

**THE IMPLEMENTATION OF SEMANTIC MAPPING STRATEGY
IN MASTERING ENGLISH VOCABULARY**

SKRIPSI

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AR- RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2017 M / 1438 H

THESIS

Submitted to Faculty of Teaching and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
in partial fulfillment of the requirement for Sarjana Degree (S-1)
On Teacher Education

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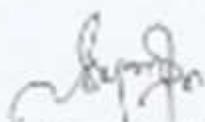
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It has been defended in Sidang Munaqasyah in front of The Council
of Examiners for Working Paper and has been accepted
as a Partial Fulfillment of the Requirements
for Sarjana Degree (S-1)
on Teacher Education

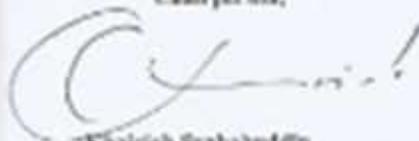
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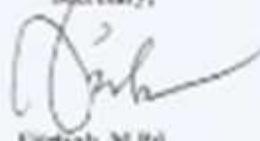
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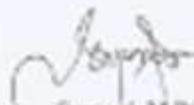
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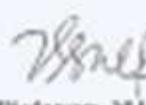
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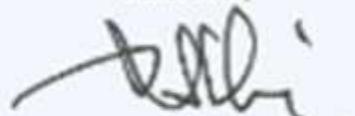
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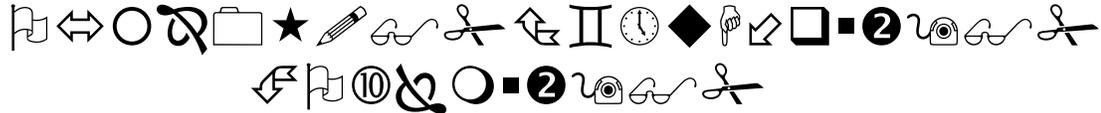
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”Sesungguhnya Allah akan meninggikan derajat orang- orang yang berilmu pengetahuan
beberapa derajat” (Q.S. Al mujadaalah : 11)

“Sesungguhnya sesudah kesulitan itu ada kemudahan. Apabila kamu selesai dari satu urusan, kerjakanlah
dengan sungguh- sungguh urusan lain, dan hanya kepada tuhan mulah hendaknya kamu berharap” (Q.S.

Asy-syarh : 6-8)

Ya Allah...

IlmuMu Maha luas anugerahkanlah kemampuan kepada hamba

Serta berkatilah ilmu yang Engkau limpahkan kepada hamba

Untuk menjadikan ilmu ini sebagai ladang hamba untuk menggapai rahmatMu

Syukur Alhamdulillah yang tak terhingga...

Berkat rahmat dan karuniaMu satu cita telah berhasil kuraih

Namun kutahu ini bukanlah akhir perjalanan melainkan awal satu perjuangan

Mama dan Ayah Tercinta...

Doamu menjadikanku bersemangat, bmbinganmu penerang jalanku

Ketulusanmu tiadatara, engkau pertaruhkan diri tanpa peduli keadaanmu demi masa depanku

Meraih impian dan cita-citaku

Berkat do'a restumu, akhirnya sebuah perjalanan panjang telah kulalui,

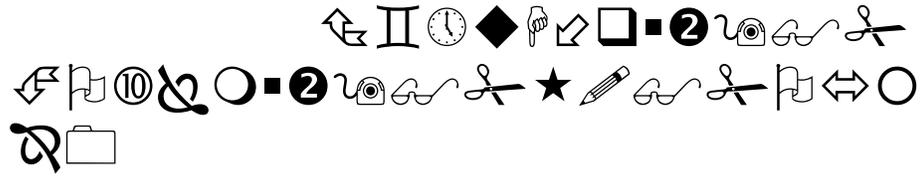
Keberhasilan dan perjuangan yang kucapai hari ini tidak terlepas dari cinta,

Kasih sayang dan dukungan dari orang tua

Bahagiaku syurga mereka dan deritaku pilu mereka.

By: Cut Meurak Bulan Aflah Aksyah

ACKNOWLEDGMENT



All praises are to Allah, the one that I always ask for helps, the Lord of the universe, who has given me the health and opportunity to finish this thesis. Peace and prayers be upon His final prophet and messenger, Muhammad (peace be upon him) and his companions, who have guided mankind from ignorance to the right path of Islam.

In this occasion, I would like to convey my sincere gratitude to Mrs. Khairiah Syahabuddin, M.HSc. ESL., M.TESOL, Ph.D and Mrs. Suryani, M.Pd, for their kindness to be my supervisors, for their guidance and valuable suggestion. This thesis would not have been finished without their sincere patience and encouraging guidance. My appreciation is also forwarded to all of English lecturers who have taught, guided, and encouraged me during the time I studied and prepared this thesis.

Furthermore, my deepest grateful and greatest appreciations by heart are for my beloved mother, Cut Aklima Hamid, and my beloved father, Syahril M. Amin, and also my lovely sisters, Cut Muti'ah Aksyah, and Cut Intan Subbhi Aksyah, for their love, patience, attention, support and caring in every part of my life. Additionally, I would like to thank to all my friends who have supported me to finish this thesis.

Finally, I believe that this thesis still has so many mistakes and it needs to be criticized for revision in order to be useful especially for English Language Education Faculty of Education and Teacher Training.

Lamgapan, Aceh Besar, July 11st, 2017

Cut Meurak Bulan Aflah Aksyah

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SURAT PERNYATAAN

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Aceh Besar.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Lamgapang ,Aceh Besar, 11 Juli 2017

Saya yang membuat pernyataan,

(Cut Meurak Bulan Aflah Aksyah)

ABSTRACT

This thesis is entitled **”The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary”** which aims to find out the improvement of the implementation of the Semantic Mapping Strategy in teaching Vocabulary and also to find out the students’ opinions about that strategy. This research was quantitative with pre-experimental design. To obtain the data, test and questionnaire were used. In selecting the sample, the writer used purposive sampling. The sample was the students in class IX-5 of MTsN 2 Aceh Besar which consisted of 28 students. To analyze the data Statistical analysis was used. The result of test showed that the mean score of pre test was 39.75, post test was 80.25 and the t-score is higher than t-table, namely 47.09 is higher than 1.703. This meant that H_0 was rejected and H_a was accepted. Hence, using Semantic Mapping Strategy could improve the students’ ability in English vocabulary mastery. In addition, based on the analysis of questionnaires, it revealed that most of the students gave positive responses about Semantic Mapping Strategy in teaching vocabulary. It means that the students got benefit from that strategy. It can be concluded that Semantic Mapping strategy did not only help students to improve their vocabulary, but also made students find ways in order to make it enjoyable and easy for them to memorize the words.

Keyword: Vocabulary, Semantic Mapping Strategy.

CHAPTER I INTRODUCTION

In this chapter, the researcher explains the introduction of this study which consists of background of study, research questions, research objective, hypothesis, significance of study and terminology.

1.1. Background of Study

Language is the basic skill that is needed for real communication among people. By using language, people are able to express their ideas and feeling. They can interact with other people in the world. People not only communicate with their voice but also sometimes they use body language to make interlocutors know about something. Natural language are spoken or written, but any language can be stated into secondary media using auditory, visual, or tactile stimuli (as for Braille). This is because human language is modality-independent. People can learn and use complex systems in communication. In communicating, people around the world not only use one language but also many as the tool to interact with one another, one of which is English.

As an international language, English is a mediator of communication which can help people to interact, converse, and share information to other people around the world. There are many reasons why English has become so popular. One of them is that English is the language of business. Another important reason is that American culture has quickly spread all over the world. It has brought its language with it. It is so important to have a language that the people on the world have in common. Our world has become very global and we need to communicate with one and another. On the other hand, English is a fairly complicated language to learn and it brings its culture with it. It also helps people to face the challenge of world globalization. In Indonesia, English is learned by the students as the first foreign language. Indonesian government has taken step to introduce English language in education's curriculum. English

must be taught as early as possible because it is a compulsory subject taught since the early school.

English language has four skills which are listening, speaking, reading and writing and also has two elements which are grammar and vocabulary. To master all of those skills we have to master the language element first namely vocabulary. It is because if we want to speak with another people, we have to know the vocabulary. It also applies when we deal with listening, reading and writing. In teaching students' vocabulary skills we can embrace strategies that use the different type of vocabulary instructions in creating word context, content, meaning and application. Zulfandi (2011) states that vocabulary is one of the early literacy skills, there is important for children to have in order they capable to read. If the children have more vocabulary, it can be easier for them to understand and know about what they read. So, if the students have more vocabulary they can be easier to interact with other people. In addition, they can understand what they read and give their opinion about the reading easily.

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. Vocabulary is one of the important elements to master in order to be able to learn in English. The important role that this component plays has been emphasized in all different methods of language teaching. Vocabulary is the first thing which should be taught because the lack of vocabulary causes someone to learn nothing. The students' mastery of English vocabulary can be measured through the students' capability in using them in written and spoken. Emor (2012) states vocabulary is one of the important factors in all language teaching, because students must continually learning words as they learn structure and practice sound system. In addition, according to Nation (2004, as cited in Zahedi, 2012), words are the building blocks of a language since they label objects, actions, ideas without which

people cannot convey the intended meaning. Knowing vocabulary means understanding how the words are put in different contexts and used differently.

Learning English at the first time needs interesting methods and strategies in order to make learning English becomes enjoyable. There are many methods and strategies that can be used in teaching English vocabulary; one of them is Semantic Mapping Strategy. According to Barcroft (2014, as cited in Nilforoushan, 2012), Semantic Mapping is as "the increased evaluation of an item with regard to its meaning." It can be used as a tool for discovering the conceptual relationship between vocabulary items.

Another definition is proposed by Amoush (2012) in *Interdisciplinary Journal of Contemporary Research in Business*. He explains that semantic map is one type of graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another. Similar definition is given by Gaut (2002) that Semantic Mapping is a strategy that can be used in all majors to show the relationships between ideas. In teaching vocabulary, it can be used as a tool for students to discover the relationships between vocabulary words.

There are some previous studies related to the efficiency of Semantic Mapping strategy. For this chapter, the researcher only provided two of them. A study conducted by Amoush (2012) showed that Semantic Mapping strategy group performed better than the control group in the post-test. In another research conducted by Hossain (2011) revealed that Semantic Mapping strategy instruction has a significant effect on vocabulary learning of intermediate students. In other words, Semantic Mapping strategy as one of the effective vocabulary learning strategies, allows students to learn and recall more words. Based on previous study above the researcher has

similar strategy that is Semantic Mapping strategy and the researcher tries to use that strategy to teach vocabulary to the students.

The researcher is interested in using Semantic Mapping Strategy in teaching English Vocabulary for junior high school students in MTsN2 Aceh Besar. It is because vocabulary learning becomes the heart of language learning and use. Nilforoushan (2012) states that lack of vocabulary knowledge and the criterion in choosing words in context by the students can lead to the failure to address the depth of vocabulary knowledge. In other words, vocabulary learning makes the essence of any language. Without vocabularies, speakers can not only convey meaning but also communicate with each other in any particular language. This is taken into account because the students are usually taught with conventional method in which the learners only focus on memorization of words and the meaning of the words. It may cause them to get bored easily in learning process.

