THE EFFECT OF USING SEMANTIC MAPPING STRATEGY TOWARD STUDENTS VOCABULARY MASTERY AT 8TH GRADE AT BOARDING SCHOOL JAMA'ATUL MUALIMIN

A THESIS

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ABSTRACT

RAHMAWATI. NIM : 2318038, The Effect Of Using Semantic Mapping Strategy Toward Students Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin. A Thesis, State Of Islamic University Bukittinggi, 2022.

This research was done to discover the effect of using semantic mapping toward student's vocabulary mastery. It has been done at boarding school Jama'atul Mualimin. Because most of student did not learn English at elementary school so they still have limited of vocabulary, the students were difficult to remember vocabulary that they have learned, they cannot use correct vocabulary in sentences, and the student are not interested in the classroom.

In this research the researcher used pre- experimental research with one group pretest and post-test design. The population of this research was the 8th grade students at boarding school Jama'atul Mualimin which consisted one class. The sample is taken by total sampling because the school just had one class. The sample of this research was the students of 8th grade which consisted 19 students.

The result of the research indicated the score of the student's posttest is higher than the score of pretest. The mean score of pretest is 47,31, where the mean score of students posttest is 88,26. It means that semantic mapping gave contribution toward student's vocabulary mastery. In addition to test the hypothesis, the t-obtained 18,17 while t-table on α = 0,05 is 1.734. It means that the t-obtained is higher than t-table. In other words, the (Ha) was accepted and Ho was rejected. Which stated there was significant effect of using semantic mapping strategy at 8th grade at boarding school Jama'atul Mualimin. It can concluded that, using semantic mapping strategy gave significant student's vocabulary mastery.

Key words: vocabulary mastery, semantic mapping strategy.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION 1

A. Background of the problem 1

B. Identification of the problem 4

C. Limitation of the problem 5

D. Research question 5

E. Purpose of the research 6

F. Significance of the research 6

G. Definition of the key terms 7

CHAPTER II REVIEW OF RELATED LITERATURE 8

A. Review Of Related Theories 8

1. Vocabulary 8

a. Definition of Vocabulary 8

b. The importance of Vocabulary 10

c. Vocabulary Mastery 12

d. Teaching and Learning Vocabulary 17

e. Testing Vocabulary 18

2. Semantic Mapping Strategy 20

a. Definition of Semantic Mapping 20

b. Procedure of Using Semantic Mapping 21

c. Advantages of Using Semantic Mapping 24

a. Forms of Semantic Mapping 26

B. Review Of Related Studies 37

C. Conceptual Framework 39
D. Hypothesis 40
CHAPTER III RESEARCH METHOD 41
A. Design Of The Research 41
B. Population and Sample 42
C. Instrumentation 44
D. Technique Of Data Collection 49
E. Technique Of Data Analysis 51
CHAPTER IV FINDINGS AND DISCUSSION 54
A. Findings 54
B. Description of the data 54
C. Analysis of the data 65
D. Testing the hypothesis 68
E. Discussion 71
CHAPTER V CONCLUSSION AND SUGGESTION 75
A. Conclusion 75
B. Suggestion 76
References 78
Appendices 82

LIST OF TABLES

Table 3.1 : The criteria of scoring..... 45

Table 3.2: Test reliability..... 48

Table 4.1: The data validity test multiple choice..... 55

Table 4.2 : The data validity test gap filing..... 57

Table 4.3 : The data test index difficulty multiple choice..... 58

Table 4.4 : The data test index difficulty gap filing..... 59

Table 4.5: The data pretest..... 60

Table 4.5: The data posttest..... 63

Table 4.6: The description statistic..... 64

Table 4.7: The analysis of the t-test..... 66

LIST OF APPENDICES

Appendix 1: Tryout score 82

Appendix 2: validity test and reliability test 84

Appendix 3: index difficulty 86

Appendix 4: pretest score..... 88

Appendix 5: posttest score 90

Appendix 6: research Guidline 92

Appendix 7: instrument tryout test 93

Appendix 8: instrument pretest 96

Appendix 9: instrument posttest 99

Appendix 10: lesson plan 102

Appendix 11: letter of permission 114

Appendix 12: letter thesis advisor 115

Appendix 13: letter of research complication 116

Appendix 14: the average score 117

Appendix 15: validations (experts)..... 118

Appendix 16: documentations 132

CHAPTER I

INTRODUCTION

A. Background of the problem

Vocabulary becomes the most important aspect in learning English. Vocabulary is one of the significant components that supports four language skills; namely speaking, listening, reading, and writing. Because vocabulary is needed in daily activities vocabulary must be learn first by students. Without mastering vocabulary people cannot communicate and share information with others. According to Richard, vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write[1]. It means that students can master all skills of English if they are good at vocabulary. If they have no enough vocabulary, they will not understand and get the information that is needed.

In addition, vocabulary mastery is knowledge about set of words known by learners as part as a specific language. That makes someone a master in certain subject. In fact, vocabulary is a foundation for the language because vocabulary is needed in communication. So vocabulary is necessary part in mastering a foreign language without vocabulary students will find difficulties in speaking, reading, writing, and listening.

Learning English is not easy for students because in Indonesia English is a foreign language. Hence, the English teacher must consider the suitable strategy in teaching vocabulary to make teaching and learning process enjoyable. The teacher need a creative

[1]Jack C. Richard and Willy A. Renandya, methodology in language teaching, (America; Cambridge University press,2002),p.255

strategy in teaching learning process. There are so many strategies that can be used in teaching vocabulary. One of them is semantic mapping.

Semantic mapping is one of the strategy in teaching vocabulary in order to make students recognize about the relationship of the word. According Khoii and Sharififiar describes "semantic mapping as a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories word related to one another"[2]. It means that semantic mapping is used by the teacher to show how words group together.

Semantic mapping strategy allows the students to explore their knowledge of vocabulary by creating a map of word. It consist, of a diagram which displays a single word, place the centre as a topic and another associated words are added in the form of branches. Besides that semantic mapping will makes students interesting in the learning, then the students become more active in the classroom. Those way students can add new vocabulary by using semantic mapping strategy.

There are several advantages of using semantic mapping in the teaching and learning vocabulary process in the classroom. First helping students to remember the words easily because it is organized in the some categories words. Second, decreasing students boredom in learning vocabulary. Third, helping students become active in the classroom. The last is increasing students motivation to learn new vocabularies because of the attractiveness of semantic mapping strategy in teaching vocabulary[3].

Based on the researcher experience when did teaching practice (PPL) at boarding school Jama'atul Mualimin the researcher found that some student still have limited of

[2]yuliyana Yuyun, Clarry and Eusabinus. *Using semantic mapping in teaching vocabulary through descriptive text to the eight grade students of SMP Negeri*.

[3] Indiarti, "the effectiveness of semantic mapping strategy to improve students vocabulary mastery", *Journal of English language teaching*, Vol. 3 No. 1, 2014, p. 79.

vocabulary. It also supported by preliminary research that down by the researcher that taken the data from interviewed the English teacher. He said, he never used semantic mapping strategy in teaching English, especially in vocabulary and he usually used memorizing strategy. Another data was found by interviewed English teacher was the average score of student's vocabulary was 61,52, the average score is low then standard minimum criteria. The score of standard minimum criteria is 70. So, from the information above by interviewed the English teacher, it can be concluded the students still have limited of vocabulary. The researcher found problems related to vocabulary mastery.

First, almost students did not learn English at elementary school, so that they still have limited of vocabulary. When the teacher gave the sentences with familiar vocabulary almost students still confused to understand the meaning of sentences. So the students were not able to know the meaning of whole text when they did not have a lot of vocabulary.

Second, the students were difficult to remember vocabulary that they have learned. When the teacher asked to the students about vocabulary that has been learned, they could not answer and respond it. The English teacher said, almost students was spent the time to check the meaning of words that has been learned in dictionary. It means that they forget it easily.

The last, almost students are not interested in the classroom. They do not pay attention to the teacher's explanation. Because they think English is very difficult to be learn, that's why some students make noise and play with their friends during the

learning process. This condition made the learning process does not run well and they get little knowledge.

Based on the problems that found in the school, the researcher is interested to conduct a research with the title **"The effect of using semantic mapping toward students vocabulary mastery at 8th grade at boarding school Jama'atul Mualimin"**

B. Identification of The Problem

Based on the background of the problem above, the researcher found some problems that can be identified:

1. Most of students did not learn English at elementary school so that, they still have limited of vocabulary.
2. The students were difficult to remember vocabulary that they have learned. So that's why they cannot use correct vocabulary in sentences.
3. The students were not interested in the classroom.

C. Limitation of The Problem

Based on the identification of the problem above, the researcher was focus on student's vocabulary mastery in learning descriptive text by using semantic mapping strategy. On 8th grade boarding school Jama'atul Mualimin.

D. Research questions

Based on limitation of problem above, the researcher questions of this research is formulated into :

1. Is there any significant effect of using semantic mapping strategy toward students vocabulary mastery on students at the 8th grade of boarding school Jama'atul Mualimin?
2. Is there any significant difference of the students vocabulary mastery before and after using semantic mapping strategy?
3. Do the students have better vocabulary mastery after taught by using semantic mapping?

E. Purpose of The Research

Based on the research there is a purpose of this research :

1. To find out whether there is the significant effect of using semantic mapping strategy toward students vocabulary mastery on students at 8th grade of boarding school Jama'atul Mualimin.
2. To find out whether there is the significant difference of students vocabulary mastery before and after using semantic mapping
3. To find out whether there is the significant the students have better vocabulary mastery after taught by using semantic mapping.

F. Significance of The Research

The result of this research was contributes to the students, teachers, researcher, and next researchers :

1. The students

   The researcher hopes that this research will add knowledge and make the student aware of importance of vocabulary.

2. Teachers

   The teacher can use the result of this research as sources of information in considering to use semantic mapping strategy in the classroom.

3. Researcher

   The researcher gets knowledge and experience through this research It gives information to the next researcher.

4. Next researcher

   It can be used as references for their research for the next researcher to increase student's vocabulary mastery, and also can be use in teaching learning process in the future.

G. Definition of The Key Term

To avoid misunderstanding the term or the definition, it is important to define the term used in this research such as vocabulary, vocabulary mastery, and semantic mapping.

1. Vocabulary

   Vocabulary is collection of words that an individual known.

2. Vocabulary mastery is knowledge about set of words known by learners as part as a specific language.

3. Semantic mapping

   Semantic mapping is visual strategy for expanding vocabulary knowledge by presenting categorized words related to one another.

CHAPTER II

REVIEW OF RELATED LITERATURE.

A. Review Of Related Theories

1. Vocabulary

a. The Definition of vocabulary

Vocabulary takes important component in mastering English as a foreign language. Vocabulary can be defined in various ways. There are some definitions of vocabulary proposed by some experts. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write[4]. It means, vocabulary is one of the important component in learning English that effect the four language skills. As Seprisa et.al stated that vocabulary is an essential component learned in language learning[5]. It means, Learning a new language cannot separated from vocabulary. According to Hornby defined vocabulary as the total number of words in language, vocabulary is a list of words with their meanings[6]. It means, the learners should know the meaning of vocabulary to express idea, thought, and feeling. It is all words person knows and use to communicate. Novia et.al stated that vocabulary is an important part of English language teaching and learning because without enough vocabulary students cannot understand others or

[4] Jack C. Richard and Willy A. Renandya, *methodology in language teachin*g, (America; Cambridge University press,2002),p.255

[5] Seprisa, Merry Prima Dewi, Reflinda, and Widya Safitri, *the correlation between students vocabulary and speaking ability at seventh grade in SMPN Dua Koto Kabupateb Pasaman,* JEMAST ; Journal of Educational management and strategy. Vol 01 No. 01 (June 2022)p. 19

[6] Hornby in journal Mofarehalqahtani, *the importance of vocabulary in language learning and how to be taught,* (international journal of the teaching and education, vol. III, No.3/2015) p. 25.

communicate their ideas[7]. It means without mastering vocabulary people cannot communicate and share information with others. According to Hacth and Brown vocabulary is a list or set of words particular language or a list of words individual speakers of language might use[8]. It means by using vocabulary by itself, the interaction can be happened. Vocabulary is a tool for communicate with each other in daily life. It is important to express the feelings and to express the ideas what is on our mind. Khabib and Veny stated that vocabulary is one of the components that are taught in English learning[9]. It means, vocabulary is the first aspect in learning foreign language. As Delvia and Widya stated that vocabulary is essential in second or foreign language acquisition because its appropriate and sufficient knowledge learners cannot understand others or express their own feelings[10]. It means, vocabulary is an important component in learning English as foreign language. Irwandi et.al said that vocabulary is generally considered the basic component which has note worthy part in language. It means, vocabulary is basic component that support four language skills[11]. Moreover, Penny Ur said that vocabulary can be defined roughly as the words we teach in foreign

[7] Novia Alfitri, Arifmiboy, and Merry Prima Dewi, *The students vocabulary acquisition addicted to playing online games*, Journal of English language pedagogy Vol. 6 No. 1, January 2021, p. 1

[8] Evelyn Hacth and Cheryl Brown, vocabulary, semantic, and language Education, (Cambridge: Cambridge University press, 1995) p. 24.

[9] Khabib Muafi and Veny Roza, *The effect of using card sort toward students vocabulary mastery at eight grade of SMPN 7 Bukittinggi in the academic year 2017/2018*, English language teaching and research vol. 2, No. 1 Desember 2018. P. 1

[10] Delvia Buana and Widya Safitri, *the effect of extensive reading towards students vocabulary mastery at tenth grade of MTI Koto Tinggi,* Journal of English language and educational vol. 6 No. 1 may 2021.p. 1

[11] Irwandi, Gusti Milla Quaidy, and Albert, *teaching vocabulary in contextualization for young learners,* English education department, IAIN Bukittinggi, Indonesia. P.3

language[12]. From the definition above, it is clear that vocabulary cannot be separated from learning English as foreign language.

From the definition above, it can be concluded that vocabulary is a set of words that use in sentence to make information. Vocabulary cannot separated as a part of language because vocabulary is the most important aspect in learning English. It is the very basic thing that someone need to learn to be able to master the four language skills namely reading, speaking, listening, and writing.

b. The importance of vocabulary

Vocabulary is fundamental aspect that students need to learn. It is the basic component to help students in mastering language. According to Coady and Huckin vocabulary is central to language and critical of importance to the typical language learner[13]. It means vocabulary is the basic component that should be able to learn to master the language skills. According to Thornbury without vocabulary nothing be conveyed[14]. it means that students really need vocabulary to be learn, vocabulary need in daily activity to communicate with others. Mastering vocabulary also makes the students will learn language skills easily. According to Linse vocabulary is the collection of word that an individual knows[15]. It means that the students are difficult to learn the four skills if they have limited of vocabulary.

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[12]Penny Ur, *A Course in language teaching(New York*: Cambridge University Press, 1996). P. 60.

[13] James Coady and Thomas Huckin, *second language vocabulary acquisition* (Cambridge University press, 1997), p. 5, chapter 1.

[14] Scott Thornbury, *How to teach vocabulary*, (England: Longman, 2002), p. 13

[15] Caroline T. Linse, practical English Language Teaching: young Learners (New York : MeGraw Hill Companies, 2005), p. 177

In increasing student's ability it needs to mastering of vocabulary. Vocabulary is very important for students. The students are expected to master four language skills listening, reading, writing, and speaking. Many students consider learning English is difficult without having sufficient vocabulary. Students usually find difficulty in communicate with others. Having limited of vocabulary is like a barrier that prevents students from learning a language consequently so that's way vocabulary becomes important component to mastering English. For instance, vocabulary use in communicate without grammar, but grammar cannot use without Limited of vocabulary. According Schott Thornbury, you can say with little grammar, but you can say almost anything with words[16]. It means vocabulary is the most important component in English. Students cannot speak clearly, read, and write the sentences without using vocabulary.

As the explanation above, Vocabulary must be the first priority in learning English, because vocabulary becomes the most important role in learning. It is very important to mastering vocabulary to communication with others and to obtain information. Students have to master vocabulary as much as possible, if they have limited of vocabulary they will get difficulties in learning English.

d. Vocabulary mastery

Vocabulary mastery is an important element which has to be mastered in learning language. Vocabulary is crucial to be mastered by the learners. Vocabulary mastery is needed to express our ideas and to be able to understand

[16] Scott Thornbury, *How to teach vocabulary*, p.3

other people saying's. Vocabulary mastery can be defined as a number of vocabulary in a language which contains information about its meaning, form and usage in context of communication[17]. It means it is the basic knowledge that students should master vocabulary first before mastering English. According to Norbert, vocabulary mastery is the ability to use vocabulary fluently in communication, measures which tap into fluent and accurate usage are crucial[18]. It means vocabulary mastery is competence to know words and meaning and the ability to use the right words to make an accurate communication with others.

Furthermore, According to Harmer, there are some aspects that have to be discussed in vocabulary mastery namely: word meaning, synonym, antonym, connotation, denotation, use, and spelling[19].

1. Meaning

The meaning can be classified into three forms : lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. Morphological meaning is the meaning that attaches to morpheme. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

2. Synonym

Synonymy deal with sameness of meaning, more than on word having the meaning. Alternatively the same meaning being expressed by more than one

[17] Imas Febriansyah, improving students vocabulary mastery through Bimo Game for grade x of SMAN 4 purworejo in academic year of 2014/2015, perpustakaan UNY: Unpublished Thesis, 2015) p, 13

[18] Norbert Schmitt, *researching vocabulary* (UK: University of Nottingham, 2010), p. 17

[19] Harmer, J, *The Practice of English language Teaching.* (New York : Longman, 2001), p.16

word. In other words, synonym is words whose denotation is the same but has different connation.

3. Antonym

Antonym is opposite of meaning. Antonyms are not differentiated for formality or dialect or technicality, antonym occur within the same style, dialect or register.

4. Denotation

Denotation is the direct of definition of the word that find in the dictionary.

5. Connotation

Connotation is the use of word to suggest a different association that it is literal meaning.

6. Use

There are some ways to draw the use of words by quickly showing the grammatical pattern the word (countable/uncountable, etc) and giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, etc) and giving a well-known word describing the group or lexical set it fits into.

7. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word spelling.

In addition, According to Ur that some aspects that the learners should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary namely[20]:

1. Form : pronunciation and spelling

   The learners has to know what a word sounds like (its pronunciation) and what it look like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learners when encountering the item for the first time. In teaching, we need to make sure that both of these aspects are accurately presented and learned.

2. Grammar

   The grammar of new item will need to be taught if this not obviously convered by general grammatical rules.

3. Collocation

   The collocation is particular combination of words by placing or arranging words together. Collocation makes a particular combination sound “right” or “wrong” in a given context. Some words may be having meaning but they are not uncertainly can be combined with some word.

4. Aspects of meaning: denotation, connotation, and appropriateness.

   a. Denotation is the meaning of word is primarily what it refers to in the real world. Denotation is often the sort of definition that is given in a dictionary.

[20] Penny Ur, *A Course in language teaching(New York*: Cambridge Teacher Trainers and Development 1996). P. 60-63.

b. Connotation is a less obvious component of the meaning of an item.

c. A more subtle aspect of meaning that often needs to be taught is whether a particular items in the appropriate in to use in certain context or not.

d. Word formation

Vocabulary items, whether one word or multi word, can often be broken down into their component.

As explanation above, Vocabulary mastery is competence to know words and meaning and the ability to use the right words to make an accurate communication in daily life with others. If the learners want to learn particular language such as English, they should mastering vocabulary first because it will influence every step of the process in learning language. The more students know the words, the easier for them to mastering English. There are seven aspects that have to be discussed in vocabulary mastery namely : meaning, synonym, antonym, connotation, denotation, use, and spelling. And also forms of pronunciation, spelling, grammar, collocation, aspects of meaning, denotation, connotation, appropriateness, and word formation.

e. Teaching and learning vocabulary

Vocabulary is the foundation in English that students need to learn. Therefore, it is a key to students understanding what they hear, read, and communication clearly with others in daily activity. However, having limited

vocabulary is like barrier that prevents students from learning a language. It impossible to master the four language skills without mastering vocabulary. According to Hatch and Brown there are five essential steps that for learning vocabulary such as the following:[21]

1. Having sources for encountering new words: with sources of new words being reading, watching TV, listening to radio, conversation with narrative speaker, text book, word list, dictionary, etc.
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words : creating a mental picture word form, relating a new word with LI words or other foreign language with similar sounds, using phonetic script, relating to already acquired English word that sound similarly.
3. Learning the meaning of the word. Asking the native speaker for the meaning. Guessing from the context. Creating a mental image of meaning.
4. Making a strong memory connection between the forms and meaning of the words. Creating a strong linkage between word form and meaning in the memory, regardless the memory strategy usage as long as it is used.
5. Using the words. In example sentences, collocation, various context, conversations, etc.

From those explanation, it can be conclude that there are many activities in our daily life that have strong connection to learn vocabulary. It can be started from the simplest thing in a variety ways. The important thing to learn is the strong passion to practice the new vocabulary.

[21] Evelyn Hatch & Cheryl Brown, vocabulary, semantics, and language education,(Cambridge: Cambridge University Press, 1995), p. 24.

f. Testing vocabulary

A test is the way to know the students ability or their knowledge. According to Brown a test is a method of measuring a person's ability, knowledge or performance in a given domain[22]. Without testing, there is no reliable means to knowing how affective a teaching sequence. Testing provides a feedback between students and teacher. According to Read, vocabulary test is to find out whether the students can match each other word with synonym, a dictionary type definition or an equivalent word in their own language[23]. It means that the purpose of the vocabulary test is know the students ability in matches the word with their own language. In testing of vocabulary, the teacher can use some of indicators vocabulary testing such as synonym, antonym, definition. According to Huges there are some indicators of vocabulary test: synonym, antonym, definition and gap filling[24].

1) Synonym

Synonym is the same meaning of word or same means similar.

2) Antonym

Antonym is opposite meaning of word. For example, hot is opposite meaning with cold.

3) Definition

[22] Dauglas Brown, *Language Assessment Principle and Classroom Practice, (New York: Longman,* 2003), p.3

[23] Jhon Read, Assessing Vocabulary, (UK: Cambridge University Press, 2000), p. 16

[24] Arthur Hughest, Testing for language teacher, (Cambridge, 1989), p. 148-149

Definition is the meaning of word based on context and category. Definition can use the function, explanation, meaning and description of the word. For example, rose is the beautiful flower.

Based on explanation above, it is clear that a test is the way to know the students ability or their knowledge Without testing, there is no reliable means to knowing how affective a teaching sequence. The purpose of the vocabulary test is know the students ability in matches the word with their own language. In testing of vocabulary, the teacher can use some of indicators vocabulary testing such as synonym, antonym, and definition.

2. Semantic mapping

a. Definition of semantic mapping

There are various definitions of semantic mapping that have been proposed by different experts. According to Yuruk semantic mapping is a process of constructing visual displays of categories and their relationship[25]. It means that, 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. According to Williams, semantic mapping enables students not only to visualize relationships but to categorize them as well[26]. It means, semantic mapping strategy allows the students to explore their knowledge of vocabulary by

[25]Zahedi, Y.,and Abdi, M. (2012). The effect of semantic mapping strategy on efl learners vocabulary learning. *International conference on education and educational psychology (ICEEPYS) procedia-social and behavior sciences,* 69, 2273-2280.

