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THE INFLUENCE OF SEMANTIC MAPPING APPLICATION ON THE STUDENTS' VOCABULARY MASTERY AT THE SECOND YEAR STUDENTSOF *MTS PUI CIWEDUS CIGANDAMEKAR - KUNINGAN*

A THESIS

Submitted to the English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial fulfillment of the Requirements ofIslamic Scholar Degree in English Education Department

ENDANG JAMILAH

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THE ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY
SYEKH NURJATISTATE INSTITUTE FOR ISLAMIC STUDIES
CIREBON
2012

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PREFACE

In the name of Allah the most gracious and merciful. All praises and thanks belong to Allah, The Lord of the Universe. And thanks to his permission, the writer has been able tofinish this thesis. My invocation and safety always be given to the Prophet Muhammad SAW, to his family, his companions and up to us as his followers till the end of the world.

This thesis entitles in: "THE INFLUENCE OF SEMANTIC MAPPING PPLICATION ON THE STUDENTS' VOCABULARY MASTEY AT THE SECOND YEAR STUDENTS OF *MTS PUI CIWEDUS CIGANDAMEKAR – KUNINGAN*" is presented to fulfill one of the Requirements to achieve Islamic scholar in English Education Degree (**S.Pd.I**) at English Department of ***Tarbiyah*** Faculty of ***Syekh Nurjati*** State Institute for Islamic Studies.

In composingthis thesis, there are so many persons who have participated, helped, advice directly or indirectly. So, in this opportunity the writer would like to convey sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Muktar, MA. The rector of ***Syekh Nurjati*** state Institute for Islamic Studies.
2. Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English EducationDepartment of ***Syekh Nurjati*** state Institute for Islamic Studies.
3. Sumadi, SS., M.Hum, Secretary of English Education Department of ***Syekh Nurjati*** state Institute for Islamic Studies.
4. Sumadi, SS., M.Hum, First Supervisor

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5. Dra. Hj. Amroh Umaemah,Second Supervisor
6. Dr. Hj. HuriyahSaleh, M. Pd, First Examiner
7. Mustopa, M. Ag, Second Examiner
8. Drs.Momon Khomaruzamman, the headmaster of *Mts PUI Ciwedus*
9. Uum Maullidiah, S.Pd.I, the English teacher of *Mts PUI Ciwedus*
10. All of the teacher and staff of administration of *Mts PUI Ciwedus*
11. And all people including the writer's friends who cannot be mentioned here.

The writer realizes that this thesis is still farof being perfect and there are many mistakes either in arrangement or in the content. So the writer is widely opened to receive any criticism and suggestion to make this thesis better for the future.

Finally, the writer does hope this thesis will be a valuable thing to the readers, especially, for the writer herself and for English Education Department of ***Tarbiyah*** Faculty of ***Syekh Nurjati*** state Institute for Islamic Studies.

Cirebon, June27th 2012

The Writer

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ABSTACT

Endang Jamilah : The Influence of Semantic Mapping Application on the Students' Vocabulary Mastery at the Second YearStudents of *MTs PUI Ciwedus Cigandamekar - Kuningan.*

The condition of the students in *Mts PUI Ciwedus* still difficult to master English vocabulary well and develop word, some method or some technique are not able to make students better in mastering vocabulary. Vocabulary is a basis of a language, vocabulary can support the students to learn the skill, it can helps to express their idea because vocabulary has aims at enabling the students to understand the concepts of familiar words and to use words successfully for communicative because the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transferred for a better life. In order to improve mastering vocabulary effectively, researcheruses semantic mapping as the strategy in mastering vocabulary. Semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels in regulars and remedial classrooms as well as for those who are disabled. Using semantic mapping, students manifest considerable improvement in reading comprehension, in written expressions, and in vocabulary development.

The aims of this research are as follows: to find out the students'vocabulary mastery before using semantic mapping application, to find out the students' vocabulary mastery after using semantic mapping application, to find out there is positive influence of semantic mapping application on the students' vocabulary mastery.

