

**THE USE OF SEMANTIC MAPPING TO IMPROVE THE STUDENTS'
VOCABULARY IN SEVENTH GRADE STUDENTS OF SMP NU
SABILUNNAJA BABAT**

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ABSTRACT

This study aims to determine how semantic mapping can increase students' vocabulary in seventh grade students of SMP NU Sabilunnaja Babat. The method used in this research was the classroom action research (CAR). The instruments used in collecting data were tests and observation sheets. Based on the data that score, the result of a calculation based on formula shown result average preliminary test were 61. The resulting test of Cycle 1 was 71, and the last Cycle was 86. The score of average on every Cycle is reached to criteria of success. Using semantic mapping can improve the seventh-grade students of SMP NU Sabilunnaja. The result of observation in Cycle 1 with 24 students they are 19 (79,16%) students be active and 5 (20,83%) students passive, and the result of observation in Cycle 2 was 22 (91,66%) students active than 2 (8,33) students passive. This study concluded that semantic mapping could teach vocabulary. The researcher suggests to the teachers that teaching vocabulary can use semantic mapping.

Keywords: Semantic Mapping, Vocabulary,

INTRODUCTION

The teaching and learning process is one of the elements of the education system that determines the quality of the outcomes. A good teaching and learning process produces good results. On the contrary, a bad teaching and learning process affects the quality of the results. English is one of the world's languages spoken by many people in many countries. This is also recognized as the primary language for communicating with different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible, not to find difficulties in communicating with other people, especially those from abroad (Sopian, 2019). English teaching involves four language skills: speaking, writing, listening, and reading. There are some aspects in education and learning a language, such as grammar, pronunciation, spelling, and vocabulary (Pradana, 2020)

Vocabulary becomes a crucial part when someone wants to be proficient in English. It won't be easy to learn or use English without sufficient vocabulary. In addition, English is an exact science, so when translating English into Indonesian, the translation process must always be adapted to the context of the conversation. Vocabulary can also be said to be a key in understanding. As a key, if it is not owned, of course, it cannot enter the intended understanding (Astuti & Hapsari, 2019). Vocabulary is one of the three elements of language, the building material, and language basics. To communicate with others fluently, the first premise is that we must have a certain amount of vocabulary (Bai, 2018).

It is crucial for students to understand how meaningful word parts combine in the content areas. This understanding will help them learn the critical vocabulary of each content area, and understanding the roots and affixes that frequently occur in each discipline can generate an understanding of quite literally hundreds of additional words in each discipline.

To be successful, communication with other people needed to be a high priority to learn vocabulary. According to (Bai, 2018) if the vocabulary is limited, they will face many difficulties communicating through the narrow scope of the learner's thinking, so they must know that they will not succeed if they do not work hard. Regardless of what strategies students use to learn vocabulary to improve their English skills.

To communicate well in a foreign language, learners should acquire an adequate number of words and know how to use them accurately. When emphasizing the importance of vocabulary in communication. However, if we lack vocabulary, there is no successful communication. With a good knowledge of vocabulary, learners may feel confident in communication, contributing to success in communication. However, the question is which words are necessary for learners to know and how to remember these words.

In teaching English, the teacher found the students' problems. The problem is that students find it hard to speak or write English because of their vocabulary. The second problem is that there are many errors in spelling and grammar (Megawati & Mandarani, 2016). The researcher focuses on improving the students' vocabulary because it is crucial. According to (Wenyuan, 2017). Vocabulary is critical to be mastered first since it is an essential means of conducting communication

Provide a rich learning informant and allow learners to create their meaning. A rich learning environment can be provided using various media and technology (Artini, 2017) Media in the teaching and learning process intend to make circles in the classroom more effective and efficient. Media can be used to make the explanation clearer. Used to media was better for giving information (Aghni, 2018)

According (Husein et al., 2018), learning media sharing can be classified into three general categories: audio, visual, and audiovisual. In operational terms, the three types of the learning process. The media has developed according to the needs of the learning process; there are alphanumeric text characters that may be displayed in any format, for example, book, poster, chalkboard, etc. Audio includes anything you can hear, for example, people's voices, music, mechanical sounds (running car engine), noise, etc. Visuals are regularly used to promote Learning. They include diagrams on posters, chalkboard drawings, photographs, graphics in books, cartoons, etc. These people have teachers, students, or object-matters experts. People are critical in Learning. Students learn from teachers, other students, and other adults. Thus, the researcher used visual media to improve the students' vocabulary..