To cope with that problem, the researcher conducted the research entitled: **“The implementation of Semantic Mapping Strategy in mastering English vocabulary.”**The research was conducted at the ninth grade students of MTsN2 Aceh Besar in the Academic Year 2016/2017.

1.2. Research Question

Based on the background of the study above, the researcher discussed some questions in this study, there are:

1. Does Semantic Mapping Strategy improve students' English vocabulary at the ninth grade students of MTsN2 Aceh Besar in the Academic Year 2016/2017?

2. What are the students' responses in learning vocabulary through Semantic Mapping Strategy?

1.3. Research Objective

The main objective of the study is to find out whether Semantic Mapping Strategy can improve students' English vocabulary at the ninth grade students of MTsN2 Aceh Besar in the Academic Year 2016/2017.

1.4. Hypothesis

According to Webster dictionary as cited in Asfar (2015), hypothesis is an idea or proposition not derived experience but formed and used to explain certain fact to provide the foundation or primary assumption of an argument. In this study, the researcher assumptions are:

1. Ha: Using Semantic Mapping Strategy improves students' vocabulary.
2. H₀: Using Semantic Mapping Strategy does not improve students' vocabulary.

1.5. Significance of Study

This research is hopefully useful for:

1. The students

Through Semantic Mapping Strategy, it can motivate the students to enjoy the English class and to avoid them from getting bored in learning process.

2. The teachers

With Semantic Mapping Strategy, the teachers can present the material in interesting way when teaching vocabulary.

3. For researcher

The future researchers might take the data as reference if they conduct the research in the same field.

1.6. Terminology

To avoid possible misunderstanding of this study, it is necessary to clarify some of the terms as follow:

1. Semantic Mapping

Yuruk (2012) states Semantic mapping is a process of categorizing and making relationships in developing visual displays. It is a categorical structuring of information in graphic form. In teaching vocabulary, it can be used as a tool for students to discover the relationships between vocabulary words. In this strategy, students are asked to brainstorm and think of ideas or words related to the central word. For example, the teacher gives “elephant” as the central word, then the teacher asks the students to think of the word. Students may come up with words such as big, trunk, four legs, brown, land and so on. After that, teacher and students categorize the word. The categories could be the habitat, size and physical characteristics.

2. Vocabulary

According to Hornby (1987, as cited in Emor, 2012), vocabulary is total number of words (with rules for combining them) which make up language. It would be impossible to learn a language without vocabulary. The important role that this component plays has been emphasized in all different methods of language teaching. Nilforoushan (2012) states that vocabulary cannot be taught but can be presented, explained, included in all kinds of activities, but it must be learnt by individuals. Vocabulary will be needed in order to intake accurate word choice, so it will effectively convey thought and ideas.

CHAPTER II REVIEW OF LITERATURE

In this chapter, the researcher explains the theoretical foundation which consists of definition of vocabulary, the importance of vocabulary, definition of Semantic Mapping Strategy, technique of Semantic Mapping strategy, part of Semantic Mapping technique, and teaching vocabulary by using Semantic Mapping strategy.

2.1 The Definition of Vocabulary

Vocabulary is the knowledge of words and word meaning. However, vocabulary is more complex than this definition suggests. According to Zulfandi (2011, as cited in Anderson, 1981), vocabulary has complex explanation such as first, words come in two forms: oral and printed. Oral vocabulary includes words that we recognize and use in listening and speaking. Printed vocabulary includes words that we recognize and use in reading and writing. Second, words knowledge also comes in two forms: receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and includes many words to which we assign some meanings, even if we do not know their full definitions and connotations or whether we ever use them as we speak and write.

Vocabulary as a major component of language learning has been the object of numerous studies. According to Laufer (1997, as cited in Nilforoushan, 2012), vocabulary learning is considered as the heart of language learning and use. In fact, it is this vocabulary learning that makes the essence of any languages. Without vocabularies, speakers cannot convey meaning and communicate with each other in any particular language.

2.2 The Importance of Vocabulary

The importance of learning vocabulary in foreign language teaching cannot be neglected at all. Although less attention was given to vocabulary learning in the past, many experienced teachers of English as a second or foreign language have realized that knowing a language means knowing its vocabulary as well. According to Zim (1984, as cited in Emor, 2012), they are convinced that the necessary part of any language learning and particularly is vocabulary development, where academic study skills are concerned. Therefore, we may assert that learning a foreign language is basically a matter of learning vocabulary of that language. Not being able to find the word that you need to express is the most frustrating experience when speaking in another language. The degree of proficiency in a language is related to the words you know. The more words you know, the better you can express your ideas and communicate with others. Without words, people cannot use the language effectively.

Vocabulary knowledge helps beginning readers to decode or map spoken sounds to the words in print. If the children have the printed words in their oral vocabularies, they can get more easily and quickly to sound out, read and understand the words. Therefore, learning vocabulary needs some methods or techniques such as Semantic Mapping strategy to make the students easy in mastering English vocabulary.

Vocabulary consists of a series of interrelating systems and a random collection of items. There seems to be a clear case for presenting items to students in a systematized manner. Based on Schmitt (2000, as cited in Thuy, 2010), there are two examples of vocabulary; first, the meaning of a word depends on some extent of its relationship to other similar words, often through sense relations, and second, word in a word family are related to each other through inflectional and derivational affixes. In Semantic Mapping, words are grouped in the former way.

2.3 Definition of Semantic Mapping Strategy

Yuruk (2012) states Semantic mapping is a process of constructing visual displays of categories and their relationships. It is a categorical structuring of information in graphic form. In teaching vocabulary, it can be used as a tool for student to discover the relationships between vocabulary words. In this strategy, students are asked to brainstorm and think of ideas or words related to the central word. For example, the teacher gives “elephant” as the central word then he/she asks the students to think of the word. Students may come up with words such as big, trunk, four legs, brown, land and so on. After that, teacher and students categorize the word. The categories could be the habitat, size and physical characteristics.

According to Stoller (1994, as cited in Krisnawati, 2014), a semantic map is defined as the graphic display of information within categories related to the central concepts which stimulates meaningful word associations. It includes a key concept, or main idea, with categorized concepts related to the key concept. The categories related to the central concept and the associations among words are presented visually in a diagram or map.

Harvey et al. (2000, as cited in Krisnawati, 2014) mentioned that Semantic Mapping strategy is a valuable instructional tool. Unlike many tools that just have one purpose, Semantic Mapping is flexible in application. The common trait of Semantic Mapping strategy shows the order and completeness of student's thinking process-strengths and weaknesses of understanding become clear evidence. Semantic Mapping shows the different aspects of an issue closely and also the big picture, since semantic mapping uses the short words or phrases. Semantic Mapping can be used to show classifications, analysis, structures, attributes, examples, and brainstorming.

They are ideal for many types of learners, including English Language learners with pre-intermediate proficiency.

2.4 Technique of Semantic Mapping Strategy

Semantic mapping is a useful strategy that can be introduced to learners at any level of proficiency. It involves drawing a diagram of the relationships between words according to their use in a particular text. Semantic mapping has the effect of bringing relationships in a text to consciousness for the purpose of deepening the understanding of a text and creating associative networks for words.

In teaching vocabulary, various techniques need to be used in order to motivate the learners to enjoy the English class and to avoid them from getting bored in learning process. In teaching vocabulary using Semantic Mapping strategy, the researcher assumes that it could be a productive and beneficial way to increase the students' mastery of vocabulary easily. The use of Semantic Mapping is expected to motivate student to learn and make them more excited in English teaching learning process. Moreover, Semantic Mapping could be beneficial for the students to learn English directly. It is considered from the point of view of comprehension and the student would get constant exposure to how important the concepts are expressed. This technique emphasizes comprehension by using the connections among words in a graphic map, the students get easier to remember words as they seen in the map because Semantic Mapping is a good vocabulary presentation technique.

According to Zaid (1995, as cited in Emor, 2012), Semantic Mapping is an effective technique for teaching vocabulary and textual patterns of organization and it is also effective to

improve note taking and creative thinking skills. In general definitions, Semantic Mapping is a visual representation of knowledge and as a picture of conceptual relationship.

Thuy (2010) states that Semantic Mapping has been usually used for:

1. General vocabulary development
2. Pre and post-reading
3. Teaching of a study skill
4. A link between reading and writing instruction, and
5. An assessment technique

Based on Johnson and Pearson (1984) cited in Thuy (2010), there are some strategies of Semantic Mapping in the teaching of vocabulary as followed:

1. Write a key word or topic related to classroom work on a sheet of paper, the blackboard, or a transparent slide.
2. Encourage the students to think of as many words as they can that are related to the selected key word or topic.
3. Guide the students to list the words by categories
4. Have students label the categories.
5. Discuss the relationships between these words.

2.5 Part of Semantic Mapping Technique

According to Windura (2008, as cited in Maulia, 2014), there are six parts of Semantic Mapping, they are: central image, basic ordering ideas, key word, branches, color, and pictures.

1. Central Image

It describes the main idea of Semantic Mapping and it is usually put on the center of the paper.

2. Basic Ordering Ideas

It comes as branches that collect a sort of information which is connected to the central topic that radiates out from center. The purpose is to increase the students understanding.

3. Key word

It is strong noun or verb that create image to recall memory. The use of keyword is to help students increase their vocabulary.

4. Branches

This comes as thinner branches and contains detail of the central image. The branches should be curvy and contain the words or pictures related to the central word or image.

5. Color

Color is very good memory signal and it involves the right brain in learning for long term memory. Color encourages creativity and help in memorizing. Furthermore, the function of color is also to help the classification of the information from the central word or image.

6. Pictures

The main function of pictures in Semantic Mapping is to actively involve students' right brain. It helps student remember much longer information received or things from the central word or image.

