Increasing Vocabulary Mastery of the First Year Students of MTs Yasis At Taqwa Through Concept Mapping Strategy

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ABSTRACT

Increasing Vocabulary Mastery of The First Year Students of MTs Yasis At Taqwa Through Concept Mapping Strategy. This study is to see increasing vocabulary mastery of the first year students of MTs Yasis At Taqwa through concept mapping strategy..The subject of this research is VII B class which is consisted of 20 students. The sample was taken by using random sampling. The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether concept mapping strategy can increase the students' vocabulary mastery. The result in this research was indicated that there was improvement of the students' vocabulary mastery. it was indicated by the students' mean score of post-test (1,88) was greater than pre-test (3,27). Even, for the level significant (p) 5% and df = 19, and the value of table is 1,729, while the value of t-test is 27,22. it means that, the t-test value is greater than t-table (27,22 ≥ 1,729). Thus, it can be concluded that the students vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

Keywords*; Vocabulary Mastery,Concept Mapping Strategy, Teaching*

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INTRODUCTION

Language is essential to every aspect and interaction in this world. People use language to inform the people around them, what we desire, and question understand the world around people. According to oxford language is system of communication in speak and writing used by people a particular. English as one of the most influential language in the world is very important to learn because English may not be the most spoken language in the world, but it is the official language in a large number of countries.

English is the language most used in the world. Indonesian is one of country that most people use English as the language daily. Even many schools that implement English as their primary language. It shows that English is also essential to the field of educatian.

In addition to the objectives above, in term of students competence, the teaching of English to students is purposed to develop the four language skill of

English Education Department : Journalistics (Journal of English Language Teaching and Applied Linguistics)
Vol_1 No_01 Edisi 20 Juni 2021

| 5

speaking, listening, reading, and writing. It means that the students are expected to develop these language skill through their activities in the class. To support the development of the four language skills, the learning of language components is needed. The language components are consist of pronounciation, grammar and vocabulary.

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. For example the students can not read well if they do not have vocabulary because they would be difficult to translate it. But in increasing students vocabulary is not easy. Some of students' opinions in MTs Yasis At Taqwa said that learn English is difficult subject especially in remembers the word or vocabulary. So that the students are difficult to speak in English because the lack of mastery of vocabulary a\nd more teachers provide material vocabulary simply by having students look for vocabulary in the dictionary then asks students to memorize. Because of that, they are lack of motivation to study English and they need high motivation to learn English.

In the implementation of English learning process, the researcher often find the students in MTs Yasis At Taqwa, the school where the researcher would research difficulties in achieving a basic competence. This was because the mastery of English vocabulary of students was not sufficient, so it was very disturbing achievement of competencies as listed in the curriculum. They often had difficulty understanding the meaning of a word because their vocabulary comprehension is relatively inadequate so that the process of achieving a basic competence will run longer.

If the students have difficulty in understanding the meaning of a word during the learning process then the teacher finally forced to give a shortcut on them by: 1) Asking students search for the meaning of the word on the dictionary. 2) Directly notify the meaning of the word. Although such a way if too often used is not good for students because: 1) Only some students have dictionaries. 2) The student becomes dependent on the dictionary not on the understanding of the word context. 3) Students often wait on the meaning of the word that comes from the teacher. Standar vocabulary that students have to memorize in junior high school is 700 until 15.000 vocabularies.

To change the mindset of students that learning English is difficult, the

teachers have to creative in teaching, selecting approaches and strategies, so that students would be more active in the learning proccess of English in the classroom. There were many strategies that can be used to improve the mastery of English vocabulary.

Knowing the problems above, this research applied a concept mapping strategy as one of the strategy to help the students in generating and developing their ideas and to increase their vocabularies. Concept mapping is a diagram showing the relationship among concepts. It is a graphical tool for organizing and representing knowledge.

Vocabulary can be devided into two types, passives and actives vocabulary. The first is active vocabulary refers to items which the learner can use appropriately in speaking or writing and it also called as productive vocabulary. It is important to consider previous learning of the mother tongue, other languages, or early course in English when selecting and teaching vocabulary, and to avoid "unteaching," particulary as a result of organizing and presenting vocabulary. It means that to use the productive vocabulary, students must know how to pronounciation it well, they also must familiar with collocation and understand the meaning of the word. This type is often used in speaking and writing skills. The second is passive vocabulary to

language items that can be recognized and understood in the context of reading or listening. It is also called as receptive vocabulary. There are 4 types of vocabulary, there are listening, speaking, reading, as well as writing.

Finally, this strategy was expected to improve the ability of students in mastering the vocabulary. Based on the explanation above, the researcher interested in conducting research with the title "Increasing Vocabulary Mastery of The First Year Students of MTs Yasis At Taqwa Through Concept Mapping Strategy".