On the other hand, the students prefer the sketch to understand the topic. Then, in this study, the researcher uses semantic mapping to improve the students' vocabulary. Where semantic mapping is looking for a word in one of the topics represented in one concept, concept mapping can be a knowledge representation. It becomes a tool actively used by students during learning. The concept mapping process demands the learner's active involvement in the teaching and sheds light on their understanding of a specific learning area. Semantic mapping is a strategy that makes and shows the keyword and concepts of the text that relate to each other by drawing a graphic word. The framework

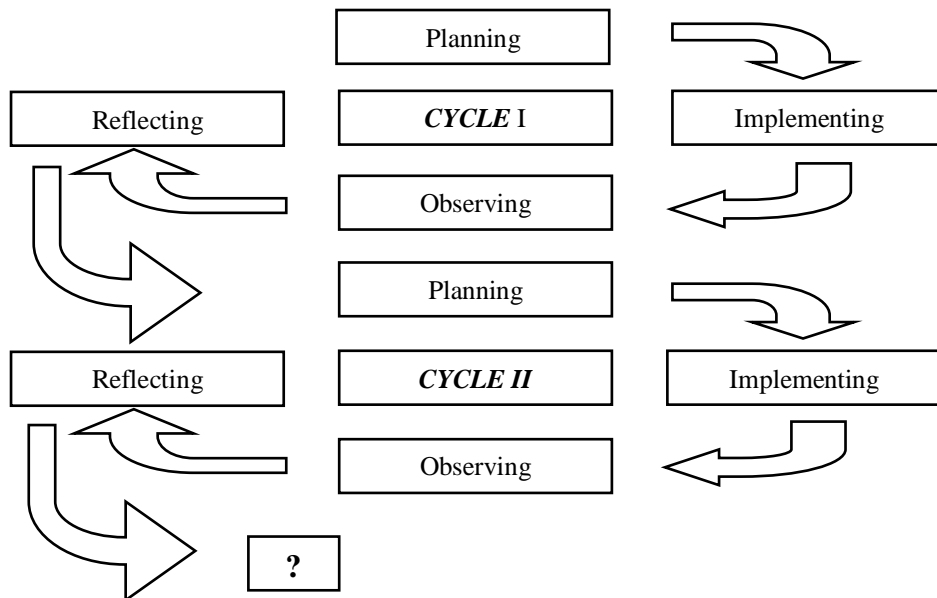
of semantic mapping includes the concept word, two categories, and other examples (Agustina & Nur, 2018).

This research was conducted to determine the effectiveness of semantic mapping on knowledge and increase students' vocabulary. This research is different from previous research, where this study uses classroom action research, observation sheets, and finally, the researcher will reflect on the activities in the action observation data.

RESEARCH METHOD

In this research, the researcher uses classroom action research (CAR). The researcher uses the classroom action research, which is done to solve the instructional problems. It's difficult to remember vocabulary in class. The action research involves some steps called cycles. The researcher uses the semantic mapping method to know what this method efficient can solve the students' vocabulary problem. In this research, the researcher uses an observation sheet to understand the students' activity, participation, attention, responses, and students' situation in the classroom. The researcher accomplishes a reflection about the activity in the anactionobservation data and analyzes the students' score based on criteria success.

This study is based on classroom action research (CAR); the procedure consists of planning, implementing, observing, and reflecting. The design of classroom action research was as follows:



Design of Classroom Action Research by Arikunto

In this research, the researcher planned to conduct two cycles. The difference between Cycles 1 and 2 is when using the semantic mapping method in the structure of semantic mapping, the Cycle 2 of sub concept more detail between cycles1. Thus, the research procedures of this study can be seen as follows:

Preliminary of The Study

The researcher needs to identify the problem to begin the action research process. Determine the area of teaching and learning that is intended to explore. The researcher should describe the situation that wants to change or improve. A preliminary study was conducted on March 17th, 2016.

In this study, before planning the action, the researcher conducted preliminary research to identify the problem that should be solved. Then, the researcher should identify the questions that need to be answered. The category is the used oral strategy, to know-how many vocabularies the students owned (The students mention 1-20 vocabularies).

