

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the writer explains the findings based on observation, test, interview, and questionnaire. The observations, test, interview, and questionnaire answer the statement of problems which consist of : The first problem statement is about the effectiveness of using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru and the second problem statement is about the students' respond toward semantic technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru.

To collect the data related to the first statement of problems, the researcher used analysis the result observation, test and interview and to collect the data related to the second statement of problems, the researcher used analysis the result questionnaire and interview.

1. The Effectiveness of Using Semantic Mapping Technique in Improving Vocabulary Mastery of the Seventh Grade Students at SMPN 5 Kotabaru

- a. To know about the students in improving vocabulary mastery of experiment class by using semantic mapping technique. For more data detail information, the data can be seen in the table below.

Tables 4.1. The result of pre-test in improving vocabulary mastery of experiment class of the seventh grade students at SMPN 5 Kotabaru.

No.	Name	Test Types				Score
		Multiple choice	Make arrange Sentence	Complete the Dialogue	Make Complete Sentence	
1.	X 1	32	3	9	18	62
2.	X 2	40	4	9	18	71
3.	X 3	40	6	12	12	70
4.	X 4	42	4	12	18	76
5.	X 5	28	3	9	12	52
6.	X 6	32	3	9	18	62
7.	X 7	38	2	12	18	70
8.	X 8	28	4	12	12	56
9.	X 9	32	3	9	18	62
10.	X 10	30	2	12	12	56
11.	X 11	28	3	12	12	55
12.	X 12	30	4	12	12	58
13.	X 13	30	4	12	12	58
14.	X 14	32	4	12	12	60
15.	X 15	32	3	9	18	62
16.	X 16	30	4	12	12	58
17.	X 17	32	4	12	12	60
18.	X 18	28	3	9	12	52
19.	X 19	28	3	12	12	55
20.	X 20	22	3	9	12	46
21.	X 21	30	4	12	12	58
22.	X 22	32	3	9	18	62
23.	X 23	32	5	12	12	61
24.	X 24	28	3	9	12	52
25.	X 25	22	3	9	12	46
26.	X 26	28	4	12	12	56
27.	X 27	40	6	12	12	70
28.	X 28	26	3	9	12	50
29.	X 29	30	4	12	12	58
30.	X 30	34	3	9	18	62
31.	X 31	30	1	9	12	52
32.	X 32	32	4	12	12	60
Total						1892

To know improving vocabulary mastery for experiment class before the writer apply of the seventh grade students at SMPN 5 Kotabaru, the writer uses the accounting of mean score as follow :

$$M_x \text{ or } M_1 = \frac{\sum x}{N_1}$$

$$M_x = \frac{1892}{32}$$

$$= 59.12$$

Based on the pre-test result, it can be seen that improving vocabulary mastery for experiment class at the seventh grade students of SMPN 5 Kotabaru can be conclude in fair category

Table 4.2. The result of post-test in improving vocabulary mastery for experiment class of the seventh grade students at SMPN 5 Kotabaru

No.	Name	Test Types				Score
		Multiple choice	Make arrange Sentence	Complete the Sentence	Vocabulary	
1.	XX 1	44	4	9	18	75
2.	XX 2	46	4	9	18	78
3.	XX 3	50	4	12	12	78
4.	XX 4	50	5	12	12	79
5.	XX 5	50	5	12	12	79
6.	XX 6	42	2	12	24	80
7.	XX 7	42	2	12	24	80
8.	XX 8	46	4	12	18	80
9.	XX 9	42	5	15	18	84
10.	XX 10	44	4	12	24	84
11.	XX 11	46	2	12	24	84
12.	XX 12	46	3	12	24	84

