

CHAPTER I

INTROCUCTION

1.1 Background

A key principle in raising students' intelligence, social skills, and physical development is language. Language contains words, or vocabulary, that are used to construct sentences. One of the most crucial aspects of English is vocabulary. It is regarded as the most crucial component of learning English as a foreign language for students. Speaking, reading, listening, and writing are the four English language basics that students need to master in order to improve their competencies .

The ability to learn vocabulary is crucial in junior high school. Vocabulary is one aspect of English that can be improved. Junior high school pupils must comprehend and be familiar with a variety of word forms in order to master vocabulary. To develop a knowledge of vocabulary, they must learn how to use a variety of word forms. Therefore, learning vocabulary improvement techniques is essential for both students and teachers. They are unable to express their ideas because of their restricted vocabulary. (1998, Kufaishi).

Students with a large vocabulary find it easier to comprehend English when conducting research and learning. Without a strong master's vocabulary, students struggle in their academic endeavors; for this reason, everyone learning English should be familiar with the terminology. The students must not only memorize new words, but also a large number of them. According to Thornbury (2002). Memory sensory has a significant role to play in vocabulary learning.

According to Brown (1994), techniques are the particular actions that take place in the classroom and are thus in line with a method and an approach. There are numerous ways to engage pupils in the material they wish to study, particularly vocabulary. "Word Mapping" is one method used to help students build their vocabulary through creativity, innovation, and memory.

By using word mapping in instruction, the student's lexical knowledge in English will indirectly improve. It will at least give the pupils more self-assurance to express themselves honestly, particularly in English class. Students can listen respectfully to others' expertise and experience while appropriately sharing their

own viewpoints. At the very least, we expect that students will be able to do more than just creatively expand their vocabulary; they will also be able to practice speaking and comprehending words. Students can also understand concepts that were conveyed and taken into consideration.

According to interviews done on Thursday, 18th October 2022, during the observation at MTS Negeri Palopo's eighth grade, there is a concern that affects students, specifically: Due to their lack of enthusiasm in what they were learning and inadequate vocabulary, the students were disinterested in class. According to preliminary data, MTS Negeri Palopo's students struggled with a lack of vocabulary. The researcher seeks to make it simpler and more creative for the students to learn the English language. Word mapping was the only method that could be utilized to fix the issue.

Based on the dialogue above, the researcher was able to determine how well the eighth-grade pupils at MTS Negeri Palopo knew their terminology. By using word mapping in this instance, the author will help pupils become more proficient with vocabulary. Vocabulary improvement is crucial for the four language skills (listening, speaking, reading and writing), which is why this topic was chosen. To be able to speak in English, the pupils have acquired vocabulary learning. The majority of junior high school students still struggle with vocabulary. On the other hand, word mapping is a fun technique to inspire pupils. They are motivated to learn language because using word mapping.

1.2 Research Question

Can word mapping improve student's vocabulary of eight grade at MTS Negeri Palopo ?

1.3 Objective of the research

This study aims to know whether or not, word mapping improve vocabulary students of eight grade at MTS Negeri Palopo. The word mapping technique is utilized with students. It is foreseeable that the outcomes of study utilizing word mapping as a taught approach will aid students' inventiveness in developing their English vocabulary. Additionally, the researcher shared the findings with other teachers in an effort to help them become better English teachers for their

students.

1.4 Significance of the research

It is anticipated that this research will help students' vocabulary grow and will also become a tool that researchers and teachers may use to help students' vocabulary develop. The advantages for teachers and schools include an increase in student vocabulary since word mapping fosters creativity and vocabulary development in addition to vocabulary development.

1.5 Scope of the research

In this research, researcher focused the students vocabulary exactly (Noun). In this research, researcher implemented word mapping technique in learned vocabulary to students MTS Negeri Palopo.

1.6 Operational Definition

1. Vocabulary

One of the most crucial aspects of English is vocabulary. It is regarded as the most crucial component of learning English as a foreign language for students. They are unable to express thoughts given to them due to their restricted vocabulary (Kufaishi, 1998).

2. Word Mapping

Word mapping is the method for learners can acquire and predict new vocabulary without the need for extensive prompting or pre-teaching. In order to forecast the meaning of words they are unfamiliar with, older students might use the word mapping approach. To do this, students learn to identify word pieces such prefixes, suffixes, and roots.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

A. Vocabulary

Vocabulary is a set of lexemes that includes single words, compound words, and idioms, claim Alderson and Bachman in (2000) . One of the language translators' killers is vocabulary. For concepts, words serve as a sign or symbol. In order to effectively convey thoughts, a person needs learn more words and have more ideas. Words are found in vocabulary. As the entire quantity of words that make up a language, it is obvious that vocabulary is crucial to learning a foreign language. According to Hirai (2010: 45), “vocabulary is the basis for the development of language”. According to Dunlap and Weisman (2007: 145), “vocabulary development is essential for English learners’ academic success. There is a strong relationship between vocabulary knowledge and academic achievement.”

