

**DEVELOPING STUDENT'S VOCABULARY BY UTILIZING
SEMANTIC MAPPING FOR THE TENTH GRADE OF SMKN 1 PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Studies Program of S1 Tarbiyah Department of
IAIN College for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for Undergraduate Degree in English Teaching*

Composed by,

FITRIA INDAH SARI

13.16.3.0132

**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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- 1. Dr. H. Dahlan, M.Hum.**
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**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
FACULTY OF STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
2018**

THESIS APPROVAL

This thesis entitled **"Developing Student's Vocabulary by Utilizing Semantic Mapping for the Tenth Grade of SMKN 1 Palopo"**, which is written by **Fitria Indah Sari**, Reg. Num.13.16.0132, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute For Islamic Studies (IAIN) Palopo, and has been examined and defended in Munaqasyah session which is carried out on **Monday, 25th of June 2018**, coincided with **11th Syawal 1439 H**, it is authorized and acceptable as partial fulfillment for undergraduate degree in English language teaching.

Palopo, June 25th 2018 M
Syawal 11th 1439 H

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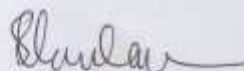
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ABSTRACT

Fitria Indah Sari, 2018 “*Developing Student’s Vocabulary by Utilizing Semantic Mapping for the Tenth Grade of SMKN 1 Palopo*”. A thesis of English Study Program Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies of Palopo. Under Supervisor (1) Dr. H. Dahlan, M.Hum. (2) Madehang, S.Ag., M.Pd.

Key Words: Semantic Mapping, Vocabulary for Computer.

This thesis aimed to develop students’ vocabulary by utilizing Semantic Mapping for the Tenth Grade of SMKN 1 Palopo in 2017/2018 academic year. This thesis was focused on one research question: Is the utilizing semantic mapping effective to improve student’s vocabulary for the tenth grade of SMKN 1 Palopo? The objective of the research was to find out whether students vocabulary can be improved by using semantic mapping or not.

In this thesis, the researcher applied pre-experimental method. The population of the research were all of the students from the tenth grade students’ at SMKN 1 Palopo, especially class X TKJ. The total number of students were 60 students. The sample of the research was taken from all population by using purposive sampling technique. The sample of the research were taken from 20 students of class X TKJ 3. The collected data by using test that was used to determine the students to the use of semantic mapping observed the learning process in the classroom. Pre-test was undertaken to determine the vocabulary of students prior to treatment while post-test was undertaken to determine whether the vocabulary of the students after being given treatment were increasing or not.

The result of this research showed that the ability of students increased significantly after teaching vocabulary by using semantic mapping. This was proved by the result of calculation of the statistical t-test that $t \text{ count} > t \text{-table}$ was $15.708 > 2.093$. The test result showed that there were significant difference in vocabulary of students before and after treatment conducted. Instead, H_0 rejected where there was not significant difference in vocabulary of students before and after treatment.

CHAPTER I

INTRODUCTION

A. Background

Learning a foreign language such as English should be introduced to the students of vocational school. This is due to English as important language has relation to the students of vocational school major. However, the students of vocational school still have difficulties to learn this language, such as the lack of vocabulary. Whereas, to learn English are like learning another language in the world, the mastery of vocabulary become the first stage that should be undertaken towards the mastery of language.

Vocabulary is one of the important component that must be owned by students to facilitate them in learning or even mastering listening, speaking, reading, and writing skills. The students who have no any vocabulary will have difficulty in learning moreover the students are not the native speakers of the said language. Based on the pre-observation in SMKN 1 Palopo, the researcher found that the problems of the students in learning English generally are the lack of understanding of vocabulary. This happens because the teacher still gives the limited vocabulary when the students are doing a task. Therefore it makes the students think the English is difficult for them. This condition then makes the students are getting bored and giving low participation in learning process. So, to make the students develop their vocabulary, there should be an effort to make vocabulary learning more interesting. Based on the problems mentioned above, the vocabulary development with creativity in such a different way is needed. Those findings have serious consequences for students in English learning, especially to effective to improve students' vocabulary.

Teaching vocabulary for vocational school is need an appropriate way and different strategy which is different from the conventional learning way. A new way or strategy will create an enjoyable situation that can make the students become more active in the class and stimulate them to use the words which they already known and brainstorm the new words around the topic of the subject. One of the strategies which can fulfill these requirements is semantic mapping. The current research and practice in teaching vocabulary from Hunt and Beglar in Richards and Renandya's book *Methodology in Language Teaching* state that: "In addition to presenting this new information, teachers should create opportunities to meet these useful, recently

learned words in new contexts that provide new collocation and associations. Exercise that can deepen students' knowledge of words include making semantic maps with lists either provided by teacher or generated by learners".¹

In conclusion, by using semantic mapping the students can discover the relationship between the words which they have known, and they can learn new words from this strategy which make them more recognize which word they need for their better understanding in English. How the student can get these advantages of using semantic mapping in learning vocabulary is presented by this example, in teaching about '*computer*', we might divide computer moved by '*keyboard, monitor or mouse*', and the students have to find the target words. The teacher gives instruction by having students brainstorm words related to the concept of '*computer*' moved by '*keyboard, monitor or mouse*', if it finishes, then the teacher asks student to add two or more new words for each category and find the target words. Finally, it can improve the students' vocabulary mastery, develop the students' vocabulary by finding the new word when they fill in chart, and help them to remember it.

Based on the explanations above, the researcher intend to conduct a research which is entitled "**Developing Student's Vocabulary by Utilizing Semantic Mapping for the Tenth Grade of SMKN 1 Palopo**". The use of semantic mapping is expected to motivate the students to learn, and they do not get bored in the English teaching learning process. Besides by introducing new vocabulary by this strategy regularly, the research hopes the students can discover the strategy of defining and clarifying the unknown words. So, they will get many new vocabulary items as the target words.

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press), p.261.

B. *Problem Statement*

Based on the background above, the researcher formulates the research question as follows: Is the utilizing semantic mapping effective to improve students' vocabulary for the tenth grade of SMKN 1 Palopo?

C. *Objective of the Research*

Regarding the problem statement above, the objective of this research aimed to find out whether students vocabulary can be improved by using semantic mapping or not in SMKN 1 Palopo.

D. *Significance of the Research*

The result of this research gave information how to build up great students at SMKN 1 Palopo education and to be more creative choosing the strategy as well as media in teaching vocabulary.

E. *Scope of the Research*

The scope of the research was limited to the develop student's vocabulary by utilizing semantic mapping. By discipline, this research was under applied linguistic. By an activity, the researcher used semantic mapping in teaching vocabulary. By content, this research emphasized on vocabulary for computer.

The vocabulary differences in this context is the develop student's vocabulary by utilizing semantic mapping. The researcher conducted this research for the tenth grade of SMKN 1 Palopo. This research applied pre-experimental design method which is applied in one-group in the experimental class.

F. *Definition of Terms*

Based on the title "Developing Student's Vocabulary by Utilizing Semantic Mapping for the Tenth Grade of SMKN 1 Palopo", the researcher gives the definition as follow:

1. Vocational School is one of high school for training directed the student on a particular occupation and skills.
2. Vocabulary is list of words that we get from our basic skills in language such as listening, speaking, reading and writing.
3. Semantic mapping is a process for constructing visual displays of categories and their relationships.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Related Research Findings*

There are few researchers who have conducted previous research aimed on the use of various strategy in teaching English vocabulary by utilizing semantic mapping:

1. Siti Nur Vadilah in her research “Enriching Students’ Vocabulary through Semantic Mapping”. In conclusion, this study was successful in enriching the students’ vocabulary by using semantic mapping. In addition, the students were more active and participated in the teaching-learning process of vocabulary. Therefore, semantic mapping strategy can be alternative strategy for teacher in teaching vocabulary which can make the students remember new words easily.²
2. Crestiani Juwita in her research entitled “Improving the students’ ability at One year of SMAN 1 Palopo in Mastering Vocabulary through Mind Mapping”. She came with conclusion that the application of mastering through mind mapping is effective to improve the students’ achievement and the students’ participation and students’ motivation.³
3. Sihabuddin in his research “Using Semantic Mapping in Teaching Vocabulary (An Experimental Study of Ninth Grade at Mts. Ar-Rasyid 2

² Siti Nur Vadilah, *Enriching Students’ Vocabulary Through Semantic Mapping*, (Unpublished Thesis Syarif Hidayatullah State Islamic University Jakarta, 2011), p.72.

³ Crestiani Juwita, *Improving the Students ability at One year of SMAN 1 Palopo in Mastery Vocabulary through Mind Mapping*, (Unpublished Thesis STAIN Palopo: 2010), p.16.

Cijeruk Bogor)”. The result of analysis of interpretation of the data shows that teaching vocabulary by using semantic mapping has higher influence in improving vocabulary mastery.⁴

The difference about previous related research findings and this research is the sample of this research is students of vocational school especially, computer (TKJ) and the previous related research findings used samples from students of junior and senior high school. And the similarity about this research and previous related research findings through semantic mapping is effective to improve the student’s vocabulary. The students were more active and participated in the teaching-learning process of vocabulary.

Based on the previous of related studies, the researcher concluded that implementation of semantic mapping could help the students to more understand the material. Therefore, they could be improved their ability and also to created an enjoyable situation in learning process. The teacher could be applied this strategy or new learning strategy to made students to be more active, creative, and interested to learn English, especially in escalating their vocabulary.