13.	XX 13	44	2	15	24	85
14.	XX 14	44	2	15	24	85
15.	XX 15	48	4	15	18	85
16.	XX 16	48	5	15	18	86
17.	XX 17	50	4	15	18	87
18.	XX 18	50	3	15	24	92
19.	XX 19	50	3	15	24	92
20.	XX 20	48	5	15	24	92
21.	XX 21	50	4	15	24	93
22.	XX 22	50	4	15	24	93
23.	XX 23	50	4	15	24	93
24.	XX 24	50	4	15	24	93
25.	XX 25	50	5	10	30	95
26.	XX 26	48	3	15	30	96
27.	XX 27	48	3	15	30	96
28.	XX 28	48	5	15	30	98
29.	XX 29	48	5	15	30	98
30.	XX 30	48	5	15	30	98
31.	XX 31	50	3	15	30	98
32.	XX 32	50	5	15	30	98
Total						2816

$$M_x \text{ or } M_1 = \frac{\sum x}{N_1}$$

$$M_x \text{ or } M_1 = \frac{2816}{32}$$

$$= 88$$

Based on the post-test result, it can be seen in improving vocabulary mastery for experiment class of the seventh grade students at SMPN 5 Kotabaru can be conclude in very good category.

Based interview result with the English teacher, semantic mapping technique is very good for increasing vocabulary in English, because the semantic mapping technique can remember new vocabulary has been learned.

b. To Know about Students in Improving Vocabulary Mastery for Control Class without Semantic Mapping Technique.

For more data detail information, the data can be seen in the table below.

Table 4.3. The result of pre-test in improving vocabulary mastery for control class without semantic mapping technique of the seventh grade students at SMPN 5 Kotabaru.

No.	Name	Test Types				Score
		Multiple choice	Make arrange Sentence	Complete the Dialogue	Make Complete Sentence	
1.	Y 1	22	3	9	12	46
2.	Y 2	22	3	9	12	46
3.	Y 3	34	3	3	6	46
4.	Y 4	30	4	6	6	46
5.	Y 5	28	3	9	12	46
6.	Y 6	26	3	12	5	46
7.	Y 7	26	3	9	12	50
8.	Y 8	28	2	9	12	51
9.	Y 9	30	3	6	12	51
10.	Y 10	28	4	9	12	53
11.	Y 11	30	5	6	12	53
12.	Y 12	28	4	12	12	56
13.	Y 13	34	4	12	6	56
14.	Y 14	32	0	12	12	56
15.	Y 15	30	5	9	12	56
16.	Y 16	28	4	12	12	56
17.	Y 17	30	4	12	12	58
18.	Y 18	32	3	9	18	62
19.	Y 19	30	5	9	18	62

20.	Y 20	36	3	12	12	63
21.	Y 21	38	1	12	12	63
22.	Y 22	38	4	9	12	63
23.	Y 23	36	3	12	12	63
24.	Y 24	38	1	12	12	63
25.	Y 25	38	4	12	12	66
26.	Y 26	40	2	12	12	66
27.	Y 27	40	3	12	12	67
28.	Y 28	40	3	12	12	67
29.	Y 29	42	4	12	12	70
30.	Y 30	44	5	12	12	73
31.	Y 31	46	3	6	18	73
Total						1793

$$M_y \text{ or } M_2 = \frac{\sum y}{N_2}$$

$$M_2 = \frac{1793}{31}$$

$$= 57.83$$

Based on the pre-test result, it can be seen in improving vocabulary mastery for control class without semantic mapping technique of the seventh grade students at SMPN 5 Kotabaru can be conclude in fair category.

Table. 4.4. The result of post-test in improving vocabulary mastery in control class without semantic mapping technique of the seventh grade students at SMPN 5 Kotabaru.

No.	Name	Test Types				Score
		Multiple choice	Make arrange Sentence	Complete the Sentence	Vocabulary	
1.	YY 1	21	4	9	12	46
2.	YY 2	34	3	3	6	46
3.	YY 3	30	4	6	6	46

