MENGGUNAKAN STRATEGI WORD MAPPING UNTUK PENINGKATAN PENGUASAAN KOSA KATA SISWA KELAS DUA SMP NEGERI 2 GONDANGREJO

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ABSTRAK


Kata Kunci: Penguasaan Kosa Kata, Strategi Word Mapping, Penelitian Tindakan Kelas
USING WORD MAPPING STRATEGY TO IMPROVE THE STUDENTS’ VOCABULARY MASTERY at The Second Grade of SMP Negeri 2 Gondangrejo

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ABSTRACT

This research aims at: (1) finding out whether the use of word mapping strategy can improve the students’ vocabulary mastery at the second grade students of SMP Negeri2 Gondangrejo in 2015/2016 academic year, and (2) what happened when word mapping strategy is applied to teach vocabulary mastery at the second grade students of SMP Negeri2 Gondangrejo. This research was conducted at the second grade students of SMP Negeri 2 Gondangrejo in 2015/2016 academic year. The researcher conducted the research from September until November 2015. This research used classroom action research. The researcher conducted two cycles in this research. The procedures of this in every cycle were identifying the problem, planning, implementing the action, observing, reflecting, revising the plan. The collecting data in this research used qualitative and quantitative data analysis. The qualitative data analysis used observation, interview, and documentation. The quantitative data analysis used pre test, first post test, and second post test. This result of the research showed that word mapping strategy can improve the students’ vocabulary mastery. The improvement of students’ vocabulary ability is shown by increasing mean score from pre test, first post test, and second post test. The mean of pre test is 63.50. The mean of first post test increase up to 70.72. Then, the mean of second post test increases again up to 78.75. The mean of second post test is compared with the good average (KKM) which is 75, it can be conclude that students master all the vocabulary aspects.

Keyword: Vocabulary Mastery, Word Mapping Strategy, Classroom Action Research
INTRODUCTION

In this globalization age, knowledge is power of human lives. The basic thing that we get from education is knowledge. We get to know about various thing ranging from English Language to history, literature to political science. The worldly knowledge we gain from education plays a great role in our future life and helps us to understand the happenings in a much more cohesive manner. As in QS. (Al-‘Ankabut) [29:43]“ And the parables we built for human; but none understands except those who know.” It means that education is most important to humans. And language is the most important aspect in the life of all beings.

Most of the students still get problem and difficulties in learning English. The researcher found that the students have low competence on mastering vocabulary. It is indicated through the following indicators: (1) Students got difficulties in finding the meaning of words. (2) Students got difficulties in pronouncing the words. (3) Students got difficulties in spelling the words. (4) Students got difficulties in grammar. (5) Students got difficulties in arranging the words.

Based on the explanation above, the researcher interested in using strategy to teaching vocabulary used The Word Mapping Strategy to improve students’ vocabulary mastery. According to (Beck, McKeown, & Kucan, 2002) states that the purpose of The Word Mapping Strategy is to promote the students’ deeper understanding of words through depicting varying relationships between and and among words. Word map are visual displays of
words meanings organized to depict relationships with other words. Research reveals that to develop students’ vocabularies, teachers need to promote in-depth word knowledge.

RESEARCH METHODOLOGY

The research was conducted in SMP N 2 Gondangrejo in 2014/2015 academic year as the research. It is located at Jl. Jati Kuwung, Gondangrejo, Karanganyar. The subject of the research were students of 8th D grade in English Language of SMP Negeri 2 Gondangrejo in 2015/2016 academic year. This class consists of 31 students, there are 16 males and 15 females. The researcher choose this class because the researcher finding problems and difficulties in learning English such as: (1) Students got difficulties in finding the meaning of words. (2) Students got difficulties in pronouncing the words. (3) Students got difficulties in spelling the words. (4) Students got difficulties in grammar. (5) Students got difficulties in arrange the words. The method used in this research was Classroom Action Research (CAR). According to Winter and Munn-Giddings’s (2001: 8) definition of action research, as a ‘study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding’, captures the essence of the philosophy underlying the action research approach. The researcher used test and non-test technique to collect the data. Based on Miles and Huberman (in Hopkins, 2008: 138-139), the interactive models of data
analysis as follows: (1) Qualitative Data Analysis: Data Collection, Data Reduction, Data Display, and Conclusion Drawing/Verification. (2) Quantitative Data Analysis: This research was used Blue Print form of pre-test and post-test.

