

Word Mapping Strategy For Students' Vocabulary Mastery

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Abstract

This research aims to know whether the strategy of using word mapping strategy could improve the students' vocabulary mastery and to described what happened during the learning process of word mapping strategy in English learning at the eight grade of SMP Ignatius Slamet Riyadi, Cijantung, Jakarta Timur. This research applied a Classroom Action Research (CAR) which the procedures of activities were suitable with Kemmis and Taggart. This research covered 3 cycles where each cycle considered of planning, acting, observing, and reflecting. The result of the research shows that word mapping strategy can improve the students' vocabulary mastery at eight grade. It can be seen from the result average of post-test of each cycle that increase. The mean of post-test in cycle 1 is 69.9, the percentage who passed KKM is 38%, mean cycle 2 is 78.2, the percentage who passed KKM is 72% and mean in cycle 3 is 85 with all the students has passed the KKM. Based on the interview and observation, it is found that students feel happy, relax, and active to mastery vocabulary by using word mapping strategy.

Key words: classroom action research, word mapping strategy, vocabulary mastery.

1 INTRODUCTION

As a foreign language in Indonesia, English is learned seriously to many people to have a good prospect in the community of international world. Recently English becomes important. Since it important, English is taught widely at formal school starting from elementary school up to universities. In developing the students' ability in mastering English, it can be separated from vocabulary mastery. Because it can be a measurement of students understand in English. Vocabulary is so important because vocabulary much more than grammar, is the key to your child understanding what they are hears and reads in school and communicating successfully with other people. For this reason, it's very important for them to quickly build up large store of words. Research study have shown have the strong links between having an extensive vocabulary achieving school success. The students, who are less in vocabulary, will be difficult in understanding the text, unable to speak in English, and difficult to write their own idea. In addition, students with a small vocabulary also read slowly because they do not understand many of words or have to stop and look them up in dictionary.

Based on the interviews with one of the English Teacher in SMP Ignatius Slamet Riyadi, Cijantung, about how the vocabulary ability of the students, she said some students' difficult to speak in English because of the lack of controlled vocabulary. students felt difficult to spell, pronounce, and memorize the meaning of words. Students were confused when they combined and applied some words in conversation and writing. Dealing with those statements, it could be concluded

that the problem faced by students is vocabulary. This problem arises due to the lack of awareness of the students to increase their vocabulary and mastery of the absence of an exciting new method of teachers to improve student's ability to be more interested in capitalizing on their vocabulary.

During this time the teacher provides materials vocabulary simply by having students look for vocabulary in the dictionary then asks the students to memorize. This technique is not effective enough to be applied because it does not make students interested and passion to memorize. Most students feel bored to look for vocabulary so that it affects the ability of students to improve their vocabulary mastery.

Teaching vocabulary can be done through some ways or some technique. One of is by implementing the word mapping strategy. Word mapping is a technique use by making the concept of a word whose meaning is interconnected with other words. By implementing the word mapping strategy in teaching, indirectly, students right be improve the knowledge of English vocabulary, at least it will be raising their self-confidence for expressing themselves openly, especially in speaking practice. Students can share their knowledge and experience from others, including respectful listening and appropriate sharing of personal perspective.

In Language learning, vocabulary is an essential component because it links the four skills of speaking, reading, listening and writing altogether. States that learning a foreign language is basically a matter of learning the vocabulary of that language. According to Elfriede Hiebert (2004:1) "*Vocabulary is knowledge of words and words meaning.*" Meanwhile Hatch and Brown (1995:1) state that "*Vocabulary refers to a list or set of words for particular language or list of words that individual speakers of language*" Vocabulary is the set of words within a language that known or familiar with the speaker. However, to say that one speaks English often refers to how good he carries on a conversation (Wallace, 1982:9). To able to participate in the conversation one should, at least understand the key word (vocabularies) used it. So, based on those statements seeing that vocabulary is the main aspect and very important in a language.

