using the idea of word map or definition map. Graves in Rosalina et al. (2023) states that the word mapping strategy is appropriate for students in learning vocabulary, because it encourages cooperative learning between students ,through group work, students can help each other find the right answers, which can creating positive interactions. This also has an impact on increasing students motivation and awareness of learning.

According to Antonacci in Laurence et al. (2021) the vocabulary teaching procedure using the word mapping can be carried out in several stages. First stages is selecting vocabulary to be taught, the second is creating word map on the screen, the third is to write key words on the word map. Fourth is record various ideas that help understand the meaning and relationship between vocabulary, students are then direct to use this word map during the reading process and afterward to enrich information about the words. Fifth is the students are directed to use word maps during and after reading to add information about keywords. And the finally, students share their maps with others.

Schwartz and Raphael in Rainsyah et al. (2023) explain how the procedure for teaching vocabulary using word mapping organizer as follows:

1. Show the class the word map graphic organizer and emphasize the importance of the relationships between elements in the words map to form a meaningful definition.
2. The teacher select familiar vocabulary that is easy to explain through the word map as an initial example.
3. The teacher mapped select the words to be mapped, identifies them and writes in the words map.
4. The teacher Ask “what is that?” to begin exploring the meaning of the word.
5. Then Ask “what does it feel like?” to help students understand the characteristics of the word.

6. Ask “what are some example?” to relate the word to a real situation.
7. The teacher helps students understand the meaning of words in various contexts, including properties, groups and relevant examples.

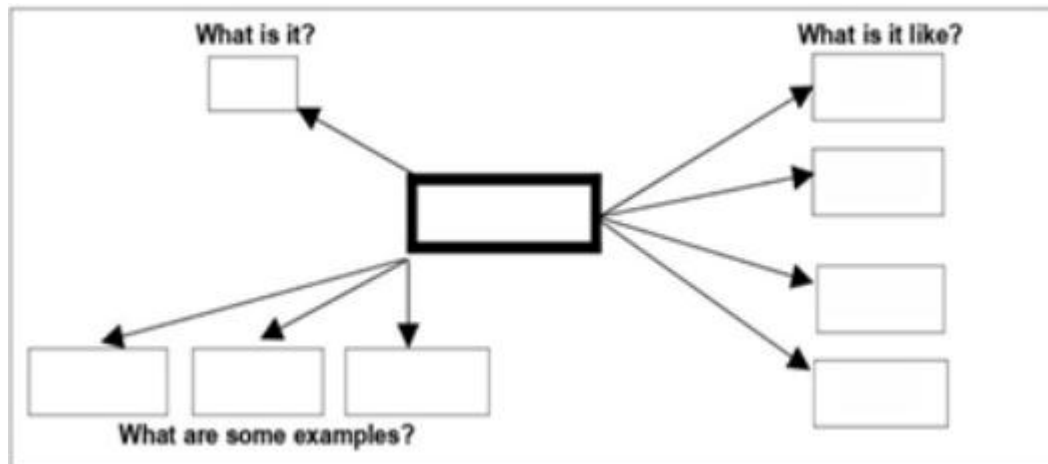


Figure 1.1 Word Map Graphic Organizer
(Schwartz, R. M., & Raphael, T.E., in Rainsyah et al 2023)

C. Advantages of Word Mapping Strategy

According to Graves in (Rainsyah et al. (2023) there are several advantages to using a word mapping strategy:

1. Can be applied in individually, small groups, large groups.
2. Depending on the situation and context, it can be adjusted is easy to create and spontaneously.
3. Students can connect terms with their own words.
4. Encourage active students involvement in learning activities.
5. Help students enrich and expand their vocabulary .
6. The use of word mapping makes the learning process more interesting and enjoyable for students.
7. This strategy is practical and easy to do in the classroom environment.
8. Help students to expand vocabulary.
9. Students show a positive response to the task given with this strategy.

3. Narrative Text

A. Teaching Narrative Text

According to Abner E (2018) narrative text is a text that involves a problem and its solution, using narrative techniques to convey the story effectively, the main

purpose is to entertain or engage the reader. Syamsia & Erisa La Jie (2024) also said that narrative text is a form of writing that describe a story of interrelated events, text that present characters, setting and a structured plot with a clear beginning, middle and the end, and its main purpose is to entertain or convey a message to the reader.

Based on definitions above, it can be concluded that narrative can be understood as a form of writing that presents a sequence of related events, often centered around a conflict and its resolution and is built upon essential elements such as characters, setting and structured plot. The purpose of narrative text is to entertain, capture the readers attention, or convey a meaningful moral message. With a clear structure and varied used of language, narrative text provides a natural context for language learners to recognize and understand vocabulary in meaningful situation. This make narrative text highly beneficial in the process, particularly in vocabulary development. Through reading and analyzing narrative text, students are exposed to a variety of words and expression commonly used in everyday communication, thus helping them acquire vocabulary more effectively. Furthermore, when supported by appropriate strategies, narrative text can be a very effectively strategies, narrative text can be a very effective tool in helping students not only recognize word meanings but also understand the relationship, usage and contexts. Therefore, integrating narrative text into vocabulary instruction can significantly enhance students' vocabulary acquisition and overall language proficiency.

2.2 Previous Studies

There are many researchers have conducted the topic related to various strategies in teaching and learning English, especially in vocabulary. Here are some previous studies in line with this research.

1. Raihana, Elih and Wahyudin (2023), in their research entitled “Engaging Vocational High School students In Word Mapping Strategy In Learning Technical Vocabulary: A Classroom A ction Research” . The research aims to see the result of using the word map graphic organizer and YouTube as digital media by Vocational school students to learn technical vocabulary in procedural texts. This research was conducted at SMK Karawang, West Java

in grade eleven with 31 students from computer networking engineering class. Using classroom action research design, where the researcher plays an active role in the classroom and collects data through semi-structured interviews and documentation. The result of this research indicate that the majority of students are involved in learning technical vocabulary through the use of word map graphic organizer on YouTube as a digital media for procedure text videos.