Planning the Action

After implementing the preliminary study, a number of activities were conducted. They are as follows: Setting up the teaching-learning in the lesson plan to ensure that the teacher's steps were already considered with the "Semantic Mapping" Method. Where on Cycle 1 used theme vacation and school. Then on Cycle 2 used theme house and hospital. They prepared instruments such as observation sheets and tests and designed and administered the test to diagnose students before and after applying the semantic mapping method

Designing the Data Collection Techniques and Research Instruments

To obtain the valid data, the researcher will use kinds of collections data. For conducting the research, the researcher use two ways of collecting data. They are:

Observation

The observation conducted twice was on March 24th, 2016, and April 28th, 2016. It was performed during cycle one and cycle 2 to know the student's attention, the student's activation, and the student's responsibility in the learning process.

The researcher did the observation directly toward the English teaching and learning process in the seventh grade of SMP NU Sabilunnaja Babat in the academic year 2015/2016. In this research, the researcher acted as an active observer. Observation of the situation during the learning process when the students discussed it was recorded using an observation sheet. In this research, the researcher used an observation sheet only to support the test result.

Test

The test was conducted three times. The first was on March 24th, 2016, was a preliminary study. It's to know how many vocabularies the students owned. The second was on April 7th, 2016, and the last was on May 19th, 2016. The form of the test is a written test. Preliminary test, a test of Cycle 1 and Cycle 2 is kind of a test that will measure the students' scores in reinforcing their vocabulary. From this test, the researcher will know the students' progress in remembering vocabulary before and after teaching and learning the vocabulary process through the semantic mapping method.

Test (Preliminary test, test of Cycle 1, and examination of Cycle 2). It could also be said valid since they had been suitable with 2006 curriculum-based competence for junior high school. Tests consist of 25 items to know the increase of students' vocabulary.

The first was a preliminary test administered to know the primary data about students' vocabulary. The last was a test of Cycle 1 that would be administered to see the result of their learning after the "Semantic Mapping" method was implemented. Then the last test of Cycle 2 would be administered to know the outcome of applying the technique. The formula used to score the test is as follow:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Number of item}} \times 100$$

Setting up the Criteria of Success

There should be a criterion to decide whether the cycle can be stopped or not. That is why the researcher has to mention the success requirements in taking this classroom action research. The criterion of success is the student's score can reach equal or more than 75. It is based on the minimum passing grade.

To find the score of the student's vocabulary, the researcher used the following formula.

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Number of item}} \times 100$$

RESULT

To know the student's prior ability in vocabulary, the preliminary test was given to the students before the treatment was conducted. The initial test was presented in the following table 1.

Table 1. Result of Preliminary Test

NO	STUDENTS	CORRECT	SCORE	CRITERIA
1.	1	15	60	FAILED
2.	2	16	64	FAILED
3.	3	19	76	PASSED
4.	4	15	60	FAILED
5.	5	12	48	FAILED
6.	6	19	76	PASSED
7.	7	10	40	FAILED
8.	8	14	56	FAILED
9.	9	11	44	FAILED
10.	10	12	48	FAILED
11.	11	14	56	FAILED
12.	12	20	80	PASSED
13.	13	19	76	PASSED
14.	14	12	48	FAILED
15.	15	11	44	FAILED
16.	16	19	76	PASSED
17.	17	13	52	FAILED
18.	18	10	40	FAILED
19.	19	16	64	FAILED
20.	20	15	60	FAILED
21.	21	19	76	PASSED
22.	22	16	64	FAILED
23.	23	11	44	FAILED
24.	24	15	60	FAILED

The table showed that the whole of the student's vocabulary on the preliminary test was 61. Six students got a score (25%), and 18 students got a score (75%). A criterion of the minimum score of vocabulary was > 75. Based on these data, the researcher used the semantic mapping method to increase the student achievement, and the score of the student's vocabulary increased by 75. The student's achievement of the vocabulary was considered unsatisfactory. It could be said that they had low ability in vocabulary.

After implementing the preliminary of the study, the researcher has known that of the problems was the traditional method used by the teacher in teaching English vocabulary. In this case, the students were only given words, which made them bored. Based on the findings, the researcher then conducted Cycle 1 on the student to increase the student's vocabulary and use a new method by the "Semantic Mapping" method.

