

## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

In this modern era, people are demanded to have more than one language. Language is as a tool for communication takes an important role in our daily activities. Without communication, we will be left behind. Communication in foreign language is a bridge to get information, knowledge, and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people.

Beside that, language becomes an important thing and people around the world use it. It as gift from God to human beings as adjusted to one of the Holy Qur'an has stated in the Hujurat verse 13 as follows:

يَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

From the verse above it; it means that God has created a pair of male or female, and made us into different nations and tribe. Every nation and tribe has different language. So, it is important to learn other language, because it will make people possible to get to know each other and to make relation with those who come from other nations. Language is very important for life, so language must be learned, which is language for communication in the world.

As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English is an international language which is used in many fields of life such as in education, tourisms, politics, technology, laws, business, etc. English also has a very important position and become more popular since it is as a foreign language in Indonesia. It has been studied from elementary school until university. Although it is a foreign language, the students have to master that language in order to develop their skills and reach their dreams in the future. Thus, every school should contribute the best technique, strategies and methods to help the students master this language. The learning English as foreign language is also accordance with the message found in the Qur'an (Ar-Rum) verse 22 as follows:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ  
 فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

At the end verse Allah says, “Verily in that are sign those who know” it can be understand from this verse that Allah created some variation in our language in order to be thought and researched by human new condition of life and thought are constantly evolving new word, expression, new syntactical, structure and new words of pronunciation.

As an element of language, vocabulary is one important aspect in learning English as a foreign language. Mastery of vocabulary in language will also have understanding in term of speaking, reading, listening, and writing. People cannot

communicate their ideas as clearly as they would like to express because of their limited vocabulary. Therefore, mastery of vocabulary would be much helpful to the students in learning language.

Vocabulary is one of the essential aspects of language. Teaching vocabulary can do through some strategies. One of them is by using semantic mapping technique.

In teaching vocabulary, teachers often just follow the instruction in students' textbooks, such as explaining the material in the book, giving the students some example and asking question in his book. Teaching vocabulary is important so that students are able to communicate using the language they are learning. Students firstly should master a large number of vocabularies. Vocabulary as one component of English language is important to understand the structure, meaning, and communication. To have a great vocabulary is not easy for the first young learners. The English teacher must help them in building new vocabulary which the teacher to make the interesting study condition. The variety of strategy provides a good technique should depend on the instructional goals or the teacher competency. A good technique will make the teaching and learning process enjoyable. Vocabulary becomes a problem for the students in learning English. Vocabulary becomes a problem for the students of pre-intermediate and intermediate level, the reason is the student level of thinking is different and mastery vocabulary itself is very difficult. Sometimes there are students, who can memorize many words, but other cannot, while for learning vocabulary it is needed many words, strong, memorization and also practicing.

The ability to master vocabulary is very important in the Junior High School. Vocabulary is one key to improve the English achievement. There are many factors that cause the student's difficulties in learning English, one of the factors is the poor mastery of vocabulary knowledge. The students are lack of stuck of the words. The students who have little knowledge of vocabulary will face some difficulties to understand the written language. Dellar and Hacking in Thornbury (2002, p.13) say, "If you spend most of your time studying grammar, your English not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with word. "The students may get some difficulties in learning a language if they have limited number of vocabulary.

According to Thornbury (2002, p.23) stated that the learner needs not only to learn a lot of words, but to remember them, " To master all the language skills, vocabulary knowledge are important that have to know by the students and the teachers of English should have a strategy that makes the students interested in learning vocabulary. The teaching of vocabulary for senior high school needs appropriate and different technique from the traditional way, in order that make the students fell enjoyable, become active in the classroom, and stimulate them to use the words which is they have already known and brainstorm the new words around the topic, even though it appears in their native language first. One of the technique which can fulfill these requirements is semantic mapping (Wallace, 1989, p.85, in

vadilah, 2011, p.3). The current and practice in teaching vocabulary from Richards and Renandya (2008, p. 261) state that:

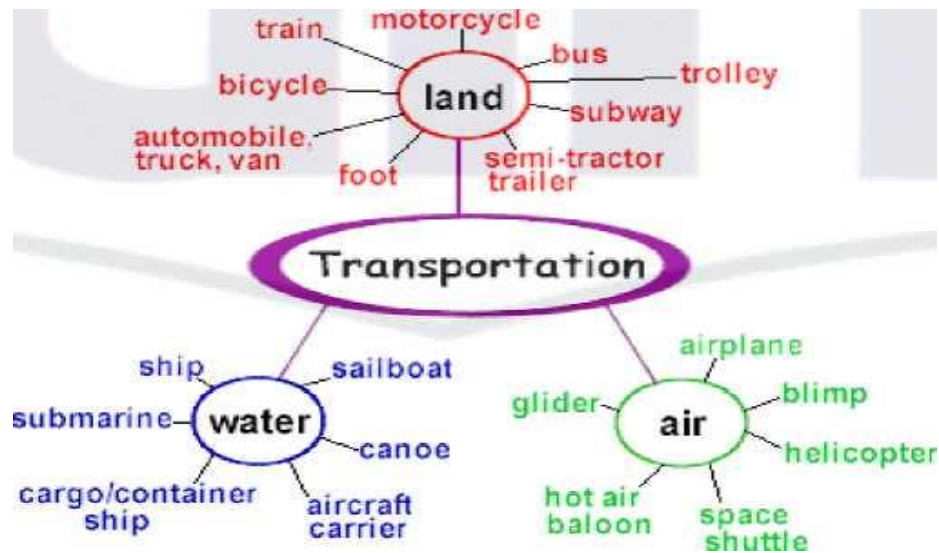
“In addition to presenting this new information, teachers should create oppurnities to meet these useful, recently learned words in new contexts that provide new collocation and associations, Nation (1994). Exercises that can deepen students’ knowledge of words include making Semantic Maps with lists either provided by teacher or generated by learners.

According to Harmer (2007, p.235-236) as he said semantic mapping or word maps are

“word maps are an extremely engaging way of building up vocabulary knowledge as well as provoking students’ into retrieving and using what the know. Word maps are sometime used by teachers to show how words group (as we have suggested) has the added advantage of making them try to remember some of the many words they know, while at the same time learning new words from theirs peers.

Thus, by using semantic mapping the students can discover the relationship between the words which they have known, and they can learn new words from this strategy which make them more recognize which word they need for their better understanding in English. How the student can get these advantages of using semantic mapping in learning vocabulary is presented by this example, in teaching about ‘*transportation*’, we might divide transportation by air, *land and water*. Students have to find the target words.

According to Vadilah (2011, p.21), The Following is a kind of semantic mapping worksheet in vocabulary expansion:



**Figure 1.1 Semantic Map Result Sample**

Vadilah (2011, p.5) state that teacher gives instruction by having student brainstorm words related to the concept of ‘transportation’ by ‘land, water, and air’, if it finishes then the teacher asks student to add two or more new words for each category. Sometimes discussion between student-student and student-teacher is needed to find the target words. Finally, it can improve the students’ vocabulary mastery, enrich the students’ vocabulary by finding the new word when they fill in chart, and help them to remember it.

Vadilah (2011, p.5) said that use of semantic mapping is expected to motivate the students’ to learn, and they don’t get bored in English teaching learning process. Beside that by introducing new vocabulary by this technique regularly, the writer

hopes the students' can discover the strategy of defining and clarifying the unknown words. So, they will get many new vocabulary items as the target words.

The researcher concludes that semantic mapping as instructional technique especially in teaching English; it is very helpful for learner. By using semantic mapping technique, it makes the students feel enthusiastic in understanding the lesson the object that they see, and the students can enjoy and fun to learn English. The mind mapping technique is one of the teachers' techniques in teaching. Not only mind mapping shows facts, but also shows the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise which can be used in teaching vocabulary which involves the essential idea and encourages memorizing vocabulary easily.

Based on the explanation above are also faced by students of SMPN 5 Kotabaru, at seventh grade. Many students are difficult to recall the vocabulary. They just get the vocabulary and the meaning from their teacher or dictionary to be remembered. They have lack of vocabulary. So, to cope the problem above, the researcher uses semantic mapping to develop students' vocabulary mastery in teaching vocabulary. It can help students to memorize and remember vocabulary. In this study, the writer is interested in conducting a research entitled: **“The Effectiveness of using Semantic Mapping Technique in Improving Vocabulary Mastery of the Seventh Grade Students at SMPN 5 Kotabaru”**

Based on the title of thesis, this thesis has second problem statements that will be answered by researcher. The first problem statements is about the effective of using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru. The second problem statement is about the students' respond toward semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru.