⁴ Sihabuddin, *Using Semantic Mapping in Teaching Vocabulary*, (Unpublished Thesis Syarif Hidayatullah State Islamic University Jakarta, 2006), p.11.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is all the words that a person knows as uses, all the words in language, list of words with their meaning especially in a book for learning foreign language.⁵

Vocabulary is an important thing in learning language. It would be impossible to learn language without knowing vocabulary. It is one of the components of language and that no languages exist without words. Words are sign for ideas. They are mean by which people exchange their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.⁶

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use language learning opportunities around them such as listening to the radio, listening to native speakers, using language in different contexts, reading, or watching television.⁷

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, *post office* and *mother in-law*, which are made up of two or three words but express a single idea. There are also multi-word idiom such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'.⁸

⁵ John Eastwood, *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 2008), p. 495.

⁶ Peter A. Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), p.6.

⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press), p.255.

⁸ Ur Penny, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p.60.

Based on definitions that have told above, the researcher concluded vocabulary is list of words that we get from four basic skills in language such as listening, speaking, reading, and writing. Vocabulary is an important element of language. English teacher must know which words are suitable to learn, depend on the students' age and the difficulty of vocabulary related to speaking and writing. Vocabulary, as people may know, is just a word but actually vocabulary not just build from a word but also from another word that convey one meaning.

Teacher should occur frequently how important that vocabulary in everyday English. It means to choose the actual words which be used by the students especially for developing students' vocabulary. In this case, before teaching should select the vocabulary based on students' need.

b. Kinds of Vocabulary

The researcher found several kinds of vocabulary according to some writers. Harmer, divided vocabulary into three kinds, there are:⁹

- a. Oral Vocabulary, is refers to words that a person employs them in expressing ideas orally and actively. It is consisting of words actively used in speech used that comes readily to tongue of the one's of conversation.
- b. Writing Vocabulary, is refers to commonly in writing. It is stock of words that come readily to one's finger vocabulary it commonly in writing.
- c. Listening Vocabulary, is refers to person can understand when they are heard.

Fries said that vocabulary classified into for groups:¹⁰

1. Function words those words which although some of them may have also full-word meaning content, primarily or largely operate as means of expressing

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991).

¹⁰ Fries C. Charles, *Teaching and Learning as a Foreign Language*, (An Harbor: The University of Michigan Press, 1970), p.38-53.

relations of grammatical structure. These include *auxileries, prepositions, conjunctions, interrogative, particles and miscellaneous group consisting of the words for degree, for generalizing, the articles, etc.*

2. Substitute word, such as the personal pronouns: *they, we, I, you, he, she, it, their, our, my, your, his, her, its, them, us, me, him, her, mine, ours, yours, theirs*, the indefinites, *any (one/ body/ thing/ where)*; and the negative, *none, no (body/ thing/ where)*; quantity or number: *each, both, all, some, any, few, several, much, one, ones, two, etc.* Other substitutes include: *do (yes I do), think, say, tell, seem, appear, hope, believe, fear, guess*, and the word *so*.
3. The third consist of those that are distributed in use according to such grammatical matters as the presence or absence of a negative: *some (I have some), any (I don't have any), too, either, already, yet, etc.*
4. Content words which divided into three classes, the first is the words for things such as *dictionary, pen, pencil, paper, bag, etc.* Second, the words for action such as: *write, read, type, walk, etc.* Third, the word for qualities: *cold, long, true, false*. These words become the largest and the meaning can be looked up in the dictionary.

According to Nation, vocabulary can be divided into two kinds, which are high frequency vocabulary and low frequency vocabulary:¹¹

¹¹ Paul Nation, *New Ways of teaching Vocabulary* (USA: Teacher of English to Speaker of Another Languages/ TESOL Inc, 1994), p.3.

- a. High frequency vocabulary consist of words that are used very often in normal language, use in all four skills and accross the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more han 95% of the words in informal spoken texts.
- b. The low frequency vocabulary other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

Jo Ann Aebersold classifies vocabulary into active and passive vocabulary:¹²

- a. Active vocabulary refers to items which the learner can use appropriately in speaking or writing ad it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, students must know how to pronounce it well, they must know and be able to use grammar of the target language, they also must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skills.

¹² Jo Ann Aebersold and Mary Lee Field, *From Reader Teacher* (New York: Cambridge University Press, 1997), p. 139.

- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and it also called as receptive vocabulary.

Harmer states that vocabulary in the stock of the lexical item in language. For the purpose of teaching and learning activity, we classify the lexical item into two types:¹³

1. Receptive vocabulary refers to words or lexical items which can only be recognized and comprehend in the contest of listening and reading material, but which they will probably not be able to produce in speaking and writing.
2. Productive vocabualry refers to word which we recall and recognize with they are able to use appropriately in speaking and writing.

According to some definitions above about kinds of vocabulary, it is known that vocabulary is complex thing, despite vocabulary is simple thing when we see it, but actually it has many kinds of vocabulary which is labeled by one name, such as function word, content word, active vocabulary, passive vocabulary, receptive and productive vocabulary that we have to know as a person who study English language.

c. Teaching and Learning Vocabulary

Vocabulary teaching and learning were often given little priority, but recently there has been renewed interest in the nature of vocabulary and its role in teaching and learning.¹⁴ In the past teaching vocabulary just take place in incidental learning where there was no exact curriculum or language program which included vocabulary as an

¹³ Diane Larsen Freeman, *Technique Principle in Language Teaching*, (Oxford: Oxford University Press, 1985), p.482.

¹⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press), p. 255.

important single thing have to stand alone especially. Therefore, teaching and learning vocabulary have changed from their classical way.

Rather than viewing vocabulary items as a long and boring list of words to be defined and memorized, lexical forms are seen in their central role in contextualized, meaningful language. Learners are guided in specific ways to internalize these important building blocks of language. It has been suggested that teaching vocabulary not only consist of teaching specific words but also is aimed at equipping learners with strategies necessary to expand their vocabulary knowledge.¹⁵ Thus, the teacher is hoped to set the vocabulary learning class which can fulfill the requirements of vocabulary development and fit with the students' need. The teacher has the job managing the learning that the learner can do some or all of these things with target vocabulary.

¹⁵ Lotfi Gazal, *Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies*, (Novitas-ROYAL, Vol.: 1(2),2002), p. 84.

Below are some principles of teaching and learning vocabulary:¹⁶

1. Aims

The teacher has to be clear about his or her aims in teaching vocabulary. They should decide how many words that the teacher expected the learner to be able to do and with which words.

2. Quantity

The teacher may have to decide on the quantity of vocabulary to be learnt.

3. Need

Control of the amount of vocabulary inevitably means choice as to the specific items to be taught. Choice will be made for the teacher by the course-book or syllabus he is using.

4. Frequent Exposure and repetition

The simplest way to checking that this learning has been done is by seeing whether the student can recognize the target word and identify its meaning. If the word has to be part of the learner's productive vocabulary, he must be given the opportunity to use it, as often as is necessary for him to recall it at will, with the correct stress and pronunciation.

5. Meaning Presentation

'Meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6. Situation Presentation

The students should learn words in the situation in which they are appropriate.

7. Presentation in Context

The learner has to know the usual collocation that the words occur in.

8. Learning vocabulary in the mother tongue and in the target language

¹⁶ Michael J Wallace, *Teaching Vocabulary* (Oxford; Heinemann Educational Books, 1990), p.27-35. (paraphrased by Siti Nur Vadila's Thesis, *Enriching Students' Vocabulary Through Semantic Mapping*).

9. Inferencing (Guessing) Procedures

Students can guess the meaning of words by hearing them used in a certain situation, or sometimes by reading them in a certain context and guessing their meaning from the context.

Other principles in teaching vocabulary that have to be paid attention by teacher are:

- 1) The teaching of vocabulary is based on the students' ability.
- 2) The teaching of vocabulary is based on the students' capability.
- 3) The words are taught from simple words to complex words (the easiest to the most difficult).¹⁷

In line with the explanations above about vocabulary teaching, we know if how a vocabulary teaching could not be an easy thing to held in a class. A teacher is hoped to follow some principles to know how the better way to teach vocabulary in order to get the best result from especially for developing students' vocabulary.

Learning vocabulary could be in a pleasant way, so that the studentss can put the new words into their mind easily and maintain the known-words easily too. So, the suplement lesson is needed to support vocabualry learning, such as:¹⁸

1) Drawing or Picture Exercises

Student work with labeled pictur, color spesific parts of picture, or draw their own labeled diagrams or pictures related to science concepts.

2) Matching Exercises

Students match names with pictures/object/actions, identify words with meaning, combine sentence parts that contain key vocabulary.

3) Classifying and Ordering Exercises

¹⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986).

¹⁸ Carolyn Kessler, *Cooperative Language Learning: A Teacher's Resources Book* (New Jersey: Prentice Hall, 1992), p. 79.

Students classify word into specific categories, fill in charts, or both of them called semantic mapping; unscramble the leetters of new vocabulary words, or order sentences in correct sequences.

4) Short-Answer Exercises

Students complete sentences, write the correct vocabulary words when given a definition or description, answer question using key vocabulary.

5) Creative Exercises

Students use key vocabulary to answer how/why/what questions, summarize information from reading/observation, draw conclusion, or state opinions.

In conclusion, teaching and learning vocabulary could be integrated in all four skills to make the word itself more living which implied the development and the expansion of the students' vocabulary that can get all at once within the teaching of another skill. Besides, the teacher must recognize that no one method of teaching vocabulary is the best, so the effective teacher has need of different methods for different occasion and for individual students.

