# CHAPTER II
# REVIEW OF RELATED LITERATURE

## 1.1 Previous Studies

There were some studies concerning with semantic mapping strategy, the first was written by Sari (2015). The study entitled *"Peningkatan Penguasaan KosaKata Mahasiswa Tingkat Menengah Program Darmasiswa UNY dengan Strategi Peta Semantik"*. This research aimed at determining the effect of semantic mapping on the vocabulary development of Darmasiswa UNY learners. This research used observation, documentation, interview and test as the technique of collecting data. This research toke qualitative by way of the data analysis. After conducting research, the result indicated that semantic mapping has statistically significant positive effect on vocabulary development of Darmasiswa UNY learners. Based on this research, stated that semantic mapping can be adopted in English language classes in order to facilitate the learning process especially in the vocabulary learning because Semantic Mapping strategy helped them remember word by word.

Similarly with a research by Aksyah (2017). The study entitled *"The Implementation of Semantic Mapping Strategy in Mastering English Vocabulary"* The subject in this research was the students in class IX-5 of MTsN 2 Aceh Besar which consisted of 28 students. This research was quantitative with pre-experimental design. To obtain the data, test and questionnaire were used. In selecting the sample, the writer used purposive sampling. After conducting research, the result indicated that most of the students gave positive responses about semantic mapping strategy and there was significant positive effect to the scores of the learners in teaching vocabulary. Based on this research stated that semantic mapping strategy could improve the students' ability in English vocabulary mastery.

The other research conducted by Vadilah (2011) entitled *"Enriching Students' Vocabulary Through Semantic Mapping"*. The research conducted to the tenth grade students of department electro SMK Triguna Utama

Ciputat academic years 2010//2011. This research were quantitative and qualitative method with class room action research design. In getting the data, researchers use qualitative and quantitative. Qualitative data is obtained through observation and interview, while quantitative is obtained from test and questioner. After did the research, the result indicated that semantic mapping has statistically significant positive effect on vocabulary mastery on the tenth grade students of electro SMK Triguna Utama Ciputat. It means that the research that used semantic mapping as the strategy was successfully.

From previous studies above the writer decided to use Semantic Mapping strategy to improve the vocabulary mastery of eighth grade students of MTs N 1 Jepara. The differences from previous studies above are the writer will use quasi experimental design with random sampling and then the researcher conducting this research to the eight grade students as the subject. Students can study by doing fun learning with semantic mapping as the method. The writer hopes it is not only to get the great scores and improve their vocabulary mastery, but also makes students afford a creative thinking, enjoy with their learning, fun and they have interest to come to the school for studying.

## 1.2 Review of Related Literature

### 2.2.1 Vocabulary

#### a. Definition of Vocabulary

The mastery of vocabulary in daily life has a very big role, because the mind of a person could only be clearly understood by others if the person expresses it by using vocabulary. According to Cameron (2001) in Alqahtani (2015: 22) vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Vocabulary is the total number of words that are needed to communicate ideas

and express to the speakers' meaning (Alqahtani, 2015). It means that without vocabulary the people could not communicate well.

There is another statement found from Campillo (1995) "vocabulary is obviously an essential element within a language, and students should be made aware of it is importance as the experience shows that there is a general tendency to overemphasize grammar or functions." So vocabulary is a basic learning that should students have.

In vocabulary learning there are something that should be done, McCarthy and O'dell (1998: 4) stated that to learn a lot of vocabulary, there are two things should be done:

First, Study each unit of the book carefully and do all the exercises then check the answer key. After that, repeat and repeat the units and see how much vocabularies have learnt and how much vocabularies have forgotten.

Second, develop the ways to study and learn new words and phrases which are not in the book.

Indeed, the real life at the school a lot of students could not speak English well because they had limited vocabulary. Also because of the matter they did not understand and could not express their ideas. Because vocabulary is an essential element within a language which are the words that are really needed to communicate and express the ideas.

**b. Kinds of Vocabulary**

In order to understand language, especially in vocabulary learning, Harmer (1991) in Alqahtani (2015: 25) mentioned in her journal that some experts divide vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and they are expected to be able to use it. Meanwhile, the second refers to the

words which the students will recognize when they meet them, but they will probably not be able to pronounce it. As the same of the journal quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

    Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Productive Vocabulary

    Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

c. **The Importance of Vocabulary**

Vocabulary represents one of most important skills that necessary for teaching and learning a foreign language. This is the things that students needed. According to Campillo (1995: 36) said that vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically, therefore, something to be taken into consideration both in second and foreign language teaching. The importance of studying vocabulary in foreign language teaching could not be neglected at all. According to Emor (2012) in

Aksyah (2017: 22) they are convinced that the necessary part of any language learning and particularly is vocabulary development, where academic learning skills are more concerned.

Huckin (1995) postulated that research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Alqahtani, 2015). The fact that a lot of students often meet a problem when they are not finding the words to express, which is the most frustrating experience.

Statements above the importance of teaching vocabulary should be a substantial lesson at the school. This could be the serious reason for students to have limited vocabulary. Because without vocabulary mastery the students have no ideas to talk anything and they cannot convey it. While, also the students are not be able to use language effectively. So that vocabulary as one important lesson to give the students at the school.

**2.2.2 Semantic Mapping**

**a. Definition of Semantic Mapping**

According to Kholi, & Sharifafar (2013) in Yuyun, Sada, & Eusabinus (2015: 2) stated that semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge by displaying in categories words related to one another. While Asadollahfam (2012) quoted that semantic is a graphic arrangement showing the major ideas and relationships between text or among word meanings. It means that semantic mapping is visual strategy which finding words by mapping but still related from the base word.