Students also reported that their understanding of concepts were expressed and considered, at least we hope the students can do not only in improve their vocabulary but also, they are able to practice either in speaking or understanding of meaning of words. Word mapping is one of the most powerful approaches to teaching vocabulary because it engages students in thinking about word relationships(Qomariyah:2020).The strategy promotes students' active exploration of word relationships, there by leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. It can help students to make connections between their prior knowledge and the new words.

2 RESEARCH METHODS

The researcher uses classroom action research with qualitative approach. According to the definition of classroom action research is form collaborative research by educators to improve the learning process that has been done in

order to improve the learning outcomes of learners (achievement) through the stage known as cycles.

Kemmis and Mc Taggart (2005) said that *"action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of the own social or educational practice, well as their understanding or these practices and the situation in which these practices are carried out"*

The method of the research is qualitative research with the implementation of a classroom action research. The Classroom Action Research is done in three cycles. Every cycle is planning, action, observation, and reflection. The research ended by the third cycle. The researcher collected the data about vocabulary through word mapping strategy, to know the improvement of student's vocabulary, they are given a test in order to get the authentic about student's vocabulary which is thought through word mapping strategy.

Continually, the method was explained to the students 'on how to teach vocabulary through word mapping strategy, and to practice in the class. There were several activities done in the classroom to get the real data from the students' experiences, knowledge, and abilities of vocabulary after they have the specific information and practice the method and technique of applying word mapping strategy. The research was taken at eight grade of SMP Ignatius Slamet Riyadi Cijantung, Jakarta Timur in the first semester of academic year 2022/2023. The research was done in July-August 2022.

3 RESULT AND DISCUSSION

3.1 Pre Action-Description

From secondary data before the classroom action research. Based on the result of the pre-test, the data showed that the mean score of pre-tests was very low, it was 69.9%. There were only eleven students who derived the score about criterion about minimum completeness (KKM) meanwhile the other eighteen students were below that criterion. It could be seen that almost of the VIII students' vocabulary mastery was still very low.

3.2 Action Description

From the research process that has been done, researchers found some findings from students, teachers and instructions.

There are some students who have low motivation in the following the kind of activities in the learning English process, it is shown by some of the students don't have any books used, they are also not interest to learn English, and they are limitation of the knowledge and experience of English. On the first cycle learning there were some students still did not pay attention to the teacher explanation, they cheated each other when they were asked to answer the teachers' question and the teacher even ignored their behaviour. It was happened because the students weren't familiar with the pattern of the resources-based learning. So, the mean of score of the class derived 69.9 in which there were eleven students who passed the KKM (75).

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson; most of them were enthusiastic to answer some question given by the teacher. In doing task of word mapping, they enjoyed doing the individual exercises. On the second cycle, the mean score of the class derived 78.2 in which there were 21 students who passed the KKM (75).

Meanwhile the learning from the cycle three, the mean score of the class derived 85 in which there were all the 29 students passed the KKM (75). While from the teacher, there are also found some findings such as: The method used in teaching is too monotone that is cause boring for the students, beside that the teacher tends that she does not have creativity in teaching English and lack of methods used in the teaching-learning activity in the classroom. There is also some information from the school itself such as the limitation of facility needed to teach English in general like: language laboratory, a complete library and the other facility that has relative to the high technology to support the teaching English in the classroom.

3.2.1 Cycle 1

In this step firstly the researcher prepared a syllabus and lesson plan, vocabulary materials, on observation sheet, the list of question-and-answer test items, and the vocabulary score list. The vocabulary theme and material were about "technology". Standard competence expresses the meaning of a simple vocabulary for interaction with the immediate environment.

The indicator where the students could identify general information and identify specific information from new vocabulary; technology. Identify the other of the main idea and how all of it arranged of mind relationships.

The researcher did the action by teaching the eighth-grade students of SMP Ignatius Slamet Riyadi Cijantung by using word mapping Technique. The researcher explained about how word mapping strategy can help the students for improving their skill especially in vocabulary mastery. During the action, the researcher observed and monitor all the activities in the process of teaching and learning process. In this phase, there are three steps in teaching and learning process.