The method used in this study is quantitative approach. Data were taken from the eightgrade of students at *Mts PUI Ciwedus*. The subjects of this research were 35 students (VIII grade) 2011/2012. The techniques used in this study are by using observation, questionnare, and test.

Having analyzed the data, the writer found that there is positive effect of semantic mapping application on the students' vocabulary mastery by using t-test formula one design group between Pre-test and Post-test namely67.2 and75.5.So,the resultup8.Byt-test proud if $T\text{-}_{count}$ higher than $T\text{-}_{table}$ namely $T\text{-}_{count}$ 6.3 and T-table 2.03. From the calculation above, it can be known clearly that t count score is 6.3 and t table score is 2.03. It means that t_{count} is higher than t_{table} (6.3> 2.03). If t_{count} is higher than t_{table} score, so Ha is admitted and Ho is rejected. In addition, from the calculation above, it can be assumed that there is positive and significant influence of semantic mapping application on the students' vocabulary mastery. In other words, it can be considered that semantic mapping application can help students in the process of learning to improve students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The important aspect in learning English is how to master vocabulary and why is vocabulary development such an important aspect of a student's academic life? According to Snow et al (in Martin 2005: 83) a number of studies have shown that vocabulary size in young children is a strong predictor for success in later grades: The larger the children's vocabularies in the primary grades, the greater their academic achievement in the upper grades. By mastering vocabularies we can speak and write appropriately. People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship.

The appropriate strategy is needed to teach English. Vocabulary can support the students to learn the skill, it can helps to express their idea because vocabulary has aims at enabling the students to understand the concepts of familiar words and to use words successfuly for communicative.

The researcher found some problems in *Mts PUI Cwedus*, the students still difficult to master English vocabulary well and difficult to develop words.

Some methods and techniques are not able to make students better in mastering vocabulary.

Vocabulary is one important aspect in learning a foreign language, without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Without a shred of doubt, the acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transfered for a better life. So, the chances for progress or success in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary. That is why everybody who learns English or a certain language should know the words.

According to Burns (2005: 83) it can be assumed that teaching vocabulary is the technique how the words to be conveyed to the students by connecting among the words in order to improve and expand student's vocabulary mastery effectively. So, semantic mapping is suitable with the theory above.

The teacher should be able to create an interesting method and technique in order to obtain a good result and avoid the student boredom. In order to improve mastering vocabulary effectively, researcher use Semantic Mapping as the strategy in mastering vocabulary. According to Martin (2008: 94) suggest the use of semantic maps with English language learners for vocabulary instruction because it offers a way for them to demonstrate and connect their prior

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knowledge to new concepts and, at the same time, serves as a useful tool to categorize information. When teaching vocabulary explicitly, it can be used as a tool for students to discover the relationships between vocabulary words. As semantic mapping builds on knowledge, and is an active form of learning, it can be a very effective teaching tool.

Semantic mapping has been shown to be a beneficial learning/teaching technique for native speakers of English at all grade levels in regulars and remedial classrooms as well as for those who are disabled. Using semantic mapping, students manifest considerable improvement in reading comprehension, in written expressions, and in vocabulary development. Studies by Perry et al (in Ghazal 1991: 90) found that semantic processing was an effective vocabulary learning strategy. It's mean that study about vocabulary can more effective by using semantic mapping.

According to Antonacci (1991: 174) semantic mapping is defined formally as the knowledge that representates the words in the visual ways; it contains conceptual relationships among the words. The concept consist of main and sub, the main concept is placed in the central and it will be divided into sub concepts. Further more Sinantra et all, (1984: 22) Semantic Mapping is a graphic arrangement showing the major ideas as the central of the diagram and relationships in text or among word meanings. The arrangement of the words are linked from one word as the central concept of the topic.