RESEARCH METHOD

This research used pre-experimental design with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purposed to know whether using concept mapping can increase the students' vocabulary. The design of this study can be illustrated as follow:

O1 X O2

Where: O1: Pre-Test

X : Treatment

O2: Post-Test21

The popolation of the research was the first year students of MTs At Taqwa academic year 2019/2020. Consist of VII A, VII B, and VII C. The total of population are 62 students. The sample took by random

English Education Department : Journalistics (Journal of English Language Teaching and Applied Linguistics)
Vol_1 No_01 Edisi 20 Juni 2021

| 7

sampling. The researcher took the class VII B which is consist of 20 students as the sample of this research.

FINDINGS AND DISCUSSION

1. Findings

The findings of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through concept mapping strategy and the result of the post-test of this research can answer the question of this research that aims to find out through concept mapping strategy can be able to increase the students' vocabulary mastery of MTs At Taqwa. This part presented the result of data anlysis about implementation of concept mapping strategy to increase students' vocabulary mastery at MTs Yasis At Taqwa.

Table 1; The Workseet Of The Calculation Of The Score On Pre-Test And Post-Test On The Students' Vocabulary Mastery

No	X^1	X^2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_2)$	$(X_2-X_1)2$
1	2,04	3,6	4,1616	12,96	1,56	2,4336
2	1,96	3,16	3,6864	9,9856	1,24	1,5376
3	1,44	3,08	2,0736	9,4864	1,64	2,6896
4	2,4	3,68	5,76	13,5424	1,28	1,6384
5	1,72	3,6	2,9584	12,96	1,88	3,5344
6	1,72	3,24	2,9548	10,4976	1,52	3,104
7	1,44	2,8	2,0736	7,84	1,36	1,84
8	2,68	3,92	7,1824	15,3664	1,24	1,5376
9	1,6	2,92	2,56	8,5264	1,32	1,7424
10	1,88	3,28	3,5344	10,7584	1,4	1,96
11	2	3,6	4	12,96	1,6	2,56
12	2	3,32	4	11,0224	1,32	1,7424
13	1,52	3,16	2,3104	9,9856	1,64	2,6896
14	1,84	3,44	3,3856	11,8336	1,6	2,56
15	2,44	3,68	5,9536	13,5424	1,24	1,5376
16	1,88	3,48	3,5344	12, 1104	1,6	2,56
17	1,44	2,4	2,0736	5,76	0,96	0,9216
18	1,44	2,6	2,0736	6,76	1,16	1,3456
19	2,12	3,32	4,4944	11,0224	1,2	1,44
20	2,24	3,24	5,0176	10,4975	1	1
Total	**37,76**	**65,52**	**73,792**	**217,4176**	**27,76**	**39,5904**

English Education Department : Journalistics (Journal of English Language Teaching and Applied Linguistics) Vol_1 No_01 Edisi 20 Juni 2021

| 8

In the other to see the students' score, the t-test value is 27,22 This research used pre-experimental design with pre-test and post-test design. The data below showed that the value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post test.

Table 2; The Test Of Significant

Variable	T-test	T-table Value
Pre-test-Post-test	27,22	1,729

Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df = N-1

= 20-1

=19

For the level, significant (α) 5% and df=19, and the value of the table is 1,729, while the value of t-test 27,22. It means that the t-test value is greater than t-table ($27,22 \geq 1,729$). Thus, it can be concluded the students' vocabulary mastery through concept mapping strategy is significant better after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted

2. *Discussion*

This sub section also should be written in capital letter in the first letter, 12pt, bold and italic. This sub section discusses the interpretation and the implication of findings and their relations to the theories or previous findings.

The Improvement of Students' Vocabulary Mastery Through Concept Mapping Strategy

To know the improvement of students' vocabulary through concept mapping strategy, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 0,36 and the mean score of post-test was 0,38 after treatment.

By looking at the test findng, from the data provided in classification table based on the vocabular, clearly to see that one (5%) student got good score, fifteen (75%) students got enough score, and four (20%) students got poor score in the pre-test, while in the post-test, six (30%) students got excellent score, thirteen (65%) students got good score, and one (10%) student got enough score. From the result the researcher concluded that the students' vocabulary mastery from poor to excellent classification.

In the preface study that the researcher did at MTs Yasis At Taqwa it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the

students seldom use media, strategy, and also confirmed by the students that strategy in the calass is monotonous so that the students got bored. As cosequences the students lack in vocabulary mastery. Sometimes can not understand the meaning of a word from the context.