2. The Concept of Semantic Mapping

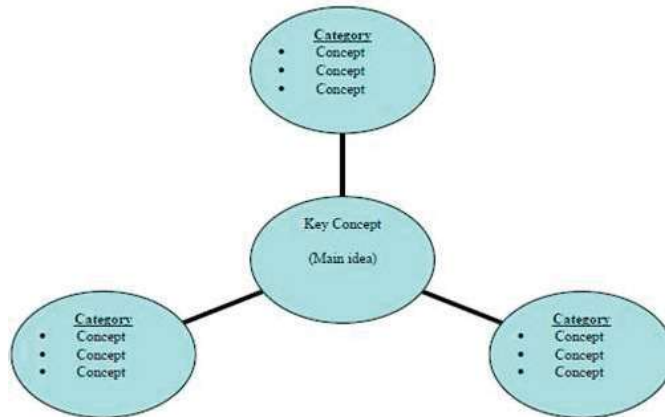
a. Definition of Semantic Mapping

Semantic mapping is derived from the words “semantic” is the study of the meanings of words and “mapping” origin of a word “map” are drawing or plan of (part of) the earth's surface, showing countries, towns, rivers,etc. Make somebody or something famous or important, and make a map of an area.¹⁹

Semantic mapping as Jonassen²⁰ indicated “are types of graphic organizers that visually represent relationships among categories of concepts”. Figure 1, displays the structure of a semantic map. They include a key concept, or main idea, with categorized concepts related to the key concept. The categories related to the central concept and the associations among words are indicated visually in a diagram or map.

¹⁹ John Eastwood, *Oxford Lerner's Pocked Dictionary, New Edition*, (New York: Oxford University Press, 2008), p. 399 and 269.

²⁰ D. H. Jonassen, *Structural Knowledge: Techniques for Representing, Conveying, and Acquiring Structural Knowledge*, (Hillsdale, NJ: Lawrence Erlbaum Associates, 1993), p. 98.



In addition, semantic mapping is a categorical structuring of information in graphic form.²¹ Next Sinatra, state that Semantic Mapping is a graphic arrangement showing the major ideas and relationship in text or among word meanings.²²

In the researcher's concept, Semantic mapping is a process for constructing visual displays of categories and their relationships. It is a categorical structuring of information in graphic form. It is an approach leading students to relate new words to their own experiences and prior knowledge.

b. Types of Semantic Mapping

The three of the most commonly used types of the semantic mapping are:²³

1) General Vocabulary Development.

Perhaps the most widely known use of semantic mapping as an instructional strategy is in general vocabulary development. In this strategy, semantic mapping procedure prepares students to understand, learn, and categorize words in graphic forms. so, the students will get many new vocabularies.

Johnson and Pearson adapt a semantic mapping procedure for vocabulary development:²⁴

²¹ D. Jhonson, Pittelman & J. E. Heimlich, *Semantic mapping The Reading Teacher*, 39,(1986), p. 778.

²² R.C. Sinatra, J. Stahl-Gemake, & D.N. Berg, *Improving Reading Comprehension of Disabled Readers Through Semantic Mapping. The Reading Teacher*, (1984), p. 22.

²³ J. E Heimlich and S.D. Pittelman, *Semantic Mapping: Classroom Applications*. (Newark, Delaware: International Reading Association, 1986), p. 5.

- (a) Choose a word or topic to classroom work.
- (b) List the word on a large chart table or on the whiteboard.
- (c) Encourage the students to think of 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.
- (d) Students then share the prepared lists orally and all words are written on the class map in categories.
- (e) Students can gain further practice in classification by labeling the categories on the semantic mapping.

2) Pre and Post Reading

In addition to being effective for vocabulary development, semantic mapping has been demonstrated to be a good alternative to traditional activities used before reading a new passage, as well as after reading a passage. In this type, before reading the certain passage, students work on the key concept and think as many words as they can about the key concept by the help of their prior knowledge. After reading the story, students can add words and new categories to their knowledge. Semantic mapping as a pre and post reading strategy is effective with basal as well as with other reading materials and has been successfully adapted content instruction as well.

3) As a Study Skill Strategy

²⁴ D. D. Johnson and P. D. Pearson, *Teaching Reading Vocabulary* (2nd Ed.) (New York: Holt, Rinehart Winston, 1984), p. 12-13.

As a study skill strategy elaborated on the semantic mapping strategy, using it as study skill to guide the process for constructing visual displays of categories and their relationships. There are three basic steps to design a map of content information:²⁵

- (a) Identification of the main idea: The main idea is written on a sheet of paper and a shape is drawn around it.
- (b) Secondary categories: The principal part of textbook chapter will form the secondary categories in the semantic map. Before reading the textbook, students hypothesize what the basic parts of the passage. Labels for the secondary categories are then written on the map.
- (c) Supporting details: In this final step of the procedure, students read the chapter for details and complete the map by adding details from memory.

c. Procedure of Using Semantic Mapping

The use of semantic mapping divided into five phases in general. These are “introducing the topic, brainstorming, categorization, personalizing the map and post-assessment”. In Zaid’s variation, phases are explained below:²⁶

²⁵ L. C. Hunt, *Can We Measure Specific Factors Associated with Reading Comprehension? Journal of Educational Research*, 51. (1957), p. 161-171.

- 1) Introducing the topic: The teacher declares the topic by drawing a large oval on the whiteboard and writes the topic inside of it.
- 2) Brainstorming: The teacher wants the students to think about keywords and ideas which are interrelated to the topic. This fact enables the students to use their background knowledge and experiences. Brainstorming is an application of the schema theory, which is necessary for connecting known and unknown concepts.
- 3) Categorization: The teacher supports the students to make connections among their offers. In this phase, the students grow experience in practicing some valuable cognitive skills, particularly categorizing and exemplifying and they also learn comparing and contrasting, cause and effect relationships and making inference. This part also can be termed as pre- assignment.
- 4) Personalizing the map: After each student makes his/her own copy. The students are to decide what to add or eliminate from the map they have created. In this step, new information is integrated with prior knowledge.
- 5) Post- assignment synthesis: The last part of this procedure is used to record the students' suggestions from their personal maps on the pre-assignment. After they decide what to add or eliminate some items, the

²⁶ M. A. Zaid, *Semantic Mapping in Communicative Language Teaching*, (English Teaching Forum, 1995), p. 9.

whole class decides the final shape of the map. The new version, serves as a visual image of the knowledge they gained from the map.

Based on some sources about how the way to teach semantic mapping above, the researcher concluded if the steps of using semantic mapping in teaching vocabulary is like this, for example in teaching about *transportation* we might divide transportation at the air, land, and water in a diagram like in the picture below. Then we might display the target words: *trolley, van, canoe, aircraft, blimp, and glider*. Next, begin instruction by having students brainstorm words related to the concept of transportation in air, land, and water. When they brainstorm, make them list their words on their worksheet and make sure the target words are included. During the brainstorm session, announce to the students that they can discuss it to other friends in order they can get the right words in each categories. Finally, write what the words they have got on a whiteboard and at last the diagram may have filled below:



Figure 2.2 The Example of Semantic Mapping

d. Teaching Vocabulary by Utilizing Semantic Mapping

One of the other interesting strategy that teacher can use in teaching vocabulary is semantic mapping.²⁷ This strategy incorporates a variety of other memory strategies, they are grouping, using imagery, and associating or elaborating, also this method is valuable for improving both memory and comprehension of a new word, even develop their vocabulary. In semantic mapping activity there is no single “right answer”, because student just asked to categorize the target word that the teacher has

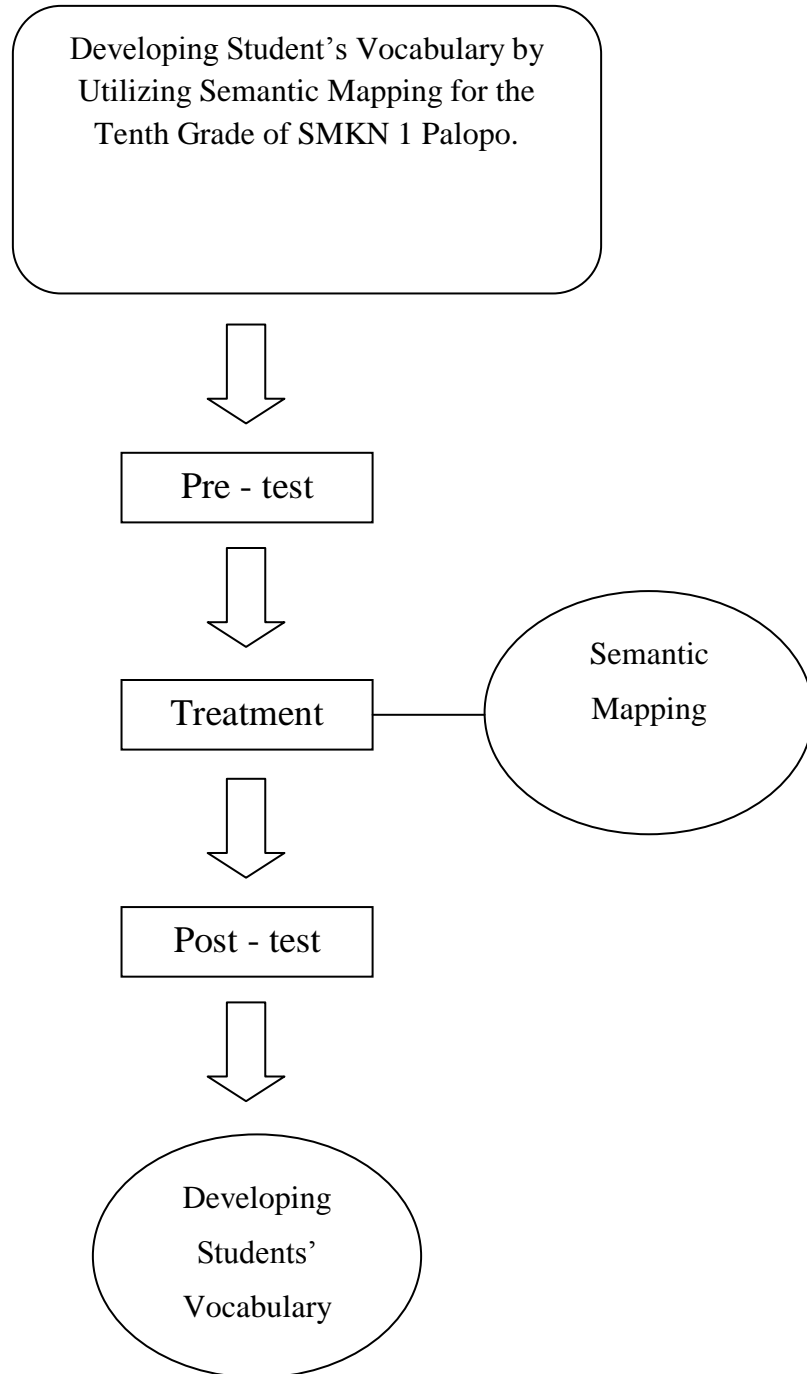
²⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press), p. 261.