Others can still understand grammatical errors in sentences that express concepts on occasion, but using the wrong terminology might prevent clear communication and cause misinterpretation. For a second language to be successfully learned, vocabulary building is crucial since without a large vocabulary, we are unable to put the structure and functions we may learn for thorough communication for use.

The core of learning a foreign language is developing a practical vocabulary. In the past year, vocabulary instruction has taken center stage in foreign language instruction at the primary level. First languages are continually being developed in children. The growth of vocabulary is closely connected with conceptual development.

Allen claims that each of these vocabulary-related assumptions is accurate to some extent in Nadiatul (2010). It is true that language has received an excessive amount of attention in many classes. There sometimes seems to be no time left for anything else because introducing the new language takes up so much time. Of sure, that is unfortunate. Students who don't acquire grammar together with vocabulary won't be able to communicate using the language.

a. Vocabulary Mastery

The fundamental component of learning a language is developing a mastery vocabulary. Vocabulary study is a necessity. We never distinguish language learning from mastery because, if we consider vocabulary learning, we typically consider word mastery. The words a person knows truly depend on the experience they have had; for instance, a child's experience is quite restricted, and as a result, so is his vocabulary.

b. The Principle of Teaching Vocabulary

According to Wallace (1998) To master vocabulary, there are some principles which must be obeyed. Vocabulary teaching learning is held :

1) Aims

The instructor has specific objectives in mind as they relate to teaching and learning. How many items must be listed in order to master the vocabulary? What kind of word is it? The objectives of vocabulary items should be based on the provided curriculum for both vocabulary teaching utilizing comic stories.

2) Quantity

The amount of language taught must be determined by the teacher. How many new terms can the students learn from the lesson? The learner could feel lost if there are too many words. Therefore, not every word should be taught to the pupils while teaching vocabulary through comedic stories.

The instructor should set a limit on the amount of words or phrases that students must memorize via underlying terms or place a specific mark next to any words or phrases that appear in the humorous story. Without employing a comedic plot, the teacher can choose the terms that need to be learned themselves.

3) Need

The selection of vocabulary in accordance with the goals of the course and each lesson's objective. It is possible for the teacher to delegate the task of selecting the language to be taught to the pupils in a sense. The student's required vocabulary allows them to communicate with one another and acquire the words they require, acting as their informant. If the pupils need information about learning vocabulary for either strategy, the teacher serves as the informant.

4) Meaning fill of presentation

The teacher must have a thorough understanding of vocabulary, including what it means and to what it refers, even though meanings encompass many other things as well. The words are presented in a way that flawlessly or unambiguously conveys their intended meaning.

When teaching vocabulary to pupils, the teacher must convey to them from these theorists a clear knowledge of the words or phrases by using both humorous anecdotes and explanation techniques. No of the methods employed, it is crucial for the instructor to uphold the fundamentals of teaching vocabulary. On the basis of their experiences with teaching in the classroom and assigning homework, several methodologists have advocated vocabulary teaching strategies and attempted to improve them by offering solutions to overcome their shortcomings.

Techniques that are typically successful might fail in some cases with specific pupils and conditions. Although they teach vocabulary, teachers nevertheless have a duty to ensure that their lessons are effective. The two methods will be compared in this study in order to determine which method should be used during the teaching-learning process to help the student learn vocabulary more effectively.

5) Situational presentation

In teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in the content words is based on many aspect. In addition, the principle modifications are :

- a) Sets of common item have been fitted out whether not all of words satisfied requirements.
- b) New item have added and old fashioned or inappropriate ones deleted.
- c) It was assumed that students would recognize and understand word regularly formed from base word on the list, and so many words in earlier list could be eliminated as being automatically covered.
- d) Numeral days of the weeks, and months of the year be eliminate from the word list.
- e) Function words were eliminated

B. Word Mapping

a. Definition of Word Mapping

Word mapping strategy is an instructional vocabulary strategy developed to help students learn how to predict the meaning of unknown words, specifically word mapping strategy helps students who have not learned the meaning of a large number of words, do not know how to identify parts of words that have meaning, do not know the meaning of word parts, and do not know how to use the meaning of word parts to predict the meaning of whole words. (Harris, Schumaker, & Descher, 2008). A method for representing knowledge in graphs is word mapping. Concept networks are known as knowledge graphs. Nodes (points/vertices) and linkages (arcs/edges) made up networks. Concepts were represented by nodes, while relationships between concepts were represented by links. The assertions suggest that word mapping is one practice for increasing pupils' English vocabulary. It is frequently recommended as one of the best methods for integrating language skills in language classrooms. Although word mapping has been used in a variety of ways by textbook authors and teachers, both exercises offer a flexible yet fundamental method of adapting integrated skills to the needs of learners. Qomariyah (2020).