4.	YY 4	30	6	6	6	48
5.	YY 5	32	4	6	6	48
6.	YY 6	32	5	9	6	52
7.	YY 7	28	3	9	12	52
8.	YY 8	30	4	6	12	52
9.	YY 9	24	4	12	12	52
10.	YY 10	28	3	12	12	55
11.	YY 11	30	4	12	12	58
12.	YY 12	32	2	12	12	58
13.	YY 13	30	4	12	12	58
14.	YY 14	32	1	9	18	60
15.	YY 15	36	5	9	12	62
16.	YY 16	40	1	9	12	62
17.	YY 17	40	2	9	12	63
18.	YY 18	40	2	9	12	63
19.	YY 19	40	2	12	12	66
20.	YY 20	40	3	12	12	67
21.	YY 21	44	2	12	12	70
22.	YY 22	44	4	12	12	72
23.	YY 23	44	4	12	12	72
24.	YY 24	46	3	12	12	73
25.	YY 25	44	5	6	18	73
26.	YY 26	36	4	15	18	73
27.	YY 27	46	2	15	12	75
28.	YY 28	46	5	6	18	75
29.	YY 29	38	5	15	18	76
30.	YY 30	42	4	12	18	76
31.	YY 31	42	4	12	18	76
Total						1928

$$M_y \text{ or } M_2 = \frac{\sum x}{N_1}$$

$$M_y \text{ or } M_2 = \frac{1928}{31} = 62.19$$

Based on the post-test result, it can be seen in improving vocabulary mastery for control class without semantic mapping technique of the seventh grade students at SMPN 5 Kotabaru can be conclude in fair category.

Based on observation result about process of teaching vocabulary in control class that was observed by researcher in five meetings is shown teaching vocabulary process in control class that does not use semantic mapping technique as follow: the teacher wrote vocabularies and meaning of vocabularies that are taught in whiteboard and all of students wrote those vocabularies in their book. The teacher asked students to repeat pronunciation of vocabularies that are learned after teacher pronounced the word and all of students repeat teacher's pronunciation. The last, the teacher indicated every vocabulary and then asked every student to pronounce directly.

Based on observation result in control class that without using semantic mapping technique by the researcher which observed activities, media and technique that is used by teacher, it can be concluded that the teacher used whiteboard and marker as media in teaching process. While, techniques that are used by teacher are translation and drilling. Translation technique is a technique teaching vocabulary that is shown when teacher wrote meaning of vocabulary in whiteboard and drilling technique is a technique teaching vocabulary that is shown when teacher asked students to pronounce words directly and correctly.

Based observation result in control class can be seen that teacher used translation and drilling technique is suitable with interview result with teacher by the researcher that teacher used translation and repetition directly because characteristic of students with mild mental retardation that are slow receiving and difficult remembering lesson.

c. The Difference in Improving Vocabulary Mastery between Experiment Class by Using Semantic Mapping Technique and Control Class without Semantic Mapping Technique of the Seventh Grade at SMPN 5 kotabaru.

To know the comparative study between the experiment class with using semantic mapping technique and the control class without using semantic mapping technique, the writer uses “t-test”. After all the collected data have been process, the writer canalizes them and makes conclusion by using the “t-test” formula.

1. Based on the result of the test in appendix, the writer calculated the mean formula of each major student. To keep the subject identify, the writer just uses number for identifying the subject.

$$M_x \text{ or } M_1 = \frac{\sum x}{N_1} = \frac{2816}{32} = 8.8$$

$$M_y \text{ or } M_2 = \frac{\sum x}{N_1} = \frac{1928}{31} = 62.19$$

M_1 = means of experiment class of SMPN 5 Kotabaru

M_2 = means of control class of SMPN 5 Kotabaru

2. The writer count standard deviation of each major by using formula:

$$SD_x \text{ or } SD_1 = SD_1 = \sqrt{\frac{\sum f \cdot y^2}{N}} = \sqrt{\frac{1608}{32}} = \sqrt{50.25} = 7.089$$

$$SD_y \text{ or } SD_2 = \sqrt{\frac{\sum f \cdot x^2}{N}} = \sqrt{\frac{3204.839}{31}} = \sqrt{103.3818939} = 10.167$$

SD_x or SD_1 = Standard deviation of experiment class of SMPN 5 Kotabaru

SD_y or SD_2 = Standard deviation of control class of SMPN 5 Kotabaru

3. The writer counts standard error of each major by using formula :

$$SE_{M1} = SE_{M1} = \frac{SD_1}{\sqrt{N-1}} = \frac{7.089}{\sqrt{32-1}} = \frac{7.089}{\sqrt{31}} = \frac{7.089}{5.567764} = 1.27$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N-1}} = \frac{10.17}{\sqrt{31-1}} = \frac{10.17}{\sqrt{30}} = \frac{10.17}{5.477225} = 1.856 = 1.86$$

SE_{M1} = Standard Error of Mean of the experiment Class of SMPN 5 Kotabaru.