Cycle 1

The first Cycle was done based on the school schedule it was done, Thursday, March 24th 2016. The first Cycle was held at 07:20 a.m. in the seventh grade students' of SMP NU Sabilunnaja.

The Result of Observation I

In this phase, the researcher observes the activities of students. These are focused on the student's attention, the student's actions, and the student's responsibility in the learning process; for further explanation, the result of observation could be shown in the following table 2.

Table 2. The Result of Observation I

No	Student	The Student's Activities		
		Attention	Actively	Responsibility
1.	1	√	√	√
2.	2	√	√	√
3.	3	-	-	-
4.	4	√	√	√
5.	5	-	-	-
6.	6	√	√	√
7.	7	√	√	√
8.	8	√	√	√
9.	9	√	√	√
10.	10	√	√	√
11.	11	√	√	√
12.	12	√	√	√
13.	13	√	√	√
14.	14	√	√	√
15.	15	√	√	√
16.	16	√	√	√
17.	17	√	√	√
18.	18	√	√	√
19.	19	√	√	√
20.	20	Absent	Absent	Absent
21.	21	√	√	√
22.	22	√	√	√
23.	23	Absent	Absent	Absent
24.	24	-	-	-

The table presents the student's attention, actively, and students' responsibility to implement the Semantic Mapping method in the learning process. It's just the user's list in the table. There are 24 students'. Based on observations conducted by the researcher, there are 19 students active and responsible. But two students did not pay attention, did not act, and did not respond to implement the Semantic Mapping method. The result of observation indicated that 19 students (79,16%) were active, and five students (20,83%) were passive.

The researcher observed the student's enjoyable learning process using the semantic mapping method. The students said that they enjoyed and were interesting in

learning English. Using the new approach, they can improve memory, words, images, and ideas based on the theme and make a better note in their book. Moreover, through the Semantic mapping method, the students help them increase the four skills in English: listening, reading, writing, and speaking, significantly increasing their vocabulary. From the finding above, it could be said that, in general, through the semantic mapping method, the students' vocabulary can increase, which shows from the result of the test in Cycle 1 and the activities of students in the learning process.

The Result Test of Cycle 1

The result of the test in preliminary, further explanation the result test of Cycle 1 could be seen in the following

Table 3. The Result Test of Cycle 1

NO	STUDENTS	CORRECT	SCORE	CRITERIA
1.	1	16	64	FAILED
2.	2	20	80	PASSED
3.	3	20	80	PASSED
4.	4	16	67	FAILED
5.	5	12	48	FAILED
6.	6	20	80	PASSED
7.	7	19	76	PASSED
8.	8	15	60	FAILED
9.	9	13	52	FAILED
10.	10	12	48	FAILED
11.	11	19	76	PASSED
12.	12	21	84	PASSED
13.	13	20	80	PASSED
14.	14	20	80	PASSED
15.	15	18	72	FAILED
16.	16	20	80	PASSED
17.	17	14	56	FAILED
18.	18	19	76	PASSED
19.	19	17	68	FAILED
20.	20	19	76	PASSED
21.	21	20	80	PASSED
22.	22	20	80	PASSED
23.	23	20	80	FAILED
24.	24	18	72	FAILED

In terms of criteria success, the students' improvement moved. They are 13 students got score than (54,16%), 11 students got score (45,83%).

Cycle 2

The researcher using Cycle 2, based on result of test Cycle 1 the score every students there are did not passed minimum criteria.

The Result of Observation 2

The second observations the researcher focuses of students' attention, students' actively, and students' responsibly. The result of the observation 1 could be shown in the following table 4.

Table 4. The Result Observation of Cycle 2

No	Students	The Student's Activities		
		Attention	Actively	Responsibility
1	1	√	√	√
2	2	√	√	√
3	3	√	√	√
4	4	√	√	√
5	5	-	-	-
6	6	√	√	√
7	7	√	√	√
8	8	√	√	√
9	9	√	√	√
10	10	√	√	√
11	11	√	√	√
12	12	√	√	√
13	13	√	√	√
14	14	√	√	√
15	15	√	√	√
16	16	√	√	√
17	17	√	√	√
18	18	√	√	√
19	19	√	√	√
20	20	√	√	√
21	21	√	√	√
22	22	√	√	√
23	23	√	√	√
24	24	Absent	Absent	Absent

The table shows most of the students, attention, and students actively implementation semantic mapping method in the learning process and students responsible for finishing their test. The checklist demonstrates it in the table. In seventh grade, students of SMP NU Sabilunnaja is consist of 24 students. Based on implementing observation 2, the data is a change of observation I. It is 22 (91,66%) students active, and there are 2 (8,33%) students passive; previously (on observation I), there were five students passive.

