

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
WORD MAPPING STRATEGY AT THE ELEVENTH GRADE
OF SMA NEGERI 16 BANDAR LAMPUNG
IN 2022/2023**

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Abstract: This research aims to improve the students' vocabulary mastery through the word mapping strategy at the eleventh grade of SMA Negeri 16 Bandar Lampung in the academic year 2022/2023. The subject of this research was 23 students of class XI-IPS-1. This research used Classroom Action Research (CAR) with two cycles where each cycle consisted of three meetings. In this research, the writer used test and non-test in collecting data. The tests used in the research were formative and summative tests. Meanwhile in non-test, the writer used field notes and observation sheets. In analyzing data, this research used quantitative and qualitative data. The results showed that the mean score of the students' learning activity in the first cycle was 33 and in the second cycle was 72. On the other hand, the mean score of students' vocabulary mastery in the first cycle is 33. Meanwhile, in the second cycle is 72. It showed that there was an improvement in the students' learning activity and vocabulary mastery. Based on the results of the research, the word mapping strategy can improve students' vocabulary mastery in the Eleventh Grade of SMA Negeri 16 Bandar Lampung in the academic year 2022/2023.

Keywords: *Vocabulary Mastery, Word Mapping Strategy*

INTRODUCTION

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. According to Harmer (2007: 35), what a word means is often defined by its relationship to other words. It means that everyone needs to learn what words mean and how they are used. Because of that vocabulary should be mastered and applied in the appropriate context. Vocabulary is also essential when it comes to a teaching and learning process, especially in English subject. Mastering English Vocabulary is challenging for young students because English vocabularies are something new for them.

Learning vocabulary is a complex process. In learning vocabulary, students may use the five essential steps as proposed by Hatch & Brown (1995): (a). Encountering new word (with sources of new words being reading, watching TV, listening to radio, conversation with native speakers, textbooks, word list, dictionary, etc., (b). Creating a mental picture

(visual, auditory, or both) of word form (e.g. relating a new word with L1 words or another FLs with similar sounds, using phonetic script, relating to already acquired English word that sound similarly, (c). Learning the words meaning e.g. asking the native speaker for the meaning creating a mental image of the meaning, guessing from context). (d). Creating a strong linkage between word form and meaning in the memory (regardless of the memory strategy used – as long as it is used). (e). Using words (in example sentences, collocations, various contexts, conversation, etc.

Based on the preliminary in SMA N 16 Bandar Lampung, many low children of the English vocabulary are owing to lack of interest in being master, memorizing and remembering the vocabulary, facing this problem we can ask students to formulate a vocabulary with that one sentence. Moreover, the result of data of the interview, they search out and are able to understand by themselves or by means of a word mapping strategy they can develop according to the verb, the trait or the noun to enable them to discern which is plural and plural if found a text they

can sort through tenses. That way they could map out the existing vocabulary. The result of data from the questionnaire, only 10 students could understand, remember, and master vocabulary. There are still many students who are still low on vocabulary. This problem occurs due to a lack of interest in mastering vocabulary, a lack of application of learning for students.

To solve the problems above, it is needed the appropriate strategies. Word Mapping Strategy is one of the most effective ways to solve the problems. A word map is a visual organizer that promotes vocabulary development. Using a graphic organizer, students think about terms or concepts in several ways. Most word map organizers engage students in developing a definition, synonyms, antonyms, and a picture for a given vocabulary word or concept. Swanson & Howerton (2007) add using word maps gives students an opportunity to think of a word in a variety of ways. From the statements, the researcher assumes that word mapping activities that are based on graphics often give a useful way to students to have valuable practices,

either when they are in the classroom activities or outdoor activities.

Based on the explanation above, the writer is interested in implementing the Word Mapping Strategy in vocabulary teaching activities. This is done to find out the strategy of mapping important words to students' vocabulary understanding. Therefore, the authors suggest a study entitled, IMPROVING STUDENTS' VOCABULARY MASTERING THROUGH WORD MAPPING STRATEGY IN ELEVENTH GRADE SMA NEGERI 16 BANDAR LAMPUNG IN ACADEMIC YEAR 2022/2023.

METHOD

In this research the writer used Classroom Action Research (CAR) as a method to improve students' vocabulary mastery. Action research is the movement process in learning that the researcher as teacher and subject of the research is students (Burns, 2010: 2). There are four steps in this classroom action research according Kemmis & McTaggart (1988) in Burns (1999: 35) as follow:

1. Identifying problem and planning action.
2. Implementing the action and observing or monitoring the action.
3. Reflecting the result of the observation
4. Revising the plan for the following step.

In this classroom action research, the writer collected the data used test and non test which includes interview observation sheet. The writer used two types of data that be collected, namely quantitative data and qualitative data. The writer used 2 cycles in the classroom action research. Each cycle consisted of three meetings. The instrument used in this classroom action research consisted of three assessment, such as students' observation sheet and field notes to assess students' learning activities, and the reading test to assess students' learning result.