SE_{M2} = Standard Error of Mean of the control Class of SMPN 5 Kotabaru

4. The writer counts standard error from both subject by using formula:

$$SE_{M1-M2} = \sqrt{(1.27)^2 + (1.86)^2}$$

$$SE_{M1-M2} = \sqrt{(1.27)^2 + (1.86)^2}$$

$$SE_{M1-M2} = \sqrt{5.0725}$$

$$= 2.25$$

5. The writer counts t-test by using formula:

$$T\text{-test} = \frac{88 - 62.19}{2.25} = \frac{28.875}{2.25} = 12.8$$

6. Giving interpretation for “t” with consulting t table

Tabel Nilai “t”

d.b.	Taraf Signifikansi		d.b.	Taraf Signifikansi		d.b.	Taraf Signifikansi	
	5%	1%		5%	1%		5%	1%
1	12,71	63,66	16	2,12	2,92	40	2,02	2,71
2	4,30	9,92	17	2,11	2,90	45	2,02	2,69
3	3,18	5,84	18	2,10	2,88	50	2,01	2,68
4	2,78	4,60	19	2,09	2,86	61	2,00	2,65
5	2,57	4,03	20	2,09	2,84	70	2,00	2,65
6	2,45	3,71	21	2,08	2,83	80	1,99	2,64
7	2,36	3,50	22	2,07	2,82	90	1,99	2,63
8	2,31	3,36	23	2,07	2,81	100	1,98	2,63
9	2,26	3,25	24	2,06	2,80	125	1,98	2,62
10	2,23	3,17	25	2,06	2,79	150	1,98	2,61
11	2,20	3,11	26	2,06	2,78	200	1,97	2,60
12	2,18	3,06	27	2,05	2,77	300	1,97	2,59
13	2,16	3,01	28	2,05	2,76	400	1,97	2,59
14	2,14	2,98	29	2,04	2,76	500	1,96	2,59
15	2,13	2,95	30	2,04	2,75	1000	1,96	2,58
			35	2,03	2,75			

(Source: Murdan, 2005, p.190)

7. After having the t-test score, look at **the t-table** or “t”

$$\begin{aligned} T \text{ table} &= (N_1 + N_2 - 2) \\ &= (32 + 31) - 2 \\ &= 63 - 2 = 61 \end{aligned}$$

- Consulting score of “db/df with “table”
- In significant degrees t-table 5% = 2,00%
- In significant degrees t-table 1% = 2,65%

After the writer finds the df (degree of freedom), in this research is 61,

The writer makes a conclusion

Thus, t table (5% = 2, 00) < t test (12.8) > t table (1 % = 2, 65). It shows that t test is higher than t table 5% and 1%. Ho (Zero Hypothesis) is rejected and HA (Alternative Hypothesis) is accepted. By the result, the writer concludes that Ha is accepted. There is significant different in improving vocabulary mastery between experiment class and control class.

To know the effectiveness or not using semantic mapping technique in improving vocabulary mastery with using gain test formula.

Gain Test for measure effectiveness using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru.

The writer measure effectiveness by using the following formula:

$$g = \frac{\text{score post test} - \text{score pre test}}{\text{score maximal} - \text{score pre test}}$$