The researcher introduced the material of vocabulary by using word mapping strategy. Also, the researcher explained the purpose of studying vocabulary by using word mapping strategy. The students listen to the researcher explanation. The researcher gave example in doing word mapping strategy in learning vocabulary. The researcher wrote the topic on the board, then ask the students to think of as many they can that are related to selected key word and then to list the words by categories on the board. The researcher and the students worked together to organized the suggested word in categories linked to the target word. From this activity, the students would know that one word is have the connecting with the other words and it can enhance their vocabulary. The researcher wanted to make sure that words are actually can be remembered by the students, the researcher ask them to look at board for a minute and then cleans the board, then the students asked to come up one by one to reconstruct what was on the board.

Researcher and the students preview the lesson of all the material have taught and ask the students about the difficulties of the lesson then the last to measure the students' skill in vocabulary mastery, the researcher gave test or instrument to know their score, The researcher instructed to them to questions with correct answer.

Based on the action on the first cycle, it was conducted that the students were not familiar to the word mapping strategy to be applied on vocabulary practice. Further most students were not active enough to practice reproduce the vocabulary and did not find their motivation yet. The situation and condition of classroom action research did not work well. It happened so because the students got confused how to study affectively vocabulary through word mapping strategy.

Based on the collaborator, both the teacher and the students were not accustomed to conduct a process of teaching and studying vocabulary mastery through word mapping strategy. The class did not work well. From the table of vocabulary score in the cycle one, it showed that; there were only 11 students who could achieve the standard of minimum score (75) and there were 18 students who failed.

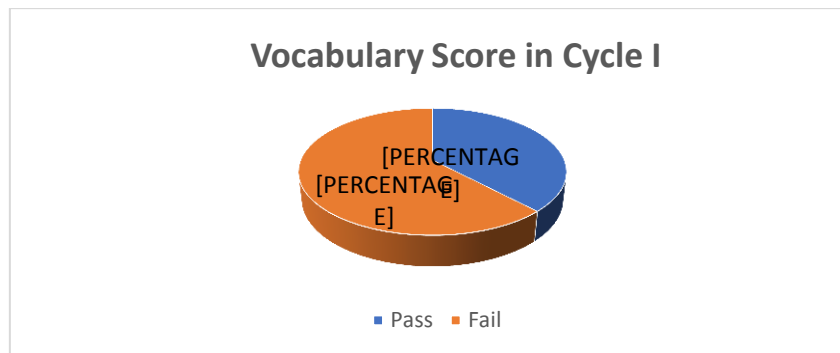


Figure1. Table score in cycle 1

Based on the data analysis in the cycle, there are still found some problems during the teaching and learning process and failure of the students' understanding in final test at the end of the cycle. There are only eleven students (38%) who can achieve the standard of the minimum score and eighteen students (62%) who fail to achieve the target.

Due to done problems, it is needed to conduct next cycle. In the next cycle, it is brought planning, action, observation and reflection. The teaching and learning process is set to get better result than before.

The researcher analysed of the data and found there were some students who have not reached the standard of KKM achievement. Then the researcher asks some question why they could not reach the standard of KKM achievement. There were some problems that covered students to relation of other word such as difficult word or a new word; They have not got more concentration. Next, the researcher gave motivation to the students who have not reached the standard of KKM achievement.

3.2.2 Cycle 2

The activities and steps of teaching learning process in the second cycle almost same with the precious cycle, but different material and revise some weakness in cycle 1.