RESULTS AND DISCUSSION

1. Result of Vocabulary Test Cycle 1

Table 1

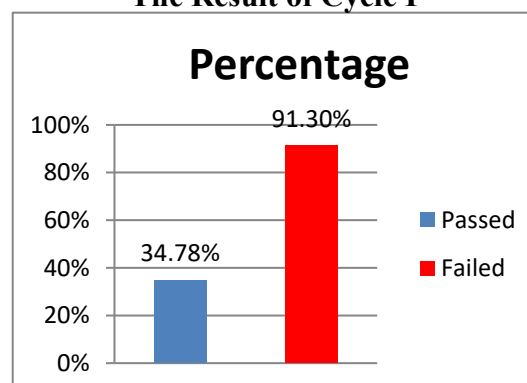
The Percentage of Students' Score in Vocabulary Test of Cycle I

N o	KK M	The numbe r of	Percenta ge	Criter ia

		Studen ts'		
1	> 76	2	34,78 %	Passed
2	< 76	21	91,30 %	Failed

From the table above, it can be seen that the percentage of the number of students' who passed the KKM were 34, 78 % , and the number of students' who did not pass were 91, 30 %. For more details, the improvement of the results from pre cycle can be seen in the figure below:

Diagram 1
The Result of Cycle I



From the data that has been presented, it can be concluded that students' vocabulary mastery in cycle I was far from the successful criteria of learning because it was obtained 2 from 23 students' who passed the Minimum Mastery Criteria and 21 students' who did not passed the criteria.

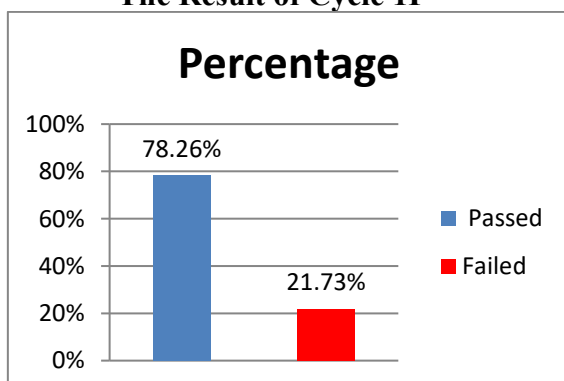
2. Result of Vocabulary Test Cycle 1

Table 4.3
The Percentage of Students' Score
in Vocabulary Test of Cycle II.

N O	KK M	The Numbe r of Studen ts'	Percenta ge	Criter ia
1	> 76	18	78,26 %	Passed
2	< 76	5	21, 73%	Failed

From the table above, it can be seen that the percentage of the number of students' who passed the KKM were 78,26 % , and the number of students' who did not pass were 21,73%. For more details, the improvement of the results from preliminary to cycle I can be seen in the figure below:

Diagram 11
The Result of Cycle II



From the data that has been presented, it can be conducted that students' vocabulary mastery has improved from the cycle 1 to cycle II. The result of reading test in Cycle I showed that the percentage of the number of students' who passed KKM 2 Students' or 34,78% while the number of students' who did not pass were 21 students' or 91, 30%. In cycle II, there were 18 students' or 78,26% who passed the KKM while the number of students' who did not pass were 5 students' or 21,73%.

Discussion

Based on the research findings, it showed that there was an improvement from the cycle I and to the cycle II. This research was conducted in two cycles with 2 meetings in each cycle and 1 meeting an additional for vocabulary test. The material taught in this research was vocabulary which specified on such as school, hospital, market, office, etc. The researcher taught vocabulary by using Word Mapping Strategy.

Word Mapping was a strategy for graphically representing concepts. A semantic word map allows students' to conceptually

explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word. Word Mapping was a strategy that uses for teaching vocabulary because the students' can explore their knowledge of new word by a conceptual wat. They can find similar meaning of the words related to the topic.

There were 4 total meetings this research. The first meeting was about school. The second meeting hospital, the third meeting was market and the last meeting was office. The students' were taught by using procedure of teaching vocabulary Word Mapping. There was a chart of Word Mapping, then the students' needed to fill the branch available on the chart. They were asked to explore as much as possible the words related to the topic given.

The successful of this research was related to a history stated by Harris (2011: 34) states that "The mapping word is a set of cognitive and behavioral steps that the students' can use to predict the meanings of unknown words and helps the students' to remember and learn words". It is clear that word mapping is uses to help the students'

to help the students' predict the meaning unfamiliar words. They can study the new words and remain all of the words related to the new word provided.

In the end of discussion, the researcher would like to inform that the use of Word Mapping could help the students' to improve their vocabulary mastery because this strategy allows them to think as much possible the words related to the topic given. They could more specify the words because there was a branch in learning vocabulary by using Word Mapping.

CONCLUSION

The writer conducted the research of teaching vocabulary mastery at the Eleventh Grade SMA Negeri 16 Bandar Lampung by using Word Mapping Strategy and it was obtained the conclusion as follows:

1. The implementation of Word Mapping Strategy can improve students' learning activity.
2. The implementation of Word Mapping Strategy can improve students' vocabulary mastery.

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