[26] Williams*, C. R. (1994). Semantic mapping planning: A framework for effective, reflective, teaching, teacher development, and teacher research.* Master of arts thesis, school for international training, Brattleboro, VT,184

creating a map of word. It consist of a diagram which display a single word placed in the centre as a topic and another associated words are added in the form of branches. According to Sokmen semantic mapping generally refers to brainstorming association which a word and has then diagramming the result[27]. It means by using semantic mapping students will brainstorming the topic and make diagram as the result.

From the definition above, it can be conclude that semantic mapping is visual strategy for vocabulary expansion and extension of knowledge by displaying word related to one another in categories. That is a categorical structuring of information in graphic form. It is content approach which allows students to related new word to their own knowledge.

b. Procedure of using semantic mapping

Semantic mapping is a strategy for organizing information: it helps to give structure or order. It helps students to see the relationship among concepts, and it shows the various ways that information can be organized and categorized in more general or more specific categories.

In relation to vocabulary, the instructional sequence of semantic mapping is as a follow:[28]

1) Select a word central to the topic.

[27] Soekman, A. 1997. *Current Trends in teaching second language vocabulary.* Cambridge: Cambridge University press.

[28] Master, L,T., Mori B. a. and Mori, A. A (1999). *Teaching secondary students with mild learning and behavior problems: methods, materials, strategies (3rd ed.).* Austin, TX : Pro-ed.

2) Display the selected word. Put the word in a circle in the middle of the board.

3) Ask the students to generate as many words as possible that relate to the topic. Ask the students to brainstorm to the word relate to the topic.

4) Students write the generated words in categories. After all the brainstorming has taken place, discuss how the information could be placed into categories.

5) The students label the categories. Label and add extra information to each category.

6) From this list, construct a map.

7) Last, the students in a discussion and summarize the information.

According to Zaid, the use of semantic mapping in the classroom may be divided into five phases in general[29].

1) Introducing the topic. Teacher declares the topic by drawing a large oval on the blackboard and writes the topic inside of it.

2) Brainstorming, teacher wants the students to think about keywords and ideas which are interrelated to the topic.

3) Categorization, the teacher supports the students to make connections among their offers. Category clusters are formed by the students and the teacher together according to the student's ideas.

4) Personalizing the map. After each students makes they own copy, a material such as a reading passage which is about the key concepts of

[29] Yesim Dilek, Nurcihan Yuruk, " Using Semantic mapping technique in vocabulary teaching at pre-intermediate level" *procedia-social and Behavior sciences*, vol. 70, 2013. P. 153

the map is given. This reading passage consists of more related concepts than the students have listed. As they read, students are to decide what to add or eliminate from the mapthey have created. In this step, new information is integratedwith prior knowledge.

5) Post-assignment synthesis. The last part of this procedure is used to record the-assignment. After they read the passage and add or eliminate some items, the whole class decides the final shape of the map.

Moreover, According to Dale D Johnson, the teacher also use following steps to teach vocabulary through semantic mapping[30].

1) Choose a word central to the topic the class will be studying.
2) Write the word on the chalkboard.
3) Distributed blanks maps to students.
4) Encourage the students to think as many words as they can, that are related to the selected key word and then list the words by categories on a sheet of paper.
5) Elicit words from students and written tem in related groupings on the map on the chalkboard.

As explanation above it can be concluded, semantic mapping will make students more active in the classroom than previous meeting. Because semantic mapping allow students to participate in the classroom. Semantic mapping involves the teacher and learners working together.

[30] Dale D. Johnson, Susan D, Pittelman and Joan E. Heimlich, B, vol. 39, 8, 1986, p. 779-781.

c. Advantages of semantic mapping.

Since semantic mapping is kind of map or graphic representation of categories of information and has relationship to each other. It really helps the students to remember the words and their connection easily. There are some advantages in teaching vocabulary using semantic mapping:[31]

1) It helps students to remember the words easily because it organized in some categories of word. The forms of semantic mapping makes the explanation of the topic is clear and more easily to remember the word.
2) It decreases student's boredom in learning vocabulary. An interesting form of semantic mapping can decrease the boredom. Students have the new strategy in learning vocabulary.
3) Third, it helps students become more active participants in the classroom because semantic mapping involves the teacher and learners working together, it invites the students to be active participants during learning process in the classroom.
4) Fourth, increasing student's motivation to learn vocabulary because of the attractiveness of semantic mapping in teaching vocabulary. By teaching vocabulary through semantic mapping, the students will motivate.

Based on the explanation above it can be conclude, semantic mapping can be affective strategy toward students vocabulary mastery, because semantic mapping helps students to remember the words easily. it helps students become more active participants in the classroom because semantic mapping involves the

[31] Indiarti, "the effectiveness of semantic mapping strategy to improve students vocabulary mastery", *Journal of English language teaching*, Vol. 3 No. 1, 2014, p. 79.

teacher and learners working together. And make students interesting in learning English.

d. Forms of semantic mapping

According to Col and Spector there are several forms of semantic mapping[32].

1. Cloud / cluster diagram
2. Tree diagram
3. Spider diagram
4. Chain diagram
5. Star diagram
6. Cycle diagram

The explanation about form of semantic mapping as following above:

[32] Col, Jeananda and Spector, Mitchell. 1993, *Forms of semantic mapping*, Accessed on Monday, june 06 2022, from enhantedlearning.com

1. Cloud/cluster

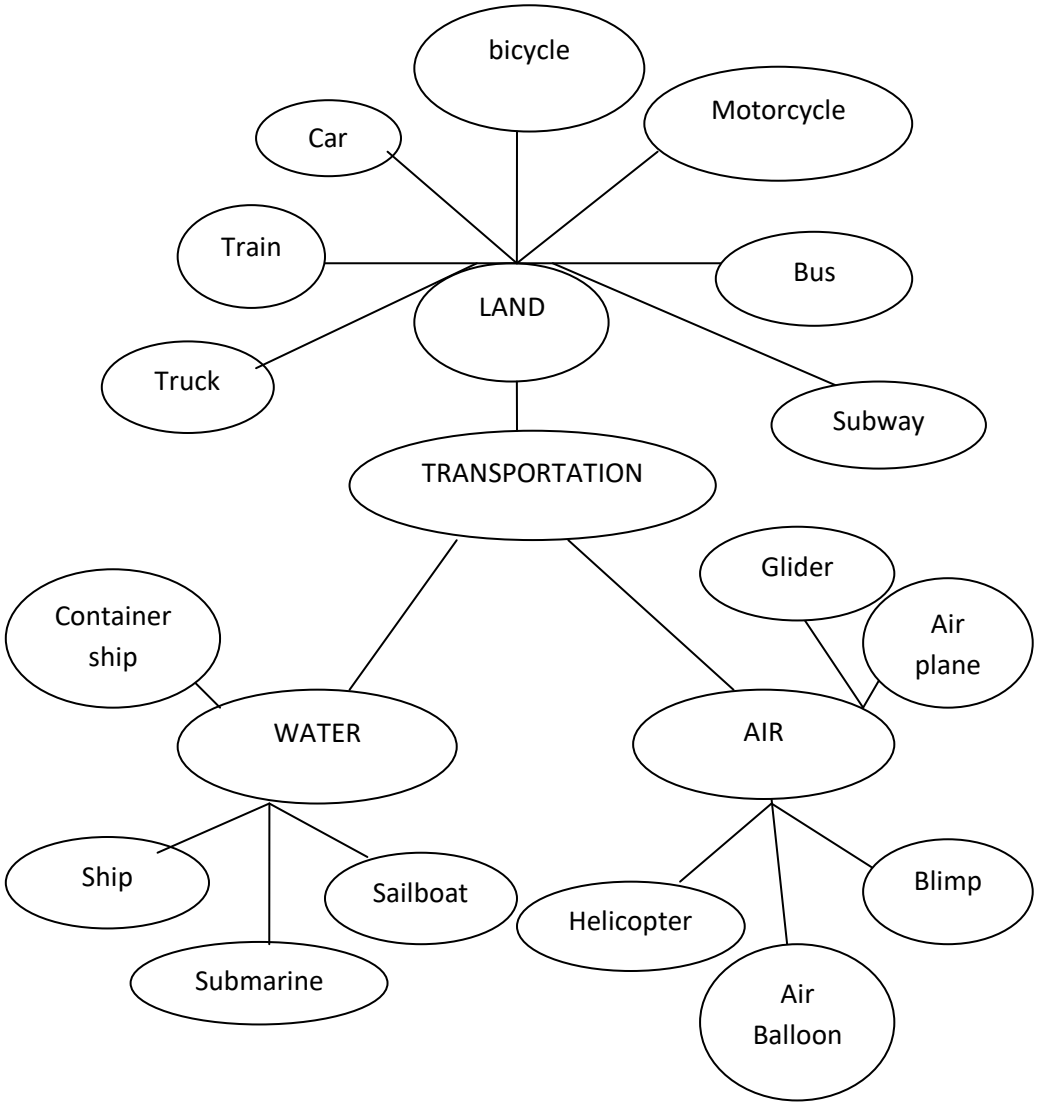


Figure 2.1

Cloud diagram

Cluster diagram (also called cloud diagram) is a type of semantic mapping that can help to systematize the generation of ideas based upon a central topic. Using this type of

diagram, the students can more easily brainstorm a topic, associate about an idea or explore a new vocabulary[33].

The figure 2.1 above tell about transportation in the main topic of the could diagram. It tells there are three kinds of transportation such as air transportation, water transportation, and land transportation. There are kinds of water transportation such as ship, containership, submarine, sailboat. And there are kinds of land transportation such as motorcycle, bicycle, car, subway, bus, train, and truck. And there are kinds of air transportation such as helicopter, airplane, glider, blimp, and air balloon.

2. Tree diagram

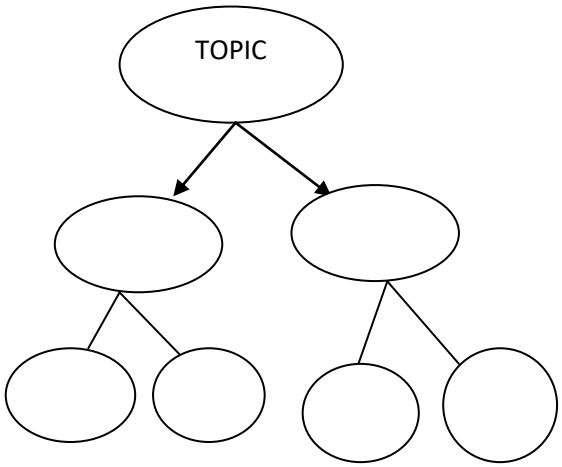


Figure 2.2

Tree diagram

Tree diagram are a type of graphic organizer that show items are related to one another. The tree's trunk represents the main topic, and the branches represent relevant facts, factors, influences, traits, people, or outcomes[34].

[33] Enchanted Learning, *Graphic organizer,* on June 06, 2022, cited from (www.Enchantedlearning.com)
[34] Enchanted Learning, *Graphic organizer,* on June 06, 2022, cited from (www.Enchantedlearning.com)

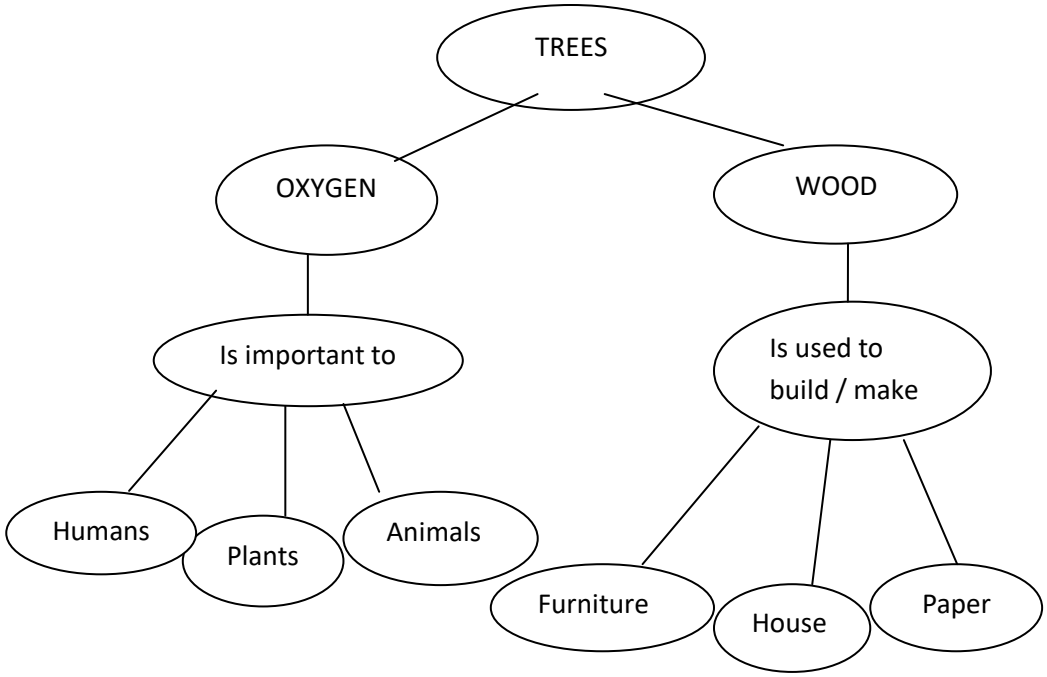


Figure 2.3

Example of tree diagram

The main topic of figure above is tree. There are two purposes of trees such as oxygen and to build or make. Oxygen can be classified into three groups such as human, plants, and animals. To build or make can be classified into three groups such as house, furniture, and paper.

3. Spider diagram

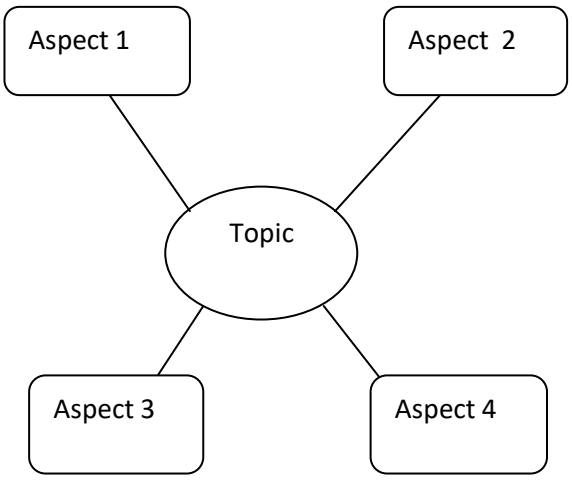
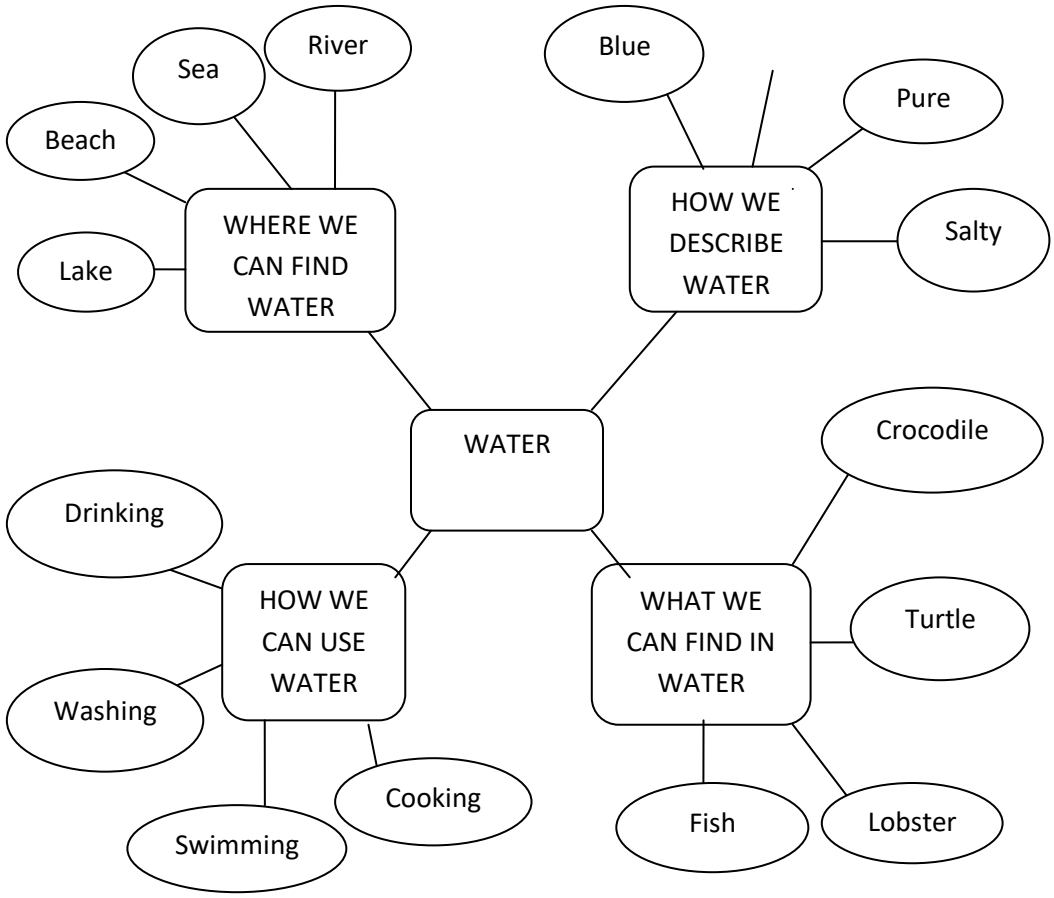


Figure 2.4

Spider diagram

A spider map (sometimes called semantic map) is a type of semantic mapping that is used to investigate and enumerate vario Cool of a single theme or topic, helping the students to organizer their thoughts. It looks a bit like a spider's web, hence it name. The process of creating a spider diagram helps the students focus on the topic, requires the students to review what they already know in order to organize the knowledge, and helps point out the areas where the students must investigate more[35].



[35] Enchanted Learning, *Graphic organizer,* on June 06, 2022, cited from (www.Enchantedlearning.com)

Figure 2.5

Example of spider diagram

From the example of the spider diagram above, it can be seen that the main topic tells about water. Then, it is followed by the subtopic such as how we can describe water, where we can find water, what we can find in water, how we can use water.

4. Chain

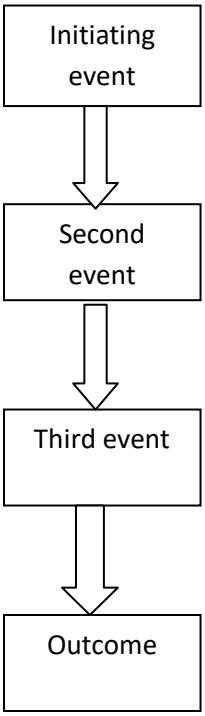


Figure 2.6

Chain diagram

Chain diagram, is a type semantic mapping that describe the stages or steps in a process. The students must be able to identify the first step in the process, all of resulting stages in the procedure as they unfold, and the outcome. In this process the students realize how one steps lead to the next in the process, and eventually, to the outcome.

Chain diagram are useful in examining linear cause and effect processes and other process that unfold sequentially[36]. Here the example of using chain diagram as follow:

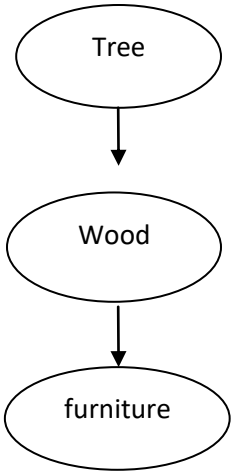


Figure 2.7

Example of chain diagram

The figure 2.7 above tells about the process of making the furniture. There are several events before making the furniture. It star from trees provide the wood then the wood is used to make furniture. It stars from tree, the trees provide the wood. Then the wood is used to make furniture.

[36] *Ibid*

5. Star diagram



Figure 2.8

Star diagram

Star diagram is a type of semantic mapping that condense and organize data about multiple traits, facts, or attributes associated a single topic. It is useful for basic brainstorming about a topic or simply lisitng all the major traits related to a theme. The goal of this diagram is to make the students easier remember the story of the text.

6. Cycle

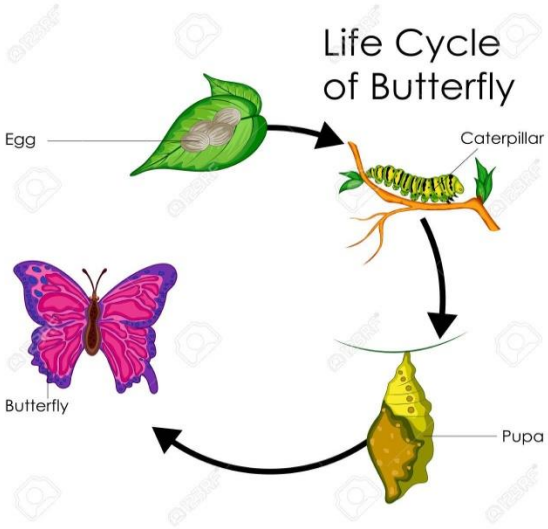


Figure 2.9

Cycle diagram

Cycle diagram are a type of semantic mapping that shows how items are related to one another in a repeating cycle. Use a cycle diagram when there is no beginning and no end to a repeating process. In making a cycle diagram, the students must identify the main events in the cycle, how they interact, and how the cycle repeats[37].

The figure 2.9 above tells about the life cycle of butterfly. There are several stages of butterfly before starting their life[38]. There are four stages. The first is the eggs. This is where a girl butterfly lays eggs. She lays them on a leaf. The second stage is the caterpillar. This is where the eggs hatch. It takes about five days for the eggs to hatch. A caterpillar then comes out. At this stage, the caterpillar eats all the time. It also grows really fast. Once it is all the way grown. The third stage is chrysalis. The caterpillar make

[37] *ibid*

a chrysalis. The caterpillar is inside the chrysalis. Inside the chrysalis, it starts to change. It soon changes into a butterfly, the fourth stage is life cycle. The fourth stage is butterfly. A butterfly comes out of the chrysalis. It can now learn to fly. It can also find a mate. When it find a mate, it lays eggs. Then the lifecycle process starts all over again.

Based on forms of semantic above, it is clear the teacher will make the students more active in the class during learning process by applying semantic mapping strategy. The teacher ask the students what the topic related word and the students will give many arguments about word related to the topic as much as possible. Then the students and teacher will discuss and summarize to construct a semantic mapping.

B. Review of related studies

In this chapter, the researcher will give some similar studies. There are some researchers who concluded the similar research related to semantic mapping strategy.

The first, study is done by Nuril Huda in 2017 entitle " *the influence of using semantic mapping technique towards student's vocabulary mastery at the first semester of the eight grade of SMP Negeri 10 Bandar Lampung".* The result shows by using semantic mapping it could give influence toward student's vocabulary mastery. So the use of semantic mapping technique in teaching learning process could make a good improvement.

