

Chapter I

Introduction

Basic Consideration

Vocabulary is one of the elements of language that cannot be separated from English learning. It is impossible to master the four language skills without understand a number of vocabularies, because it is fundamental in language learning. Manurung (2003, p. 54), states that the ability of speaking, listening, reading and writing English depends on the mastery of vocabulary and grammar. One of the greatest inhibitors to communication in the target language is the lack of vocabulary. According to Hornby (2005, p.1331) vocabulary is the total numbers of words which (with rules of combining them) make up a language. Thus, vocabulary is the set of words that relationship word between words which form a sentence in a language.

In addition, vocabulary mastery is a great skill of knowledge about a set of words known by learners as a part of specific language. The knowledge that they got from mastery vocabulary can be used for communicating or sharing their idea with other students through giving opinion or idea and can make interaction among students will set up the class more active and alive.

To make students easy and have more vocabulary, the researcher gave the limitation of vocabulary that focused in noun. Noun is very important thing to students because it can make the students can understand to learn and easy to memorize the vocabulary. According to Djuharie (2008, p.51) noun are refers to the place, thing and person. Thus, by the mastery of vocabulary with kind of noun the

students can get more knowledge about place, thing and person that used in teaching process was made students understands and easy to study.

Based on the curriculum of KTSP in SMP Negeri Satu Atap Lontoi, explain that the standard of vocabulary mastery of students is about 500 words.

Unfortunately, the reality showed that most students in the level of junior high school still have fewer than 100 words. This can be proven by the researcher observation at Class VIII of SMP Negeri Satu Atap Lontoi. It can be seen to the following explanation:

1. The students get difficulties in memorizing the meaning of the words when they are asked to mention the vocabulary. They cannot answer them perfectly. That mistake is caused by translation strategy in teaching vocabulary. The teacher taught vocabulary mostly by translating the English words into Indonesian at the beginning of the lesson or translating of the material containing new words or glossaries at the end.
2. The students are not interested in the classroom. They are less of attention or motivation in learning vocabulary. They do not pay attention to the teacher's explanation. They are also easy to get bored in having the lesson. It can be seen from the response in answering the teacher's question. They easily give up when they get difficult exercise and the teacher never uses games, dialogues, song, and dramatization as interesting ways in delivering material.

3. The facilitation in the school is not complete, there are not have library, laboratory and the process of English just use the hand book of English teacher. Thus, the students did not have the material to study English.

Based on the phenomena, the researcher tries to find the effect solution to enhance the students' vocabulary mastery by using semantic mapping strategy. This strategy can help students to knowing more vocabulary and can be easier to understand the material and also by applying this strategy, students can be comfortable to learn English. Therefore, the direct ways in teaching vocabulary is semantic mapping strategy. Teaching English using semantic mapping strategy helps the students. Students can respond to semantic mapping strategy with their own feelings and opinions. Semantic mapping strategy can be brought into classroom by both teachers and students.

Semantic mapping strategy is a strategy that can be used in all disciplines to demonstrate the relationships between ideas. In teaching vocabulary, it can be used as a tool for students to discover the relationships between vocabulary words (Gaut: 2002, p. 34). It is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. In this strategy, students are asked to brainstorm and think of ideas or words related to the central word. For example, the teacher gives central word "elephant". Then the teacher asks the students to think of the word. Students may come up with words such as big, trunk, four legs, brown, and land and so on. After that, teacher and students

categorize the word. The categories could be the habitat, size and physical characteristics.

The main advantage of using semantic mapping strategy into the classroom is to make the learning experience more memorable for the student. By performing semantic mapping strategy, it creates a link between the objects and the words or phrase represented. It can be said that using semantic mapping strategy is aimed to make the students more active in receiving information during the learning process because the roles of the student are also important to support the lesson.

Based on the reason, the researcher interested to conduct a research entitled “the effect of semantic mapping strategy in increasing the students’ mastery of vocabulary at the eighth grade of SMP Negeri Satu Atap Lontoi.

Problem Statement

Based on the background of the research, the researcher formulated a research question as follows: can semantic mapping strategy significantly effect in increase the students’ mastery of vocabulary?

Research Objective

Based on the formulation of problem statement, the purpose of this research is to find out whether semantic mapping strategy can effect significantly to increasing students’ mastery of vocabulary or not.

Research Significance

The significances of the research are as follows:

1. For students, semantic mapping strategy is one of the strategies can increase the students' vocabulary by conducting between words from the material of learning process. They can get more knowledge of vocabulary to communicate, to share ideas and to give opinion to the others. In addition, semantic mapping strategy is one of strategy as the media of learning that comfortable and helps the students to solve their problems in mastering vocabulary to be competent person for the word.
2. For English teachers, the teacher will get new suggestion about teaching process that semantic mapping strategy can be used for teaching vocabulary for several kinds of texts for junior high school students. The teacher will be motivated to use the semantic mapping strategy for other skills in English besides vocabulary. Thus, many kinds of strategies which include in semantic mapping strategy can applied in four skills of English lesson. The teacher will be more creative and active to get more knowledge of good teaching. The teacher also can be interest to find another strategy, method or strategy to improve their ways in teaching-learning process of English subject.
3. For the readers, they will get more information and knowledge to improve their capability to teach especially in English learning. The strategies that are applied in this research can improve their insights to learn and also give them knowledge to master vocabulary by using semantic mapping strategy.

The Scope of Research

The researcher limits the research in order to achieve the goal of the research.

This research only focused on the semantic mapping strategy to teach vocabulary especially nouns in the ^{VIII} class of SMP Negeri Satu Atap Lontoi in 2015/2016 academic year.