**THE RESULT OF THE RESEARCH**

The result was carried out at the VIII D class of SMP Negeri 2 Gondangrejo. The research was conducted in collaboration with the English teacher of SMP Negeri 2 Gondangrejo (Mrs. Tutik Budi Lestari S.Pd, M.Pd) as a collaborator. The researcher used Word Mapping Strategy to improve students’ vocabulary mastery. The researcher took two cycles. Every cycle consisted of two meetings. Cycle one was held on 24th September 2015 up to 26th September 2015. Cycle two was held 17th October 2015 up to 18th October 2015. Every cycle consisted of four steps: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting.

Before implementing cycle one, the researcher conducted pre-test in 24th September 2015. The mean score of pre-test only 63.50 It was too low, because the minimum score of SMP Negeri 2 Gondangrejo is 75.00.

1) In cycle one, there were two meetings. The first meeting was conducted on Monday, September 28th 2015. The second meeting was conducted on Monday, October 12th 2015. After observing and
reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The researcher can improve the students' vocabulary mastery by using word mapping strategy. It was proven by the increasing of the score from pre-test until second post test. (2) The students were motivated to study English seriously. They were more active in teaching and learning process. (3) They were more creative to make sentences or speak up with their words. Their social skill can be improved after applying the word maps. They were more care and calm with their friend and environment.

The students' motivation could grow up than before in the meeting two.

The weaknesses were: (1) The class was noisy when they were applying the word maps or during the discussion time. (2) The researcher had a little bit difficulties to manage the time when she was applying word maps.

From the reflection of cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to improve the result. The first meeting was held on Monday, September 28th 2015 and the second meeting was held on Monday, October 12th 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The score of the students' fluency and accuracy increased than cycle one. It could be seen from the mean score. It was 87.75; (2) All of the students
were more enthusiastic and attracted than before. It could be seen when they were enjoyed and happy during the lesson; it made easier for students to understand the lesson. The weaknesses were: (1) Some students were still noisy in the class when they discussed in the groups; (2) There were few students felt unconfident to speak English in front of the class.

**DISCUSSION**

In this section, the researcher wanted to discuss the students’ improvement in vocabulary mastery. In the cycle one, the activities did not run smoothly. The researcher found some problems in teaching learning process. The students were still understanding in vocabulary mastery. Only some of them took part actively in that activity. In cycle one, the goal of teaching learning did not achieve as expected by the researcher. The mean score of pot-test one only 63.50.

The researcher conducted cycle two to improve the result in the cycle one. In this cycle, the students got involve actively in vocabulary mastery. They were more active, fun, and exited with the lesson. The students were very excited in teaching learning vocabulary by using word mapping strategy. Their vocabulary, pronounciation, and grammar were improved too. The result of improvement of the students could be seen on the result of pre-test was 63.50 and the result of post-test 1 was 70.72 it meant that there were the
improvement. The improvement happened after teaching learning vocabulary ability used Word Mapping Strategy. There was also improvement in cycle two that the mean score of students were increased into 87.75. It could be concluded that there were the improvement of the students’ vocabulary mastery. Word Mapping Strategy could increase students skill especially in vocabulary mastery.

CONCLUSION

Based on the results of the research, the researcher formulates the problem statements as follows: (i) Can Word Mapping Strategy improve students’ vocabulary mastery in second grade students of SMP Negri 2 Gondangrejo in 2014 / 2015 academic year? (ii) How is the class condition when Word mapping strategy is implemented in the vocabulary class of second grade of SMP Negeri 2 Gondangrejo in 2014 / 2015 academic year?

1. Word mapping can improve students’ vocabulary mastery at the second grade students of SMP N 2 Gondangrejo in 2014 / 2015 academic year. The improvement of students’ vocabulary mastery is shown by the increase of students mean scores through pre-test and post-test. Compared to the mean score of pre-test which is 63.50, the mean score of post-test 1 increased up to 70.72. Then, the mean score of post-test 2 increased up to 78.75. The mean of second post test is
compared with the standard minimum mark is 75; it can be conclude that students vocabulary mastery increased in all aspects.

2. Word mapping can make different atmosphere in the vocabulary class of second grade of SMP N 2 Gondangrejo in 2014 /2015 academic year. It can be seen from the interviews the teacher and students before using word mapping strategy and after using word mapping strategy. In the observation, when the teacher was teaching in the classroom, the students felt bored and not enjoyed. After the researcher conducting this research, the students became more enthusiastic, enjoyed, and happy during teaching and learning process. The students paid more attention to the lesson and they were very attracted to do the tasks during the teaching and learning process. Now, the students more active and focused on doing the activity in learning process.
BIBLIOGRAPHY