Semantic Mapping uses color and has structure which sprays from the center. Using Semantic Map, long list information could change into colorful diagram, well regulated contents, and easier memorization. For example, see figure below:

The Sample of Semantic Mapping

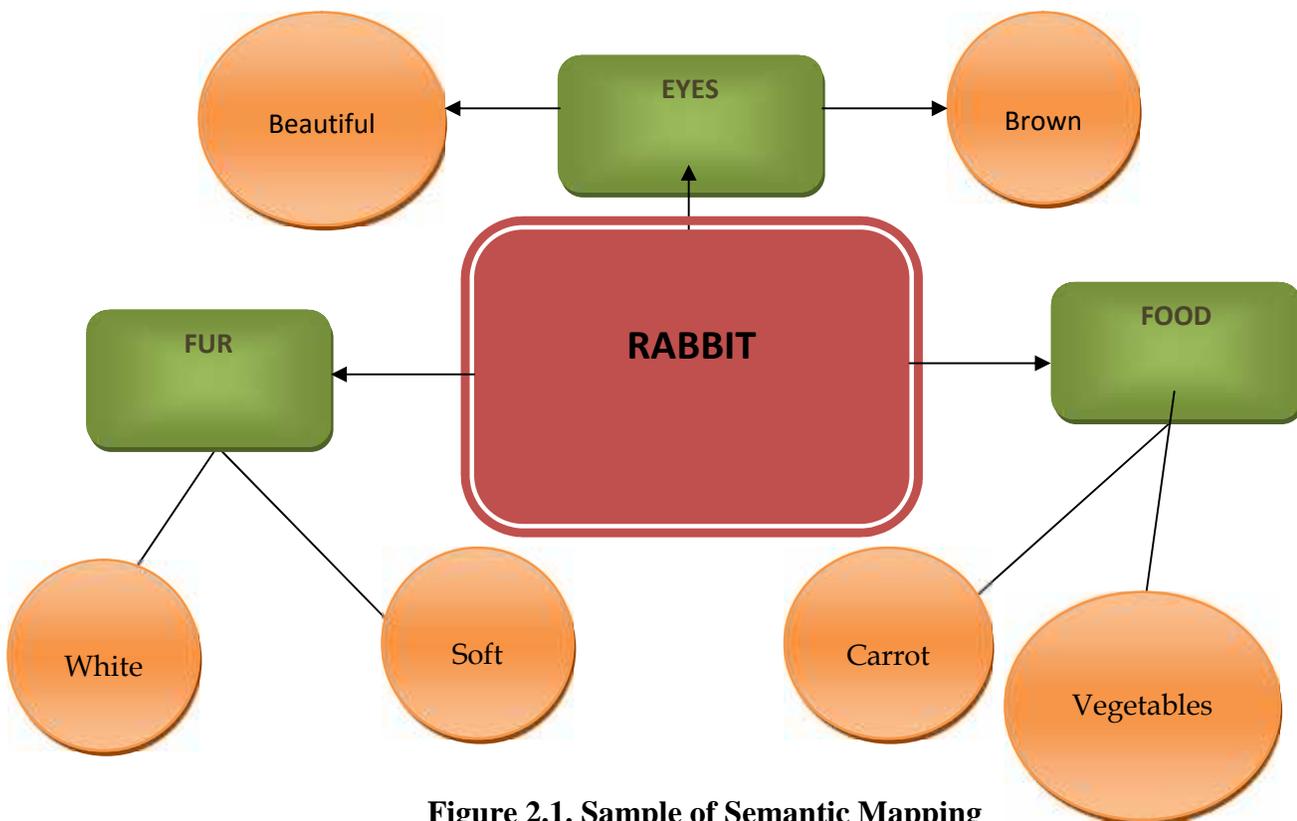


Figure 2.1. Sample of Semantic Mapping

2.6 Teaching Vocabulary by Using Semantic Mapping Strategy

Generally, teaching is a guidance process when teacher delivers knowledge to the students using several methods, techniques, and strategies in order to direct the student to improve skill in doing everything. Teaching has a purpose for aiding the students to learn. A good teacher should know how to improve students' skill and how to present material in order to suit the aim prescribed in the curriculum.

Yuruk (2012) assures that in a foreign language learning context, it cannot be denied that vocabulary is an element of great importance and emphasized to a great extent. When this importance of vocabulary learning is taken into consideration, we cannot skip the role of learning strategies in vocabulary learning and teaching. Another benefit of using strategies could be that. Once this ability gains, students may transfer the vocabulary to other language skills. So, vocabulary learning strategies are recognized as a way to empower students to take control of responsibility for their vocabulary learning. Vocabulary learning strategies may help students to learn and remember words in learning a foreign language. By using Semantic Mapping strategy for different vocabulary items, students can improve their mastery in vocabulary learning.

Moreover, Yuruk (2012) states that Semantic Mapping requires the teacher and the learners to cooperate to build up a diagrammatic map, which indicates the associations between vocabulary suggested by the teacher, vocabulary by the students and vocabulary found in a reading text. Semantic mapping takes part in students' background information about the topic, provides an efficient way to strengthen key words and allows students to include the new vocabulary into their existing schemata. Semantic mapping also assists the learner to learn unknown words through known words in a semantically related network.

CHAPTER III RESEARCH METHODOLOGY

In this chapter, the researcher explains about research methodology which consists of research design, brief description of research location, population and sample, technique of collecting data, and technique of data analysis.

3.1. Research Design

The methodology used in this research is quantitative. According to Gass (2005), quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data, and some sorts of numerical analysis are carried out (e.g., a study comparing students' test results before and after an instructional treatment). In addition, also the writer uses the experimental research. Experimental research is a study that treats or creates a condition to the subject of research. So, in this research, the word experiment means a way of trying something new, especially in order to gain experience. Here, the researcher wants to find out the impact of Semantic Mapping Strategy in mastering English vocabulary. So, she has to take an experimental teaching to see whether this technique is successful or not.

According to Sukmadinata (2006), there are four kinds of experimental study. First is true experiment, where the researcher randomly assigns participants to different conditions of the experimental variable. Second is quasi experiment, where the researcher assigns participants based on their ability, not randomly but in a partner and divide them into experiment group and control group. Third is pre experiment, where the researcher only takes one group and give them pre-test, treatment, and post-test. Using this model, the researcher does not assign the participants randomly or with a partner. The last is single-subject experiment. In this design, the researcher assigns single participant.

The model of the experimental design of this study is pre experimental research. The researcher did not use a control class. In pre experimental, the research was used to compare outcomes for one group of individual before and after group's involvement in pre test and post test design. So, the researcher only uses experimental group for the purpose of this study. The research design can be seen as follow:



In this design, a pre-test was given before instructions or treatments begin. So there are two tests: T₁ as the pre-test and T₂ as the post-test. X was used to symbolize the treatment of the design. For the treatment, the researcher teaches vocabulary by using Semantic Mapping strategy for several meetings.

3.2. Brief Description about Research's Location

3.2.1. The School

MTsN 2 Aceh Besar (Formerly MTsN Tungkob) was built on April, 2nd 1962 by *Badan Pembina Pendirian Sekolah Menengah Islam (SMI)*. It is located at Tungkob sub district of Darussalam, Great Aceh. At the present time, the school is led by a headmaster named Drs. Asnawi Adam, M.Pd.

The school has many infrastructures used to support teaching and learning process. They include 21 classrooms, library, computer laboratory, administration affairs room, principal office, teachers' office, cafeteria, and *mushalla*.

3.2.2. The Teacher

Teacher is one of the important factors in teaching learning process, to guide the students to reach the goal of education. In MTsN 2 Aceh Besar there are 55 teachers. Five of them are English teachers.

3.2.3. The Students

The total numbers of the students were 729 in 2016 in which, the first year consisted of 258 students, second year consisted of 247 students and the third year consisted of 224 students.

3.3. Population and Sample

The population of this research is the entire of the ninth grade students of MTsN 2 Aceh Besar in the academic year of 2016/2017. According to Maulia (2014) cited in Arikunto (1983), population is defined as all elements (individuals, objects, and events) that meet the sample criteria for inclusion in a study. Population is all subjects who are going to be observed in a research. Based on those statements, it means that the population of this research is those who have quality and characteristics determined by the researcher in order to conduct the research.

Sample is a limited numbers of elements from a proportion to represent population. Thus, the sample of this study is the ninth grade students. For this research, the researcher uses purposive sampling. Purposive sampling is a kind of sampling in which the participants are selected by researcher based on her needs. The sample of this research is the students of class IX-5 MTsN 2 Aceh Besar in the academic year of 2016/2017 which consists of 28 students. The students choose because recommendation by school English teacher.

3.4. Technique of Collecting Data

The researcher uses several techniques to collect the data. Those are: pre-test, experimental teaching, post-test, and questionnaire. The explanation of each technique will be elaborated below:

3.4.1 Test

According to Maulia (2014), test is used to find out how well something works. When used with human beings, testing tells what level of knowledge or skill has been acquired. The test in this research is divided in two categories; pre test and post test. Pre test is conducted on the first meeting which aims to find out the students' basic vocabulary knowledge before the experiment is conducted. Otherwise, post-test is given at the end of the treatment. It is to know whether the student' vocabulary mastery is improved or not after they receive treatment of teaching and learning vocabulary by using Semantic Mapping strategy.

The pre test will be given at the first meeting. The test consists of 10 questions in Semantic Mapping graphic. The questions were filled in the blank form, in which the students were asked to fill the blank column with words that related to the topic. For example, see figure 3.1. The questions consists of noun where the students must identify the words based on the characteristic or topic given Then, in the last meeting the researcher will do post test to see the differences or their development in vocabulary mastery by using Semantic Mapping strategy.

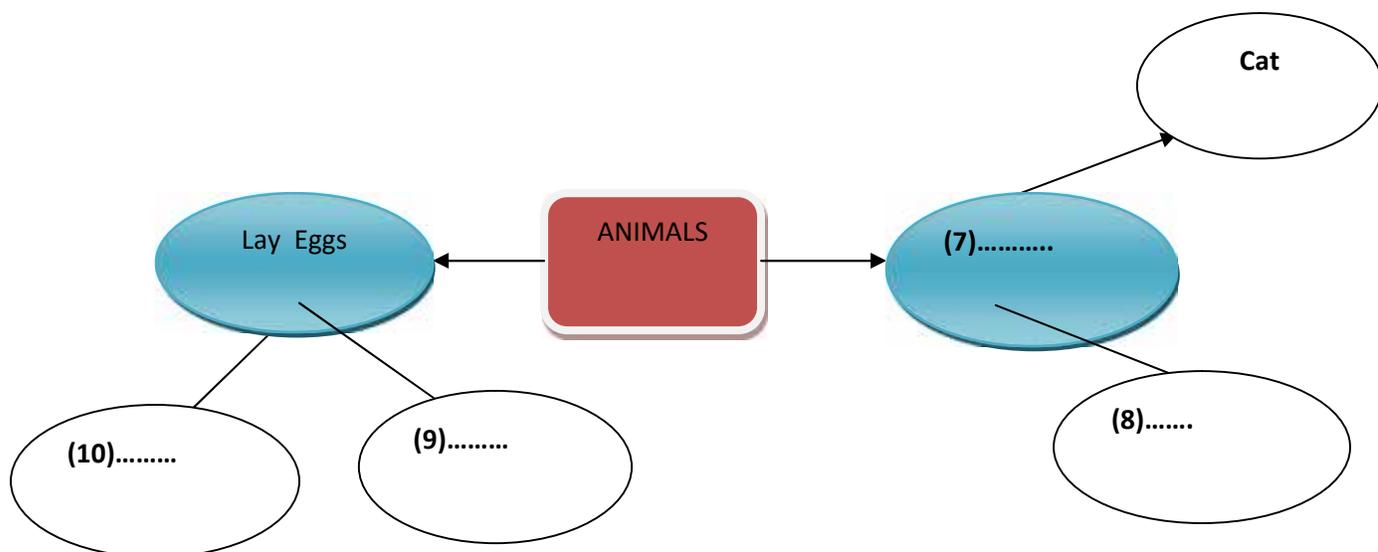


Figure 3.1. Example of Questions of the Test

3.4.2. Questionnaire

The questionnaire was given after post test. It is intended to find out the students' opinions about the implementation of Semantic Mapping in mastering vocabulary. The questionnaire consists of 8 questions in close-ended form. The students were requested to answer the questions by themselves.