### **B. Statement of The Problem**

Based on the Background above, there are some problems which will be investigated by the writer, including:

1. How is the effectiveness of using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru?
2. How is the student' respond toward semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru?

### **C. Objective of Study**

Based on the research question, these are the objectives of the study:

1. To know the effectiveness of using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru
2. To know the students' respond toward semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru.



#### **D. Reason for Choosing The Title**

There are some reasons choosing this title, they are:

1. Vocabulary is one of the important skills in foreign language.
2. Facts on the field, that the students' difficult for improving vocabulary, memorizing, and remember vocabulary while in teaching and learning English.
3. Until now, none of the students of English Department make a research to know the effectiveness or not with using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru.

#### **E. Significance of Study**

The benefits expected from the result of this study terms of both theoretical and practical are:

1. For the students' SMPN 5 Kotabaru at seven grade, it can help them to memorize and remember many vocabularies in English by using semantic mapping technique.
2. For the teachers, it can reference for their teaching and learning vocabulary to help their students for memorizing and remember vocabulary.
3. For the other researcher, who want do the same research in more enriched one, it can become a reference to continue next research.

## **F. Definition of Key Terms**

There are some terms including in this research and to avoid misinterpretation of the title above the researcher needs to explain them as follows:

1. Effectiveness is noun from the adjective 'effective' which mean producing the result that is wanted or intended (Oxford learners' pocket dictionary, 2008, p.143). It Means, The effectiveness referred to this the study was to determine the result of the effectiveness of using semantic mapping technique in mastering vocabulary to students' learning outcomes of seventh grade at SMPN 5 Kotabaru. It can be seen from the results of the pre-test and post-test on the material after conducting the action in the experiment class.
2. Semantic mapping techniques are a visual technique for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. Vadilah (2011, p.11) says that semantic mapping is an attractive technique which make the students interested and creative, because learning through semantic mapping is different from the traditional vocabulary learning, it have to use some media such as picture, shape, and colour. It means, semantic mapping is one technique that can be applied to improve achievement learning students in vocabulary mastery at seventh grade at SMPN 5 Kotabaru.
3. Vocabulary Mastery divided into two words are vocabulary is a list of words in a language with their meaning (Hornby, 2002, p.133), Mastery is Mastery is a particular skill or language (Thomson & Heinle, 2008, p.564, in Rahayu,

2015, p.27). It means, that the students have the ability or mastery in understanding the words and meaning (vocabulary mastery that is had by students which to know students' vocabulary by using test).

4. Students are any person who studies all students at the seventh grade of SMPN 5 Kotabaru. It means the students at seventh grade academic 2015/2016 in SMPN 5 Kotabaru.
5. SMPN 5 Kotabaru is located on Jl. Bima Atas, Desa Baharu Selatan, Kecamatan Pulau Laut Utara, and Kode Pos 72155. It means a school where the researcher does the research.

## **G. Hypothesis**

The hypothesis that the researcher will be examined in this researcher:

1. Direction or alternative hypothesis ( $H_a$ )

There is a significant difference of students' in improving vocabulary mastery between experiment classes by using semantic mapping and control class without semantic mapping technique of the Seventh Grade at SMPN 5 kotabaru.

2. Null hypothesis ( $H_0$ )

There is no significant difference of students' in improving vocabulary mastery between experiment classes by using semantic mapping and control class without semantic mapping technique of the Seventh Grade at SMPN 5 kotabaru.

## **H. The Organization of Writing**

The writer organizes this research in order to make the readers understand easily. This research is divided into five chapters, as below:

Chapter I is introduction. This chapter explains the background of study, statement of problems, objective of study, reason for choosing the title, significant of study, definition of key terms, hypotheses, and the organization of writing.

Chapter II is theoretical review which presents theory about definition of effectiveness and mastery, vocabulary, semantic mapping and Review of Previous Study.

Chapter III presents research method. This chapter explains research design, research setting, population and sample of the research, data and source of data, technique of collecting the data, research instrument, technique of data processing, technique of data analysis and data from interview.

Chapter IV is finding and discussion. It presents the findings from the data analysis and discusses the findings by relating them with theories and previous study.

Chapter V is closure. It presents the conclusion and the suggestion given based on the result of the writer's research.