given and then they have to find some new words in each category from what they labeled.²⁸

In line with the explanation above of what is semantic mapping and how to use semantic mapping in teaching and learning vocabulary, the researcher is hope that semantic mapping can help the teacher to answer the students' problem in learning English vocabulary and also can proof this study if semantic mapping can develop the students's vocabulary beside facilate the students to memorize the word in the students' course.

²⁸ Siti Nur Vadilah, *Enriching Students' Vocabulary Through Semantic Mapping*, (Unpublished Thesis Syarif Hidayatullah State Islamic University, Jakarta, 2011), p. 25.

C. Conceptual Framework



In this case, the researcher gave the pre-test of vocabulary knowledge to know the student's capability in vocabulary. After that, the researcher gave treatment by using semantic mapping. Then, the researcher gave post-test to know whether the students has mastered the vocabulary after being given treatment and whether the strategy is effective to develop student's vocabulary by utilizing semantic mapping or not.

D. Hypothesis

The test of hypothesis, this research used statistic hypothesis namely:

H_0 : there is no significant difference between pre-test and post-test.

H_1 : there is significant difference between pre-test and post-test.

CHAPTER III

RESEARCH METHOD

A. *Method of the Research*

1. Method

The type of this research applied pre-experimental design method which is one-group in the experimental class, aimed to describe developing students' vocabulary by utilizing semantic mapping at the tenth grade of SMKN 1 Palopo. According to Arikunto, Experimental study is a study which aimed to know there is or not the effect of the variable studied.²⁹ In line with this Ary stated that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criteria that is the design be appropriate for testing the particular hypothesis of the study.³⁰

2. Design

This research used pre-experimental research. The formula of research design was illustrated on the table below:

Pattern $O_1 X O_2$

Where pattern experiment

O_1 = Pre-test

X = Treatment

O_2 = Post Test³¹

B. *Time and Place of the Research*

²⁹ Suharsimi Arikunto, *Manajemen Penelitian*, p. 272.

³⁰ Donald Ary,dkk, *Introduction to Research in Education Third Edition*, New York : 1985, p. 260.

³¹ Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif and R&D)*, (Bandung: Alfabeta; 2008), p. 112.

The research was committed at the SMKN 1 Palopo. It is located on KHM. Kasim Street No.10, Pattene, Palopo Town, South Sulawesi.

C. Population and Sample

1. Population

In this case, the population of the research was all of the students from the tenth grade students' at SMKN 1 Palopo, especially class X TKJ. The total number of students were 60 students.

2. Sample

This research used purposive sampling because this research was focused on vocabulary for computer. The researcher took class X TKJ because basic vocabulary for computer is learn at the tenth grade. The researcher took class X TKJ 3 to be samples because the students on this class were lack of vocabulary. The sample consisted of 20 students. Therefore if the survey data indicated an increase in capacity, the researcher concluded that result of the implementation of the technique mentioned in this research.

D. Variables of the Research

There are two variables in this research, namely:

1. The dependent variable is semantic mapping.
2. The independent variable is developing students' vocabulary.

E. Instruments of the Research

The instrument of the research was vocabulary test. The researcher employed two tests; pre-test and post-test. The pre-test intended to see the student's ability in vocabulary before giving treatment, while the post test was undertaken to know the students vocabulary mastering after treatment and the effectiveness of semantic mapping used in learning vocabulary.

F. *Procedures of Collecting Data*

The procedure of collecting data in this research, the researcher used some steps below:

1. Pre-test

The researcher gave pre-test to the students to know the vocabulary achievement of the students before giving treatment. In this case, the researcher identified the students' knowledge about vocabulary. The researcher gave vocabulary test consist of 5 number essay.

2. Treatment

In this process, the researcher conducted treatment done during six meetings. The steps of this treatment are as follows.

- a. The first meeting; the researcher explained about the definition of semantic mapping. The researcher asked the students to choose a word or topic related the theme: computer. The researcher drew a large bubble on the whiteboard and wrote the topic inside of it. The researcher encouraged the students to think about keywords and ideas interrelated to the topic. Then, the researcher supported the students to make connection among their offers or categorizations on a sheet of paper. Students then shared the prepared lists orally and all words were written on the class map in categories. The students decided what was to add or eliminate

from the map that they have created. The last, the researcher asked the students to decide the final shape of the map.

- b. The second meetings; the researcher asked the students to choose a word or topic related the theme: personal computer (laptop/notebook). The researcher drew a large bubble on the whiteboard and wrote the topic inside of it. The researcher encouraged the students to think about keywords and ideas interrelated to the topic. Then, the researcher supported the students to make connection among their offers or categorizations on a sheet of paper. Students then shared the prepared lists orally and all words were written on the class map in categories. The students decided what was to add or eliminate from the map that they have created. The last, the researcher asked the students to decide the final shape of the map.
- c. The third meetings; the researcher asked the students to choose a word or topic related the theme: Microsoft Office Word Instructions. The researcher drew a large bubble on the whiteboard and wrote the topic inside of it. The researcher encouraged the students to think about keywords and ideas interrelated to the topic. Then, the researcher supported the students to make connection among their offers or categorizations on a sheet of paper. Students then shared the prepared lists orally and all words

were written on the class map in categories. The students decided what was to add or eliminate from the map that they have created. The last, the researcher asked the students to decide the final shape of the map.

- d. The fourth meetings; the researcher asked the students to choose a word or topic related the theme: Microsoft Office Excel Instructions. The researcher drew a large bubble on the whiteboard and wrote the topic inside of it. The researcher encouraged the students to think about keywords and ideas interrelated to the topic. Then, the researcher supported the students to make connection among their offers or categorizations on a sheet of paper. Students then shared the prepared lists orally and all words were written on the class map in categories. The students decided what was to add or eliminate from the map that they have created. The last, the researcher asked the students to decide the final shape of the map.
- e. The fifth meetings; the researcher asked the students to choose a word or topic related the theme: Computer Networks. The researcher drew a large bubble on the whiteboard and wrote the topic inside of it. The researcher encouraged the students to think about keywords and ideas interrelated to the topic. Then, the researcher supported the students to make connection among their

offers or categorizations on a sheet of paper. Students then shared the prepared lists orally and all words were written on the class map in categories. The students decided what was to add or eliminate from the map that they have created. The last, the researcher asked the students to decide the final shape of the map.

- f. The six meetings; the researcher asked the students to choose a word or topic related the theme: Central Processing Unit. The researcher drew a large bubble on the whiteboard and wrote the topic inside of it. The researcher encouraged the students to think about keywords and ideas interrelated to the topic. Then, the researcher supported the students to make connection among their offers or categorizations on a sheet of paper. Students then shared the prepared lists orally and all words were written on the class map in categories. The students decided what was to add or eliminate from the map that they have created. The last, the researcher asked the students to decide the final shape of the map.

3. Post-test

After giving the treatment, the researcher gave post-test to know the result of the students' vocabulary after treatment by utilizing semantic mapping. In the post-test the researcher gave the same way in pre-test to the students.

G. Data Analysis Technique

After collecting data, the researcher then focused on the data analysis. The data which had been collected through pre-test and post-test would be analyzed by using SPSS 16.

1. Scoring the students' by using the formula, as follows:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} \times 100$$

2. Classifying the students' score into some criteria below:³²

Table

3.1	No.	Score	Classification
	1	81 – 100	Very Good
	2	61 – 80	Good
	3	41 – 60	Fair
	4	21 – 40	Poor
	5	0 – 20	Very Poor

Classification Students' Score

3. Calculating the students percentage by using formula, as follows:³³

$$P = \frac{F}{N} \times 100\%$$

³² Piet A.Sahartian, *Konsep Dasar dan Teknik Supervisi Pendidikan*, (Rineka Cipta, 2009), p. 60.

³³ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Ed. Ke-1; Jakarta: Raja Grafindo Persada, 2007), p. 81.

Where: P = Rate Percentage

F = Frequency

N = Total Sample

4. In determining the mean score, standard deviation, test of significance and standard significance. The Researcher calculated it by using the Statistical Package for Social Sciences (SPSS 16) and used table distribution to choose the score of t_{count} (t_0).

