

THE EFFECT OF WORD MAPPING STRATEGY IN TEACHING VOCABULARY FOR CLASS VII STUDENTS OF SMP NEGERI 18 BENGKULU CITY**PENGARUH STRATEGI PEMETAAN KATA DALAM PENGAJARAN KOSA KATA PADA SISWA KELAS VII SMP NEGERI 18 KOTA BENGKULU****Veny Tamara, Syamsul Rizal, Ferry Susanto**

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Received : 02 August 2024, Revised : 15 September 2024, Accepted : 16 September 2024

ABSTRACT

The aim of this research is to determine the effectiveness of the Word Mapping Strategy on students' mastery of understanding at SMPN 18 Bengkulu City, as observed by seventh grade students at SMPN 18 Bengkulu City. The method in this research is a quantitative method with an experimental research type. The population of this study were students at SMPN 18 Bengkulu City. This research was conducted with two groups, namely the experimental class using the Word Mapping Strategy and the control class without using the Word Mapping Strategy. First, the researcher gave a pre-test to both classes. After that, the researcher gave a post-test to both classes. Pre-test and post-test scores are collected from multiple choice. Then analyzed using the SPSS 26 window. The findings of this research indicate that teaching and learning using the Word Mapping Strategy is effective. The average score of the experimental class from the pre-test was 50,4 and the post-test was 76,9. This is proven by the t-count value (5.094) which is greater than the table at the 5% significance level. Next, the hypothesis test obtained a 2-tailed sig (p) of 0.00 while alpha (α) was 0.05 ($0.00 < 0.05$). So, the effect of the Word Mapping Strategy in teaching comprehension has a significant effect on students' mastery. The magnitude of the effect obtained is based on the ANCOVA test, obtained f count < f table. So it is concluded that it has an influence, for as large an influence as the percentage of influence can be seen in the partial eta squared column table the effect is 0.058 to 58%.

Keywords: Word Mapping Strategy, Vocabulary, Teaching**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas Strategi Pemetaan Kata terhadap penguasaan kosakata siswa di SMPN 18 Kota Bengkulu, yang diamati dari siswa kelas tujuh di SMPN 18 Kota Bengkulu. Metode dalam penelitian ini adalah metode kuantitatif dengan jenis penelitian eksperimen. Populasi penelitian ini adalah siswa SMPN 18 Kota Bengkulu. Penelitian ini dilakukan dengan dua kelompok yaitu kelas eksperimen dengan menggunakan Strategi Pemetaan Kata dan kelas kontrol tanpa menggunakan Strategi Pemetaan Kata. Pertama, peneliti memberikan pre-test kepada kedua kelas. Setelah itu, peneliti memberikan post-test kepada kedua kelas. Skor pre-test dan post-test dikumpulkan dari pilihan ganda. Kemudian dianalisis dengan menggunakan jendela SPSS 26. Temuan penelitian ini menunjukkan bahwa pengajaran kosakata menggunakan Strategi Pemetaan Kata. Nilai rata-rata kelas eksperimen dari pre-test adalah 50,4 dan post-test adalah 76,9. Hal ini dibuktikan dengan nilai thitung (5,094) yang lebih besar dari tabel pada taraf signifikansi 5%. Selanjutnya uji hipotesis diperoleh sig 2-tailed (p) sebesar 0,00 sedangkan alpha (α) sebesar 0,05 ($0,00 < 0,05$). Artinya H_0 ditolak dan H_1 diterima. Jadi, penggunaan Strategi Pemetaan Kata dalam pengajaran kosakata memberikan pengaruh yang signifikan terhadap penguasaan kosakata siswa. Besarnya pengaruh diperoleh berdasarkan uji ancova, diperoleh f hitung < f tabel. Maka disimpulkan bahwa memiliki pengaruh, untuk

sebesarap besar pengaruh peresentase pengaruhnya dapat dilihat pada tabel kolom partial eta squared pengaruhnya 0,058 menjadi sebesar 58%.

Kata Kunci : Strategy Pemetaan Kata dan Kosa Kata

1. Introduction

Many students still have difficulty learning English, especially mastering vocabulary. This condition is commonly experienced by students at junior high so it is not surprising if they are unable to communicate or speak well due to a lack of understanding. However, one of the components of English that is taught to students is vocabulary because it has a major role in all language was skills. The lack of teaching materials and principles, as well as confusing vocabulary theories, which tend to reduce vocabulary mastery and learning, seem to be influenced by the complexity of the material (Rosa & Eskenazi, 2011). Compared with other aspects of language, which are more important, according to a linguistic perspective, comprehension seems to be more useful and urgent than the role of grammaticality. According to Allen (1999) Lack of interest, lack of motivation and self-confidence, teachers, and the environment are several factors that hinder students' ability to learn vocabulary. The use of language helps students communicate well, understands the meaning of words, and conveys fluently.