3.5. Technique of Analyzing Data

In analyzing the data from pre test and post test, the researcher uses some statistical formulas. According to Sudijno (2012), there are some steps of statistical analysis used, namely the range of data, class interval, mean, and t- score.

- a. The Range of Data

$$R = Hs - Ls$$

Where: R is the range of data
 Hs is the highest score
 Ls is the lowest score

b. The Amount of Interval Class

$$K = 1 + 3,3 \log n$$

Where: K is the amount of interval class
 n is the number of student

c. The Length of Interval Class

$$P = \frac{R}{K}$$

Where: P is the length of interval class
 R is the range of data
 K is the amount of interval class

d. Calculating and tabulating the average score of the students' achievement tests from the pre-test mean and post-test mean.

$$X = \frac{\sum f}{N}$$

Where:

X = mean

fx = total score of frequency

N = the number of sample

e. Finding out the significant difference between the students' achievement before and after using Semantic Mapping Strategy.

Here, the researcher calculates it by using t-test.

$$S^2 = \frac{\sum f(x-X)^2}{N-1}$$

Where:

SD = standar deviation

f = the sum of frequency

X = mean

X^2 = the sum of score squared

N = the number of sample

$$t = \frac{M}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Where:

T = T-score

Md = mean of differences between pre-test and post-test

Xd = deviation of each subject

X^2 = amount of quadrate deviation

N = total students

The technique of analyzing the questionnaire is by using the following formula as suggested by Sudijono (2012)

$$P = \frac{f}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of respondents

N = Number of Sample

100% = Constant value

3.6. The process of Experimental Teaching

To gain the data, the researcher performed experimental teaching at MTsN 2 Aceh Besar by applying Semantic Mapping Strategy for five meetings. The first meeting was used for pre-

test and the second until the fourth meeting were for the treatment. In the case of treatment, the researcher applied Semantic Mapping Strategy in teaching vocabulary. Finally, in the last meeting, the researcher gave post-test.

3.6.1. First meeting

In the first meeting, the researcher gave pre-test to students to see the students' prior knowledge. The test consisted of 10 fill-in the blank questions. The students were asked to fill the blank column with the words that related to the topic. The questions consisted of noun in which the students must identify the words based on the characteristic or topic given. The researcher then collected all the students' answer sheets.

After that, the researcher introduced Semantic Mapping Strategy to the students. The researcher explained about what Semantic Mapping Strategy is and how this strategy is applied in learning vocabulary. In this meeting, the researcher taught the students how to make graphic words that was used in Semantic Mapping Strategy and how it worked.

3.6.2. Second meeting

The researcher continued the vocabulary teaching by using Semantic Mapping Strategy. The researcher called one student as a volunteer to come in front of the class. Then, she gave instructions to other students to identify the characteristic of the volunteer such as personal appearance, height, eyes and etc. She also wrote all of the students' responded on the whiteboard. Then, the researcher asked the students to group those words in Semantic Mapping graphic based on the meaning in the main topic. After that, she also asked the students one by one to connect the words with the topic in Semantic Mapping graphic. The next exercise was that

the teacher distributed the descriptive text about “MY BROTHER” (see appendix VII). In this exercise, the students were asked to make Semantic Mapping based on the text. For example, see figure 4.1.

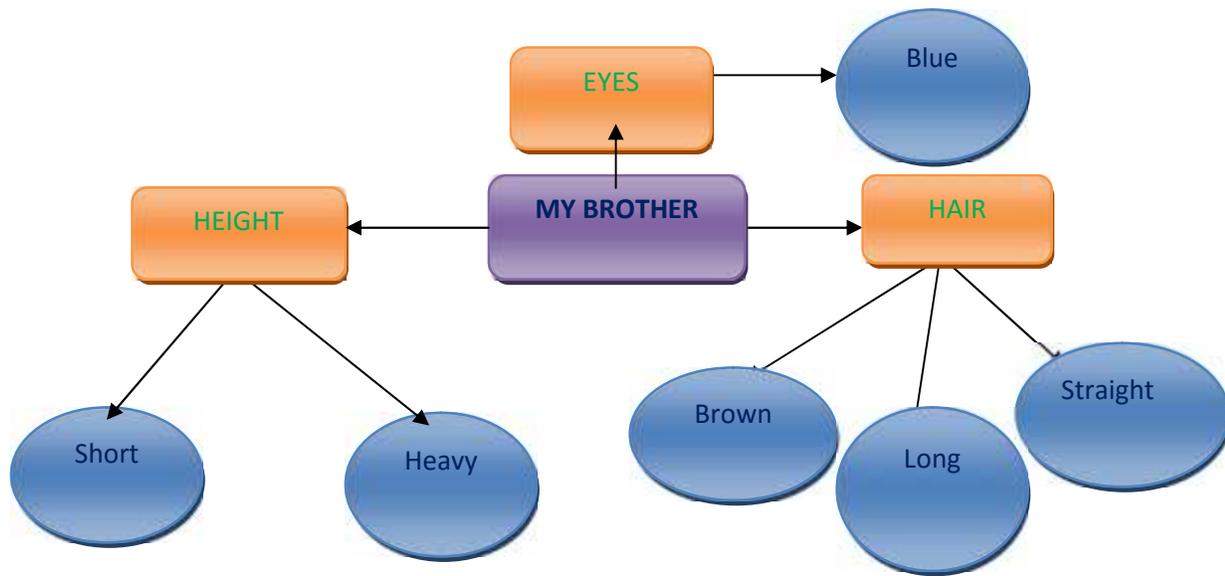


Figure 3.2. Example of Semantic Mapping about family

Before class ended, to strengthen students’ ability, the researcher gave a test to the students to make Semantic Mapping graphic about their family based on the example above in 10 minutes.

3.6.3. Third meeting

In this meeting, the researcher gave other materials but still about Semantic Mapping. She showed a picture about animal to the students. Then, the researcher asked them to identify the animal on the picture such as its personal appearance, habitat, food and etc. They were asked

to mention some words that they knew about the topic. The researcher wrote the words on the whiteboard in Semantic Mapping graphic.

After that, the researcher made 7 groups of students, where each group consisted of 4 students. Then, she distributed a different picture and descriptive text about it (see appendix VII) to each group of students and asked them to make Semantic Mapping graphic based on the characteristic of the animal in the picture. For example, see figure 4.2.

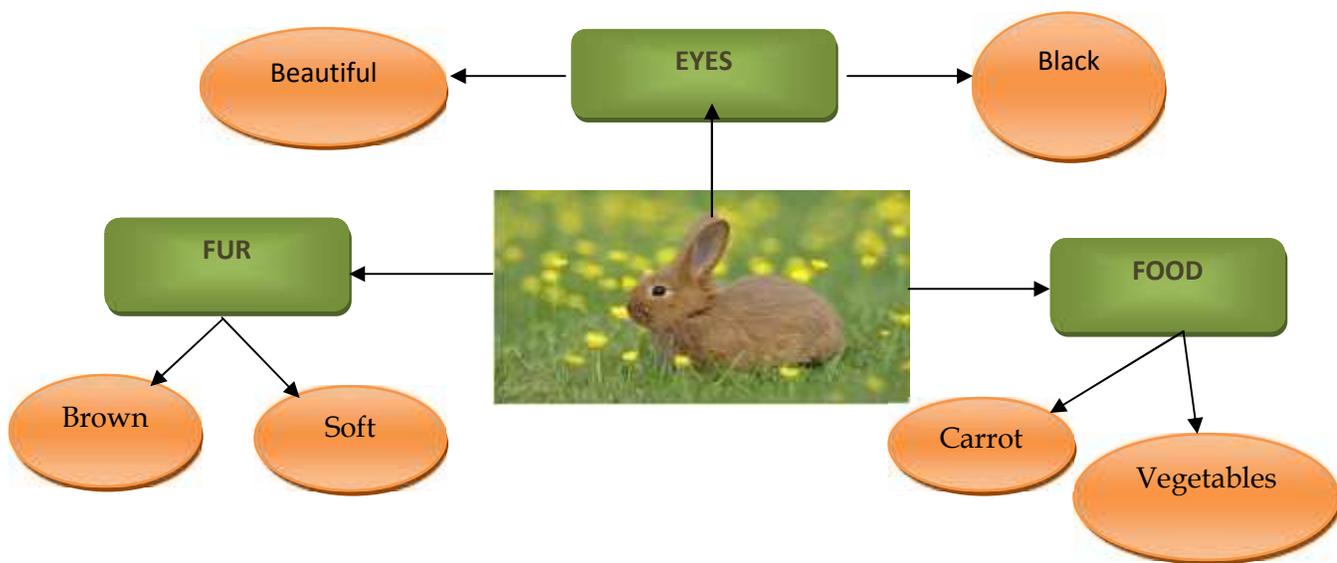


Figure 3.3. Example of Semantic Mapping from the picture.

Last, after they finished and collected their work, the researcher asked them to show their work to their friends in front of the class.

3.6.4. Fourth meeting

In this meeting, the researcher made 4 groups of students where each group consisted of 7 until 8 students. Then, she gave some tests about Semantic Mapping. The students tried to make some Semantic Mapping graphic based on their ideas. For example, see figure 4.3, below.