H. Hypothesis Acceptability

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If: $t_0 \geq t_t$ = Reject null hypothesis

If: $t_0 < t_t$ = Received null hypothesis.³⁴

³⁴ M. Subana, et.al., *Statistik Pendidikan*. (Cet. 1; Bandung: CV Pustaka Setia, 2000), p. 172.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Findings*

The findings that the researcher reported in this chapter were based on the analysis of data collected and the application of the method explained in the previous chapter. The finding was processed to find out whether or not students vocabulary can be improved by utilizing semantic mapping. It comprised of the classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. **The Analysis Students' Vocabulary Score in Pre-test**

a. The Mean Score of the Students in Pre-test

In this section, the researcher showed the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in pre-test. The researcher presented them in the tables and calculated the score by using SPSS 16. To find out the mean score of the students in pre-test, the researcher calculated by using SPSS 16. The result of the analysis can be seen in to be table descriptive statistic as follows:

Table 4.1

The Mean Score of Students' in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Pretest	20	1.95	1.45	3.40	46.05	2.3025	.14723
Valid N (listwise)	20						

From the table and the chart 4.1, it showed that the highest score of students is 3.40 and the lowest is 1.45. Besides, that it also indicated that the mean score of the students in pre-test is 2.3025 and the standard deviation error is 0.14723.

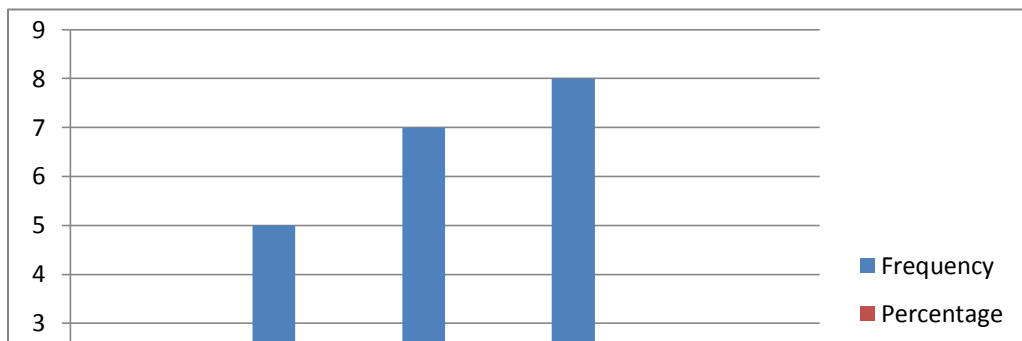
b. The Scoring Classification and Rate Percentage of the Students Score in Pre-Test

To find out the rate percentage of the students, the researcher calculated the students' score classified of vocabulary test on the criteria of classifying level the students' score and then classify their score into table classification as follows:

Table 4.2
Rate Percentage of Students' Scoring in Pre-test

No.	Score	Classification	Frequency	Percentage (%)
1	81 – 100	Very Good	–	–
2	61 – 80	Good	5	25%
3	41 – 60	Fair	7	35%
4	21 – 40	Poor	8	40%
5	1 – 20	Very Poor	–	–
Total			20	100%

Table 4.3
Chart of the Students' Score Frequency and Percentage in Pre-test



Based on the table showed that the students of SMK Negeri 1 Palopo in classification, frequency and percentage, the researcher found that there is no students gain (0%) very good and very poor score. But, there are 5 respondents (25%) classified as good, 7 respondents (35%) classified as fair and 8 respondents (40%) classified as poor.

2. The Analysis Students' Vocabulary Score in Post-test

a. The Mean Score of the Students in Post-test

In this section, the researcher presented the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in post-test. The researcher presented data in the tables and calculated the score by using SPSS 16. To find out the mean score of the students in post-test, the researcher used SPSS 16. The result of the analysis can be seen into the table, descriptive statistic as follows.

Table 4.4

The Mean Score of Students' in Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Posttest	20	1.30	3.25	4.55	80.85	4.0425	.09143
Valid N (listwise)	20						

From the table 4.4, it showed that the highest score of students is 4.55 and the lowest is 3.25. Besides, it also indicated that the mean score of the students in post-test is 4.0425 and the standard deviation error is 0.09143.

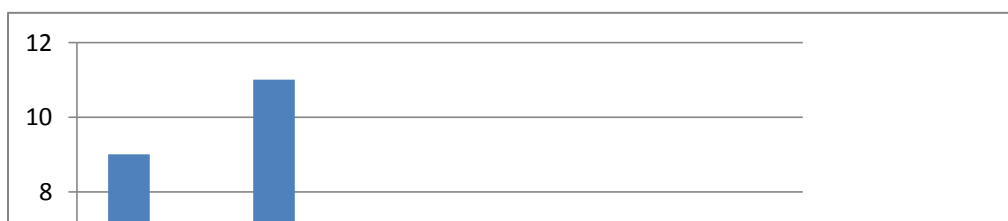
b. The Scoring Classification and Rate Percentage of the Students Score in Post-Test

To find out the rate percentage of the students, the researcher calculated the students' score classified based on vocabulary test on the criteria of classifying level the students' score and then classify their score into table classification as follows:

Table 4.5
Rate Percentage of Students' Scoring in Post-test

No.	Score	Classification	Frequency	Percentage (%)
1	81 – 100	Very Good	9	45%
2	61 – 80	Good	11	55%
3	41 – 60	Fair	–	–
4	21 – 40	Poor	–	–
5	1 – 20	Very Poor	–	–
Total			20	100 %

Table 4.6
The Students' Score Frequency and Percentage in Post-test



Based on the table above, the students of SMK Negeri 1 Palopo in classification, frequency and percentage the researcher found that none of the students (0%) get fair, poor and very poor. There are 9 respondents (45%) classified as very good and 11 respondents (55%) classified as good.

3. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of hypothesis, the researcher used t-test and SPSS 16. The results can be seen in the following table:

Table 4.7

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	1.95	1.45	3.40	46.05	2.3025	.65844
Posttest	20	1.30	3.25	4.55	80.85	4.0425	.40887
Valid N (listwise)	20						

The table 4.7 indicated that the standard deviation in pre-test is 0.65 and post-test is 0.40. It also showed that mean score of the students in pre-test is 2.30 and the mean score of the students in post-test is 4.04. The result of the table above showed that mean score of students in post-test was higher than the mean score of students in pre-test. So it can be concluded that semantic mapping can improve students' vocabulary.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} and SPSS 16. The result could be showed in the table of paired sample statistics, paired sample correlations, and paired sample test. It presented in the following table:

Table 4.8

The Paired Samples Statistics of Pre-test and Post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	4.0425	20	.40887	.09143
	Pretest	2.3025	20	.65844	.14723

The table sample statistic of pre-test and post-test above showed that students mean score increased from 2.30 to 4.04.

Table 4.9

The Paired Samples Correlation of Pre-test and Post-test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	posttest & pretest	20	.660	.002

The table paired sample correlation of pre-test and post-test above showed that the correlation of the students' ability before and after treatment is 0.002. It means that there was a significant correlation of students' ability in vocabulary by using semantic mapping before and after treatment.

Table 4.10
The Paired Sample Test of Pre-test and Post-test

Paired Samples Test								
	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	1.74000	.49540	.11077	1.50815	1.97185	15.708	19	.000

From the table paired sample test, the researcher found that t_0 (t_{count}) is 15.708 and df (degree of freedom) is 19. According to the M. Subana, the value of t_t is 2.093³⁵. The standard of signification 0.05 with degree of freedom (df) was 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher meant t_t (t_{table}), $t_0 > t_t$.

$$15.708 > 2.093$$

Regarding the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} . It can be concluded that there was significant difference in teaching vocabulary before and after through semantic mapping. Therefore, the researcher believed that the semantic mapping can develop students' vocabulary at the tenth grade of SMKN 1 Palopo.

It clearly shows in the following table.

Table 4.11
Distribution of t (M. Subana)

³⁵ M. Subana, et.al., *Statistik Pendidikan*. (Cet. 1: Bandung: CV Pustaka Setia, 2000), p. 172.

P (Level of Significance One Tailed Test)

Df	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437

12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.410
16	1.746	2.120	2.921	4.140
17	1.740	2.110	2.989	4.073
18	1.734	2.101	2.878	4.015
19	1.734	2.093	2.861	3.883
20	1.729	2.086	2.856	3.850
21	1.752	2.080	2.831	3.819
22	1.721	2.074	2.819	3.792
23	1.717	2.069	2.807	3.767
24	1.714	2.064	2.797	3.745

25	1.711	2.060	2.787	3.725
26	1.708	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.703	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

B. Discussion

In this section, the researcher discussed the result of findings in accordance with the scope of the research. The discussion tells about the developing students' vocabulary by utilizing semantic mapping for the tenth grade of SMKN 1 Palopo.

In pre-test and post-test there were five questions of vocabulary test that were given to the students to get the score of students. The table 4.8 indicated that the standard deviation in pre-test were 0.65 and in post-test were 0.40. It also showed that mean score of the students in pre-test were 2.30 and the mean score of the students in post-test were 4.04. The result of the table above showed that mean score of students

in post-test was higher than the mean score of students in pre-test. It concluded that using semantic mapping was effective in teaching vocabulary.

Finally, in comparing the result of t_{test} value and t_{table} value, the researcher found that the value of t_{test} was higher than the value of t_{table} $15.708 > 2.093$ with degree of freedom (df) = 19 on the level significance 0.05. It means that there was significance difference between the result of pre-test and post-test.

Based on analysis of the table of classification and percentage rate of the students in pre-test and post-test, it was found that the students' vocabulary was higher than before they got the treatment. Related to the students' mean score in pre-test and post-test, it showed that students' vocabulary was increase through semantic mapping.