The second, research is written by Aulia Dzakiyu Rahmah in 2017 entitle *" The effectiveness of semantic mapping on student's vocabulary achievement Islamic Ciputat Tangerang Selatan in academic year 2017/2018"* The result shows that there is

significant effectiveness of semantic mapping on vocabulary achievement especially in the type of vocabulary such as noun, verb, adjective, and preposition.

The third, research is conducted by Amanda Amalia in 2019 entitle "*increasing student's vocabulary through semantic mapping strategy at eleven years of SMKN I Muara Batu Utara".* The result shows that vocabulary mastery of the eleventh grade students of SMKN 1 Muara Batu improved through use of semantic mapping strategy. Not only improved students vocabulary but also the students self confidence, enthusiasm, and motivation.

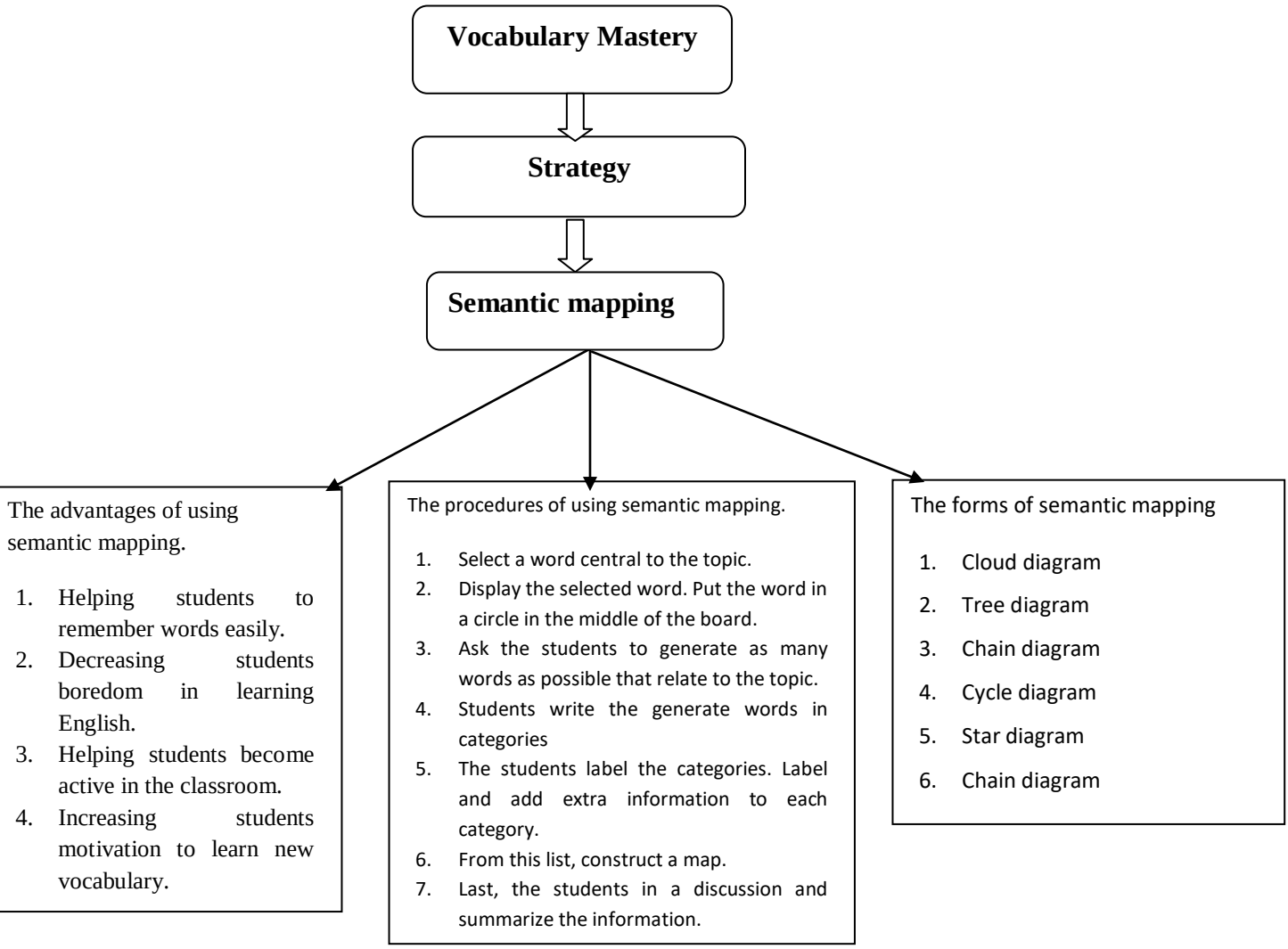
The fourth, research is written by Dewi Haulia Maharani in 2019 entitle *"The effect of using semantic mapping strategy towards student's vocabulary of the first grade students at SMAN 2 Pangkalan Kerinci"* the result shows the aims of this study to see the effect of semantic mapping strategy towards student's vocabulary was successful. The effectively effect by using semantic mapping strategy for students is get more easily got the new vocabulary and get interesting with English.

The fifth, research is written by Muh. Triadi Danial in 2020 entitle "*students perception on the use of semantic mapping in learning vocabulary"*. The subject was the students of the second year students' of SMPS Ahlu Suffah. The result shows positive perspective on the practice of semantic mapping because can improve their vocabulary and critical thinking.

Based on the previous studies above, the semantic mapping strategy improve students vocabulary mastery. This research is focus on the effect of using semantic mapping strategy toward student's vocabulary mastery at the 8^{th} grade at boarding school Jama'atul Mualimin.

C. Conceptual framework

Conceptual framework of this research can be presented as the figure follow:



The conceptual framework above, means that Semantic mapping strategy allows the students to explore their knowledge of vocabulary by creating a map of word. It consist, of a diagram which displays a single word, place the centre as a topic and another associated words are added in the form of branches. Besides that semantic mapping will makes students interesting in the learning, then the students become more active in the classroom. Those way students can add new vocabulary by using semantic mapping strategy.

D. Hypothesis

The hypothesis of this research that can be formulated as follow :

1. Ha: There is significant effect of using semantic mapping strategy on students vocabulary mastery.

   Ho: There is no significant effect of using semantic mapping on students vocabulary mastery.

2. Ha: There is significant difference of the students vocabulary mastery before and after using semantic mapping strategy?

   Ho: There is no significant differences of the students vocabulary mastery before and after using semantic mapping.

3. Ha: The students vocabulary mastery better after taught by using semantic mapping.

   Ho: The students vocabulary mastery still same after taught by using semantic mapping.

CHAPTER III

RESEARCH METHOD

A. Design of the research

In this research, the researcher used quantitative approach. Quantitative research in approach was used for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures[39]. There are many kinds of experimental research that can be used such as pre-experimental, true experimental, quasi experimental and factorial design[40]. In this research, the researcher used pre-experimental by used (one group pretest-posttest design).

Pre-experimental design is design which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change. Sugiyono said that one group pretest-posttest design involves a single group that is pre-test (O1), expose to treatment (X), and then post-test (O2). The success of the treatment is determined by comparing pretest and posttest scores[41].

The researcher used this design because the researcher only choose one class that involved of the eight grade at Boarding School Jama'atul Mualimin with 19 students. The researcher describes it as follow:

---

[39]John W. Creswell and J.David Creswell, research design: *Qualitative, Quantitative, and Mix Method Approaches,* fifth edition, (Los Angeles : SAGE, 2018) ,P. 41

[40] Sugiyono, 2009, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D,* Bandung : Alfabeta, *p.108-109*

[41] Sugiyono *Metode penelitian pendidikan : pendekataan kuantitatif, kualitatif, dan R&D,* Bandung: Alfabeta, p. 108-109

Pretest	Treatment	Post-test
O1	X	O2

Where :

O1 = pretest

X = the treatment was given to experiment class by using semantic mapping strategy.

O2 = post-test

Based on the research design above, the class was treated by using semantic mapping strategy. In this research, the researcher focused on descriptive text as the material. The researcher taught descriptive text in treatment. This research used the pretest before treatment and also post-test after treatment. The purpose of the test was to know whether there is an improvement of the student's vocabulary mastery.

B. Population and Sample

1. Population

Population and sample cannot be separated in quantitative design. They are important elements in the research. According to Sugiyono, population is generalization area consisting of objects or subjects that have certain qualities and characteristic determined by the researcher to be studied and then draw the conclusion[42]. In addition, Creswell stated that population is a group of individuals who have the same characteristic[43]. It can be concluded that population is entire

[42] Sugiyono, *op. cit,* p.177
[43] John W. Creswell, *op. cit*, p. 146

research object that had same characteristic and some of them used as a source of data in research.

2. Sample

Sample is part of the population that be used for gathering the data needs by the researcher. A sample should representative all of the population. As Gay et al said that a good sample should representative of the population from which it was selected[44]. It can be concluded that sample is the important element in the research, because from the sample, researcher get the information that representative all the population.

However in this research, the researcher used total sampling to took the sample. The researcher used this design because the school just had one class of the eighth grade. The students of the eighth grade were 19 students. Therefore, the samples of this research were the students of eighth grade at boarding school Jama'atul Mualimin.

C. Instrumentation

In this research, the researcher used test to measure student's vocabulary mastery. In this research, the instruments used English vocabulary test. The tests were in the form of in multiple choices and Gap filling test. The test consisted of 20 multiple choices items and 10 Gap filling. In constructing the test, the researcher consulted with the English teacher. The pretest was used to know the students

[44] L,R Gay, G.E Mills, p. W Airasian, *op, cit*, p. 131

vocabulary mastery before doing the treatment. However, the posttest was given after the treatment to know the students improvement. It was support by Creswell that a pretest provides a measure on characteristic that the researcher wants to assess for participants in an experiment before they receive the treatment, and the posttest is a measure on characteristic that is assessed for participant in an experimental after a treatment[45]. Thus, before the researcher gave the treatment, the researcher gave pretest to knew the student's ability.

In this research, the researcher conducted a try out to the eight grade students from another school that had similar criteria as the eight grade students in boarding school Jama'atul Mualimin. After that, the researcher entered their score into SPSS to see the validity, reliability and index difficulty.

The scoring for the test was done by counting the number of correct answers. For the multiple choices test, each correct answer got 3 points, and the 0 point to correct answer. The maximum point for multiple choices test was 60. It means that if the students could answer all the questions correctly they got 60 scores for the multiple choices test. Next, for the filling the Gap test the students got 4 points for each correct answer, and 0 point for wrong answer. The maximum point for thus test was 40 and the students got 40 if they could answer all the questions correctly. The criteria of scoring would be showing the table below:

Table 3.1 the criteria of scoring

a. Multiple choices

Question number	Point

[45] John W. Creswell, *op. cit.,* p. 297

1-20	3
Total maximum score	60

b. Gap filling

Question number	Point
1-10	4
Total maximum	40

From the criteria above, the students' score = multiple choices score and gap filling score.

A good instrumentation should be valid and reliable. The test was made by considering the validity and reliability, as explain below:

1. Validity

Validity concerns with the test which really measure what is supposed to be measure. As Kothari said Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure[46]. It means that the researcher should considered the purpose of the test and choose the appropriate validity in order to the test can evaluated based on lesson objective. In other word, the test could be said valid if it is appropriate for what and for whom. In this research, the researcher used content validity and construct validity. Content validity was used to measure the test whether it was suitable with the material was taught or not. According to Gay et, al "content validity is

[46] C.R Kothari, *research methodology: methods and techniques*, (New Delhi: New Age international publisher, 2004), p. 73

the degree to which a test measures an intended content area[47]. A test score cannot accurately reflect a student's achievement if it does not measure what the students was taught and is supposed to have learned. Construct validity the degree to which a test measure and intended hypothetical construct[48].

The researcher consulted the instrumentation to the expert, they are lecturers le of UIN Sjech M. Djamil Djambek Bukittinggi and English teacher of boarding school Jama'atul Mualimin. The items in the pre-test and post-test were determined by the selection of the items of try out test. The total item for tryout test was 30 questions. Try out test used statistic technique from SPSS to determine whether the test valid or not. The result of validity test showed that 27 out of 30 items were valid. To analyzing the test valid or not the researcher used product moment formula[49]:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)][N\sum Y^2 - (\sum Y)^2]}}$$

In which:

r_{xy} = correlation index

N = the sum of tester

$\sum XY$= the sum item score and total score

$\sum X$ =the sum of item score

$\sum Y$ =the sum of total score

2. Reliability

[47] L,R Gay, G.E Mills, p. W Airasian, *op, cit*, p. 161
[48] L,R Gay, G.E Mills, p. W Airasian, *op, cit*, p. 163
[49] Suharsimi Arikunto, *procedur penelitian*, (Jakarta : Rineka Cipta, 2000),p.162

Reliability is another important element in the instrument of research. Kothari said that measuring instrument is reliable if it provides consist result[50]. It means that when a test can give the same result at the different time, the test has high reliability. The researcher used the formula as follow[51]:

$$r^{11} = \left[\frac{n}{(n-1)}\right]\left[\frac{vt\sum pq}{vt}\right]$$

In which:

r^{11}= reliability coefficient.

p =the proportion of students who give the right answer.

Q = the proportion of students who give the wrong answer.

Vt = total variant

N= the sum of item in the text..

Table 3.2 test reliability

Scale of Alpha Cronbach	Reliability categorization
0.86-1.00	Very high
0.66-0.85	High
0.36-0.65	Low
0.20-0.35	Very low

[50] Ibid, p. 74

[51] Suharsimi Arikunto, *procedur penelitian*, (Jakarta : Rineka Cipta, 2000),p.193

0,00-0.19	Not reliable

D. Technique of data collection

In this research, the data were collected after giving the pretest and posttest from the student's vocabulary mastery test. The pretest gave before treatment. The pretest was used to know about student's vocabulary mastery at the beginning. However, the posttest gave after the treatment. The scores of students on these tests were collected and then compared.

The briefly steps which have been done in this research were :

1. Pretest

   The researcher gave the pretest before giving the treatment. the pretest used to know the student's vocabulary mastery at the beginning. The post-test used to know the treatment give effect on students vocabulary mastery.

2. Treatment

   The procedures are explain below

   a) The researcher explained about semantic mapping as a strategy to improve vocabulary mastery.
   b) The researcher explained about steps to make semantic mapping.
   c) First, the researcher Select a word central to the topic.
   d) Second, the researcher Display the selected word. Put the word in a circle in the middle of the board.

e) Third, the researcher Invite the students to generate as many words as possible that relate to the topic. Ask the students to brainstorm and think of the ideas that come to their head when they think of the word.

f) Fourth, students write the generated words in categories. After all the brainstorming has taken place, discuss how the information could be placed into categories.

g) Fifth, the students label the categories. Label and add extra information to each category.

h) Sixth, from this list, construct a map.

i) Last, the students in a discussion summarize the information.

3. Post-test

After teaching or after give the treatment the researcher gave the test as the comparison and evaluation of students score before and after treatment is done. The researcher did the following instructions:

a) Ask the students that they are ready for the test.

b) Testing the student's vocabulary mastery.

c) Give the scores.

E. Technique of data analysis

In this research, the researcher usedt_{test} formula to analyze the data and to found out how the effect of using semantic mapping strategy on students vocabulary mastery. As Suryabrata said that the suitable statistic formula in one group pretest posttest design is by using t_{test} to find whether the differences of pretest and posttest

are significant.[52] The researcher compared the differences of mean score between pretest and posttest. The researcher used the formula of t_{test} that suggested by Ali after conducted the pretest, treatment, and posttest. According to Ali, there are some steps conducted in one group pretest posttest design:[53]

1. Find the mean score and standard deviation of pretest and posttest. After that, compare them.
   a) Find the mean score $(\bar{x})$

$$(\bar{x}) = \frac{\sum x}{n}$$

Simbols :

$(\bar{x})$ = means

$\sum x$ = The sum of all the scores

N = Total number of subjects

   b) Find the standard of deviation (s)

$$s = \sqrt{\frac{\sum f\,(xi - \bar{x})^2}{n\ -\ 1}}$$

2. Test the differences of mean scores by using t-test

To analyze the result of experiment that use one group pretest posttest design,Arikunto suggested to use the following formula:[54]

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N\,(N-1)}}}$$

[52]Sumardi Suryabrata, *MetodologiPenelitian,* (Jakarta : PT Raja GrafindoPersada, 2004), p. 102
[53]Mohammad Ali, *Strategi Penelitian Pendidikan,* (Bandung: Angkasa, 1993), p. 148
[54]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta: RhinekaCipta, 2006), p. 300

Symbols:

Md = Mean of pretest and posttest

Xd = Deviation of pretest and posttest

$\sum x^2$ d = Sum of quadratic deviation

N = Total number of subjects

Posttest score was analyzed by using this formula to see whether there was or there was no significant difference on students' pretest and posttest result after using semantic mapping strategy in improve students vocabulary mastery. The researcher used t-test to compare or found out whether the value of t-obtained indicated a significant difference between mean scores of two test, it was compared to the value of t in the table at the degree of freedom $\alpha = 0.05$. The condition was the alternative hypothesis (Ha) was accepted if t-obtained >t-table. While the null hypothesis (Ho) was accepted if t-obtained <t-table. The researcher processed all data using SPSS.

CHAPTER IV

RESEARCH FINDINGS

A. Findings

In this chapter, the researcher wants to describe about the result of analysis from the data that has been collected to answer the research questions;

1) Is there any significant effect of using semantic mapping strategy toward vocabulary mastery on students at 8th grade of boarding school Jama'atul Mualimin.
2) Is there any significant difference of the students vocabulary mastery before and after using semantic mapping strategy?
3) Do the students have better vocabulary mastery after taught by using semantic mapping?

The findings of the research consist of four parts. They are: Description of the data, analysis of the data, testing the hypothesis, and discussion. The description of the data will be explained below:

1. Description of the Data

The data of this research was gotten based on the research that had been done. First, the researcher gave the try out test to find out the validity and reliability of the test at eight grade at another boarding school, namely: boarding school Darul Fiqhi. Then, the data was gained by giving pre-test before treatment and post-test after treatment at boarding school Jama'atul Mualimin. The data of this research was the

score of the student's vocabulary mastery test in a form multiple choices and gap filling.

a. Tryout test

The researcher gave the tryout test on 18 august 2022 at Boarding school Darul fiqhi. There were 19 students involved in try out test. Based on the tryout test, there are 20 multiple choice and 10 gap filling. The result only 27 items were valid and 3 items that were invalid. Before the researcher did pretest, the researcher was changed the items were invalid. The purpose of tryout test was to find out the validity and reliability of instrument. The data of validity and reliability tryout test was got as table below:

1. Validity test

Table 4:1 Validity test of multiple choices

No	Rhitung	>/<	Rtable	Valid/ Not Valid
1	0,57789	>	0,456	Valid
2	0,602247	>	0,456	Valid
3	0,754768	>	0,456	Valid
4	0,514959	>	0,456	Valid
5	0,990331	>	0,456	Valid

6	0,52864	>	0,456	Valid
7	-0,467	<	0,456	Not Valid
8	0,620138	>	0,456	Valid
9	0,676567	>	0,456	Valid
10	0,615227	>	0,456	Valid
11	0,733701	>	0,456	Valid
12	0,482984	>	0,456	Valid
13	0,153926	<	0,456	Not Valid
14	0,658844	>	0,456	Valid
15	0,538773	>	0,456	Valid
16	0,549081	>	0,456	Valid
17	0,614005	>	0,456	Valid
18	0,52864	>	0,456	Valid
19	-0,42721	<	0,456	Not Valid
20	0,506993	>	0,456	Valid

Try out test was conducted before the researcher gave the pretest and post-test at boarding school Jama'atul Mualimin. The instruments declared

valid if Rhitung > Rtable(0,456). From the table above it can be seen there are 17 items were valid and 3 items that were in valid in forms of multiple choices. The invalid items are number 7, 13, and 19. It can be seen in appendix page 84

Table 4:2 validity test items of Gap filing

No	Rhitung	>/<	Rtable	Valid / Not Valid
1	0,506993	>	0,456	Valid
2	0,540202	>	0,456	Valid
3	0,676567	>	0,456	Valid
4	0,705692	>	0,456	Valid
5	0,690819	>	0,456	Valid
6	0,506755	>	0,456	Valid
7	0,594895	>	0,456	Valid
8	0,472663	>	0,456	Valid
9	0,5286	>	0,456	Valid
10	0,459554	>	0,456	Valid

From the table above it can be seen the all of items in Gap filing were valid. All of Rhitung were higher than Rtable. It can be seen in appendix page 84.

2. Reliability test

In this research, the researcher used SPSS to analyze the data. After the reliability test was conducted by using SPSS, the scale of Alpha Cronbach showed 895 which indicated that the instrument has very high reliability. It can be seen in appendix page 85.

3) Index difficulties

Index difficulties are used to see how easy or difficult a test by determining the proportion of students will answer the test items correctly. The researcher needed index difficulties to determine the suitable test for the research, because test cannot be too easy or too difficult for the students. In this research, the index difficulties saw from the try out score that entered into the excel formula.

$$P = \frac{B}{JS}$$

In which:

P = index difficulty

B = number of persons answering the item correctly

Js = number of test takers who answer the item

Table 4.3: result of index difficulty form of multiple choices

Level of difficulty	Total items
Very difficulty	0 item
Difficulty	4 items
Moderately	7 items
Easy	9 items
Very easy	0 item

From the table above it can be seen that, there are five criteria in index difficulty namely: very difficult, difficult, moderately, easy, and very easy. There are 0 item was very difficult, 4 items were difficult, 7 items were moderately, 9 items were easy, and 0 item was very easy. Items 2, 5, 16, 17, that were difficult. Items 3, 4, 7, 8, 12, 13, 14, that were moderately. Items 1, 6, 10, 11, 15, 18, 19, 20, that were easy.

Table 4.4: index difficulty form of Gap filing

Level of difficulty	Total items
Very difficulty	0 item
Difficulty	1 item
Moderately	3 items

Easy	7 items
Very easy	0 item

From the table above it can be seen that, there are 0 item was very difficult, I item was difficult, 3 items were moderately, 7 items were easy, 0 item was very easy. Items 21, 24, 27, that were moderately, items 20, 22, 23, 25, 26, 28, 29, for easy, item 30 for difficult. It can be seen in appendix page 86.

b. Pre-test

Pre-test was given to the students as sample before the treatment. The researcher gave the pretest on 20 august 2022 at sample of 8^{th} grade at boarding school Jama'atul Mualimin. The data of pretest was got as table below:

Table 4.5: the data of pretest

No	Student's code	Pre-test
1	**Mean**	**47.31**
2	**Standard deviation (s)**	**8.537**
3	**Varian (S^2)**	**72.895**
4	**Max**	**63**
5	**Min**	**35**
6	$\sum$ **Xi**	**899**

After classifying the data in pretest, the researcher made the result calculation of scores that was gained from the pretest. This was done by the researcher to know the result of students score including mean, standard deviation, variant, the lowest and the highest score. The table above showed that the number of all scores pretest was 899, number of students 19 students, means score was 47.31, variant was 72.895, the highest score of pretest was 63 and the lowest score was 35. It can be seen in appendix page 88.

c. Treatment

1. First meeting

The researcher did four meetings to did the treatment, the first treatment did on 24 august 2022. The first meeting is about “House”. The procedures are explains below:

a. The researcher explained about semantic mapping as strategy to improve vocabulary mastery.
b. The researcher explained about steps to make semantic mapping.
c. First, the researcher Select a word central to the topic.
d. Second, the researcher Display the selected word. Put the word in a circle in the middle of the board.
e. Third, the researcher Invite the students to generate as many words as possible that relate to the topic. Ask the students to brainstorm and

think of the ideas that come to their head when they think of the word.

f. Fourth, students write the generated words in categories. After all the brainstorming has taken place, discuss how the information could be placed into categories.

g. Fifth, the students label the categories. Label and add extra information to each category.

h. Sixth, from this list, construct a map.

i. Last, the students in a discussion summarize the information.