Table 4.5. The result of effectiveness using semantic mapping technique

Experiment Class	Score		Y-X	$g = \frac{\text{score posttest} - \text{score pretest}}{\text{score maximal} - \text{score pretest}}$
	<i>Pre-test(x)</i>	<i>post -test(y)</i>		
X 1	62	96	34	0.894737
X 2	71	84	13	0.448276
X 3	70	93	23	0.766667
X 4	76	98	22	0.916667
X 5	52	79	27	0.5625
X 6	62	96	34	0.894737
X 7	70	85	15	0.5
X 8	56	98	42	0.954545
X 9	62	93	31	0.815789
X 10	60	84	24	0.6
X 11	55	93	38	0.844444
X 12	58	98	40	0.952381
X 13	58	75	17	0.404762
X 14	60	79	19	0.475
X 15	62	93	31	0.815789
X 16	58	85	27	0.642857
X 17	60	92	32	0.8
X 18	52	80	28	0.583333
X 19	55	85	30	0.666667
X 20	46	98	52	0.962963
X 21	58	87	29	0.690476
X 22	62	95	33	0.868421
X 23	61	78	17	0.435897
X 24	52	78	26	0.541667
X 25	46	80	34	0.62963
X 26	56	80	24	0.545455
X 27	70	96	26	0.866667
X 28	50	86	36	0.72
X 29	58	84	26	0.619048
X 30	62	92	30	0.789474
X 31	52	84	32	0.666667
X 32	60	92	32	0.8
Total				22.67551

Note: Maximal score = 100

Students (n) = 32

$$g = \frac{\sum g}{n} = \frac{22.67551}{32} = 0.0708$$

Table 4.6. The Categorized Gain Test score for measure effectiveness

Score	Category
$g < 0,3$	Low
$0,3 \leq g \leq 0,7$	Fair
$G > 0,7$	High

Based on the above, value $g = 0.0708$. So, can conclude that effectiveness of using semantic mapping technique in improving vocabulary mastery of the seventh B grade (Experiment class) students at SMPN 5 Kotabaru in fair category.

Based interview result with the English teacher, that semantic mapping enough effective in the process teaching and learning English, because can help correlate the word and find new vocabulary through their creativity.

2. The students' Respond Toward Semantic Mapping Technique in Improving Vocabulary Mastery of the Seventh Grade Students at SMPN 5 Kotabaru.

To know students' respond toward semantic mapping technique in improving vocabulary mastery with using questionnaire 'yes' or 'no' answer. The questionnaires consist of questions about their respond to English lesson using semantic mapping

technique. The percentages of the students respond Semantic Mapping technique seen in these following tables:

Table 4.7. The result of students' respond toward semantic mapping with questionnaire using 'yes' or 'no' answer.

A	The students' response toward teaching-learning process	Yes		No	
	1. The students were interested in the teaching-learning process through semantic mapping	26	81,25%	6	18,75 %
	3. The students were motivated learning vocabulary through semantic mapping	24	75%	8	25%
	15. The students could learn vocabulary better through semantic mapping than the usual learning	26	81,25%	6	18,75%
B	The result of the students' vocabulary learning	Yes		No	
	7. The students were helped in enriching their vocabularies through semantic mapping	30	93,75%	2	6,25%
	8. The students felt that semantic mapping can solve their vocabulary problems	22	68,75%	10	31,25%
	11. The students could do the vocabulary task easily by using semantic mapping	20	62,5%	12	37,5%
	14. The students' score were increase after then English vocabulary by using semantic maps	19	59,375%	13	40,625%
	16. The students' vocabulary were enriched by semantic mapping	28	62,5%	4	37,5%
C	The solution of the problems in vocabulary	Yes		No	
	12. The teacher gave opportunity to ask their difficulties	27	84,375%	5	15,625%
	13. The students asked their difficulty in vocabulary to the teacher	19	59,375%	13	40,625%
D	Students' Response toward Semantic Mapping Technique	Yes		No	
	2. The students feel better in learning vocabulary through semantic mapping	30	93,75%	2	62,5%
	4. Semantic Mapping is suitable to be implied in teaching learning vocabulary	25	78,125%	7	21,875%
	5. The students more understand the vocabulary easily	28	87,5%	4	12,5%

	6 The students like learning vocabulary through semantic mapping	25	78,125%	7	21,875%
	9. The student feels that semantic mapping pursued their vocabulary learning	8	25%	24	75%
	10. The students could remember both their previous vocabulary and the new word easily	21	65,625%	11	34,375%
	Total		1.156,25		500
	Mean		72.26%		31.25%

To know mean of the students' respond toward Semantic mapping with

answer "YES", with formula:

$$M = \frac{\sum p}{N} = \frac{1.156,25}{16} = 72.26\%$$

Explanation:

M = Mean

$\sum p$ = Total answer "yes" questionnaire

N = Total Question Questionnaire

Based on the table above, it shows that 16 respond toward Semantic mapping technique with using questionnaire 'yes' or 'no' answer used by students. 3 responses toward teaching-learning process with questionnaire 1, 3, and 15. In the first questionnaire, there are 26 students who answering 'yes' or 81, 25 % in excellent category, which they interested in the teaching-learning process through semantic mapping. In the third questionnaire, there are 24 students who answering 'yes' or 75 % in good category, which they was motivated learning vocabulary through semantic mapping. In the fifteenth questionnaire, there are 26 students who answering 'yes' or

81, 25 % in very excellent category, which they can learn vocabulary better through semantic mapping than the usual learning.

5 respond toward vocabulary learning with questionnaire 7, 8, 11, 14, and 16. In the seventh questionnaire, there are 30 students who answering 'yes' or 93, 75 % in excellent category, which they was helped in enriching their vocabularies through semantic mapping. In the eighth questionnaire, there are 22 students who answering 'yes' or 68, 75 % in good category, which they felt that semantic mapping can solve their vocabulary problems. In the eleventh questionnaire, there are 20 students who answering 'yes' or 62, 5 % in good category, which they can could do the vocabulary task easily by using semantic mapping. In the fourteenth questionnaire, there are 19 students who answering 'yes' or 59,375% in sufficient/fair category, which they get score were increase after then English vocabulary by using semantic maps. In the sixteenth questionnaire, there are 28 students who answering 'yes' or 87, 5 % in excellent category, which they can enrich vocabulary with using semantic mapping.

2 respond toward solution of the problems in vocabulary with questionnaire 12 and 13. In the twelfth questionnaire, there are 27 students who answering 'yes' or 84, 375 % in excellent category, which teacher gave opportunity to ask their difficulties. In the thirteenth questionnaire, there are 19 students who answering 'yes' or 59,375 % in sufficient/fair category, which they asked their difficulty in vocabulary to the teacher.

6 respond toward solution of the problems in vocabulary with questionnaire 2, 4, 5, 6, 9, and 10. In the second questionnaire, there are 30 students who answering 'yes' or 93, 75 % in very excellent category, which they feel better in learning vocabulary through semantic mapping. In the fourth questionnaire, there are 25 students who answering 'yes' or 78,125 % in good category, which they asked their difficulty in vocabulary to the teacher. In the fifth questionnaire, there are 28 students who answering 'yes' or 87, 5 % in excellent category, which they more understand the vocabulary easily through semantic maps. In the sixth questionnaire, there are 25 students who answering 'yes' or 78,125 % in good category, which they learning vocabulary through semantic mapping. In the ninth questionnaire, there are 8 students who answering 'yes' or 25 % in low category, which they feels that semantic mapping pursued their vocabulary learning. In the tenth questionnaire, there are 21 students who answering 'yes' or 65,625 % in good category, which they can remember both their previous vocabulary and the new word easily.

Thus, it based the result mean students respond toward semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru, which answer "yes", the result is 72.26% in good category and mean which answer "No", the result is 31,25 in bad category.

Based interview result with the English teacher, that semantic mapping technique can enrich or improving vocabulary, although it is not the whole

vocabulary could be involved in a mapping. But at least they can get a new vocabulary associated with them what they learned.

B. Discussion

After all the obtained data are presented, then they also need to be analyzed based on the order of issues that have introduced earlier in this study. The discussion will be also divided in four parts based on statement of problems in previous chapter:

The first problem statement is about the effectiveness of using semantic mapping technique in improving vocabulary mastery of the seventh grade students at SMPN 5 Kotabaru and 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

1. The Effectiveness of Using Semantic Mapping Technique in Improving Vocabulary Mastery of the Seventh Grade Students at SMPN 5 Kotabaru

- a. To know in improving vocabulary mastery of experiment class and control class using post-test result. The writer gives post-test question to students' on Friday 20 May 2016 at SMPN 5 Kotabaru. The write got document about post-test result of vocabulary. To get post-test score, the writer count score post-test with mean formula. The result the students' of experiment class and control class at SMPN 5 Kotabaru. The result of score post-test vocabulary of experiment class can be seen at the following table.