According to Yesim Dilek stated that semantic mapping strategy is used as an alternative way to teach vocabulary. The students have an active role in learning process. As semantic map is believed to assist the learner in recalling information and relating new information to prior knowledge, the learners are supposed to use of their prior knowledge to produce a visual image.³⁶

The current research and practice in teaching vocabulary from Hunt and Beglar in Richards and Renandya's book *Methodology in Language Teaching* state that semantic mapping is effective and interesting strategy: one of the other interesting strategy that teacher can use in teaching vocabulary is semantic mapping.³⁷

From those explanation the researcher concluded that semantic mapping is effective used in teaching especially in vocabulary. It can more easy to make the students interested to learn English and participated in the teaching-learning process of vocabulary.

³⁶ Yesim Dilek, *Using Semantic Mapping Technique in Vocabulary at the Pre-intermediate Level*, (Journal of Procedia – Social and Behavioral Sciences 70, 2012), p. 1542, www.sciencedirect.com (Accessed on March 2018).

³⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press), p. 261.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. *Conclusions*

Based on the result of data analysis and discussion of the result in the previous chapter, the researcher concluded that the semantic mapping was effective used developing student's vocabulary for the tenth grade of SMKN 1 Palopo. In addition, the students were more active and participated in the teaching-learning process of vocabulary. Therefore, semantic mapping can be alternative strategy for teacher in teaching vocabulary which can make the students remember new words easily.

B. *Suggestions*

Based on the conclusion above, the researcher would like to put forward some suggestions as follow:

1. The teacher should be more creative in delivering the new word which can motivate students to memorize and get another new word which can develop their vocabulary.
2. The students can be applied semantic mapping in vocabulary activity, especially the effort to develop students' vocabulary in English for technical purpose.
3. The next weakness of using the semantic mapping, the students obtained too many exercises in the structure and less in the communication and the teacher's role is more explored than the students.

Finally, the researcher realizes that this thesis is far from being perfect and because of that, constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research could be useful for the readers. This research could one of the references for the next researcher in conducting other

researcher with more detailed information about semantic mapping to developing student's vocabulary.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMKN 1 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/II
Pertemuan ke -	: 1 (satu)
Alokasi Waktu	: 2 x 40 menit
Skill	: Vocabulary
Tema/Sub Tema	: Computer

A. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris setara level novice

B. Kompetensi Dasar

- Menyebutkan komputer dan bagian-bagiannya beserta fungsinya

C. Indikator

Siswa mampu:

- Mengenali komputer dan bagian-bagiannya dalam bahasa Inggris dan mengetahui artinya.
- Mengetahui fungsi komputer dan bagian-bagiannya.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengenali komputer dan bagian-bagiannya dalam bahasa Inggris dan mengetahui artinya.
- Mengetahui fungsi komputer dan bagian-bagiannya.

E. Materi Pembelajaran

- Semantic Mapping Method
- Vocabulary for TKJ (Teknik Komputer Jaringan) and their function.

F. Metode Pembelajaran

- Three phase technique (Introduction, Implementation/Process, Evaluation/Assesment).

G. Langkah – Langkah Pembelajaran

- a. Kegiatan Awal (10 menit)
 - Greetings (memberi salam).
 - Mengabsen siswa.
 - Memberi motivasi kepada siswa.
- b. Kegiatan Inti (60 menit)
 - Guru menjelaskan tentang pengertian semantic mapping.
 - Guru meminta siswa memilih kata atau topic yang berhubungan dengan tema/sub-tema dan guru menggambar sebuah lingkaran besar (a large bubble) di papan tulis dan menulis topik di dalamnya. (introduction the topic)
 - Guru meminta siswa berpikir tentang kata kunci dan ide yang terkait dengan topik. (brainstorming)
 - Guru mendukung dan meminta siswa untuk membuat koneksi dan menggambar lingkaran-lingkaran kecil (small bubbles) atau meng-kategorisasikan kata-kata yang terkait dengan topik dan menuliskannya pada selembar kertas. (categorization)
 - Setelah setiap siswa meng-kategorisasikannya, siswa kemudian membagikan atau men-share “list word” secara lisan dengan cara siswa satu persatu ke depan kelas mengisi lingkaran-lingkaran yang kosong dengan kata-kata yang telah mereka kategorikan tadi. Para siswa juga menentukan kata mana yang di tambahkan atau di hapus dari map yang telah mereka buat. (personalizing the map).
 - Guru meminta siswa menentukan “the final shape of map” dari topic tersebut. (post-assignment synthesis)
- c. Kegiatan Akhir (10 menit)

- Menyimpulkan materi pelajaran.
- Menanyakan kesulitan siswa selama kegiatan belajar mengajar.
- Menugasi siswa untuk me-review apa yang telah dipelajari.

H. Alat/Bahan/Sumber Pembelajaran

- www.docslide.com.br/semantik-mapping-rpp-1
- Komunitas Elearning IlmuKomputer.com
- D. H. Jonassen.(1993). *Structural Knowledge: Techniques for Representing, Conveying, and Acquiring Structural Knowledge*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Picture, hand-out

I. Penilaian

- a. Teknik : Merespon pertanyaan secara tertulis dan lisan
- b. Bentuk : pertanyaan tertulis dan lisan
Buatlah semantic mapping dengan tema computer!
- c. Instrumen : terlampir

J. Pedoman Penilaian

- a. Untuk setiap jawaban benar penulisannya diberi score = 10
- b. Nilai maksimal = 100

Palopo, Januari
2018

English Teacher

Researcher

Fitria

Indah Sari

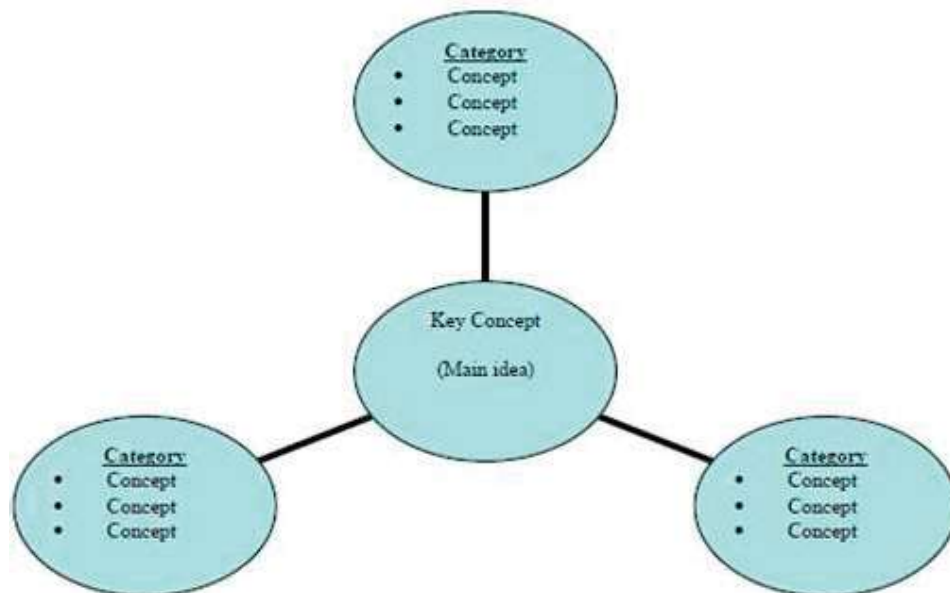
- Semantic Mapping Method
 1. Semantic mapping is an adaptation of concept definition mapping but builds on students prior knowledge or schema. While it draws on prior knowledge it recognizes important components and shows the relationships among the components.
 2. The framework of semantic mapping includes: the concept word (big idea), two or more category examples, and other examples (little ideas)
- Steps in Semantic Mapping Method

Firstly, identify the concept word (big idea) and then write the word as the central word, (e.g. Computer).

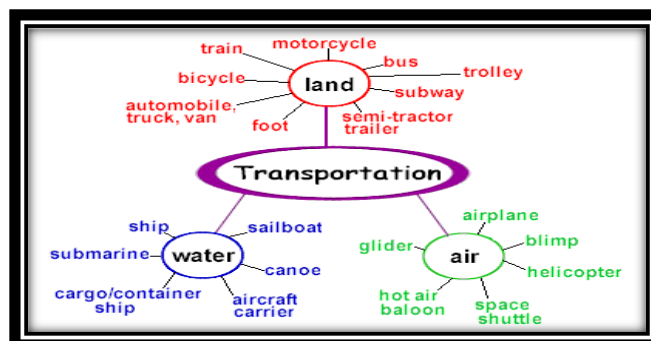
Second, make some categories of words that related with the central word, (e.g. Keyboard, CPU, and Monitor). For mapping the words, you can make bubble or box.

Finally, find out some words (little ideas) and then write the words that related with the word categories. For example: Keyboard → number, letter, symbol, etc.