2. Second meeting

The researcher did the second treatment on 25 august 2022. The second treatment was about “Foods”. The procedures are same as the first treatment.

3. Third meeting

The researcher did the second treatment on 25 august 2022. The second treatment was about “Animals”. The procedures are same as the first treatment. .

4. Fourth meeting

The researcher did the second treatment on 25 august 2022. The second treatment was about “B.J Habibi”. The procedures are same as the first treatment.

d. Post-test

The post-test was done at the end of the treatment. The post-test also had 20 multiple choices and 10 gap filing questions. the researcher gave the posttest on 08 September 2022. The data of post-test as table below:

Table 4.6: The data of post-test.

No	Student's code	Pre-test
1	**Mean**	**88.26**
2	**Standard deviation (s)**	**9.272**
3	**Varian (S^2)**	**85.982**
4	**Max**	**100**
5	**Min**	**68**
6	$\sum$ **Xi**	**1.677**

Post-test is a test that was conducted at the end of treatment in order to find out the effect of semantic mapping strategy toward student's vocabulary mastery. The table above showed the number of all scores post-test was 1.677, number of students was 19 students, mean score was 88.26, standard deviation 9.272, variant was 85.982, the highest score of post-test was 100 and the lowest score was 63. It can be seen in appendix page 90.

After doing the post-test the researcher compared the result of pretest and post-test score. The comparison test result was showed in the following table below:

Table 4.7: Description Statistic

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	19	35	68	899	47.31	8.537	72.895
Posttest	19	63	100	1,677	88.26	9.272	85.982
Valid N (listwise)	19						

Based on the table above it can conclude that, there were 19 students involved the pretest and post-test. Pre-test was given to the students as sample at the beginning of the class or meeting. There were 20 items of multiple choices and 10 items of gap filling test. From the calculation by using SPSS, it showed that the number of all scores pre-test was 899, number of students were 19 students, means score was 47.31, standard deviation was 8.537, variant was 72.895, and the highest score of pre-test was 68 and the lowest score was 35.

The post-test was done at the end of the meeting. The post-test also had 20 items of multiple choices test and 10 gap filing. From the calculation with SPSS, it showed that the number of all scores post-test was 1,677, number all of students were 19 students, mean score was 88,26, standard deviation was 9,272, variant was 85.982, and the highest score of the post-test was 100 and the lowest score was 63. It means

that the students who were taught by using semantic mapping strategy was better than before the students were taught by using memorizing strategy.

2. Analysis of the Data

In this research, there were two kinds of the data analyzed; pre-test and post-test. After getting the mean score and standard deviation, the researcher got the $t_{obtained.}$ After that, the data were calculated by using t-test formula as follow:

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N\,(N-1)}}}$$

Symbols:

Md = Mean of pretest and posttest

Xd = Deviation of pretest and posttest

$\sum x^2$ d = Sum of quadratic deviation

N = Total number of subjects

The formula above was used to compare the mean score of pre-test and post-test. The researcher used the following table to analyze the t-test of mean scores between pre-test and post-test.

Table 4.8: Analysis of the t-test

No	Pre-test C1	Post-test C2	Gain (d) post-test and pre-test	Xd (d-Md)	Xd^2
1	50	100	50	9,1	82,81

2	45	87	42	1,1	1,21
3	48	91	43	2,1	4,41
4	68	96	28	-12,9	166,41
5	49	100	51	10,1	102,01
6	55	81	26	-14,9	222,01
7	48	100	52	11,1	123,21
8	40	87	47	6,1	37,21
9	44	88	44	3,1	9,61
10	37	91	54	13,1	171,61
11	36	63	27	-13,9	193,21
12	50	76	26	-14,9	222,01
13	59	91	32	-8,9	79,21
14	42	85	43	2,1	4,41
15	49	90	41	0,1	0,01
16	35	91	56	15,1	228,01
17	57	90	33	-7,9	62,41

18	38	76	38	-2,9	8,41
19	49	94	45	4,1	16,81
	$\sum C_1$= 899	$\sum C_2$ = 1.677	$\sum$ d = 778		$\sum Xd^2$ = 1.734,99

Md = $\frac{\sum d}{N} = \frac{778}{19}$ = 40,9

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2}{N\,(N-1)}}} = \frac{40,9}{\sqrt{\frac{1.734,99}{19\,(18)}}} = \frac{40,9}{\sqrt{\frac{1.734,99}{342}}} = \frac{40,9}{\sqrt{5,07}}$$

$t = \frac{40,9}{2.25}$ = 18,17

df = 18

by using t 0.05 was found t-table = 1.734

$t_{obtained} > t_{table}$ = 18,17 > 1.734

Based on the analysis of t-test above, the mean score of pre-test and post-test was 40,9, the sum of gain (the differences between students' post-test and pre-test) was 778, and sum of quadratic deviation was 1.734,99 . After getting those data, it was used to find the t-test of pretest and post-test. The t-test of the scores was 18,17. After that, the researcher obtained the t-table on 18

degree of freedom and alpha 0.05 level of significance. From the calculation, it was found that t-obtained was higher than t-table. Where t-obtained was 18,17 while t-table was 1.734. It means the differences between pre-test and post-test was significant.

In addition, it can be conclude that semantic mapping is effective strategy to increase student's vocabulary mastery. It can be seen from the difference score of pretest and posttest. Also the difference between the mean, sum, deviation, variant, and t-obtain> t-table. Also the score of students was highest in post-test after the researcher gave the treatment.

3. Testing the hypothesis

After the scores of pre-test and post-test had been analyzed, the hypothesis was tested. The hypothesis of this research was tested as follow**:**

a. The first hypothesis

The first hypothesis, there was a significant effect of using semantic mapping strategy toward student's vocabulary mastery. Alternative hypothesis (Ha) : There was significant effect of using semantic mapping strategy on student's vocabulary mastery.

Null hypothesis (Ho) : There is no significant effect of using semantic mapping strategy toward student's vocabulary mastery.

Ha means that there is significant effect of using semantic mapping strategy on student's vocabulary mastery. On the other hand, Ho means there is no significant effect of using semantic mapping strategy on student's vocabulary mastery.

To measure whether the hypothesis would be accepted or rejected, the researcher used t-test formula by comparing the pretest and post-test through SPSS. From the score pretest and posttest it can be seen there is significant effect of using semantic mapping strategy toward student's vocabulary mastery. It means Ha was accepted and Ho was rejected.

b. The second hypothesis

The second hypothesis, is there any significant difference of the students vocabulary mastery before and after using semantic mapping strategy.

Alternative hypothesis (Ha) : Difference of student's vocabulary mastery before and after using semantic mapping strategy.

Null hypothesis (Ho) : students vocabulary mastery is not any difference before and after using semantic mapping strategy.

To measure whether the hypothesis would be accepted or rejected the researcher used t-test formula through comparing the pretest and post-test through SPSS.

Based on formula above, to find whether Ha is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the $t_{table.}$ If the value of the $t_{obtained}$ was higher than value of the $t_{table,}$ the descriptive hypothesis (Ha) is accepted. However, if the value of the $t_{obtained}$ is same or less than the value of the $t_{table,}$ the null hypothesis (Ho) is accepted.

c. Third hypothesis

The third hypothesis, do the students have better vocabulary mastery after taught by using semantic mapping strategy.

Alternative hypothesis (Ha): students have better vocabulary mastery after taught by using semantic mapping strategy.

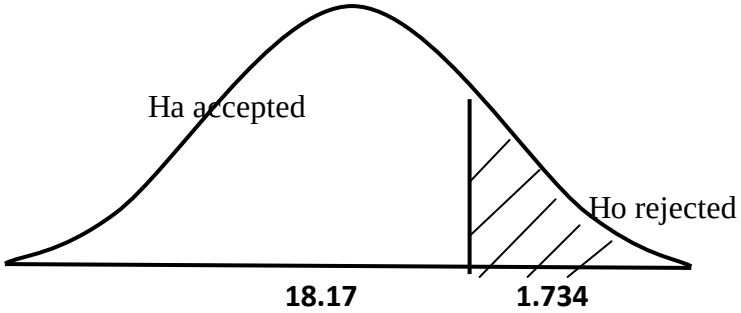
Null hypothesis (Ho) :Student's vocabulary mastery is not better after taught by using semantic mapping strategy.

To measure whether the hypothesis would be accepted or rejected the researcher used t-test formula through comparing the pretest and post-test through SPSS.

From the calculation of the score of both tests, the mean score of the post-test was 88,26 was higher that pre-test was 47,31. After that, it was analyzed by using t-formula and the result of the $t_{obtained}$ was 18,17 on 19 degree of freedom and (α) 0.05 level of significance. Through comparing the t-obtain (18,17) to the t-table (1.734) on the same degree of freedom and level of

significance, it was found that the value of t-obtained was higher than the value of t-table. It showed in the graphic below.

Figure 4.1: the curve of t-test result in the post-test.



From the data above, it could be concluded that the hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Because the value of t-obtain > t-table. O that, it can be conclude that, the students vocabulary mastery that are taught by using semantic mapping is better than the students who taught by using memorizing strategy.

B. DISCUSSION

Vocabulary is one of important aspects in learning English. Vocabulary is one of important aspect in English that support four language skills: namely listening, speaking, reading, and writing. Without mastering vocabulary people cannot communicate and share information with others. Vocabulary mastery should be mastered by the students, because without vocabulary students found some problems in their learning process. They would be difficult in listening, speaking, reading, and writing. According to Richard, vocabulary is core component of language proficiency

and provides much of the basis for how well learners speak, listen, read, and write[55]. It means that students can master all skills of English if they are good at vocabulary. If they have no enough vocabulary, they will not understand and get the information that is needed.

For this reason, the teacher should find some effective strategy to increase students' vocabulary mastery. There are many strategies that might be used toward student's vocabulary mastery. One of the strategies that might be used to improve student's vocabulary mastery by using semantic mapping strategy.

Semantic mapping strategy is one of the strategies in teaching vocabulary in order to make students recognize about the relationship the words. According Khoii and Sharififiar describes semantic mapping as a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories word related to one another[56]. Semantic mapping strategy allows the students to explore their knowledge of vocabulary by creating a map of word.

In this research, the researcher had found the effect of using semantic mapping strategy toward student's vocabulary mastery. The advantages of used semantic mapping strategy are the students become more active in the classroom and also easy to remember the words easily because it organized in some categories of word. In the classroom process, the researcher did some steps. First, this class was given pre-test. After that, the researcher gave the treatment based on the topic. The researcher select a word as a topic, the researcher also ask the students to brainstorming and generate as

[55]Jack C. Richard and Willy A. Renandya, methodology in language teaching, (America; Cambridge University press,2002),p.255

[56] yuliyana Yuyun, Clarry and Eusabinus. *Using semantic mapping in teaching vocabulary through descriptive text to the eight grade students of SMP Negeri*

many words as possible that relate to the topic. And then students write the generated words in categories. After all the brainstorming has taken place, discuss how the information could be placed into categories. From this list, construct a map. Last, the students in a discussion and summarize the information.

In this section, the researcher would like to describe and discuss the finding of this research based on related theories. All the data collected from the instrument provide information of the research findings. The result of the students score was calculated by using t-test. Based on the result of the data analysis, it was proven that students vocabulary mastery by using semantic mapping strategy was better. It could be seen by the comparison between the pretest and post-test result.

Furthermore, based on the t-test, the mean score of post-test 88.26 was higher than the pretest. And also Ha was accepted, it means that there was a significant effect of using semantic mapping strategy on student's vocabulary mastery. It was clear that in this research, the researcher found that there are some students got high difference scores between pre-test and post-test.

Semantic mapping strategy was useful for the teacher and students. Semantic mapping involves the teacher and learners working together. Semantic mapping allow students to participate and made students more active in the classroom. Therefore, semantic mapping strategy is an effective strategy that can be used by the teacher in teaching vocabulary mastery. In other word, it means that the semantic mapping strategy is useful and can help the teacher and students achieve the aim of teaching learning process, especially in teaching and learning vocabulary mastery. It can be concluded that

the semantic mapping strategy is useful strategy in helping the students to improve their vocabulary mastery.

Based on the explanation above, the researcher had answered the hypothesis. The result meant the null hypothesis was rejected and there was significant effect of using semantic mapping strategy toward students vocabulary mastery. The use of semantic mapping strategy was gave the difference before and after using semantic mapping strategy. In the other words, use semantic mapping strategy have better vocabulary mastery after taught by using semantic mapping strategy. To sum up, the use of semantic mapping in teaching vocabulary had a significant effect improvement on student's vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The purpose of this research is to know the effect of using semantic mapping strategy on student's vocabulary mastery. In this research, there was one class which was treated by using semantic m aping strategy. The class was given pretest and post-tests in form of 20 items multiples choices and 10 items of Gap filing. After the test was done, the researcher compared the scores of both test by using t-test formula. Based on the explanation in findings, it can be concluded that the results were there is a significant effect of using semantic mapping strategy. It can be seen the result below:

First, there is any significant effect of using semantic mapping strategy toward student's vocabulary mastery. It can be seen from the result, the researcher found that there was the significant effect of using semantic mapping strategy. The hypothesis (Ha) was accepted and null hypothesis was rejected. So, this strategy was useful in helping students to increase their vocabulary mastery. It can be seen the $t_{obtained} > t_{table}$, (18,17> 1.734)

Second, there is any significant difference of the student's vocabulary mastery before and after using semantic mapping strategy. From the result the researcher found that there was the significant difference between before and after using semantic mapping strategy. The students more active in the classroom, because semantic mapping allows students and teacher working together. Also most of students easier remember about vocabulary that has been taught.

Third, the students have better vocabulary mastery after taught by using semantic mapping**.** From the result the researcher found that there was better the students' scores in their post-test than their pre-test. It means that the treatment that has been given by the researcher has a significant effect on students' vocabulary mastery.

In conclusion, there is significant difference of using semantic mapping strategy toward student's vocabulary mastery at 8^{th} grade of boarding school Jama'atul Mualimin. Semantic mapping gives more significant effect to increase student's vocabulary mastery. This conclusion not only from the experts and previous researchers ideas but from the empirical data that had been done by the researcher itself.

B. Suggestions

Based on the conclusions above, the use of semantic mapping in teaching English especially in teaching vocabulary gives significance effect to students' vocabulary mastery at eighth grade of boarding school Jama'atul Mualimin. As could be seen on the result of the research, the researcher gives some suggestions as follow:

1. For the teachers

   It is expected that the teacher can use semantic mapping strategy in teaching English especially in teaching vocabulary. The teacher can add new semantic mapping such as picture and make semantic mapping colorful.

2. For the next researchers

   It is suggested to the next researcher who want to conduct the research with the same topic is expected to be done to see other findings that have not been

covered in this research. For this reason, the researcher hopes these suggestions can be accepted and done as well as possible by all the readers.

3. For students

It is expected to students to continue practicing vocabulary mastery by semantic mapping strategy that have been introduced by the teacher. Semantic mapping is comfortable way so students feel more interested, enthusiastic, and more active in the classroom.

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APPENDIX 1= THE TRYOUT SCORE

NO	STUDENT'S CODE	TRY OUT
1	AP	46
2	AS	28
3	AF	24
4	DA	26
5	HM	28
6	IQP	48
7	MR	62
8	M.AR	74
9	M.N	87
10	MU	88
11	MA	82
12	NF	94
13	NHS	88
14	PA	48

15	RS	45
16	RY	60
17	SN	48
18	SLQ	73
19	VP	65

APPENDIX 2= VALIDITY TEST AND RELIABILITY TEST

VALIDITY TEST

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL
1	APA	0	0	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	0	0	0	0	1	14
2	ASA	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	8
3	AFD	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	6
4	AHM	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	0	1	0	10
5	IQM	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	8
6	RMA	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	1	0	16
7	MNN	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	21
8	MUM	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	23
9	ANF	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	26
10	NMT	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	25
11	MAN	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25
12	FNM	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	28
13	MTP	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	25
14	PAR	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	13
15	RS	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	13

16	RKS	0	0	0	0	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	17
17	NS	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	1	0	1	1	0	14
18	LS	1	0	0	0	0	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21
19	VP	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	19
	Rhit ung	0,57789	0,60224	0,75476	0,51495	0,66031	0,52864	-0,46701	0,62013	0,67651	0,61527	0,73370	0,48298	0,15391	0,65884	0,53873	0,54908	0,61405	0,52864	-0,42721	0,50693	0,54020	0,67651	0,70567	0,69081	0,50675	0,59814	0,59489	0,47263	0,52864	0,45946	
	Rtable v/tv	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 TV	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 TV	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 TV	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	0,456 V	

APPENDIX 2 RELIABEILITY

reliability test result

Reliability Statistics

Cronbach's Alpha	N of Items
,895	30

APPENDIX 3= INDEXT DIFFICULTY

INDEX DIFFICULTY

NO	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y
1	APA	0	0	1	0	0	0	1	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	0	0	0	0	1	14
2	ASA	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	8
3	AFA	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	6
4	ADA	1	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	0	1	0	10
5	AHM	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	8
6	AIQP	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	0	0	1	0	0	0	1	0	16
7	AMR	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	0	1	1	0	21
8	M.AR	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	23
9	M.N	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	26
10	MU	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	25
11	MA	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	25
12	NF	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	28
13	NHS	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	25
14	PA	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	13
15	RS	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	13

1	R																														
6	Y	0	0	0	0	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	17
1	S																														
7	N	0	0	0	0	0	1	0	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	1	0	1	1	0	14
1	S																														
8	LQ	1	0	0	0	0	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21
1	V																														
9	P	1	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	19
	Total																														
	x	12	4	8	8	4	16	11	11	13	16	15	8	9	8	17	5	6	16	13	16	11	13	14	8	13	14	8	14	16	5	
	B	12	4	8	8	4	16	11	11	13	16	15	8	9	8	17	5	6	16	13	16	11	13	14	8	13	14	8	14	16	5	
	JS	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
	P	0,6	0,21	0,4	0,4	0	1	0,58	0,58	0,7	0,84	0,79	0,421	0,4737	0,421	0,9	0,26	0,3	0,8	0,68	0,842	0,58	0,68	0,7	0,42	0,684	0,74	0,4	0,74	0,8421	0	
	Cate Gory	M	D	M	M	D	E	M	M	M	E	E	M	M	M	E	D	M	E	M	E	M	M	E	M	M	E	M	E	E	D	

NOTE :

VD = VERY DIFFICULT

D = DIFFICULT

M = MODERATLY

E = EASY

APPENDIX 4= PRETEST SCORE

No	Student's code	Pre-test
1	AM	50
2	AJP	45
3	AN	48
4	DA	68
5	EA	49
6	EH	55
7	FY	48
8	HW	40
9	HY	44
10	M.I	37
11	M.U	36
12	MJ	50
13	NF	59
14	NA	42
15	P	49
16	RS	35
17	UH	57
18	WR	38
19	ZM	50
	Mean	**47.31**

	Standard deviation (s)	**8.537**
	Varian (S^2)	**72.895**
	Max	**63**
	Min	**35**
	$\sum$ Xi	**899**

APPENDIX 5= POST TEST SCORE

No	Student's code	Pre-test
1	AM	100
2	AJP	87
3	AN	91
4	DA	96
5	EA	100
6	EH	81
7	FY	100
8	HW	87
9	HY	88
10	M.I	91
11	M.U	63
12	MJ	76
13	NF	91
14	NA	85

15	P	90
16	RS	91
17	UH	90
18	WR	76
19	ZM	94
	Mean	**88.26**
	Standard deviation (s)	**9.272**
	Varian (S^2)	**85.982**
	Max	**100**
	Min	**68**
	$\sum$ **Xi**	**1.677**

APPENDIX 6= RESEARCH GUIDLINE

Variable	Sub variable	Indicator	No Item
The effect of using semantic mapping toward vocabulary mastery	Vocabulary mastery	The students are able to Identifying the definition/meaning of words	1, 4, 6, 9, 13, 15, 18, 20
		The students are able to Identifying the antonym of words	2, 7, 11, 16,
		The students are able to Identifying the synonym of words	3, 8, 12, 17,
		The students are able to Mention of things	5, 10, 14, 19,
	Filling the Gap	The students are able to identifying of animals.	1, 2, 7, 8, 9, 10.
		The students are able to identifying the person.	3, 4.

		The students are able to identifying the place.	5, 6.

APPENDIX 7= INSTRUMENT TRY OUT TEST

INSTRUMENT OF THE RESEARCH

PRETEST-POSTTEST

Satuan Pendidikan : Ponpes Darul Fiqhi

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Alokasi Waktu : 2 x 30 Menit

A. Choose and cross (x) the right answer among a, b, c, or d!

1. What is "Daging" in English?
   a. Food
   b. Fruit
   c. Meat
   d. Vegetable
2. What is the antonym of **smart**?
   a. Stupid
   b. Diligent
   c. Lazy
   d. Clever
3. What is the synonym of **good**?
   a. Clever
   b. Great
   c. Stupid
   d. Diligent

1. What is the meaning of **fruits** in Indonesia?
   a. Buah-buahan
   b. Sayur-sayuran
   c. Daging
   d. Ikan
2. There are several things in the bedroom below, except….
   a. Pillow
   b. Mattress
   c. Blanket
   d. Cooktop

6. What is the meaning of **kitchen** in Indonesia?

a. Rumah
b. Dapur
c. Kamar tidur
d. Ruang tamu

7. What is the antonym of **diligent**?
   a. Clever
   b. Lazy
   c. Good
   d. Stupid
8. What is the synonym of **tall**?
   a. High
   b. Big
   c. Short
   d. Small
9. There are several things in the bathroom below, except…..
   a. Shampoo
   b. Soap
   c. Spoon
   d. Towel
10. What is "Pisau" in English?
    a. Towel
    b. Broom
    c. Plate
    d. Knife
11. What is the antonym of **tall**?
    a. High
    b. Short
    c. Small
    d. Big
12. What is the synonym of **handsome**?
    a. Beautiful
    b. Attractive
    c. Bad
    d. Ugly
13. What is the **shrimp** in English?
    a. Cumi-cumi
    b. Kerang
    c. Udang
    d. Kepiting
14. There are several things in the kitchen below, except….
    a. Blender
    b. Broom
    c. Plate
    d. TV
15. What is "Buaya" in English?
    a. Crocodile
    b. Camel
    c. Goat
    d. Cow
16. What is the antonym of **big**?
    a. Short
    b. Small

c. High
d. Tall

17. What is the synonym of **famous**?
    a. Unpopular
    b. Popular
    c. Smart
    d. Diligent
18. What is "Gajah" in English?
    a. Snake
    b. Monkey
    c. Elephant
    d. Cow
19. There are several things in living room below, except….
    a. Shampoo
    b. TV
    c. O'clock
    d. Table
20. What is the meaning of **frog** in Indonesia?
    a. Kodok
    b. Ikan
    c. Buaya
    d. Ular

B. Gap filling

Fill the blank space with the correct word in the box!

a. Biggest	b. Kitchen	c. Smart
d. Water	e. pet	f. Monkey
g. Bedroom	h. Bird	i. B.J Habibi
j. Squid	k. Bathroom	l. Wild

1. ….is animal that can fly in the sky.
2. Elephant is the…..animal in the land.
3. B.J Habibi is the one of…..person in Indonesia.
4. ……is one of person in Indonesia that can create airplane.
5. We can find the spoon in…….
6. We can find the clothes in……
7. Crocodile is one of animal that can live in land and……
8. ……is one of mammals.
9. …..is one of the branch of seafood.
10. A cat is one of popular…..in the world.