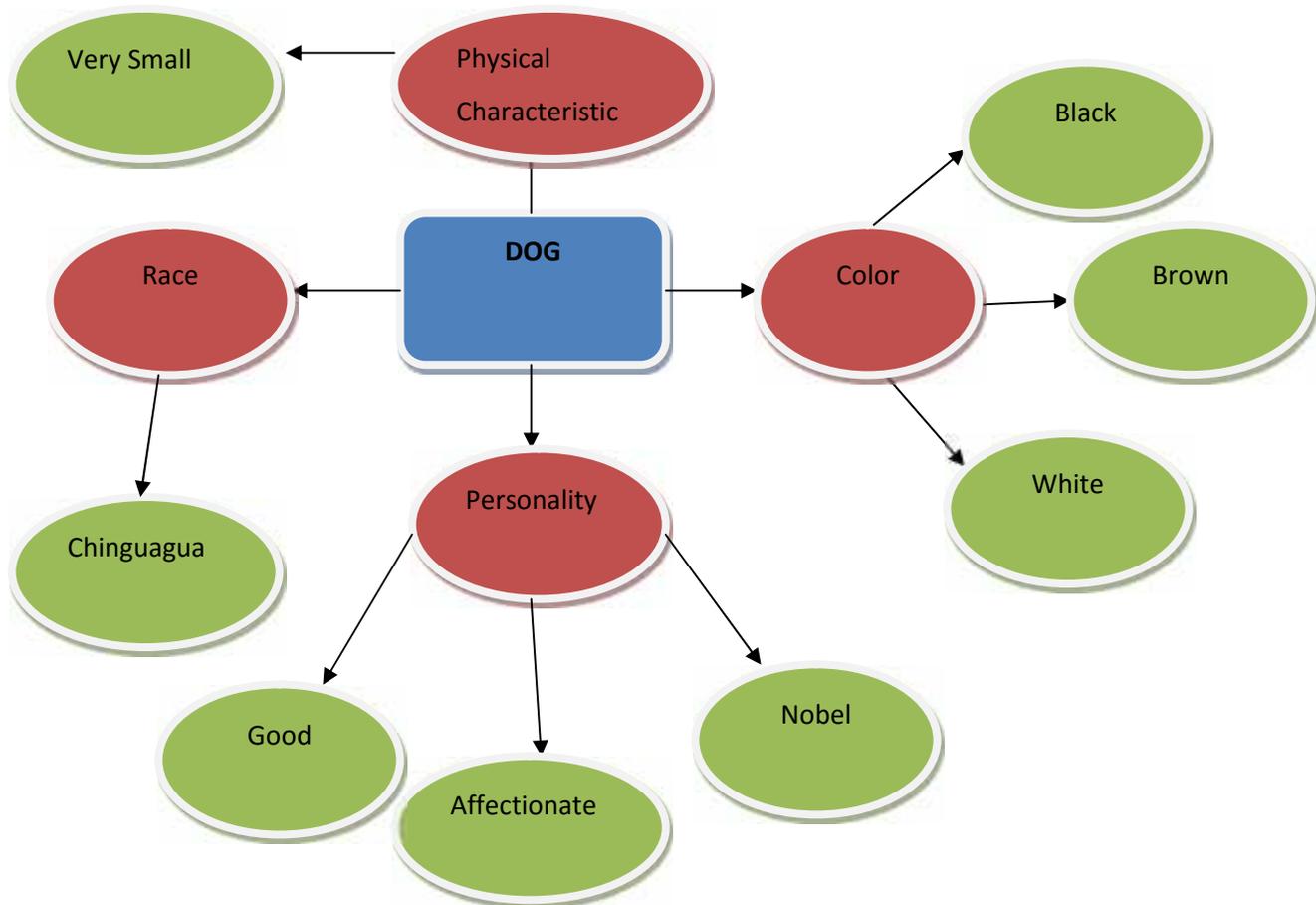


Figure 3.4. Example of Semantic Mapping based on the idea.

3.6.5. Fifth meeting

In the last meeting, post-test was given to see the students' improvement of vocabulary mastery after doing some treatments. The post-test was similar to the pre-test. The test consisted

of 10 fill-in-the-blank questions. In this test, the students must identify the words that related to the characteristic or topic given and fill-in-the-blank column. The researcher then collected all the students' answer sheets.

After the students answered the questions in post-test, the researcher distributed questionnaire to them. The questionnaire consisted of 8 questions (close-ended question) about their perception after learning English vocabulary by using Semantic Mapping Strategy.

CHAPTER IV DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher explains about data analysis which consists of the analysis of test, the analysis of questionnaire, and discussion.

4.1. The Analysis of Test

The researcher took one class as a sample of the study. Pre-test was given to the students related to teaching and learning vocabulary by using Semantic Mapping Strategy. After that, the researcher gave them post-test. In analyzing the result, the students' score of pre-test and post-test were compared. The explanation of both of the test is discussed in the following section.

4.1.1 The Scores and the Frequency Distribution of Pre-Test and Post-Test

The Scores and the Frequency Distribution of pre-test and post-test can be seen below:

4.1.1.1 The Scores of Pre-test

The data of pre-test and post-test scores in experimental class can be seen in the following table:

Table 4.1. The Scores of Pre-test

No	Name	Pre-Test Score
1	AS	40
2	AN	40
3	FS	40
4	S	40
5	ARF	40
6	MM	50
7	NM	40
8	NR	30
9	MR	40
10	FF	50
11	RS	30
12	ZA	40
13	NA	20
14	I	30
15	Z	40
16	ZU	50
17	MIL	60
18	AM	60
19	RF	40
20	MKB	30
21	MRM	50
22	R	40
23	AM	30
24	AY	30
25	N	20
26	AF	50
27	SJR	50
28	MSA	60

The data in the table above can be listed from the highest to the lowest score as follow;
60 60 60 50 50 50 50 50 50 40 40 40 40 40 40 40 40 40 40 30 30 30 30 30 30
20 20

Based on the score above, it can be seen that the highest score was 60 and the lowest score was 20. The researcher determined the range of pre-test presented above by using the following formula:

$$\begin{aligned} R &= Hs-Ls \\ &= 60-20 \\ &= 40 \end{aligned}$$

After finding the range score, the researcher found out amount of interval, and the result is:

$$\begin{aligned} K &= 1+3.3 \text{ Log } n \\ &= 1+ 3.3 \text{ Log } 28 \\ &= 1+ 3.3 (1,447) \\ &= 1+ 4.77 \\ &= 5.77 \text{ (round-up to 6) so, 6 was taken.} \end{aligned}$$

So, the number of interval is 6. By knowing the number of interval, the researcher found class interval scored by using the following formula:

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{40}{6} \\ &= 6.66 \text{ (round-up to 7) so, 7 was taken.} \end{aligned}$$

4.1.1.2 Frequency Distribution of Pre-test

After getting the score of range, interval, and class interval, the distribution frequency of the pre-test score was made in order to find out the mean. It could be seen in the following table:

Table 4.2. Frequency Distribution of Pre-test

No	Interval	F	X	Fx	(x-X)	(x-X) ²	f(x-X) ²
1	20-26	2	23	46	-16.75	280.56	561.12
2	27-33	6	30	180	-9.75	95.06	570.36
3	34-40	11	37	407	-2.75	7.56	83.16
4	41-47	0	44	0	4.25	18.06	0
5	48-54	6	51	306	11.25	126.56	759.36
6	55-61	3	58	174	18.25	333.06	999.18
Total		28=N	243	1113		860.86	2973.18

$$\begin{aligned} X &= \sum \frac{f}{N} \\ &= \frac{1}{2} \\ &= 39.75 \end{aligned}$$

4.1.1.3 The Scores of Post-Test

The scores of post-test can be seen in the following table:

Table 4.3. The Scores of Post-Test

No	Name	Post-Test Score
1	AS	80
2	AN	80
3	FS	80
4	S	60
5	ARF	80
6	MM	90
7	NM	90

8	NR	90
9	MR	50
10	FF	60
11	RS	60
12	ZA	70
13	NA	80
14	I	90
15	Z	90
16	ZU	90
17	MIL	70
18	AM	80
19	RF	90
20	MKB	90
21	MRM	90
22	R	90
23	AM	80
24	AY	80
25	N	90
26	AF	90
27	SJR	90
28	MSA	90

The data in the table above can be listed from the highest to the lowest score as follow;
90 90 90 90 90 90 90 90 90 90 90 90 90 90 80 80 80 80 80 80 80 80 70 70 60 60
60 50

Based on the score above, it can be seen that the highest score was 90 and the lowest score was 50. The researcher determined the range of post-test presented above by using the following formula:

$$R = Hs-Ls$$

$$= 90-50$$

$$= 40$$

After finding the range score, the researcher found out amount of interval, and the result is:

$$\begin{aligned} K &= 1+3.3 \text{ Log } n \\ &= 1+ 3.3 \text{ Log } 28 \\ &= 1+ 3.3 (1,447) \\ &= 1+ 4.77 \\ &= 5.77 \text{ (round-up to 6) so, 6 was taken.} \end{aligned}$$

So, the number of interval is 6. By knowing the number of interval, the researcher found class interval scored by using the following formula:

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{4}{6} \\ &= 6.66 \text{ (round-up to 7) so, 7 was taken.} \end{aligned}$$

After getting the score of range, interval, and class interval, the distribution frequency of the post-test score was made in order to find out the mean. It can be seen in the following table:

4.1.1.4 Frequency Distribution of Post-test

The frequency distribution of post-test can be seen in the following table:

Table 4.4. Frequency Distribution of Post-test

No	Interval	F	X	Fx	(x-X)	(x-X) ²	f(x-X) ²
1	50-56	1	53	53	-27.25	742.56	742.56
2	57-63	3	60	180	-20.25	410.06	1230.18
3	64-70	2	67	134	-13.25	175.56	351.12
4	71-77	0	74	0	-6.25	39.06	0

5	78-84	8	81	648	0.75	0.56	4.48
6	85-91	14	88	1232	7.75	60.06	840.84
Total		28	423	2247		1427.86	3169.18

$$\begin{aligned}
 X &= \frac{\sum f}{N} \\
 &= \frac{2}{2} \\
 &= 80.25
 \end{aligned}$$

4.1.2 The Deviation Standard Score of Pre-test and Post-test

The calculation at the deviation standard score of pre-test and post-test can be seen below:

4.1.2.1 The calculation of the deviation standard of pre-test

$$S^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

$$S^2 = \frac{2973.18}{28 - 1}$$

$$S^2 = \frac{2973.18}{27}$$

$$S^2 = 110.11$$

$$S = \sqrt{110.11}$$

$$S = 10.49$$

4.1.2.2 The calculation of the deviation standard of post-test

$$S^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

$$S^2 = \frac{3169.18}{28 - 1}$$

$$S^2 = \frac{3169.18}{27}$$

$$S^2 = 117.37$$

$$S = \sqrt{117.37}$$

$$S = 10.83$$

4.1.3 T- test

The researcher used t- test to find out whether pre-test and post-test have a significant difference. The formula for t-score:

To find out T-score

$$t - \text{score} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S^2_1}{n_1}\right) + \left(\frac{S^2_2}{n_2}\right)}}$$

$$t - \text{score} = \frac{80.25 - 39.75}{\sqrt{\left(\frac{10.83}{28}\right) + \left(\frac{10.49}{28}\right)}}$$

$$t - \text{score} = \frac{40.5}{\sqrt{0.38 + 0.37}}$$

$$t - \text{score} = \frac{40.5}{\sqrt{0.75}}$$

$$t - \text{score} = \frac{40.5}{0.86}$$

$$t - \text{score} = 47.09$$

Based on the statistical analysis, it can be concluded that the mean score of both tests are different. The score of post- test is higher than score of pre-test.

To find out the t- table of the two mean using numbers of degrees of freedom, it can be obtained by using following formula:

$$\begin{aligned}df &= (n-1) \\ &= (28-1) \\ &= 27\end{aligned}$$

According to the significant level 5% and the degree of freedom (df) = 27, the value of the table list was found; t-table = 1.703 and t-score = 47.09. The significance of a criterion for acceptance is:

H_0 is accepted and H_a is rejected if t-score < t-table.

H_a is accepted and H_0 is rejected if t-score > t-table.

From the result, the researcher found that the t-score of this research was higher than t-table. It can be concluded that the alternative hypothesis (H_a) of this study was accepted and the null hypothesis (H_0) was rejected.

4.2 The Analysis of Questionnaire

The questionnaire was given to the students to know their perception after learning English vocabulary by using Semantic Mapping Strategy. The researcher provided a close-ended questionnaire, which consisted of eight questions. The researcher asked the students to choose one of the available answers.

Table 4.5. Students' perception about learning English Vocabulary.