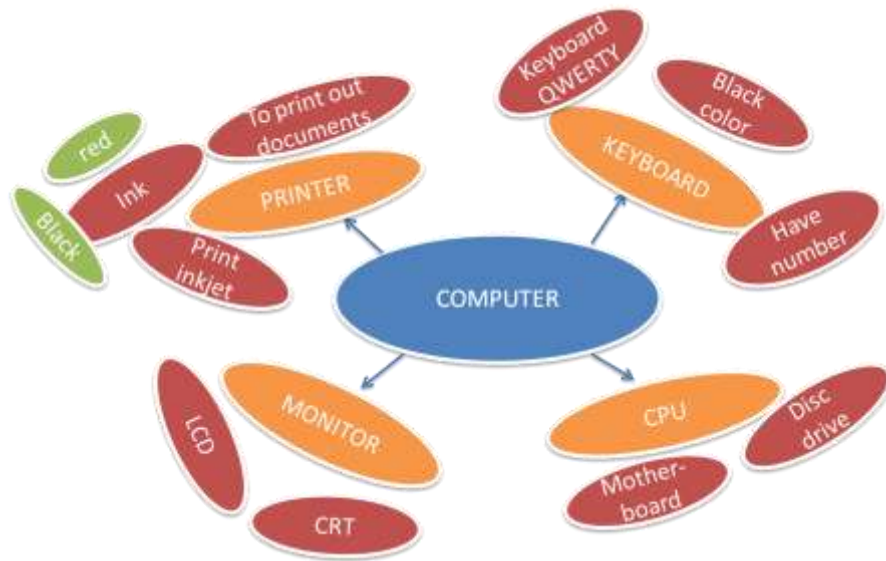
- Scheme or Structure of Semantic Mapping



- Example:



- contoh menggunakan metode semantic mapping dengan tema KOMPUTER.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMKN 1 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/II
Pertemuan ke -	: 2 (dua)
Alokasi Waktu	: 2 x 40 menit
Skill	: Vocabulary
Tema/Sub Tema	: Personal Computer (Laptop/Notebook)

K. Standar Kompetensi

Berkomunikasi dengan bahasa Inggris setara level novice

L. Kompetensi Dasar

- Menyebutkan Personal Computer (Laptop/Notebook) dan bagiannya beserta fungsinya

M. Indikator

Siswa mampu:

- Mengenali Personal Computer (Laptop/Notebook) dan bagiannya dalam bahasa Inggris dan mengetahui artinya.
- Mengetahui fungsi Personal Computer (Laptop/Notebook) dan bagiannya.

N. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

- Mengenali Personal Computer (Laptop/Notebook) dan bagiannya dalam bahasa Inggris dan mengetahui artinya.
- Mengetahui fungsi Personal Computer (Laptop/Notebook) dan bagiannya.

O. Materi Pembelajaran

- Vocabulary for TKJ (Teknik Computer Jaringan) especially, Personal Computer and their function.

P. Metode Pembelajaran

- Three phase technique (Introduction, Implementation/Process, Evaluation/Assesment).

Q. Langkah – Langkah Pembelajaran

- d. Kegiatan Awal (10 menit)
 - Greetings (memberi salam).
 - Mengabsen siswa.
 - Memberi motivasi kepada siswa.
- e. Kegiatan Inti (60 menit)
 - Guru menanyakan kembali tentang materi pelajaran sebelumnya.
 - Guru meminta siswa memilih kata atau topic yang berhubungan dengan tema/sub-tema dan guru menggambar sebuah lingkaran besar (a large bubble) di papan tulis dan menulis topik di dalamnya. (introduction the topic)
 - Guru meminta siswa berpikir tentang kata kunci dan ide yang terkait dengan topik. (brainstorming)
 - Guru mendukung dan meminta siswa untuk membuat koneksi dan mengambar lingkaran-lingkaran kecil (small bubbles) atau meng-kategorisasikan kata-kata yang terkait dengan topik dan menuliskannya pada selembar kertas. (categorization)
 - Setelah setiap siswa meng-kategorisasikannya, siswa kemudian membagikan atau men-share “list word” secara lisan dengan cara siswa satu persatu ke depan kelas mengisi lingkaran-lingkaran yang kosong dengan kata-kata yang telah mereka kategorikan tadi. Para siswa juga menentukan kata mana yang di tambahkan atau di hapus dari map yang telah mereka buat. (personalizing the map).

- Guru meminta siswa menentukan “the final shape of map” dari topic tersebut. (post-assignment synthesis)
- f. Kegiatan Akhir (10 menit)
 - Menyimpulkan materi pelajaran.
 - Menanyakan kesulitan siswa selama kegiatan belajar mengajar.
 - Menugasi siswa untuk me-review apa yang telah dipelajari.

R. Alat/Bahan/Sumber Pembelajaran

- Workshop Tuning & Troubleshooting Notebook Bagi Mhs Baru 2008
 - Universitas Gunadarma
- picture, hand-out

S. Penilaian

- d. Teknik : Merespon pertanyaan secara tertulis dan lisan
- e. Bentuk : pertanyaan tertulis dan lisan
Buatlah semantic mapping dengan tema personal computer (Laptop/Notebook)!
- f. Instrumen : terlampir

T. Pedoman Penilaian

- c. Untuk setiap jawaban benar penulisannya diberi score = 10
- d. Nilai maksimal = 100

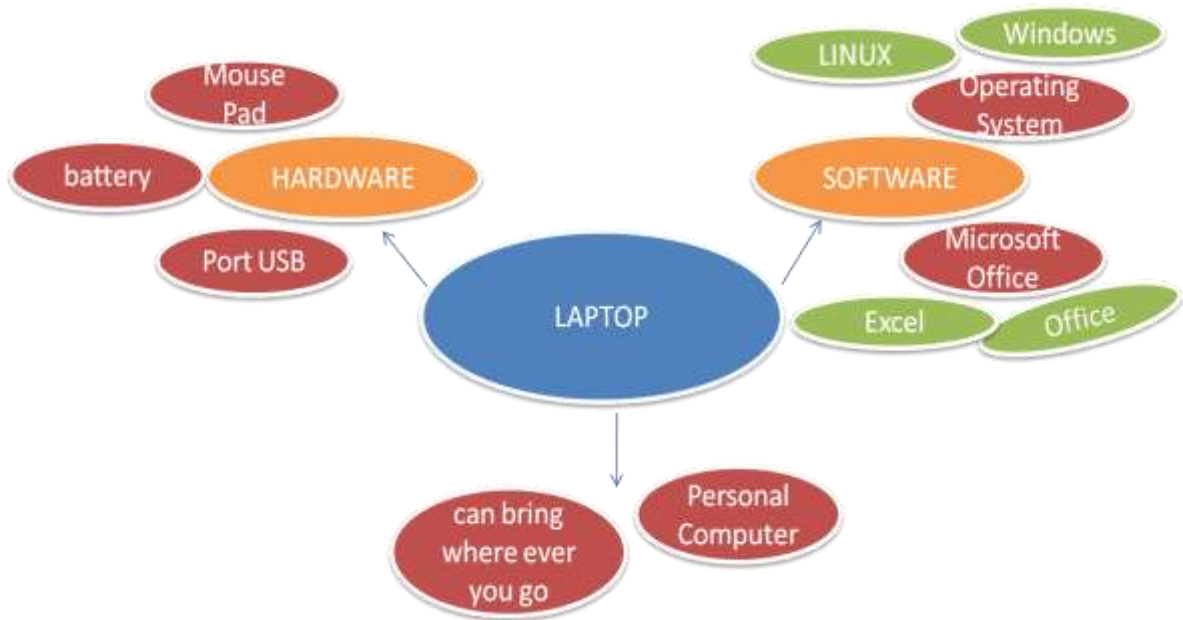
English Teacher

Palopo, Januari

2018

Researcher

Fitria Indah Sari



Appendix 1

The Students' Correct Answer and Score in Pre-test

o.	Respon dents	Students' Correct Answer	Scoring of the Students
	R1	1.45	29
	R2	3.40	68
	R3	2.25	45
	R4	3.10	62
	R5	1.85	37
	R6	1.75	35
	R7	1.75	35
	R8	2.05	41
	R9	3.15	63
	R10	2.05	41
0	R11	2.90	58
	R12	2.75	55
1	R13	1.45	29
	R14	3.40	68
2	R15	2.25	45
	R16	3.10	62
3	R17	1.85	37
	R18	1.75	35
4	R19	1.75	35
	R20	2.05	41
5			
6			