Word maps were utilis by Swanson and Howerton in 2007 to provide students the chance to consider a word in a number of contexts. The researcher inferred from the claims that word mapping exercises that are based on images frequently provide a useful opportunity for students to have valuable practice, whether they are engaged in indoor or outdoor activities. With the help of word mapping, learners were able to learn and predict new vocabulary without the need for extensive prompting or pre-teaching. In a study of high school students, three different vocabulary building tactics were given to them at random. Word mapping was used to help the students acquire the meaning of the words, and they were able to predict the meaning of much more words than the students who were taught the other strategies.

Word mapping is interesting way to express of the brain by making an infinite number of associations. Mind mapping gives the freedom to roam the infinite expanse of the brain. The view of its radiant nature, every key word adds

to a mind mapping itself, adds the possibility of a new and greater range of associations. So, the researcher assumes that teaching vocabulary by using mind mapping is very effective for both teacher and students in teaching learning process to make the atmosphere of the class more enjoyable and to increase students' mastery of vocabulary. Sahrawi (2013 : 7).

b. Variations of Word Mapping

The term "word mapping strategy" can also be used to describe a visual organizer that encouraged vocabulary growth by getting pupils to consider words and topics from many angles. For most word map organizer, students were expected to come up with a definition, synonym, antonym, and image for a specific vocabulary word. Visual word maps can be helpful in a number of ways, one of which is in assisting pupils in understanding the words they are given.

Students can also enhance their past knowledge and learn new concepts through the use of visual word maps. Word mapping, in accordance with Reading Rockets, provides a number of choices for differentiation. Giving students who need extra assistance the chance to collaborate with a partner increases their chances of success. Additionally, this method enables pupils to learn through the use of images and illustrations.

The word map is a method for teaching new vocabulary to students. This method can be applied in a wide variety of ways. One method is to utilise the word's definition in a sentence, draw a picture of it, and write it in the corner. The addition ofonyms, synonyms, and dictionary meanings is another way to employ this concept.

According to Robert Marzano (2009), an educational researcher, he mentions that in order for students to effectively learn vocabulary they need to follow a six- step process.

The steps are as followed :

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, pictograph, or symbolic representation of the term.

4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary note books.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that enable them to play with terms (Marzano,2009).

Base on explanation above that visual word maps are useful in several ways, including helping students develop an understanding of given words. They also helps students think of terms in several different ways.

2.2 Previous Studies

There are some previous studies that used word mapping, including :

1. "The Use of Word Mapping Technique" by Hediza (2016). Word mapping is regarded as one of the most relevant and useful approaches employed by teachers in the classroom, especially when amassing a huge collection of words in order to structure a phrase. Hediza employed appropriate instruments, such as essay tests, to boost the pupils' vocabulary through the use of word mapping techniques. The test required students to the main word based on the picture, write some illustrations about the main word, write the examples of the main word, write a descriptions, and write an advertisement to promote the product. This research focused on definitive research based on relevant testresults.
2. According to Zahro (2015), who wrote a paper titled "The Effectiveness of Using Word Mapping Technique Increase Students Vocabulary". Word mapping is a method for helping children learn more vocabulary. Zahro was employed in a quasi-experimental, non-equivalent manner, in which answers from the treatment group and the control group were compared to data gathered at the start and end of the study. The researcher employed word mapping to categorist words, look at word relationships, and analyzed word characteristics. This approach concentrated on word relationships, categorist, and vocabulary concepts.
3. Karendra, Nurweni, and Ginting (2017) in their article titled "The Implementation Of Word Mapping Strategy To Increase Students' Vocabulary Mastery At The First Grade Students Of SMAN 1 Rumbia,

Lampung Tengah". The word mapping approach was a good one to use with senior high school kids to help them learn English vocabulary and succeed in their reading abilities. This study concentrated on the reading.

So, The researcher concluded that word mapping is the best strategy for raising vocabulary students' accomplishment based on the aforementioned justifications. The word mapping approach was a good one, to use in order to help students learn English vocabulary and be excellent readers. This approach was entered on the word concepts' characteristics, classification, and relationship-building.

The differences between then research with this research are :

- a. The old research used Quasi experimental method than this research used Experimental research method.
- b. The old research conducted in Senior high School than this research conducted in Junior high School.