The researcher concluded that one of the problem which made the students lack in vocabulary mastery caused by strategy of the teacher used in learning process is always monotonous. The teacher rarely used strategy or game in learning process. So, many vocabularies were not familiar to the students because of it. Based on the findings above, the researcher concluded that there was an increasing of using concept mapping strategy in vocabulary mastery of MTs Yasis At Taqwa.

The Ways of Implementation of Concept Mapping Strategy to Increase The Students' Vocabulary

The concept mapping strategy had impact in increasing the students vocabulary. As a fact, based on the finding, most students had an excellent score in post-test. It meant that, the treatment was success in increasing the students' vocabulary mastery. The researcher used this strategy by combined with practiced. Concept mapping strategy made learning process become interest because the

researcher combined with practice and game at the time.

There were four meetings for doing the treatment of this research. At the fisrt, before giving the treatment, the students did the pre-test it purposed to know students'ability in vocabulary mastery before getting the treatment. The step of this test was the researcher started to do the brainstorming to take the students attention and made the students interest to do the next instruction of the researcher. The researcher asked some vocabularies to the students before giving test of pre-test. After that, the researcher gave a test. In test the researcher directly used concept mapping form but without asked the students that the test was their answer was one of strategy. It purposed to know the students' ability in vocabulary mastery before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper by insert a missing word, and delete the word that was not connect with the main idea of the test.

In the first meeting on Thursday, March 26th, 2020, the fisrt the researcher gave motivation to the students about the easy to study English then the researcher gave back the students' paper that have been any corrections in it. After that, the researcher asked the students about concept mapping strategy and how to make it. The

English Education Department : Journalistics (Journal of English Language Teaching and Applied Linguistics)
Vol_1 No_01 Edisi 20 Juni 2021

| 10

students were very enthusiastic in learning vocabulary through concept mapping strategy. It was because the teacher never used concept mapping strategy in teaching vocabulary so the students be interesting. The researcher began to guide the students to understand the process of concept mapping strategy. Firstly, the reseacher gave oneof mind idea for example food and fruits. Secondly, the researcher gave a time for the students to look the vocabulary that had related with food and fruits and wrote in paper.

On Monday, March 30th, 2020 was the second meeting, the resercher gave some lists of vocabulary from some mind ideas. It made the students easy to understand and memorize. In this learning process, the reseacher have prepared some medias to make a concept mapping. It was put on the whiteboard after that the reseacher gave students' chance to mention one of the mind idea. In the next step, one by one the students were asked to look the word every student had to have five words that had related to mind idea by researcher. Directly the students put the words on whiteboard that had prepared and the students made a concept mapping specially spider concept mapping.

Third meeting on Saturday, April 11th, 2020, the researcher gave a test in the form of concept mapping. It purposed to know that students had progress in

vocabulary mastery or not. In this meeting the students had been divided into four groups to make the researcher easy to do the strategy. The researcher provided different mind idea every group. After that, the students looked the word that had related with mind idea. After the students had finished, every group explined the result of their discussion in front of another group. After that, the resercher gave some lists of vocabulary from some mind ideas. It made the students easy to understand and memorize.

On Monday, April 13th, 2020 was the fourth meeting.Before begining this meeting, the researcher gave a test again to students with different ideas. In this meeting was different from previous meeting. the researcher used concept mapping strategy combined with the game so that the students did not get bored in the class, the game used by researcher had a relationship with the concept mapping, this meeting was done outside the classroom so that the students can freely acceept the material in a relaxed and quickly absorbed.

In the last, the researcher gave a post-test on Thursday, April 9th, 2020. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students answered the question based on their knowledge after treatmeant. In this, the researcher did not give back the students' paper again. It

English Education Department : Journalistics (Journal of English Language Teaching and Applied Linguistics)
Vol_1 No_01 Edisi 20 Juni 2021

| 11

purpose to know whether this treatment had icreased or not.

From the first meeting until the last meeting, the implementation of concept mapping strategy changed clasroom situation in class and in learning process. The students were more motivated and they enjoyed in class, the students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked to do the task in front of the classroom, and students were pleasent with the situation. As conclusion, the concept mapping strategy had increasing the students' vocabulary mastery.

CONCLUSION AND IMPLICATION

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary ability and class situation. This study is categorized pre-experimen research design, the objective in this study is to find out whether concept mapping strategy was able or not to increase students' vocabulary mastery. Therefore, the researcher concluded that there is a significant difference of the students' vocabulary mastery before and after treatment. The following are the description of the

conclusion based on the problem statement of this research:

T-test result in which the value of t-test was 27,22. It was greater than t-table was 1,729 at the level significance 0,05 and degree of freedom (df) was 19. The mean score of pre-test (1,88), standard deviation (0,36), and the mean score of post-test (3,27) and the standard deviation (0,38)

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