Researchers provide an alternative to problems in teaching comprehension by using word mapping strategy. Graves, (2008: 94) provides a definition that the word mapping strategies is one of the most effective strategy in teaching skills because it involves students in thinking about word relationships. This strategy encourages students' active exploration of word relationships, thereby leading to a deeper understanding of word meanings by developing their knowledge of concepts related to words. Word mapping strategy is a visual organizer that encourages vocabulary development. By using it,He students can see and understand the relationships between words and they can learn understanding with their own background or experience. The students are expected to be able to apply it in sentences and even in real communication. The word mapping strategy, students can more easily learn to write and read. In addition, this strategy involves students as active learners. It also helps students develop broader concepts and definitions, or synonyms and antonyms.

Researchers investigated whether the increase in vocabulary mastery using the Word Mapping strategy was significant or not and how effective it was in increasing vocabulary mastery using the Word Mapping strategy. Therefore, researchers conducted pre-experimental research on class VII students of SMP Negeri 18 Bengkulu City for the 2023/2024 academic year.

In short, by conducting this research, researchers obtained quite a lot of information which is expected to help teachers maximize their teaching process and improve students' vocabulary mastery through the use of word mapping strategy . Teachers needed to pay more attention to how they could use word mapping strategy to manage the classroom effectively so that students are actively engaged, working together with their classmates to improve their learning. It is hoped that the more information teachers could obtain from this research, the more information teachers could obtain from this research to be effective in their learning process.

A. Word Mapping Strategy

The word mapping strategy is one of the most effective approaches to teaching vocabulary because it involves students in thinking about the relationship between words (Graves, 2008: 56-57). This strategy encourages students' active exploration of word relationships, thereby

leading to a deeper understanding of word meanings by developing their knowledge of concepts related to words. The word mapping strategy is called by different names, such as semantic mapping, concept mapping, and word groups. The word mapping strategy is called by different names, such as semantic mapping, concept mapping, and word groups. The strategies can be adapted to the nature of comprehension instruction, learning outcomes, and student grade levels. According to Wardani (2007: 134), the word mapping strategy is a graphic arrangement that allows students to expand the definition of words. Antonacci (2012:94) states that the aim of the word mapping strategy is to promote students' deeper understanding of words through decoding the varied relationships between and among words.

From several definitions from researchers above, it can be concluded that word mapping is the right strategy for teaching vocabulary. Additionally, word mapping is an approach that aids kids in expanding their vocabulary by utilizing map principles.

B. Vocabulary

Vocabulary is one of the important components to be taught to the students. It is the main aspects in acquiring and understanding the language. McCarthy (1990) explains that vocabulary is the biggest component of any language development. Vocabulary is essential for pupils to effectively communicate through writing, reading, listening, and speaking (Ulfa, 2019). One of the elements needed by students is order in the first language, namely vocabulary, meaning that vocabulary is used as a basis for students who want to learn English (Alizadeh, 2016). Vocabulary refers to the range of words that a speaker has at their disposal to convey thoughts and emotions (Alqahtani, 2015). Having a comprehensive vocabulary enables individuals to communicate and exchange ideas more effectively.

Vocabulary is a challenging learning for students (McCarten, 2007). This is attributed to the extensive scope of the work and the wide range of vocabulary to be acquired, encompassing singular and plural terms, along with crucial vocabulary methods that are equally significant as grammatical structures and idiomatic expressions.

The definition of vocabulary is a compilation of an individual's words that serves as a standard for assessing their English language proficiency, as indicated by many expert opinions. Vocabulary is clearly needed for students to communicate, convey their feelings and ideas. Vocabulary encompasses not just word meanings but also word knowledge and information.

2. Methodology

Research utilized quantitative research methods. The quantitative approach used by research was a quasi-experimental method, to determine the impact of using Word Mapping strategy in increasing understanding vocabulary. A quantitative approach was research that began with a cause and effect hypothesis, the next step was conducting tests followed by giving treatment to the experimental group and the final measurement was providing a post-test (Suwartono, 2014: 159). Research design is a strategy to arrange the setting of the research in order to get valid data. In doing this research, the researcher used quasy experiment. This research is one of the most powerful research methodologies that the researchers can use. According to Creswell (2009) states that the basic intent of an experimental design is to test the impact of a treatment (or an intervention) on an outcome controlling for all other f actors that might influence that outcome.

The population of this research was the 7th Grade of SMP Negeri 18 Bengkulu City, which are 60 students in total. In taking the sample, the researcher chose class VII7 as a controlled class which has 30 students, and class VII8 as experimental class which has 30 students.

The samples taken by the researcher of this research were two classes from the eighth grade of SMP Negeri 18 Bengkulu City. In this research, the researcher used purposive sampling. In purposive sampling, the two groups of classes must have same or almost same capability. In other words, purposive sampling did not simply study which ever available but

rather used their judgment of selector sample that they believe, based on prior information, provided the data then needed. The researcher took two classes that were divided into two groups. The first class was the experimental class (VII.7) which consisted of 30 students and the second was control class (VII.8) which consisted of 30 students.