Statement	Option	Frequency	Percentage
I like learning English Vocabulary.	Strongly agree	8	28,58
	Agree	18	64,28
	Disagree	2	7,14
	Strongly disagree	0	0
Total		28	100

From the table above, it shows that 26 students or 92.86 % agreed that they like learning English Vocabulary. It means that most of the students agreed that they like learning English Vocabulary.

Table 4.6. Students' opinion about learning English vocabulary by using Semantic Mapping Strategy made not felt bored.

Statement	Option	Frequency	Percentage
Learning English vocabulary by using Semantic Mapping Strategy make me not feel bored.	Strongly agree	4	14,29
	Agree	20	71,42
	Disagree	4	14,29
	Strongly disagree	0	0
Total		28	100

From the table above, we could see that 24 students (85,71 %) agreed with the statement that learning English vocabulary by using Semantic Mapping Strategy made them not feel bored. It can be concluded that most of students agreed that learning English vocabulary by using Semantic Mapping Strategy made the students feel enjoyable.

Table 4.7. Students' opinion about learning English vocabulary by using Semantic Mapping Strategy helps them to remember new vocabularies.

Statement	Option	Frequency	Percentage
Learning English vocabulary by using Semantic Mapping Strategy helps me to remember new vocabulary words.	Strongly agree	8	28,58
	Agree	17	60,71
	Disagree	3	10,71
	Strongly disagree	0	0
Total		28	100

Based on the table above, there were more than half of the students agreed that learning English vocabulary by using Semantic Mapping Strategy helps the students to remember the new vocabulary words.

Table 4.8. Students' motivation when learning vocabulary by using Semantic Mapping Strategy.

Statement	Option	Frequency	Percentage
Learning vocabulary by using Semantic Mapping Strategy make me motivated	Strongly agree	5	17,86
	Agree	19	67,86
	Disagree	1	3,57
	Strongly disagree	3	10,71
Total		28	100

From the table above we could see that most of the students (25 students = 85,72 %) agreed that learning vocabulary by using Semantic Mapping Strategy made the students feel motivated. While only (14,28 %) stated disagree. It can be concluded that most of the students agreed that learning vocabulary by using Semantic Mapping Strategy made the students feel motivated.

Table 4.9. Students' more creative when learning vocabulary by using Semantic Mapping Strategy.

Statement	Option	Frequency	Percentage
Learning vocabulary by using Semantic Mapping Strategy make me more creative.	Strongly agree	8	28,57
	Agree	18	64,29
	Disagree	2	7,14
	strongly disagree	0	0
Total		28	100

From the table above, it can be understood that there are 26 students who agreed that learning vocabulary by using Semantic Mapping Strategy made the students more creative.

Table 4.10. Students' face the obstacle when learning vocabulary by using Semantic Mapping Strategy.

Statement	Option	Frequency	Percentage
I find the obstacle when learning vocabulary by using Semantic Mapping Strategy	Strongly agree	1	3,57
	Agree	4	14,29
	Disagree	19	67,86
	Strongly disagree	4	14,28
Total		28	100

From the table above, only 5 students agreed that they found the obstacle when learning vocabulary by using Semantic Mapping Strategy but in fact, more the students enjoyed when learning vocabulary by using Semantic Mapping Strategy. In conclusion, almost all of the students disagreed that they found the obstacle when learning vocabulary by using Semantic Mapping Strategy.

Table 4.11. Students' perceptions in learning vocabulary by using Semantic Mapping Strategy.

Statement	Option	Frequency	Percentage
The class atmosphere is more active and fun when learning vocabulary by using Semantic Mapping Strategy	Strongly agree	5	17,86
	Agree	18	64,29
	Disagree	2	7,14
	Strongly disagree	3	10,71
Total		28	100

From the table above showed that almost all of the students stated that the application Semantic Mapping Strategy in learning vocabulary made the class more active and fun.

Table 4.12. Students' opinion that learning vocabulary by using Semantic Mapping Strategy is suitable to be applied in the school in order to make them easy to remember more vocabularies.

Statement	Option	Frequency	Percentage
Learning vocabulary by using Semantic Mapping Strategy suitable to applying in the school in order to make the students easy to remember more vocabulary words.	Strongly agree	7	25
	Agree	20	71,43
	Disagree	1	3,57
	Strongly Disagree	0	0
Total		28	100

From the table above, almost all of the students agreed that Semantic Mapping Strategy was suitable to be applied in their school in order to make them easily to remember more vocabulary words.

4.3 Discussion

After analyzing the data provided in the previous section, in this part, the researcher discusses the research findings in order to answer the research questions of this study. The researcher explains the research findings of the data analysis obtained from MTsN 2 Aceh Besar and it is also supported by the previous research.

The result of the test shows that the mean score of pre-test is 39.75 and 80.25 in post-test. It can be seen that the mean score of post-test is higher than the mean score of pre-test. Based on the finding above, the researcher can conclude that the implementation of Semantic Mapping Strategy can improve the students' English vocabulary and help the students become independent learners. It is also supported by previous research conducted by Emor (2012) who states that using Semantic Mapping Strategy as a teaching technique can improve the ability in mastering the vocabulary. It is because Semantic Mapping Strategy is a fun way in learning vocabulary.

In addition, the result of questionnaires shows that most of students gave positive responses toward Semantic Mapping Strategy. They agreed that the implementation of Semantic Mapping Strategy could improve their English vocabulary. They also stated that using Semantic Mapping Strategy motivates them to work together with their friends during learning vocabulary. It is also supported by previous research conducted by Yuruk (2012) that Semantic Mapping requires the teacher and the learners working together to build up a diagrammatic map, which indicates the associations between vocabulary as suggested by the teacher and by the students, and vocabulary found in a reading text. Furthermore, this kind of technique creates a good atmosphere or good situation in vocabulary teaching and learning process.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusion about this study and also gives suggestions for future research to support teaching and learning process.

5.1. Conclusions

5.1.1. The Result after the Implementation of Semantic Mapping Strategy

After Semantic Mapping Strategy was implemented in teaching vocabulary to the ninth year students of MTsN 2 Aceh Besar, the results showed the significant improvement of students' vocabulary ability. It was found that the mean score of pre-test (39,75) was lower than the mean score of post-test (80,25) which means that the students' understanding in vocabulary improved significantly.

Furthermore, t-test was applied to find out the result of this research. After all data from the test were collected, the t-score of this research was 47.09 and the t-table at level of significant 5% stated at 1.703. It indicated that t-score was higher than t-table. It also proved that the alternative hypothesis of this study was accepted and the null hypothesis was rejected. Therefore, the use of Semantic Mapping Strategy has given positive impact to improve students' vocabulary.

5.1.2. The Result of Questionnaire

From the result of questionnaires given to the class, most of the students showed positive responses toward Semantic Mapping Strategy. They agreed that Learning English vocabulary using Semantic Mapping Strategy help them to remember new vocabulary words. The data also indicated that using Semantic Mapping Strategy motivates them to work together with their friends during learning vocabulary.

5.2. Suggestions

5.2.1. To the students

Learning English as a foreign language is not difficult if the students have motivation to learn it. They have to practice more words in English to increase their ability. All of the students also should be familiar with the use Semantic Mapping Strategy. The Semantic Mapping Strategy provides many interesting activities that can be used in teaching and learning vocabulary.

5.2.2. To the teachers

The teacher should give or prepare good materials. So, the students can be more confident to share their ideas during teaching learning process. A suitable technique can influence the students' achievement in the teaching goal. Semantic Mapping Strategy can be used in teaching vocabulary. Semantic Mapping Strategy makes the students feel easy and relax in learning vocabulary without forcing them to remember the words by memorizing like traditional method. So, the students will be motivated to learn.

For the teacher-student, this strategy can be used in teaching micro course and they also can apply this strategy when they take the PPL course in the school to make their students easy in learning vocabulary.

5.2.3. To future researchers

In this research, the researcher used noun as the main word or topic. She suggested to other researchers to make it in other main words such as verb, adjective or anything else. The result of this research can be used as a reference for other researchers who want to conduct a similar research in teaching vocabulary.

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- .



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/ 1178 /2016

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Khairiyah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D Sebagai Pembimbing Pertama
2. Suryani, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Cut Meurak Bulan Aflah Akayah
NIM : 231324306
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary
- KEDUA** : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KETIGA : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KEEMPAT : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh, 29 Februari 2016
Dekan,

Dr. Muhiburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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Nomor : Un.08/TU-FTK/TL.00/ 12569 /2016 Banda Aceh, 28 Desember 2016
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh,
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada :

N a m a : Cut Meurak Bulan Afiah Aksyah
NIM : 231 324 306
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t : Jl. Cout Gunie Lamgapang Kec. Krueng Barona Jaya

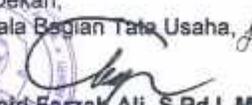
Untuk Mengumpulkan data pada:

MTsN Tungkob Aceh Besar.

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Ari.Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzak Ali, S.Pd.I., MM
NIP. 12690703200212001



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SURAT KETERANGAN PENELITIAN

Nomor : KET- 07 / Mts.01.04.3 / 28 / 02/2017

Kepala Madrasah Tsanawiyah Negeri Tungkob Darussalam Kabupaten Aceh Besar dengan ini menerangkan kepada :

N a m a : CUT MEURAK BULAN AFLAH AKSYAH

N I M : 231 324 306

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan Universitas UIN Ar-Raniry Banda Aceh

telah selesai melaksanakan tugas mengumpulkan data untuk menyusun Skripsi dengan judul “ THE IMPLEMENTATION OF SEMANTIC MAPPING STRATEGY IN MASTERING ENGLISH VOCABULARY “ pada tanggal 12 s/d 21 Januari 2017 pada Madrasah Tsanawiyah Negeri Tungkob Darussalam Kabupaten Aceh Besar, sesuai dengan surat Kepala Kantor Kementerian Agama Kabupaten Aceh Besar Nomor :B-10/KK.01.04/I/PP.00.1/10/2017 tanggal 09 Januari 2017