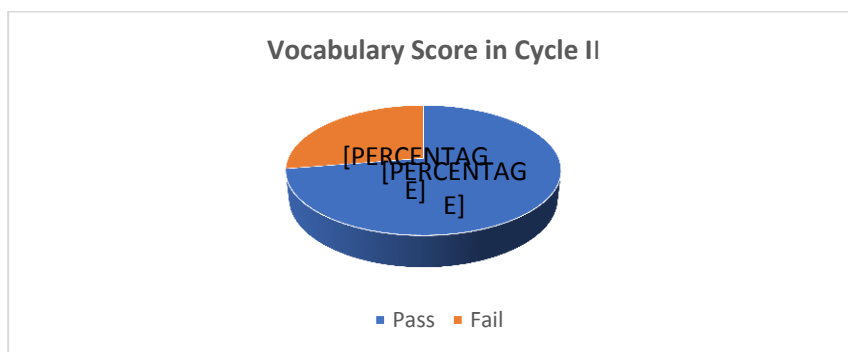


Figure 2. Table score in cycle 2

Based on data analysis in the second cycle, there are still found some problems during the teaching and learning process and failure of the students' understanding in final test at the end of the cycle. There are twenty-one (72%) who can achieve the standard of minimum score and eight students who fail to achieve the target.

3.2.3 Cycle 3

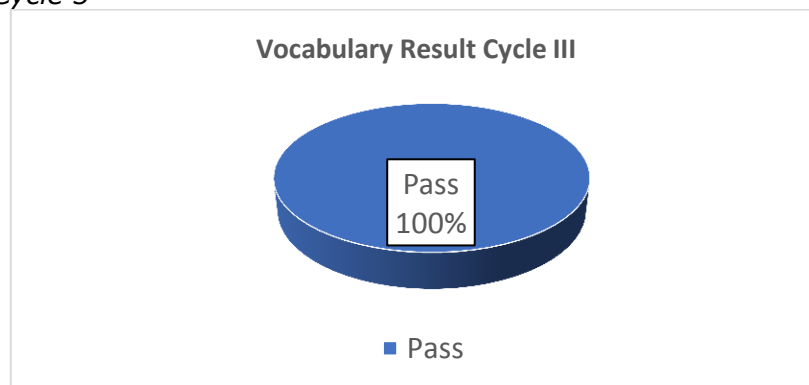


Figure 3. Table Score in Cycle 3

Having taught in the third cycle, the researcher found that the process of teaching was better than the process in the first and second cycle, because all of the students were interesting with the learning process; It is different with the process in the first and second cycle where there were some students who didn't involve and interest with in the learning teaching activity. During the learning teaching process, the situation around the school was quite good. All of the students had their own lesson in their classroom.

The result of the observation in the third cycle showed that the average of the students' reading test score is much better.

3.4 Discussion

To make sure the research result as simple as possible based on the research done through there cycles.

3.4.1 Cycle 1

When the teacher explains the learning purpose, after that the students given test paper related with the vocabulary; technology. Each groups start to do their work, therefore not all of the students seem serious do the task, some of them have a chat with their friends hence the classroom atmosphere seems more crowded.

The researcher calculates the result of post-test 1 to know the students score improvement from the pre-test to post-test 1 result. From the calculation, the student's mean score of post-tests in cycle 1 is 69,9. It proves that there are some improvements from the pre-test mean score to the mean score of post-tests 1 is 78,2. The class percentage which passes the KKM IS 38%. There are eleven students who pass the KKM and are eighteen students whose score are below the KKM. Even though it is still needed more improvement because it can't achieve yet 80%as the target of success Classroom Action Research.

3.4.2 Cycle 2

The students answer the question diligently, if they feel confused, they directly asking to the teacher. Some of them finished the question on time. The students' score was improved, however there were still some students did not bring complete vocabulary, beside that there were still two students late finished their task and cheat to their friends.

The students' mean score is 78.2. Meanwhile the class percentage which pass the KKM is 72%. There are twenty-one students who passed the KKM and there are eight students whose score are below the KKM. Even though it is still needed more improvement because it can't achieve yet 80% as the target of success Classroom Action Research.

3.4.3 Cycle 3

The situation and condition of classroom began very well. The students paid full of attention and more enthusiastically, they are braver and could interact with their friend in classroom.

The mean is in the post-tests of the third cycle is 85 and the class percentage which pass the KKM is 100%. It means that all of the students (twenty-nine students) pass the KKM (75). This percentage shows some improvements from the pre-test or before cycle. The post-test of cycle 3 has fulfilled the target of Classroom Action Research success, that is above 80% students could pass the KKM. Automatically, it can be said that the Classroom Action Research is success and the cycle stopped.