APPENDIX 8= INSTRUMENT PRETEST TEST

INSTRUMENT OF THE RESEARCH

PRETEST

Satuan Pendidikan : Jama'atul Mualimin

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Alokasi Waktu : 2 x 30 Menit

C. Choose and cross (x) the right answer among a, b, c, or d!

1. What is "Daging" in English?
   a. Food
   b. Fruit
   c. Meat
   d. Vegetable
2. What is the antonym of **smart**?
   a. Stupid
   b. Diligent
   c. Lazy
   d. Clever
3. What is the synonym of **good**?
   a. Clever
   b. Great
   c. Stupid
   d. Diligent
4. What is the meaning of **fruits** in Indonesia?
   a. Buah-buahan
   b. Sayur-sayuran
   c. Daging
   d. Ikan
5. There are several things in the bedroom below, except….
   a. Pillow
   b. Mattress
   c. Blanket
   d. Cooktop
6. What is the meaning of **kitchen** in Indonesia?
   a. Rumah
   b. Dapur
   c. Kamar tidur
   d. Ruang tamu

7. What is the antonym of **Rich**?
   a. Wealthy
   b. Poor
   c. Affluent
   d. Low
8. What is the synonym of **tall**?
   a. High
   b. Big
   c. Short
   d. Small
9. There are several things in the bathroom below, except…..
   a. Shampoo
   b. Soap
   c. Spoon
   d. Towel
10. What is “Pisau” in English?
    a. Towel
    b. Broom
    c. Plate
    d. Knife
11. What is the antonym of **tall**?
    a. High
    b. Short
    c. Small
    d. Big
12. What is the synonym of **handsome**?
    a. Beautiful
    b. Attractive
    c. Bad
    d. Ugly
13. What is the **shark** in Indonesia?
    a. Lumba-lumba
    b. Gurita
    c. Hiu
    d. Paus
14. There are several things in the kitchen below, except….
    a. Blender
    b. Broom
    c. Plate
    d. TV
15. What is “Buaya” in English?
    a. Crocodile
    b. Camel
    c. Goat
    d. Cow
16. What is the antonym of **big**?
    a. Short
    b. Small
    c. High
    d. Tall

17. What is the synonym of **famous**?
    a. Unpopular
    b. Popular
    c. Smart
    d. Diligent
18. What is "Gajah" in English?
    a. Snake
    b. Monkey
    c. Elephant
    d. Cow
19. There are several kinds in category of foods, except….
    a. Animal
    b. Vegetables
    c. Meat
    d. Fruits
20. What is the meaning of **frog** in Indonesia?
    a. Kodok
    b. Ikan
    c. Buaya
    d. Ular

D. Gap filling

Fill the blank space with the correct word in the box!

a. Biggest	b. Kitchen	c. Smart
d. Water	e. pet	f. Monkey
g. Bedroom	h. Bird	i. B.J Habibi
j. Squid	k. Bathroom	l. Wild

1. ….is animal that can fly in the sky.
2. Elephant is the…..animal in the land.
3. B.J Habibi is the one of…..person in Indonesia.
4. ……is one of person in Indonesia that can create airplane.
5. We can find the spoon in…….
6. We can find the clothes in……
7. Crocodile is one of animal that can live in land and……
8. ……is one of mammals.
9. …..is one of the branch of seafood.
10. A cat is one of popular…..in the world.

APPENDIX 9= INSTRUMENT POST-TEST TEST

INSTRUMENT OF THE RESEARCH

POSTTEST

Satuan Pendidikan : Ponpes Jama'atul Mualimin

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Alokasi Waktu : 2 x 30 Menit

E. Choose and cross (x) the right answer among a, b, c, or d!

1. What is the meaning of **fruits** in Indonesia ?
   a. Sayur – sayuran
   b. Buah-buahan
   c. Daging
   d. Ikan
2. What is the synonym of **good** ?
   a. Great
   b. Clever
   c. Diligent
   d. Stupid
3. What is the antonym of **smart** ?
   a. Diligent
   b. Clever
   c. Stupid
   d. Lazy
4. What is "Daging" in English ?
   a. Fruit
   b. Meat
   c. Vegetable
   d. Food
5. There are several things in the bathroom below, except….
   a. Soap
   b. Spoon
   c. Shampoo
   d. Towel
6. What is "Pisau" in English?
   a. Knife
   b. Towel
   c. Plate
   d. Broom

7. What is the synonym of **tall**?
   a. Big
   b. Small
   c. High
   d. Short
8. What is the antonym of **rich?**
   a. Wealthy
   b. Low
   c. Affluent
   d. Poor
9. There are several things in the bedroom below, except…..
   a. Mattress
   b. Pillow
   c. Blanket
   d. Cooktop
10. What is the meaning of **kitchen** in Indonesia?
    a. Ruang tamu
    b. Rumah
    c. Dapur
    d. Kamar tidur
11. What is the synonym of **handsome?**
    a. Bad
    b. Ugly
    c. Attractive
    d. Beautiful
12. What is the antonym of **tall**?
    a. Big
    b. High
    c. Small
    d. Short
13. What is " Buaya" in English?
    a. Goat
    b. Crocodile
    c. Cow
    d. Camel
14. There are several things in category of foods below, except….
    a. Vegetables
    b. Animal
    c. Fruit
    d. Meats
15. What is the "shark" in Indonesia?
    a. Hiu
    b. Lumba-lumba
    c. Gurita
    d. Paus
16. What is the synonym of **famous**?
    a. Popular
    b. Smart
    c. Unpopular
    d. Diligent

17. What is the antonym of **big**?
    a. Small
    b. Short
    c. Tall
    d. High
18. What is the meaning of **frog** in Indonesia?
    a. Ikan
    b. Buaya
    c. Kodok
    d. Ular
19. There are several things in kitchen below, except….
    a. Broom
    b. Plate
    c. Blender
    d. TV
20. What is "Gajah" in English?
    a. Cow
    b. Snake
    c. Monkey
    d. Elephant

F. Gap filling

Fill the blank space with the correct word in the box!

a. Biggest	b. Kitchen	c. Smart
d. Water	e. pet	f. Monkey
g. Bedroom	h. Bird	i. B.J Habibi
j. Squid	k. Bathroom	l. Wild

1. A cat is one of popular…..in the world.
2. B.J Habibi is the one of…..person in Indonesia.
3. We can find the spoon in…….
4. Crocodile is one of animal that can live in land and……
5. …..is one of the branch of seafood.
6. Elephant is the…..animal in the land.
7. ….is animal that can fly in the sky.
8. Elephant is the…..animal in the land.
9. ……is one of person in Indonesia that can create airplane.
10. ……is one of mammals.

APPENDIX 10= LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : Ponpes Jama'atul Mualimin

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi pokok : descriptive text

Alokasi Waktu : 2 x 30 menit

A. Kompetensi Inti (KI)

KI-1 **:** Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 **:** Menghargai dan menghayati perilaku jujur, disiplin tanggung jawab peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 **:** Memahami pengetahuan (factual,konseptual, procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 **:** Mencoba mengolah dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalamsudut pandang/teori.

B. Kompetensi Dasar dan indikator

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial yang menyatakan dan menanyakan keberadaan orang, benda danhewan dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya.	3.6.1 Mengidentifikasi informasi seperti nama benda, hewan dan hal hal yang berkaitan dengan orang, binatang, benda dikelas, sekolah, rumah dan sekitarnya 3.6.2 Mengidentifikasi kosakata yang berkaitan dengan kata benda dan kata kerja yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi teks descriptive tentang orang, hewan, dan benda.
- Memahami makna teks dan bisa menjawab pertanyaan yang berkaitan dengan sebuah teks descriptive tentang orang, hewan, dan benda.
- Mendiskusikan text descriptive untuk meringkas informasi.
-

D. Materi Pembelajaran

- Fungsi sosial

  Menjaga hubungan interpresonal dengan guru, teman, dan orang lain.
- Teks deskriptif pendek, sederhana tentang orang, hewan, dan benda.

- Struktur teks: Identifikasi dan Deskripsi
- Unsur kebahasaan:
    1) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, hewan, dan benda.
    2) Menyampaikan kata ganti orang, it, they, dll.
    3) Menyampaikan kata sifat long, expensive, dll.
    4) Menyampaikan preposisi
    5) Kata kerja dan benda untuk menyatakan keadaan dan tindakan rutin dan simple present

A. Bahan dan Sumber Belajar

- Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris kelas VIII
- Kamus Bahasa Inggris

B. Alat dan Media

Alat : Buku/teks dan Papan Tulis

Media : Teks (Buku), Video

C. Metode Pembelajaran

- Scientific approach, diskusi, Tanya-Jawab dan Presentasi

D. Langkah-langkah Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu

Awal	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai manfaat dan aplikasi pembelajaran dalam kehidupan sehari – hari • Mengajukan pertanyaan – pertanyaan yang bersangkutan dengan materi yang akan dipelajari • Menjelaskan tujuan pembelajaran	10 Menit
Inti	• Guru memberikan kepada siswa satu topik tentang benda, contoh : rumah. • Siswa memahami topik yang di berikan oleh guru. • Guru mengarahkan siswa untuk mendiskusikan topic yang telah dipilih sebelumnya. • Tulis topic yang dipilih. dan letakkan topik itu dalam lingkaran di tengah papan tulis. • Guru meminta siswa untuk memikirkan sebanyak mungkin kata yang berkaitan dengan topic yang dipilih. • Guru memberikan siswa kesempatan untuk maju kedepan kelas untuk menuliskan sebanyak mungkin kata yang telah dipilih. • Siswa di minta mengkategorikan kata yang sudah di temukan sebelumnya.	40 Menit

	• Siswa di minta untuk memberikan label pada tiap kategori. • Siswa di minta untuk membuat semantic mapping dari topic yang telah di diskusikan sebelumnya. • Siswa diminta untuk menjelaskan kembali semantic mapping yang telah dibuat.	
Penutup	• Guru dan siswa menyimpulkan materi pembelajaran yang telah dipelajari • Guru meriview materi yang telah diajarkan • Guru menutup Pembelajaran	10 Menit

Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Awal	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai manfaat dan aplikasi pembelajaran dalam kehidupan sehari – hari • Mengajukan pertanyaan – pertanyaan yang bersangkutan dengan materi yang telah dipelajari sebelumnya • Menjelaskan tujuan pembelajaran	10 Menit

Inti	• Guru memberikan kepada siswa satu topik tentang benda, contoh : food • Siswa memahami topik yang di berikan oleh guru. • Guru mengarahkan siswa untuk mendiskusikan topic yang telah dipilih sebelumnya. • Tulis topic yang dipilih. dan letakkan topik itu dalam lingkaran di tengah papan tulis. • Guru meminta siswa untuk memikirkan sebanyak mungkin kata yang berkaitan dengan topic yang dipilih. • Guru memberikan siswa kesempatan untuk maju kedepan kelas untuk menuliskan sebanyak mungkin kata yang telah di temukan dan membuat kategori yang terkait dengan topik. • Guru mengarahkan siswa untuk menemukan kata yang berkaitan dengan kategori tersebut. • Guru meminta siswa untuk memberikan label pada tiap kategori. • Guru meminta siswa untuk membuat semantic mapping dari topic yang telah di diskusikan sebelumnya. • Siswa diminta untuk menjelaskan kembali semantic mapping yang telah dibuat.	40 Menit
Penutup	• Guru dan siswa menyimpulkan materi pembelajaran yang telah dipelajari	10

	• Guru meriview materi yang telah diajarkan • Guru menutup Pembelajaran dengan do'a	Menit

Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
Awal	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai manfaat dan aplikasi pembelajaran dalam kehidupan sehari – hari • Mengajukan pertanyaan – pertanyaan yang bersangkutan dengan materi yang telah dipelajari sebelumnya • Menjelaskan tujuan pembelajaran	10 Menit
Inti	• Guru memberikan kepada siswa satu topik tentang hewan. contoh : kinds of animals • Siswa memahami topik yang di berikan oleh guru. • Guru mengarahkan siswa untuk mendiskusikan topic yang telah dipilih sebelumnya. • Tulis topic yang dipilih. dan letakkan topik itu dalam lingkaran di tengah papan tulis. • Guru meminta siswa untuk memikirkan sebanyak mungkin	40 Menit

	kata yang berkaitan dengan topic yang dipilih. • Guru memberikan siswa kesempatan untuk maju kedepan kelas untuk menuliskan sebanyak mungkin kata yang telah di temukan dan membuat kategori yang terkait dengan topik. • Guru mengarahkan siswa untuk menemukan kata yang berkaitan dengan kategori tersebut. • Guru meminta siswa untuk memberikan label pada tiap kategori. • Guru meminta siswa untuk membuat semantic mapping dari topic yang telah di diskusikan sebelumnya. • Siswa diminta untuk menjelaskan kembali semantic mapping yang telah dibuat.	
Penutup	• Guru dan siswa menyimpulkan materi pembelajaran yang telah dipelajari • Guru meriview materi yang telah diajarkan • Guru menutup Pembelajaran dengan do'a	10 Menit

Pertemuan 4

Kegiatan	Deskripsi	Alokasi Waktu

Awal	• Menyiapkan siswa untuk mengikuti proses pembelajaran baik fisik maupun psikologis • Membaca Do'a sebelum memulai proses pembelajaran • Guru mengecek kehadiran siswa • Memotivasi Siswa secara kontekstual sesuai manfaat dan aplikasi pembelajaran dalam kehidupan sehari – hari • Mengajukan pertanyaan – pertanyaan yang bersangkutan dengan materi yang telah dipelajari sebelumnya • Menjelaskan tujuan pembelajaran	10 Menit
Inti	• Guru memberikan kepada siswa satu topik tentang people. contoh : B.J Habibi • Siswa memahami topik yang di berikan oleh guru. • Guru mengarahkan siswa untuk mendiskusikan topic yang telah dipilih sebelumnya. • Tulis topic yang dipilih. dan letakkan topik itu dalam lingkaran di tengah papan tulis. • Guru meminta siswa untuk memikirkan sebanyak mungkin kata yang berkaitan dengan topic yang dipilih. • Guru memberikan siswa kesempatan untuk maju kedepan kelas untuk menuliskan sebanyak mungkin kata yang telah di temukan dan membuat kategori yang terkait dengan topik. • Guru mengarahkan siswa untuk menemukan kata yang	40 Menit

	berkaitan dengan kategori tersebut. • Guru meminta siswa untuk memberikan label pada tiap kategori. • Guru meminta siswa untuk membuat semantic mapping dari topic yang telah di diskusikan sebelumnya. • Siswa diminta untuk menjelaskan kembali semantic mapping yang telah dibuat.	
Penutup	• Guru dan siswa menyimpulkan materi pembelajaran yang telah dipelajari • Guru meriview materi yang telah diajarkan • Guru menutup Pembelajaran dengan do'a	10 Menit

E. Hasil Pembelajaran

KRITERIA PENILAIAN

Kelas :

Tanggal Pengamatan :

a. Penilaian Soal Multiple choice

Nomor Soal	Bobot Soal
1-20	3

Jumlah Skor Maksimal	60

b. Penilaian Soal Gap Filling

Nomor Soal	Bobot Soal
1-10	4
Jumlah Skor Maksimal	40

Skor Siswa = Nilai Pilihan Ganda + Nilai Gap Filling

Desa Seling, Juni 2022

Kepala Sekolah | **Guru Mata Pelajaran**

Mansyur S.Ag | **Rahmawati**

NIM : 2318038

APPENDIX 11 : LETTER OF PERMISSION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Panorama Gaegeh Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : ftik.iainbukittinggi.ac.id | E-Mail : ftik@iainbukittinggi.ac.id

Nomor : B-3243/In.26.1/PP.07/07/2022 Bukittinggi, 28 Juli 2022
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**RAHMAWATI**
NIM	:	**2318038**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***The effect of using Semantic Mapping Strategy toward Students Vocabulary Mastery at 8 th Grade at Boarding School Jama'atul Mualimin***
Lokasi Penelitian	:	Pondok Pesantren Jama'atul Mualimin. Desa Seling, Kec. Tabir, Provinsi Jambi
Waktu	:	Juli 2022 s/d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.

APPENDIX 12: LETTER THESIS ADVISOR

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-3244/In.26.1/HK.00.5/07/2022

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Berita Acara Seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi an. **RAHMAWATI, NIM. 2318038** tanggal 19 Juli 2022 dan Surat permohonan dari yang bersangkutan tanggal 28 Juli 2022 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa IAIN Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 181 Tahun 2014 tentang Perubahan Sekolah Tinggi Agama Islam Negeri Bukittinggimenjadiinstitut Agama Islam Negeri (IAIN) Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telah diubah menjad Peraturan Menteri Agama nomor: 52 Tahun 2017;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan "***The effect of using Semantic Mapping Strategy toward Students Vocabulary Mastery at 8 th Grade at Boarding School Jama'atul Mualimin***"

KEDUA : Menunjuk Saudara :

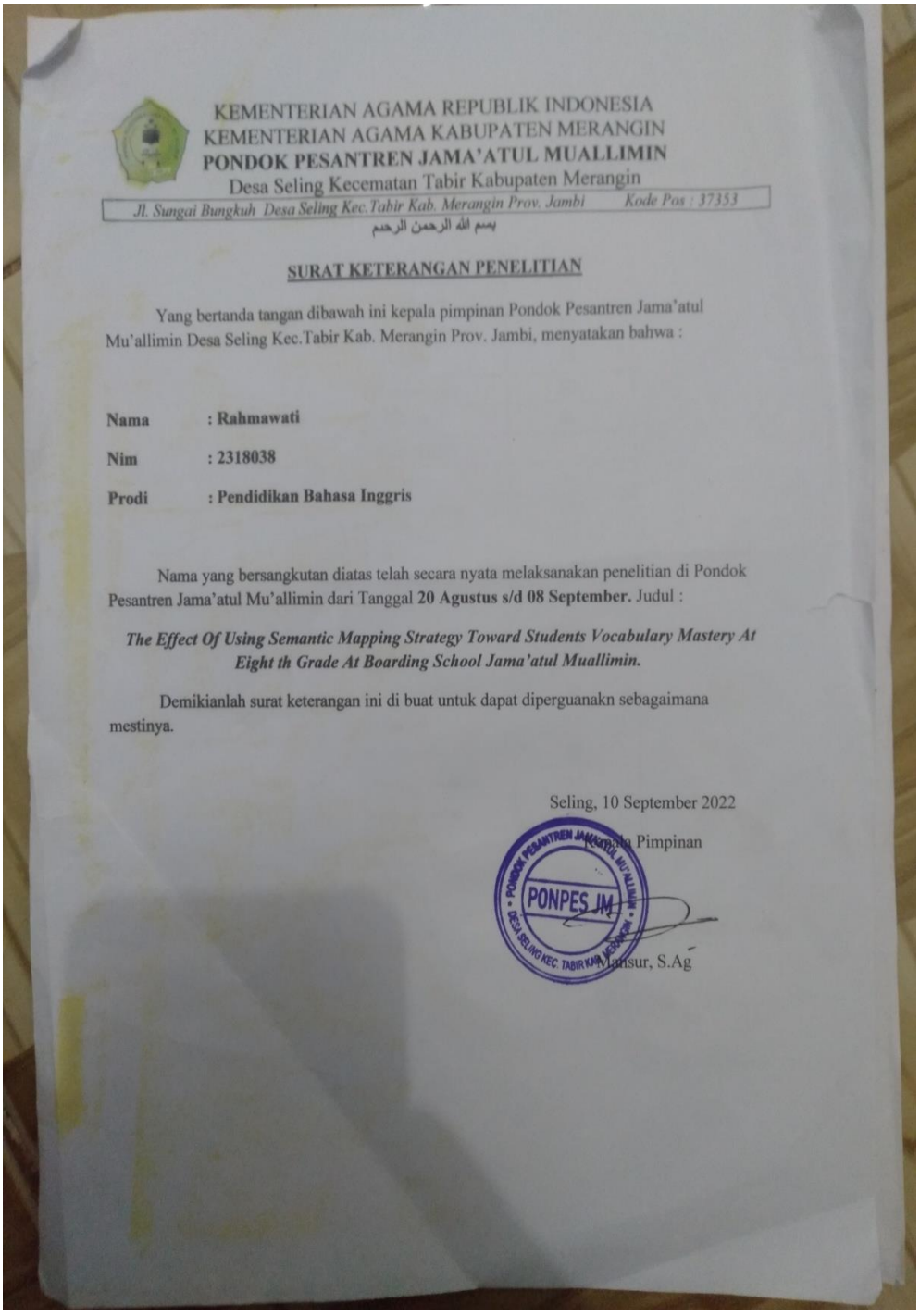
Nama	**: Loli Safitri, M, Pd**
NIP	: **198805282015032003**
Pangkat/Gol.Ruang	: Penata/III/c
Jabatan	: Lektor
Bidang Keahlian Pokok	: Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi
Pada tanggal : 28 Juli 2022
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ZULFANI SESMIARNI, M.Pd
NIP.198109232005012005

APPENDIX 13: LETTER OF RESEARCH COMPLECATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN MERANGIN
PONDOK PESANTREN JAMA'ATUL MUALLIMIN
Desa Seling Kecematan Tabir Kabupaten Merangin
Jl. Sungai Bungkuh Desa Seling Kec.Tabir Kab. Merangin Prov. Jambi Kode Pos : 37353

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN

Yang bertanda tangan dibawah ini kepala pimpinan Pondok Pesantren Jama'atul Mu'allimin Desa Seling Kec.Tabir Kab. Merangin Prov. Jambi, menyatakan bahwa :

Nama : **Rahmawati**

Nim : **2318038**

Prodi : **Pendidikan Bahasa Inggris**

Nama yang bersangkutan diatas telah secara nyata melaksanakan penelitian di Pondok Pesantren Jama'atul Mu'allimin dari Tanggal **20 Agustus s/d 08 September.** Judul :

The Effect Of Using Semantic Mapping Strategy Toward Students Vocabulary Mastery At Eight th Grade At Boarding School Jama'atul Muallimin.