7			
8			
9			
0			

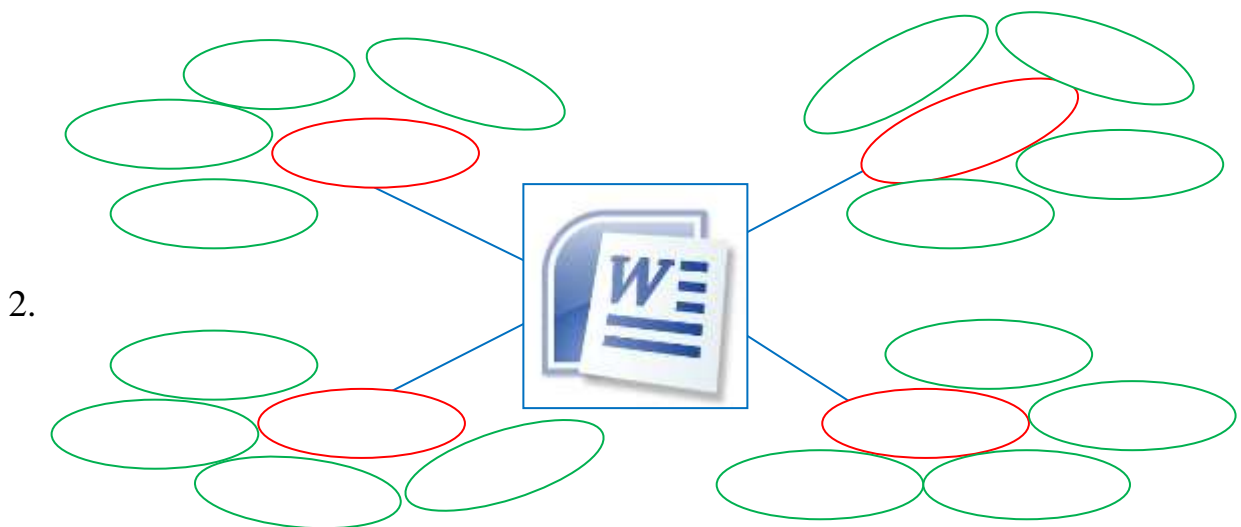
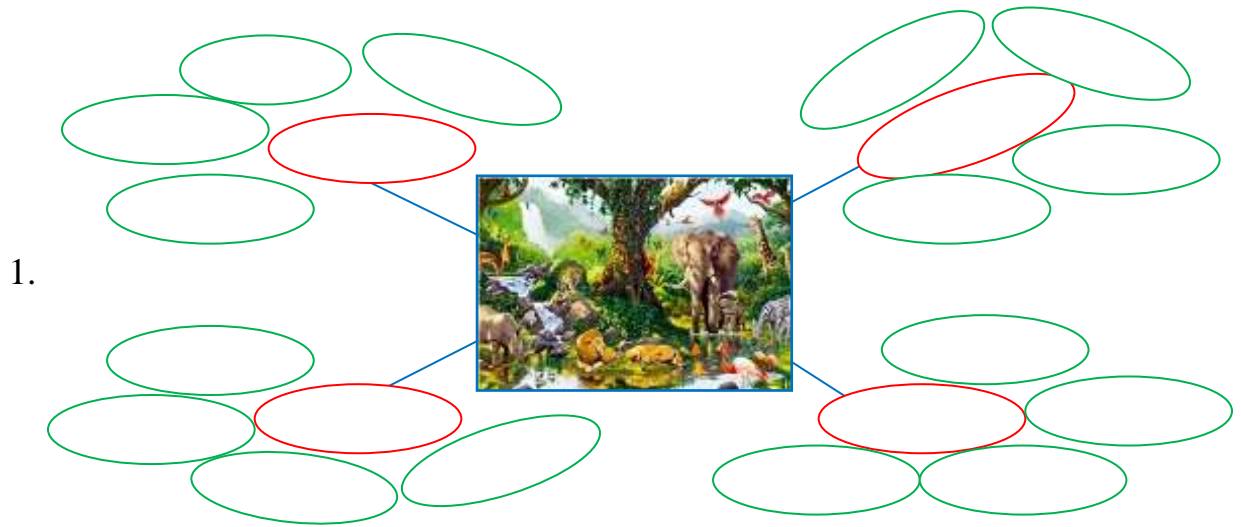
Appendix 2

The Students' Correct Answer and Score in Post-test

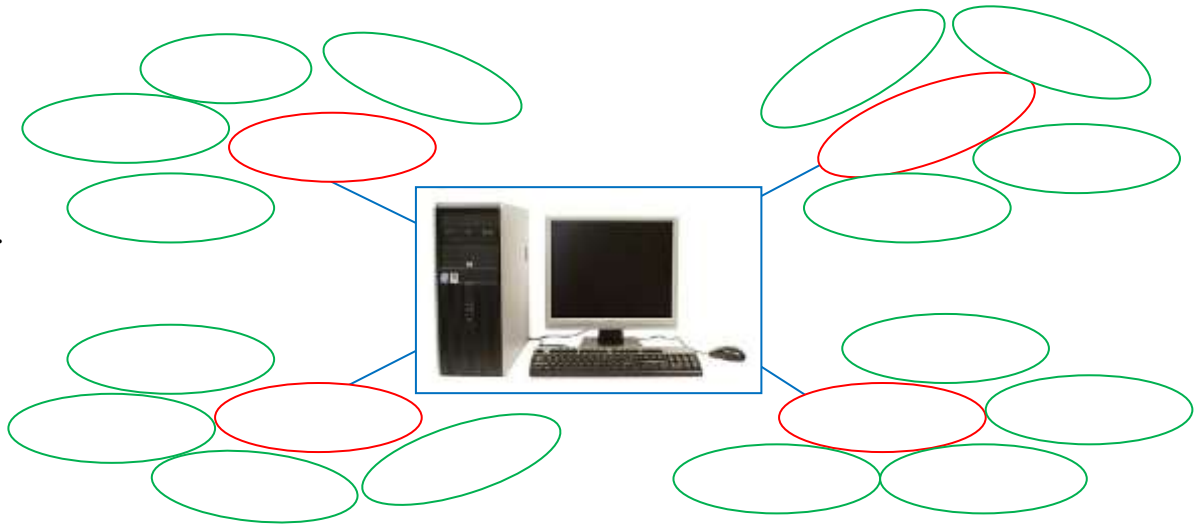
No.	Respon dents	Students' Correct Answer	Scoring of the Students
1	R1	3.60	72
2	R2	4.45	89
3	R3	4.00	80
4	R4	4.25	85
5	R5	4.55	91
6	R6	3.25	65
7	R7	3.90	78
8	R8	3.90	78
9	R9	4.40	88

1	R10	3.80	76
0	R11	4.30	86
1	R12	4.55	91
1	R13	3.60	72
1	R14	4.45	89
2	R15	4.00	80
1	R16	4.25	85
3	R17	4.55	91
1	R18	3.25	65
4	R19	3.90	78
1	R20	3.90	78
5			
1			
6			
1			
7			
1			
8			
1			
9			
2			
0			

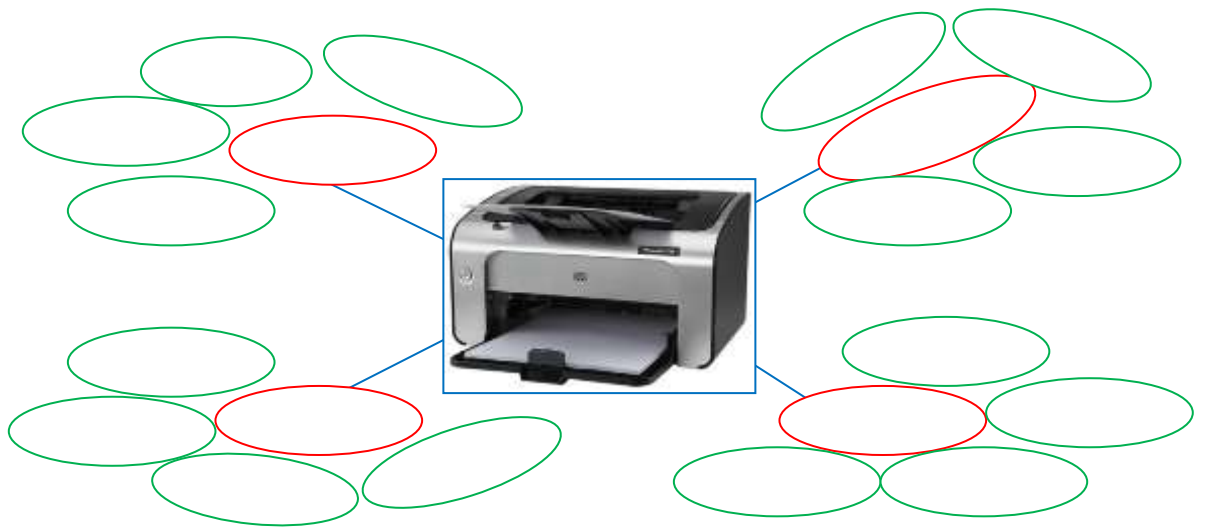
- a. Perhatikanlah gambar-gambar tersebut dengan saksama.
- b. Tulislah kata-kata yang kalian tahu atau berkaitan mengenai gambar-gambar tersebut pada kolom (lingkaran-lingkaran) yang telah di sediakan.



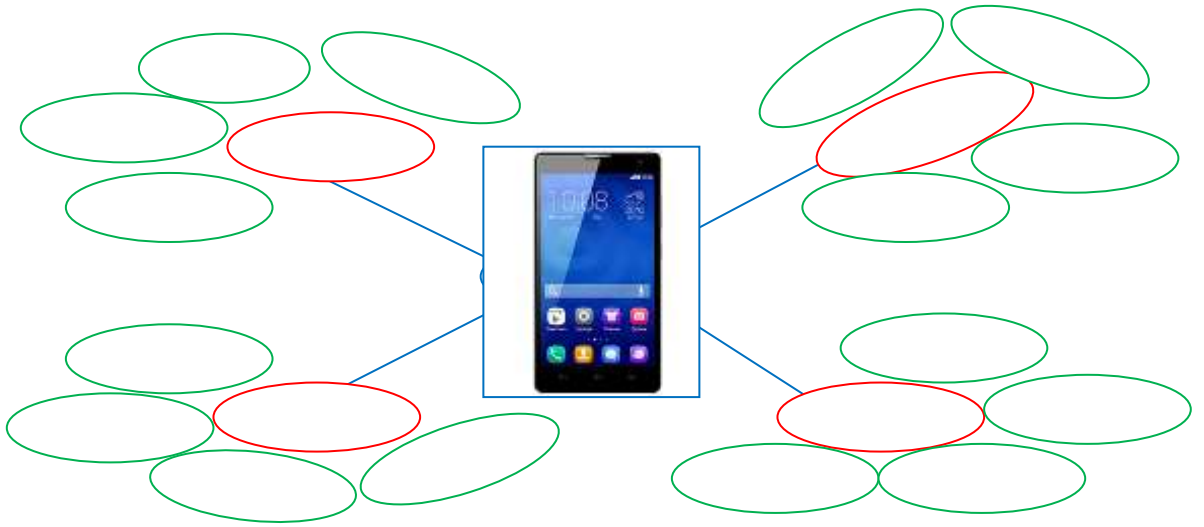
3.



4.



5.



DOCUMENTATIONS



Figure 3 The resercher gave the pre-test



Figure 4 The researcher gave the treatments



Figure 5 The researcher gave the post-test