The experimental class was given the treatment by using word mapping strategy and control class was given the treatment conventionally (group discussion). The same things given to both classes were the same materials, the same of the amount of time, and the same teachers.

3. Result and Discussion

This research data were obtained through a research process carried out by researchers from 13 May 2024 to 13 June 2024 in classes VII.7 and VII.8 of SMPN 18 Bengkulu City, totaling 30 students, 10 female students and 20 male students. This study presents data about the influence of word mapping strategies in vocabulary teaching.

The sampling technique in this research was purposive sampling, samples were taken from two classes, namely class VII.7 as the experimental class and class VII.8 as the control class.

The first procedure carried out by the researcher was to ask permission from the principal of SMPN 18 Bengkulu City on April 25 2024 to conduct research at the school. Based on data analysis on class VII students at SMPN 18 Bengkulu City, there is a significant influence on the mastery of understanding of students who are taught using the word mapping strategy. The test data results are divided into pre-test and post-test. Students who were taught using word mapping strategies had higher scores than students who were taught without word mapping strategies. In analyzing the data, the researcher analyzed the pre-test and post-test hypotheses for both the experimental class and the control class to find out whether the use of the word mapping strategy was significant for students' mastery of mathematics or not. Researchers analyzed by carrying out a t test using SPSS with a significance level of 5% (0.05), so the criteria were a pot t value of 4.170 and a table of 1.671 signs. (2-tailed) is $0.000 < 0.005$. The calculation means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_2) is accepted. It can be concluded that there is a significant difference in students' vocabulary mastery by using word mapping strategies in the learning process

Based on the explanation above, the researcher concludes that the use of word mapping strategies has a significant influence on students' vocabulary mastery, especially for students at SMPN 18 Bengkulu City.

After calculating the normality test using SPSS, it can be proven that the pre-test and post-test data for the experimental and control classes are both normally distributed. It can be stated that the experimental and control class data is much less than the Lilliefors table calculations where the critical point is 30. The results of the pre-test data for the experimental class are 0.119, while the data for the control class are 0.186 and the results of the post-test data for the experimental class are 0.192, while the data for the control class 0.138. It can be concluded that all the data used in this research are normal.

Furthermore, based on the results of the data homogeneity test, the experimental class and control class became homogeneous data groups. This can be seen from the results of the pre test significance of the control and experimental classes being greater than the significance value of 0.005 and the results of the post test significance of the control and experimental classes being 0.317 which is higher than the significance value of 0.005. significant value 0.005. Therefore, the data group is proven to fall into the homogeneous data category.

The results of this test are also in line with research conducted by Dwi Wahyuni Utami which concluded that data analysis shows that the word mapping strategy is effective in vocabulary learning. The results of this research are $t_{test} \geq t_{table}$ ($7.61 \geq 1.67$) for a significant level of 0.05, H_a is accepted. This means that the word mapping strategy is effective in

vocabulary learning in class 7 of SMP N1 Plupuh class of 2015/2016. So it can be concluded that the word mapping strategy is suitable for teachers to apply for vocabulary learning.

The results of researchers Hediza, Gatot, Endang concluded with the title "THE USE OF WORD MAPPING TECHNIQUE IN TEACHING VOCABULARY" The results of the research clearly show that there is a significant difference in student achievement before and after the Word Mapping technique is applied, and the use of this technique has a significant effect. significant impact on students' vocabulary mastery as shown by the increase in students' posttest scores. It can be concluded that the use of the Word Mapping technique is effective in teaching vocabulary to class VIII A students at SMP Negeri 14 Pontianak in the 2015/2016 academic year. Finally, researcher Satuna Indah Wardani concluded that this research was conducted using classroom action research in two cycles and each cycle consisted of four meetings. The research subjects were 34 students in class III of the Accounting Department at SMK Negeri 1 Pamekasan.

The research was conducted for one month. The instruments used to obtain primary data and secondary data were vocabulary tests, student observation sheets, and respondent questionnaires. The test results from the initial stage to the tests in the second cycle showed an increase in the number of students who completed the test. Hopefully these results will be useful for both teachers and students whose harmony will provide progress in learning English, especially mastery of vocabulary.

4. Conclusion

After experimenting with teaching vocabulary by using word mapping strategy in the experimental class and without using word mapping strategy in control class, the researcher got the data in the experimental class are the lowest score is 50,4 and the higher score is 76,9. Meanwhile, in control class are the lowest score is 47,1 and the higher score is .67,0. Then, the researcher continues to has been calculated the data, so the researcher concluded the data is a significant difference of students vocabulary mastery is the experiment and control class. Then, the result showed that the gain score of the experimental class which given word mapping strategy as a treatment and without treatment in control class. Statistical analysis using SPSS 26 shows an F test value of 7.774 with a sig.0.009 value. It can be concluded that the effect is 0.009 so it is said to be effective for increasing vocabulary mastery.

It can be concluded from the data about so using word mapping strategy in the learning process in the classroom has a significant effect on the students vocabulary mastery.

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