Demikianlah surat keterangan ini di buat untuk dapat diperguanakn sebagaimana mestinya.

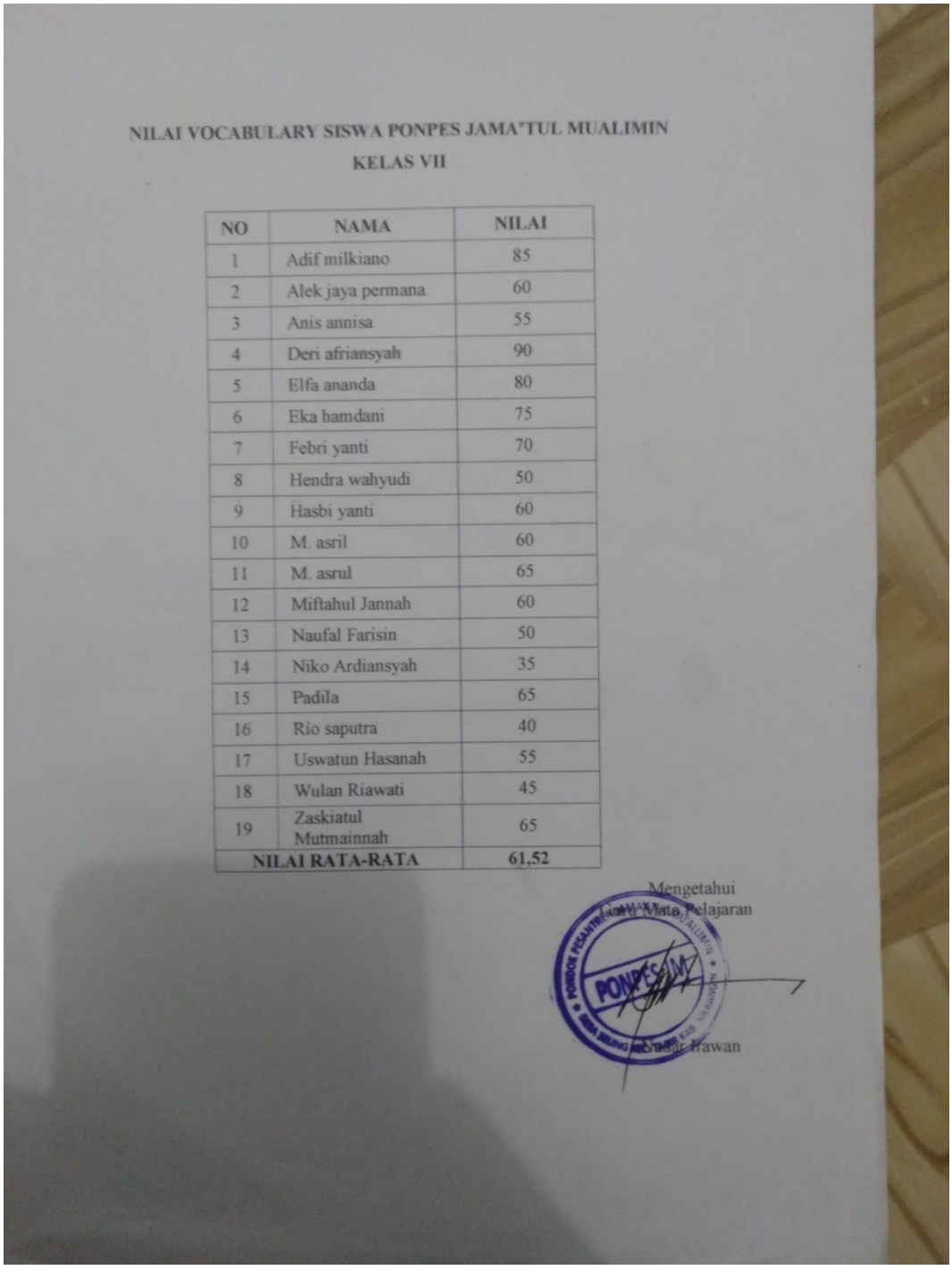
Seling, 10 September 2022

Pimpinan

PONDOK PESANTREN JAMA'ATUL MU'ALLIMIN DESA SELING KEC. TABIR KAB. MERANGIN PONPES JM

Mansur, S.Ag

APPENDIX 14 : THE AVERAGE SCORE



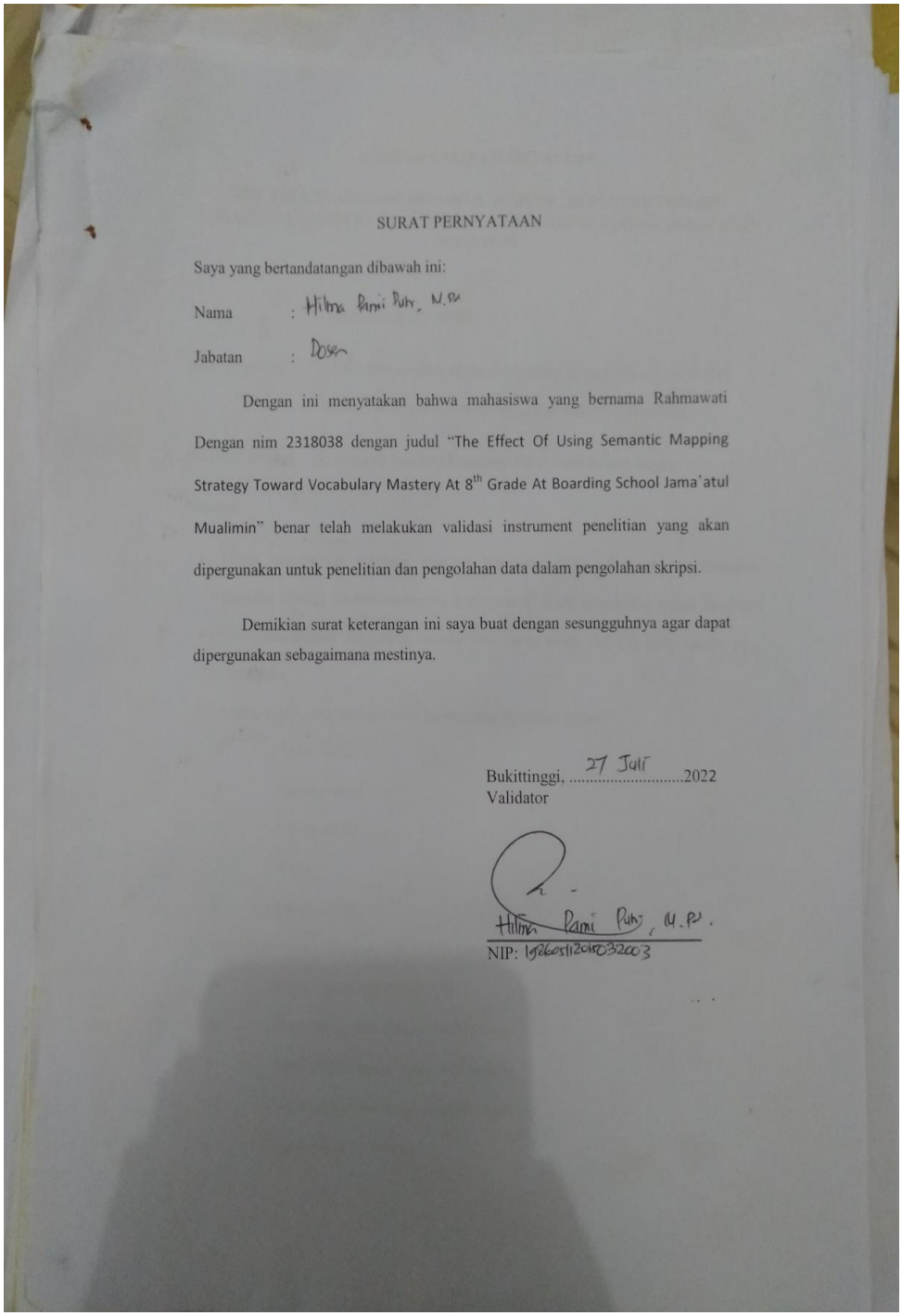
NILAI VOCABULARY SISWA PONPES JAMA'TUL MUALIMIN
KELAS VII

NO	NAMA	NILAI
1	Adif milkiano	85
2	Alek jaya permana	60
3	Anis annisa	55
4	Deri afriansyah	90
5	Elfa ananda	80
6	Eka hamdani	75
7	Febri yanti	70
8	Hendra wahyudi	50
9	Hasbi yanti	60
10	M. asril	60
11	M. asrul	65
12	Miftahul Jannah	60
13	Naufal Farisin	50
14	Niko Ardiansyah	35
15	Padila	65
16	Rio saputra	40
17	Uswatun Hasanah	55
18	Wulan Riawati	45
19	Zaskiatul Mutmainnah	65
NILAI RATA-RATA		61,52

Mengetahui
Guru Mata Pelajaran

Ustadz Irawan

APPENDIX 15 : Validations (experts)



SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Hilma Rami Putri, M.Pd

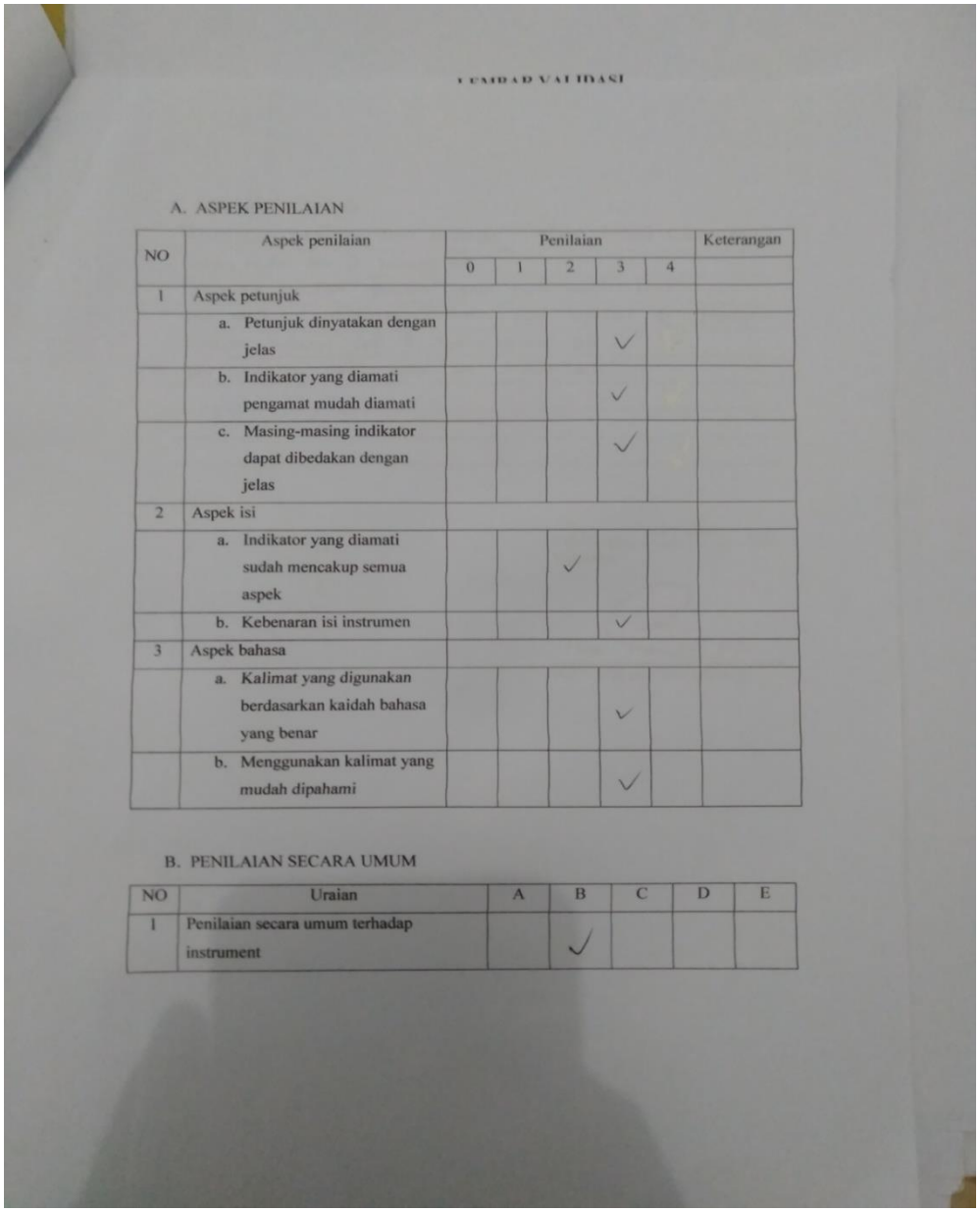
Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Rahmawati Dengan nim 2318038 dengan judul "The Effect Of Using Semantic Mapping Strategy Toward Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 27 Juli 2022
Validator

Hilma Rami Putri, M.Pd.
NIP: 19860511201032003



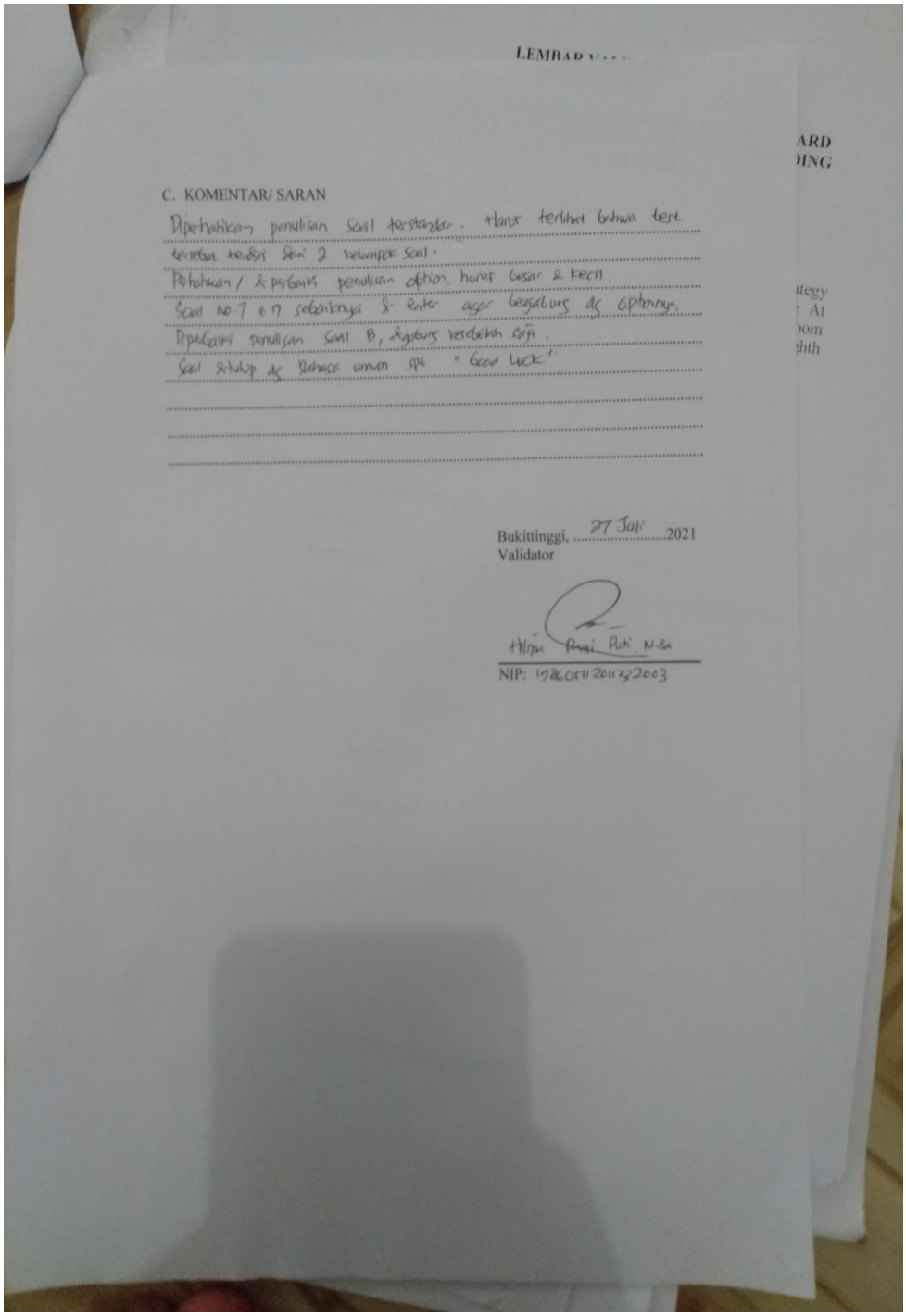
LEMBAR VALIDASI

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek			✓			
	b. Kebenaran isi instrumen				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			



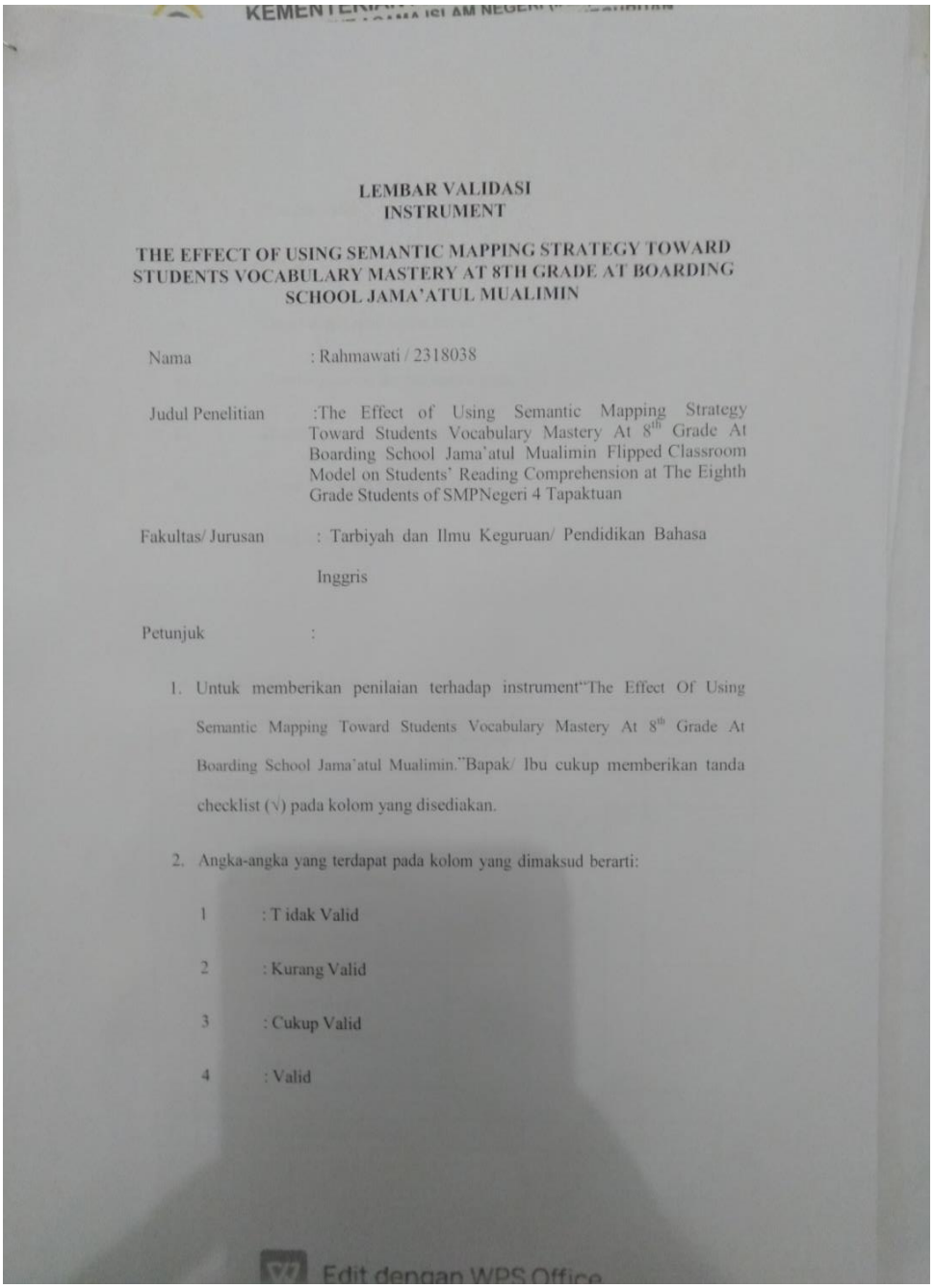
LEMBAR V...

C. KOMENTAR/ SARAN

Diperhatikan penulisan soal tersendiri. Harus terlihat bahwa test terdiri dari Seri 1 dan Seri 2 dengan soal yang berbeda.
Perhatikan / diperbaiki penulisan option huruf besar & kecil.
Soal No. 7 & 17 sebaiknya di enter agar tergabung dg opsinya.
Diperbaiki penulisan soal B, tergabung tersebut satu.
Soal terakhir dg bahasa umum spt " Good Luck!"

Bukittinggi, 27 Juli 2021
Validator

Hijra Yanni Putri, M.Pd
NIP: 197[illegible]2003



KEMENTERIAN ... ISLAM NEGERI ...