Semantic mapping in teaching vocabulary is used to help the students finding new words. It is a helpful strategy for teaching abstract vocabulary to learners (Hamdan, 2017). Semantic maps provide a graphic structure of the knowledge to be used as the basis for organizing new ideas as they are understood by the students.

According to Zaid (1995: 6) in his journal said that semantic mapping is an activity in CLT (Communicative Language Teaching) because semantic mapping incorporates many of the aspects of CLT which have been found to benefit students in learning a second language. So it can be categorized that semantic mapping is a part of in CLT activities.

In additional Cynthia & Johnson (2005: 12) said that semantic mapping is a good technique to use in content-area teaching, in which the words are thematically related each other. The technique works best as a group activity, since discussion helps students with smaller vocabularies and students learn all the words that are talked about. Advanced learners will benefit from the extra exposure to words they have already learned.

According to above-presented, this strategy helps the students to organize new ideas through mapping. It assumes that there are multiple relations between a concept and the knowledge that is associated with the concept. Moreover this graphic organizer is not made by the teacher, but it is made by the students' creative thinking to help them out of their ideas.

While, as the additional Blachowicz and Fisher (1996) in Sari (2015: 9) said that semantic mapping strategy have some different characteristics from the others strategy, they are :

1. The main theme or concept is in the center of the map.
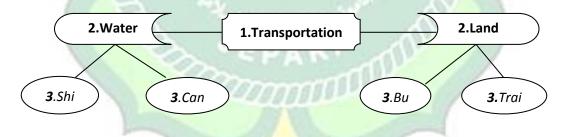2. Ideas, concepts, and other important terms are highlighted in such a way using boxes, circles, or colors.

3. Using lines to link the related ideas.

4. The further information from the center of the map means that the more specific the information is.

5. The concept of interconnection is not hierarchically organized.

b. **Implementation of Semantic Mapping**

In this stage, the researcher describes the procedure of semantic mapping adapted from Sari's journal. The teacher should model mapping a few times before the students do this on their own. There are three components to a semantic map;

First, Core question or concept: this is a key word or phrase that is the main focus of the map. Second, Strands: subordinate ideas that help to mention and clarify the main concept. These can be generated by the students. The last is supports: details, inferences and generalization that are related to each strand. Supports clarify the strands and distinguish one strand from another (Sari, 2015: 4).

For example;



From the example above show that number one is main concept, then number two it means strands or subordinate from main concept, and three shows that there are some supports in each strand which has function to clarify the strands and distinguish between one strands from another.

For the first time the students could be confused about how to do semantic mapping properly. Because some of them may just meet this strategy at the first time. According to Sari (2015) There are some guidance practice could be done for teacher and the students. As follows;

1. Identify the concept to be taught and inform to the students.

2. Model how to develop a semantic map by writing the concept (the big idea) on the chalkboard or overhead transparency, ask to the students thinking of words (the little ideas) that are related to or associated with the concept, write these words and group them into categories, and then have the students label each category,

3. Making the students work in pairs or small groups to construct a semantic map on a designated concept.

4. Have the students share their semantic maps with the entire class.

5. Conclude the lesson with a discussion of the concept, the related vocabulary words, categories, and the interrelationships among these words.

By doing guide above, the students will be able to understand and practicing the strategy well. It could be used by individual or in pairs is more fun. So, semantic mapping strategy is a great way to create graphs and learning concepts.

c. **The Advantages of Using Semantic Mapping**

Semantic mapping is a visual graphic that demonstrate relationship between one word to another word. It is useful to teach vocabulary mastery skill for students. Quoted by Indriarti

(2014) said that There are seven advantages of using semantic mapping in teaching-learning process, they are;

1. Representing ideas or views from a large group of participants or stakeholders in an easy-to-interpret format.
2. Helping students brainstorm and generate new ideas.
3. Encouraging students to discover new concepts and the propositions that connect them.
4. Allowing students to more clearly communicate ideas, thoughts and information.
5. Identifying complex relationships between issues, factors, and so on in a tangible or graphic format.
6. Participating focus, everybody can have his or her ideas represented.
7. Promoting the active participation therefore ensures that participants stay on the task.

Semantic mapping strategy could not only used in vocabulary learning but can also be used in other learning skills. This strategy helps the teacher in designing learning and planning for instruction by helping them to identify the patterns of organization of ideas and the concepts.

### 2.2.3 Research Framework

For the picture bellow, the steps of the research could be seen obvious. By using quasi-experimental research. The researcher wants to find out whether using semantic mapping strategy in teaching vocabulary is able to improve students' vocabulary mastery?

The eight grade students of MTs N 1 Jepara

Students' problem in learning vocabulary mastery

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┌─────────────────────────────┐
│   Students' need an effective │
│   learning strategy to improve │
│   vocabulary mastery..         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Using semantic mapping      │
│   strategy  as the way for    │
│   teaching vocabulary         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Quasi-Experimental research │
│   (pre-test and post-test)    │
└─────────────────────────────┘
         ↙              ↘
┌──────────────────┐   ┌──────────────────┐
│ Experimental Class │   │   Control Class    │
└──────────────────┘   └──────────────────┘
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┌──────────────────┐   ┌──────────────────┐
│     Pre-Test       │   │     Pre-Test       │
└──────────────────┘   └──────────────────┘
         │                      │
         ▼                      ▼
┌──────────────────┐   ┌──────────────────┐
│     Treatment      │   │  Without Treatment │
└──────────────────┘   └──────────────────┘
         │                      │
         ▼                      ▼
┌──────────────────┐   ┌──────────────────┐
│     Post Test      │   │     Post Test      │
└──────────────────┘   └──────────────────┘
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