

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language has been around since human was born. Time by time the humans learn language continually while they grow up. The language was used by people to communicate each other for expressing their feeling and purposes. One of languages that were used in this world was English. As we know that English was the international language. It meant that English was almost used by most people in the world. Also the language was not only about communicating each others, but it considerate to four basic skills. They were listening, speaking, reading, and writing. Four basics English above were implemented in daily life.

In the four basic skills, vocabulary mastery had important role in it, because before understanding the four basic skills, at least the students learn and master a lot of vocabulary first. So the student can learn easily the four basic skills, and the students able to use language well. Beside that the mastery of vocabulary also helped the students in communicating each other. As Thornburry (2013: 12) said in his journal that vocabulary is an essential component to determine how much a student is able to communicate successfully.

Cameron (2011) in Alqahtani (2015: 22) said that vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. As in the same of journal, stated that learners' vocabulary development was an important aspect of their language development. It meant that vocabulary was the first to be learned before starting communication.

In additional, the problem appeared and became serious if the students have limited vocabulary. The students feel frustrated with their knowledge of vocabulary mastery, because they did not have much vocabulary and they cannot convey the ideas. Thus, the strategy learning

was needed to solve the problem. So the students' knowledge of vocabulary will increase.

The condition that has been explained above was also found by the researcher at school in MTs N 1 Jepara, especially in the eighth grade students. It was fact that the students had limited vocabulary. They needed a strategy to improve their vocabulary mastery. Because of the problem the writer had chosen Semantic Mapping Strategy to solve the problem. Semantic Mapping was a diagram that used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Semantic map was used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing (N. P. Sari, 2015)

The other statement came from Indriarti (2014: 78) who stated that semantic mapping is a strategy for representing word concepts graphically. It helps the students to develop their vocabulary through a deeper understanding conceptual knowledge by displaying words into categories to show how they are related to each other. Still in the same of her journal, Indriarti (2014) cited in Graves (2008:56), semantic mapping is one of the most powerful approaches to teach vocabulary because it engages students in thinking about word relationships. This strategy increased students' active exploration of the word relationships; therefore, it led them to a deeper understanding of word meanings by developing their conceptual knowledge related to word. Hence, this strategy can help the students to memorize some new words easily and effectively

To support the statements above Hamdan (2017: 1) indicated that semantic mapping strategies had a positive impact on students' vocabulary performance and reading. It meant semantic mapping can improve students' vocabulary mastery. Thus, the researcher was steady to use semantic mapping as the strategy in the research.

Then, with the premises above, the eighth grade students of MTs N 1 Jepara felt difficult to communicate each other because they had limited

vocabulary. As the problem the researcher had conducted the research by using Semantic Mapping as the strategy to develop students' vocabulary. The Researcher conducted the research through Semantic Mapping strategy to know whether there was any significant positive effect or not. Hopefully, by this strategy the students will be able to get many vocabularies and they can memorize easier. Finally the researcher conducted this title to finish his final project in studying at College of English Language Education "the effectiveness of semantic mapping strategy in teaching vocabulary to the eight grade students of MTs N 1 Jepara in academic year of 2018/2019". Beside of that, the writer expected that this strategy gave a good contribution for the students, English teachers, school and readers.

1.2 Research Question

In MTs N 1 Jepara the researcher found the problem that in the eighth grade students they had limited vocabulary. Because of the problem the researcher used semantic mapping strategy to improve their vocabulary mastery. As the explanation the researcher stated the problem in a question: How effective was the use of semantic mapping strategy to improve students' vocabulary mastery at the eighth grade students of MTs N 1 Jepara in academic year of 2018/2019?

1.3 Objective of the Study

Based on the problem stated above, the purposes of this study of course to examine the effectiveness of semantic mapping strategy to improve students' vocabulary mastery at the eighth grade students of MTs N 1 Jepara in academic year of 2018/2019.

1.4 Significances of the Study

The result of this study was expected to give some contributions:

1. Theoretically

In this research was expected to develop and increase the researcher's knowledge about various learning method and add as the references that Semantic Mapping Strategy can be used the teacher to improve students' vocabulary.

2. Practically

a. For students

It helped students to learn vocabulary mastery easily and effectively, and also give students motivation in learning.

b. For teacher

It eased the job of the teacher to teach vocabulary and it can be reference for teaching.

c. For the readers

I hoped this study can help other researcher as reference and it can be their inspiration to conduct the same title studies.

1.5 Research Organization

This study consists of five main chapters. Chapter I consists of background of the study, research question, statement of the problem, objective of the study, significance of the study and thesis organization. Then, chapter II presents the review of the related literature. This chapter concerns with review of previous research and theoretical review. Chapter III discusses the research method. It includes the type of research, unit of analysis, source of data, technique of data collection and technique data of analysis, population and sample, research method, validity of the instrument, technique of data collection and technique of data analysis. Chapter IV describes about the results of the study based on the data analysis and the discussion of the research findings. And chapter V talks about conclusion and suggestion.