LEMBAR VALIDASI
INSTRUMENT

THE EFFECT OF USING SEMANTIC MAPPING STRATEGY TOWARD STUDENTS VOCABULARY MASTERY AT 8TH GRADE AT BOARDING SCHOOL JAMA'ATUL MUALIMIN

Nama : Rahmawati / 2318038

Judul Penelitian :The Effect of Using Semantic Mapping Strategy Toward Students Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin Flipped Classroom Model on Students' Reading Comprehension at The Eighth Grade Students of SMPNegeri 4 Tapaktuan

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument"The Effect Of Using Semantic Mapping Toward Students Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin."Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

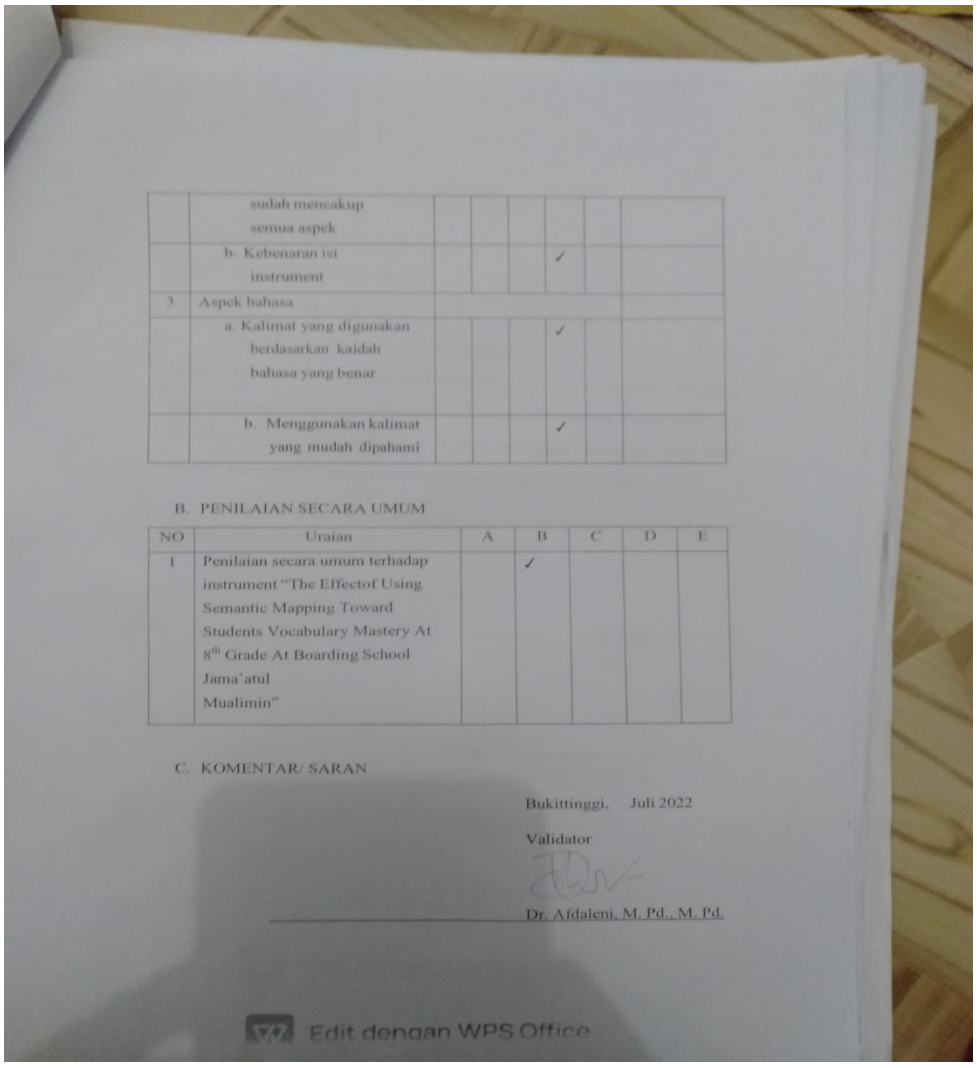
1 : T idak Valid

2 : Kurang Valid

3 : Cukup Valid

4 : Valid

Edit dengan WPS Office



	sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrument				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "The Effectof Using Semantic Mapping Toward Students Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin"		✓			

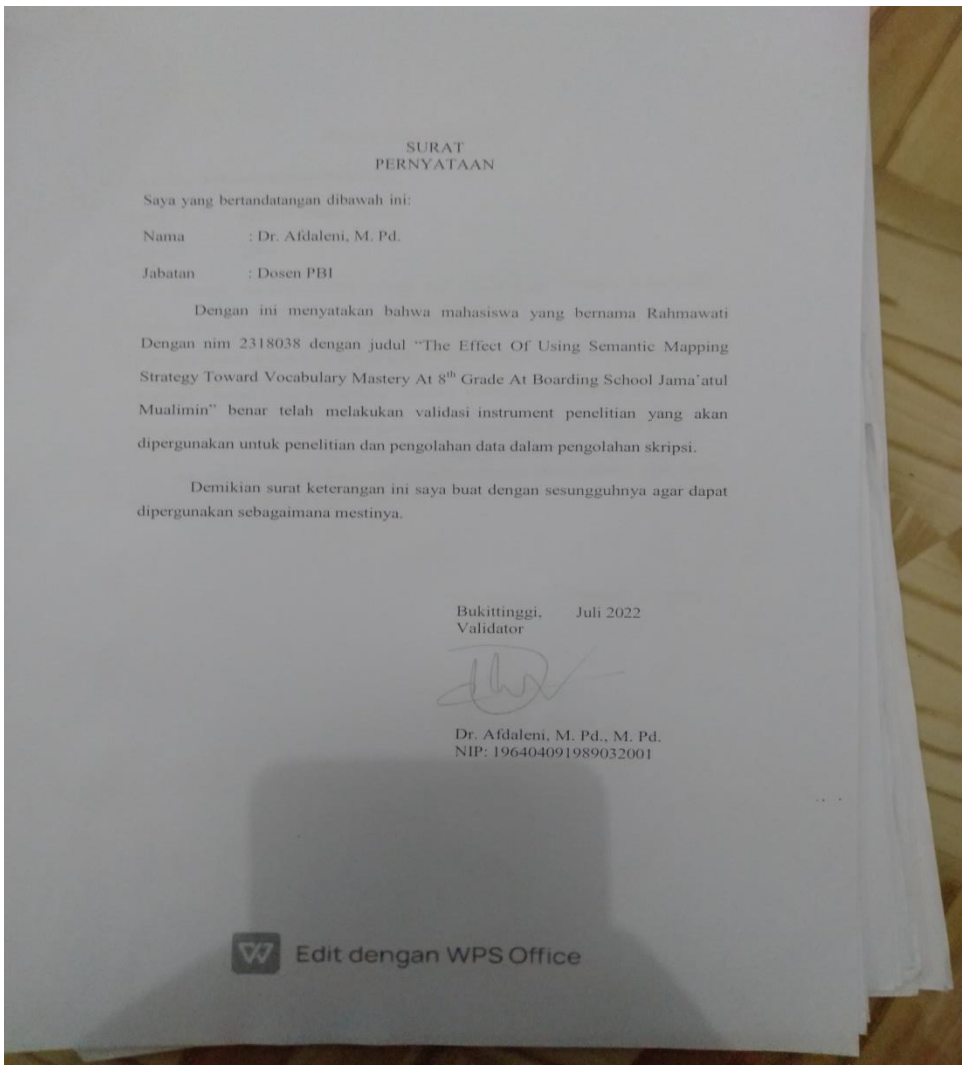
C. KOMENTAR/ SARAN

Bukittinggi, Juli 2022

Validator

Dr. Afdaleni, M. Pd., M. Pd.

Edit dengan WPS Office



SURAT
PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Dr. Afdaleni, M. Pd.

Jabatan : Dosen PBI

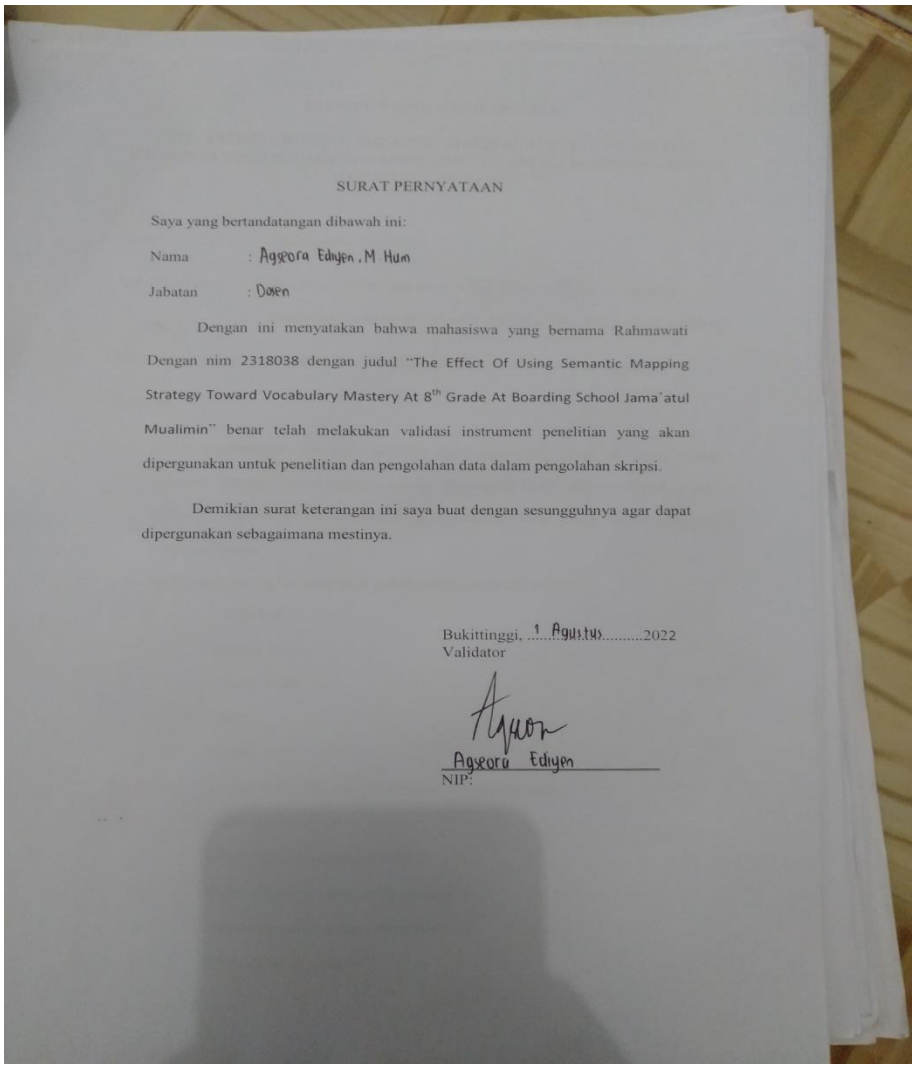
Dengan ini menyatakan bahwa mahasiswa yang bernama Rahmawati Dengan nim 2318038 dengan judul "The Effect Of Using Semantic Mapping Strategy Toward Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Juli 2022
Validator

Dr. Afdaleni, M. Pd., M. Pd.
NIP: 196404091989032001

Edit dengan WPS Office



SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Agsora Edryen, M. Hum

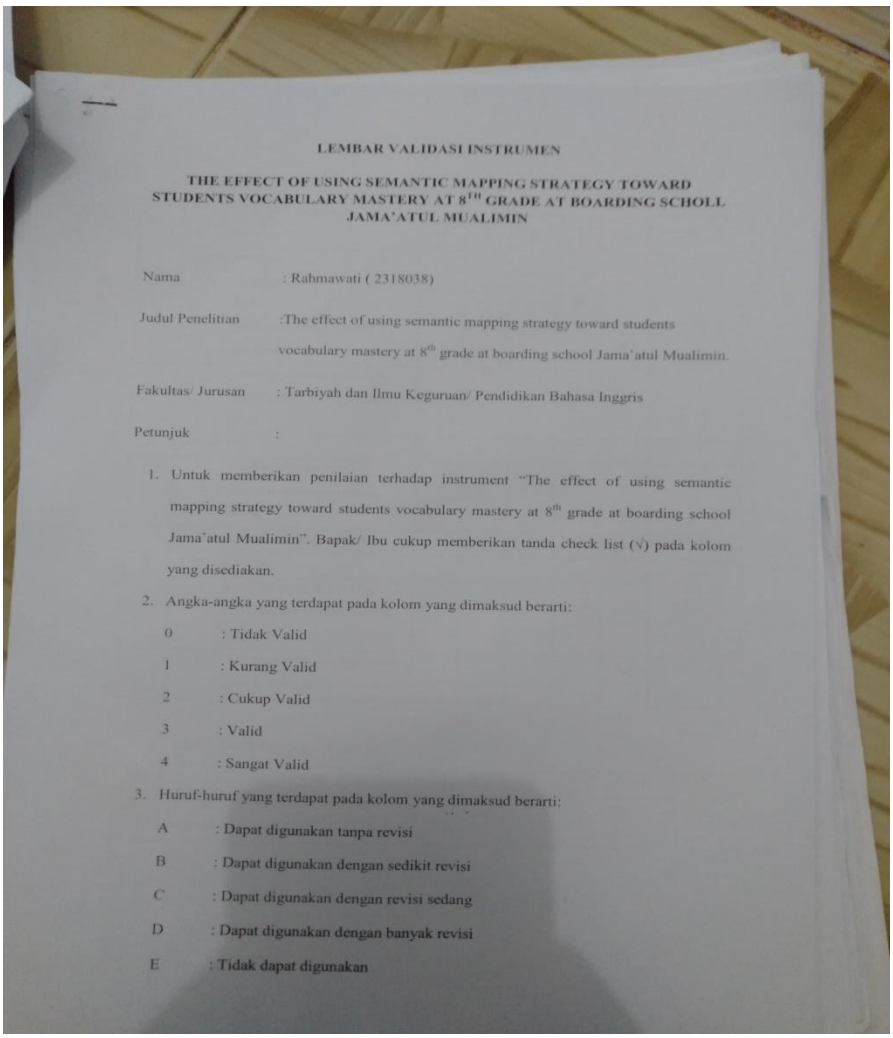
Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Rahmawati Dengan nim 2318038 dengan judul "The Effect Of Using Semantic Mapping Strategy Toward Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 1 Agustus 2022
Validator

Agsora Edryen
NIP:



LEMBAR VALIDASI INSTRUMEN

THE EFFECT OF USING SEMANTIC MAPPING STRATEGY TOWARD STUDENTS VOCABULARY MASTERY AT 8TH GRADE AT BOARDING SCHOLL JAMA'ATUL MUALIMIN

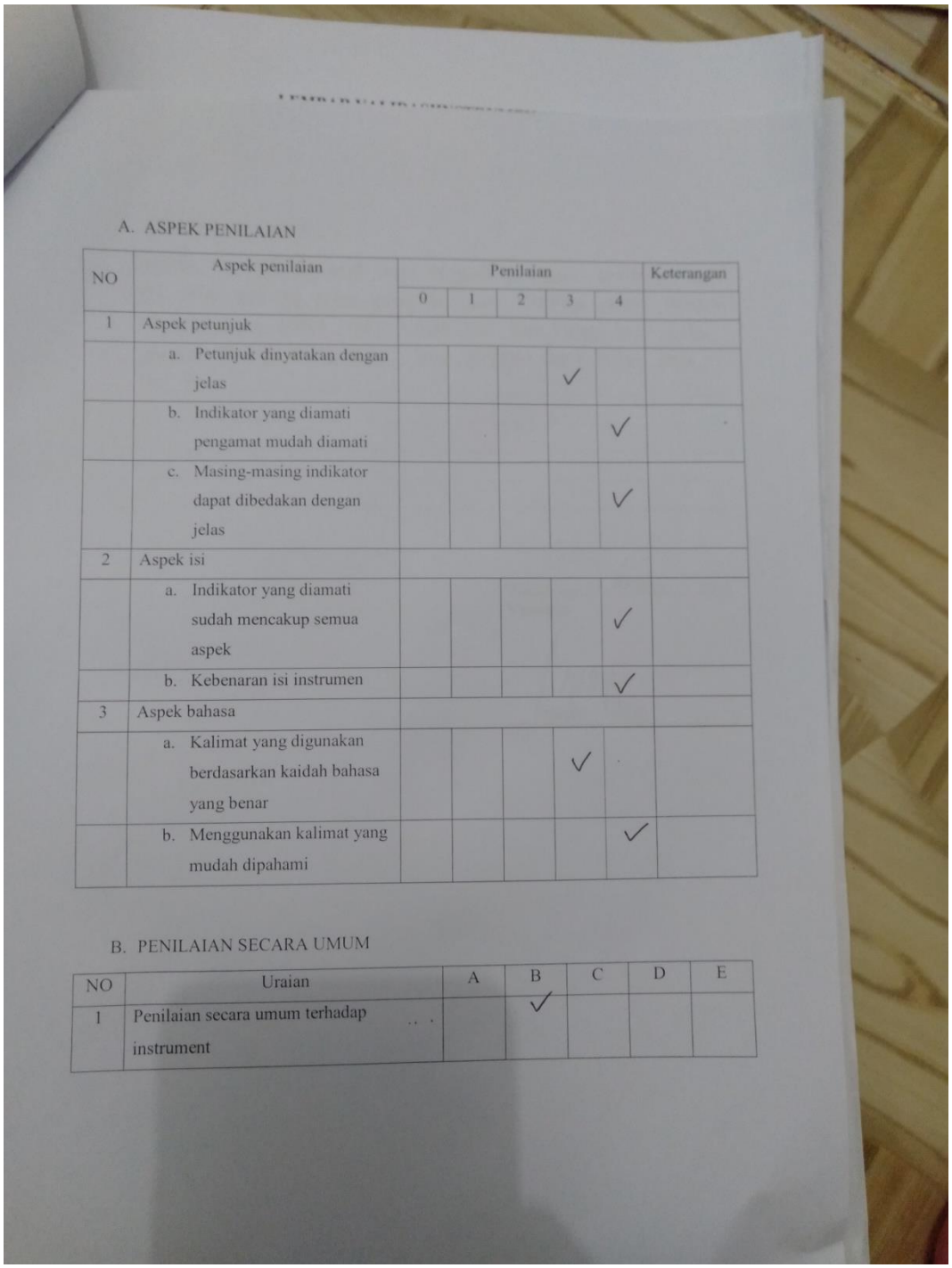
Nama : Rahmawati (2318038)

Judul Penelitian :The effect of using semantic mapping strategy toward students vocabulary mastery at 8th grade at boarding school Jama'atul Mualimin.

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "The effect of using semantic mapping strategy toward students vocabulary mastery at 8th grade at boarding school Jama'atul Mualimin". Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak Valid
   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

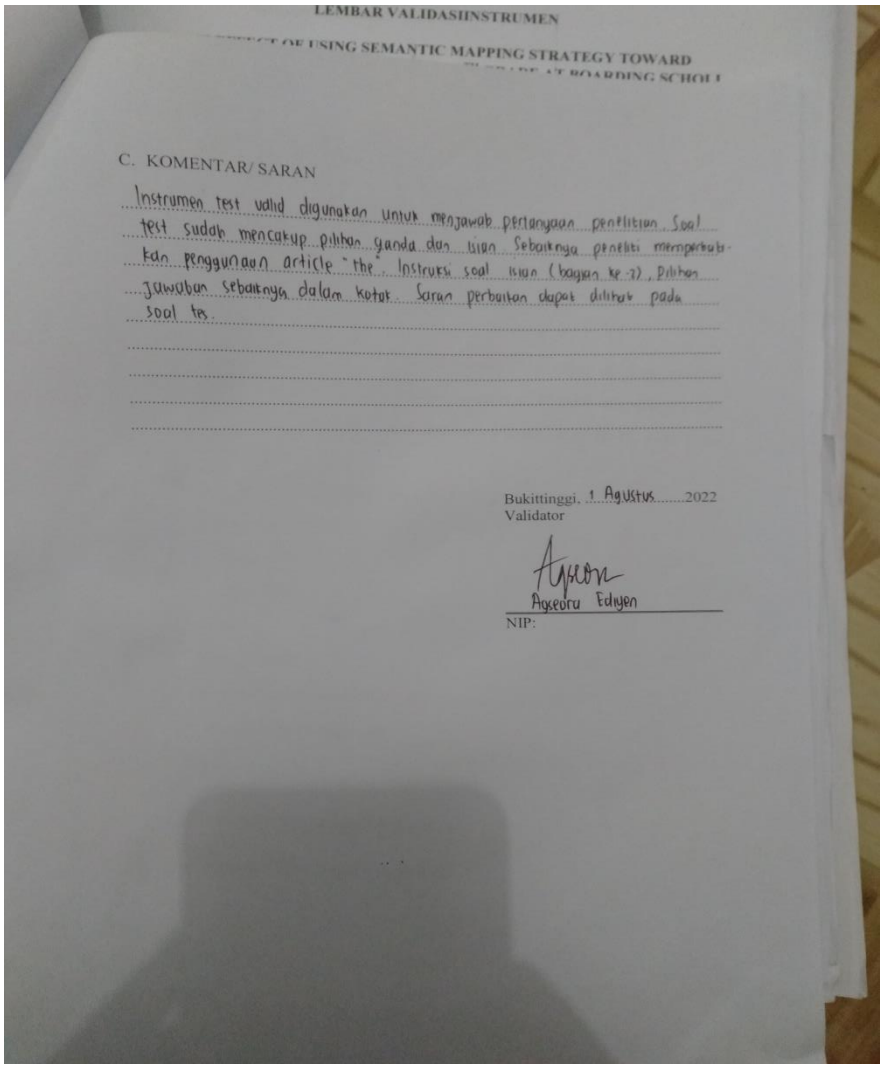


A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrumen					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			



LEMBAR VALIDASIINSTRUMEN

...USING SEMANTIC MAPPING STRATEGY TOWARD ...

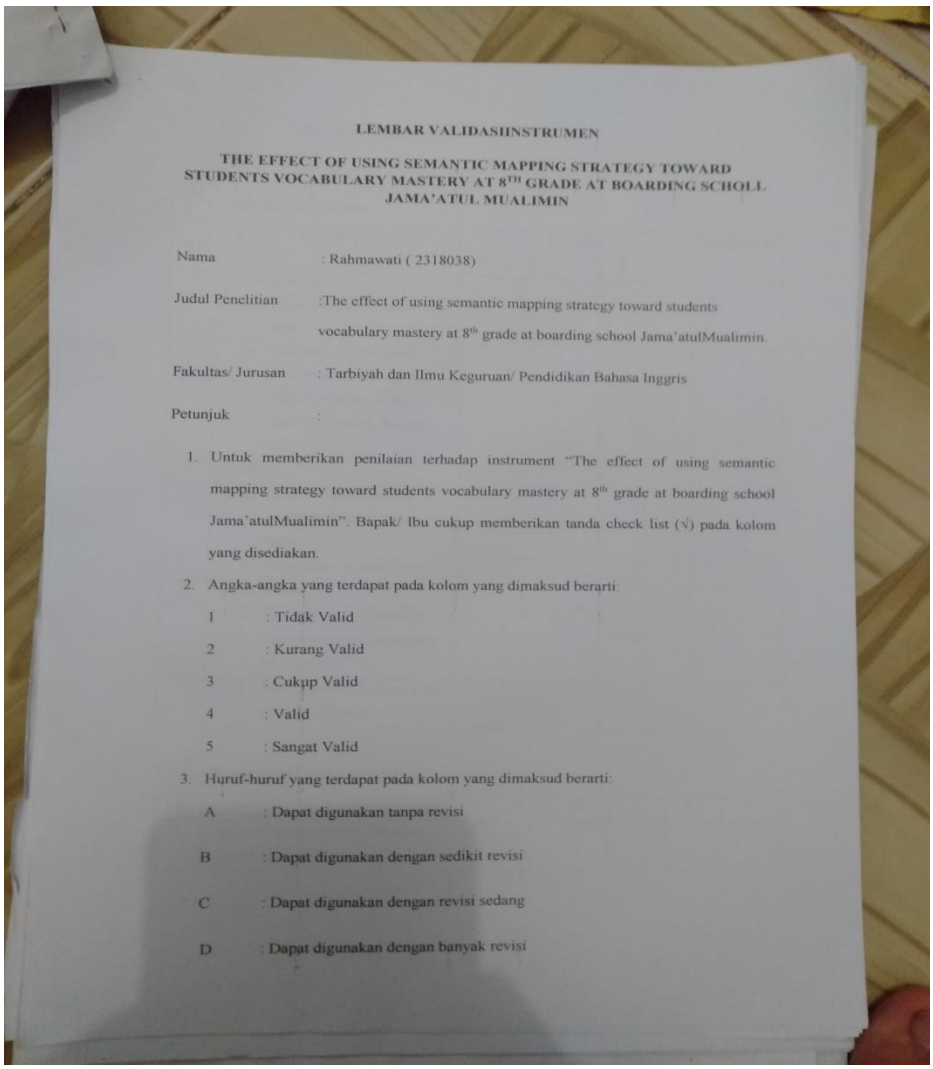
C. KOMENTAR/ SARAN

Instrumen test valid digunakan untuk menjawab pertanyaan penelitian. Soal test sudah mencakup pilihan ganda dan isian. Sebaiknya peneliti memperbaiki penggunaan article "the". Instruksi soal isian (bagian ke 2), pilihan jawaban sebaiknya dalam kotak. Saran perbaikan dapat dilihat pada soal tes.