2. Milla, Megawati and Wutsqah (2023), in their research entitled “Word Mapping Strategy For Students’ Vocabulary Mastery”. This research aims to find out whether the strategy of using word mapping strategies is possible improve vocabulary mastery of eight grade junior high school students Ignatius Slamet Riyadi, Cijantung, east Jakarta. This research Uses Class Action Research (CAR) whose activity procedures are in accordance with Kemmis and Taggart which includes 3 cycles where each cycle considers planning, implementation, observation and reflect. The result is the average value post-test score in cycle 1 was 69.9 namely the percentage of KKM completed was 38%, the average for cycle 2 was 78.2 percentage completed the KKM is 72% and the average in cycle 3 is 85 with all students completing the KKM. So, there is an increase in students’ vocabulary through words mapping strategy.
3. Qomariyah, S and Nafisah, B (2020), entitled “Word Mapping in Students’ Vocabulary Mastery”. This research aims to determine the effect of word mapping strategies on students’ vocabulary mastery. This research uses an experimental design. With a sample of second grade students at Al-Azhar NW Kayangan Islamic Middle School consisting (60 students). Using a total sampling technique to select samples from class VII. 1 (30 students) as the experimental group and class VII.2 (30 students) as the control group. This study implemented a word mapping strategy in the experimental group and a word wall strategy in the control group as treatment. In the treatment process, the researcher used descriptive and inferential statistic. The result of the data analysis showed the highest score is 60 and the lowest score is 40, the mean score is 49.60, the mode score is 48, the median score is 48.00, the standard deviation is 5.715. it can be conclude that the word mapping strategy has effect in vocabulary mastery.

4. Budi, Mulyati and Halim (2021), entitled “The effect of Word Mapping Strategy on Students’ Vocabulary Mastery”. The aims of this research is to know the effect of using word mapping strategies on students’ vocabulary mastery. Research used experimental design, uses a quantitative method. The population of this research was tenth class students at SMK PGRI Banyuputih. The sample is class X AK as experimental class and X TKJ as the control class. Both consist of 15 students. The data collection technique used is a test. Based on the result of data analysis, the T test formula can be known the t test result are higher than the t table, $2.89 > 2.048$. It shows that there is an influence of word mapping strategy on mastery of the tenth grade students’ vocabulary of the PGRI Banyuputih Vocational School.

The similarity between this research and previous studies is focus on using word mapping strategies to improve students’ vocabulary. Then there are several differences between this research and the research above. The first research used Classroom Action Research (CAR) and focused on technical vocabulary in Vocational High School students. The second also used Classroom Action Research (CAR) and this research focused on thematic vocabulary, especially those related to technology, in Junior High School students. The third research used an experimental design and focused on general vocabulary mastery without limiting certain types of vocabulary such as academic, technical or every day. The fourth research used an experimental design with a focus on three elements of part of speech (noun, verb and adjective) in Vocational High School students.

2.3 Conceptual Framework

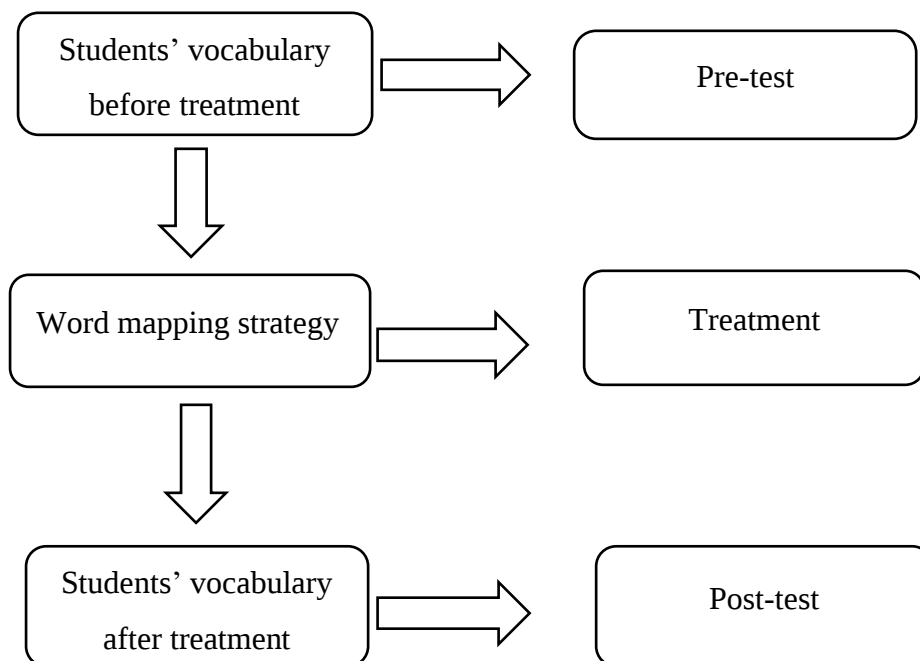


Figure 1.2 Conceptual framework

The researcher start by giving pre-test to determine students' vocabulary acquisition before being given treatment. Then provide treatment. Researcher carried out treatment in six meetings to teach vocabulary using word mapping strategy. Then the 16ese archer giving post-test to measure students' vocabulary acquisition.

3.4 Hypothesis

The hypothesis of this research can be formulated as follows:

- H0: There is no significant effect of using word mapping strategy on students' vocabulary acquisition
- Ha: There is significant effect of using word mapping strategy on students' vocabulary acquisition