2.3 Conceptual Framework

In this study, the researchers adopted a word mapping technique to enhance students' vocabulary effectively and creatively because acquired English has the characteristics of increasing students' vocabulary.

This approach to teaching students is a fresh source of inspiration for English instruction. Teachers' knowledge of learning is carried out through the establishment of active learning, inventive learning, creative learning, and fun learning for bettering their English vocabulary learning. The teacher's effectiveness as an educator determines the success of the students' learning. Students can understand the offered subject matter more if teachers use creativity in selecting the appropriate learning strategy. The applied learning model might aid the teacher in overcoming challenges when teaching.

This is the conceptual framework of word mapping, namely :

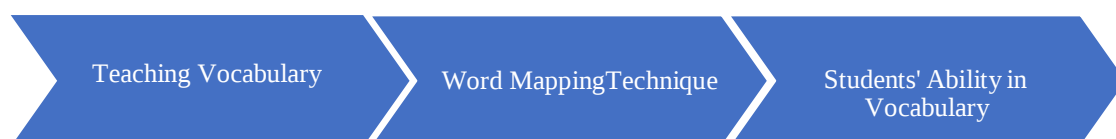


Figure 1. Diagram Concept

a. Teaching Vocabulary

Word mapping method is used to determine student vocabulary and to find out whether this method is effective in increasing student vocabulary.

b. Word Mapping Technique

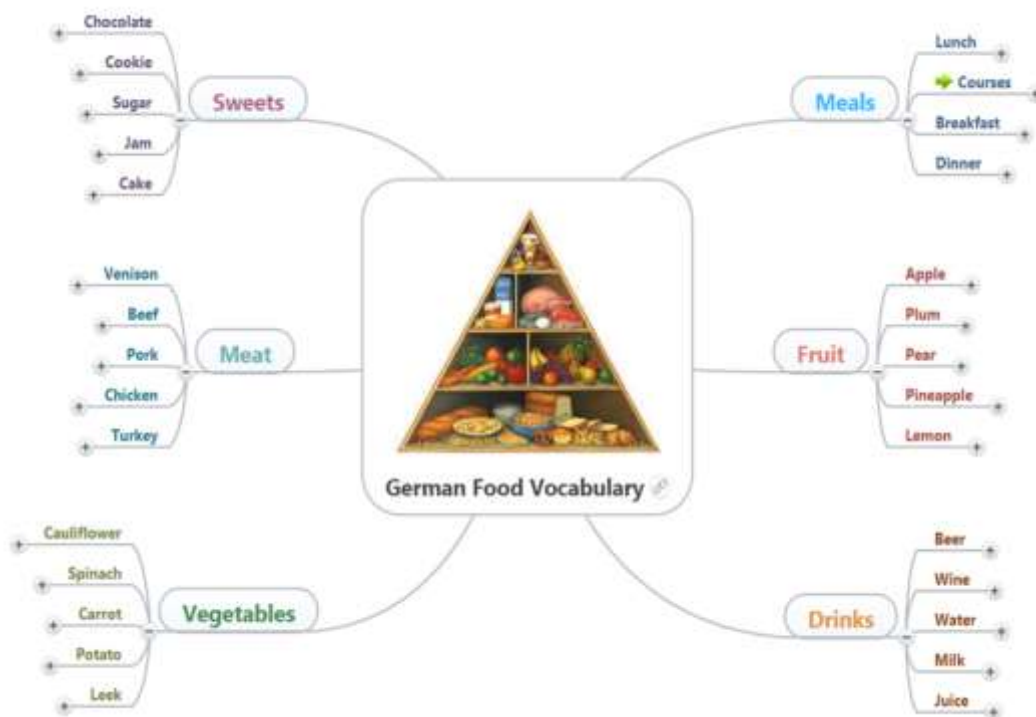


Figure 2. Word Mapping Technique

c. Students Ability in Vocabulary

Teaching vocabulary is the research's input. First, the researcher instructed pupils in vocabulary, focusing on nouns. The researcher then taught vocabulary through treatments four times using word mapping media. Word clouds serve a number of purposes, one of which is to aid students in comprehending the words they are given. They assist pupils in conceptual concepts in various contexts. The result is the students vocabulary skills.

2.4 Hypothesis

Based on theoretical studied, relevant research results and the framework of thinking that has been explained, the actions in research are formulated as follows:

H0 : There is no improvement in students' vocabulary by used word mapping in improved students' vocabulary at MTS Negeri Palopo.

H1 : There is improvement in students' vocabulary by used word mapping in improved students' vocabulary at MTS Negeri Palopo.