Bukittinggi, 1 Agustus 2022
Validator

Agsedra Edyen

NIP:



LEMBAR VALIDASIINSTRUMEN

THE EFFECT OF USING SEMANTIC MAPPING STRATEGY TOWARD STUDENTS VOCABULARY MASTERY AT 8TH GRADE AT BOARDING SCHOLL JAMA'ATUL MUALIMIN

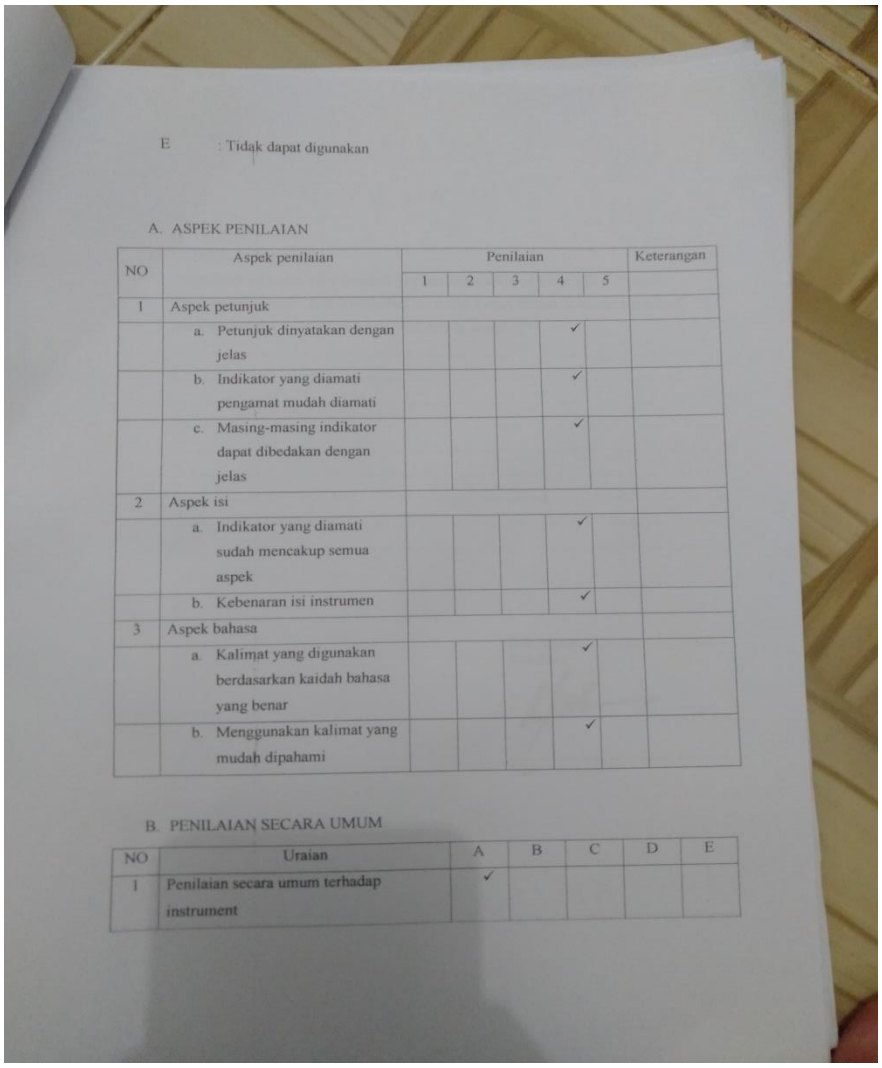
Nama : Rahmawati (2318038)

Judul Penelitian :The effect of using semantic mapping strategy toward students vocabulary mastery at 8th grade at boarding school Jama'atulMualimin.

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "The effect of using semantic mapping strategy toward students vocabulary mastery at 8th grade at boarding school Jama'atulMualimin". Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1 : Tidak Valid
   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi



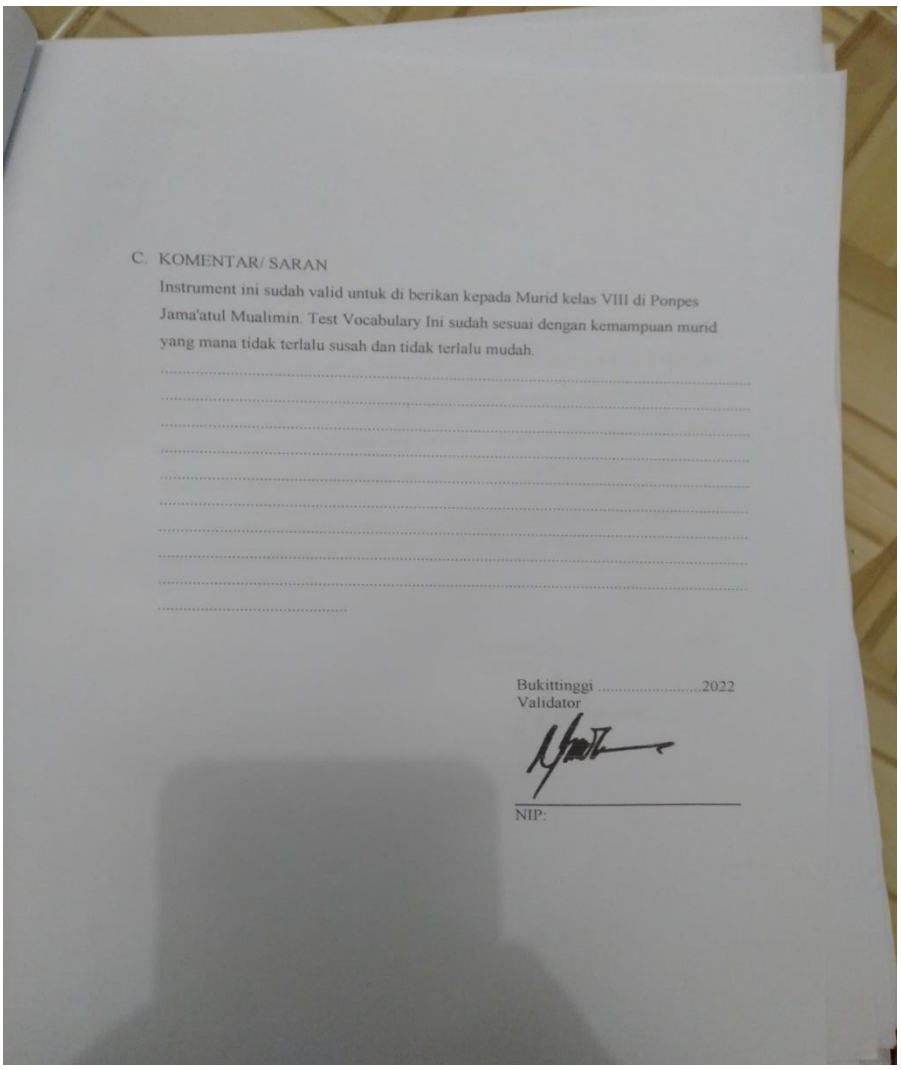
E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		1	2	3	4	5	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrumen				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument	✓				



C. KOMENTAR/ SARAN

Instrument ini sudah valid untuk di berikan kepada Murid kelas VIII di Ponpes Jama'atul Mualimin. Test Vocabulary Ini sudah sesuai dengan kemampuan murid yang mana tidak terlalu susah dan tidak terlalu mudah.

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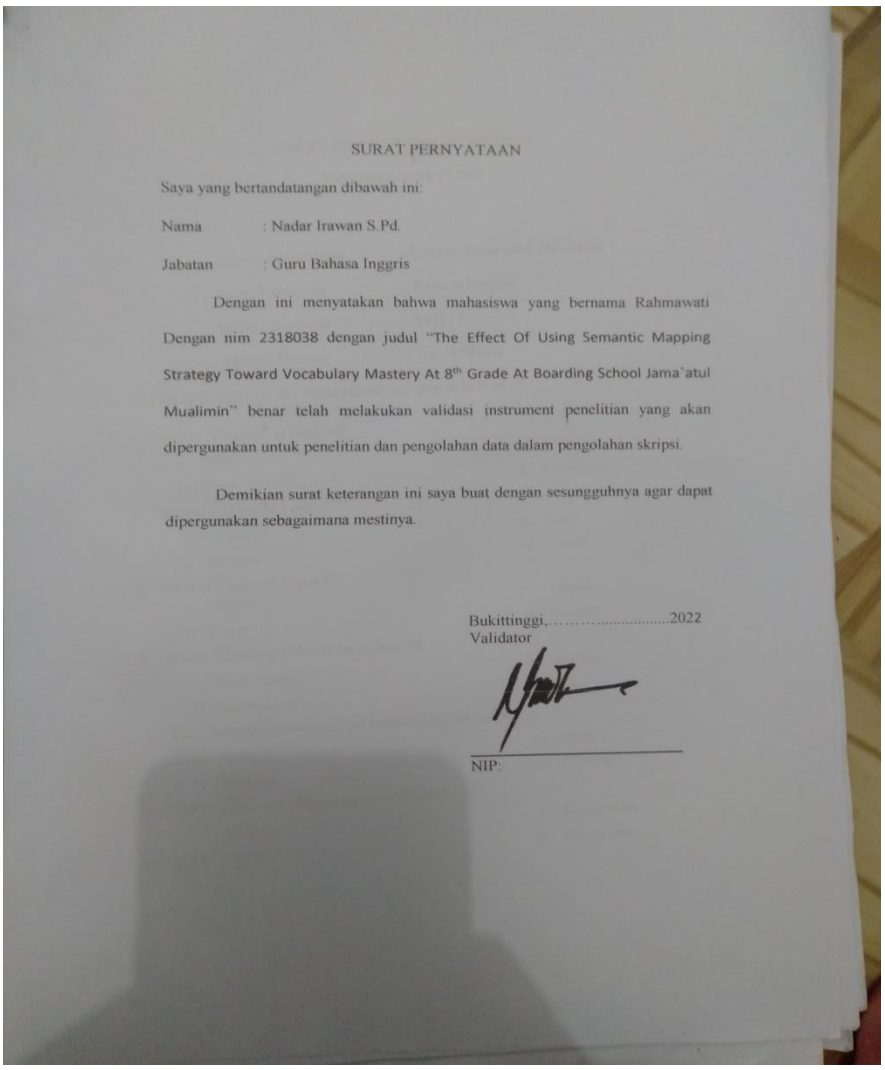
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Bukittinggi 2022
Validator

NIP:



SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Nadar Irawan S.Pd.

Jabatan : Guru Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Rahmawati Dengan nim 2318038 dengan judul "The Effect Of Using Semantic Mapping Strategy Toward Vocabulary Mastery At 8th Grade At Boarding School Jama'atul Mualimin" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi,.....2022
Validator

NIP:

Appendix 17: documentations

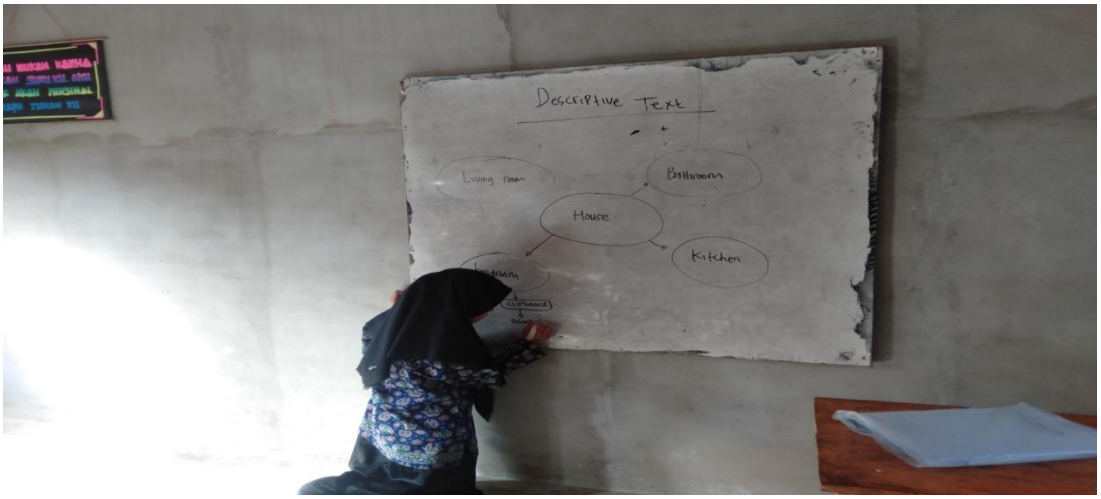
PRE-TEST





TREATMMENT 1

ABOUT HOUSE

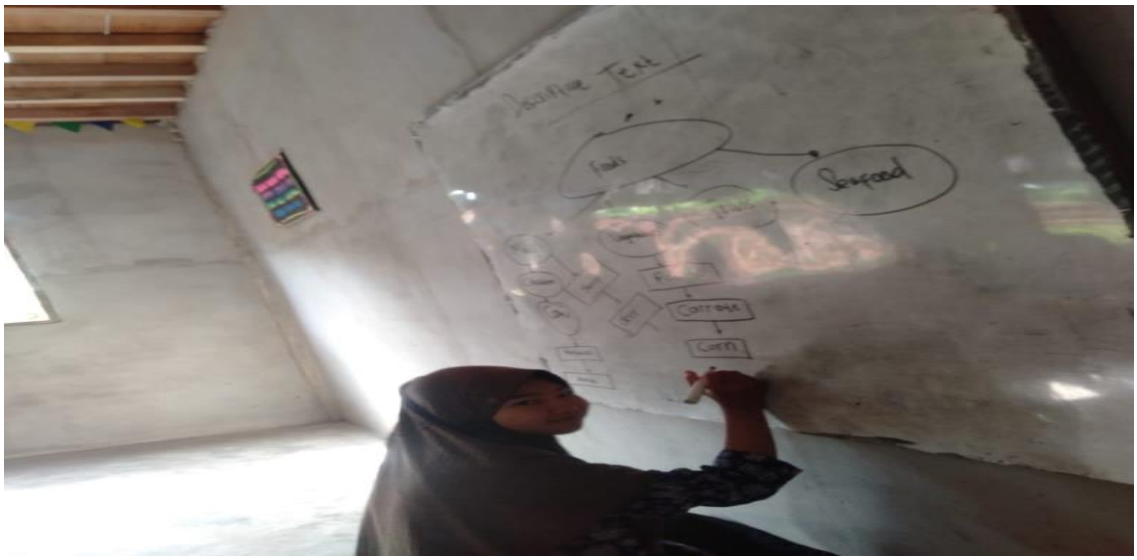




TREATMENT 2

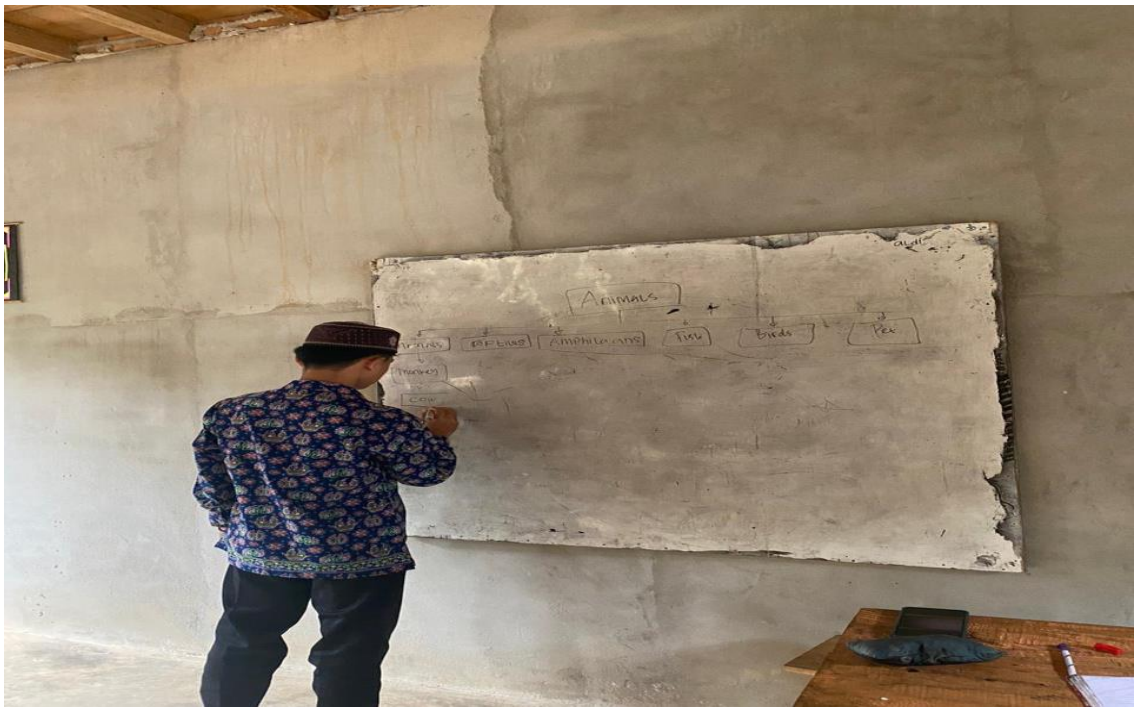
ABOUT FOODS

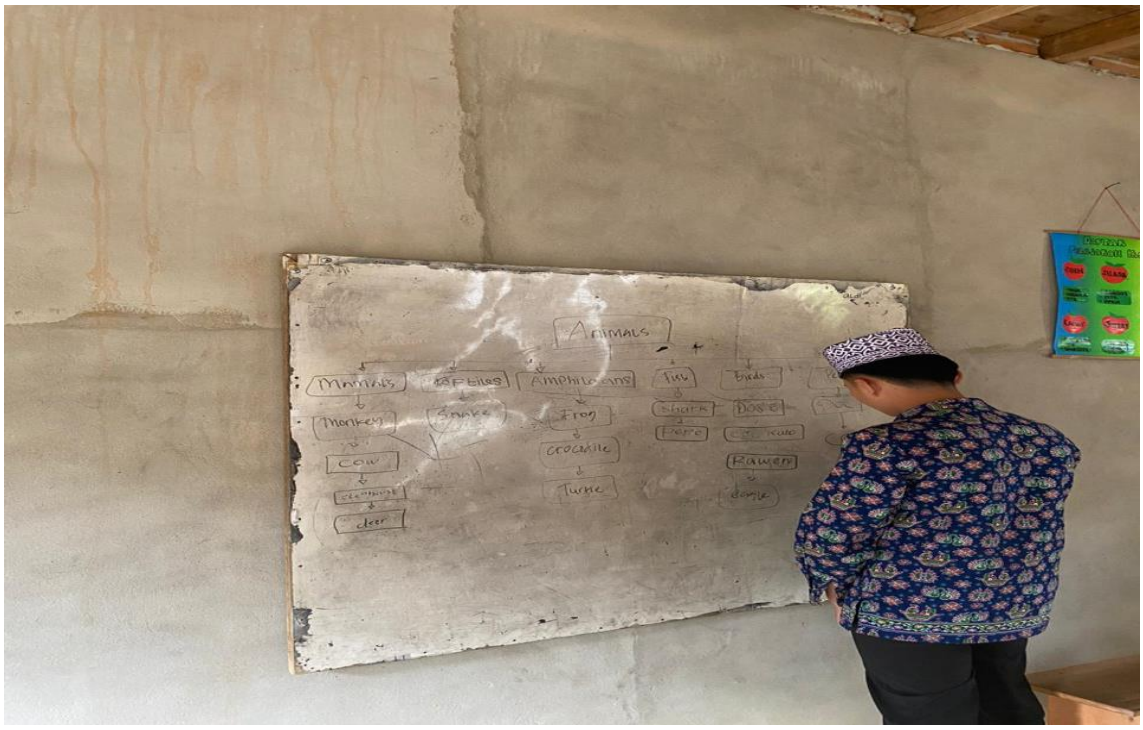




TREATMENT 3

ABOUT ANIMALS

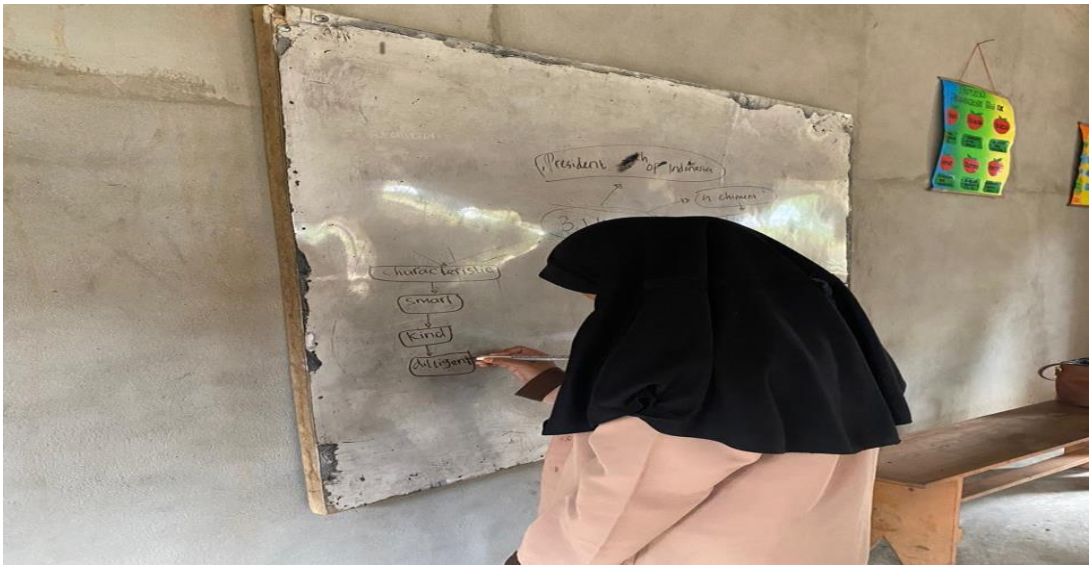



ANIMALS
Mammals
Reptiles
Amphibians
Fish
Birds
Monkey
Snake
Frog
Shark
Dove
Crocodile
Raven
Cow
Turtle
deer

TREATMENT 4

ABOUT B.J HABIBI





POST-TEST



