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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Vocabulary is crucial thing because the more vocabulary that we have, possessed, the easier we master English. Vocabulary is an important aspect in language. McCarten (2007:21) states that “Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them”. It means that vocabulary is one of the manners to facilitate us to memorize words in learning language.

In English, studying grammar is not enough. Therefore the students should be mastering the vocabulary. Without vocabulary, the students will not be able to comprehend a speech, produce an utterance, understand a reading text or produce a writing text. Furthermore, Thornbury (2002:13) says that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that vocabulary is more important than grammar. Without grammar we can speak, but it is just a little bit. If we have no vocabulary, we will not be able to speak anything. So, Vocabulary is very crucial thing for the students to learn the language.





Based on the writer's preliminary interview in State Junior High School 1 Pangkalan Kuras, it is clear that some of the students were still having problems and difficulties in learning vocabulary. In fact, students still had difficulties in mastering vocabulary. In this school the teacher used a strategy by using dictionary and introducing the vocabulary related to the text. The teacher introduced the vocabulary to the students and asked them to find the meaning of the words in the dictionary. This strategy was not effective because it made students bored when learning and remembering the new words. Because they just used dictionary to find the meaning of the new words, they just knew the meaning of the word at the time. It means that if they found it again, they would find the meaning of the word in the dictionary again. So, this strategy made the students difficult to remember the vocabulary.

Furthermore, the teacher still used the common strategy such as: the teachers just asked students to memorize vocabulary, students were bored. In fact, the students still had low ability in vocabulary mastery, the writer found a lot of problems. It can be seen in the following phenomena:

- a) Some of the students were not able to identify the meaning of words in the text, because they were lack of vocabulary.
- b) Some of the students were not able to identify unfamiliar words
- c) Students got difficulties in understanding the forms of word or vocabulary such as noun, verb, adjectives, and adverb.
- d) Some of the Students were bored to memorize the new vocabulary words.
- e) Some of the students were not able to pronounce the words correctly.



- f) Some of the students were not able to know the synonym and the antonym of the word.

Therefore, it is very important to provide an alternative strategy to improve the students' vocabulary mastery. To improve the students' vocabulary mastery, the writer uses Word Mapping strategy in teaching vocabulary to increase the students' vocabulary ability.

The Word Mapping strategy is referred to by different names, such as semantic mapping, concept mapping, and word clusters. The strategy may be adapted to the nature of vocabulary instruction, the learning outcomes, and students' grade levels.

Word Mapping strategy is to promote the students' deeper understanding of words through depicting varying relationships between and among words. Word maps are visual displays of word meanings organized to depict relationships with other words.. This strategy supports students as they make personal connections to each new word.

According to Beck, McKeown, & Kucan, (2002), in Antonacci and O'Callaghan (2012:94) assert The Word Mapping strategy is one of the most powerful approaches to teach vocabulary because it engages students in thinking about word relationships.

Based on explanation above, the writer is interested in carrying out a research entitled: The Effect of Using Word Mapping Strategy on Students' Vocabulary Mastery at State Junior High School 1 Pangkalan Kuras



## B. The Problem

Based on the background illustrated above, it is very clear that the students still have a lot of problems in learning vocabulary.

### 1. Identification of the Problem

Based on the background that the writer found from the preliminary study, the writer identifies some problems of this research as follows:

- a. Why were some of the students not able to identify the meaning of word in the text, because they are lack of vocabulary?
- b. What were the causes that made some students unable to identify unfamiliar words?
- c. What were the causes that made had some students difficulties in understanding the form of word or vocabulary such as noun, verb, adjectives, and adverb?
- d. Why were some of the Students bored to memorize the new vocabulary words?
- e. Why were some of the students not able to know the synonym and the antonym of the word?

### 2. Limitation of the Problem

Because researcher found many problems in this research, the writer only focuses and limits the problem on Vocabulary Mastery of the eighth grade at Junior High School 1 Pangkalankuras. So, the writer needs to limit the

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problems of this research of using Word Mapping strategy on students' vocabulary mastery.

### 3. Formulation of the Problem

Based on the problems limited, the problems of this research are formulated in the following research questions:

- a. How is students' vocabulary mastery at State Junior High School 1 PangkalanKuras taught by using Word Mapping strategy?
- b. How is students' vocabulary mastery at State Junior High School 1 PangkalanKuras taught without using Word Mapping Strategy?
- c. Is there any significant difference on students' vocabulary mastery taught by using and taught without using Word Mapping strategy at State Junior High School 1 PangkalanKuras

## C. Objective and Significance of the Research

### 1. The Objective of the Research

The research is carried out for several objectives as stated below:

- a) To know about the students' vocabulary mastery taught by using Word Mapping strategy at State Junior High School 1 PangkalanKuras.
- b) To know about the students' vocabulary mastery taught without using Word Mapping strategy at State Junior High School 1 Pangkalan Kuras.



- c) To know if there is or not a significant difference on students' vocabulary mastery taught by using and taught without using Word Mapping strategy at State Junior High School 1 PangkalanKuras

## 2. The Significance of the Research

The significance of the research:

- a. Hopefully, this research is able to benefit the writer as a novice researcher especially in learning how to conduct a research
- b. These research findings are also hoped to be useful and valuable, especially for students and teachers of English at Junior High School 1 PangkalanKuras to be consideration for their future teaching learning
- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language
- d. Finally, these research findings are also expected to be practice and theory information to the development of the theories on language teaching.

### D. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research as follows:

- a) The title of this research is a relevant with the writer's status as a student of English Education



- b) The problems of this research are not yet investigated by other previous researchers
- c) The location of the research facilitates the writer in conducting the research.

### **E. Definition of the Terms**

There are many terms involved in this research. Thus, to avoid misunderstanding on the terms used are necessarily defined as follows:

#### **a. Effect**

According to Oxford effect is change that somebody/something causes in somebody/something else; result. However in this research the word of effect is referring to the implication of two different variables in his/her experimental research. Independent variable (X) is Word Mapping strategy and dependent variable (Y) is students' vocabulary mastery.

#### **b. Vocabulary Mastery**

According to Hiebert, and Kamil (2005:3) vocabulary is a knowledge of the meaning words. In Richards (2010:353) mastery is an individualized and diagnostic approach to teach in which students proceed with studying and testing at their own rate in order to achieve aprescribed level of success.



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While, Syafi’I (2013 : 137) stated, vocabulary refers to effective word/idiom choice and usage, word from mastery, appropriate register. It is clear that vocabulary is the core component in building sentences. So, the writer concludes that vocabulary mastery is some one’s ability/skill/knowledge about words or lexemes.

## c. Word Mapping strategy

“ The strategy promotes students’ active exploration of word relationships, leading to a deeper understanding of word meanings by developing their conceptual knowledge related to words. The purpose of the *Word Mapping* strategy is to promote the students’ deeper understanding of words through depicting varying relationships between and among words Beck, McKeown, &Kucan, (2002), in (Antonacci and O’Callaghan (2012:94))”