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The other expert, Betty et al (2009: 204) explains the semantic mapping as a way involves setting concepts and relations on paper to create a semantic mapping, which in the diagram are connected to his key words of a concept or a word into another word by arrows or lines. To construct a semantic map with the class, the teacher presents a visual that is central to the topic under consideration. The teacher asks students to name other words related to the core concept or word. Teachers can group words into categories of students, adding them to the bottom of the screen of the original, or students can categorize, name of the student category. Then, students can link between the words.

The previous study of this thesis is conducted by Wahyuni (UPI, 2008). The tittle of her thesis is *The Effectiveness of Using Semantic Mapping Technique in Teaching Vocabulary (an Experimental Study on One of SMAN In Bandung).* The aims of her study were to investigate the effectiveness of semantic mapping technique in teaching vocabulary and to investigate the strength and the weaknesses of semantic mapping technique.

Based on the researcher, the writer can conclude that in her study there are some weaknesses. One of the weaknesses is there is no detail steps to create semantic mapping which is applicated to the students in the class. Biside that, in technique of analyzing data she didn't use the prodact moment. From the weaknesses that the writer found, the writer would like to make the weaknesses to become stengest by impoving steps and applicating prodact moment in analizing data.

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The other previous study of this research was conducted by Daniel J. Svenconis & Stephen Kerst. In their research the application of the semantic mapping was focused on the Computer System, the semantic mapping is appliated into a program namely: CALL (Computer Assisted Language Learning). The aspect that is become the primary skill was listening skill in the form of word pronounsiation/sounding. In they research, they believe that emphasizing the development of listening skill of the second language could help the students understood the aunthentic listening language and environments that are not ussualy encountered the learners until had progressed beyond beggining level of language skill.

From the second previous study the writter concludes that in their research there were some weaknesses. The first is the semantic mapping only used in the concept of computer in the classroom which was emphasized to listening skill. To see their research of course teaching English vocabulary is not enough only applicated into one major skill. It must be applied into other skills (listening, speaking, writing and reading).

Based on the explanations above, the students are still difficult to master English vocabulary for many years. Some techniques or methods are still not able to make the students better in mastering vocabulary. So, they need a technique to improve their vocabularies widely, from one word it can be developed into many words which have the correlation with the one word given or the central word. It means that the students are expected to be able to develop

a word into other words which have the correlation with the core word given. Because of the above issues, in this way the writer would like to solve the students vocabulary problem in learning English through semantic mapping.

B. Identification of the Research

The problem in this research is classified into thr following sections:

1. The Field of the Research

   The field of the research in writing this thesis is vocabulary.

2. The Kinds of the Problem

   a. The students difficulties in mastering vocabulary.

   b. The students are difficult to develop and remember vocabulary

   c. The learning strategy doesn't give significant contibution.

3. The Main in Problem

   The main problem of this thesis is to discribe the influence of semantic mapping application on the students' vocabulary mastery.

C. The Limitation of the Problem

The limitation of the research is focused on the influence of semantic mapping application on the students' vocabulary mastery, the writer has divided into some points, like:

1. The students' vocabulary mastery before using semantic mapping application.
2. The students' vocabulary mastery after using semantic mapping application.

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3. The positive influence of semantic mapping application on the students' vocabulary mastery.

D. The Questions of the Research

1. How far is the students' voabulary mastery before using semantic mapping application.
2. How far is the students' vocabulary mastery after using semantic mapping?
3. Is there any positive influence of semantic mapping application on the students' vocabulary mastery.

E. The Aims of the Research

1. To find out the students' vocabulary mastery before using semantic mapping application.
2. To find out the students' vocabulary mastery after using semantic mapping application.
3. To find out the positive influence of semantic mapping application on the students' vocabulary mastery.

F. The Uses of the Research

The research product is hoped to be able to improve students' vocabulary mastery in learning English effectively using semantic mapping. Semantic mapping is very useful for teaching concept information to students, because concept learning is gradual process which a child creates incrisingly definite understanding of a concept relating the concept to others.

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