No.	Number of Students	Score Post-Test of vocabulary
1.	XX 1	75
2.	XX 2	78
3.	XX 3	78
4.	XX 4	79
5.	XX 5	79
6.	XX 6	80
7.	XX 7	80
8.	XX 8	80
9.	XX 9	84
10.	XX 10	84
11.	XX 11	84
12.	XX 12	84
13.	XX 13	85
14.	XX 14	85
15.	XX 15	85
16.	XX 16	86
17.	XX 17	87
18.	XX 18	92
19.	XX 19	92
20.	XX 20	92
21.	XX 21	93
22.	XX 22	93
23.	XX 23	93
24.	XX 24	93
25.	XX 25	95
26.	XX 26	96
27.	XX 27	96
28.	XX 28	98
29.	XX 29	98
30.	XX 30	98
31.	XX 31	98
32.	XX 32	98
Total		2816

Table 4.9. The result percentage of score post-test in improving vocabulary mastery of experiment class of the seventh grade students at SMPN 5 Kotabaru.

No.	Score	Frequency	Percentage	Category
1.	80-100	27	84.375%	Very Good

2.	66-<80	5	15.625 %	Good
3.	56-<66	0	0	Fair
4.	46-<56	0	0	Low
5.	0-<46	0	0	Very Low
Total		32	100%	

From the table above, it can be seen that there is no students (0%) whose score are around 0-<46 that classified in Very low category. there is no students (0%) whose score are around 46-<56 that classified in low category. There is no students (0%) whose score are around 56-<66 that classified in fair category. There are 5 students (15.625%) whose score are around 60-<80 that classified in good category. There are 27 students (84.375%) whose score are around 80-100 that classified in very good category.

Based on the data above, the writer get the result score of experiment class are 2816 from 32 students', the mean is 88. It can be conclude in improving vocabulary mastery for experiment class of the seventh grade students at SMPN 5 Kotabaru is in good category. The result of score post-test in improving vocabulary mastery for control class can be seen at the following table.

No.	Name of Students'	Score Post-Test Vocabulary
1.	YY 1	46
2.	YY 2	46
3.	YY 3	46
4.	YY 4	48
5.	YY 5	48
6.	YY 6	52
7.	YY 7	52
8.	YY 8	52
9.	YY 9	52
10.	YY 10	55
11.	YY 11	58

12.	YY 12	58
13.	YY 13	58
14.	YY 14	60
15.	YY 15	62
16.	YY 16	62
17.	YY 17	63
18.	YY 18	63
19.	YY 19	66
20.	YY 20	67
21.	YY 21	70
22.	YY 22	72
23.	YY 23	72
24.	YY 24	73
25.	YY 25	73
26.	YY 26	73
27.	YY 27	75
28.	YY 28	75
29.	YY 29	76
30.	YY 30	76
31.	YY 31	76
Total		1928

Table 4.8. The result of percentage post-test in improving vocabulary mastery for control class of the seventh grade students at SMPN 5 Kotabaru.

No.	Score	Frequency	Percentage	Category
1.	80-100	0	0	Very Good
2.	66-<80	18	58,07 %	Good
3.	56-<66	13	41,93 %	Fair
4.	46-<56	0	0	Low
5.	0-<46	0	0	Very Low
Total		31	100%	

Based on the table above, it can be seen that there is no students (0%) whose score are around 0-<46 that classified in poor category. There is no students (0%) whose score are around 20-<40 that classified in low category, There are 13 students (41, 93 %) whose score are around 46-<56 that classified in fair category. There are

13 students (41.93 %) whose score are around 40-<60 that classified in fair/suffienct category. There are 18 students (58.07%) whose score are around 60-<80 that classified in good category. There is no students (0%) whose score are around 80-<100 that classified in excellent category.

Based on the data above, the writer get the result score of students' of experiment class are 1928 from 31 students', the mean is 62.19. It can be conclude in improving vocabulary mastery for experiment class of the seventh grade students at SMPN 5 Kotabaru is in fair category.