The Result Test of Cycle 2

This phase, fromof students' result test in Cycle 1 and result of test in Cycle 2, it was known that the students' vocabulary improved but it's didn't passed ofminimum criteria success. The detail information of the result of testCycle 2 was presented in the table 5

Table 5. The Result Test of Cycle 2

NO	STUDENTS	CORRECT	SCORE	CRITERIA
1.	1	20	80	PASSED
2.	2	20	80	PASSED
3.	3	21	84	PASSED
4.	4	20	80	PASSED
5.	5	23	92	PASSED
6.	6	23	92	PASSED
7.	7	20	80	PASSED

8.	8	19	76	PASSED
9.	9	20	80	PASSED
10.	10	24	96	PASSED
11.	11	19	76	PASSED
12.	12	23	92	PASSED
13.	13	21	84	PASSED
14.	14	24	96	PASSED
15.	15	24	96	PASSED
16.	16	22	88	PASSED
17.	17	20	80	PASSED
18.	18	24	96	PASSED
19.	19	19	76	PASSED
20.	20	24	96	PASSED
21.	21	20	80	PASSED
22.	22	20	80	PASSED
23.	23	22	88	PASSED
24.	24	24	96	PASSED

Based on the data, the whole score students' in the preliminary test show the score is 61. The researcher implementing test of Cycle I show the score is 71. The result test of Cycle 2 present the score is 86. In this cycle the score every student's was passed of a criterion success. Then, the researcher stopped in Cycle 2.

DISCUSSION

Semantic mapping can generate ideas, design complex structures, and communicate ideas. According to (Coto, 2017), Semantic word mapping is a technique in vocabulary teaching that uses a graphic organizer to describe the words in context. It also refers to WordNet and Cyc. Semantics is considered as a property of language, whereas meaning is often defined in terms of use, and thus, semantic mapping is persuasively usable to teach words importance in new languages. Semantic mapping is also a helpful strategy that can be introduced to learners at any level of proficiency. It involves drawing a diagram of the relationship between words according to their use in a particular text. Semantic mapping brings relationships in a text to consciousness to deepen the understanding of a text and create associative networks for words. It is best introduced as a collaborative effort between the teacher and the class. Such a diagram "visually" shows how ideas fit together.

The researcher has been finding that semantic mapping is a method that can teach the learning process English especially vocabulary; the students feel enjoyed with a new method, previously the method made them bored because the teacher used the traditional method. It is only written down vocabulary on the whiteboard, and the students must be memorized. Results are in line with research (Sopian, 2019), Semantic Mapping technique can improve students' Vocabulary Mastery and (Zheng, 2017), the use of mind mapping, can effectively improve the efficiency of note taking, improve memory and enhance creativity.

Based on the result of the data that discussed on analysis in answering the problem of the study, based on the statistical analysis, it could be seen that the score of the result calculation based on formula shown to result in the whole students score of preliminary test was 61, the resulting test of Cycle 1 was 71 and the last Cycle is a test of Cycle 2 was 86. The students' scores are six students got score (25%), and 18 students got score (75%) of the preliminary test. In Cycle 1, 13 students got score than criterion success (54,16%), 11 students got a low score (45,83%). In the resulting test of Cycle 2, then every student's score passed of a criterion success. All students' score the last

Cycle is reach of a criteria success. Using semantic mapping can improve the seventh-grade students of SMP NU Sabilunnaja.

CONCLUSION

The result of the study, there is a two-cycle to know how semantic mapping improves the student's vocabulary. In Cycle 1, the teacher teaches by semantic mapping. But in this cycle, the students' confused with a new method based on the result test Cycle. Most of the students get scores than the criterion of success, and a fraction of the student's scores did not pass. Then, the researcher used Cycle 2. The teacher explained again and used structure semantic mapping of crucial concepts in more detail. Based on the resulting test of Cycle 2, the scores every student passed.

SUGGESTION

The results of this research can be used as a reference and reference in learning by using the semantic mapping method in improving English, significantly increasing students' vocabulary mastery.

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