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Tungkob, 07 Februari 2017

An. Kepala,
Kantor Tata Usaha



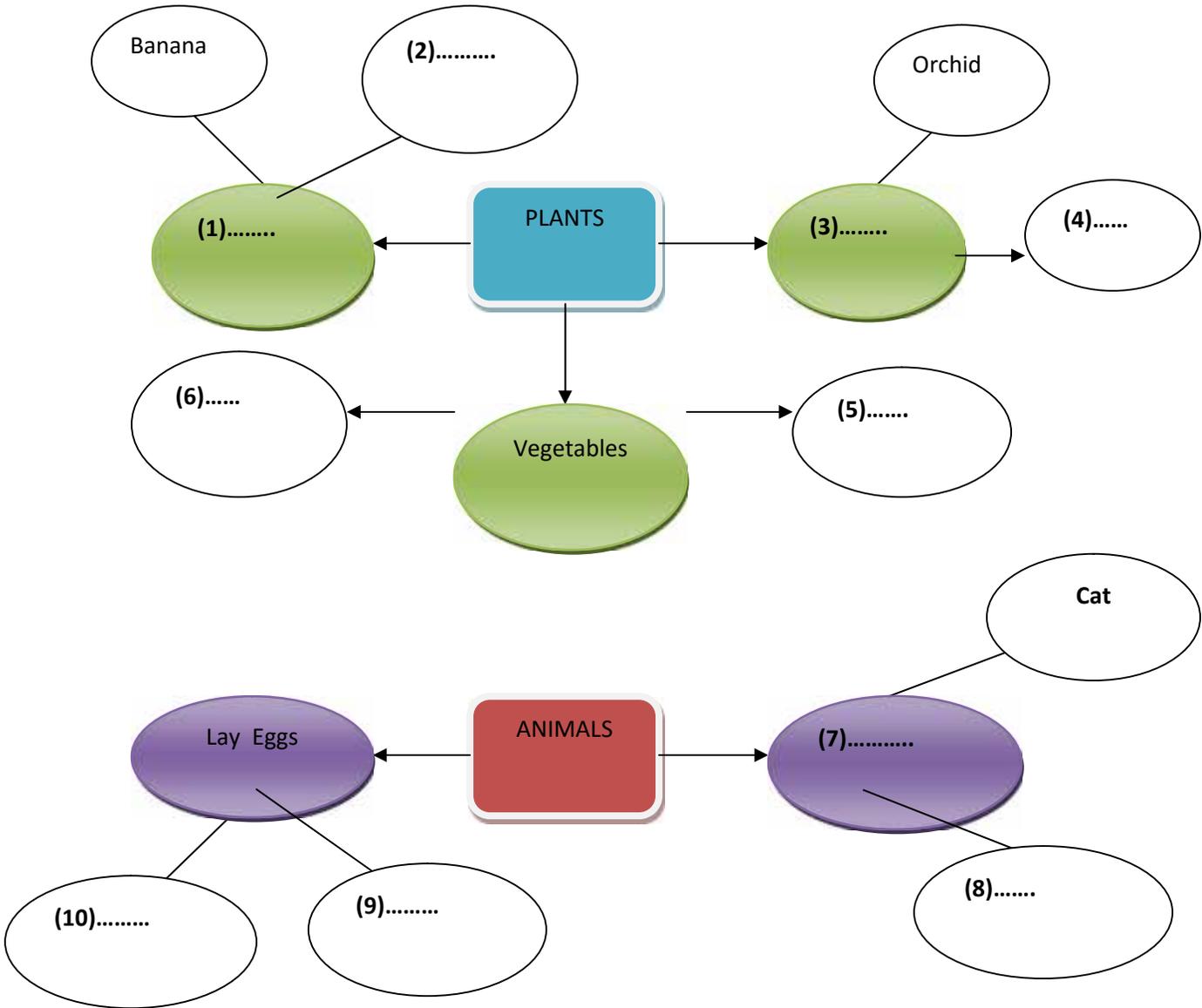
Zulfadh, SE
NIP. 198501062005011001

PRE-TEST

Name : _____

Kelas : _____

Fill in the blank based on the characteristic that related to the topic!

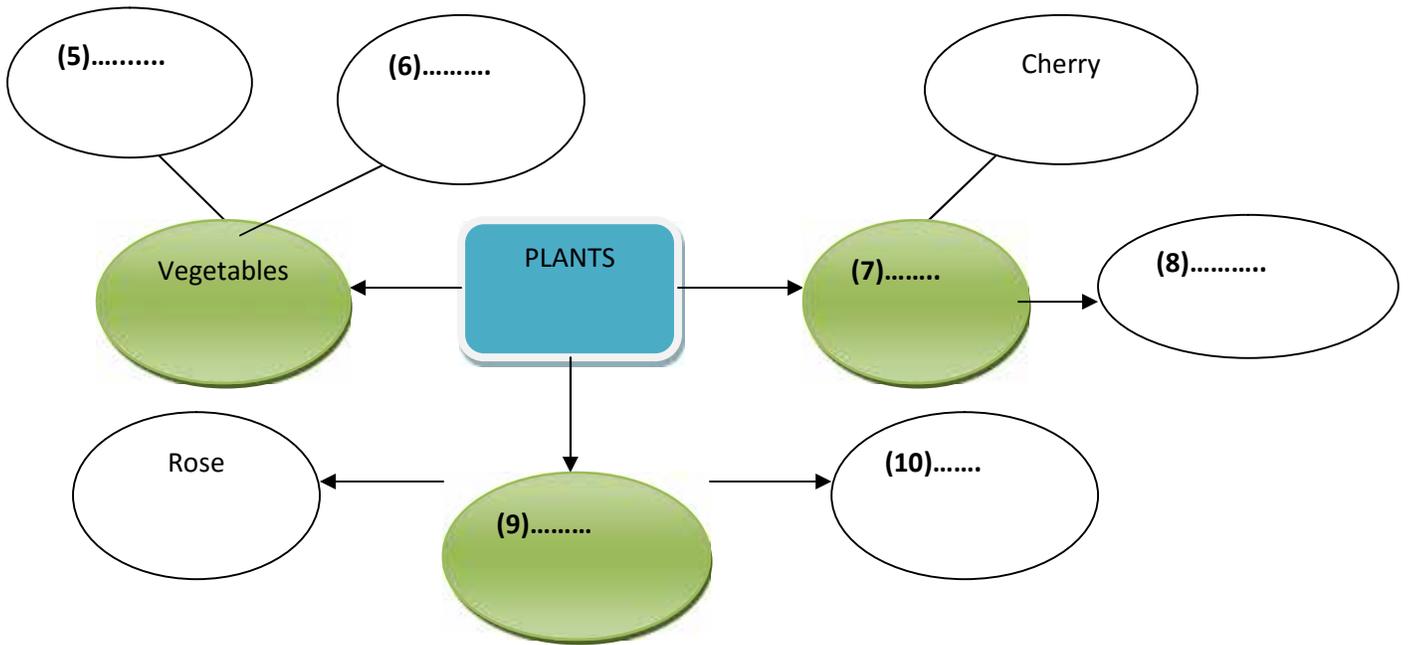
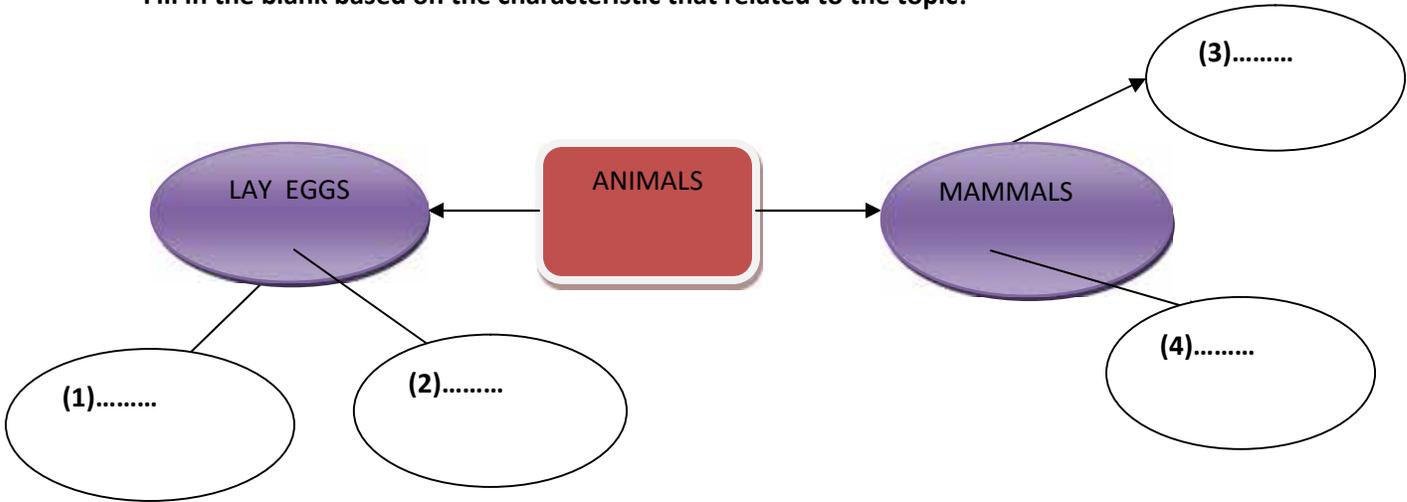


POST-TEST

Name : _____

Kelas : _____

Fill in the blank based on the characteristic that related to the topic!



Questionnaire

Nama: _____

Kelas: _____

Jawablah pertanyaan- pertanyaan dibawah ini dengan memilih satu jawaban yang tepat menurut anda!

1. Saya suka belajar vocabulary (kosa kata) dalam bahasa inggris
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
2. Penggunaan teknik Semantic Mapping dalam vocabulary membuat saya tidak bosan dalam belajar
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
3. Pengajaran vocabulary menggunakan teknik Semantic Mapping membantu saya mengingat banyak kosa kata baru
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
4. Pengajaran vocabulary dengan teknik Semantic Mapping membuat saya termotivasi
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
5. Pengajaran vocabulary dengan teknik Semantic Mapping membuat saya lebih kreatif
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju

- d. Sangat tidak setuju
6. Saya merasa kesulitan belajar vocabulary dengan menggunakan teknik Semantic Mapping
- a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
7. Pengajaran vocabulary dengan menggunakan teknik Semantic Mapping membuat kelas aktif dan menyenangkan
- a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju
8. Pengajaran vocabulary cocok di terapkan disekolah untuk memudahkan saya mengingat banyak vocabulary (kosa kata)
- a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : MTsN Tungkop

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX / 2

Standar Kompetensi : 8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* atau *descriptive* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* atau *descriptive*.

Alokasi Waktu : 2 x 45 menit (Pertemuan 1)

Indikator :

- Siswa dapat menyebutkan kosakata yang diamati dalam bacaan untuk mendeskripsikan orang/benda.
- Siswa dapat mengidentifikasi *personal appearance of person* berdasarkan teks deskriptif yang diberikan dengan menggunakan Semantic Mapping Strategy

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. menyebutkan dan memahami kosakata yang diamati dalam bacaan untuk mendeskripsikan orang/benda.
- b. mengidentifikasi *personal appearance of person* berdasarkan teks deskriptif yang diberikan dengan menggunakan Semantic Mapping Strategy.

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)

B. Materi Pembelajaran

Teks monolog berbentuk deskriptif

My Brother

My brother and I look very different.

I have brown eyes and he has blue eyes. We both have brown hair, but I have short, curly hair and he has long, straight hair. I am tall and thin. He is short and heavy.

As you can see, I do not look like my brother . We look different.

- Unsur bahasa terkait teks: verbs, vocabularies, pronouns.
- Langkah retorika terkait teks; identification, descriptions

Kosakata terkait tema

- | | |
|----------|----------|
| 1. Thin | 5. Long |
| 2. Short | 6. Tall |
| 3. Fat | 7. Old |
| 4. Kind | 8. Young |

C. Langkah-Langkah Kegiatan Pertemuan I

Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan (10 menit)

- ☞ Greeting (salam dan tegur sapa).
- ☞ Membaca doa sebelum belajar.
- ☞ Memperkenalkan diri
- ☞ Mengecek kehadiran siswa.