In improving vocabulary mastery for experiment class higher than control class. Therefore, the writer can conclude that using Semantic mapping technique is better than without using semantic mapping. Based Mrs. Ida Yuliati as English teacher at SMPN 5 Kotabaru, the teacher said In teaching and learning by using semantic mapping technique, semantic mapping can help the teacher to answer the students problem in learning English, especially in vocabulary and also can proof this study, that semantic mapping can enrich and developing the students' vocabulary beside facilitate the students to memorize the word in the students' course.

According to Vadilah (2011, p.11) says that semantic mapping is an attractive strategy 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.

Based result research by Puji Rahayu (2013) indicates that the effectiveness of

using mind mapping can improve/enriching students' vocabulary mastery. Other research by Vadillah (2011), the result of her research is shown that using semantic mapping technique can enriching student' vocabulary mastery and also the students' were motivated in learning English vocabulary.

b. The Difference in Improving Vocabulary Mastery Between Experiment Class with Using Semantic Mapping Technique and Control Class without Semantic Mapping Technique of the Seventh Grade Students at SMPN 5 kotabaru.

Based on post test result after use semantic mapping technique in experiment class, it can be conclude that there are got score 80-100 is 27 students', score 60-<80 is 5 students' and mean of post- test in experiment class is 88. It means that in improving vocabulary mastery after using semantic mapping technique of the seventh grade students at SMPN 5 Kotabaru can conclude in very category

Based on the result post test without using semantic mapping technique in control class, it can be conclude that there are got score 40-<60 is 13 students', score 60-<80 is 18 students'. The mean of post- test in experiment class is 62.19. It means that in improving vocabulary mastery without using semantic mapping technique of the seventh grade students at SMPN 5 Kotabaru can conclude in fair category.

To support result in this research, the researcher find a research by Rahayu that has similar result with this research. Based on research result by Rahayu that also use experiment method which experiment class does the effectiveness of using mind

mapping technique in developing students' vocabulary mastery that get mean score is 82,31 while control class does not using mind mapping technique that get mean score is 70,85. From research result by Rahayu can be indicated that there is significant difference students' achievement in English skill between using mind mapping technique in experiment class and without using mind mapping technique in control class.

The other result research which has similar result with this research is *Supiannor* research that also uses two classes which the experiment group was taught using of word maps technique while the control group was not taught using current approach. The result of *Supiannor* research can indicate that there is significant difference achievement of students with learning disabilities in English between using word maps technique in experiment class which get mean score is 88,91 and without using word map which get mean score is 78,21 in control class.

To support result in this research, the researcher find a research by *Vadilah* that has similar result with this research. Based on research result by *Vadilah* that also use experiment method which experiment class does enriching students' vocabulary through semantic mapping that get mean score is 66.5 while control class does not using mind mapping technique that get mean score is 53.5. From research result by *Vadilah* can be indicated that there is significant difference students' achievement in English skill between using mind mapping technique in experiment class and without using mind mapping technique in control class.

Based result this research, that effectiveness of using semantic mapping technique in improving vocabulary mastery of the seventh grade (experiment class / VII B) students at SMPN 5 Kotabaru, with the result is 0.0708 in fair category.

2. The Students' Respond Toward Semantic Mapping Technique in Improving Vocabulary Mastery of the Seventh Grade Students at SMPN 5 Kotabaru

To know the students' respond toward semantic mapping technique using questionnaire that consist of question list. This is done in the last meeting of teaching using semantic mapping technique in experiment class on Saturday, 21 May 2016. The result questionnaire , it can be said that all students gave positive respond toward semantic mapping technique as a technique in vocabulary mastery although most of them felt difficult in finishing the given task of vocabulary and just few students give negative respond. from the result questionnaire answer "yes", the result is 72.26% in good category and mean toward students' answer "No", the result is 31,25 in bad category.

To support result in this research, the researcher find a research by *Vadilah* that has similar result with this research. Based on research result by *Vadilah* that using questionnaire in experiment class after give treatment. It showed that there improvement of positive responses in teaching learning process through semantic mapping technique. It can be said from questionnaire answer "yes", the result is 64.7% in good category and mean answer "No", the result is 28.2% in bad category.