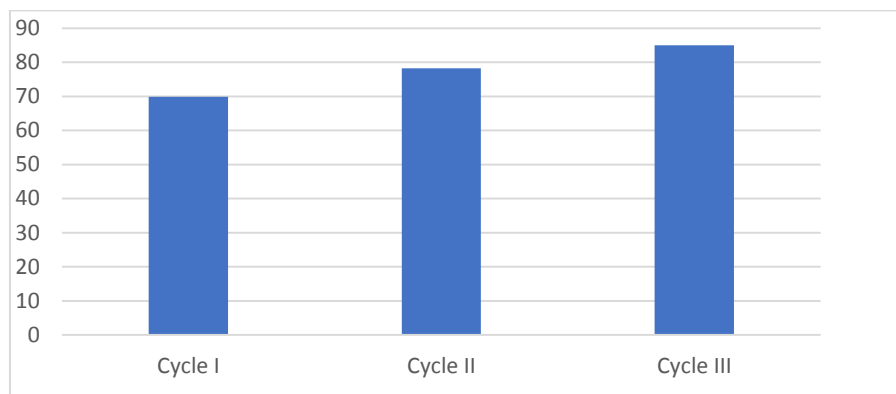


Figure 4. The Result of post-Test

Based on the studies in cycle I, the score is 69,9, cycle II the score is 78,2 and the cycle III the score is 85. The researcher drew the conclusion that learning vocabulary through word mapping strategy showed excellent progress from the beginning the students do not feel interested and feel bored in this learning to be learning very interesting and impressive. So that the students show progress in spirit and motivation is very good.

The vocabulary through word mapping strategy with resource based on this research, applied some learning resources as the teacher collaborate, sequence theme/main word and the word mapping strategy.

The students try to discuss about arranging the sequence theme/main word and conclusion of the materials given in the class therefore the students like to research something new.

After achieving the target research of were minimally 80%, students who passed the KKM, the researcher and the collaborator decided to stop the Classroom Action Research (CAR) because it has already successful and the researcher and collaborator did not have to revise the plan.

4. CONCLUSION

Finally, from the result of the observation in third cycles, it increases the teaching and learning process based on KKM. Before the study was 38%, after the study to 100%. So, there is improvement on students' vocabulary trough word mapping strategy.

Based on the analysis of the result, it can be concluded that the students' ability in vocabulary has improve significantly with average score 69.9 in the first cycle and average score of 78.2 in the second cycle and after third cycle the average score is 85. There for the alternative of teaching vocabulary strategy namely "word mapping strategy" is proved to be effective in improving students' vocabulary. Based on the observation, done at the same time of the action by collaborator and the researcher, the students' motivation and activities has also significantly. In the first cycle some of the students have weak motivation, bored and there was a little attention to the study using word mapping strategy. In the second cycle the students' motivation and activities were better more conductive.

The students' show interest to the use of word mapping strategy. In third cycle most of the students show high motivation and activity of teaching learning are more effective. The students' shown enthusiastic to involve in the implementation of the strategy. There for the improvement on quality on learning process could improve from cycle one to cycle three significantly.

The implementation of word mapping strategy in teaching vocabulary process could meet of requirements in improving students' vocabulary. All the problem such as the lack of the problems in word comprehension that come up during the implementation could be solved indirectly. Therefore, the students feel enjoyable and enthusiasm when they study with the strategy and seem that they understand that the technique can really improve their vocabulary mastery.

So, all the problem formulated and the aim of the research has achieved the target at least can get the minimum standard of achievement criteria. It means that all of the students after applying the word mapping strategy can master the material of the lesson.

In conclusion, it can be said that the use of word mapping strategy can improve the student's interest in joining the vocabulary class and their vocabulary achievement at eight grades of SMP Ignatius Slamet Riyadi Cijantung in 2022/2023 academic year.

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