2. Kegiatan Inti (65 menit)

- ☞ Guru membagikan lembar pertanyaan kepada siswa (sebagai pre-test).
- ☞ Siswa mengerjakan soal.

3. Kegiatan Penutup (5 menit)

- ☞ Membaca doa setelah belajar

Pertemuan II

1. Kegiatan Pendahuluan (10 menit)

- ☞ Greeting (salam dan tegur sapa).
- ☞ Membaca doa sebelum belajar.
- ☞ Mengecek kehadiran siswa.

Apersepsi:

- ☞ Tanya jawab mengenai ciri khas (deskripsi) yang ada pada orang/ benda yang ada di lingkungan sekitar. Misalnya: mengidentifikasi seorang teman tentang kepribadiannya atau penampilannya.

Motivasi:

- ☞ Menjelaskan tujuan dan pentingnya materi yang akan dipelajari.
- ☞ Mengenalkan metode yang akan digunakan pada pembelajaran, yaitu Semantic Mapping Strategy beserta tujuannya.

2. Kegiatan Inti (60 menit)

Eksplorasi

- ☞ Guru membagikan teks deskriptif.
- ☞ Siswa mengamati bacaan tentang deskripsi orang/ benda (*noun vocabularies*).
- ☞ Siswa menyebutkan kata sifat berdasarkan gambar yang diamati dari bacaan menggunakan Semantic Mapping Strategy.
- ☞ Guru menjelaskan tata bahasa, ciri kebahasaan, dan fungsi sosial yang muncul dalam teks deskriptif.

Elaborasi

- ☞ Siswa secara berpasangan (*work in pairs*) mengidentifikasi *personal appearance of person* berdasarkan teks deskriptif yang diberikan dengan menggunakan Semantic Mapping Strategy

Konfirmasi

- ☞ Siswa menyajikan hasil kerja mereka.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, serta memberikan penguatan terhadap materi yang telah dipelajari.

3. Kegiatan Penutup (10 menit)

- ☞ Bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- ☞ Membaca doa setelah belajar.

D. Sumber Belajar, Alat Peraga Sumber Belajar

Buku teks yang relevan:

- (2013). *When English Rings Bell* Buku guru/ Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Alat peraga: spidol warna, penggaris, papan tulis

1. Penilaian

Lembar Kerja Siswa

Name:

Class:

Make a semantic mapping graphic about your family!

E. Penilaian

1. Pedoman Penilaian

- Untuk tiap jawaban benar skor 2
- Jumlah skor maksimal $2 \times 5 = 10$
- Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

2. Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Banda Aceh, 14 Januari 2017

Mahasiswa Penelitian

Cut Meurak Bulan Aflah Aksyah

NIM. 231324306

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : MTsN Tungkop

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX / 2

Standar Kompetensi : 8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* atau *descriptive* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* atau *descriptive*.

Alokasi Waktu : 2 x 45 menit (Pertemuan 1)

Indikator :

- Siswa dapat menyebutkan kosakata yang diamati dari gambar untuk mendeskripsikan orang/hewan/benda.
- Siswa dapat mengidentifikasi *personal appearance of animal* berdasarkan gambar yang diberikan dengan menggunakan Semantic Mapping Strategy

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. menyebutkan dan memahami kosakata yang diamati dari gambar untuk mendeskripsikan orang/hewan/benda.
- b. mengidentifikasi *personal appearance of Animal* berdasarkan gambar yang diberikan dengan menggunakan Semantic Mapping Strategy.
- c. Dapat bekerjasama dengan kelompok untuk mengidentifikasi sebuah gambar dengan menggunakan Semantic mapping Strategy.

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)

B. Materi Pembelajaran

Contoh Gambar yang harus di Deskripsikan



- Unsur bahasa terkait teks: verbs, vocabularies, pronouns.
- Langkah retorika terkait teks; identification, descriptions

Kosakata terkait tema

- | | |
|-----------|---------------|
| 1. Big | 5. Tusk |
| 2. Gray | 6. Small eyes |
| 3. Strong | 7. Big ears |
| 4. Trunk | 8. Jungle |

C. Langkah-Langkah Kegiatan

Pertemuan III

1. Kegiatan Pendahuluan (10 menit)

- ☞ Greeting (salam dan tegur sapa).
- ☞ Membaca doa sebelum belajar.
- ☞ Mengecek kehadiran siswa.

Apersepsi:

- ☞ Tanya jawab mengenai ciri khas (deskripsi) yang ada pada orang/hewan/benda yang ada di lingkungan sekitar. Misalnya: mengidentifikasi seekor kucing tentang kepribadiannya atau penampilannya.

Motivasi:

- ☞ Menjelaskan tujuan dan pentingnya materi yang akan dipelajari.
- ☞ Mengenalkan metode yang akan digunakan pada pembelajaran, yaitu Semantic Mapping Strategy beserta tujuannya.

➤ Kegiatan Inti (60 menit)

Eksplorasi

- ☞ Guru membagikan gambar.
- ☞ Siswa mengamati gambar yang akan dideskripsikan .
- ☞ Siswa menyebutkan kata sifat berdasarkan gambar yang diamati menggunakan Semantic Mapping Strategy.

Elaborasi

- ☞ Siswa secara berkelompok (work in group) mengidentifikasi *personal appearance of animal* berdasarkan gambar yang diberikan dengan menggunakan Semantic Mapping Strategy

Konfirmasi

- ☞ Siswa menyajikan hasil kerja mereka.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, serta memberikan penguatan terhadap materi yang telah dipelajari.

➤ **Kegiatan Penutup (10 menit)**

- ☞ Bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- ☞ Membaca doa setelah belajar.

2. Sumber Belajar, Alat Peraga

Sumber Belajar

Buku teks yang relevan:

- (2013). *Experiencing English 3 year IX the implementation of 2013 curriculum*. Buku siswa/ Kementerian Pendidikan dan Kebudayaan. Jakarta: Tim Masmedia Buana Pustaka.
- Gambar-gambar yang relevan

Media Belajar: Gambar-gambar Hewan

Alat peraga: spidol warna, penggaris, papan tulis, slotip.

D. Penilaian Lembar Kerja Siswa

Name:

Class:

Make a semantic mapping graphic based on the characteristic that show in descriptive text of the animal in the picture!

This is the example of the test.



I have a rabbit, a cute rabbit. The fur is white and soft. I like to touch it.

He has two long ears. I like to play with them. He also has two beautiful eyes.

My rabbit like to eat carrot. He also likes to eat other vegetables.

My rabbit cage was broken last night. So, today I will make a now cage for him.

Pedoman Penilaian

- Untuk tiap jawaban benar skor 1
- Jumlah skor maksimal 1 x 10 = 10
- Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

Rubrik Penilaian

Uraian	Skor
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Jawaban benar	1
Jawaban salah	0

Banda Aceh, 19 Januari 2017

Mahasiswa Penelitian

Cut Meurak Bulan Aflah Aksyah

NIM. 231324306

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : MTsN Tungkop

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan) / 2

Standar Kompetensi : 8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* atau *descriptive* untuk berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* atau *descriptive*.

Alokasi Waktu : 2 x 45 menit (Pertemuan 1)

Indikator :

- Siswa dapat membuat Semantic Mapping Graphic berdasarkan contoh yang diberikan dengan menggunakan Semantic Mapping Strategy

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Siswa dapat membuat Semantic Mapping Graphic berdasarkan ide mereka sendiri.

B. Langkah-Langkah Kegiatan

Pertemuan IV

1. Kegiatan Pendahuluan (10 menit)

- ☞ Greeting (salam dan tegur sapa)
- ☞ Membaca doa sebelum belajar.
- ☞ Mengecek kehadiran siswa

Apersepsi :

- Tanya jawab mengenai apa yang telah mereka pelajari sebelumnya tentang Semantic Mapping Strategy

Motivasi :

- Menjelaskan tujuan dan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

2. Kegiatan Inti (60 menit)

Eksplorasi

- ☞ Siswa mengamati graphic tentang Animal dalam bentuk Semantic Mapping Strategy
- ☞ Siswa menyebutkan karakteristik dari hewan tersebut

Elaborasi

- ☞ Siswa secara berkelompok (*work in group*) menulis karakteristik yang mereka ketahui dengan singkat menggunakan kosakata yang telah dipelajari.

Konfirmasi

- ☞ Siswa membacakan hasil kerja di depan kelas.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan tentang materi yang telah dipelajari.

3. Kegiatan Penutup (10 menit)

- ☞ Bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran.
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- ☞ Membaca doa setelah belajar.

Pertemuan V

Langkah-Langkah Kegiatan

4. Kegiatan Pendahuluan (10 menit)

- ☞ Greeting (salam dan tegur sapa).
- ☞ Membaca doa sebelum belajar.
- ☞ Memperkenalkan diri
- ☞ Mengecek kehadiran siswa.

5. Kegiatan Inti (65 menit)

- ☞ Guru membagikan lembar pertanyaan kepada siswa (sebagai post-test).
- ☞ Siswa mengerjakan soal.

6. Kegiatan Penutup (5 menit)

- ☞ Membaca doa setelah belajar

D. Sumber Belajar, Media Belajar, Alat Peraga

Buku teks yang relevan:

- (2013). *Experiencing English 3 year IX the implementation of 2013 curriculum*. Buku siswa/ Kementerian Pendidikan dan Kebudayaan. Jakarta: Tim Masmedia Buana Pustaka.
- (2013). *When English Rings Bell* Buku guru/ Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Alat peraga: spidol, penggaris, papan tulis

E. Penilaian Lembar Kerja Siswa

Name:

Class:

Make a semantic mapping graphic based on your ideas!

F. Penilaian

1. Pedoman Penilaian
 - Untuk tiap jawaban benar skor 2
 - Jumlah skor maksimal $2 \times 5 = 10$
 - Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

2. Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban salah	0

Banda Aceh, 21 Januari 2017

Mahasiswa Penelitian

Cut Meurak Bulan Aflah Aksyah

NIM. 231324306

AUTOBIOGRAPHY

1. Full Name : Cut Meurak Bulan Aflah Aksyah
2. Place/ Date of Birth : Samalanga, A. Utara/ April 11st , 1994
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital status : Single
7. Occupation : Student
8. Address : Jl. Cout Gunie Lamgapang Kec. Krueng
Barona Jaya Aceh Besar
9. Phone Number : 0852-7751-2717
10. Student's Reg. Number : 231 324 306
11. The Parents
 - a. Father's Name : Syahril M. Amin
 - Occupation :
 - b. Mother's Name : Cut Aklima Hamid
 - Occupation : Civil Servant
 - c. Address : Jl. Cout Gunie Lamgapang Kec. Krueng
Barona Jaya Aceh Besar
12. Educational Background
 - a. Elementary School : MIN Lambhuk, graduated 2006
 - b. Junior High School : MTsS Darussyari'ah, graduated 2009
 - c. Senior High School : MAN Model Banda Aceh, graduated 2012
 - d. University : UIN Ar- Raniry, graduated 2017

Lamgapang ,Aceh Besar, July 11st , 2017

(Cut Meurak Bulan Aflah Aksyah)